

The SEVbESD survey

Below are the preambles and survey questions in the Survey to Establish Values-based Education for Sustainable Development (SEVbESD). The actual survey can be found [here](#).

Section 1: Demographics

The Survey to Establish Values-based Education for Sustainable Development (SEVbESD) aims to establish an understanding of how much support and willingness there would be to adopt a framework for sustainability education, what perceived barriers are present, and obtain feedback for important elements to include in the framework. Additionally, it also aims to explore trends and correlations between different perspectives around sustainability education and demographics and experience. This information will be used to build a working model for Values-based Education for Sustainable Development (VbESD). In that respect, we will be asking questions around your demographic and previous experiences with learning sustainability and values at school.

Demographics:

1. What is your age?
 - a. 1-12 years old
 - b. 13-17 years old
 - c. 18-25 years old
 - d. 25-40 years old
 - e. 40-65 years old
 - f. 65+ years old
2. What is your gender?
 - a. Female
 - b. Male
 - c. Transgender
 - d. Queer
 - e. Two-Spirit
 - f. Gender Fluid
 - g. Non-Conforming
 - h. Prefer not to say
 - i. Other (write-in)
3. What category/categories best describes you?
 - a. st Asian (Eg: Chinese, Korean, Japanese, etc)
 - b. Southeast Asian (Eg: Filipino, Malaysian, Vietnamese, Indonesian, etc)
 - c. South Asian (Eg: Asian Indian, Sri Lankan, Bangladeshi, Pakistani, etc)

- d. Middle Eastern or North African (Eg: Lebanese, Iranian, Egyptian, Syrian, Moroccan, Algerian, etc)
 - e. Native American or Indigenous (Eg: First Nations, Inuit, Métis)
 - f. Black or African (Eg: Jamaican, Haitian, Nigerian, Ethiopian, Somalian, etc)
 - g. West Indian (Eg: Trinidadian and Tobagonian, Barbadian etc)
 - h. Native Hawaiian or Other Pacific Islander (Eg: Native Hawaiian, Samoan, Chamorro, Tongan, Fijian, etc)
 - i. Hispanic, Latino or Spanish origin (Eg: Mexican or Mexican American, Puerto Rican, Cuban, Salvadoran, Dominican, Colombian, etc)
 - j. White or Caucasian (Eg: German, Irish, English, Italian, Polish, French, etc)
 - k. Other (write-in)
4. Where would you say you grew up? (Choose as many as applicable)
- a. Canada
 - b. USA
 - c. British Isles (United Kingdom & Ireland)
 - d. Italy
 - e. North America (excluding Canada & USA)
 - f. Europe (excluding British Isles and Italy)
 - g. South America
 - h. Caribbean
 - i. Eastern Asia
 - j. Southeastern Asia
 - k. Southern Asia
 - l. Northern Asia
 - m. MENA (Middle East & Northern Africa)
 - n. Central/Middle Africa
 - o. Southern Africa
 - p. Eastern Africa
 - q. Western Africa
 - r. Australia & Oceania
 - s. Other (write-in)
5. Where did you get your most relevant education? (choose as many as applicable)
- a. Canada
 - b. USA
 - c. British Isles (United Kingdom & Ireland)
 - d. Italy
 - e. North America (excluding Canada & USA)
 - f. Europe (excluding British Isles and Italy)

- g. South America
 - h. Caribbean
 - i. Eastern Asia
 - j. Southeastern Asia
 - k. Southern Asia
 - l. Northern Asia
 - m. MENA (Middle East & Northern Africa)
 - n. Central/Middle Africa
 - o. Southern Africa
 - p. Eastern Africa
 - q. Western Africa
 - r. Australia & Oceania
 - s. Other (write-in)
6. If you remember, what school board(s) are/were your school(s) a part of? If you were homeschooled, please indicate that instead.
7. What is the highest level of education you have received?
- a. Primary education
 - b. Middle-school education
 - c. Secondary education
 - d. Post-secondary education
 - e. Masters degree
 - f. Doctorate degree
 - g. Post-doctorate degree
8. Where are you currently located?
- a. Canada
 - b. USA
 - c. British Isles (United Kingdom & Ireland)
 - d. Italy
 - e. North America (excluding Canada & USA)
 - f. Europe (excluding British Isles and Italy)
 - g. South America
 - h. Caribbean
 - i. Eastern Asia
 - j. Southeastern Asia
 - k. Southern Asia
 - l. Western Asia
 - m. Northern Asia
 - n. MENA (Middle East & Northern Africa)
 - o. Central/Middle Africa
 - p. Southern Africa

