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3 **Exploring the value-action gap through shared values, capabilities and**  
4 **deforestation behaviours in Guatemala**

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## 10 **SUMMARY**

11 Understanding drivers of deforestation is essential for developing any successful  
12 intervention to reduce forest degradation or loss, yet there remains relatively little  
13 consensus or clarity on how drivers should be identified and classified. To capture the  
14 full range of values and mediating factors that may contribute to land use behaviours,  
15 an approach derived from a shared values perspective that includes a range of values  
16 associated with whole landscapes and ecosystems is required. We developed a model  
17 that combines behavioural theory with the Capability Approach as a conceptual  
18 framework through which to investigate the value-action gap. We used exploratory  
19 factor analysis of Likert scale responses to belief statements to identify land-users'  
20 shared values in the Sarstun-Motagua region of Guatemala. We then qualify and  
21 quantify the role of capabilities in mediating between the shared values of different  
22 cultural groups of land users (Q'eqchi Maya and Ladinos) by comparing their factor  
23 scores with their self-reported forest cover change behaviours. Our results indicate

24 that Maya and Ladinos share a set of values, but hold different value orientations that  
25 predict their behavioural intentions. We find that their different value orientations reflect  
26 behavioural intentions, but an understanding of the capabilities available to different  
27 groups is also necessary to fill the value-action gap. These findings have implications  
28 for behavioural theory, providing empirical links between shared values, capabilities  
29 and behavior and identification of the role of value orientations, as well as  
30 demonstrating a useful approach for decision makers seeking to understand drivers  
31 of change at landscape and whole ecosystem levels.

## 32 **INTRODUCTION**

33 Understanding the role of values in informing behavioural outcomes has been a focus  
34 in the forest conservation literature in recent years (Drescher et al., 2017; Eriksson et  
35 al., 2015; Ramcilovic-Suominen et al., 2012; Sharaunga et al., 2015, 2013). However,  
36 values alone do not lead directly to behaviours (Ramcilovic-Suominen et al., 2012;  
37 Sharaunga et al., 2015; Vaske and Donnelly, 1999). Understanding what fills this  
38 value-action gap (Blake, 1999) remains a challenge.

39 One of the earliest behavioural models is the Theory of Reasoned Action (TRA)  
40 (Fishbein and Ajzen, 1975), which uses attitudes as a primary factor driving  
41 behavioural intentions, alongside subjective norms and the relative importance (or  
42 value) of both. In time, this model was adapted to take greater account of the other  
43 factors that influence behavioural intentions, one of the most well-known of which is  
44 Ajzen's Theory of Planned Behaviour (TPB) (1991) that includes the concept of  
45 'perceived behavioural control', which influences norms, behavioural intent and  
46 behaviour.

47 Social-psychological behavioural theory stipulates that specific attitudes and norms  
48 influence associated behaviours (Fishbein and Ajzen, 1975). Attitudes are derived  
49 from values, and are specific to individual behaviours and situations (Fulton et al.,  
50 1996; Li et al., 2010). In this field, attitudes and norms are themselves derived from,  
51 and are predicted by, values (Fulton et al., 1996; Li et al., 2010; Schwartz, 2001).  
52 Rokeach (1973) and Schwartz (2001, 1992) suggest that values are ‘single, stable  
53 beliefs that individuals use as standards for evaluating attitudes and behaviour’ and  
54 ‘values are beliefs, cognitive structures that are closely linked to affect’, respectively.  
55 The broad and stable nature of these values can provide an insight into a wide range  
56 of behaviours (Hofstede, 1980; Rokeach, 1973; Schwartz, 2001). As deforestation and  
57 forest degradation (DD) is often a result of a range of different behaviours, actions or  
58 decisions, values could provide an effective starting point for a holistic exploration of  
59 drivers of DD. However, although values can provide explanations for a range of  
60 actions, Kollmuss and Agyeman (2002) and Darnton (2008) provide extensive reviews  
61 of a variety of models that account for the non-linear link between values and  
62 actions/behaviours, termed the ‘value-action gap’ (Blake, 1999).

63 The Capability Approach is a concept initially developed by Sen (Sen, 2001; Sen and  
64 McMurrin, 1979), and further built on by Nussbaum (2003), initially in response to  
65 monetary indicators of wellbeing commonly found in development planning and  
66 assessment. The ‘wellbeing’ considered in the Capability Approach is that of  
67 ‘functionings’ that people have a reason to value, such as being educated or having  
68 self-respect. However, in line with the value-action gap concept in behavioural theory,  
69 the act of achieving specific functionings is mediated by the ‘freedom to achieve’ these  
70 functionings. In the Capability Approach, these freedoms are individually referred to  
71 as capabilities, and collectively as a person’s capability set (Sen, 2001).

72 Robeyns (2005) set out to clarify the steps between the means of achievement, the  
73 creation of the capability and the final achieved functioning. In order to identify which  
74 factors constitute capabilities, and how they can be enhanced, it is important to know  
75 the means available to an individual, and subsequently the process of conversion that  
76 occurs to transform these into capabilities (Sen, 2001). Robeyns (2005) categorised  
77 these conversion factors into three groups: personal, social and environmental.  
78 Personal conversion factors are specific to the individual (i.e. physical strength, sex,  
79 intelligence), social conversion factors are social practices and norms, and  
80 environmental factors include geographic location, infrastructure and public goods.  
81 These factors interact to either create or destroy capabilities available to the individual.  
82 Many of the factors mediating the value-action-gap identified by behavioural theorists  
83 (e.g. social norms, feelings/emotions or information) can be accounted for within these  
84 conversion factors. The conversion factors also relate practically to drivers of DD,  
85 providing an explicit categorisation system that is broad enough to account for both  
86 social-psychological and external factors.

