

ENVIRONMENTAL HEALTH PLANNING AND ACTION

A HANDBOOK
FOR INDIGENOUS
PRACTITIONERS

University of
Western Sydney

Bringing knowledge to life





Indigenous Communities
Environmental Health
Program



ISBN 1 74131 016 4



Australian Government

ENVIRONMENTAL HEALTH PLANNING AND ACTION



A HANDBOOK FOR INDIGENOUS PRACTITIONERS

Prepared by Peter Stephenson
Indigenous Communities Environmental Health
Workforce Capacity Building Program
University of Western Sydney





National Library of Australia
Cataloguing-in-Publication data:

Stephenson, Peter Mark.
Environmental health planning and action :
handbook for indigenous practitioners.

ISBN 1 74131 016 4.

1. Environmental health - Australia.
2. Environmental health - Planning - Australia.
3. Aboriginal Australians - Health and hygiene. I. Title.

363.706

Publication © Commonwealth of Australia, December 2003

Acknowledgements

This Handbook is derived from the work done by the Community-based Environmental Health Action Plan Project at the University of Western Sydney. Input and advice has been received from:

National Indigenous Environmental Health Forum

Merle O'Donnell, Chair

Trial practitioners and their community members and management

Ken O'Donnell and Gary Smith, Derby Shire Council, WA

Paul Bin Busu, West Kimberley Public Health Unit, Kununurra, WA

Chris Gyemore, Toowoomba-Darling Downs Public Health Unit, Qld

Chicky Clements, East Kimberley Public Health Unit, Broome, WA

Del Passi, Mer Island, Torres Strait

Brendon Sherratt, Katherine West Health Board, NT

Toshie Kris and George Levi, St Pauls Community, Torres Strait

Steven Canendo, Yarrabah Community Council, Far North Qld

Clayton Abreu, North Qld Tropical Health Unit, Cairns, Qld

Students at Batchelor Institute of Indigenous Tertiary Education Workshop who trialled the Handbook as a teaching and learning resource:

Tymyka McKee, Alice Springs

Joanne Green, Darwin, Daly River

Peter Lansen, Minyerri

Shane Dorizzie, Alice Springs

Boyd Elston, Alice Springs

Edward Stevens, Amoongana

Geoffrey Ganambarr, Galiwinku

And their lecturer:

Zane Hughes

Editorial team:

Maree Klesch, Karen Manton and Russell Hanna,
Batchelor Institute of Indigenous Tertiary
Education

Kathy Mitchell, University of Western Sydney

Photography:

Russell Hanna,
Batchelor Institute of Indigenous Tertiary
Education

Sponsors:

Aboriginal and Torres Strait Islander Commission

Commonwealth Department of Health and Ageing



ICEH Logo

Artist: Leanne Tobin, a Darug woman, was commissioned in 2001 to design a logo for the Indigenous Communities Environmental Health Program. The story behind the logo is:

“The Hawkesbury Campus of the University of Western Sydney is located on the banks of the Durubbin (Hawkesbury-Nepean) River which was once a traditional site for the riverstones which were used in the stone axes and tools of the Darug. The riverstones were used as a trading item over a large area of the South and North Eastern Coast of New South Wales.

These riverstones symbolise the trading of ideas and information that take place today upon the UWS campus. The white dots are the coming together of people from various parts of Australia and the dispersing of those ideas is represented by the radiating white lines.”

Special thanks is given to Riley Japaltjari Williams for his generous permission to reproduce his wonderful painting and poster on page 25 of this publication. The painting was originally used on the poster to inform the Arrente people of health issues concerning dogs, it proved to be outstandingly successful.

Correspondence on this Handbook can be sent to:

Peter Stephenson

ICEH Program

University of Western Sydney

Locked Bag 1797

Penrith South DC NSW 1797.

Additional copies of this handbook are available from the
ICEH website at <http://iceh.uws.edu.au>

A PDF version of this Handbook is also available on CD



Batchelor Institute of Indigenous Tertiary Education

Post Office Batchelor, NT 0845 Australia

Phone: (08) 8939 7352 Fax: (08) 8939 7354

email: batchelorpress@batchelor.edu.au

Table of Contents

Acknowledgements	iii
Preface	vi
How to Use this Handbook	viii
Part 1: Introduction to Community-based Environmental Health Planning	1
Environmental Health and the Environmental Health Worker	1
Community-based Environmental Health Action Planning	2
Part 2: Community-based Environmental Health Planning Practice	6
1. Deciding 'where to'	6
Developing a Vision	7
2. Getting Started	10
Time and Energy	10
Building Awareness	10
Goal Setting	10
Obstacles and Opportunities	12
3. Finding Partners	13
Thinking and Working Together	13
Community Partners	15
External Partners	17
4. Keeping Community Control	18
Ownership	18
Different Ways of Working	18
Devising Strategies	20
Scheduling Activities	20
5. Making Things Happen	22
Working and Teaching	22
Implementing your Plan	23
Acting Collaboratively	23
Gaining Strength from Outside	24



6. Watching the Future	25
Learning Lessons	25
Monitoring and Evaluation	26
Part 3: Worksheets	30
Worksheet # 1: Where do you want to be?	32
Worksheet # 2: An Action Planning Worksheet	34
Worksheet # 3a: Community Partners List	36
Worksheet # 3b: External Partners List	38
Worksheet # 4: Action Plan Application Grid	40
Worksheet # 5: Activity Time Chart	42
Worksheet # 6: Log of Community Views	44
Part 4: Action Resources and Helpful Hints	46
Committee Procedures: Holding a Meeting	46
The Purpose of the Meeting	46
Prepare for the Meeting	46
Community Education	49
Full Checklist of Questions to Consider	50
Focus Groups	52
What is a Focus Group?	52
Guidelines for Planning Focus Groups	52
Session Procedure	55
References Used	57
Appendices	58
1. Australian Charter for Environmental Health	58
2. Glossary of Terms	59

Preface

Indigenous communities, like all Australian communities, require long-term, secure access to clean air, clean water, safe food and living space, and surrounding land and seas that are free of contamination. Aboriginal and Torres Strait Islander peoples have the right to set their own goals and to be involved in the processes necessary to make this happen.

Community-based Environmental Health Workers are in a good position to improve, and then monitor and manage, the kinds of environmental conditions in communities that might impact on the health of their people.

To do this well, they need continuous support and real cooperation from others in and out of their community – individuals and families living in community; other health practitioners working in community; staff and elected members of the Community Council; community managers; visiting environmental health officers; regional and state organisation representatives, to name just a few. All community members have a stake in the future and all are potential partners in action on environment and health issues. For this reason Community-based Environmental Health Action Plans (CEHAPs) must be built from the ground up.

Environmental Health Planning and Action: A Handbook for Indigenous Practitioners uses simple language to stress the importance of planning for action. It also includes illustrations, provides useful examples and includes worksheets and forms ready for use or adapting by you, the reader. The text is written to suit readers of broad backgrounds and literacy levels. The format and binding allow the Handbook to be as much used in the field as it is in the community office or in the teaching classroom.

This Handbook draws heavily on two earlier documents. The first document relates to planning and action in environmental health in the broader Australian population. The text, called *Common Ground and Common Sense: Community-based Environmental Health Planning*[1], includes useful information and resources to help communities and government work together on local environmental health problems.

The second document is strong on community-based planning in Aboriginal and Torres Strait Island communities. This book, *Community-based Planning: Principles and Practices* (2nd Edition), was produced by ATSIC in 1994 but is no longer in print.

The Handbook you are now reading has been prepared specifically for community-based Indigenous environmental health practitioners. Every attempt has been made to make it appropriate to the needs and experiences of Aboriginal and Torres Strait Island communities throughout the country. But we recognise that Indigenous communities are rich and diverse and the challenges facing each of them vary as greatly as the resources available and individual interests and skills. We invite you therefore to use and adapt the Handbook to fit your community and to let us know what worked well and what didn't.

How to Use this Handbook

Environmental Health Planning and Action: A Handbook for Indigenous Practitioners has many possible uses. It can be:

- followed step-by-step by individual community-based environmental health practitioners to assist them develop and implement their personal environmental health work plans.
- followed loosely by community-based environmental health interest groups, under the leadership of their resident Environmental Health Workers to plan for community-wide environmental health change.
- used as a teaching resource in the training of Environmental Health Workers for community-based planning and action.
- developed as a field-based training manual for workshopping with all health and environment practitioners in community about the creation of a broad scale environment and health planning framework.

This Handbook is in Four Parts.

Part 1: Introduction to Community-based Environmental Health Planning outlines the main purpose for this kind of local planning in environmental health. It highlights just some of the challenges facing community-based environmental health practitioners and argues that thoughtful planning and shared action are the key to managing difficult tasks.

Part 2: Community-based Environmental Health Action Planning Practice provides a step-by-step guide for program planning and professional development course design under the following section headings:

- Deciding ‘where to’
- Getting started
- Finding partners
- Keeping community control
- Making things happen
- Watching the future

Each section refers to blank worksheets that can be copied or adapted and used in your own environmental health planning exercises. There is also an ‘activity’ per section and helpful examples where possible.

Part 3: Worksheets provides users with a series of example sheets to use or adapt to suit your own needs.

Part 4: Action Resources and Helpful Hints provides some guides to working with others in meetings, educating people in community, and finding out their needs through focus group sessions.

PART 1: Introduction to Community-based Environmental Health Planning

Environmental Health and the Environmental Health Worker

The environment where people live is everything around them. This includes their land, their houses and yards, their schools and shops, the water they drink, the food they eat, the air they breathe, and other people and animals they come in contact with [2].

Environmental health is all about protecting the community from problems in the environment and making sure they have a healthy lifestyle.

The Australian Charter for Environmental Health [3] recognises that all Australians are entitled to live in a safe and healthy environment. The Charter sets out the basic environmental health entitlements and responsibilities for individuals and communities, government and industry (a copy of the section on relating to the individuals and communities is included in Appendix 1 of this document).

But we know that there remains a very long list of environmental health factors in Indigenous communities Australia-wide that need improving. Some of the key issues include:

- Housing standards and maintenance
- Rubbish collection and disposal
- Drinking water treatment and supply
- Sewage and night soil disposal
- Animal control
- Insect (vector) control
- Food safety
- Dust control
- Pollution control

As the *Queensland Health Aboriginal and Torres Strait Islander Environmental Health Strategy 2001-2006* states: “Unless environmental causes of ill health are identified, addressed and monitored, Indigenous illness will continue to be treated, rather than prevented” [4].

Community-based Environmental Health Workers (EHWs) have a vital role to play in reducing environmental risks to the health of their people. Their work is broad and challenging. In the event of an urgent environmental health problem (like a sewage overflow or a mosquito-borne disease outbreak) EHWs need to act quickly and

thoughtfully. But they also need to think ahead and develop and manage longer term projects in environmental health monitoring, maintenance and improvement.

So EHWs do not only react to urgent problems, they need skills and resources to help them plan effective medium to long-term programs and gain the support of their people and community managers for future-thinking programs. This Handbook aims to help EHWs plan and act for the future safety and wellbeing of their people and their surrounding environment.

Community-based Environmental Health Action Planning

The idea of environmental health planning in community is very simple. It is about taking steps to decide what you want or need to do to manage environmental health in your community, now and into the future, and how you will go about it.



Fig 1: Environmental health planning is best done by community members.

Environmental health planning in your community may be a new process but community-based planning generally is not new. Planning has been done by community members, council employees and their elected members and community managers for many years now to make sure that the community develops in the way they want it to.

Community-based Planning:

- is an ongoing process of setting goals and developing strategies to achieve the goals.
- promotes Aboriginal and Torres Strait Islander control of what happens in their communities.
- is best done by community members themselves, and not by external consultants or advisers [5].

Good community-based planning does not ignore or thoughtlessly replace existing planning processes. Therefore it is helpful to assess the existing planning systems in community before establishing a new environmental health specific planning process.

