

# Common Ground and Common Sense

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Community-based Environmental Health Planning



*an action handbook*

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# Acknowledgments

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Contributors to the design and development of this Action Handbook have been:

- Convenors and participants of ten regional structured focus groups, who identified local community-based environmental health issues;
- Participants in a workshop series who advised on ways of linking community skills and resources with professional services and government;
- Advocates of community-based environmental health who worked in partnership with the Research Team throughout the Community-based Environmental Health Action Plans Project;
- Peter Cuming from Sustainable Futures Australia, who facilitated the Writing Workshop and provided his original Planning Web framework and process as the basis for the workshop and handbook;
- Consultants from Impact Environmental Consulting who organised the Writing Workshop;
- Research team and the workshop convener from the Regional Integrated Monitoring Centre, University of Western Sydney who coordinated the CEHAP Project; and most of all,
- Members of the National CEHAP Writing Workshop, Canberra, May 2001 who gave so much of their time and skills to putting the Action Handbook together.

All contributors are listed at the end of the Handbook.



## PART 1: USING THIS HANDBOOK

### About this Handbook

#### Who uses this handbook?

The CEHAP Action Handbook is intended for

- Environmental Health Officers,
- Community action groups,
- Public health services, and
- Environmental managers

working individually in their own areas of concern, or coming together to address environment and health issues at their local scale.

The Handbook has been put together by experienced practitioners drawn from each of those four groups. The team put the Handbook together on the basis that:

- the primary impact and management of any environmental health issue is at the community scale;
- community-based environmental health requires collaboration between health professions, community groups, and environmental managers; and
- collaboration does not just happen - it is built on the careful development of good-will, fair and equitable processes, and open communication structures.

Priorities for the design and contents of the Handbook were drawn from:

- Principles of the National Environmental Health Strategy  
[www.health.gov.au/pubhlth/publicat/document/envstrat.pdf](http://www.health.gov.au/pubhlth/publicat/document/envstrat.pdf);
- Strategies of National Environmental Health Strategy Implementation Plan  
[www.health.gov.au/pubhlth/publicat/document/envstrat\\_imp.pdf](http://www.health.gov.au/pubhlth/publicat/document/envstrat_imp.pdf);
- enHealth Council's study of community perceptions of environmental health risk [www.health.gov.au/pubhlth/publicat/document/metadata/envrisk.htm](http://www.health.gov.au/pubhlth/publicat/document/metadata/envrisk.htm);
- Guidelines for community-based environmental health action established through nation-wide consultation, available as a companion to this handbook: *Grass Roots and Common Ground* [www.uws.edu/research/rimc/cehaps](http://www.uws.edu/research/rimc/cehaps); and
- A survey of the practical needs of environmental health practitioners (Cruickshank 2001), see Appendix page 145.

The avenues for action supported by the Handbook can be summed up as:

- Linking the community commitment of voluntary programs to the legislative power of government;
- Bridging the divide between health and environment currently found in professional and government services and community expectations; and
- Bringing together the wide range of activities and resources for environmental health from community, expert and government practice.

### How to use this Handbook?

Anyone from community, government or professional services working towards community-based environmental health, can use this Handbook for:

- a personal reference for accessing fresh ideas, skills and resources;
- establishing a local action group, designing a combined action strategy;
- setting up collaborative committees linking community and government; and
- leadership of an environmental health action program.

Resources supporting each of these tasks in Part 1 are:

1. The CEHAP Action Web: A collaborative planning framework to be constructed as a guide for their own project by any individual or groups using this Handbook (Figure 1).
2. The Handbook at a Glance: a step-by-step guide for program planning and course design, following the sections of the CEHAPS Action Web:
  - People Caring for Place: *strengthening local ownership*
  - Communities in action: *having our voices heard*
  - Communities as partners: *earning community trust and respect*
  - Multiple alliances: *building bridges between partners*
  - Place-based planning: *saving what we value, changing what we don't*
  - Future-directed action: *linking environment and health.*
3. Examples of the handbook in action:
  - Establishing a Council/Community response to litter management;
  - Setting up a local environmental Advisory Committee; and
  - Developing community capacity in an Indigenous community.

### Using the Handbook as a whole:

**Part 1. Using this Handbook:** outlines of the steps taken in the CEHAPS planning cycle as a planning guide, progress indicators and examples.

**Part 2. Making a difference:** the six Sections of the CEHAPS web, with:

- Section theme and key words;
- Key questions with matching strategies and resources;
- Stories and case-studies of the theme in action;
- Training activities for the group; and
- Progress indicators

**Part 3. Resources for Action:** Three groups of resources,

- Exercises and activities cross-referenced to Handbook Sections
- Useful websites
- References and bibliography



## The CEHAP Action Web

The CEHAP Action Web is based on The Planning Web framework and process developed by Peter Cuming in 1996 (Cuming 1998, Sustainable Futures 1998, 2002). It has six sections, each with a vital role to play in maintaining the overall form and function of the web. Each section stands on its own, relying heavily on a coherent set of skills and actions to meet its own section goals. At the same time, each section links directly with its neighbouring sections (along with every other section through the centre of the web) in order to maximise its full strength and achieve its central goal.

Each segment of the web is a step in community-based environmental health action with links back to the overall project goal, and to each of its neighbouring segments. The networked nature of the web means that groups or individuals can enter the web at any point. For any program to be really effective the full cycle of actions and skills should be completed and project coordinators should view change and improvement as a long term and inclusive venture.

## Web of Community-based Action for Environmental Health

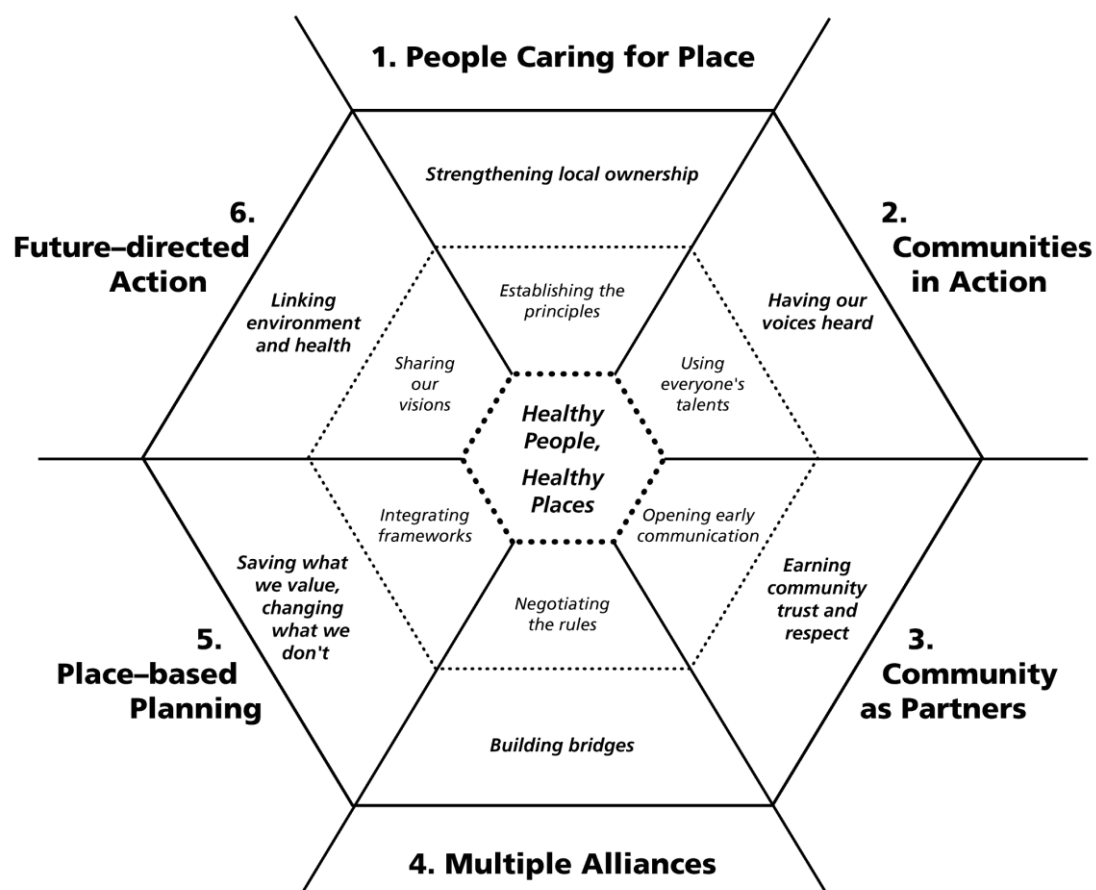


Figure 1. The CEHAP Action Web based on The Planning Web (@Peter Cuming 1996)

As you work through the Handbook, consider how a natural web functions. A web design creates multiple pathways and multiple connections. In the context of a Community-based Environmental Health Action Project, these pathways and connections allow for the free movement and exchange of important information and resources. They can travel either out from the centre of the web, or in from its fringes, or in both directions as they arrive at any point in between. The web concept presents a system in which communication can take place in any direction. Further, the web structure provides a solid and balanced platform from which combined action can occur.

If any one section is taken out, the connecting structures that maintain the web's balance are weakened. If whole segments of the web are lost or not used, then the most effective system for transferring messages and bringing about positive results is disrupted. Important information and valuable opportunities for positive action can pass directly through the web, unnoticed and unharnessed. A loss of balance will greatly reduce the efficiency of any community-based project. Extra time, energy and resources will then be required to re-build the network and re-position your project on your stakeholders' agenda.

**Note:** This Handbook was designed and developed at a Writing Workshop in Canberra in March, 2001 facilitated by Peter Cuming of Sustainable Futures Australia. Six groups of five to six people, each with representatives from community action groups, environmental health professional practitioners, Indigenous communities, and government programs (local, state or national) brought their considerable experience to the Writing Workshop. On the final day of the workshop Peter Cuming presented his Planning Web framework and process, and led the CEHAP practitioners through the process, thereby developing the action web that forms the framework for this Handbook.

## The Handbook at a Glance

Part 2 of this handbook is titled 'Making a Difference'. A summary of the six sections, which comprise the web of community-based environmental health action, is presented below.

### **SECTION 1. People caring for place: *strengthening local ownership*** (pg 27)

**THEME:** We are all caretakers for our environment - working in partnership.

In this section we challenge environmental health practitioners to harness the combined strengths of the industry, government, specialists and community stakeholders in forming partnerships to address the full complexity of local environmental health issues. This section provides guidance on establishing the principles of good local governance.

**KEY WORDS:** health, environment, environmental health, governance, locality, place

**WORKING DEFINITIONS:** Local ownership, local governance, environmental health

#### **QUESTIONS COVERED:**

What do we mean by local ownership and local governance?

Why is governance important in addressing environmental health issues?

What do we mean by environmental health?

Can community, industry and government contribute equally to local governance?

How can governance be harnessed for environmental health action?

How do we know good local governance when we meet it?

#### **STORIES:**

Two stories illustrate local governance across the community. Each is analysed in terms of its positive and negative features and the extent to which the appropriate range of stakeholders were able to work in partnership to improve local governance.

1. **Tools for Healthy Schools** - the development by the National Toxics Network of a set of 'best practice' guidelines on indoor air quality and pest control.
2. **Indigenous Environmental Health Worker Program** - the development of an Environmental Health Worker training program.

#### **ACTIVITIES**

1. Tell your own story of people and place
2. Assess good local governance
3. From your story examine: - stakeholders - value positions - current actions - future plans - potential for change

## **SECTION 2. Communities in action: *having our voices heard* (pg 36)**

**THEME:** Communities acting for themselves - communities are rich in human resources

This section contains advice for your community group on how to access a range of resources to help build group strength and how to work in partnership with one another and with individuals and organizations outside your own particular group.

**KEY WORDS:** teamwork, leadership, public relations, meetings, strategy, lobbying

**WORKING DEFINITIONS:** Community resources, human, financial, political, media

### **QUESTIONS COVERED:**

What community resources are available?

How do we build group strength?

How do we get a group going?

What about group leadership?

How do we plan our action?

What else should we think about?