- q. Eastern Africa
 - r. Western Africa
 - s. Other (write-in)
9. I am a (please check all that apply):
- a. Student
 - b. Former VbE student
 - c. Current VbE student
 - d. Preschool Educator
 - e. Primary School Educator
 - f. Middle School Educator
 - g. Secondary School Educator
 - h. Post-secondary Educator
 - i. Other kind of Educator (please describe)
 - j. Preschool Staff (excluding educators)
 - k. Primary School Staff (excluding educators)
 - l. Middle School Staff (excluding educators)
 - m. Secondary School Staff (excluding educators)
 - n. Post-secondary Staff (excluding educators)
 - o. Staff (excluding educators) in another type of learning institution
 - p. VbE Affiliate
 - q. VbE Advisor
 - r. IVET Affiliate
 - s. General community member
 - t. Other (please specify)
10. What is/was your field of study?
11. If you are/were working, what is/was your field of work?

Section 2: Sustainability as a value

Climate change presents a pressing crisis as a global driver for inequality, poverty, migration, environmental degradation, natural disasters, biodiversity loss, and various other issues.

In this survey's context, "sustainability" and "sustainable development" is defined as "meeting our own needs without compromising the ability of future generations to meet their own needs" (Brundtland Commission, 1987). For this section, "sustainability education" refers to any kind of education that involves sustainability and sustainable development, such as topics around climate change as well as social and environmental change.

There is a growing recognition for the need for sustainability education (also referred to as Education for Sustainability or Education for Sustainable Development). The UN defines Education for Sustainable Development as education that "empowers learners of all ages with the knowledge, skills, values and attitudes to address the interconnected global challenges we are facing, including climate change, environmental degradation, loss of biodiversity, poverty and inequality" (UNESCO, 2021).

12. I understand what is meant by sustainability and sustainable development, and education for sustainability/sustainable development.
 - a. Yes
13. When you think of sustainability, what topics do you associate it with? (select all that apply, and please specify any others)
 - a. Climate change and natural disasters
 - b. Environmental degradation and conservation
 - c. Waste (i.e. plastic waste) production and reduction
 - d. Water and air pollution and conservation
 - e. Animal and plant agriculture
 - f. Biodiversity and habitat loss and preservation
 - g. Health and diseases
 - h. Melting ice caps and ocean levels and acidification
 - i. Poverty reduction and humanitarianism
 - j. Social justice and social welfare
 - k. Food security, justice and stewardship
 - l. Consumerism and mass consumption/production
 - m. Economic growth and security
 - n. Sustainable investments
 - o. Circular economy and responsible businesses
 - p. Political conflicts and stability
 - q. Human overpopulation and migration
 - r. Smart cities and urban development and planning
 - s. Clean energy and clean technologies
 - t. Capacity development
 - u. Governmental responsibility
 - v. Other (please specify)

On a scale from 1-10:

14. How much do you value sustainability? In other words, how important is sustainability to you?
15. How knowledgeable are you on topics surrounding sustainability?

16. How sustainable would you rate your behaviours & lifestyle?
17. How important is it for people to have sustainability as an intrinsic value (i.e. guide their thinking and behaviour)?
18. How important is incorporating education for sustainability into the global education system as a whole?
19. How important is incorporating education for sustainability into your local education system (if you are a teacher, into your school)?
20. How important is incorporating education for sustainability into your field of study/work (if you are a teacher, your field of teaching)?
21. How interested would you be in incorporating a framework to include education about sustainability into the education system?

22. What would you feel would be the best way to incorporate sustainability into the education system?
 - a. Into core, mandatory subjects
 - b. Into non-mandatory subjects
 - c. Into all existing subjects
 - d. As its own core mandatory course(s)
 - e. As its own elective course(s)
 - f. Only present in extracurriculars
 - g. Only present in school operations (i.e. cafeteria, building design, resource management)
 - h. Integrated into the school and curriculum at the foundation, and brought up in any subject possible and tied into assignments, projects, discussions, extra- and co-curricular activities, and the operations and environment of the school and staff behaviours
23. Are you involved with the Values-based Education movement (i.e. a VbE educator, staff, advisor or affiliate)?
 - a. Yes (Redirect to Section 3A)
 - b. No (Redirect to Section 3B)

Section 3A: Values-based Education and sustainable development (for VbE practitioners)

The following questions are for individuals who are involved with the Values-based Education (VbE) movement.