To do this you need to ask yourself:

How is planning already done in the community?

Which aspects of community life are planned, and which are not? Who is involved in planning each aspect? What sort of information is planning based on? Who collects it? Who sets the priorities? On what basis? [5]).

Is the planning effective and appropriate to the community?

A community can examine its past goals to see if these have been achieved. If not, why not? If the community has not met its past goals, are existing planning processes effective or appropriate? Maybe some goals took too long to achieve. Perhaps some goals were unrealistic. Maybe some outcomes would have been better if particular groups had been more involved. Were the goals conveyed to governments and did they listen? [5].

Is environmental health planning adequately addressed?

Environmental health may not have been given high priority in community planning before. Do you want to start environmental health planning at a small scale or link in straight away into the larger community planning approach? There is no wrong answer to this question and the choice is yours. There may be good reasons for starting off small and developing an environmental health specific plan. Eventually though you will need to link your plan into the wider system of community planning.

Either way, good environmental health planning is very important for building a safe and healthy future for your community. Good environmental health planning will produce detailed activity schedules that fit well with the other planning activities of community. For planning to be worthwhile, and for priority setting, decision-making and implementation scheduling to be carefully thought out, a number of people will need to be involved. Many of these people may not be fully aware of the environmental health issues involved, but gaining their support will be very important for environmental health to gain recognition in community governance and for change and improvement to be achieved and sustained.



Fig 2: Sharing ideas and goals helps to develop a vision for the future.

With strong planning, EHWs will be able to:

- establish a clear vision and a set of goals and strategies for environmental health in their community;
- take advantage of opportunities and be aware of and manage threats;
- direct the flow of information about environmental health needs into the planning and budget systems of their community, and the regional and state agencies they depend on most;
- justify community needs to agencies;
- show funding agencies what community wants to do to secure their future health and welfare;
- help agencies assess project proposals more quickly;
- ask for inter-agency co-operation on projects;
- set up operational planning and management systems;
- improve community relations with Regional Councils, ATSI, other government agencies and interest groups;
- be well informed before making decisions and understand the long-term impact of these decisions.



Fig 3: Having your environmental health plan on a computer makes it easier to update.

By documenting both current and future-oriented environmental health activities in your community, CEHAPs can help you keep one eye on the ‘big picture’ at the same time as you deal with your day-to-day work demands. They can be used to show local, regional and state government and Aboriginal or Torres Strait organisations that you have a strategy in place for dealing with the issues in your community. They can be used to help secure the support you need from internal stakeholders (for example, community council members and CDEP manager) and external stakeholders (for example, Regional ATSIC Office, Land Councils, Regional and State Authorities etc) to implement your plan.

Environmental health plans don’t need to be in a standard format. EHWs can work with their communities to design their own documents but it is best to have the plan on a computer so it can be updated regularly and easily.

The Worksheets provided in this Handbook give you a structure to use for documenting some parts of the planning and implementation process. You may reproduce these worksheets and use them ‘as is’, or you can adapt them to better suit your needs, or you can develop your own way of presenting your plans and recording information.

Part 2: Community-based Environmental Health Planning Practice

We have just read about the purpose and benefits of environmental health planning. Now we come to see how it might be done. Part 2 of this Handbook outlines six important elements to community-based environmental health planning. These are:

1. Deciding 'where to'
2. Getting started
3. Finding partners
4. Keeping community control
5. Making things happen
6. Watching the future

Each of these sections is presented below.

1. Deciding 'where to'

Most environmental health practitioners are trained to think through and plan what they have to do before actually doing it.

Example: A very simple example might be in the taking of water samples in a community for transporting to a city laboratory for analysis. The EHW would have to plan, at least in his or her head:

- where the samples would be taken from;
- what equipment is needed so that the sample does not become contaminated during and after collecting;
- how the sample will be labelled and identified;
- how the sample will be prepared for transportation;
- when and how the sample has to leave the community in order for it to arrive in time at the laboratory;
- what he/she might do if the results indicated the drinking water is contaminated.

Having a good idea about what and how you might approach each small job is important for the efficient use of time and scarce resources. The same can be said for large scale and long-term programs in environmental health. These programs are very difficult to manage if not thought through carefully. As an EHW you are an important link between the community and the council or community manager.

You also have working connections with other community-based health staff, housing officers, water and power personnel and a large number of other contractors and professionals who visit the community. You are well placed to find out what all these stakeholders think about their local environment and their health now, and what they would like it to be in the future.

Developing a Vision

Visioning is an important first step in developing a plan of action. It helps you decide what you and your community hope to achieve. Having a vision can help you get scarce resources allocated to community environmental health, help you stay on course with your projects over time and help you avoid distractions. Visioning is not about setting targets. This work takes place later, when valuable time has been spent on thinking about the future you and your community want. Visioning is a little like dreaming and shifts your ideas toward higher goals for community development and action [6].

The process of visioning uses forward thinking questions and the power of the imagination to help you picture a better future. Visioning questions are concerned with identifying ideals, dreams and values [7]. Values, aspirations and shared purpose therefore come out strongly in any community vision.

Visioning can be carried out in several different ways: drawing, acting out, brainstorming a special shared experience. One possible approach is outlined in the following four steps.



Fig 4: Creating a community vision using small discussion groups

Step 1

Ask the people you live and work with to imagine what your community would look like in say 10 years time if all the environmental health issues were well managed. Ask them to answer the questions in Box 1 about this future state and how to achieve it.

Box 1: Visioning Questions

- 1. What does your community look like in the future?** (Describe the community's desired environmental, social, health and economic characteristics).
- 2. What *environmental* characteristics have been kept and improved?** (Point out the places in and around the community that need to be cared for).
- 3. What *environmental health services* are provided to community members?** (Describe all of the work that you might be doing or managing in community).
- 4. What types of relationships exist?** (Decide how relationships should be among and between community members, elected members, community managers, service organisations, regional agencies, business owners and industry).
- 5. What parts of community living and working should be protected at all costs?** (Point out the main physical, cultural, spiritual and social reasons for wanting to be part of this community).

The answers to these questions may be either broad or specific. Broad answers are useful to establish the community's vision while more specific answers can be used later to help set goals. So that you don't lose any of this information it is useful to record the ideas of your stakeholders in words, drawings, or even on video.

Step 2

Group sharing occurs at this stage when everyone presents their responses to Step 1.

Step 3

Develop common ideals for the future by identifying shared ideals and concerns and recording them for all to see. Ideals shared by everyone become the common value base.

Step 4

Develop a value statement that reflects the shared ideals. The vision statement is then generated out of this visioning process. It describes the preferred future directions in environmental health for the community and its governing organisation. The statement should include the most important community values, community issues of main concern and images of the desired future of the community. The vision statement serves as a starting point for the action plans.

Coming up with a clear and simple vision statement may not be easy at first. Do Activity 1 to help you develop this skill before doing it on a community scale.

Activity #1

Do a visioning exercise with:

- some of your family
- some of your work mates

Look for how these visions for a better future

1. overlap
2. differ

Together with anyone else interested in community environmental health, you will generate plenty of ideas for the future. These give you some purpose as an individual, as a community member, and as an EHW. It might be helpful to develop your vision by placing these purposes in order so that the highest level purpose can be expressed. From there you might move to a vision statement more easily. Worksheet #1 and its sample sheet, on pages 32 and 33 in Part 3 of the Handbook, are designed to help you prepare your vision for environmental health. Remember to copy the Worksheet before filling it in.



Fig 5: Using Worksheets to help determine purpose and create a clear vision.

2. Getting Started

Time and Energy

To move from the vision to action involves some clear thinking, some careful attention to resource needs and plenty of personal commitment and energy. When planning environmental health activities, it will also be necessary to consider the possible time scales for action. They might be:

Short-term (1 day to 3-6 months): When the community identifies the full range of environmental health issues, a number will be easily achievable in the short term. Generally these are the ones that provide relatively low risk to the local community and which can be quite quickly dealt with, usually at relatively low cost and without major human effort.

Medium-term (6 months to 2-3 years): Other issues identified in community discussions may need medium to long-term responses. Staying focused even in the medium-term, when new challenges emerge on a daily basis, will require you to keep your thinking and your work future directed.

Long-term (3 years to 5-10 years): Thinking beyond tomorrow can be difficult. But if we don't have some idea of where we want to go, we can't get there. The vision for environmental health in your community in 10 years time will need to stay clear in your mind. Every action you take, and every goal you achieve over time, will take you a step closer to that vision.

Building Awareness

The first big step in getting started with your own CEHAP is building awareness about the need for a local environmental health plan. Awareness building should involve all the community and promote free and open discussion about the importance of planning for bringing about long-term change [5] and improvement in community environmental health.

It is also important to consider which external people to involve in this part of the process. You might ask yourself: Should Regional ATSIC Councillors and staff from other government agencies be involved? or Should I invite just the EHOs that I already know well? Inviting outsiders at this early stage can help gain their support, and their knowledge and familiarity with the issues may be helpful. On the other hand, involving too many people may lead to confusion and delay [5].

Goal Setting

For real change to occur, short, medium and long-term goals need to be set, and work programs set up around those goals. The pathway to meeting long term goals is through a number of related, but separate short and medium term actions.



These actions need to:

1. keep the long term vision in sight;
2. stay flexible and adapt to current circumstances; and
3. take minimal risks with the health of people and the environment.

Goal setting therefore requires you to think ‘strategically’. By strategic we mean working purposefully toward the long term vision and putting in place the mechanisms and steps for bringing about those changes. The same goal setting exercise will require you to be ready to adapt your action in the short term so that you can ride out slow times and make the most of new opportunities as and when they come your way.

Going from vision to action involves a number of different steps including:

- **Setting goals for the future:** To realise a vision statement it is necessary to set goals. Once an EHW or an environmental health community group has identified all the issues of concern to them, they can then set their goals. These goals will clearly state what they want to achieve.
- **Laying out specific strategies:** Strategies are the broad actions that a community thinks it will have to do to achieve its goals [5]. You might like to think of these strategies as a collection of related programs of work (see *Section 4: Keeping community control* for more details).
- **Setting objectives or milestones:** At this point in the action planning process, activities for improving environmental health in community must be named and their measures of achievement, or ‘performance indicators’, expressed (see *Section 6: Watching the future* for more details). Objective setting clearly states what target you are planning to reach – a target that must take place in the real world, on the ground. These objectives then act as milestones upon which you can track your progress.
- **Prioritising actions:** When the goals have been set, prioritising your actions helps you decide which ones should be tackled first. This is an important exercise as it is unlikely enough resources exist to do everything at once. Putting goals in order of priority can be done by:
 - selecting the goals that are most important to you; those that affect the most people; those that pose the greatest risk; those that are very urgent; or those that need to be done because other things depend on them.
 - choosing goals that are easily achieved in a short time frame.

This is about getting ‘runs on the board’ before tackling the issues you see as more difficult [5]. Once you have worked up your vision, you may like to copy and complete Worksheet # 2, from Part 3 page 35, to lay out your strategies, actions and performance indicators for each goal. A sample worksheet is provided as a guide, on page 34.

Obstacles and Opportunities

As a group, community environmental health stakeholders will need to consider for each goal, both the opportunities that are available to them and the obstacles they will have to overcome [5]. The EHW will need to take a lead role in recognising and using opportunities, as well as come up with suggestions on how to best manage the obstacles. This work will help to develop realistic and achievable strategies.

Funding is often identified as a constraint. But a lack of funds need not put an end to a goal. Existing resources run deep in any group of people and in any place. Resources are anything that is available to you and your community to enable you to make changes to improve the environment and your health.

Activity # 2

Develop a list of environmental health related resources that you know already exist in your community. Use the following headings to prepare your list:

- individuals
- groups
- equipment
- services
- facilities
- other

Show your full list to one or two of your community partners. Ask them to add ones they know of too.



Fig 6: Clear signage and posters are effective ways of getting your message across.