### **STORIES**

3. **Illawarra's Dioxin Action Campaign** - a community campaign in response to identified leukaemia clusters.
4. **The Importance of a Supportive Network** - a parent's fight to relocate a mobile phone tower.
5. **The Importance of Planning** - community action to raise awareness of the health risks of the use of organophosphate pesticides.

### **HANDY HINTS**

How to make your meetings work.

Working with others.

Supportive experts.

Finding grants.

Using the media as a resource.

### **ACTIVITY**

Leadership exercise

### **SECTION 3. Community as partners: *earning community trust and respect* (pg 49)**

**THEME:** All stakeholders working with the community - opening early communication.

The resources and information presented in this section provide advice for government and other agencies to work cooperatively with local communities. This section explains the means by which to build strong and active community groups.

**KEY WORDS:** community, partnership, organisation, sustainability, advocacy, trust.

**WORKING DEFINITIONS:** community, community partnerships.

#### **QUESTIONS COVERED:**

How do we define community?

How do communities relate to formal organisations?

What are the barriers to effective community partnership?

How do we put the principles of partnership into practice?

#### **STORIES**

6. **Laramba's Environmental Health Action Plan** -a partnership established between staff of the Population Health Unit in Alice Springs, and the Laramba Aboriginal Community.
7. **The Port Kembla Pollution Meeting** - a 'warts and all' story of a partnership of concerned residents, industry and government stakeholders.

#### **ACTIVITIES**

1. Assessing the community impact of your activities
2. Assessing your relationship with the community

## **SECTION 4. Multiple alliances: *building bridges* (pg 58)**

**THEME:** Whole of place cooperation - achieving cooperation among stakeholders.

This section provides advice on forming alliances within and between government and non-government organisations, community services, industry and community groups. Working together with a whole host of organisations is essential to achieving the successful alliances needed for good local governance.

**KEY WORDS:** relationships, collaboration, alliances, networks, organizations, negotiation.

**WORKING DEFINITIONS:** networking, intersectoral collaboration, Local Agenda 21, advocacy

### **QUESTIONS COVERED:**

How do we build partnerships?

How do we move towards collaborative action?

What skills are needed to form alliances?

Why is there a community/organisational divide?

What actions can you take to ensure lasting alliances?

### **STORIES**

8. **South Australian Partnership for Local Agenda 21** - Local Agenda 21 (LA21) mobilised in SA through a partnership approach.
9. **Networking back up through the cracks** - the struggle of an Indigenous advocate to gain support for Indigenous health and related issues.

**HANDY HINT:** How to get your issue on to the political agenda.

### **ACTIVITIES**

1. Networking
2. Negotiation skills

## **SECTION 5. Place-based planning: saving what we value, changing what we don't (pg 67)**

**THEME:** ensuring healthy people and healthy places.

This section contains information to help you:

- to come up with a strategy or strategies to help communities and government identify their key environmental health issues and get them on to the same agenda;
- to find pathways where community issues can be brought into existing community and government planning processes, and
- to follow the whole of planning from policy through strategy to action and its evaluation, and then back to take another look at policy.

**KEY WORDS:** place, locality, purpose, process, product, future

**WORKING DEFINITIONS:** place-based planning, community activism, community social planning, community environmental planning.

### **QUESTIONS:**

How do voluntary and legislated plans differ?

What do we mean by place-based planning?

How do we plan?

What is Integrated Local Area Planning (ILAP?)

What do we need to know about the planning process?

### **STORIES**

- 10. Local Knowledge Planning Model** - a Queensland Indigenous community survey where people were asked to prioritise their top five health and environment issues for input to a Community Infrastructure Plan.
- 11. Rights to use a Bay** - an example of the use of Integrated Local Area Planning (ILAP) to reach consensus among groups with conflicting agendas.
- 12. Berri - A Wealth of Health** - SA Public and Environmental Health Management Plan - a graphic illustration of the PPP (Purpose, Process and Product) planning model for the development of Public and Environmental Health Management Plans.
- 13. Health of Rural and Remote Communities Project** - coordinators as a knowledge base - the Community Public Health Planning in Rural and Remote Areas project aimed to improve the health status of people.

**Stories 10 -13** illustrate applications of the standardised planning process which begins with a stated **PURPOSE** and moves through a particular **PROCESS** in order to achieve the desired **PRODUCT**.

**HANDY HINT:** principles of community-based planning

**ACTIVITY:** A place-based community resource analysis.

## **SECTION 6. Future-directed action: *linking environment and health*** (pg 79)

**THEME:** Sharing the vision- towards a healthy sustainable future.

This section draws together the lessons of the first five sections. It builds on them to introduce four interrelated themes important to future-directed thinking and practice. It is concerned with mechanisms, tools and strategies for:

1. moving towards sustainability
2. thinking and acting for the future
3. bringing about social and cultural change - changing social systems
4. working to strengthen communities - changing individuals and groups.

**KEY WORDS:** public health, sustainable development, precautionary principle, health development, sustainable futures.

**WORKING DEFINITIONS:** community, New Public Health, Sustainable Development

### **QUESTIONS COVERED:**

Why do we need to link environment and health actions?

What are the time scales for action?

How can we move toward sustainability?

What do we have to do to be a sustainable community?

How do we think and act for the future?

How can we bring about social and cultural change?

How do we bring about change in order to strengthen communities?

### **STORIES**

14. **LA 21 and the City of Whyalla** - the LA21 process in the City of Whyalla, an industrial city with one of the poorer health profiles in South Australia.
15. **A Place-based vision of the future of Western Sydney** - results of series of community vision workshops held across the Western Sydney Region between December 1999 and May 2000.
16. **Water safe for penguins is safe for people too** - tells of Lexie's passion for looking after the coastal environment.
17. **Strategic thinking changing local governance** - the emergence of Landcare as a partnership between two traditionally opposing political factions who identified a common goal.

### **ACTIVITIES**

1. Visioning exercise
2. Ecological footprint

We end this section and the Handbook with the reflections by an Indigenous member of the workshop where this handbook was written: 'Lore of the land', Dhdunga/Undanbii Woman.



## Summary of Progress Indicators

Use the following progress indicators to gain a snapshot of how your CEHAP project is faring.

### **Section 1 - People Caring for Place: *strengthening local ownership***

1. Is there an established and working local pathway or structure for community contribution?
2. Are decisions around solutions led by the local community?
3. Have partnerships been developed between community, council, professions, industry and educational organisations?
4. Has there been positive acceptance of community ideas by other stakeholders? What is the evidence for this?
5. What kind of media coverage have you achieved (TV, newsletters, radio, press)?
6. Has there been interest from previously unrelated groups and associations?

### **Section 2 - Communities in Action: *making community voices heard***

1. Have you clearly identified the problem in a brief summary?
2. Have you called a meeting of interested people?
3. Have you identified the skills, experiences and expertise of group members?
4. Is there a financial plan in place for the environmental health action?
5. Have you met with local Councillors, State and Federal MPs, local business?
6. Where is your support? Where is your opposition?
7. Have you considered any sort of possible compromise (win-win) outcome?
8. What kind of media coverage have you achieved (TV, newsletters, radio, press)?

### **Section 3 - Community as Partners: *earning community trust and respect***

1. Have you met with community stakeholders? How well attended was the meeting?
2. Are you able to call 5 people and know you have reached 50?
3. Does the community accept responsibility for its part in the action?
4. Are members of the public able to readily access your agendas / minutes / plans / newsletters?
5. Is your office door open to community visits?
6. Is there recognition of government and community partners in all decision-making meetings, documents, agreements?

### **Section 4 - Multiple Alliances: *building bridges***

1. Do the organisations involved have a clear common goal?
2. Are organisations communicating productively?
3. Does the process allow for debate and accommodate conflict?
4. Is the communication/cooperation responsive to changing local environmental health needs?
5. Is a complaints/mediation system in place?

### **Section 5 - Place-based Planning: *saving what we value, changing what we don't***

Has your place-based planning strategy:

1. a whole of place, whole of community focus on clear shared future goals?
2. practical support which utilises skills/knowledge from all partners?
3. political clout?
4. a long-term life?

Has your planning strategy avoided:

5. fragmenting responsibility?
6. single issue focus?
7. building in a sunset clause?
8. doing more of the same?

### **Section 6 - Future-directed action: *linking environment and health***

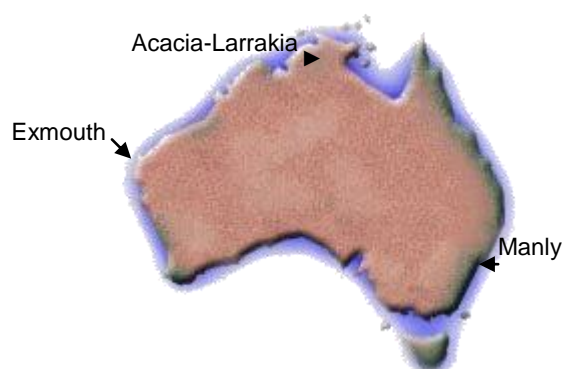
1. **Establishing the principle:** Are the stakeholders in your group/organisation practising what they preach?
2. **Using everyone's talents:** Is your work towards sustainability based on local community knowledge as well as expert knowledge?
3. **Opening early communication:** Do you have community, professions, government, industry and education as partners in your work on environmental health?
4. **Negotiating the rules:** Has the project improved negotiation and communication between stakeholders?
5. **Integrating frameworks:** Are stakeholders working in full-cycle planning teams with all the agencies/groups whose work overlaps with yours?
6. **Sharing our visions:** Are all stakeholders working to a shared long-term vision?

## Examples of the Handbook in Practice

**Q.** What do a small isolated town in Western Australia, a tightly-packed harbour side suburb in Sydney and an Indigenous community outside Darwin have in common?

**A.** They all needed community, experts and government to work together to solve their environment and health problems. And they have all used the Action Handbook to help make that happen.

Here are three stories of environmental health action planning, offered by three communities who followed the steps offered in the Handbook: Manly in Sydney, New South Wales; Exmouth in Western Australia; and Acacia-Larrakia in the Northern Territory.



Each example of the Handbook in practice tells the Where, Who, Why, Which, What and When.

**Where** is the place to be cared for?

**Who** are the people to do the work?

**Why** do they need to work together?

**What** links do they need to set up?

**Which** action strategy should they use?

**When** will they know if it has worked?



## Manly, the National Beach Icon: Community Litter Management

### Section 1. People Caring for Place: *strengthening local ownership*

Each place is special to the people who live there, but Manly is more special than most. Manly is a national emblem, an icon of Sydney as a relaxed surfing city and a clean green environment. With much of its space beach reserve or national park, Manly's 38,000 residents have a heavy responsibility in maintaining the area as an international tourist spot. Manly's 6-8 million visitors a year leave behind 3.2 tonnes of litter costing \$1.3M a year to clean up.

The Council Waste Management Officer says that litter is an environmental health issue because it:

- lowers water quality
- blocks drains and causes flooding
- can be dangerous, especially broken glass and needles
- can be a fire hazard
- provides shelter and attraction for vermin and disease
- spoils the landscape.

Environmental health issues that might be minor nuisances in other communities are deadly serious here. The tidal wave of visitors produces tidal waves of litter.

Manly Council produced a Draft Litter Strategy for community consultation. The Director of Waste Management Services wanted to use the Handbook to develop a community/Council partnership on controlling litter in Manly.

### Section 2. Communities in Action: *having our voices heard*

Who is the Manly community?

**Local Community groups:**

Golf clubs  
Surf clubs  
Sporting associations  
Manly Hospital  
Local Rotary and Lions Clubs  
Precinct Committees  
The Youth Council  
Environment Centre

**Industry:**

Fast food outlets  
Chamber of Commerce  
Manly Hoteliers  
Manly Schools  
Local businesses  
Wharf owner  
Council leaseholders  
Beach Hire Businesses

**Specialist Organisations:**

Keep Australia Beautiful  
Councillors & staff  
Tourism Council  
Sydney Coastal Councils  
North Shore Regional  
Organisation of Councils  
State Transit Authority  
Clean up Australia  
Local Government &  
Shires Associations

**Government:**

Councillors and staff	National Parks and Wildlife Service
Northern Sydney Waste Board	Sydney Harbour Foreshore Authority
Manly Police	Local Members of Parliament
NSW Fisheries	Waterways Authority
Environmental Protection Authority	
Dep't of Urban Services and Planning	

The Manly community asks "Why rubbish Manly?" but many of the Manly community think it is the Council's job to fix it up.