Please rate your agreement to the following questions about VbE and sustainability:

24. Values-based Education provides the framework to foster the values and attitudes for sustainable development, and empower its students for a more sustainable world (0-10 scale; 10 = strongly agree)

25. Values-based Education can be used even more powerfully to foster the values and attitudes for sustainable development, and empower its students for a more sustainable world. (0-10 scale; 10 = strongly agree)
26. Through the principles of Values-based Education, sustainability can be explicitly fostered as an intrinsic value to its students, in the same way as values such as respect, kindness, integrity, etc. (0-10 scale; 10 = strongly agree)
27. A framework using Values-based Education for sustainable development would be valuable to the education system. (0-10 scale; 10 = strongly agree)
28. Do you have any additional comments, specific examples or experiences you'd like to share?

Section 3B: Values-based Education and sustainable development (for non-VbE practitioners)

The following questions are for individuals who are not involved with the Values-based Education (VbE) movement.

Please rate your agreement to the following questions about VbE and sustainability:

24. Having sustainability as an intrinsic value would foster the attitudes needed for sustainable development, and empower individuals for a more sustainable world. (0-10 scale; 10 = strongly agree)
25. Our education system can be used even more powerfully to foster the values and attitudes for sustainable development, and empower its students for a more sustainable world. (0-10 scale; 10 = strongly agree)
26. Through deliberate teaching and modelling, sustainability can be explicitly fostered as an intrinsic value to its students, in the same way as values such as respect, kindness, integrity, etc. (0-10 scale; 10 = strongly agree)
27. A framework that can foster sustainability as an intrinsic value would be valuable to the education system. (0-10 scale; 10 = strongly agree)
28. Please share any additional comments, specific examples or experiences you have.

Section 4: The call for Values-based Education for Sustainable Development (VbESD)

Values-based Education for Sustainable Development (VbESD) is a newly-developed framework for Education for Sustainable Development (ESD), in which sustainability is embedded into the learning environment and fostered as an intrinsic value in its student, using principles from Values-based Education (VbE) within the ESD context.

Education for Sustainable Development (ESD): As previously mentioned, ESD is education that empowers learners with knowledge, skills, values and attitudes to take

informed decisions and make responsible actions for environmental integrity, economic viability and a just society (UNESCO, 2021).

Values-based Education (VbE): Values-based Education is a transformative model of education that underpins educational environments with universal positive human values and nurtures ethical intelligence (VbE, 2021).

A value is a principle that guides our thinking and behaviour. Examples of values include respect, kindness, compassion, humility, hope and integrity. Sustainability is not usually referred to as a personal value, and VbESD argues for its importance as today's society is heavily in need of committed climate action. Having sustainability as an intrinsic value means that the student's behaviours and decisions would be guided by sustainability in all areas of life, and that is what VbESD aims to foster.

The following questions relate to previous experience with values in an educational environment:

29. Have you ever been taught values (i.e. kindness, respect, honesty, responsibility, etc) in a school setting?
- Yes
 - No

If you answered "yes" to the above:

30. What level of education was it at?
- Primary education
 - Middle school education
 - Secondary education
 - Post-secondary education
 - I don't remember
 - Other (write-in)
31. What was the extent of the values-teaching? (select all that apply, and please specify any others)
- Value of the Month
 - Explicit mentions of values (i.e. using values in their language)
 - Leading values by example and modelling values in their behaviour
 - I was taught in a school that practices Values-based Education (VbE)
 - Other (write-in)
32. If so, did it have an impact on your life and how you live?
- Yes, significantly
 - Yes, somewhat
 - No
33. Please elaborate on the impact.

The following questions relate to previous experience with sustainability in an educational environment:

34. Have you had education on climate change or sustainability before?

- a. Yes
- b. No

If you answered “yes” to the above:

35. What level of education was it at? (select all that apply)

- a. Primary education
- b. Middle school education
- c. Secondary education
- d. Post-secondary education
- e. Extracurricular training/education
- f. I don't remember
- g. Other (please specify)

36. What was the extent of the sustainability education? (select all that apply, and please specify any others)

- a. Definition of sustainability
- b. Importance of sustainability
- c. Science behind climate change
- d. Effects of climate change
- e. Solutions to climate change
- f. Integration into different subject areas (i.e. not only one class)
- g. Modelling/leading sustainable behaviours by example
- h. Other (please specify)

37. If so, did it have an impact on your life and how you live?

- a. Yes, significantly
- b. Yes, somewhat
- c. No

38. Please elaborate on the impact.

The Values-based Education for Sustainable Development framework will be a comprehensive, feasible and applicable pedagogical framework in which sustainability can be explicitly fostered as an intrinsic value to its students by using the principles of Values-based Education in an Education for Sustainable Development context.