Resources can include the skills and knowledge of people, money or in-kind support, the hands-on help from working events or school children cleanups and even recycled material from community rubbish tips. If EHWs develop strategies that use local resources wherever possible, they can then use the relatively scarce external resources when there are no local alternatives [5].

3. Finding Partners

Thinking and working together



Fig 7: Working as a teams help bring a lot of different ideas, skills and resources to the job.

Working in partnership is more likely to bring success to your community environmental health projects than working in isolation. An EHW working together with a committed community council; staff of health, housing and other infrastructure programs; and the community as a whole is a powerful force for change.

It is always helpful to know you are not working alone. Having partners in your action can help you stay motivated and on track with your progress. Partners usually bring different strengths and different weaknesses to your own which means you can lift each other up with your strengths and cover each other's weaknesses.

Partners in environmental health action will be important to find among:

- community members;
- the community managers or community councillors;
- other health and environmental infrastructure workers on community;
- environmental health workers and other health and environment workers in communities in your region; and
- regional agency and government representatives outside of your community.

We already know that your work crosses over with many other people and organisations involved with your communities. Like those listed above, your full list could be divided into those who live and work in your community (**Community Partners**) and those who visit your community for work and are located off the community (**External Partners**).

Activity # 3

List 5 of your strengths in environmental health work.

List 5 areas where you need support from others.

Use these lists to help you identify who you should try to get on your team.

Copy and then complete Worksheets # 3a and 3b on pages 37 and 39 to help develop a record of your partners in environmental health. List all the internal and external partners you currently work with. Include contact details. Sample sheets on pages 36 and 38 will assist you in how you might go about developing your record of partners.

Add to that list the names and contact details of people and organisations you would like to see become partners in your environmental health projects.



Fig 8: Partners can be found within your community and in many government agencies.

Community Partners

Anyone who lives in your community is a potential community partner. Remember you might work on different environmental health activities with different community partners. For example, a community clean up project might rely on the relationship you have with the school teachers and the children they teach, while the success of a house-to-house mosquito control program will depend on the relationship you have with each household representative. Building community partners comes out of positive and respectful relationships with those who live there.

ATSIC's list of ways to empower communities has some useful application to forming community partners [5]. The list has been changed a little and presented here in Table 1 to give some ideas on how you can gain involvement from any potential community partner.

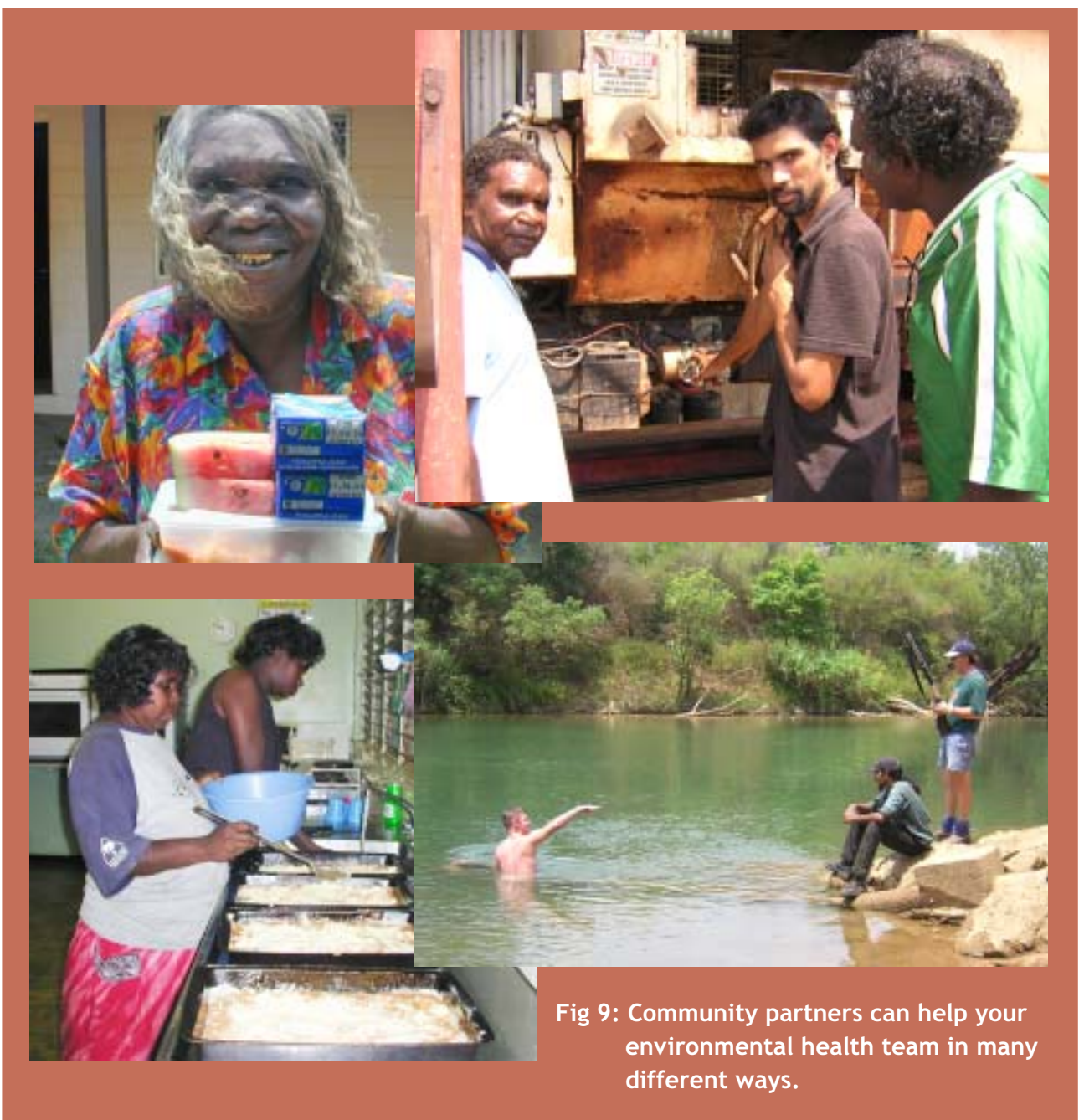


Fig 9: Community partners can help your environmental health team in many different ways.

Table 1: Partnership Building through Relationships and Respect

Key Words	Processes
Promote participation	<ul style="list-style-type: none"> ● Involve people in all that is to be done ● Enable people to do things themselves ● Support people as they learn to do things themselves ● Encourage plans and activities which people can do themselves
Include	<ul style="list-style-type: none"> ● Include all groups - families, localities, old people, young people, men and women, church, sport, schools etc ● See environmental health as relating to the social, economic, cultural, and political future of everyone in community ● Cooperate with other programs that cross over with your environmental health work
Communicate	<ul style="list-style-type: none"> ● Be open and share information ● Inform people of what is happening always ● Listen carefully to what people are saying ● Accept and act upon what people say
Build relationships	<ul style="list-style-type: none"> ● Treat people equally ● Maintain harmony in relationships where possible ● Resolve conflicts as they arise ● Accept people as they are, not as they should be ● Encourage personal, cooperative relationships ● Discourage competitive, authoritarian relationships ● Assist in locating and developing local leaders ● Acknowledge the expectations of family and kinship
Coordinate	<ul style="list-style-type: none"> ● Assist people to plan activities that are likely to succeed ● Evaluate progress constantly ● Help link the activities of different interest groups ● Make sure that all people benefit from activities, programs, services and resources
Promote acceptance and ownership	<ul style="list-style-type: none"> ● Promote the need for community-based planning ● Promote community ownership, control and understanding of the planning process

Source: Modified from ATSIC [5] and Stringer [9]

External Partners

Health, environment, housing, other infrastructure and program funding staff employed by regional Indigenous agencies and local and state government departments can be extremely valuable external partners. Partnering with these people can open doors to the technical information you need to prepare and manage your projects; they can identify possible funding sources and assist you in applying for funds; and they can introduce you to a range of other resources and networks. You might already have many good external partners that you work with on some or all of your environmental health projects. Check against your lists in Worksheets 3a and 3b for the kind of people you know you have good working partnerships with.

In thinking about your relationship with these external partners it might be helpful to see sincere partners as those who you know will support you in:

- setting your own agenda and raising issues that are important to you;
- gaining access to any appropriate, accurate, relevant information available on your topic of interest;
- increasing your input into decision-making processes at all levels;
- having greater involvement and support in all elements of planning, implementing and reviewing change projects;
- networking widely with other individuals and groups working on similar environmental health issues.



Fig 10: Keeping up-to-date contact details on all partners is important for maintaining good communication and building strong relationships.

4. Keeping Community Control

Ownership

As a leader in environmental health in your community, you might be reassured to know that the development and implementation of your Community-based Environmental Health Action Plan will be:

- a 'learn as you go' experience;
- a long term process; and
- different for each EHW and each community [5].

External partners can offer helpful advice and support to you in doing this work. You should listen to their ideas but not feel like you should accept them. You and your community have the right to think the views of outside partners to be inappropriate or simply unnecessary at the time. As a community development process, community-based planning of the sort you are involved with aims to strengthen people's ability to determine their goals and to establish projects under their own control. One of its main objectives is to improve community self-reliance and the ability of community members to deal with the problems they face themselves [5].

Community projects are unlikely to succeed if the people responsible for their implementation do not feel they 'own' them. By ownership we mean *belonging to* and *believing in* a project. This is about the way people in a local community take responsibility for what happens in their own place. Ownership of projects cannot be forced upon a community or a group. Nor can others take ownership away once it has been established.

Different Ways of Working

When involving external partners in your action planning it is important to be very clear about the kind of support and assistance you need. It is also helpful to understand the differences in the way your external partners tend to work and the way community groups tend to work. Table 2 summarises some of these differences.

If everyone is working respectfully toward the same goal, these differences may not have a negative impact on your planning process. On the other hand, they may create barriers to an effective partnership, which in turn may lead to the stalling or total collapse of important environmental health projects. Being aware of these possible differences can help you make and keep relationships with outside partners.

Table 2: Community/Organisational Ways of Working

Ways of Working	Organisations	Community Groups
Communication channels	Formal	Informal
Accountability	External, vertical	Internal, horizontal
Boundaries	Set	Fluid
Power	Assigned from position	Allocated from within
Roles	Defined by job	Defined by society
Adaptable to change	From above: (senior management)	From below: (youth, change agents)

Barriers to effective community partnerships may also result from partners:

- not being truthful and open with each other
- not sharing information
- being unclear about their different roles
- not allocating enough resources to the task
- being disrespectful of cultural differences
- paying little or no attention to conflict resolution
- setting unrealistic timeframes for project outcomes
- mistrusting each other.

Keeping an action planning process alive under these conditions is not easy. Even where strong partnerships exist within and between community and external partners, a lot of effort needs to go into communicating, listening, facilitating, negotiating, respecting cultural differences, and educating the other members of the partnership.

Activity # 4

List 5 points that you found helpful when working with an external partner who you value and respect.

List 5 points that you found annoying and unhelpful in a partner who was difficult to work with.

Consider these points and what they mean for the way you work with community and external partners.

Staying in control of your environmental health plan will be very important, both for the success of its programs and for the sake of the people whose values and visions make up the driving force for your day-to-day and long-term actions. You will need to develop sound strategies and detail a schedule of work to keep this on track (see *Section 2: Getting started*).

Devising Strategies

Strategies are the broad set of programs that allow you to achieve your goals and objectives. Strategy development should not be rushed and should remain in the control of community. It is very important that every strategy makes sense to the stakeholders involved in the planning process. As a keen stakeholder you must understand the specific tasks that will be involved, and be sure you can measure progress [5].



Fig 11: Careful planning and scheduling of work in homes is necessary so residents are not disrupted or harmed.

Scheduling Activities

Once you and your community environmental health planning group have established your strategies, it is then necessary to work out what specific activities are needed to implement each strategy. This schedule of activities must identify exactly what has to be done, and should include who has to do it, when it has to be done and what resources are needed (equipment, people, money, etc.). This schedule of activities is often called a *Project Plan* or an *Action Plan* [5].