The Working Group needs to find out what the community is doing about litter now, and what it is willing to do in the future.

### **Section 3. Community as Partners: *earning community trust and respect***

**Why should the community join government and experts to work on litter?**

Manly Litter Avoidance Strategy entered the Action Handbook cycle at Section 3. A strategy based on community priorities had been developed by the Council. The Action Handbook was the resource for the next step: to recruit community partners to re-design the Strategy as a council/community joint initiative. The Litter Strategy Working Group designed a Litter Summit. The aim was to recruit key community players to form a partnership with the Council.

Program and process developed for Litter Summit 17<sup>TH</sup> August 2001 as shown in the Invitation sent to all community groups, radio, community paper, and television

  
**INVITATION TO SUMMIT**  
*Litter Summit*  
*Manly's Litter: In Our Hands*  
*Manly Yacht Club*  
*Friday 17 August 2001*

PROGRAM	
9.30am	Refreshments and welcome
10.00am	Introduction with Mayor
10.10am	Put us in the picture – presentation Jim Hunter
10.30am	This is what you told us - Valerie Brown
10.45am	Design Strategy / working groups
	Stage 1 Designing a litter free Manly
12.00	Lunch
12.45pm	Reporting back on Stage 1
1.15pm	Stage 2. Designing a litter free Manly
2.30pm	Afternoon tea
2.45pm	Stage 3. Designing a litter free Manly
3.40pm	Here is our strategy
3.50pm	Taking the action plan forward

### **Section 4. Multiple Alliances: *building bridges***

**Designing the Litter Summit:**

People planning to come to the Litter Summit were asked to send the list of their issues to Council beforehand. In the morning of the workshop, the scene was set with refreshments on arrival and the Working Group there to meet and greet.

People were assigned to round tables in mixed groups. Each table had someone from each of the alliances needed to make the Litter Strategy work: residents, tourism, business, precinct committees, council and youth. In the morning participants were asked to identify WHY Manly needed a litter strategy. Each table shared their list on an overhead projector, and made up a composite list as the focus for the strategy plastic sheet and shared their list for their table group: thus setting up a shared basis for long-term alliances.

The combined list of shared priorities was:

1. Manly is already an Australian icon: make it a model of respect for land and pride and ownership of place.
2. We must act as if Manly is our home: Environment to live in, to play in, it needs to be beautiful.
3. Make an investment in Manly: \$1.7 million/ year cleaning fee could be better spent- reducing this cost is an investment in the future.
4. Cultural standards can be anti-litter. Provide a focus for involvement / responsibility.
5. Enforcement is a community statement, so the rangers are seen as acting for the community.
6. Living outside means caring about surroundings. It means safe, clean, healthy environment to live in.
7. Other things live here too - penguins, whales, birds, trees and gardens.
8. Safety for everyone in Manly. No broken glass, needles or disease.

### **Section 5. Place-based Planning: *saving what we value, changing what we don't***

In the afternoon of the Workshop, participants were asked to get together in their own stakeholder groups to make a commitment to a forward program. Commitment to four long-term strategies emerged:

#### **What can youth do?**

- Primary school kids look up to us, youth could educate youth.
- Board of Studies for environmental education: make it part of the course.
- Start up 'SRC environmental group' joining St Paul's and Stella Maris.

#### **What can business do?**

- Taskforce made up of Council, community and business/chamber of commerce.
- Have an environmental award for businesses - get written up in the newspaper.
- Re-packaging, recycling, re-thinking eg. Council has a mobile dishwasher to help reduce food containers.

#### **What can the community do?**

- Be aware of leaf litter - what trees to plant, sweeping gutters.
- A litter barometer at each area, to remind "everybody, everyday".
- Campaign around how litter affects penguins and wildlife.
- Mobilise Precinct Committees.

### What can Council do?

- Council provides the support for a long-term strategy; working towards future.
- Education and the media, targeted campaigns, area and audience specific.
- Councils sponsorships, coordinated with other community organisations.
- Enforcement: Holiday event blitz; name and shame.

### **Section 6. Future-directed Action: *linking environment and health***

Long-term alliances were forged at the workshop, and an action strategy designed. Missing was the business community. Although there were representatives there, they were not enough to ensure long-term action. A further workshop is being arranged by the Manly Chamber of Commerce. After that, the strategy designed at the Litter Summit will be re-written as a Council document, and go forward to be adopted as Council policy.

#### **Litter Management in the Future: actions designed at the workshop:**

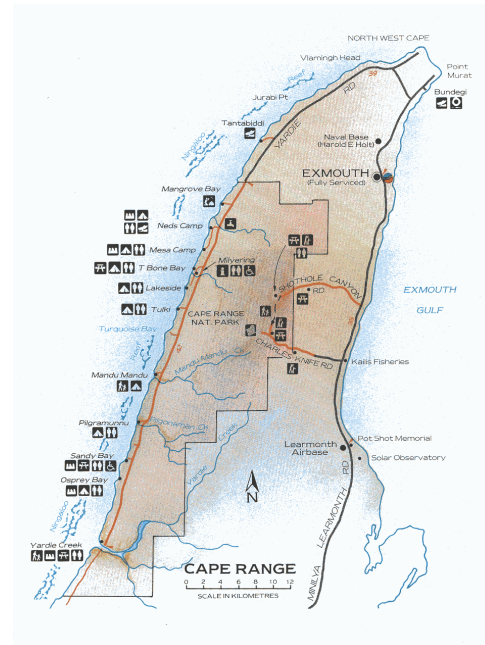
- Raise awareness of practices that pollute waterways by educating the community to:
  - Dispose of rubbish responsibly
  - Report pollution incidents to EPA
- Enforce littering with on the spot fines
- Control and manage access to areas of bushland
- Lobby for container deposit legislation - encourage reuse of glass containers
- Promote legislation for reduction of packaging at source
- Monitor placement of bins
- Education of 'take your litter home' message
- Encourage covers over loads on vehicles
- Cleaning of shopping centres, hotels, shops etc is not flushed down the drains
- Install further drainage pit litter traps around Manly
- Participate in Keep Australia Beautiful Council's 'City Pride' competition
- Liaise with local media to promote litter awareness

## Exmouth, a Global Village: Setting Up a Townscape Advisory Committee

### Section 1. People Caring for Place: *strengthening local ownership*

Exmouth is both one of the world's most isolated settlements, and one of the most globally connected. At the end of a long side road, over 300 kilometres from any other settlement, the 2000 population live in the middle of a desert. The population doubles every May-October with people from every country in the world, coming to one of the world's great coral reefs. The basis for its original existence was a US satellite communications installation.

Most important of all for the town, and for this project, is the strength of community spirit which, when the US Air Force base closed and left the town without its major employer, established a major Telecentre using the technology skills already in the community.



A community project, supported by Exmouth Town Council, is the Townscape Planning Project, whose aims are:

1. *to identify and agree upon a defined character of Exmouth*
2. *to inspire and guide all future development in the town*
3. *to harmonise and minimise the visual and physical intrusion of all development upon the surrounding natural landscape.*

The project was established in 1999 by a professional landscape planner, and then placed in the hands of a hardworking volunteer committee with a strong track record of action on local issues. Calls for applications for a permanent Advisory Committee, and an advertisement for a Town Planner had recently (July 2001) been made.

Environmental health issues to be resolved include:

- Dust
- Ultraviolet light
- Polluted groundwater (sole water supply)
- Isolation
- Food security.



## Section 2. Communities in Action: *having our voices heard*

The Exmouth community asks "How can we create a better future for our special town?"

The Exmouth Interim Townscape Community Committee has been working for nearly three years when they are introduced to the Handbook.

The Exmouth Townscape Advisory Committee Project enters the Handbook Cycle at Section 4. Multiple Alliances. The first Townscape Committee was formed in 1999 when, after the Shire had progressed some streetscape work, the public showed renewed interest in the shaping of the town.

### Who is the Exmouth community?

#### Local Community:

Golf clubs  
Surf clubs  
Football clubs  
Lionesses  
Toastmasters  
School Parents &  
Friends

#### Government:

Councillors  
Council Staff  
Police  
Members of State and Federal  
Parliament  
Environmental Protection Authority  
State Departments of Health,  
Education, Local Government

#### Industry:

Local tourism	International Tourism
Development Association	Local businesses
Resort owners	Shopkeepers
Dive shops and tours	National Call Centre

An Interim committee had developed the Townscape Project to ensure a positive environment for Exmouth citizens, and also to secure a long-term future for the town. The Interim Planning Committee was in the process of being converted to a long-term advisory committee, with understandable concern from the Interim Committee that their previous work would be forgotten, and a new agenda developed that did not have the same commitment to the long-term interests of the town.

## Section 3. Community as Partners: *earning community trust and respect*

Why should the community work with government and experts to plan Exmouth's future? Community members on the Interim Townscape Planning Committee had worked hard for civic improvement for over three years. They had:

- created a central town park, with shade trees, barbecues and shelter sheds;
- ensured disabled access to all Council and many public buildings;
- created a community voice in all Exmouth affairs.

Some serious issues stand in the way of setting up a wider partnership. Some members of the community found it difficult to move from individual interests to a town perspective; and some community interests remained fixed on past, unsolved issues. The advertisement for a wider membership for the permanent committee was taken as a direct slight by some long-standing members of the Interim Committee, in that they had to apply along with everyone else. There was some discussion of not applying at all and so leaving the small community's hardest working members off the committee.

These issues were all resolved during the life of the Pilot project. The Interim Committee members did apply, and since there were only fifteen applications for a twelve person committee, the Council made the wise decision to appoint them all. The incoming committee adopted a broad and inclusive agenda.

### **Section 4. Multiple Alliances: *building bridges***

**What links do we need to set up?**

The successful representatives of the Townscape Advisory Committee are:

- Councillor Chairperson
- Shire Community Services Manager (CSM)
- Arts/Heritage and Historical
- Industrial and Mixed Use
- Tourism
- Chamber of Commerce and Industry
- Disabled Community
- Small business (3)
- Community (5)

The inaugural meeting of the Exmouth Townscape Advisory Committee was held on 11/9/01. The members felt that their responsibility should not be taken lightly.

The Interim Townscape Committee had recommended that Council adopt the Townsite Street Trees Policy:

- to preserve and enhance the street trees and shrubs in the Exmouth townsite;
- to integrate the future townsites vegetation with the existing natural backdrop.

The new committee held over these recommendations to allow time for thought, reflection and consultation with the public (community). In spite of the tensions, the Committee had formed a team sufficiently representative for all members, old and new to agree to this.

### **Section 5. Place-based Planning: *saving what we value, changing what we don't***

It was clear that the long-term Townscape Committee had a good start using the type of committee procedures and negotiation proposed in the Action Handbook. There was no guarantee, however, that this would last in the longer term. The Action Handbook team were asked for advice and suggested that the Townscape Project use the Handbook as a resource to support the following program (in time sequence):

1. As soon as possible, hold a one-day facilitated workshop for Committee members to share experiences and hopes for the future of Exmouth
2. Work with organisational development assistance to design a long-term Committee development strategy, with a training and team-building program
3. During these activities, hold informal workshops with Councillors and staff to receive advice and further develop and action the aims and program
4. Prepare and deliver a publicity program to inform town and district and recruit support from the full range of potential interests
5. Set up task groups to address the top five priority issues (more would fragment resources), chaired by Committee members
6. Arrange regular series of meetings and reporting back mechanisms, local press.

These suggestions were accepted and will be addressed at future Townscape meetings. An application is in train for funding to assist in the formal training of community and Shire representatives in committee procedures and community consultation.

Questions to be addressed by the new Townscape committee:

### **What can youth do?**

Exmouth has youth employment in tourism, and good high schools, but youth still leave town.