39. Given the above description of the Values-based Education for Sustainable Development (VbESD) framework, how would you rate your support for introducing this framework to the education system? (0-10 scale; 10 = fully support)

40. If you were a primary teacher, how willing would you be to adopt the VbESD framework within your own teaching? (0-10 scale; 10 = extremely willing)

41. Please elaborate on your answer regarding your support and hypothetical willingness; why or why not?
42. Are you an educator of any kind?
 - a. Yes (Redirect to Section 5A)
 - b. No (Redirect to Section 5B)

Section 5A: Support & barriers to Values-based Education for Sustainable Development (for educators)

43. Do you already incorporate education about sustainability into your teachings?
 - a. Yes, as much as I can
 - b. Yes, a little bit
 - c. Yes, but only whatever is in the existing curriculum
 - d. No

On a bigger scale:

44. As an educator, how would you rate your support for introducing the VbESD framework to the general teaching community? (0-10 scale; 10 = fully support)
45. What barriers could you foresee that might prevent the adoption of the Values-based Education for Sustainable Development (VbESD) framework in the general teaching community? Please check all that apply as well as choose the top three barriers.
 - i. Lack of time to prepare
 - ii. Lack of space in the curriculum
 - iii. Lack of compensation for the work
 - iv. Lack of confidence and preparedness
 - v. Lack of training
 - vi. Lack of knowledge on the topic (i.e. sustainable development)
 - vii. Lack of readymade resources (i.e. presentations, videos)
 - viii. Lack of financial resources
 - ix. Lack of practice and behaviour-modelling (i.e. you do not practice sustainable behaviours in your day-to-day life)
 - x. Lack of enforcement or management system
 - xi. Lack of inherent interest and intrinsic motivation
 - xii. Lack of approval/support from the community
 - xiii. Lack of approval/support from those in power
 - xiv. Lack of interest from students
 - xv. Uncomfortability to make changes to their existing pedagogy
 - xvi. Lack of clarity and consistency on what “sustainability education” is

- xvii. Other (please describe below)
- b. Please elaborate on any answers.
- c. In your opinion and from your experience, what can be done to overcome these barriers?

On an individual scale:

- 46. How willing would you be to adopt the VbESD framework within your own teaching? (0-10 scale; 10 = extremely willing)
- 47. What barriers do you foresee that might prevent the adoption of Values-based Education for Sustainable Development (VbESD) in your own teaching? Please check all that apply, and place a star next to the top three barriers. If you are not an educator, answer this question with the perspective that you are a primary school teacher.
 - i. Lack of time to prepare
 - ii. Lack of space in the curriculum
 - iii. Lack of compensation for the work
 - iv. Lack of confidence and preparedness
 - v. Lack of training
 - vi. Lack of knowledge on the topic (i.e. sustainable development)

 - vii. Lack of readymade resources (i.e. presentations, videos)
 - viii. Lack of financial resources
 - ix. Lack of practice and behaviour-modelling (i.e. you do not practice sustainable behaviours in your day-to-day life)
 - x. Lack of enforcement or management system
 - xi. Lack of inherent interest and intrinsic motivation
 - xii. Lack of approval/support from the community
 - xiii. Lack of approval/support from those in power
 - xiv. Lack of interest from students
 - xv. Uncomfortability to make changes to your existing pedagogy

 - xvi. Lack of clarity and consistency on what “sustainability education” is
 - xvii. Other (please describe below)
- b. Please elaborate on any answers.
- c. In your opinion and from your experience, what can be done to overcome these barriers?

Section 5B: Support & barriers to Values-based Education for Sustainable Development (for non-educators)

43. What barriers could you foresee that might prevent the adoption of the Values-based Education for Sustainable Development (VbESD) framework in the general teaching community? Please check all that apply as well as choose the top three barriers.
- i. Lack of time to prepare
 - ii. Lack of space in the curriculum
 - iii. Lack of compensation for the work
 - iv. Lack of confidence and preparedness
 - v. Lack of training
 - vi. Lack of knowledge on the topic (i.e. sustainable development)
 - vii. Lack of readymade resources (i.e. presentations, videos)
 - viii. Lack of financial resources
 - ix. Lack of practice and behaviour-modelling (i.e. you do not practice sustainable behaviours in your day-to-day life)
 - x. Lack of enforcement or management system
 - xi. Lack of inherent interest and intrinsic motivation
 - xii. Lack of approval/support from the community
 - xiii. Lack of approval/support from those in power
 - xiv. Lack of interest from students
 - xv. Uncomfortability to make changes to their existing pedagogy
 - xvi. Lack of clarity and consistency on what “sustainability education” is
 - xvii. Other (please describe below)
- b. Please elaborate on any answers.
 - c. In your opinion and from your experience, what can be done to overcome these barriers?