To keep community control of project planning, the scheduling of activities needs to be done in the community and with cooperation from interested and effected community members. It may be useful to have funding agency representatives and service providers present during this phase but it is not necessary. If they are present, be prepared to listen to their views, but also hold on tightly to the views and contributions of the community partners who will ultimately carry the responsibility for implementing the activities.

Project scheduling involves:

- breaking the project activity into smaller **stages**;
- deciding how much **time** should be allocated to each activity;
- working out **who** needs to be involved;
- working out the **roles** of those involved;
- finding out what extra **information** is needed;
- identifying other **resource** and support needs;
- negotiating **agreements** with resource providers;
- developing **budgets**;
- working out how to **monitor** projects; and
- working out how to **evaluate** projects [5].

Once you have developed your vision (see *Section 1: Deciding 'where to'*), set out goals, strategies, actions and performance indicators (see *Section 2: Getting started*) and prioritised actions (this section), you are able to complete Worksheet # 4 as one way to present your work schedule. Use the sample Worksheet on page 40 as a guide.



Fig 12: Completing each job on time and within budget is more likely if you are working to detailed schedules.

5. Making Things Happen

Working and Teaching

Many environmental health jobs around the community can be done quickly. Other jobs need a lot more time, resources and careful management. Their effective management is not a 'quick fix' but depends on longer-term preventative action. The number of small jobs can be reduced over time if you have a strong program of monitoring and maintenance in place.



Fig 13: Getting community support for preventative activities is necessary for achieving long term environmental health gains.

Examples from any environmental health improvement program identify the difficulty of not only fixing the actual problem, but the much more difficult task of developing the understanding of community, so that the same problem does not keep happening. Lasting changes will be achieved as the community develops their knowledge about environmental health, and values preventative activities. Environmental Health Workers will have to take the lead in teaching the community and the community managers about the importance of good environmental health planning and program implementation.

Implementing your Plan

The implementation of your environmental health plan will involve carrying out each of the separate project or action plans within it. As an Environmental Health Worker in community, you should take the lead role in managing your community team to implement each action project.

For each separate action plan you will have mapped out and agreed with the other stakeholders involved: what steps are part of the plan; how long each step should take; who will help; what each person's job is; how much money is committed to do the work; how you will keep track of your progress and the budget; and how you will report on the project when it is finished.

Some action plans cannot be implemented until the internal and external resources promised to the project have been committed. The sorts of resources you need to act on a plan should have been negotiated at the time you were devising your strategy for action (see *Section 4: Keeping community control*). The success of implementation depends on all parties meeting their obligations and taking responsibility for their part [5]. As the person responsible for managing the project, you will need to make sure that resource holders honour their commitment in time to keep the project active.

Acting Collaboratively

As an environmental health manager and project worker in your community, you will need to work collaboratively with many other people. You will also need them to cooperate with you. At times, difficult relationships can get in the way of important work. It is important to keep your mind on the issue, not the person. At other times, unexpected events in the community, or simply bad weather, will slow you down and your project may fall behind schedule. There should be some flexibility built into your action plan so that the impact of these disruptions is limited. But even with that flexibility, some projects still experience lengthy delays, and some completely stop. As you implement your action plans, remember you can only:

- **Do the best you can:** aim to put in place the best possible environmental health projects. This means finding out about current best practice on local environment and health issues, recording how well it works, and reporting to others on your experiences so that they can do their best too.
- **Watch where you're going:** take the time to stop and look at where you and others involved in your projects are going. Doing this regularly will help you keep working toward your long-term goals, keep you on time and within budget. Keep good records of these checks so you can easily report to stakeholders and partners. A time chart that can go into your diary or on your wall can help you keep track of your progress. Use Worksheet # 5 and its sample on pages 43 and 42 as guides.

- **Be ready to change:** be ready to respond to any new needs of your stakeholders and partners as they arise. Also be prepared to make some changes to your own plan. Local environmental health issues and priorities do change over time. So too do the stakeholders involved and the kind of support they can bring to your projects.
- **Play fair:** encourage equity, access, participation and the rights of everyone in all your programs. Work towards a goal of equity and justice through improving the quality of life for those most at risk. The higher the risk, the quicker the action is needed.
- **Share and share alike:** be ready to share your knowledge and your resources. Make the most of opportunities by combining as many resources in the community as possible, not just money. Develop a good working knowledge of the community and its people, so you can quickly locate skills and resources.

Gaining Strength from Outside

It is sometimes helpful to stand back from your own work and to talk with other Environmental Health Workers about their programs. Forming a network of EHWs on a regional or state-wide scale can give you the support you need to keep going. With a group of friends and colleagues like this, you can:

- support each other to keep focused on your visions;
- share experiences of ‘wins’ and ‘losses’ and learning;
- voice opinions more powerfully; and
- influence policy and support programs of government and regional organisations.

Activity # 5

Think about a successful collaborative environmental health project you have been a part of in your community. List some of the reasons why you think it worked well.

Your friends and colleagues in environmental health might benefit from hearing about this positive experience. Think how you might share this information with them.

Aim to also prepare a newsletter article or a conference presentation for an even wider audience. Ask for help to write up your story.

Arunga ilgarkata

Arunga ilgarkata ilga nthuma tjurtja mobana.
Many dogs spread scabies to people.

This painting tells of how sick dogs spread disease to people. Dogs with scabies spread them by sleeping on blankets or lying around the house or when people pat them.

To stop skin infections, people need to keep dogs outside, keep them healthy by using dog wash, and washing hands after touching dogs.

This painting shows Sisters and Health Workers visiting camps and giving medicine to the people with scabies. They teach people about washing blankets and clothes, and hanging them out in the sun to kill the louse. Keeping only a few healthy dogs will help people's skin stay healthy too.

The three circles show the communities, with the clinic at the centre. The red spots in the camps indicate scabies and lice. The dog tracks show how the dogs move around the community picking up and spreading lice.

The black and white footprints (ingka imparja) symbolize the Health Workers and Sisters going to the houses to talk about the scabies and give out dog wash.

by
Riley Japaltajari Williams

Western Territory
Department of Health
AND COMMUNITY SERVICES

Fig 14: This poster using Riley Japaltajari William's beautiful painting is a great example of multiliteracies. Riley knew most people could not read the published materials on health issues relating to dogs, so he created the painting to communicate the issues to the Arrente people. The poster was the foundation of an outstandingly successful dog program.

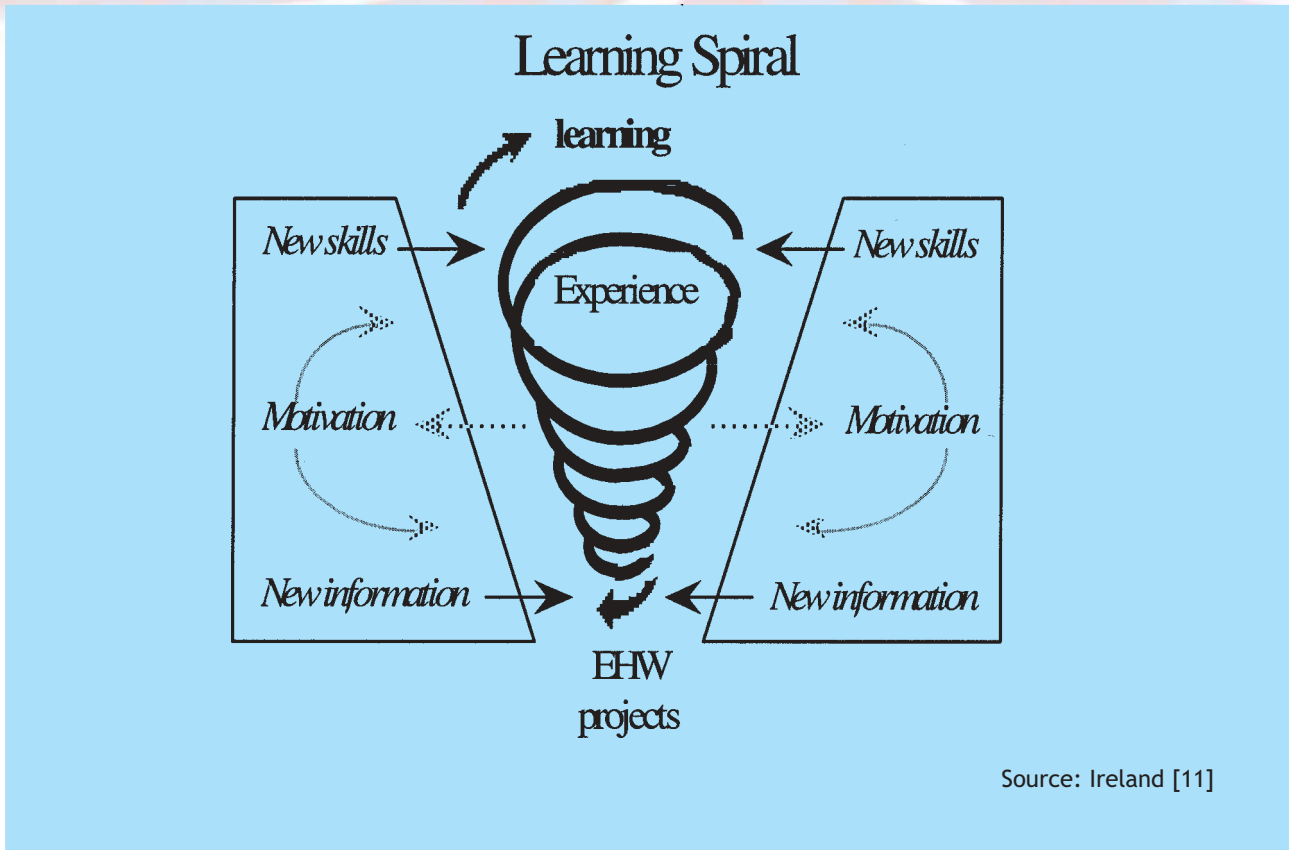
Recognise the skills of members of your community to create paintings, stories or other messages that will communicate strongly to your people.

6. Watching the Future

Learning lessons

Monitoring, evaluating and documenting every stage of the planning and action process – from awareness raising to strategy forming to developing and implementing actions – is one way to make the lessons from the experience available to all those involved. These lessons will need to be taken with you into future rounds of program planning and project implementation.

On a personal level, monitoring and evaluation help you see your own learning. The learning spiral below is based on learning from experience. The diagram shows how the new knowledge and skills you develop through working to plan and implementing a project can prepare and motivate you for new learning and greater project challenges in your community.



Activity # 6

On the last environmental health project in community you took part in:

- what skills did you gain or further develop?
- what knowledge did you gain or further develop?

Think how that learning experience motivated you in your work.

Think about the skills and knowledge others have gained through working with you.

Monitoring and Evaluation

ATSIC [5] gives the following definitions for monitoring and evaluation:

Monitoring means regular checking of how the implementation of a plan is going. It lets you know whether strategies need to be altered to achieve the goals.

Evaluation also involves checking on implementation, but usually happens after particular projects have been implemented. It tells you whether goals have been met, and whether things need to be done differently the next time around.

Like every other stage of your environmental health planning process, monitoring and evaluation also need to be community-based because:

- the information gained improves people’s control of the planning process;
- many of your environmental health goals are linked to community development more broadly, in that they seek to improve the way people work together [5].

To monitor and evaluate well, your community environmental health group will need to check their progress against a set of performance indicators that you yourselves have developed.

Performance indicators are measures of change. These measures help you make claims about the success, or otherwise, of your efforts. They are a point of reference for deciding whether or not the situations that you set out to address have been improved, completely fixed, or gotten worse.

Here is an example of how a community-developed goal relates to a community-developed performance indicator:

Goal:	to decrease the amount of sewage ponding around the community
Performance Indicator:	the average number of overflowing septic tanks in any year

In this example any reduction in the number of septic overflows, in the twelve month period, indicates some achievement has been made. The greater the reduction in the number of overflows, the greater the community’s success in achieving its goal. If there is no decrease, or even an increase, then the community may need to reconsider its strategies and take a different set of actions.