87 The concept of a set of shared universal human values has been well developed, but  
88 large scale empirical studies also show that preferences for, or orientations towards,  
89 these values may differ across cultures (Hofstede, 1980; Rokeach, 1973; Schwartz,  
90 1994; Schwartz et al., 2012). Studies specifically on forest values have similarly found  
91 that although people may have similar forest values, value orientations (e.g. ecological  
92 vs production) often vary between different cultures and social groups (Eriksson et al.,  
93 2015; Vaske and Donnelly, 1999). The differences in these orientations or preferences  
94 are often a result of how different cultures and social groups view themselves in  
95 relation to other objects and people, so an understanding of these perspectives is  
96 important for identifying social and cultural norms that populate the value-action gap

97 and help predict behaviours (Hills, 2002; Kluckhohn and Strodtbeck, 1961). Therefore,  
98 to capture the full range of values and mediating factors that may contribute to land  
99 use decisions, behaviours, and ultimately change, an approach derived from a shared  
100 values perspective that includes a range of values associated with whole landscapes  
101 and ecosystems is required.

102 The relationship between forest values and behaviour has been explored (Ní  
103 Dhubháin et al., 2007; Ramcilovic-Suominen et al., 2012; Sharaunga et al., 2015;  
104 Vaske and Donnelly, 1999), often with a focus on a specific type of value (e.g. forest  
105 values or individual values) or mediating factor (e.g. attitudes, norms). However,  
106 shared values have been increasingly noted as important to ecosystem services and  
107 landscape level approaches to decision making (Brunetta and Voghera, 2008; Fish et  
108 al., 2011; Kenter et al., 2015).

109 We propose a conceptual model based on social-psychological behavioural theory  
110 combined with the Capability Approach to identify and structure drivers of DD. The  
111 model is then applied, using a mixed methods approach, to explore the link between  
112 land users' shared values and forest cover change behaviour in the Sarstun Motagua  
113 region of Guatemala.

## 114 **METHODOLOGY**

### 115 **The Sarstun Motagua Region**

116 The Sarstun Motagua region lies in the north east of Guatemala, spanning from the  
117 city of Guatemala to the Caribbean coast. Two NGOs, Fundaeco and Fundacion  
118 Defensores de la Naturaleza (FDN) manage various categories of protected land in  
119 this region, together with the National Council for Protected Areas, CONAP. The FDN  
120 manages the Sierra de Las Minas Biosphere Reserve (RBSM). Fundaeco manages

121 areas in the department of Izabal, including multiple use zones, municipal parks,  
122 hydrological reserves, biotopes and special protected areas. The area to the north of  
123 the RBSM is outside of NGO management.

124 Land access, ownership and management arrangements vary across the region, as  
125 do the livelihood activities of the residents. There is also a mix of Ladino (non-  
126 indigenous) and Mayan ethnicities throughout the region. The diversity of the land  
127 users and the presence of different nature reserves provides an excellent case study  
128 to explore the different factors that can mediate between shared values and behaviour.

## 129 **Methods**

130 The Behaviour-Capability-Drivers model (Figure 1) provided the conceptual  
131 framework for this study. The model explains how beliefs derived from external  
132 sources (social and situational capabilities) form values, which in turn inform attitudes,  
133 and behavioural intentions. The final behaviours are influenced by both the intentions,  
134 and the social and situational factors that constitute (or are absent from) a person's  
135 capability set (which fills the value-action-gap). The behaviours, if maintained,  
136 eventually integrate into people's beliefs which may lead to new (or revised) value  
137 formation in the long-term, in a cyclical feedback model similar to that of Knott et al.  
138 (2008).

139 [Figure 1 here]

140 In late 2014, researchers at Universidad del Valle de Guatemala (UVG) held  
141 workshops with key stakeholders involved in land use decision making in the Sarstun  
142 Motaguá region, including individuals from government, academia, community  
143 associations, cooperatives, private sector and NGOs. These actors' perceptions of  
144 drivers of deforestation were used as a source of stakeholder belief statements about

145 land use. The statements were written with relevance to those who make direct  
146 decisions regarding land use.

147 A five-point Likert scale of 'strongly agree' to 'strongly disagree' was chosen for the  
148 belief statements (Foddy, 1994), which were tested for their relevance and  
149 comprehension with 42 land use decision makers from community associations,  
150 cooperatives and NGOs across the Sarstun Motaguá region.

151 A questionnaire survey (Appendix S1) was conducted of 501 land users (including  
152 land owners, renters and those with land use rights) (Table S1) from the Sarstun  
153 Motagua region of Guatemala. For practical reasons, sampling was limited to those  
154 communities that were accessible by vehicle. Responses were gathered through face-  
155 to-face interviews of land users in mid 2015 by staff from FDN, Fundaeco and UVG.  
156 Respondents were self selected according to their willingness to participate, which  
157 was probably influenced by their knowledge or experience with the organizations  
158 applying the questionnaire. This may represent some self-selection bias.

159 To collect forest cover change data, respondents were asked how much land they  
160 owned, how much of the land was forested when they acquired it, and how much  
161 forested land they had currently. These were converted to percentages of land owned  
162 to ensure that large differences in land owned did not skew the results. Four hundred  
163 and two participants responded to all the forest change questions and were used for  
164 further statistical analyses.

## 165 **Statistical Analysis**

166 We first carried out exploratory factor analysis (EFA) using the responses to belief  
167 statements in SPSS v.22, to identify the common factors (or shared values) associated  
168 with land use. The belief statements within each factor provide insights into the

169 situational capabilities associated with each value. Factor scores for different land user  
170 characteristics (age, gender, sector, location, ethnicity and number of children) were  
171 compared by analyses of variance (ANOVA).

172 Factor scores were regressed against forest cover change to identify which of the  
173 shared values had a significant effect on forest cover change. The land user  
174 characteristics were then used as proxies to identify some of the social and situational  
175 capabilities available (or not) to land users that may determine their behaviour. These  
176 different land user characteristic groups were compared using multiple Tukey post-  
177 hoc tests, to identify which characteristics (and thus capabilities) are likely to influence  
178 forest cover change.