Section 6: important aspects to VbESD

48. From the list below, please rate each element for its importance in this framework (not important at all; neutral; slightly important; moderately important; very important; extremely important)
- i. Education on the science of climate change
 - ii. The integration of sustainability into all subject matters and everyday conversations
 - iii. A clear definition of sustainability
 - iv. Student-led learning
 - v. Experiential learning

- vi. Focusing on the solutions to climate change and unsustainable behaviour
 - vii. Focusing on the issues and problems of climate change and unsustainable behaviour
 - viii. Focusing on the root causes of unsustainable behaviour
 - ix. Explicit mentions of how everyday actions and attitudes relate to sustainability
 - x. Emphasis of staff as positive role models for sustainable behaviour
 - xi. Importance of minimizing the school's carbon footprint themselves
 - xii. The teacher's knowledge and preparedness for VbESD
 - xiii. A well-structured framework with clear steps
 - xiv. Collaborative and transdisciplinarity to infuse sustainability into all divisions of the school
 - xv. Support and commitment from other educators in your teaching community
 - xvi. Support and commitment from higher-ups
 - xvii. Clear learning objectives and measurable competencies
 - xviii. A structure for evaluation and improvement
 - xix. Other (please write below)
49. What else would you deem beneficial to implement into this framework for Values-based Education for Sustainable Development (VbESD)?
50. If you have the option to, would you have liked your primary education setting to have had implemented a Values-based Education for Sustainable Development (VbESD) framework?
- a. Yes
 - b. No
 - c. Indifferent
51. If you answered "no" or "I'm indifferent" to the last question, why?
52. What level of education do you think is the most important to implement an VbESD framework to? Please rank them in order of importance. (1 = most important)
- a. Preschool/kindergarten
 - b. Primary education / Year 1-6 (UK)
 - c. Middle education / Year 7-9 (UK) / Lower secondary education (Italy)
 - d. Secondary education / Year 10-13 (UK) / Upper secondary education (Italy)
 - e. Post-secondary education

Section 7: Next steps

53. Would you be interested / willing to participate in a more in-depth conversation about the establishment of the Values-based Education for Sustainable Development (VbESD) framework? (Please check all that apply)
- a. Yes, through an individual interview
 - b. Yes, through a focus group
 - c. Yes, through a more in-depth survey
 - d. Yes, through email correspondence
 - e. Yes, through a presentation, workshop, panel, or event
 - f. Yes, through another way (please describe below)
 - g. Maybe, remind me later
 - h. No, but thank you anyway
 - i. Other
54. I am holding a training workshop for educators interested in incorporating the VbESD framework within their own teaching, likely within the next upcoming week or two. Would you be interested in attending? If you select "yes", you will be emailed an invitation link to the event.
- a. Yes
 - b. No
55. Do you know anyone who would be a valuable connection for VbESD? If so, please provide their contact information.
56. Do you feel that there were aspects not covered in this survey? If so, please let us know which aspects and your thoughts.
57. Do you have any additional comments on Values-based Education for Sustainable Development (VbESD)?

The SIVbESD survey

Below are the preambles and survey questions in the Survey to Implement Values-based Education for Sustainable Development (SIVbESD). The actual survey can be found [here](#).

Introduction

The Survey to Implement Values-based Education for Sustainable Development (SIVbESD) is a follow-up survey to the Survey to Establish Values-based Education for Sustainable Development (SEVbESD). If you have not completed the SEVbESD, I highly encourage you to complete that first, as it lays the groundwork for this survey. The SEVbESD can be found [here](#).

1. Have you completed the SEVbESD survey?
 - a. Yes
 - b. No (if not - please use the link above to complete it first!)
2. I consent to the use of my answers for developing and improving the VbESD model.
 - a. Yes
 - b. No

Section 1: Demographics

The Survey to Implement Values-based Education for Sustainable Development (SIVbESD) aims to understand the feasibility of implementing and the willingness to implement VbESD into existing educational systems, as well as any additional feedback for improving the working model. Additionally, it aims to explore trends and correlations between different perspectives of the model and demographics and experience. This information will be used to further develop the Values-based Education for Sustainable Development (VbESD) model. In that respect, the demographics and data regarding previous experiences with values-education and sustainability education are highly valuable to identify trends and correlations.

3. Do you consent to the use of your email for the sole purpose of linking your responses from both surveys together?* Your email will be kept confidential.
 - a. Yes, you may use my email to link my responses together.
 - b. No, you may not use my email to link my responses together. I can fill out another demographics section for this survey.
 - c. I have not completed and do not wish to complete the first survey, and I can fill out the demographics section.