### **What can business do?**

Exmouth has huge tourism potential as the world's largest fringing reef, "swimming with the earth's largest creatures, the whale sharks", and a gateway to the desert, but access is restricted due to infrequent planes.

### **What can Community do?**

The community is close-knit, with high morale, and committed to their place. With the unique natural beauty townspeople feel that Exmouth has a future.

### **What can Council do?**

Already doing a lot but with a very small staff. For instance the Environmental Health Officer is also the Planning Officer, and Director, Waste Management Services

## **Section 6. Future-directed Action: *linking environment and health***

The Shire of Exmouth is now seeking support from Community Arts Network (CAN WA) to allow the production of a new Community Cultural Plan under category three of its assistance program for local government.

The Shire proposes to engage trainers to come to Exmouth and develop competence and affinity amongst a pool of citizens (Townscape Committee and Community Cultural Plan) and decision-makers (Shire representatives) for a cultural planning process that will re-energise the town.

## Acacia-Larrakia Community: Seeding the Future: Developing a Community Plant Nursery

### Section 1. People Caring for Place: *strengthening local ownership*

Acacia-Larrakia Community was incorporated in June 1992 with a Chairperson, secretary, treasurer and seven other elected community members. The Community is now completing projects under its initial 'Ten Year Plan'. Environment and health projects featured strongly in the first planning phase at Acacia-Larrakia, thanks to the "visionary qualities of the Community Chairman". Projects included house building, septic upgrades, works shed construction and drainage channels construction, each closely tied to training programs for community residents.



The idea of a plant nursery project originated from a range of converging community interests and needs. Some community members were concerned about bank erosion at creeks and rivers and in new drainage channel areas, while others felt that growing local plants and grasses could help to suppress dust and improve the appearance of the community. Re-generating bush foods and planting nearer to houses were also seen as important by some women.

### Section 2. Communities in Action : *having our voices heard*

The Acacia-Larrakia Aboriginal Community asks "How can we earn a living while improving our environment and maintaining cultural connections to bush foods?"

The Community wants a future in which their families can continue to live on their land.

Acacia-Larrakia Aboriginal Community is using the Handbook Sections 1-6 to set up a self-sufficiency project to take advantage of recent infrastructure development. The group has returned to its ancestral lands and wishes to re-establish the community as connected to the land, and viable over the long term.

## Who is the Acacia-Larrakia Community?

### Industry:

Westfarmers Dalgety  
Barnyard Training  
Service contractors

### Aboriginal & Community Agencies:

Aboriginal and Torres Strait  
Islander Commission  
CDEP Corporate office  
Northern Land Council  
Greening Australia  
BushCare

### Community:

Language groups:  
Larrakia/Wulna  
Population: 38  
Buildings: 14  
Schools: 2  
Water supply: bores  
Septic tanks: 6  
Shops: none  
Power: grid  
Waste service: none  
Dogs: 20

### Government:

Territory Health Services  
Dep't Primary Industry and  
Fisheries  
Dep't of Lands Planning and  
Environment  
Dep't of Local Government  
Dep't of Employment, Work  
Place Relations & Small Business  
Local Members of Parliament  
National Parks and  
Wildlife Service  
NT Employment and  
Training Authority  
Batchelor College  
Northern Territory University

The community speaks:

*Training can be a problem. We need recognised training so we can take our skills to other places if we like, and ATSIC wants recognised training as part of any funding proposal before they'd consider it.*

*Kids know all about bush foods, but they have to walk a fair way to get the food. If we can grow from seed, we can plant closer to the houses and kids can carry on with bush foods in the future.*

*Men in the community have all got training, but the women are only doing admin work. Women see us doing a good job on the community and want something else to do that goes back into the community.*

*All the men get to do things and keep busy all day. The girls sit around all day.*

## Section 3. Community as Partners: *earning community trust and respect*

**Why should the community work with government and experts to plan for their future?**

Acacia-Larrakia is regarded by government as a 'flagship community' because of its self-management and community development approach to all its projects. A meeting on 7<sup>th</sup> August 2001 with the Project Management Team and seven community members brainstormed ideas for the future of the project (Figure 1) and who they might need to work with to see the project go forward (see list in Section 2.). The Purpose/Process/Product Integrated Planning Framework (Figure 2) was seen as a useful overarching process. The Project Management Team met again to repeat and build on the consultation process with some community women and to develop the next phase of the project - the Agenda for an alliance-building workshop.

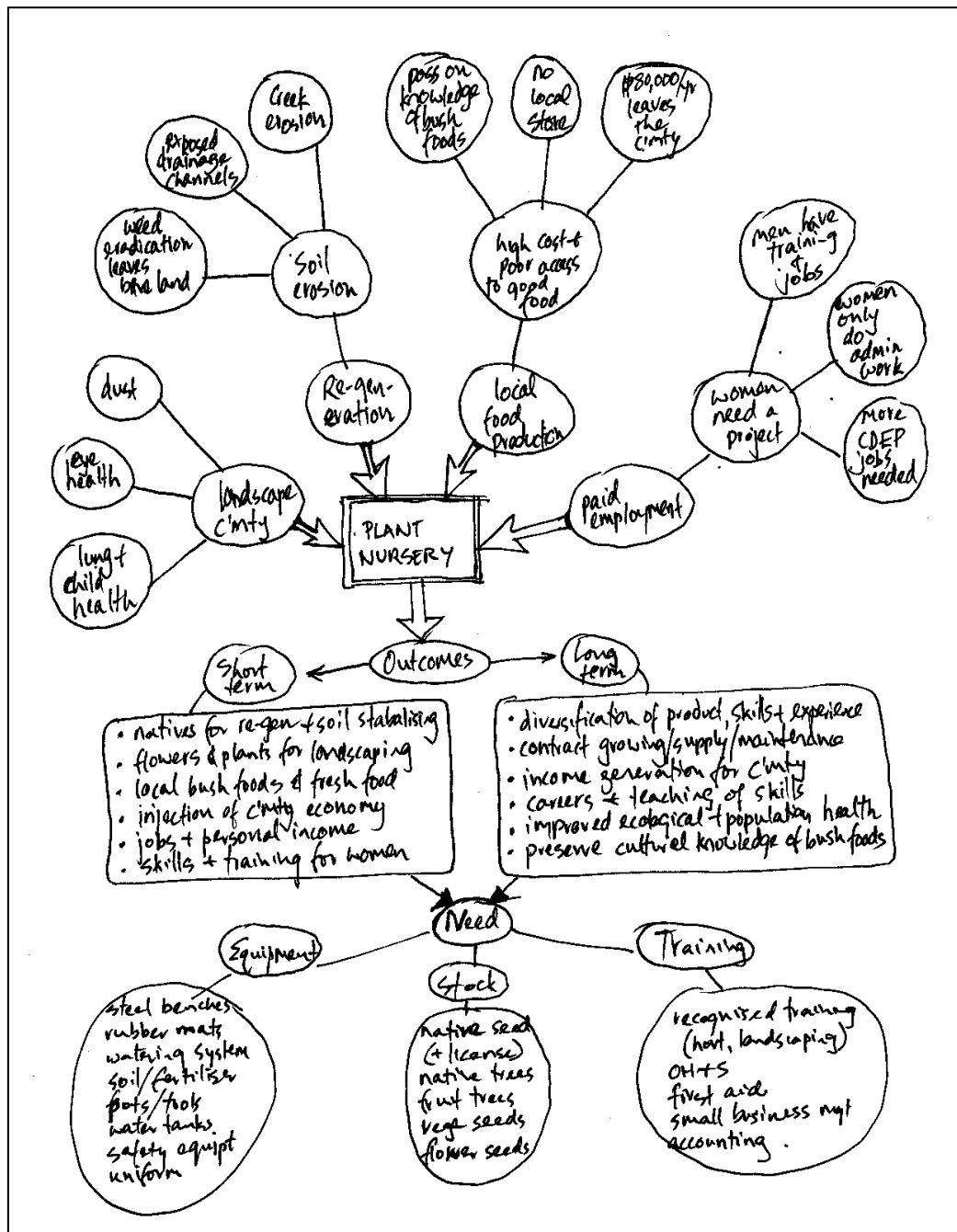


Figure 2: Mind Map of main issue for Environment and Health Action

## Section 4. Multiple Alliances: *building bridges*

What links do we need to set up?

The Action Handbook was used as the basis of a sequence of workshops to build the alliances, one at the beginning of the action phase of the Community Nursery project, and a second two months later.

## Workshop 1

Workshop 1 was based on the community brainstorm recorded in the mindmap (Figure 1). Its main purpose was to use the tools of the Handbook to clarify the resources, needs and actions for the community to develop the community plant nursery. A key function of this was to provide local employment and skills for development for women of the community. Since the first CEHAP Handbook visit, the Community Chairman and the Health Services officer had worked to secure five positions through the CDEP for the employment of women in the plant nursery.

## Section 5. Place-based Planning: *saving what we value, changing what we don't*

### Workshop 2.

A second workshop was held eight weeks later to keep the momentum flowing. Workshop 2 was based on the planning framework in Figure 2. The workshop brought together a number of other important stakeholders already committed to the project, while still more require follow up action.

The existing partnership with Territory Health Services environmental health staff was repeated in this workshop with an environmental health officer working with community leaders to apply for Equipment Funds from Greening Australia and BushCare as just one outcome. Between workshops Territory Health Services had committed to support the employment and training of two Environmental Health Workers (EHWs). Representatives of Greening Australia and BushCare visiting the project for the first time were impressed by the progress the community had made and committed to working with Plant Nursery staff in the future.

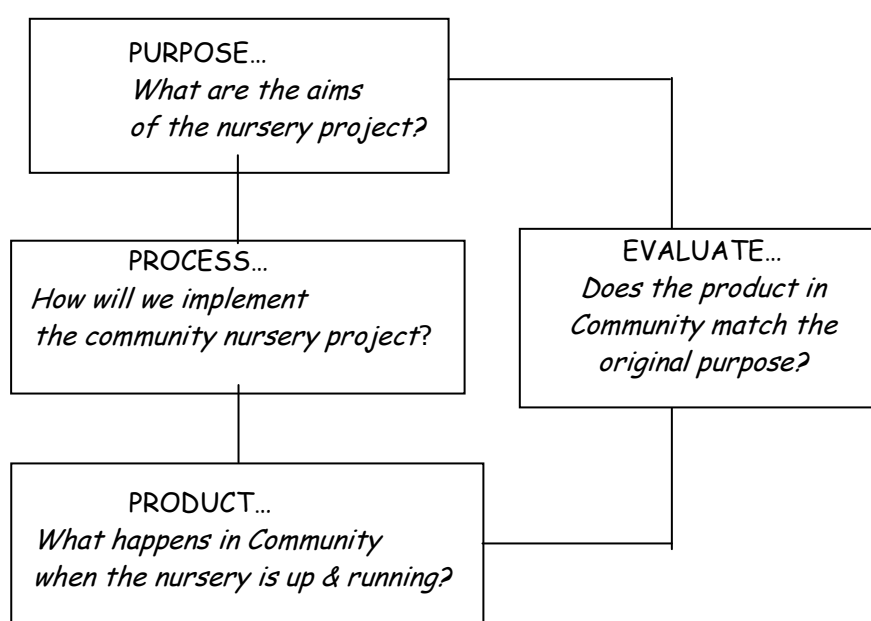


Figure 3: Purpose/Process/Product Integrated Planning Framework

All plant nursery staff have commenced formal training through the Northern Territory University. NTU teaching staff come to the Community for 2 days a fortnight to deliver the training and support each student with some additional equipment funds.

### **What can youth do?**

Greening Australia and BushCare representatives offered long term support to the project, by encouraging the community to seek GreenCorp training. Two younger women were identified as being eligible.

### **What can Government do?**

Regional representatives of the Aboriginal and Torres Strait Islander Commission were unable to attend the workshop. The workshop group agreed there was a need to contact the ATSIC Project Officer who gave support and advice to women who wanted to establish their own businesses.

### **What can the community do?**

The plant nursery team were preparing to take part in a 2 day workshop at Daly River. The workshop brings people together to discuss establishing and managing community plant nurseries.