To ensure that monitoring and evaluation are community-based and future-oriented, communities should:

- 1. participate in monitoring and evaluation.** Community members should develop and use performance indicators themselves [5].
- 2. include performance indicators in the community-based plan.** Performance indicators for community goals should be developed throughout the planning process and clearly stated within any written plans [5].
- 3. make sure people’s views are part of monitoring and evaluation.** Not all performance indicators need to be based on ‘technical targets’ [5]. People’s views, feelings and values could also be important when evaluating certain environmental health programs. These often cannot be measured directly with numbers, but they can add a great deal of ‘life’ to the story of planning and implementation.

You can use Worksheet # 6, page 45 to keep a log of the views and feelings of people you talk with about different environmental health projects and outcomes. See the sample Worksheet on page 44 as an example. Later, this 'informal' information can be combined with information from the 'formal' evaluation of your achievements against each performance indicator.



Fig 15: Checking and reporting on progress regularly helps you see what has been achieved and what needs to happen next.

ATSIC [5] states that the group opinion method, as developed by Uphoff [12] can measure aspects of social development that standard performance indicators cannot. In particular, it can evaluate improvements in the capacity of community to plan and act for itself. Uphoff's method covers two areas:

- **How well a group is working together:** for instance, how well are group meetings attended? How productive are these meetings? Do people participate freely? How widely is responsibility for leadership shared? etc.
- **How well certain goals of a plan are achieved:** for instance, are changes to the way rubbish is collected leading to less rubbish in the streets? Are the dogs in the community looking healthier? Is the general health in the community improving? etc.

The planning process itself, and its program goals, can be assessed by asking these types of questions to individuals and groups of people in the community [5].



Fig 16: Adequate numbers of rubbish bins, and reliable regular rubbish collection are important for community, health, appearance and pride.

Part 3: Worksheets

This section contains a series of blank worksheets for you to use as they are, or to change them to suit your own style or community needs. A sample sheet is also given so you can see how each blank worksheet might look after you and your team have completed them. Remember to make and use copies of the sheets as you will often need to make changes and updates to your work.

The most difficult stage is often creating a vision for your community. Worksheet 1 provides one way to help you. It asks you to start at the bottom of the page, and to state **what** your community might look like in 10 years time. You'll need to take time to think about this. Close your eyes and imagine what it will look like. Write a short statement to fit in the bottom 'bubble'. In the next series of blank bubbles going up the page you then need to answer **why** you want your community to be like that. This helps you express your reasons for what you plan to do. Each time you respond you develop a higher order reason. Eventually you cannot give any stronger reason. This final answer becomes your 'vision' statement. An example is provided on the next page.

Another way to create a vision is to simply write a description of how you see your community in the future. Again, closing your eyes and imagining for a while, answer the following questions:

- What will your community look like in 10 years time?
- How will your community be known?
- Why will it be a great place to live?
- How will environmental health be managed in your community?
- What environmental health programs will be on offer?
- What role do you play?
- What role does the community play?

Write a short description, being careful to include environmental, social and economic aspects in your response. An example is given on page 32:

Our community

Many families are returning to our community because it is a clean, safe, healthy and enjoyable place to live. A major water upgrade project has fixed the problems of water shortages and poor water quality. The sewage upgrade has also happened. We no longer have septic overflow problems. There are much less sicknesses reported to the health clinic too.

We have hardly any problems with pests because we run a rubbish collection run twice a week. The rubbish gets well covered every day at the new tip which is properly fenced. This weekend we are organising the second house and yard clean up day for the year, and hope to win the Tidy Town competition for the fifth year in a row. Our older people cannot remember when the place was this clean and tidy. Also we run a regular dog health program with good community support. Mosquito problems are not as bad either because the community knows how to control their breeding.

Environmental health programs are well known in the school and valued in the community. The elected Council strongly support our work and have just appointed a new EHW to the team. We meet every six months with the Chairman, the CDEP manager, the health worker and a group of community representatives to check our progress against our Environmental Health Community Plan and to plan our next set of activities.

We haven't had to call upon the Environmental Health Officer from the Health Department for over a year now. We still see a lot of her though because she regularly brings EHWs from other communities here to see what can be done. Our next major event will be a regional workshop in community where we'll bring EHWs, Councillors, and other community representatives to workshop our planning and management model.

Having a clear vision or picture of the future helps you put in place programs and activities to make it happen. Use the sample sheets on the following pages to see how the different Worksheets work together to bring your vision to reality.

Worksheet # 1: Where do you want to be?

Example sheet

Adapted from Ireland [8]

Determining a Community Vision

Our Vision is:

That our current and future generations live longer and healthier lives, in an environment where there are good chances for local work, where there is a strong sense of cultural pride, and where social and environmental responsibility is highly valued.

Why? Because our **Community Environmental Health Vision** is...

... our people to enjoy community living and develop environmentally, culturally, socially and economically.

Why? Because we want...

... our community to be clean, healthy and safe for everyone who lives, works and visits here.

Why? Because we want...

... to live in a community where we all work together to improve the health and well-being of our people and our community environment.

Why? Because we want...

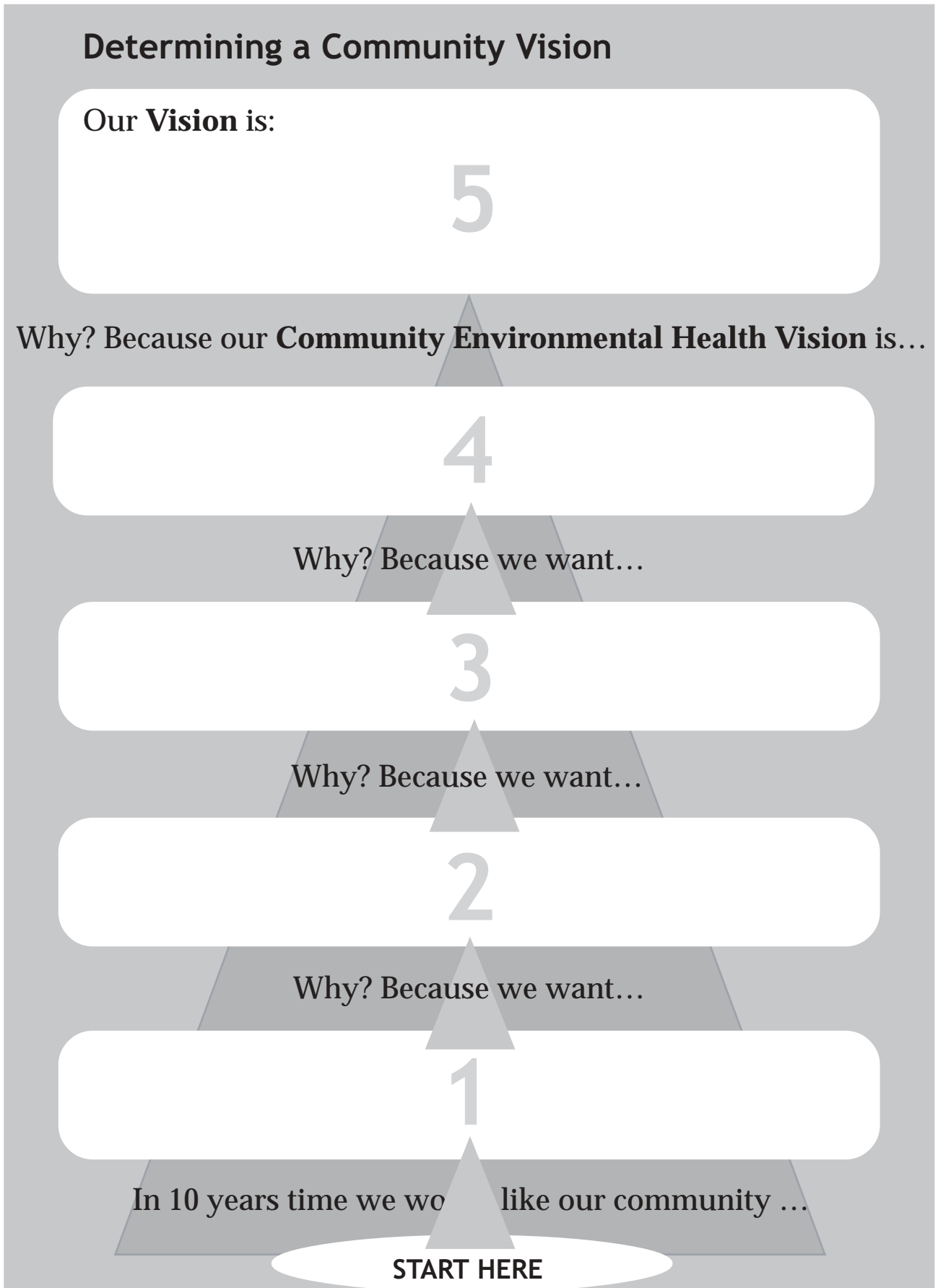
...to have no dust problems, no animal and pest problems, no car bodies and other rubbish lying around and no antisocial behaviour.

In 10 years time we would like our community ...

START HERE

Worksheet # 1: Where do you want to be?

Adapted from Ireland [8]



Worksheet # 2: An Action Planning Worksheet Example sheet

Vision Statement

That our current and future generations live longer and healthier lives, in an environment where there are good chances for local work, where there is a strong sense of cultural pride, and where social and environmental responsibility is highly valued.

GOAL #1	STRATEGIES	ACTIONS	PERFORMANCE INDICATORS
1. Keep the community free of pests	1.1 Arrange a house-to-house yard clean up program	1.1.1 Determine activities & costs 1.1.2 Gain council support & budget 1.1.3 Arrange day, staff & resources 1.1.4 Promote through council, school, church, shops, radio 1.1.5 Report outcomes to council	Increase in number of households taking part in any community clean up day Reduction in volume of yard waste collected and disposed of after each clean up day
	1.2 Develop a house screening program	1.2.1 Meet with housing officer 1.2.2 Gain council support & budget 1.2.3 Promote screening program 1.2.4 Install screens 1.2.5 Report outcomes to council	Develop performance indicators
	1.3 Educate community about different pests	Develop appropriate actions	Develop performance indicators
	1.4 Develop council policy and by-laws	Develop appropriate actions	Develop performance indicators
	1.5 Develop other strategies	Develop appropriate actions	Develop performance indicators

(Source: Adapted from Langford and Nicholson [10])

Worksheet # 2: An Action Planning Worksheet

Vision Statement			
GOAL #.....	STRATEGIES	ACTIONS	PERFORMANCE INDICATORS

(Source: Adapted from Langford and Nicholson [10])

Worksheet # 3a: Community Partners List Example sheet

Current Community Partners						
Title	Name	Address	Ph	Fax	Email	Other
Mr	Stan Josephs	5 Smart Street	3333 3434	3333 3444	stanjo@smart.hotmail.com	Chairman - wants a 'Tidy Town'
Ms	Kristy Smith	C/ - teachers quarters	3333 3450	3333 3440	kristys@bigpond.com.au	Teacher - will involve kids
Mr	Walter Barker	15 Church Drive	3333 3776	-	-	Elder
Aunty	Shirley Mills	22 Smart Street	3333 3770	-	-	
Mr	Steven Porter	12 Lake Road	3333 5455	-	-	CDEP Manager
Potential New Community Partners						
Title	Name	Address	Ph	Fax	Email	Other
Father	Michael Masters	St Christopher's Church	3333 3553	3333 3500	-	Available Thurs and Fridays
Uncle	Jim	Carter Road	-	-	-	Council listens to his ideas

Worksheet # 3b: External Partners List Example sheet

Current External Partners							
Organisation	Title & Name	Address	Ph	Fax	Email	Other	
Health Department	Mike Jones, EHO	PO Box 45, Near Town	3333 4000	3333 4040	m.jones@health.gov.au	Visits every 3 months	
Near Town Council	Michelle Heart, EHO Aboriginal Communities	PO Box 60, Near Town	3333 5000	3333 5500	michelle@neartown.gov.au	Comes with Mike if invited	
Public Works Department	Craig Woodward, Community Liaison Officer	300 George Street, Far Town	3333 7000	3333 7676	CWOODD@public.gov.au		
TT Land Council	Tommy Brook, Chairman	70 George Street, Far Town	3333 3334	3333 3444	brook@ttlc.start.com	Sam's uncle	
Potential New External Partners							
Organisation	Title & Name	Address	Ph	Fax	Email	Other	
ATSIC	Ray Peters, Program Officer	Regional Office, PO Box 3, Far Town	3333 6060	3333 6061	??	Started in job last month	
Health Department	Lisa Patterson, Contracted Vet	-	3333 4000	3333 4040	l.patterson@health.gov.au	Mike Jones to bring her to next meeting	
Land and Water Dept	Landcare Officer	River Street, Far Town	?	?	??	Job to be filled before Christmas	

Worksheet # 3b: External Partners List

Current External Partners						
Organisation	Title & Name	Address	Ph	Fax	Email	Other
.....
.....
.....
.....
.....
.....
Potential New External Partners						
Organisation	Title & Name	Address	Ph	Fax	Email	Other
.....
.....
.....
.....
.....
.....