** Unless you've selected somewhere else within the two surveys that you would like to receive further email communication from me (i.e. to receive a copy of my thesis)!*

If the participant chooses "b" or "c",, they would be brought to a section that consists of all the questions from "Section 1: Demographics" section as well as questions 29-38 in "Section 4: The call for Values-based Education for Sustainable Development (VbESD)"

Feedback about the VbESD presentation

If you attended my presentation on VbESD, thank you so much for coming! I would love to know how I did, and whether it was helpful to understand the framework! [Here](#) are the slides to my presentation. If you did not attend, feel free to skip this section.

On a scale from 0 to 10:

4. From the presentation, I feel that I understand what VbESD is and how it works (0 = I didn't understand anything; 10 = I fully understand how VbESD works).
5. From the presentation, I learned more about the VbESD framework than I would have by myself (0 = I didn't learn anything; 10 = I learned a lot more than if I were to read the framework)
6. How engaging and/or interesting was the presentation? (0 = extremely boring; 10 = extremely engaging and interesting)
7. Would you be interested in any further and/or more specific training on VbESD? If so, would you rather synchronous or non-synchronous? Check all that apply.
 - a. Yes, through another synchronous e-learning modality (i.e. live presentation, in-person event)
 - b. Yes, though a non-synchronous e-learning modality (i.e. recorded presentation, online course)
 - c. No, but thank you anyway
8. "Serious games" are a type of game that has an educational purpose (i.e. learning and/or practicing a skill) outside of entertainment. Would you be interested in the design and implementation of a serious game relating to VbESD or sustainability?
 - a. Yes
 - b. No

Please provide any additional comments, feedback, and/or elaborations on the presentation or any of the questions above.

Section 2: The Values-based Education for Sustainable Development (VbESD)

Working Model

From the data and feedback received in the SEVbESD, a working model for the Values-based Education for Sustainable Development (VbESD) has been developed. Please take a moment to look over a little Powerpoint that summarizes the framework below. Allow yourself around 10 minutes to look over the model - the rest of the survey will take approximately 10 more minutes. I promise I tried to make it as easy-to-read as possible!

Summary of VbESD [here](#) (presentation will be downloaded automatically).

For a fuller, written summary of the working model, visit [here](#).

I held a presentation on the framework Sunday September 19th at 12PM and 5PM EST.

[Here](#) are the slides to my presentation.

9. I have read through the VbESD framework presentation and/or the written format of the working model.
 - a. Yes
 - b. No
10. Are you an educator of any kind?
 - a. Yes (Redirected to Section 3A)
 - b. No (Redirected to Section 3B)

Section 3A (for educators): Having seen the working model for VbESD...

Having that you have seen the framework:

11. How would you rate your support for incorporating the VbESD framework into the education system? (0-10 scale)
12. How would you rate the importance of incorporating VbESD into the education system? (0-10 scale)
13. How would you rate the urgency to incorporate VbESD into the education system? (0-10 scale)
14. Please elaborate on your answers in terms of your support for VbESD and its importance and urgency.
15. How would you rate the feasibility for implementing VbESD into the education system on a global level? (0-10 scale)
16. How would you rate the feasibility for implementing VbESD into the education system on a country level? (0-10 scale)
17. How would you rate the feasibility for implementing VbESD into the education system on a local scale (i.e. your local school board)? (0-10 scale)
18. How would you rate the feasibility for implementing VbESD into your own school? (0-10 scale)
19. Please elaborate on your answers in terms of the feasibility of VbESD on a global, country and local scale.
20. How would you rate the feasibility for implementing VbESD into your own teaching? (0-10 scale)
21. How willing would you be to adopt this framework within your own teaching? (0-10 scale)
22. Please elaborate on your answers in terms of the feasibility of VbE within your teaching and your willingness to adopt it.

23. If your teaching incorporated the VbESD framework, how effective do you believe it could empower your students with the values, attitudes, knowledge and skills to address global challenges? (0-10 scale)
24. If your teaching incorporated the VbESD framework, how much of a difference do you believe it would make for your students? (0-10 scale)
25. Please elaborate on your answers in terms of the effectiveness and ability of VbESD to make a difference.
26. If you could go back in time, would you have liked your primary education setting to have implemented a Values-based Education for Sustainable Development (VbESD) framework?
 - a. Yes
 - b. No
 - c. I'm indifferent
27. If you answered "no" or "I'm indifferent" to the last question, why not?
28. If your primary school had practiced a VbESD framework, how much do you believe it would have made a difference in how you live and value sustainability today? (0-10 scale)
 - a. Please elaborate on your answer; why or why not?