## **Section 6. Future-directed Action: *linking environment and health***

Long-term alliances were forged at the two workshops, and an action strategy designed and implemented. Acacia-Larrakia Community has only recently come to the end of its first 'Ten Year Management Plan' since becoming an incorporated community. The Community is proud of its achievements under its first Plan and is in the process of engaging assistance to develop a second long term Plan.

*It's not needed but agencies like ATSIC are more likely to support a community who can show they know where they are going.*

Territory Health Services, Department of Local Government and the Training Provider will need to integrate the Community Plant Nursery Strategy into each of their long-term work plans.

Community's vision of the future:

*a vision or picture of everyone in the community with real jobs that have been generated from community projects*

The Plant Nursery Project is developing well and has a secure base now with dedicated staff in training positions and access to resources to progress the venture. It is also occurring alongside other important developments in the community (the new sewage disposal system is nearly complete, reticulated water is expected to be in place in 2002, two Environmental Health Workers are soon to be recruited in the community).

Postscript: The CEHAPs field team will return to the community for the development of the next 10 Year Plan that will build on the relationship already developed and strengthen community capacity to design and manage their own future.



## PART 2. MAKING A DIFFERENCE

### 1. People Caring for Place: *strengthening local ownership*

**Authors:** Denise Brooks, Matthew Cruickshank, Bronwen Harries, Andrew Malcolm, Jan Ritchie, Anne Stanton



*We are all caretakers for our environment*

**Key words:** health, environment, environmental health, governance, locality, place

In this section we challenge all environmental health practitioners from community, government, specialist agencies and industry to work together towards addressing the full complexity of local environmental health issues.

#### **What do we mean by local ownership and local governance?**

The term 'local ownership' refers to the way people in a local community take responsibility for what happens in their own locality. When people are attached to a place, they usually become very concerned about problems that arise, and they often seek to do something about these problems. In regard to environmental health, the term does not mean ownership of the environment itself, but ownership of responsibility to think about problems in your environment that might impact on people's health, and to consider action.

Once people recognise that they have a sense of responsibility for caring about their locality, ideally there should be systems to allow them, or better still to encourage them, to have a say in what happens in their place. Good local governance should provide this opportunity to look after our environment and our health.

Local governance is influenced most strongly by local agencies such as municipal councils or community-based networks or community service organisations. Local governance is also shaped by wider influences such as state and national governments and even international organisations. The inclusion of community members in local governance is a way of confirming that those who are most likely to be affected by policies or regulations have some say in what happens.

### What is governance?

Governance is not only government. Governance is the process of shaping and regulating the activities of any group of people for the good of all. Local governance refers to the process acting on those in a particular place. Good governance therefore is the process of all the stakeholders in one locality acting in the public interest for the greater public good. Citizens, non-government organisations, local industries and community interests also share in these responsibilities. The non-government segment of governance is sometimes called 'civil society'.

### Why is governance important in addressing environmental health issues?

Local governance has a key role in managing health in a rapidly changing environment. Local governance is required to address environmental health issues on local, regional and national levels. Good governance therefore recognises that the 'local' is the centre or point of the action drawing on local, regional, national and international initiatives, guidelines and principles.

Local ownership and local governance have a very strong role to play in ensuring the health of people in any place. A definition of health that reflects place as central to its meaning is: *Health is not just the physical well-being of the individual, but the social, emotional, and cultural well-being of the whole community.* (Draft National Aboriginal & Torres Strait Islander Health Strategy, 2001, p4).

Governance is defined in different ways by different people and agencies, but there is general agreement that good governance is built from the ground up. The United Nations Development Programme defines governance formally as:

*...the exercise of economic, political and administrative authority to manage a country's affairs at all levels... it comprises the mechanisms, processes and institutions through which citizens and groups articulate their interests, exercise their legal rights, meet their obligations and mediate their differences.*

*Governance includes the state, but transcends it by taking in the private sector and civil society. All three are critical for sustaining human development.*

The key issue is therefore the balance between being fair in meeting people's needs and choices of today, without undermining the well being of present and future generations. A sustainable development approach distributes benefits equitably, through regeneration of the environment and not its destruction.

## What do we mean by environmental health?

Environmental health is concerned with a particular aspect of health, namely:

*Environmental health encompasses all measures necessary to deal with issues such as environmental degradation and climate change, and hazards including contaminated water and food, and chemical exposure. Environmental health practice also provides opportunities to enhance health by planning for improved health outcomes and working towards health promoting environments.*  
(Commonwealth Department of Health and Aged Care, 1999)

Good governance for environmental health is based on the idea that the health of people is dependent on the environment and the health of the environment depends on people. Attainment of an adequate level of environmental health is essential for the quality of life of all Australians. The United Nations Commission on Human Rights have recently declared that everyone has the basic human right to live in a world free from environmental degradation and pollution.

Environmental health links environment and health policy, services and actions. It addresses emerging health risks arising from the pressures placed on the physical environment by human development.

In considering the impacts of environmental factors on our health it is also important to look at the interaction between the physical, social and economic environments. Community ownership and participation in the change process is essential to ensure success.

The *Brundtland Report* (1987) identifies three global objectives:

- a sustainable basis for health which is consistent with ecological sustainability;
- providing an environment that promotes health, locally and globally; and
- ensuring everyone is aware and takes responsibility for health and its environment basis.

Good governance for environmental health is based on the premise that the system of governance promotes, supports and sustains healthy people in healthy places.

## Can community, industry and government contribute equally to local governance?

Working in partnership with local authorities and the community, industry has the potential to play an integral role in the formulation and enhancement of local governance. Since industry may seriously impact on the state of the local environment, every opportunity should be taken to involve industry. One example of harnessing industry's efforts for good governance can be found in the partnership formed between the City of Melbourne and the International Council for Local Environmental Initiatives (ICLEI) which resulted in the production of a sustainable business directory.

The *Sustainable Business Directory* features over 50 local businesses which promote sustainability either through environmentally-sensitive products and processes or

through the provision of environmental management services. Importantly, industry and government united to distribute the directory throughout the community, addressing environment and health issues on a local and regional scale by including the community as the end point users of the Directory. The Directory is available from the Melbourne City Council Environment Development Unit.

*The Australian Charter for Environmental Health* (NEHS 1999) recognises that Australians are entitled to live in a safe and healthy environment. The Charter sets out the basic entitlements and responsibilities for individuals and communities, government and industry to live in safe and healthy environments. Industry has an integral role to play as part of a community.

### How can governance be harnessed for environmental health action?

Local governance to enhance environment and health relationships can draw on local, regional, national and international initiatives, guidelines and principles. Set out below are two stories that demonstrate local ownership and governance working at the local and regional level.

#### Story 1: Tools for Healthy Schools

Hazardous chemicals are used in Australian schools in pest control, cleaning and maintenance. Children are particularly vulnerable to the health effects of toxic exposure (Colburn et al 1996). A volunteer with the National Toxics Network discovered that no national guidelines existed to protect the health of children from toxic chemicals in schools, pre-schools and childcare centres.

Local lobbying over a period of 5 years revealed a demand for information on chemical exposure and control from school managers and other community groups. The idea received strong support from institutions such as CSIRO and the Public Health Association. A local health agency funded the volunteer to design and develop a set of tools for schools on a website [www.toolsforhealthyschools.org](http://www.toolsforhealthyschools.org).

The website gives school managers a set of "best practice" guidelines on indoor air quality and pest control, and helps school staff to minimise student exposure to hazardous chemicals, both indoors and in school grounds. The website incorporates information about chemicals and children's health, provides a chemical hazards audit tool for identifying sources of chemical pollutants in schools, and gives guidelines to develop a chemical risk reduction policy in schools.

#### Governance Checklist

Community	<input checked="" type="checkbox"/>	Council	<input checked="" type="checkbox"/>	Industry	<input type="checkbox"/>
The project has:					
Education	<input checked="" type="checkbox"/>	Professions	<input type="checkbox"/>	Community organisations	<input checked="" type="checkbox"/>

The writing team mapped out the positive features and charted these against the negative features for this community initiated action project.

Positives	Negatives
<ul style="list-style-type: none"> <li>• Is holistic - it looks at a lot of different factors for measuring air quality.</li> <li>• Is attractive to principals, teachers, and parents.</li> <li>• Builds on sustainability because it invests in the future generation.</li> <li>• Is supported by families, schools, government and professional agencies.</li> <li>• Has local ownership and potential to snowball.</li> <li>• Can potentially change industry practice.</li> <li>• Can be a best practice example for education.</li> </ul>	<ul style="list-style-type: none"> <li>• Not enough resources.</li> <li>• Too much reliance on an individual.</li> <li>• No training component (up to the individual).</li> <li>• Initiator may be labelled as an activist i.e., a trouble maker.</li> <li>• Local government not directly involved (except by funding through HealthPact*)</li> </ul> <p>* HealthPact is a statutory authority established through the Health Promotion Act 1995 with responsibilities in the area of health promotion. It consists of the ACT Health Promotion Board and a small staff team.</p>

Other analysis tools, such as SWOT (strengths, weaknesses, opportunities and threats), enable individuals and groups to gain similar overviews of project aims and outcomes.

The governance checklist is also useful in assessing whether any community environmental health action program is making maximum use of the full community-government-industry governance system.

Combining the above tools makes it possible to see that the Healthy Schools Project could have been significantly enhanced if a wider network of stakeholders had been brought to the project.

### Story 2: Indigenous Environmental Health Worker Program

Environmental conditions contribute significantly to the wide-ranging health problems of Indigenous Australians. One State Environmental Health Unit was concerned about the level and nature of environmental health services being delivered to Indigenous communities in their region. The Unit believed that for conditions to improve it would be better if community members themselves cared for their place. The community therefore needed to play a larger role in the delivery and oversight of environmental health services. A program was needed whereby local community participants would be trained to take remedial action and educate communities in the areas of water quality, sewage disposal, waste disposal, housing, animal control and pest control.

Funding for such a program could not be secured in the first instance. Health Department Officers went to the local community councils who confirmed the lack of environmental health programs, endorsed the program for themselves, and provided support and resources in the form of equipment and training time. Local Indigenous community councils committed to the idea. Officers then went back to government funding bodies with detailed information on the situations in community and with notes of support and backing from community councils.

An Indigenous Environmental Health Worker training program for Far North Queensland and the Torres Strait was subsequently funded and established.

#### Governance Checklist for Story 2:

Community	<input checked="" type="checkbox"/>	Council	<input checked="" type="checkbox"/>	Industry	<input type="checkbox"/>
The project has:					
Education	<input checked="" type="checkbox"/>	Professions	<input checked="" type="checkbox"/>	Community organisations	<input checked="" type="checkbox"/>

The writing team listed the positives and negatives associated with this project revealing a host of immediate to long-term benefits to Indigenous populations, yet an almost equal number of potentially negative issues. The Indigenous members of the writing team added their experience for the users of this Handbook. Further information is available on <http://enhealth.nphp.gov.au/council/pubs/ecpub.htm> under Environmental Health Justice.

Positives	Negatives
<ul style="list-style-type: none"> <li>Local issues are addressed and communities are doing it themselves.</li> <li>Indigenous issues become part of the mainstream agenda.</li> <li>Develops partnerships between community and state government.</li> <li>Provides good training ground and professional skill development.</li> <li>Indigenous and non-Indigenous people working towards a common goal.</li> <li>Communities can take on and address issues in their own ways with outside professional support.</li> </ul>	<ul style="list-style-type: none"> <li>Inadequate funding.</li> <li>Undetermined career structure.</li> <li>Award wage not established.</li> <li>Indigenous Environmental Health practitioners undervalued by community and government.</li> <li>Shortage of Indigenous Environmental Health professionals.</li> <li>Burn-out of Indigenous Environmental Health practitioners.</li> <li>No links with local infrastructure industries.</li> </ul>

As the governance checklist shows, this project links with most of the stakeholders. Despite this some of the negatives identified above will require long term engagement by Indigenous practitioners and their advocates in the industrial relations arena. Others will require building long term relationships and alliances with the environmental health profession, recognised training institutions, funding agencies and external service providers.