Worksheet # 4: Action Plan Application Grid Example sheet

Activity Name	Priority	Who leads?	Who helps?	How long?	What resources?	Budget?
House to House Yard Clean Up	1 (HIGH PRIORITY - job to be finished before cyclone season)	Environmental Health Worker	CDEP Manager & works gang, School Teacher, Chairman, Store Manager, Radio Programmer, Health Worker	2 days – Wed and Thursday, 3 & 4 May	12 CDEP workers 2 Council trucks Loader 4 mowers, 2 brush cutters and fuel 200 heavy duty garbage bags, gloves, BBQ meat, salads and bread Drinks and fruits Mops, buckets and cleaning agents	\$2500 (not including CDEP labour)
Door and window screening	3 (MEDIUM PRIORITY - ongoing project over financial year)	Housing Officer	EHW, Carpenter and CDEP gang	Average 1 day per participating house = 75 work days over next 12-18 months	5 x 60 metre rolls of fly screen (1500mm wide) 40 x 6m lengths of 50mm x 18mm timber framing 40 x 6m lengths of timber beading 150 doors made to measure	\$350 per house x 75 houses = \$26,250
Educate community about mosquito control	2 (MEDIUM TO HIGH PRIORITY - before the wet)	EHW	EHO, Vector Officer, School Teacher, Health Worker, Health Education Officer	1 hour each day at school for 1 week 6 week radio and poster campaign	Teaching resources and field trip equipment for school children Poster design and production Chemical and pellets for two years	\$300 \$2500 \$1200
Develop a 'keeping of animals' by-law	4 (MEDIUM TO LOW PRIORITY - after education)	Council Manager	EHW EHO from Health	6 months	Meeting and drafting time Consultation and review time Education material – poster production	\$700

(Source: Adapted from Langford and Nicholson [10])

Example sheet

Worksheet # 6: Log of Community Views

<p>Vision: ...our current and future generations will live longer and healthier lives, in an environment where there are good chances for local work, where there is a strong sense of cultural pride, and where social and environmental responsibility is highly valued.</p>		
<p>Goal #1: Keep the community free of pests</p>		
<p>Performance Indicator:</p> <p>1 Increase in number of households taking part in any community clean up day</p> <p>2 Reduction in volume of yard waste collected and disposed of after each clean up day</p>		
<p>Community views:</p>		
Name	Date	Comments
Auntie Jefferies 3 Mill Road	16/5/03	<p>The 2 day clean up of yards was a great idea. And getting the kids along worked really well. They took 8 bags of rubbish from around my place. I think they liked helping out and working with the gang on the trucks.</p> <p>I reckon next time the kids should use gloves too. And we should put on morning and afternoon drinks and cakes for them. We want them to enjoy the work and see the difference.</p>
Kristy Smith (teacher)	18/5/03	<p>The clean up was a great program. It was really helpful to have the EHW come along beforehand and explain what was going to happen and how we'd work across the whole community. At first some of the class groups were slow to start but they soon got excited about it and raced each other to the rubbish. Each group tried to collect the most.</p> <p>Since the clean up, we have carried on with the program in our classes. We've made up a song about keeping the community free of rubbish and making sure the grass in our yards is cut often. And we have decided to do a play as well so we can explain to the children in the younger classes the importance of a clear and tidy yard and a clean community.</p>
Steven Porter (CDEP Manager)	18/5/03	<p>Well we had a good participation rate – much greater than I thought. We did a lot of work - I counted 46 yards cleared of rubbish. The boys used mowers and brush cutters on about half of these (28 yards). To take the rubbish away, we used up 95 of the 200 garbage bags we ordered and we took 11 truck loads of big stuff to the tip. We still have to move that old car from Dougie's place but I reckon the place has come up well. Next year we'll see if we can get the other houses involved and maybe we can use the big grader to drag the old cars away.</p>
Charlie Elliot 14 Quarry Road	19/5/03	<p>The place looks much better. But my yard was always fine. I look after it myself all the time. Trouble was, when you guys cut the overgrown grass and sprayed next door at old Duncan's house, all his cockroaches and rats came running over to my place. Never had them before. I need you to help me get rid of them now. And next time we should be ready for that.</p>

Part 4: Action Resources and Helpful Hints

Committee Procedures: Holding a Meeting

The purpose of the Meeting

- **To inform:** The easiest to achieve because it is a broadcasting of information. Be careful to keep the meeting interesting and see that all messages are heard.
- **To decide:** The aim is to reach a decision acceptable to the majority of the meeting. The Chair must research the subject before the meeting and know the rules of debate.
- **To make a plan of action:** The aim is to formulate a plan of action following a previous decision or imposed set of circumstances. Suggestions for a draft plan could come from the Chair, a separate committee, or the meeting.
- **To enjoy social contact:** Keep formal business to a minimum but make sure that formal rules have been argued. Make sure visitors are introduced and welcomed. Forestall the development of cliques.

Prepare for the Meeting

Administration

The Chair and Secretary must agree on the purpose of the meeting and work together on the administration and agenda. They can delegate some of the jobs.

When and where? Notice of meeting must give date, time, place and business to be conducted.

Accommodation. Meeting room needs to be prepared. Who has the key? Are there enough chairs? Is there adequate lighting, effective ventilation, cooling or heating? Should smoking be banned? Are toilets available? Is there parking?

Aids. Are there relevant documents available? Will visual aids, such as black or white boards, chalk, felt pens, dusters, easels, slides, or a movie or overhead projector, be needed? Power points and extension cords available? Need for public address system? Who supplies and operates it? A bell or gong is needed to call the meeting to order. A timing device is needed.

Refreshments. Will refreshments be served? Who will organise this? Check for heating water and food, crockery, cutlery, tea-towels, serviettes and rubbish disposal.

Agenda

Essential, priorities, timings. Every meeting must have an agenda; it is essential for the Chair and Secretary, and desirable for other participants. It must be realistic with respect to priorities and time. The Chair should ensure that the agenda is acceptable to the meeting. Amend if necessary.

Remember: 'The person who controls the agenda controls the debate'.

Chairing the Meeting

The Chair. The task is to chair the meeting. The occupant of the chair selects 'Chair', 'Chairperson', 'Chairman' or 'Chairwoman' as their preferred title.



Fig 17: The best meetings are those that have a clear purpose, structure and timeframe, are chaired well and deliver a result or a decision.

Why have a Chair?

To guide, to control. Someone needs to guide the meeting toward achieving its aim. The Chair has the responsibility for controlling the meeting.

Servant-guide, not dictator

Seek an agreement, effective debate, will of the meeting. Someone has to ask the basic question – 'Are we agreed?' Someone has to ensure fair and reasonable debate. The chair is there to ensure that everyone has an equal chance to speak and the meeting makes decisions it needs.

Be prepared

Know material, know agenda, speak with the Secretary. The Chair should know the history of the material to be discussed. He must have studied the agenda and discussed it and all other arrangements with the Secretary well before the meeting.

The Chair

Address the Chair. All speakers should preface their remarks with 'Mister/Madam Chair' and proceed only when 'noticed' by the Chair.

Control the timing

Realistic maximum time, keep it brief. Allocate time to each agenda item. Trim agenda or extend planned duration. One or two hours is the maximum practical duration of an ordinary meeting. With good planning, most business meetings can achieve their aim in one hour.

Know the rules

Constitutions, standing orders, rules. Organisations have constitutions, standing orders and rules. The Chair must apply these firmly to retain the confidence of the meeting.

Dissent from the Chair's ruling

Must be moved immediately after the Chair has given a ruling. The Chair must make many decisions concerning the conduct of the meeting. If a member disagrees with the Chair's decision (ruling), they must immediately announce, 'Mr./Madam Chair, I move dissent from your ruling'. The Chair must immediately explain why the ruling was made. The Chair should then call for a seconder. If there is one, debate should be followed by a vote.

Be no longer heard

Mr. X be no longer heard, moves seconded and debated. Sometimes a member can become very irritating to other members by obstructing the progress of the meeting. Anyone may interrupt and move that Mr./Ms. X be no longer heard. If the Chair thinks the motion is reasonable, a seconder is called for, and the motion can be debated.

Out of order

'Mr. B, sit down, you are out of order', Chair prerogative. When the Chair considers that a speaker is out of order (such as trying to speak twice to a motion), the Chair should say (standing up if necessary) 'Mr./Ms. B please sit down, you are out of order because.....' The Chair should be sure of their ground and also be ready for a dissent motion.

Be brave

Take the initiative. To achieve the aim in the allotted time, the Chair should take initiative such as terminating the debate and putting the motion. Be prepared to use the gavel or the bell to attract attention.

Summarise

Progressive summaries, keep the meeting informed. Progressive summaries by the Chairman are very useful to both the meeting and themselves. The Chair can prevent confusion by periodically explaining where the meeting is on the agenda and by explaining the effect of motion.

Handle

Plan, be firm and fair, have strategies ready. If the meeting is going to discuss contentious issues, the Chair must plan how to deal with conflict of all types. One good way is to state the rules at the beginning of the meeting, and say how everyone will get a fair deal. Distribution of a sheet of rules of debate can help if the meeting is going to be difficult.