Section 3A (continued): For educators - support & barriers to Values-based Education for Sustainable Development (VbESD)

On a bigger scale:

29. Having now seen the framework, what barriers do you foresee that might prevent the adoption of Values-based Education for Sustainable Development (VbESD) in the general teaching community? Please check all that apply as well as choose the top three barriers.
 - i. Lack of time to prepare
 - ii. Lack of space in the curriculum
 - iii. Lack of compensation for the work (financial barriers)
 - iv. Lack of confidence and preparedness
 - v. Lack of training
 - vi. Lack of knowledge on the topic
 - vii. Lack of readymade resources (i.e. presentations, videos)
 - viii. Lack of financial resources
 - ix. Lack of practice and behaviour-modelling (i.e. you do not practice sustainable behaviours in your day-to-day life)
 - x. Lack of skill
 - xi. Lack of enforcement or management system
 - xii. Lack of inherent interest and intrinsic motivation
 - xiii. Lack of approval/support from the community

- xiv. Lack of approval/support from those in power
 - xv. Lack of interest from students
 - xvi. Uncomfortability to make changes to their existing pedagogy

 - xvii. Lack of clarity and consistency on what “sustainability education” is
 - xviii. Other (please comment)
- b. Please elaborate on any answers.
- c. In your opinion and from your experience, what can be done to overcome these barriers?

On an individual scale:

30. Having now seen the framework, what barriers do you foresee that might prevent the adoption of Values-based Education for Sustainable Development (VbESD) in your own teaching? Please check all that apply as well as choose the top three barriers.

- i. Lack of time to prepare
 - ii. Lack of space in the curriculum
 - iii. Lack of compensation for the work
 - iv. Lack of confidence and preparedness
 - v. Lack of training
 - vi. Lack of knowledge on the topic (i.e. sustainable development)

 - vii. Lack of readymade resources (i.e. presentations, videos)
 - viii. Lack of financial resources
 - ix. Lack of practice and behaviour-modelling (i.e. you do not practice sustainable behaviours in your day-to-day life)
 - x. Lack of enforcement or management system
 - xi. Lack of inherent interest and intrinsic motivation
 - xii. Lack of approval/support from the community
 - xiii. Lack of approval/support from those in power
 - xiv. Lack of interest from students
 - xv. Uncomfortability to make changes to your existing pedagogy

 - xvi. Lack of clarity and consistency on what “sustainability education” is
 - xvii. Other (please describe below)
- b. Please elaborate on any answers.
- c. In your opinion and from your experience, what can be done to overcome these barriers?

31. Are you involved with the Values-based Education movement (i.e. a VbE educator, staff, advisor or affiliate)?
 - a. Yes (Redirect to Section 4A)
 - b. No (Redirect to Section 4B)

Section 3B (for non-educators): Having seen the working model for VbESD...

Having now seen the framework:

11. How would you rate your support for incorporating the VbESD framework into the education system? (0-10 scale)
12. How feasible would you rate its implementation for the education system as a whole? (0-10 scale)
13. How feasible would you rate its implementation for the education system on your local scale? (0-10 scale)
14. Please elaborate on your answers in terms of your support for VbESD and its feasibility on a global and local scale.
15. If your local education system incorporates the VbESD framework, how effective do you believe it could empower their students with the values, attitudes, knowledge and skills to address global challenges? (0-10 scale)
16. If your local education system incorporated the VbESD framework, how much of a difference do you believe it would make for their students? (0-10 scale)
17. Please elaborate on your answers in terms of the effectiveness and ability of VbESD to make a difference.
18. If you could go back in time, would you have liked your primary education setting to
 - a. Yes
 - b. No
 - c. I'm indifferent
19. If you answered "no" or "I'm indifferent" to the last question, why?
20. If your primary school had practiced a VbESD framework, how much do you believe it would have made a difference in how you live and value sustainability today? (0-10 scale)
 - a. Please elaborate on your answer; why or why not?
21. How important is it to you that schools begin adopting a VbESD framework into their educational environment? (0-10 scale)
22. How urgent is it to you that schools begin adopting a VbESD framework into their educational environment? (0-10 scale)
23. Please elaborate on your answers in terms of VbESD's importance and urgency.
24. If you were a primary teacher, how willing would you be to adopt the VbESD framework within your own teaching? (0-10 scale)
 - a. Please elaborate on your answer; why or why not?