### How do we know good local governance when we meet it?

A set of principles for local good governance was developed by the Australian Local Government Association for their Integrated Local Area Planning (ILAP) program. The eight principles of ILAP offer a far-reaching agenda for community-based environmental health purposes, processes and outcomes.

1. Shared vision developed and monitored by the whole community
2. Sustainable change management towards healthy people in healthy places
3. Local rights and responsibilities accepted by all stakeholders in caring for place
4. Inter-governmental cooperation with whole-of-government approaches to place-based issues
5. Place-based alliances between government, industry, professions, non-government organisations and community groups
6. Local ownership of local issues and local solutions
7. Optimisation of local resources: environmental, social and economic
8. Place-based planning pathways for the short, medium and long term.

There are many ways to describe key contributions to effective local governance. The following five features highlight the complex, yet achievable, nature of good local governance.

1. **holistic:**
  - working with the community as a whole
  - pooling resources so as to optimise their effectiveness
  - harnessing all aspects of local governance for a common purpose
2. **cooperative:**

- working together with shared responsibilities
  - negotiating joint methods and outcomes
  - thinking and planning towards a common goal
3. **composite:**
    - including the full range of diverse elements
    - arranging all the elements so they fit together
    - accommodating the differences
  4. **coordinated:**
    - setting up mechanisms for continuing cooperation
    - providing the leadership to establish connections between people and processes
    - making the links which ensure efficient management of social, economic and natural resources
  5. **long-term:**
    - finding sustainable solutions to current issues
    - setting-up durable relationships and processes
    - making lasting progress towards a shared vision

Good local governance requires a set of specific skills underpinned by relevant attitudes and values. Community, industry, professional services, and government agencies must:

1. **maintain a holistic approach to the action plan.** That is, where are we on the local, national and global scale of environmental health? What is the current political climate on this issue - here and elsewhere?
2. **think laterally to link diverse elements** and understand how they currently function to create the circumstances, i.e. scientific evidence, government policy, industry and financial sector parameters, environmental variables, community awareness.
3. **take lessons from business executives** - who are 'target markets' for information about this issue? What is the current policy structure? Where are the weak links (eg. legally, politically) and the potential opportunities (eg business, government initiatives) for change to be initiated? Who are your allies and potential allies?
4. **look for current 'best practice' guidelines** (on the web) and adapt these to the local situation.
5. **distribute information** as print and online articles, press releases, environmental audit kits, guidelines and policy/contract templates, and directories of available resources, products or services
6. **accept that good governance takes plenty of time** and be aware that you will draw on your own and others' private resources of time, money and patience.
7. **adopt modern communication strategies:** commit to IT skills, a computer with net access, a printer, or other means by which to collate, research, publish and otherwise disseminate information.
8. **develop negotiation and mediation skills**, be good at facilitating different interest groups, especially groups outside your own age, district, cultural group, occupation, and interests.



### Section 1 Activity:

1. Tell your own story of people and place.
2. Assess local good governance through discussing local collaborative management of community-based Environmental Health issues.
3. From your own story, examine:
  - value positions
  - current actions
  - future plans
  - potential for change
  - stakeholders

### Progress indicators

1. Is there an established and working local pathway or structure for community contribution?
2. Are decisions around solutions led by the local community?
3. Have partnerships been developed between community, council, professions, industry and educational organisations?
4. Has there been positive acceptance of community ideas by other stakeholders? What is the evidence for this?
5. What kind of media coverage have you achieved (TV, newsletters, radio, press)?
6. Has there been interest from previously unrelated groups and associations?

### Handy Hint

To see at a glance which of these needs further work, you might find it useful to rate each item from 0-2 or 'Don't know' as follows:

2 = yes, fully

1 = yes, in part

0 = no

DK = don't know

**For other useful exercises and activities see Grid on Page 91 and Part 3: Resources for Action.**

## 2. Communities in Action: *having our voices heard*

**Authors:** Frank Wallner with Kathie Hill, Zane Hughes, Emma Lumb, Joan Mom, Angela Yeend



### *Communities acting for themselves*

**Key words:** teamwork, leadership, public relations, meetings, strategy, lobbying

This section contains advice for your community group on:

- how to access a range of resources to help build group strength
- how to work in partnership with one another and with individuals and organisations outside your own particular group.

### **What community resources are available?**

Community resources go beyond providing information or money. Resources are anything that is available to you and your community to enable you to make change to improve the environment and your health. Resources can include the skills and knowledge of people, money or in-kind support, the power of people acting politically and using the media.

Increasingly we understand that working in partnership is more likely to achieve success than attempting to work in isolation. A committed community working together and effectively using available resources is a powerful way to create change.

Taking action often does have both a personal and financial cost. Achieving change usually requires considerable commitment and sacrifice. Working as a community can reduce the strain on the individual. This is another reason why group action is more likely to succeed in producing positive outcomes.

Groups should not be discouraged by the perceived lack of resources available to them. By focussing on what resources you do have in your community, it can be surprising what can be achieved. When people come together joined by a common interest they bring with them their passion, ideas, work and personal experiences, education and their own special skills. Some may join a group because of a deep social commitment to see positive environmental change; others come outraged, furious that their health is being impacted upon by forces often seemingly beyond their control. In environmental health

it is exciting to discover the talents of the wide range of people who join together to take action. It is important that any group action must let people find and use their talents.

This may require agreeing on a set of rules for group cooperation, or choosing a group leader who can draw out the talents of group members and find ways that these can be harnessed. This may require partnership with a range of organisations. These partnerships are described in Sections 3. and 4. This section looks at environmental health action initiated by the community.

### **How do we build group strength?**

A powerful way for the community to take environmental health action is to form an action group of local people who care about an issue. You may be surprised at how many people may be interested in your issue. Often environmental health action can be seen too simply as a group of committed community members taking up a position for or against an issue. But there are many excellent examples where a diverse range of community members, who may also sit on the local council, work in government departments, act as industry representatives, and be local Mums and Dads, have worked together for positive long-term change.

Environmental health action may involve direct conflict with organisations that seem set to oppose your group's position. If you are not making any headway with an issue, try to find a sympathetic ear in some of these organisations. Government and industry are keen to be seen to be sympathetic to the community (who hasn't seen the term 'working together' in a government or industry document recently?) and one big benefit is that they can often provide financial resources. They can sometimes even provide expert advice that may help your case.

Alternatively, community involvement may be perceived as a threat to personal and/or an organisation's position of power, employment and financial management. Communities are simply placated with no real evidence of change or inclusion in decision-making.

### **How do we get a group going?**

Complex environmental health issues are rarely resolved quickly. Their effective management is not a 'quick fix' but depends on longer-term preventative action that takes account of sustainable development. If action is to continue over a long period, groups need to understand how to sustain themselves like a marriage, 'through good times and bad' and 'in sickness and in health'. The formation of a group and establishing links with other groups who are concerned about the same issue provides many important benefits such as:

- sharing workloads
- sharing of highs and lows
- developing friendships with people equally concerned about an issue
- maintaining a core even though individuals may come and go
- voicing opinions more powerfully (many votes as opposed to one!)

### **Story 3: Illawarra's Dioxin Action Campaign**

In 1996, a leukaemia cluster was brought to the attention of the Public Health Unit. An investigation revealed that although the cluster was highly unusual (10 times the expected cancer rate in 15-24 year olds) no environmental causes could be established. The investigation gained national publicity and created significant division in the community, many of whom considered the report a whitewash, designed to protect heavy industry. At the same time moves were afoot to reopen the already infamous copper smelter that was a notorious heavy polluter. The smelter was to be re-commissioned using the most modern technology with stricter pollution conditions.

Local residents banded together in a group called IRATE (Illawarra Residents Against Toxic Environments) to fight the reopening. The fight was to be taken to the Land and Environment Court. However, special legislation passed in NSW Parliament stopped recourse through the courts. The smelter would go ahead in Port Kembla irrespective of the community resistance to it.

Alarm bells rang in the community and the South Coast Labour Council (SCLC) called a public meeting. From this meeting an interim dioxin action group was convened with the purpose of creating further community awareness about the dioxin problem. Healthy Cities Illawarra (HCI) joined the campaign at this point but with some trepidation given the overt, political extremism of the SCLC. The interim committee made up of HCI, a Federal and State politician, members of environmental groups and local residents literally sat down on the floor of the offices of the SCLC to develop campaign aims and a strategy.

During any campaign, events occur concurrently at a National level and International level and our campaign was substantially assisted by some of these events. The WHO produced two reports on dioxins, which provided credibility to the seriousness of the issue.

'Having our voices heard' meant the work of the campaign over an 18 month period resulted in the following action:

- an increased awareness of local dioxin emissions within community and industry
- an ambient dioxin monitor being installed at Port Kembla
- a Health Risk Assessment of the sinter plant being conducted
- a collaborative research proposal being developed to measure levels of dioxin and PCB in local women (awaiting funding)
- local doctors and other health professionals being educated about Persistent Organic Pollutants
- a local Dioxin Action Group representative being invited onto Environment Australia's pollution inventory advisory group
- other local industries beginning to monitor dioxin emissions.

Getting a group going and keeping it going well has its challenges. Some strategies that can help are good planning, identification of common interests, being mindful of people's time limitations, recognising different skills/strengths, being social and having fun and celebrating success together.

First consider whether there is a local, state or national group (research via the internet or local library) with similar interests. Consideration may be given to joining an established community group as this can provide the benefits of:

- ready access to information sheets, newsletters etc. on the issue
- mutual support and understanding of the issue
- awareness of the existence of other local community members
- avoiding repetition of pitfalls (i.e. who and how to lobby for change)
- being immediately 'recognised' by industry and government organisations.

**Handy Hint: How to make your meetings work**

**(see also Part 3: Resources page 91)**

- Begin and end meetings on time
- Only one person to speak at any one time
- Actively listen to other members and encourage the quiet ones to participate
- Be prepared to concede an argument for the benefit of group harmony and to save time
- Give every member equal status
- Respect each others' skills and don't value one person's input more than another's
- Be prepared to put your hand up to take on jobs -don't expect someone else to do it.

### **What about group leadership?**

Don't be afraid to appoint a leader, or find a facilitator to help your group plan and work together better, but ask yourselves these questions:

- Do they have the right skills for your particular group?
- Are they acceptable to everyone in the group?
- Is their approach community-based?
- Can they transfer their skills to the rest of the group?
- Are they able to communicate with the media and other organisations?

Some group members may wish to remain 'silent' and may not wish to be strongly associated with that group in the media. Yet the silent members often give wonderful support to other members. They may also take their views to the wider community on a one-to-one basis. A powerful tool.

Other members may be outspoken and dominate a group. They may be the ones facing the media, writing submissions and meeting with industry, politicians and government agencies.

Other key roles are:

- the minute taker, who records meetings and keeps records of events in order;
- the treasurer, who handles the demanding role of accounting for funding ;
- a newsletter editor, who bridges the gap and unites the group in common knowledge.

### How do we plan our action?

When people get together to take environmental health action, planning what to do may not at first seem that important. For example, "We are all here because we don't want a new ocean sewerage outfall". However, it doesn't take long for the details of what should happen to make you realise that there is always a diversity of opinions on both the issue and also the action that should be taken.

An effective planning process allows the group to clearly identify their position on an issue and then undertake a series of actions to achieve the desired outcome. This coordination can greatly enhance the impact of the action and result in far greater effectiveness.

There are many types of planning processes and strategies. Not only governments, but also people outside of government can use the planning frameworks presented in Section 5. Critical to a group planning process is to find someone who can lead the group through the thinking process and someone who can then put the ideas down on paper for the next meeting. The table below highlights the diversity of types of actions that may come out of a planning process.