179 In order to identify potential significant interactions between the values and the  
180 capabilities that may influence forest cover change behaviour, ANOVAs of the factors  
181 and the land user characteristics that were found to significantly correlate with forest  
182 cover change were conducted in an iterative process of elimination to find the  
183 significant main effects and interactions. In order to explain the interactions, we  
184 categorised open answer responses to the question 'why have you maintained this  
185 amount of forest' and compared them with the factor scores and land user  
186 characteristics in an ANOVA.

### 187 **Focus Group Discussions**

188 The statistical results indicated a clear difference in the actions between ethnic groups  
189 in their response to one of the factors from the exploratory factor analysis. Therefore,  
190 we also decided to run two further analyses on datasets consisting of Maya and Ladino  
191 respondents separately. We carried out a factor analysis and used these with the other  
192 statistical results in focus groups with Q'eqchi Maya (n=25) and Ladino (n=31)



193 participants separately, to further explain and validate the results. Participants were  
194 invited from the communities in the buffer zone around the RBSM.

195 Focus groups were used to validate the EFA results for the Sarstún Motagua land user  
196 shared values and elaborate on associated social capabilities. Deliberative processes  
197 such as focus groups can allow the exchange of information and perspectives on  
198 values, beliefs and norms which is essential for bringing out these shared values  
199 (Kenter et al., 2011; Reed et al., 2013).

200 The Ladino focus group was carried out in Spanish. The Maya focus group was carried  
201 out entirely in the Q'eqchi language, with translation to Spanish carried out by FDN  
202 facilitators, who also recorded the outputs in written Spanish.

203 The structure of the focus groups was designed to validate or interpret the factor  
204 grouping from the statistical analyses through the following process.

205 1. Understanding different perspectives on the shared values: a) participants were  
206 asked to separate into five small groups, b) each group was given the list of belief  
207 statements for one of the factors from the full, combined EFA analysis (or the list was  
208 read out), c) the groups were asked to discuss the key ideas expressed in the  
209 statements, and suggest a name for the factor (they were not told that these were  
210 meant to represent shared values), d) the different suggestions and perspectives  
211 across both the focus groups were integrated to help the researchers come up with  
212 one final name for each factor.

213 2. Validation of the shared values: a) each group was given three versions of the  
214 same factor: one from the combined analysis, one from the Mayan sub-analysis and  
215 one from the Ladino sub-analysis, b) the groups were asked to choose which factor  
216 version they preferred and why.

217 3. Validation of the interaction effect: a) participants were asked to indicate how  
218 strongly they related to the shared value with the significant interaction effect from the  
219 statistical analysis, b) participants were asked to volunteer why they related to the  
220 factor in this way.

221 In the case of the Ladino group, this resulted in further votes on how many people had  
222 de/reforested and why, and how many had taken part in incentive schemes and why.  
223 For the Mayan group, a follow up one-on-one interview with a community leader  
224 provided deeper insights into some of the reasons why he reforested.

## 225 **RESULTS**

### 226 **Shared values across land users in Sarstun Motagua**

227 The exploratory factor analysis of the full combined dataset (Table S2) identified five  
228 factors (Table 1). The factors were named based on the results of the ANOVAs and  
229 focus group discussions.

230 [Table 1 here]

#### 231 Factor 1

232 The Q'eqchi Maya interpreted this factor as 'respect our land and love our forest'. They  
233 explained that with no forest there is no life. The Ladino group interpreted this factor  
234 as 'management and sustainable use of natural and economic resources with  
235 wellbeing and social responsibility'. They disagreed with Qs 24, 32 and 35. They also  
236 mentioned how they needed to balance necessity with the need to care for the  
237 environment, and that improving wellbeing and encouraging social responsibility could  
238 be approaches to incentivising people to care for the environment.

239 We named this factor 'valuing sustainable futures'. For Ladinos this future is linked to  
240 the use of natural and economic resources for the future of the community. Q'eqchi  
241 Mayans felt it was more about a symbiotic relationship with people and the forest,  
242 where the life of each one sustains the other.

### 243 Factor 2

244 The Q'eqchi interpreted this factor as 'to be conscious of the care of natural resources  
245 through the good use of soil' and explained that they believe organic practices are the  
246 best. The Ladino group interpreted this as 'the importance of natural resources'. They  
247 believed they should know who landowners are in order to regulate activities and  
248 engage in sustainable management practices to avoid deforestation and obtain better  
249 incomes. They also discussed how they needed more resources to help conserve the  
250 forests and that people do not understand the importance of the law.

251 We named this factor 'valuing good governance'. The Maya focused on aspects of  
252 'stewardship': they considered themselves to be the ones who provide the care, while  
253 the Ladinos considered the law (or municipality) to be responsible for governance. The  
254 two perspectives indicate the importance of governance of good practices, but from  
255 different cultural perspectives.

### 256 Factor 3

257 The Q'eqchi identified this factor as 'to know, love and care for the forest is to know  
258 love for life'. They considered that if people do not care for the forest, they do not care  
259 for themselves or the future of their children. The Ladinos interpreted this factor as  
260 'regulation of, and strengthening of institutions and environmental education for  
261 conservation of natural resources'. They believed that when people have no  
262 environmental conscience they use the land badly, and environmental education could

263 help cultivate an environmental conscience. They also mentioned that they would like  
264 offices in each department where they can report bad land uses, as currently it is a  
265 complex process to do so.

266 We named this factor 'valuing environmental conscience'. Q'eqchi Mayans considered  
267 this factor to reflect an intrinsic, symbiotic relationship with the environment and  
268 people, highlighting that if people do not care for the forest, they do not care for  
269 themselves. The Ladinos considered environmental conscience to come from  
270 education, not necessarily an intrinsic value.

