

Schematic for Sustainability — INSTRUCTIONS

INTRODUCTION — Working the Schematic is a straightforward process that produces exceptional results. Team environments seem to produce results quickly. Rules of order: Participants agree that they will qualify their arguments to support social sustainability; and use the *Schematic* as the framework for developing actions plans. Developing designs of sustainability sets an ideal that will require progressive stages of designing, planning, and then fulfilling programs that lead to sustainability.

1. Circle whether the issue/topic is Social or Material in nature.

a. The social institutions listed are global in nature. There are dozens of sub-category social institutions that support those that are larger.

OR

b. State the Material Issue of Sustainability. Consider that issues of material sustainability are qualified by the fact that they must eventually support the social sustainability of societies.

2. All to the right of the circled selection becomes included.

3. **STATEMENT of INTENTION** — Answering the question, “What is our intention for developing action plans for sustainability for this topic/issue?” will help focus your efforts in using the *Schematic*. Sometimes this may need to be adjusted as your team works through #4, Criteria for Fulfillment, and as it reflects back upon #7, Expectations.

4. **CRITERIA for FULFILLMENT** — Most people know what they want, so go to the 4th column and write a brief Global Statement of the Project that is consistent with the Statement of Intention. Below that, in the same column, make a list of criteria that will answer the question, “What are the criteria for fulfillment of this project?”

Later in the process, you will need to cross validate each item in the 4th column by satisfying the questions of each preceding column.

5. **VALUES** — This column asks one question: “What are the primary values that sustain a person, family, clan, community, city/state, nation, and civilization?” The three primary values are: Life, Equality, and Growth. These values are embedded in works of our Revolutionary and Constitutional founders, our democratic traditions, and the democratic traditions of all developed democracies.

Life — We value life and that which supports life, and in doing so we work to insure the quality of life for all.

Equality — Equality is inherent in the value of life. We give equal value to each individual and in doing so we seek to provide more equitable opportunity to every individual.

Growth — Growth is the natural course of life, individuals, and civilizations. This value ensures that the inherent potential of individuals, societies, and a civilization become expressed and fulfilled, which encourages an improving quality life for everyone.

Now answer the question that each VALUE asks, according to the project or issue being developed. “In what ways does this project support the values of life, equality, and growth?”

Note: There are always secondary values. If you feel they must be included, then list them and answer the question as to how they relate to the Criteria for Fulfillment.

6. BELIEFS — Beliefs emanate from our basic values. For example, “If we value (life, equality, growth) what beliefs do we have about this issue that emanate from this value as it relates to the project/issue and social or material sustainability?” Our beliefs are quantified by the topic/issue, and qualified by the concern for sustainability. Several beliefs will emanate from each value.

As example, using education, “We believe that education is a necessity for everyone to the extent of their capability, as this enables the greatest development of their potential and that of our society and nation.” This statement of belief reflectively supports life, equality, and growth.

7. EXPECTATIONS — Expectations emanate from our beliefs. If we hold certain beliefs to be true, then we would expect certain outcomes that fulfill those beliefs. It becomes a question, “For each belief we have about this issue, what expectations do we have that fulfill those beliefs?”

An Example Using the Schematic — If we value **growth**, then we would **believe**, for example, that education would help the individual to **grow** (to the extent of their capability.) We would have the **belief** that educating the individual contributes to the survival and sustainability of their family, community, city, state, nation, and the world. We would **expect** that parents would teach their children; would attend a public education facility; and would be provided an education to the extent of their capability. In **Criteria for Fulfillment** we would see that a program of reading in primary educational settings has individual performance criteria; and, performance criteria of teachers, schools, and so on. That is, a child who graduates from the third grade has demonstrated that he/she can read text at the level of their individual capability. And if not, then the child was either inadequately assessed for his/her capability and assigned to an inappropriate reading group, or the educational process was inadequate. Either way, there is a qualitative check on performance.

SUMMATION — When public issues are reframed in the context of social sustainability our fundamental values, beliefs, and expectations become highly visible and focused in our public programs and social actions. Reframing domestic policies in terms of social sustainability of the nation to the level of the individual citizen has the capacity to move the nation into the future, with all citizens working together. Developing local and national action plans for a socially sustainable future has the capacity of bringing the disparate threads of our nation into a strong and resilient skein. Further, applying leadership to reframe public issues in this context would reframe public debate into a constructive, future-oriented discussion.