**Table 2.1 Actions and related skills**

<b>Some Types of Action</b>	<b>Related Skills*</b>
Raising awareness of the problem	Media publicity, public forums, petitions, health surveys, leaflet letter box drops, teaching targeted groups
Raising Funds	Grant writing (requires Group Incorporation), marketing, sponsorship, membership fees
Lobbying	Writing skills, public relations, negotiation
Protesting	Non-violent action, Bearing witness
Legal action	Statutory Declarations, legal advice from established advisory services

\*see PART 3 and Working Definitions

The last of these, legal action is costly and it may be that cases are settled out of court with the undertaking that documents be shredded and no further contact made with other parties concerned. Check out your territory/state's Environmental Defender's Office. The national website is [www.edo.org.au](http://www.edo.org.au) and it links to all the state web sites.

**Handy Hint: Working with others**

- Identify who you think may be able to help you achieve your aim, whether on your side or not.
- Consider whether there may be a strategic advantage in inviting them to your next meeting, or in you going to theirs.
- Even if you decide your group can't work in partnership with them, at least you can get to know them and can often get much useful information despite certain barriers to the free flow of information (such as commercial-in-confidence) so that your group may only be provided with 'non-sensitive' information.
- Never give up on the chance that someone may listen and provide you with the opportunity to change their mind.
- Where international (i.e. WHO) standards have been established, it is often easier to achieve change.
- It is worth noting in Story 3 that a volunteer community group was the catalyst for environmental health action.

**What else should we think about?**

**1. The personal cost of taking action**

Being involved in environmental health action can have its rewards but it also can have a high personal cost. Starting a group is not an easy undertaking and there may be considerable initial hidden costs such as:

- volunteer time and a commitment to meetings
- phone calls and faxes to identify prospective members and partners
- photocopying newsletters or information pamphlets
- transport
- computer facilities for writing letters and access to email and internet
- disruption of family/school/workplace harmony
- adverse impact on present and future personal employment opportunities
- isolation from a community (see Story 4).

### **Story 4: The Importance of a Supportive Network**

A telecommunications company owned land between two primary schools (50 metres separated the two schools) on the South Coast of NSW. With the advent of mobile phones the company capitalised on their location by placing a mobile phone tower between the schools. Elizabeth, a mother of children at one of the schools, led a community action campaign against the project with the aim of having the towers relocated out of the residential area.

At first the campaign enjoyed strong support from parents and the school principals. The company voluntarily entered into discussions with the group, but then negotiations slowed. Parent support drifted away as it looked as though it was going to be a long, drawn out battle. The group leader was left with a small core of workers on the campaign. Then came a considerable shift in the schools' attitude. They would no longer print the group's newsletter and discussion of the issue was banned at one of the P&C meetings. There was some evidence that the company had provided a generous offer of scholarship support to the local education authority.

Elizabeth became increasingly isolated and was labelled as disruptive and a troublemaker. Her children experienced some difficulties at school and had to be relocated. Elizabeth herself experienced some health problems and the time spent attending meetings, preparing flyers and responding to correspondence impacted on her family life. Eventually she had to stop the fight.

The mobile phone towers are still located in the same place.

### **2. Decision makers**

Groups can get frustrated by their concerns seeming to not reach the people who ultimately make decisions. Letters often get only as far as the local bureaucrat who gives the standard reply. So getting to the decision makers requires you to be resourceful. Make a personal appointment, reach them at a social function, find someone you know that they know, feed information to the local press. Working the system effectively means not shutting the door to the people who make decisions. Antagonising them is rarely a help to your cause!

An important source of power is the people who have specialist expertise about a topic. These may be scientists, academics, doctors or other professional people. Governments and big business have the resources to buy a great deal of expert power. Big business will often pay for an independent expert to provide a report in favour of their development proposal. Local communities can also access experts. You may be surprised at those who emerge to join your campaign for the public good. A place to find experts might be through your local university and by networking with like minded groups.

### **Handy Hint: Supportive experts**

An expert's time is extremely valuable. Be really clear about what you would like them to help you with. Don't ask for a complete ten year scientific experiment into the effect of a pollutant on your community's health at the first meeting.



### 3. Financial resources

Money or in-kind contributions are crucial to any long-term environmental health action but their absence should not be a barrier to taking action in the first place. Within your group you may be surprised at the resources which enable you to get underway. Someone may have free access to a photocopier, another may have secretarial assistance, a local business could have a meeting room. Your local Member or Council, if supportive of your issue, may be particularly helpful in information distribution, etc etc.

Having obtained commitments for smaller contributions your group may still have a big ticket item which needs financial resources. Some available options are grants, sponsorship and fundraising. Incorporation of a group is a prerequisite for many funding applications, so your group will need to consider the implications of this and check the procedures in your state/territory. (In NSW contact the Department of Fair Trading for information and applications [www.fairtrading.nsw.gov.au/associations.html](http://www.fairtrading.nsw.gov.au/associations.html)). Group success is not guaranteed so it is important to really assess whether or not these funds are worth the time writing proposals.

#### Handy Hint: Finding grants

- Watch local papers for advertisements about grants
- Ring relevant government departments and ask about any community grants
- Ask your local elected representative, local library, university if they have any booklets listing grants
- Consult the *National Handbook of Philanthropic Foundations* through your local library
- Invite your local government officer to your meetings so they understand why you need a grant - they can also help you put the application together.

Advice on writing funding applications can be found on the following web sites:  
[www.communitybuilders.nsw.gov.au](http://www.communitybuilders.nsw.gov.au) and [www.ourcommunity.com.au](http://www.ourcommunity.com.au)

### 4. Political resources

Politics is about finding a way to get what you want. Politics surrounds our existence. Environmental Health, with its multiple stakeholders, provides a complex political minefield. It also has a strong political influence. Any new development that promises job creation and economic stimulation to a local region is highly attractive to a politician, although community views on issues surrounding local development are frequently divided over jobs versus environmental conservation.

So why is politics a resource? In our democracy we have the opportunity to use the power of the political process to change decision makers. A good first step is to use your group to brainstorm the political environment surrounding your issue. Think about the powerful political levers eg. job creation, health of children etc. Then write down a list of advantages and disadvantages for your local politicians. Is there any sort of compromise position that may make it attractive for them?

The Public Interest Advocacy Centre and the Environmental Defenders Office in most states and territories have a range of really useful materials on environmental law and on working politically. At a local level, learning about meeting procedures such as tabling documents, putting motions, votes of no confidence, and having a vote can be useful tools in ensuring that there are official written records of your concerns. The meeting minutes also provide a summary of the commitments which various parties made and can be used to force action along. Details of meeting procedures can be found in Part 3: Resources for Action.

### 5. Media Resources

The media can be a powerful resource for environmental health action. If you are able to get your issue into the local newspaper or on TV this is the most efficient method of reaching a large number of people. Many environmental health action groups consider alternative methods of getting their message out such as letterbox drops, shopping centre displays or public meetings. These all have their role to play but they are relatively time consuming, inefficient and more suited to a neighbourhood action. A good media release, which is picked up by the local TV, press or radio, will reach a far larger audience. Have a contact person with something ready for the media. It might simply be the time, date and location of the next meeting and a cheery welcome for them to join you.

#### Handy Hint: Using the media as a resource

- Get to know the local journalists and address press releases to the sympathetic ones.
- Give them something juicy or controversial (don't slander anyone though).
- Make an event for them to cover if things have gone quiet.
- Respond to their time frames - they have strict deadlines.
- Offer photo opportunities and interviews.
- Be prepared to give media interviews at events - that's why you invited them.
- Don't waste journalists' time as they are overworked and are constantly responding to press releases.

### **Story 5: The Importance Of Planning**

A Papaya Fruit Fly incursion occurred in North Queensland that threatened the viability of the national agricultural industry. To exterminate the pest, organophosphate impregnated canite blocks were nailed to trees in backyards, public playgrounds, parks and beaches in densities of 600 blocks/km<sup>2</sup>. Trees in public and private locations were also sprayed with poisons.

Letters to the Editor in local papers, television and radio coverage described individual community concerns. For instance, a toddler was found chewing on a poison block that had fallen from a tree in her backyard. The mother reported that the toddler had suffered serious health complaints, and questioned the safety of the blocks. Two mothers in one suburb researched the ingredients and then undertook a letterbox drop advising the community of the toxic chemical in the blocks. They said the community had a right to know.

Media coverage showed a community who questioned the risk to public health and safety and government agencies that appeared only interested in allaying public health concerns. There was a multi million dollar industry at stake.

The very large number of individuals who had researched the issue and taken their own separate media actions resulted in the creation of a regional environmental action group. This group played an important role in the following:

- developing a petition,
- presenting individual ill health documents to government,
- ensuring a work place audit be conducted by the National Registration Authority for Agricultural and Veterinary Chemicals,
- improving work place practices,
- withdrawal of one chemical formulation from use,
- inclusion of a community representation on the government task force,
- increased public awareness of the toxicity of chemical mixtures.

## **6. Natural resources**

Your area is sure to have some natural resources that can be used to assist your environmental health action such as:

- a special outdoor meeting place to launch your campaign
- an example of a beautiful, natural place which could be adversely affected
- a place to conduct a special, community event.

## **7. Bringing resources together**

Bringing all these resources together in a coordinated effective way requires considerable skill. It is also time consuming and not without the odd friendly argument or two. Each group will evolve in its own way and all the resources described in this section will have different levels of importance at different times during your action. Don't forget to have some social events and a joke (Environmental health issues can be intense and serious so enjoy some lighter moments.).

## Section 2 Activity: Leadership

Fill in the survey questions from the exercise on types of leadership below

### Leaders and others

If leadership can be separated from authority, need we think of leaders and others? Or leaders and followers?

Each individual has the capacity to exercise leadership - in any group, and from any position. A useful contribution all can make is to identify and break patterns of 'work avoidance'. What are these patterns in some of the groups in which we operate? Who leads them? Who resolves them?

### Leadership style questionnaire

Directions: Respond to each item according to the way you would likely act if you were a leader of a work group.

#### Items:

#### I would:

1	Criticise poor work	Yes	Don't know	No
2	Most likely act as a spokesperson of a group	Yes	Don't know	No
3	Encourage people to work overtime	Yes	Don't know	No
4	Do personal favours for group members	Yes	Don't know	No
5	Put most suggestions made by group members into operation	Yes	Don't know	No
6	Treat all group members as equal to self	Yes	Don't know	No
7	Work to a plan	Yes	Don't know	No
8	Make sure all group members are working as hard as they can	Yes	Don't know	No
9	Make sure all group members follow the rules	Yes	Don't know	No
10	Take time to listen to group members even if they want to talk about things other than work	Yes	Don't know	No
11	Explain all actions	Yes	Don't know	No
12	Consult with all the group members before making a decision	Yes	Don't know	No
13	Decide what should be done and how it should be done	Yes	Don't know	No
14	Stress being better at the work than other groups	Yes	Don't know	No
15	Make sure everyone knows what is expected of them	Yes	Don't know	No
16	Be friendly and approachable	Yes	Don't know	No
17	Allow group members to do their work the way they think best	Yes	Don't know	No
18	Do everything to make group members feel at ease when talking with you	Yes	Don't know	No

**Sorting**

Work out your own score on the three styles of leadership (Task, People, and Laissez-Faire) by:

1. Placing a tick in the T-Style and P-Style columns below if you answered 'Yes' to the items shown. Then add the number of ticks to get a T-Style score and a P-Style score.
2. For an L-Style score, simply add all the 'Don't know' answers.

T-Style	P-Style	L-Style
1 _____	4 _____	_____
2 _____	5 _____	_____
3 _____	6 _____	_____
7 _____	10 _____	_____
8 _____	11 _____	_____
9 _____	12 _____	_____
13 _____	16 _____	_____
14 _____	17 _____	_____
15 _____	18 _____	_____
TOTAL	TOTAL	TOTAL

*Participants should not be asked to reveal their scores, unless they wish to discuss them.*

This checklist of leadership style puts everyone, somewhat artificially into one of three styles:

1. **Task-centred:** Wishes to get the job done, and achieve the intended outcome; more interested in the product of the activity than in the process of achieving the product.
2. **People-centred:** As interested in the process by which the task is achieved as in the outcome itself; spends time and energy on the people involved in achieving the goal.
3. **Whatever you like:** Allows the existing system to follow its course, without particular emphasis on either task or people.

Given that all these styles will be useful in some leadership conditions, the checklist is a way of identifying a preference or a prejudice towards a certain style.