#### 271 Factor 4

272 The Q'eqchi interpreted this factor as 'I engage in caring for the forest but also I need  
273 more capacity to have a sustainable livelihood'. They said that people needed more  
274 environmental education to be able to develop and reforest, that knowledge about the  
275 environment equals care for the environment. The Ladinos interpreted this as  
276 'formation and training through community extension work in good forest (and  
277 agricultural) management practices and alternative production.' They discussed how  
278 people need to know more about the environment, but they often do not have enough  
279 information to engage in good practices. We named this factor 'valuing environmental  
280 conservation'.

#### 281 Factor 5

282 The Q'eqchi interpreted this factor as 'We respect our laws as we love our forests' and  
283 they explained that for development to occur in communities they need laws. The  
284 Ladino group interpreted this factor as 'regulation of sustainable farming'. As both  
285 groups mentioned some sort of respect for the law (whether formal or informal), we  
286 named this factor 'valuing the rule of law'.

287 In the focus group discussion, the Q'eqchi Maya and Ladinos unanimously agreed  
288 with the combined factor 1, although Ladinos also discussed how they disagreed  
289 (sometimes strongly) with several statements in factor 1. Therefore, it appears that  
290 although the Ladinos disagreed with the belief statements in the factor, their  
291 interpretation of the factor ('management and sustainable use of natural resources  
292 with wellbeing and social responsibility', a clearly 'positive' idea) reflects the value they  
293 wished to achieve. This would suggest that the belief statements outline capabilities  
294 that enable or inhibit achievement of their values. Furthermore, the agreement with  
295 these statements (or capabilities) reflects the extent to which these issues are relevant  
296 to participants' lives: the Ladino focus group did not consider most of the statements  
297 in the combined factor 1 to be relevant to their lives, while the Mayans did.

#### 298 **Shared values when analysed by ethnic group**

299 The separate Ladino and Mayan exploratory factor analyses produced differing factor  
300 structures (Tables S3 and S4). The Mayan factor 1 and Ladino factor 2 (Table 2),  
301 together contained all the statements in the combined analysis factor 1. These three  
302 factors were chosen for comparison in the focus groups.

303 [Table 2 here]

304 When the focus groups were asked to choose which of these factors they associated  
305 with most, the majority of the Q'eqchi Maya chose the Maya factor 1. They mentioned  
306 how having a big family (Q32) negatively impacts the forest. Taking into account that  
307 the average number of children per family is eight, their response suggests that they  
308 are choosing this factor due to its relevance to their lives: they see first hand how large  
309 families negatively affect the environment.

310 The majority of Ladinos chose the combined factor 1, their reason being their  
311 perceived importance of protected areas for the environment. According to one of the  
312 FDN facilitators, to this group 'protected areas' meant forest plantations, not  
313 necessarily reserves such as the RBSM. Approximately half of the Ladinos in the focus  
314 group owned land that they had reforested, although not as part of an incentive  
315 scheme, again suggesting that they are identifying with the idea of 'protected areas'  
316 due to its relevance to their lives. The other Ladinos chose the Ladino factor 1.  
317 Similarly, they discussed how the statements in the factor made them think about all  
318 the ways in which they need to avoid deforestation in their communities (e.g. Q28).

319 None of the Ladinos identified with the Mayan factor 1, and only a few Mayans  
320 identified with the Ladino factor 1, suggesting that there is a significant difference in  
321 the separate values across the two groups. However, several Mayan and Ladino focus  
322 groups chose the combined factor 1, supporting the idea that the combined analysis  
323 is likely to represent some form of shared value structure.

#### 324 **Shared Values, Land user Characteristics and Forest Cover Change**

325 All land user characteristics, except number of children, varied significantly with at  
326 least one of the combined factors (shared values). Factors 1 ( $p < 0.001$ ;  $R^2 = 0.034$ )  
327 and 5 ( $p = 0.005$ ;  $R^2 = 0.02$ ), and ethnicity ( $p = 0.036$ ), location ( $p < 0.001$ ) and number  
328 of children ( $p = 0.021$ ;  $R^2 = 0.015$ ) all significantly correlated with forest cover change.  
329 Factors 1 and 5, and ethnicity and location were taken forward for exploring  
330 interactions, as they all varied significantly with each other and with forest change.

331 Ethnicity alone had a significant effect on forest cover change (Ladino = -17.46% vs  
332 Mayan = -2.71%,  $p=0.01$ ); Ladinos tended to report more negative forest cover change  
333 than Mayans. Ethnicity significantly interacted with the combined factor 1 score in its

334 influence on forest cover change ( $p < 0.001$ ), with Mayan forest cover change  
335 negatively associated with disagreement with Factor Score 1 (Figure 2a) and Ladino  
336 forest change positively associated with disagreement with Factor Score 1 (Figure 2b).

337 [Figure 2 here]

338 We found that the reasons provided for keeping forest for Ladinos tended to either be  
339 related to conservation of/for the environment ( $n = 24$ ) or necessity ( $n = 31$ ). While, for  
340 Mayans, it was conservation of/for the environment ( $n = 169$ ) or access to incentive  
341 schemes ( $n = 20$ ).

342 Among the Mayans, there was no significant difference between those who stated  
343 their motivation as conservation or incentive schemes. However, when the Mayans  
344 who also spoke Spanish alongside their indigenous Maya language were removed ( $n$   
345 = 62 total, of whom 20 responded to the 'maintaining forest cover' open question),  
346 there was a significant interaction with factor 1 ( $p = 0.004$ ). Mayans who agreed with  
347 the combined factor 1 tended towards increased forest cover, the opposite of the  
348 Ladinos (Fig 20). The Mayans who tended to agree with the combined factor 1 had  
349 accessed forestry incentive schemes, suggesting that when they experience necessity  
350 they use forest plantations to generate income, instead of deforesting.