25. Are you involved with the Values-based Education movement (i.e. a VbE educator, staff, advisor or affiliate)?
- Yes (Redirect to Section 4A)
 - No (Redirect to Section 4B)

Section 4A: Perceptions of the VbESD framework (for VbE practitioners)

Please rate your agreement to the following questions about VbE and sustainability:

32. The Values-based Education for Sustainable Development (VbESD) framework adequately reflects the components and elements of Values-based Education. (0-10 scale)
33. There are important and relevant aspects of VbE that the Values-based Education for Sustainable Development (VbESD) framework fails to include.
- Yes
 - No
34. If you answered "yes" to the above, what elements are missing from the VbESD framework that is present in the VbE framework?
35. I am confident that the Values-based Education for Sustainable Development (VbESD) framework can foster the values and attitudes for sustainable development, and empower its students for a more sustainable world. (0-10 scale; 10 = strongly agree)
36. I am confident that through the Values-based Education for Sustainable Development (VbESD) framework, sustainability can be explicitly fostered as an intrinsic value to its students, in the same way as values such as respect, kindness, integrity, etc. (0-10 scale; 10 = strongly agree)
37. I believe that the Values-based Education for Sustainable Development (VbESD) framework would be valuable to the education system. (0-10 scale; 10 = strongly agree)
38. Do you have any additional comments, specific examples or experiences you'd like to share?

Section 4B: Perceptions of the VbESD framework (for non-VbE practitioners)

Having now seen the framework:

32. I believe that the Values-based Education for Sustainable Development (VbESD) framework can foster the values and attitudes needed for sustainable development, and empower individuals for a more sustainable world. (0-10 scale)
33. Through the Values-based Education for Sustainable Development (VbESD) framework, I believe sustainability can be explicitly fostered as an intrinsic value to its students, in the same way as values such as respect, kindness, integrity, etc. (0-10 scale)

34. I believe that the Values-based Education for Sustainable Development (VbESD) framework would be valuable to the education system. (0-10 scale)
35. Do you have any additional comments, specific examples or experiences you'd like to share?

Section 5: important aspects to VbESD

39. From the list below, please rate each element for its importance in this framework (not important at all; neutral; slightly important; moderately important; very important; extremely important)
- Modelling pillar
 - Inner Curriculum pillar
 - Reflection pillar
 - Atmosphere & Ethos pillar
 - Curriculum pillar
 - Leadership pillar
 - Ethical Vocabulary pillar
 - Sustainable school operations pillar
40. How impactful do you feel that each pillar would be for imbedding sustainability as an intrinsic value to its students? (not impactful; neutral; slightly impactful; moderately impactful; very impactful; extremely impactful)
- Modelling pillar
 - Inner Curriculum pillar
 - Reflection pillar
 - Atmosphere & ethos pillar
 - Curriculum pillar
 - Leadership pillar
 - Ethical vocabulary pillar
 - Sustainable school operations pillar
41. Please elaborate on any of your answers above regarding any of the pillars' importance and/or impact.
42. This is a working model for Values-based Education for Sustainable Development (VbESD), meaning that feedback for improvements are always valuable and welcome. That being said, what else would you deem beneficial to implement into this framework for VbESD?
43. Having now seen the framework, what level of education do you think is the most important to implement a VbESD framework to? Please rank them in order of importance. *NOTE: please only choose one education level for each number.
- Primary education
 - Middle education
 - Secondary education

- d. Post-secondary education

Section 6: Next steps

44. Would you be interested / willing to participate in a more in-depth conversation about the implementation of the Values-based Education for Sustainable Development (VbESD) framework? (Please check all that apply)
 - a. Yes, through an individual interview
 - b. Yes, through a focus group
 - c. Yes, through a more in-depth survey
 - d. Yes, through email correspondence
 - e. Yes, through a presentation, workshop, panel, or event
 - f. Yes, through another way (please describe below)
 - g. Maybe, remind me later
 - h. No, but thank you anyway
 - i. Other
45. Do you know anyone who would be a valuable connection for VbESD? If so, please provide their contact information.
46. Do you feel that there were aspects not covered in this survey? If so, please let us know which aspects and your thoughts.
47. Do you have any additional comments in regards to the working model of Values-based Education for Sustainable Development (VbESD)?
48. For anyone interested in learning more about VbESD, what types of learning products would you like to see? Please feel free to offer any other ideas!
 - a. Infographic of the survey results
 - b. Instagram story series/videos about each VbESD pillar
 - c. Infographics about how to incorporate VbESD within your own teaching
 - d. A webinar/workshop/online training session/event about VbESD
 - e. A recorded presentation on VbESD
 - f. An interactive, self-paced online course on VbESD
 - g. An in-person presentation/event about VbESD
 - h. Other (write-in)
49. This survey is part of my research for my thesis, "Values-based Education for Sustainable Development: Building a Pedagogical Framework for the Education of Sustainable Development using a Values-based Education Approach". Would you like to be updated on the progress of VbESD and receive an email once my full thesis is complete, with a copy attached?
 - a. Yes, I would love to.
 - b. No, but thank you for the offer.