Point of order

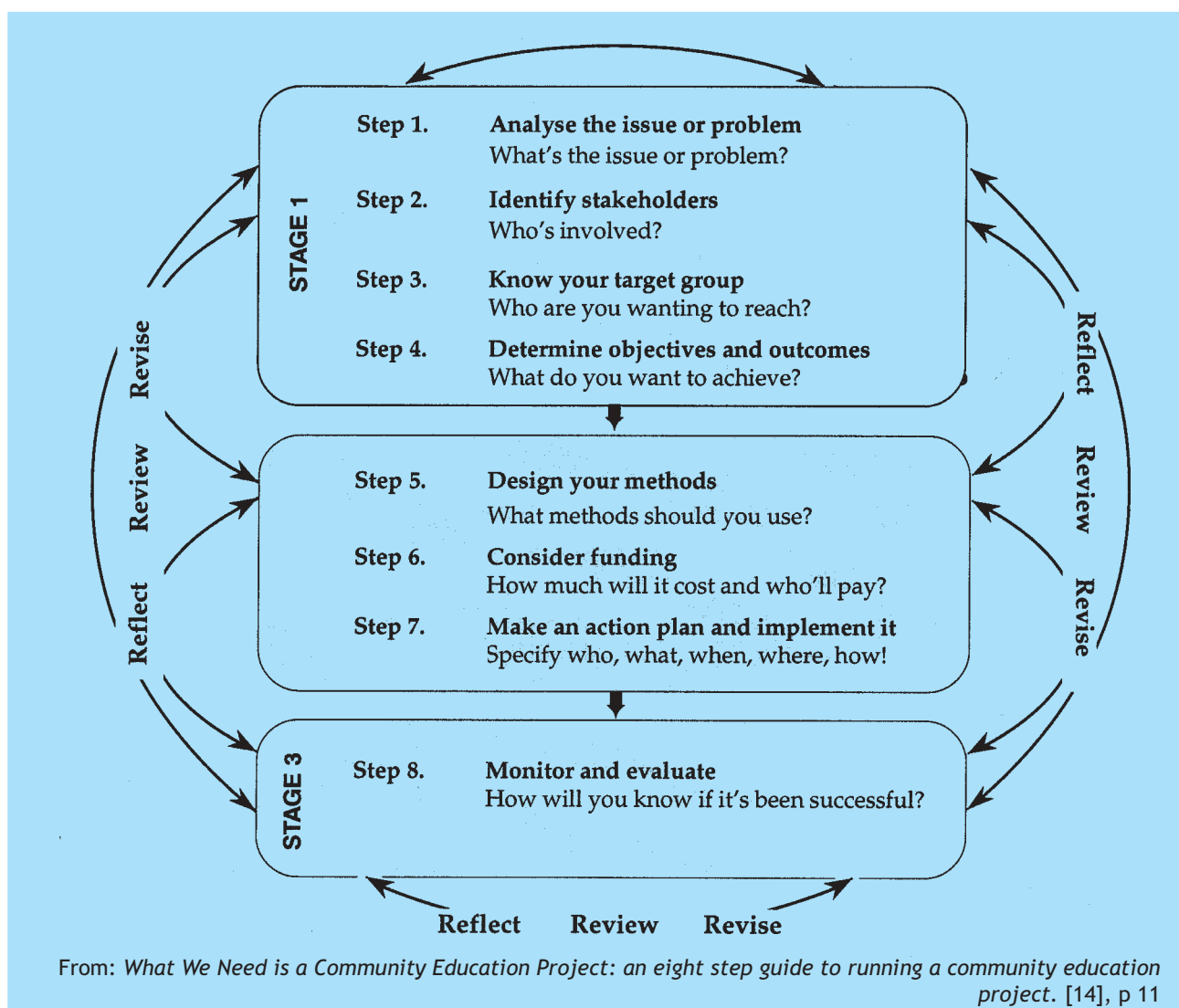
Can be raised at any time, Chair must give a ruling. Any member of the meeting may interrupt at any time – ‘Mr./Madam Chair – point of order’, if they feel that the rules of meeting procedure are not being followed. The Chair must ask the member what is their point of order – give a ruling, and take the necessary option. The Chair is asking for trouble is they ignore points of order.

No confidence motion

Chair should accept with good grace, elect acting Chair. This motion could arise after several unpopular rulings or statements by the Chair. The best procedure is to accept the motion with good grace and if seconded, vacate the Chair and allow debate. After having conducted a quick election of an acting Chair, the original Chair can speak during the debate.

From: *Risks and Opportunities* [13].

Community Education



Full Checklist of Questions to Consider

Step 1. Analyse the Issue or Problem

What is the problem or issue of concern?

To what extent is this an issue of concern within our community?

Does our community realise there's a problem?

What are the reasons for or causes of the problem?

How can we promote community discussion and debate about this issue?

What do we know about the issue? What research do we have?

What's been done already? Who's been involved?

Is 'education' the way to deal with the issue? What about other approaches such as regulation and enforcement, economics, engineering and science?

What do we want to achieve? What can we achieve? What's our goal?

What outcome do we want from education? Are we trying to encourage debate? influence attitudes? give or gather information? develop skills? change behaviour?

Are the alternatives we wish to promote practical?

Can we formulate our needs in terms of short, medium and long-term goals?

Step 2. Identify Stakeholders

Who has a stake (positive or negative) in the problem or issue?

Who is most affected by the problem or issue? Who is concerned? Who may have different views? (*Prioritise.*)

In relation to the problem, who are the opinion leaders in the community?

Who are the key people to assist in solving the problem?

Is there a person who could 'champion' the project for us?

What do the stakeholders know, feel, want, believe and value in relation to the problem or issue?

What are the threats, risks, costs and benefits for the stakeholders?

How will we involve the stakeholders?

Step 3. Know your Target Group

Who are we trying to reach/influence through this project?

Is there more than one target group? (*Define each group precisely.*)

What incentives are there for the target group to be involved with the project?

What does the target group know, feel, want, believe and value about the problem or issue?

What are the threats, risks, costs and benefits for the target group?

What is the best way of reaching the target group?

If they are not already involved with the issue, what will motivate our target group to be involved?

What support do we need to give the target group to help achieve the project's outcomes?

Step 4. Determine Objectives and Outcomes

What are we aiming to achieve as a result of this education project?

What are the specific educational objectives of the project in terms of knowledge, skills, values, attitudes and practices? Are these objectives measurable?

Do we need to look at short-term and long-term goals for this issue?

What are the key messages we wish to communicate?

What outcomes do we want from our project?

Will any products result from our project? What will we do with these products when the project is finished ?

How will achieving our objectives help solve the issue or problem?

What barriers may hinder the achievement of our objectives?

Step 5. Design your Methods

What is the best method of achieving the project's objectives and outcomes, given the time and money available?

What is the best method of achieving the project's objectives and outcomes in view of what we know about the target group?

Do these methods reflect the educational needs of our target group?

Would it be useful to use more than one technique to achieve the objectives?

What methods will have the most impact on the target group?

Are there solutions to the problem and how do we reach these solutions?

Step 6. Consider Funding

What is the estimated cost of our project?

What funds do we have available?

What funds do we need?

What 'in-kind' support do we have or could we get?

Who may be interested in financially supporting our project?

Do we need to consider sponsorship for our project? What are the benefits for potential sponsors?

Are there potential sponsors who are not appropriate?

If we can't attract full funding for our project, what options do we have?

Step 7. Make an Action Plan and Implement it

What specific actions are needed to achieve the project's objectives? What are the key action plan and tasks?

What's the timeframe for the project? What are the milestones?

What resources, other than dollars, are required (e.g. people and time)?

Who's responsible for doing each task?

Have we identified monitoring and evaluation steps in our action plan?

How will we market the project to the broader community? Is there value in launching the project?

How will we keep the broader community informed?

Step 8. Monitor and Evaluate

How will we know if we've achieved our goal and objectives?

How will we measure the effectiveness of the project?

Is the project reaching the target community?

What have been the strengths and weaknesses of our project?

How will we gather the information we need to determine the success of the project?

Who will be interested in the evaluation of our project?

What will we do with the information we collect as a result of monitoring and evaluating our project?

How could the project be improved? What worked, what didn't, and why?

From: What We Need is a Community Education Project: an eight step guide to running a community education project. [14], p 29-30

Focus Groups

What is a Focus Group?

A focus group is another name for a group discussion where the focus is on a particular topic of interest. The group may also focus on people with things in common - say people from the same ethnic or other community sub-group.

Through discussion, information is elicited from the group on a given topic or situation. The group facilitator keeps the session on track while allowing people to talk freely and spontaneously. This draws out the range of perceptions and beliefs in the group.

A focus group interview can be used to gain a broad understanding of why participants think and act the way they do. It enables you to explore the range of different attitudes towards a particular issue and the reasons behind people's attitudes and behaviour.



Fig 18: Having a number of small group discussions is a good way to hear from many different people.

Guidelines for Planning Focus Groups

Who should be Part of your Group or Groups?

If you are working with a small and very defined population, you could invite all of that group to participate in the focus group discussion.

In most cases, however, it would not be practical to talk to everyone. Remember that your aim is to canvass a broad range of opinion across the board, so you will need to identify the relevant subgroups and include representatives of each in your discussions. It is usually best to run separate focus groups for the different subgroups. The reason for this is that people within each subgroup are likely to have had similar experiences, and your focus group session can develop discussion of these experiences to a greater depth than might be possible if the groups all had participants with very different experiences. Discussion will also be freer, generally speaking, amongst groups that are relatively homogenous.

Factors to consider in regard to grouping participants may include age, gender, ethnic and/or language background, education (or other indicator of socio-economic status), employment status and interests.

How Many People to a Group?

For every focus group you should invite ten people and ideally six or seven will end up attending. This allows for refusal and non-attendance. You should begin recruiting 1 to 3 weeks in advance.

Recruitment

The usual way of locating participants for focus groups is through the informal networks of colleagues and community agencies. Sometimes you need to advertise to attract a wider range of opinions or to reach a group with low visibility in the community. Telephone calls, word of mouth and letters or talks in the community are all ways of recruiting people into your focus group discussion. When you do invite participants to attend a focus group discussion, be sure to outline briefly what will take place and what is the purpose of the discussion.

Incentives

Because you are using people's time and experience, it may be appropriate to provide payment. This might be in the form of cash or you might offer 'payment in kind', such as movie tickets.

Location

The choice of location should be acceptable and convenient to focus group participants and one in which they will feel free to talk about their attitudes and opinions. For example, a community centre, club or regular meeting place.

Designing your Questions


To formulate your questions you will require some basic knowledge of the local community and the subject area. Your discussion should last no longer than one and a half hours. Each question should focus on a specific issue but be broad enough to evoke a group response.

Use your background understanding of the community and the problems that affect them to anticipate some of the issues. You might want to explore behavioural or environmental factors. You might also want to find out about motivation or barriers to particular behaviours.

Next, you need to organise these issues into a logical series of questions. You may include prompts and other information to help achieve smooth discussion and draw people out. The first question is particularly important and should be one that is likely to include all members of the group. Try to order your questions so that you get a funnelling effect: each subsequent question narrows in further on the issues, and the discussion flows from question to answer to the next question. It's also important to leave the more sensitive questions till further along in the discussion, which tends to happen anyway if you funnel your questions.

Demographics

You may decide to collect information about participants' age, gender, education, occupation and suburb of residence. You may like to ask some specific questions related to the issue of concern. For example, if you were running focus groups with



migrant women you would probably want to document their country of origin and whether or not they speak English at home.

Session Procedure

On Arrival

When participants arrive for the discussion, welcome them and give them a demographic questionnaire to complete.

It is a good idea to issue group participants with a first-name-only name tag when they arrive. The availability of refreshments before you commence the focus group(s) allows time for late arrivals and for people to fill out their questionnaire and begin to feel comfortable.

Group Allocation

Most of the work of determining the composition of groups should have been done at the planning stage, but you will need to keep some flexibility to allow for non-attendance.

If some focus group members already know each other, you can randomly allocate participants to groups on different days or groups with different facilitators. This stops peers from grouping together, which in turn frees people up to express their opinions. When working with adolescents, however, it is best to put people in groups with at least one person that they already know. So that they don't 'freeze up'.

Group Facilitator


The group facilitator should be experienced in this field, able to elicit information, and at the same time prevent sidetracking and the dominance of anyone member of the group. She or he should also be sensitive to cultural differences.

It is important that the group facilitator be familiar with the subject area in order to discriminate important from unimportant avenues of discussion; however she or he need not be an expert in the field. During the focus group the facilitator should not express any strong opinions about the topic area as they are likely to influence or curb the information provided by the group.

The group facilitator should emphasise that there are no right or wrong answers and should encourage the expression of different opinions and perceptions.

Leading a Focus Group

Group participants should be seated in a circle or semicircle or around a table. The group facilitator should organise to have shy members sit opposite with talkative members sitting beside them. Group facilitators should set the stage by introducing themselves and explaining their role and non-expert status. Time should be given here to explaining the purpose of the group, the agenda for the discussion, and the rules for the session. Rules that should be mentioned include the expectation that all members of the group will have a say, people should not speak at the same time, people should say what they think and not what they think someone else wants to hear, and that there are no right or wrong answers. Reinforce that you are interested in the range of



opinions and differing points of view. Mention again the fact that you are using a tape recorder, if you are doing so.