351 We found a significant difference between Ladinos who cited necessity, versus  
352 conservation as their motivation. Ladinos who agreed more with the combined factor  
353 1 tended towards forest cover loss ( $p = 0.001$ ), suggesting that Ladinos that experience  
354 necessity engage in DD activities. Conversely, Ladinos that do not experience  
355 necessity may not rely on the forest for survival, and engage in activities that increase  
356 forest cover.

357 In a one-on-one interview, a community leader from the Q'eqchi Maya group told us  
358 how that in order to afford to feed his children and find a way to support them growing  
359 up, he had used a government forestry incentive scheme available to private  
360 landowners. His children were now in various professions (e.g. teachers, police  
361 officers). However, he preferred that they did not leave the community to find work,  
362 but acknowledged the difficulty in surviving solely from the farm. His story lends to our  
363 interpretation that access to incentive schemes provided Mayans with an opportunity  
364 to make money to survive, while maintaining their preferred lifestyle closely associated  
365 with the land and forest.

366 When the Ladinos were asked how many had ever engaged in reforestation activities  
367 on their own land, 16 out of the 31 said they had. When asked how many had ever  
368 had to deforest due to necessity, only five people said "yes". Only four Ladinos said  
369 they had ever accessed any type of financial incentive scheme for reforestation  
370 activities. When asked why some of them had chosen to reforest even though they  
371 were not receiving financial payments, they responded that they do it purely for the  
372 environmental benefits related to conservation of water sources, animals and plants.  
373 They also said that they did not trust the government enough to engage in incentive  
374 schemes, partly because they considered the government to lack the capacity to run  
375 the incentive programmes, and partly because they were afraid to lose their land once  
376 the incentive scheme was over (they would be required to continue to pay rent on the  
377 forested land which they may not be able to afford without incentive payments).

378 The discussion supports our interpretation that Ladinos that had not experienced  
379 necessity tended to engage in reforestation activities, in a converse relationship to  
380 Mayan decision making.



## 381 **DISCUSSION**

382 Our study provides evidence that shared values were present across land users in the  
383 Sarstun Motagua region of Guatemala. These shared values could be attributable to  
384 their shared identity as *campesinos* (smallholder farmers; Orlove, 2002), although  
385 *campesino* identities were not discussed with land users nor was it a concept that they  
386 used in discussing their attitudes. Other studies have similarly found that diverse  
387 stakeholders may have similar values, but were separated by their orientations within  
388 that value (e.g. Eriksson et al., 2015; Vaske and Donnelly, 1999). The different  
389 perspectives associated with the shared values suggest the presence of common  
390 themes, but different orientations within these themes that is separated by culture.  
391 Therefore, the Q'eqchi Mayan value orientation on the combined factor 1 (Valuing  
392 Sustainable Futures) represents an intrinsic relationship for them ('forest as life') while  
393 Ladinos considered the 'forest as opportunity'.

394 The study has several limitations which often come with research conducted into  
395 behaviour or social issues. These include the potential bias associated with self-  
396 reported data, the influence of interviewers on participant responses to interviews or  
397 focus groups and the question of whether 'measuring' values or behaviour is possible.  
398 EFA results are dependent on the quality of the study design, only able to identify  
399 common factors that are described by the inputted variables and therefore factors  
400 rarely cumulatively account for 100% of variance in the sample. Reliability tests were  
401 conducted on the data including split data and Cronbach's alpha. The data presented  
402 appear robust and have been validated through follow up focus groups.

403 Language differences are another consideration, most of the questionnaires (58%)  
404 were delivered by an interviewer in a Mayan language, and for each of these they

405 were translated by a member of the community who could speak both Spanish and  
406 the local Mayan language. The Mayan focus groups were carried out fully in the Mayan  
407 language, and we were provided with a translation into Spanish. This still meant that  
408 there is likely to be some loss of richness and information in this translation process,  
409 but the participants were able to speak and discuss freely in their own language.  
410 Although, this also meant we had limited 'control' over the avenues of discussion which  
411 the focus group developed it did evolve more naturally from the participants potentially  
412 providing a truer overall picture.

413 Overall, the results still provide a useful insight into the shared values of land users in  
414 Guatemala, and how this approach could be used to further understand forest change  
415 behaviours. Several studies have found that biocentric (but not anthropocentric) value  
416 orientations predicted positive attitudes and behavioural intentions towards wildland  
417 preservation (e.g. Fulton et al., 1996; Milfont and Duckitt, 2004; Milfont and Gouveia,  
418 2006). In our study, people with both the forest as life (biocentric) and forest as  
419 opportunity (anthropocentric) engaged in practices that increased forest cover. In the  
420 case of the Q'eqchi, when they experienced necessity, their preference was to find  
421 ways to meet their basic needs while maintaining forest cover (e.g. accessing incentive  
422 schemes). If they could not access incentive schemes (due to negative capabilities  
423 outlined in the belief statements associated with the shared value), then it is likely they  
424 would be forced to deforest.

425 Conversely, when Ladinos could not meet their more anthropocentric view of a  
426 sustainable future value (e.g. with no access to off-farm income opportunities, a  
427 negative capability) they used the forest to generate income first, only once they had  
428 met their basic needs would they consider conservation practices.

429 Knowing the different capabilities available to different social and cultural groups is  
430 important for effectively targeting intervention design. Additionally, if DD interventions  
431 are designed without taking into account cultural perspectives, this could exacerbate  
432 current land use problems and cultural divides by playing off of existing cultural  
433 misunderstandings (already particularly prevalent in Guatemalan societal history  
434 (Hale, 2002)), having further negative effects on the environment (creating a negative  
435 social capability) (Figure 3).

436 [Figure 3 here]

437 In socio-psychological theories, value orientations are considered to more tangibly link  
438 to attitudes and behavioural intentions, are an expression of basic values (our shared  
439 values) and can provide consistency and organisation among the broad spectrum of  
440 beliefs, values, attitudes etc. (Fulton et al., 1996; Li et al., 2010; Manfredo et al., 2003;  
441 Vaske and Donnelly, 1999). Therefore, our results align with broader theory where  
442 value orientations would sit between shared values and behavioural intentions.

443 There has been some other work exploring the value differences between ethnic and  
444 cultural groups, including between the Maya and Ladinos of Guatemala. In the Petén  
445 region of Guatemala, land use practices between Q'eqchi Maya and Ladinos can be  
446 similar, as Lopez-Carr (2004) found that location, not ethnicity, was the driving factor.  
447 His identification of locational aspects (e.g. lack of market access and rural  
448 underdevelopment) fit well with our identification of negative situational capabilities,  
449 but he claims that the same intervention approaches (e.g. limiting access to forest land  
450 and promoting alternative livelihoods) can be used across both cultures to effectively  
451 reduce forest cover change.

452 Our results clearly indicated that the Maya and Ladino groups had different capabilities  
453 available to them. The contrast of the Lopez-Carr (2004) results with ours may be due  
454 to the immigrant nature of the Q'eqchi in the Peten region, while Alta Verapaz (in the  
455 Sarstun Motagua region) is their homeland. The bond between human and  
456 environment appears to be severed when Q'eqchi move to another region. Lopez-Carr  
457 (2004) may account for the significant relationships observed between the combined  
458 factor 1, forest cover change and location in our study, indicating 'place' can be  
459 important, but in our case study ethnicity was of greater importance.

## 460 **CONCLUSIONS**

461 Land users in the Sarstun Motagua area have a set of shared values and a number of  
462 different capabilities associated with the achievement (or not) of actions related to  
463 forest cover change. However, we found a significant difference in the way in which  
464 the two predominantly different cultures (Ladino and Maya) relate to these shared  
465 values, and how these relationships influence their behaviour. Our results support the  
466 theory behind the Behaviour-Capabilities-Drivers model, where social and situational  
467 capabilities mediate between shared values and behaviour. Additionally, we found that  
468 value orientations appear to determine behavioural intentions, and that an  
469 understanding of both value orientations and capabilities is necessary to fill the value-  
470 action gap.

471 Other studies on pro-environmental values and behaviours tended to focus on  
472 particular actions, values or mediating factors, which may be expensive and time  
473 consuming to carry out or review individually for the range of possible actions and  
474 factors that may contribute to land use change. The approach could be useful for  
475 decision makers working at a landscape/whole ecosystem level to identify factors that

476 may enable or inhibit pro-environmental behaviours. For environmental policy making,  
477 either hyper-localised approaches or a 'one size fits all' approach to policies are often  
478 the only options. The shared value approach used here identified a wide range of  
479 values and subsequent capabilities that were not limited to a specific type of  
480 action/behaviour, but could be explored in depth to elicit capabilities relevant to  
481 specific cultural groups.

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## 494 **Supplementary material**

495 For supplementary material accompanying this paper, visit  
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611 Table 1 EFA rotated factor matrix for the full combined dataset showing grouping of  
612 belief statements into five factors (shared values)

Factor	Belief Statements
1	Q35 People should be able to use land that is not theirs Q32 Having a big family is important Q24 It is more important to make money today than think about the future of the forest Q34 Protected areas are <i>not</i> necessary for forest conservation Q11 I need to cut down the forest for sustenance Q28 We need more employment opportunities although this causes more loss of forest
2	Q27 We should know who is the owner and who can use the land Q31 People who live in the forest make little money Q8 I should avoid cutting down forest but I don't know why
3	Q1 It is important to manage forest resources sustainably regardless of time or cost Q2 If I owned land I would care for it more Q30 I am against cutting down the forest Q21 There are no places nearby where we can make complaints about bad land use practices
4	Q33 I want to do something good for the forest Q36 I need more capacity to engage in good agricultural practices
5	Q15 There should be more rules about how people can use the forest Q29 The state makes laws that are important for the environment

613

614

615 Table 2. Maya factor 1 and Ladino factor 2 belief statements from EFA analyses by  
 616 ethnic group

Factor	Belief Statements
	<b>Mayan</b>
1	Q35 People should be able to use land that is not theirs Q32 Having a big family is important Q24 Making money today is more important than thinking about the future of the forest Q11 I need to cut down the forest for sustenance
	<b>Ladino</b>
2	Q11 I need to cut down the forest for sustenance Q38 If there were more opportunities to sell my products I would need to cut down more forest Q30 I am <i>not</i> against cutting down the forest Q28 We need more employment opportunities although this causes more loss of forest