A good way to begin the group is to let everyone introduce themselves and offer some information about themselves that relates to the purpose of the group. The group facilitator will probably want to think of a subject beforehand, such as how many children each person has, for a focus group discussion on child accidents. Then proceed to the interview protocol.

To finish, you will want to thank everyone for their participation and contribution. If you are paying participants, have the cash or ticket/voucher etc. in envelopes marked with participants' names and hand them out as you thank them.

Adapted from "How to Run a Focus Group" [15]

References Used

1. Nicholson, R., Stephenson, P., Brown, V.A. and Mitchell, K. (Eds) (2002). *Common Ground and Common Sense: Community-based Environmental Health Planning - An Action Handbook*. Commonwealth of Australia: Canberra.
2. Queensland Government (2001). *The Environmental Health Worker Video*. Queensland Health: Brisbane.
3. enHealth Council (1999). *The National Environmental Health Strategy*. Commonwealth Department of Health and Aged Care: Canberra.
4. Queensland Government (2001). *The Queensland Health Aboriginal and Torres Strait Islander Environmental Health Strategy 2001-2006*. Queensland Health: Brisbane.
5. ATSIIC (1994). *Community-based Planning Principles and Practices*. 2nd ed. Commonwealth of Australia: Canberra.
6. Ireland, J. (1997). "Strategic Environmental Health Management" in *International Short Course on Environmental Management for Health: linking experience, practice, policy and action*. R. Attwater, J. Ireland, and B. Powis, (Eds). University of Western Sydney: Richmond.
7. Peavy, F. (2000). *Heart Politics Revisited*. Pluto Press: Annandale.
8. Ireland, J. (1997). "Managing the mind while managing the environment: Tools for thinking strategically" in *Managing for Local Sustainability: Policy, problem-solving, practice and place*, V. Brown (Ed), University of Western Sydney: Richmond.
9. Stringer, E. (1991). *Facilitating Aboriginal Community Planning Processes: A Handbook for Employees of Aboriginal Agencies and Government Workers*, Centre for Aboriginal Studies, Curtin University of Technology: Perth.
10. Langford, K. and R. Nicholson. (2003) *Professional Praxis: Learning in context*. Study Guide. University of Western Sydney: Richmond.
11. Ireland, J., B. Powis, and N. Litidamu. (1996). "Roots and Wings of Healthy Islands: the history and potential of environmental health in the Pacific". *Pacific Health Dialogue*, 3(2).
12. Uphoff, N. (1991). "A Field Methodology for Participatory Self-Evaluation". *Community Development Journal*, 26(4): p. 271-285.
13. Brown, V., Ingle-Smith, D., Wiseman, R. and Handman, J (1995). *Risks and Opportunities*, Earthscan Publications: London.
14. Ford, C. (1997). *What We Need is a Community Education Project: an eight step guide to running a community education project*. EPA and Department of Land and Water Conservation: Sydney.
15. Hawe, P., D. Degeling, and P. Hall. (1990). "How to Run a Focus Group" in *Evaluating Health Promotion: A health worker's guide*. MacLennan and Petty: Sydney.



Appendices

1. Australian Charter for Environmental Health

Excerpt from the *Charter of Entitlements and Responsibilities for Individuals, Communities, Business and Government* (National Environmental Health Strategy, 1999).

Individuals and Communities

Entitlements

Individuals and communities are entitled to live in a safe and healthy environment. This includes:

- safe and adequate supplies of water
- safe and nutritious food
- safe and adequate sanitation
- clean air
- safe and sustainable shelter
- urban and housing designs that promote environmental health
- environmental management systems that protect environmental health
- safe occupational environments and work practices
- safe and adequate recreational facilities, including water
- information about environmental health issues
- being consulted on plans, decisions, and activities likely to effect both the environment and health, and to open and transparent decision making on these issues.

Responsibilities

Individuals and communities are responsible for:

- ensuring their own actions contribute to the protection of the environment in the interests of their own health and the health of others.
- participating in decision-making processes on matters likely to affect both the environment and health.
- ensuring its environmental health services are delivered to a high standard.

2. Glossary of Terms


Advocacy	Presenting a case in favour of meeting the needs of a group, resolving an issue or preventing harm.
Aim	The main purpose or goal of your plan or work.
Alliances	Mutually agreed cooperation between two or more parties, usually with a formal agreement.
Capacity Building	The development of sustainable skills, structures, resources and commitment to environmental health improvement. Capacity building activities may be developed with individuals, groups, teams, organisations, inter-organisational coalitions or communities.
Case studies	Documentation of a set of events, stories of experiences.
Change agent	A person who acts to change the way things are presently done.
Collaboration	Working together to a common purpose.
Communication	Telling and listening to stories.
Community	A large or small group of people with some common characteristic.
Community	A group of people who recognise a long term shared interest (can be place, issue, hobby based). Common unity.
Community development	Expansion of skills, resources and power in a community group; making things happen on a practical level within a community.
Community partnerships	Treating community with respect. (from outside community) Holding each others hands. (within community)
Consensus	General agreement between all stakeholders.
Consultation	Full and equitable talking and listening to each other.
Control	Take charge of, manage, regulate, standardise.
Council	Local government, Councillors and staff.
Data	A series of observations, measurements, events.
Decision Makers	Those entrusted and empowered to make decisions on behalf of others.
Democracy	All voices being heard (often misapplied to majority rule).
Development	Evolution, growth, expansion.
Disempowerment	Partial or total loss of power.
Diversity	Accepting we are all different.

Ecologically Sustainable Development as a policy	An intergovernmental policy with a set of guiding principles recognising the need to integrate environmental protection with economic and social development. Health as central to concept.
Ecologically Sustainable Development as a practice	An approach to using, conserving, and enhancing natural resources so that ecological processes, on which all life depends, are maintained, and the total quality of life, now and in the future, is improved. Health as central to concept.
Ecosystem	Communities of organisms of which humans may be a part, and their physical environment interacting as a unit.
Effluent	Liquid discharged from a septic system or sewage treatment facility.
Empowerment	Feelings of worth, knowing that something matters.
enHealth Council	Peak environmental health advisory group for Australia. Provides national leadership and a focus for cooperation on all environmental health issues.
Environment	Any context or setting; may refer to the social, natural or economic environment. In this Handbook it refers to the natural environment.
Environmental Health	Refers to the interdependence between the health of individuals and communities and the health of the environment (Community). Those aspects of human health determined by physical, chemical, biological and social factors in the environment (Commonwealth Department of Health and Ageing).
Environmental Health Officer	The Environmental Health Officer (EHO) aims to manage factors of the environment which impact on the health of the population. Required to be professionally qualified, the EHO is involved in the development and evaluation of environmental health policies, strategies and initiatives. EHOs have legislative responsibilities and may investigate, enforce and monitor laws and regulations.
Environmental Health Worker	The role of the Environmental Health Worker (EHW) is to inspect and report on the environmental health aspects of the community infrastructure. (Australian Bureau of Statistics glossary) However the role is also to educate. EHWs will have attended a two year training course.
Environmental monitoring	Regular check-ups on the environment.
Epidemiology	Understanding patterns of disease.

Equity	Equal opportunity to access resources between generations, groups of people, people and the environment.
Ethics	Morals/doing what is right.
Evaluation	Measuring what happened.
Facilitation	Assisting a person, an event, a change process or a group to meet its goals; improving the ability to understand what's going on, and to explain what one needs.
Food security	Means that food is available at all times; that all persons have means of access to it; that it is nutritionally adequate in terms of quality, quantity, and variety; and it is acceptable within the given culture.
Future	Beyond our lifetime and those after us - recognition of rights of future generations (inter-generational equity).
Goal	The main purpose or aim of your plan or work.
Governance	All members of a nation, region or place working together in a common interest. The process of making/changing decisions.
Government	Bodies empowered by the constitution to make and administer laws. Australia has 3 tiers of government: local, state and federal. The people that make decisions that affect us.
Health	WHO definition: optimum personal, physiological, psychological and social wellbeing.
Health and	The optimum physical, social, and mental wellbeing (WHO 1948).
Health hardware	The physical equipment necessary for healthy, hygienic living such as taps, sinks, bore, basin plug, stoves, septic, drains, spouts, hot water systems.
Health infrastructure	Larger, community scale facilities and equipment, including the water supply system, roads, common waste disposal systems and rubbish tips.
Health Promotion	Strategies to reduce disease and improve wellbeing in communities.
Impact	Influence of an effect, result from a cause.
Implementation	Making it happen, doing it. Doing things that respect humanity.
Indicator	Measure or symbol that reflects the status of a system.
Indigenous	Native to a region, First Nations peoples.

Intersectoral collaboration	Coordination and cooperation between governments, government departments, the private sector and non-government organisations in developing healthy public policies.
Involvement	Through commitment to the issue, self interest, reward, loyalty to the group.
Knowledge	Data builds up into information, application of the information turns it into knowledge, and knowledge plus experience sometimes becomes wisdom.
Leadership	Accepting, or being given the responsibility for others.
Legislation	The rules/laws made by governments and refereed by the law courts.
Listening	Hearing for understanding.
Lobbying	Putting a favourable case to anyone in authority, eg. politicians, heads of organisations.
Local ownership	The way people in a local community take responsibility for what happens in their own locality
Long-term vision	Start now to achieve a vision - the whole of Australian population is the target.
Meetings	A coming together for some purpose.
Negotiating	Working things out.
Negotiation	The process of working things out.
Networking	Accessing anyone related to benefit a cause.
Objective	A target to be reached which relates to your aim or goal.
Outcome	A result, product or effect.
Ownership	Claiming for oneself.
Partnerships	Joint interests/participation.
Place	A geographic area that has meaning for people, who may or may not be resident there.
Policy	The agreed goals of the community of people involved: contract for the future between government and community.
Politics	The process of negotiating one's own agenda within all the other agendas.
Pollution	Noise, toxins, bacteria in air, water, etc load on the environment.
Population	The number of inhabitants of a place, town, district.

Precautionary Principle, community	Take minimal risks with our only environment.
Precautionary Principle, government	The absence of scientific certainty should not be used as a reason for failing to avoid risk, or acting to prevent potentially serious harm.
Primary Health Care	Delivery of early intervention and preventative health care, by family, community or services.
Process	Method of undertaking a task.
Product	Tangible outcome of a task.
Program	A set of planned project activities designed to achieve defined objectives over time.
Protocol	Rules for doing the right thing (at the right time).
Public Health	Protecting the health of the community, eg control of infectious epidemics, food borne disease, through vaccination, inspections.
Purpose	Goal or direction.
Relationships	Links between.
Respect	Knowing that recycling is respecting the environment.
Risk Management	Managing the dangers arising from the presence of risks to environment or health.
Septic system	Any kind of sewage management systems that stores, treats or discharges sewage on or adjacent to the premises on which it was generated.
Septic tank	A container with its top at or near ground level. It stores sewage that is sometimes mixed with sullage and relies on bacteria to break down or decompose the sewage.
Sewage	Toilet waste that passes through a sewer, septic tank or pit toilet.
Sewerage	System of pipes that take sewage from houses to processing plants or sewage ponds
Social justice	The recognition that many people (for instance, the young, the aged, the disabled, minority groups) can be disadvantaged by mainstream policies or practices, and that action should be taken to ensure that all groups share equitably in national resources.
Stakeholder	A person or group of people who are interested in, affected by, or involved in an issue.



Stakeholder	Anyone who has an interest in an enterprise/activity. May be for personal, social or economic reasons.
Stakeholders	Those who have a vital interest in the process.
Status	Condition, position or standing, socially, professionally or otherwise.
Strategy	A broad program aimed at achieving the goals and objectives.
Sullage	Water from places like laundries, kitchens and bathrooms, grey water.
Teamwork	A group, of people completing a task together.
Transparency	Keeping the process open and honest.
Trust	Having faith in someone/something.
Understanding	Knowing how someone/something feels.
Wastewater	Sewage and sullage.