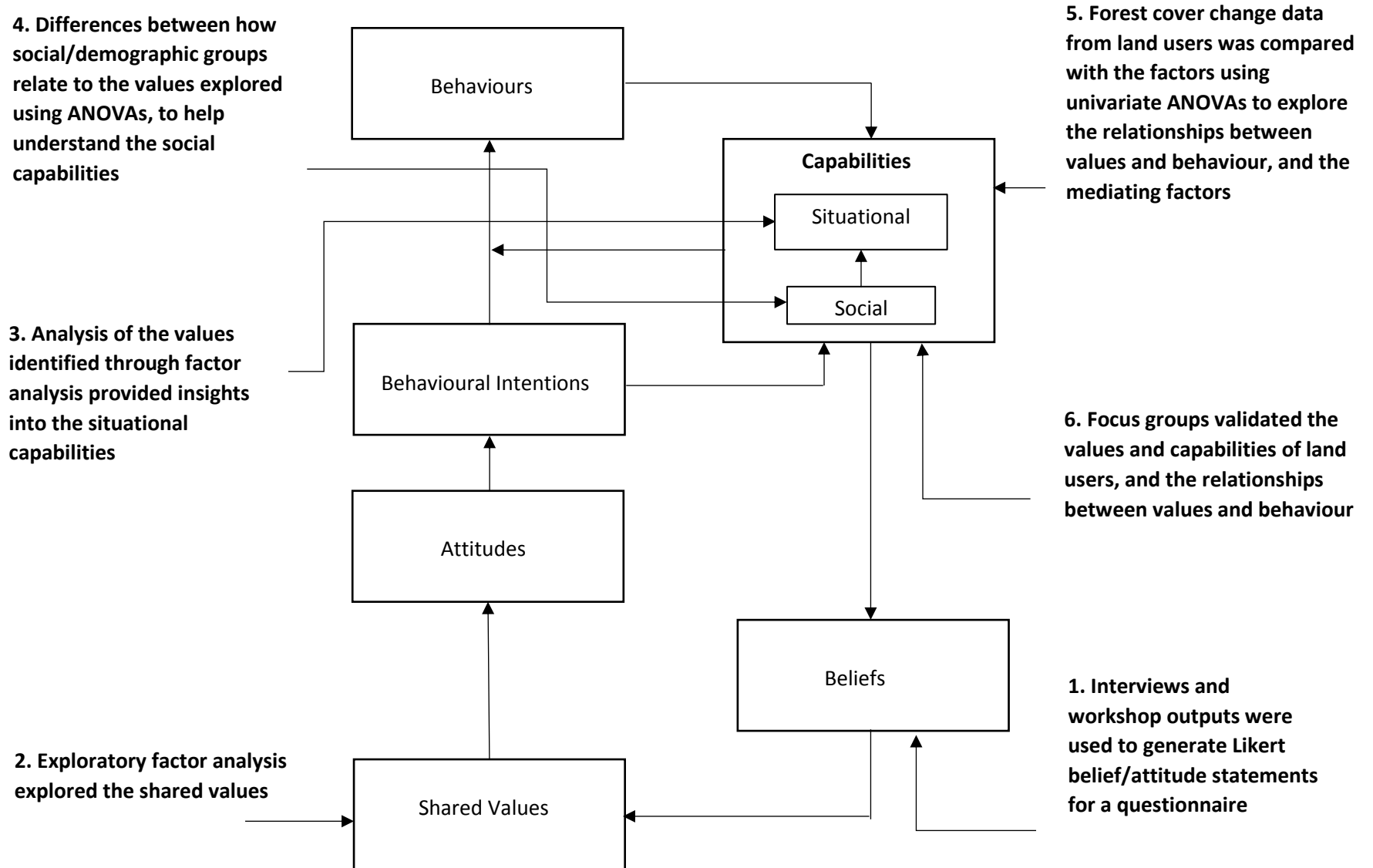
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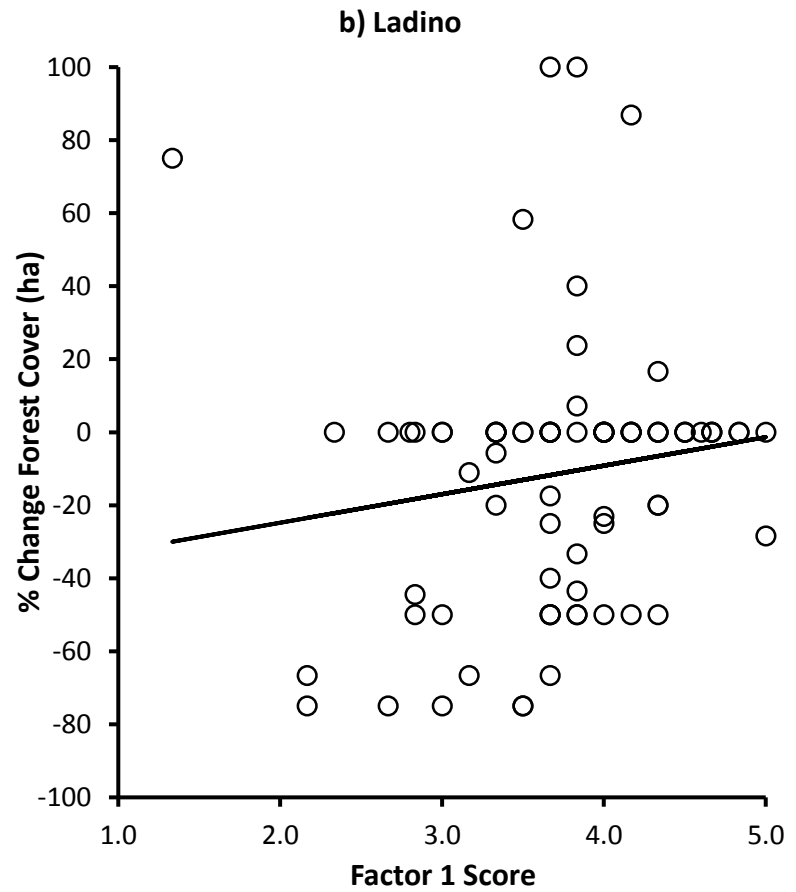
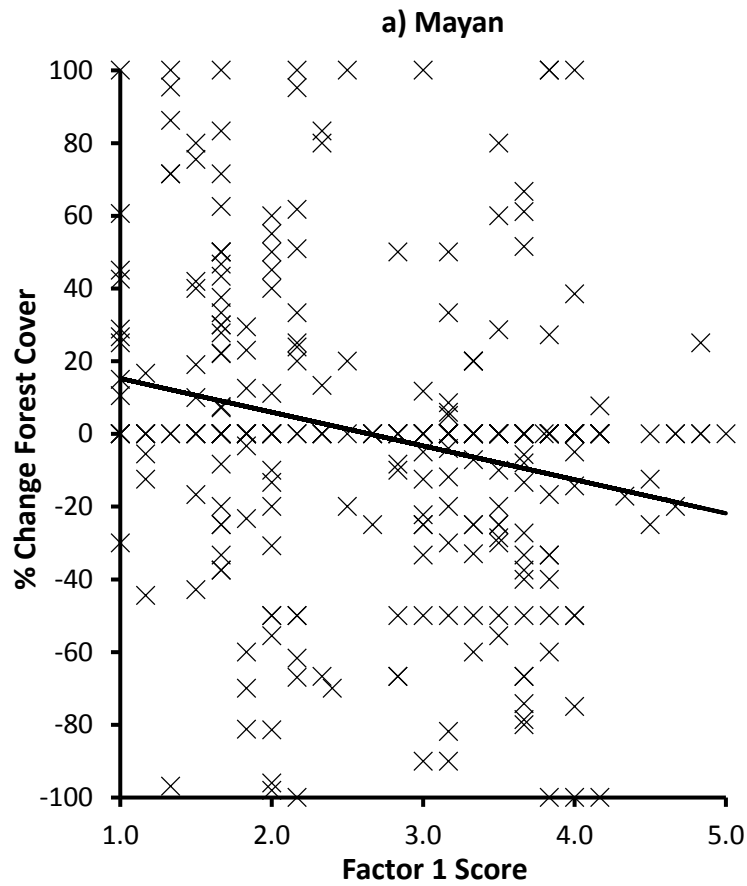
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620 Figure 1: The Behaviour-Capabilities-Drivers model with numbered annotations explaining the methods used to elicit each aspect of  
621 the model.

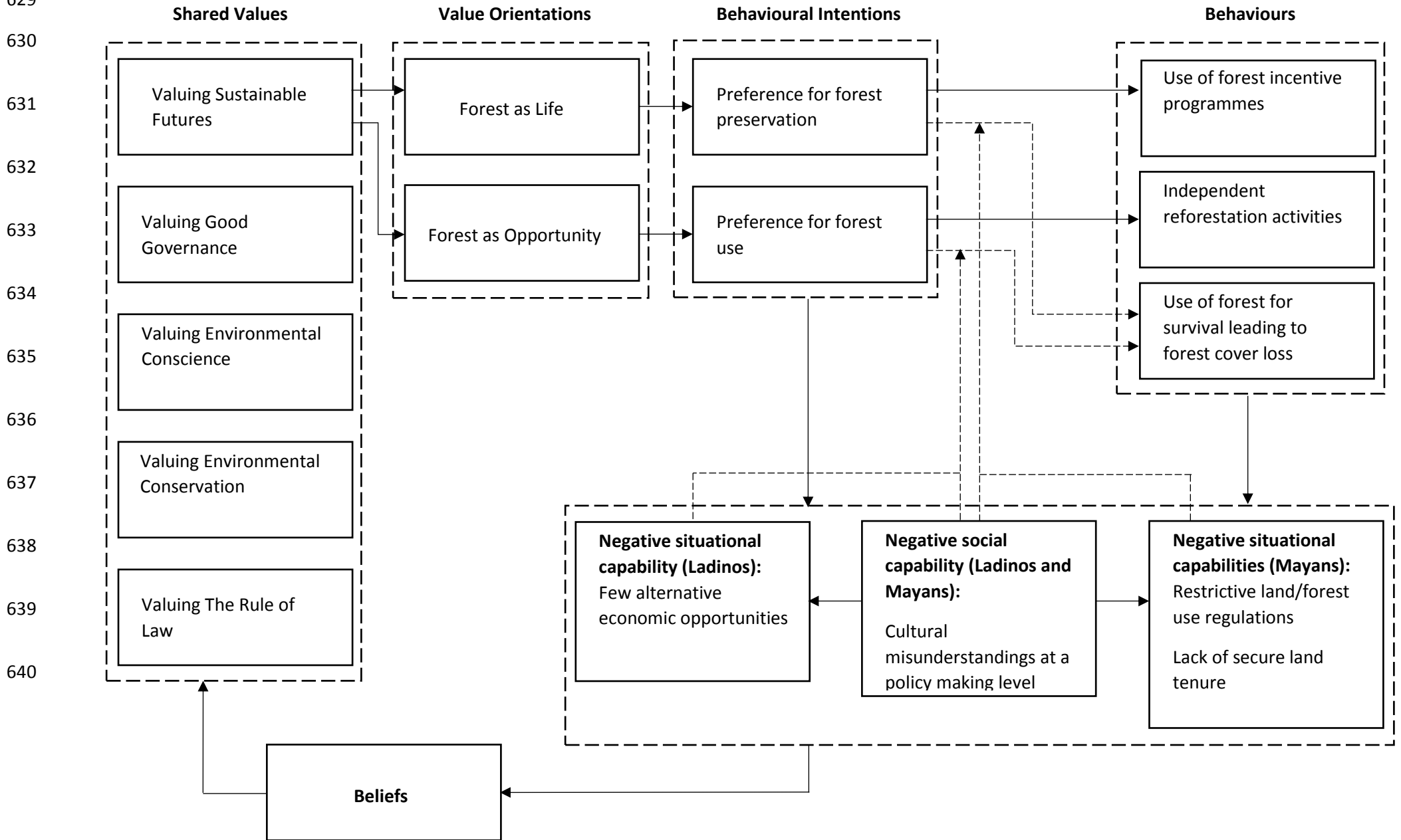
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623 Figure 2: Plot of % change in forest cover (y) against level of agreement with Factor 1 Score (x) for a) Mayan and b) Ladino  
624 respondents (Factor score of 1 = strongly agree, Factor score of 5 = strongly disagree). Linear regressions are plotted for each ethnic  
625 group (Mayan,  $y=24.52 + (-9.27x)$ ,  $R^2 = 0.053$ ; Ladino,  $y=-40.4 + 7.81x$ ,  $R^2 = 0.022$ ).



627 Figure 3: The results of the study applied to the Behaviour-Capabilities-Drivers model, showing land user shared values, value  
 628 orientations, (negative) capabilities and links to behaviours.  
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