What style of leadership did you find you had?

Does this fit with your own experience?

Look at the other types and see if you can learn something from them.

### **Progress Indicators:**

1. Have you clearly identified the problem in a brief summary?
2. Have you called a meeting of interested people?
3. Have you identified the skills, experiences and expertise of group members?
4. Is there a financial plan in place for the environmental health action?
5. Have you met with local Councillors, State and Federal MPs, local business?
6. Where is your support? Where is your opposition?
7. Have you considered any sort of possible compromise (win-win) outcome?
8. What kind of media coverage have you achieved (TV, newsletters, radio, press)?

**For other useful exercises and activities see Grid on Page 91 and Part 3: Resources for Action.**

### 3. Community as partners: *earning community trust and respect*

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*All stakeholders working with the community*

**Key words:** community, partnership, organisation, sustainability, advocacy, trust

The resources and information presented here provide advice for government and other agencies to work cooperatively with local communities. This section explores the role of governments in strengthening and supporting active community groups. It also provides advice on how governments can form partnerships with community.

#### **How do we define community?**

Communities are all too often dealt with as stereotypes. They may be defined as a group where everyone is equal, or an unthinking mob, or irrational and impulsive, or wise leaders or upholders of traditional values. The reality, as any of us working in the community soon come to realise, is all and none of these. The place-based communities that determine the local priorities for environmental health are a mix of people who have local knowledge and who have been together long enough to have shared rules and experiences.

Communities may form over the long-term for an externally-established purpose, or in the short-term to respond to an event or issue.

Externally-established communities can be:

- place-based communities eg. neighbourhood, local, regional
- cultural communities eg. age groupings or ethnic background
- economic communities eg. chambers of commerce, share holders
- spiritual communities eg. religious denominations
- special interest communities eg. environmental groups, sports clubs, unions.

Most of us belong to more than one such community, and a 'single' community is really an interfacing patchwork of different sub-communities. Long established communities tend to be interwoven with stronger links than their newer communities.

Issue-based communities are brought together by:

- a shared experience such as a bush-fire, children exposed to toxic chemicals, a flood
- a shared concern over social and/or environmental issues such as noise, air and water pollution eg. Murray-Darling Basin Group, or over a proposed development eg. Friends of Prince Henry Hospital.

Individual members of issue-based communities come together for the sole purpose of action for a common cause, but this may 'trigger' a new externally-established community.

Environmental health action communities could be either of the above. Community environmental health issues are place-specific, but they all share a common aim of changing environmental conditions towards better health.

### How do communities relate to formal organisations?

The operative characteristics of communities and organisations differ on most accounts (Table 3.1).

**Table 3.1 : Communities and organisations - a comparison**

<b>Communities</b>	<b>Organisations</b>
<ul style="list-style-type: none"><li>• are made up of more than one individual</li><li>• are composed of members who share something in common</li><li>• are dynamic in relation to membership, time, goals, location</li><li>• create a sense of personal or group identity and belonging</li><li>• fulfil a social need</li><li>• are generally mutually supportive</li><li>• can be exclusive and socially isolating</li><li>• take time to build</li></ul>	<ul style="list-style-type: none"><li>• have a significant number of members</li><li>• have membership which may be internally hostile eg. competing departments</li><li>• are fixed in relation to membership, goals, location</li><li>• create a sense of corporate identity</li><li>• fulfil an economic need</li><li>• may or may not be mutually supportive</li><li>• can be exclusive and professionally isolating</li><li>• take time to build</li></ul>

Types of relationships that formal organisations may have with communities on environmental health issues include:



- Community as a small group that brings support to existing organisations or services - such as 'Friends of .....'- can become a key part of overall governance of the issues.

The La Perouse Interagency Meeting, "Saving Kids Lives", is one such community partnership in NSW whose goal is to bring together a fractured community and to reduce local crime. Initiated by the local high school principal, its membership is drawn from the Department of Community Services, local government, the local police, Department of Housing, Aboriginal Land Council, the church, the NSW Premier's Department and local residents.

- Community as a forum for resolving competing local issues - such as Community Advisory Committees - usually short-term and may be a source of frustration to all parties - neither community nor government hear each other.

'Advisory' has become a negative word to many community members who have served long hours on a committee to find their well-informed advice ignored. Such committees need a lot of support and negotiation if they are to go beyond token affairs, with recognition of power relations high on the agenda. A successful alliance between government and community necessitates 'cooperation' in place of 'consultation'. The community has strategic knowledge and people power of its own.

- Community as an equal partner - in which the community and the partnering group have need for each other's skills - may become long-term alliances.

A good example of this is the Healthy Cities framework based on strong and mutually supportive partnerships. Local communities grappling with environmental health issues may be variously described as polluted, disempowered, and disadvantaged that is, no one listens. Addressing a community's environmental health issues requires active community cooperation and access to their local knowledge. Strategies to address these issues include community development, community empowerment and social mobilisation.

### **Story 6: Laramba's Environmental Health Action Plan**

In August of 1997, Population Health Officers from Alice Springs approached the Laramba Aboriginal Community by letter requesting permission to attend the next council meeting to introduce themselves personally and to discuss ways in which they could:

- increase the amount of Population Health and Remote Health activities in the community, including prevention and education programs.
- develop a coordinated and culturally sensitive approach in dealing with community identified issues.
- work with Population Health staff, Indigenous health workers, community workers and other key members in the community to develop a community Public Health Action Plan that will assist Territory Health Services improve delivery of health services to the community.
- coordinate specialist services from the Population Health Unit in Alice Springs in partnership with Remote Health to service the community.

Laramba Council agreed to hold a community meeting with the Population Health Officers. At this meeting the community expressed a desire to work with the Population Health Unit specifically in the area of environmental health. The Community Council later wrote to the Unit requesting employment of an Environmental Health Worker, and outlined what the community and Council could contribute to environmental health projects in the community.

A further series of community meetings were held to discuss and identify community concerns and priorities in Environmental Health, leading towards the development of an Environmental Health Action Plan. Activities included a house to house survey to locate the Minimum Standards Survey by environmental health officers, and an investigation of the perceptions of the occupants as to Environmental Health priorities.

The approach taken by the Population Health Officers incorporated elements of a community development approach. Even though it was the health agency that initially approached the community, they made a conscious effort to ensure the community remained in control. The relationship between Aboriginal Community and government agency fitted with the community's own goals for higher levels of self - sufficiency and self -determination, one that would lead ultimately to community self-management.

*Laramba Environmental Health Action Plan 1998-99. Laramba Community Inc. and the Territory Health Services Population Health Unit, Alice Springs*

### **What are the barriers to effective community partnership?**

Potential community participants can be oppressed, marginalised, ignored or defeated through lack of access to education, income or housing. Barriers to effective community partnerships commonly involve conflicting aims and past conflicts that remain unresolved. The major barriers to community partnership are:

- lack of transparency - creating 'us and them'
- a reluctance to share information

- a lack of clarity in, or perceived overlap, of roles
- lack of resources allocated to the task
- cross-cultural issues between groups
- poor or no effort given to conflict resolution
- unrealistic timeframes for project outcomes
- mistrust by both partners
- unequal access to specialised advice eg legal advocacy
- past experiences of community partnership as an excuse for inaction.

These barriers can be overcome through the use of supportive tools (see Part 3) for working with community such as:

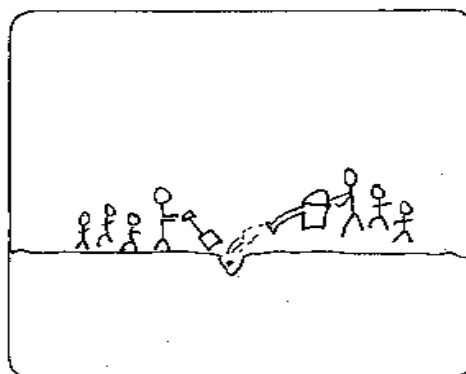
- advocacy
- communication
- cross-cultural respect and understanding
- facilitation skills
- knowledge of stakeholders
- listening
- two way community education: side by side partnership
- negotiation.

### How do we put the principles of partnership into practice?

In order to achieve successful and effective community partnerships in environmental health we would suggest you sit down together and work out a timetable for putting the following principles into practice:

#### **PLANT THE SEED: Establishing a positive partnership with shared goals**

- Engage community from the start: Decision-makers in government need to acknowledge stakeholders within the community and invite them at an early stage to become a part of the decision-making process. "Consultation" at the last minute is frustrating and discouraging to community members, particularly when insufficient time is allowed for them to prepare a meaningful and informed response.
- Establish shared goals: shared communication is essential. (See Visioning, page 135).
- Enable community-initiated action: A shift is needed from the current reactionary role assigned to the community to one in which community partners become involved in agenda-setting as initiators of change.

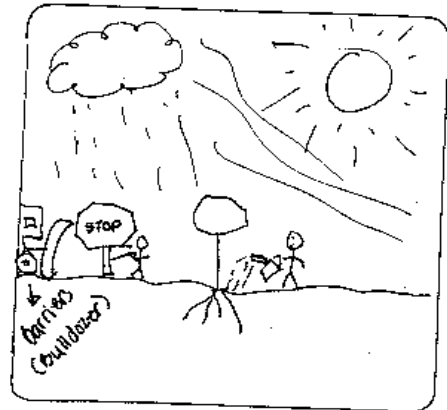


- Ensure equity in decision-making: All evidence should be heard, not just from those considered experts. Equitable decision-making must take into account the Precautionary Principle (The absence of scientific certainty should not be used as a reason for failing to avoid risk, or acting to prevent potentially serious harm).

### **GROW: Strengthening the partnership**

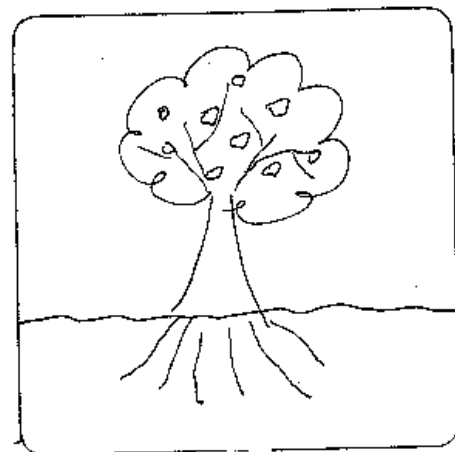
Sun, rain, nutrients from the soil, and people who work to protect and nurture the tree represent the diverse range of stakeholders who must work cooperatively for the partnership to flourish. All stakeholders have a role in strengthening the partnership and enabling it to grow and mature. The key fertiliser is trust. Work out how you will build trust through:

- recognition and respect
- listening to the community
- sharing information
- working as a team with government and professions
- being clear about roles
- recognising stakeholder interdependence.



### **ENJOY THE FRUIT: Effective partnerships**

- Ensure equal access to information and resources and adequate time for community consultation: All parties must be available for consultation and be pro-active in 'getting out there' and engaging other community stakeholders.
- Enable community education: Bringing together different strengths in sharing learning opportunities, briefings, and research projects.
- Set up equity in the decision-making process: This is about 'having a place at the table'. Power has many forms and contexts. In order to share the power you must understand it. This means equity in resource allocation, service provision, consultation and participation via representation on committees.

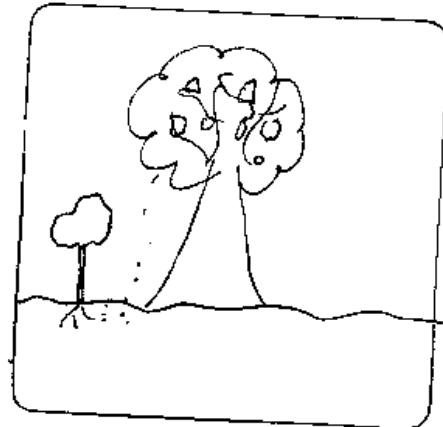


## REGENERATION: Sustainable partnerships

Groups that set up to address environmental health issues hope to achieve their goals and then disband. But not all environmental health issues go away. It may be important to:

- set up partnerships between mainstream services and the community to be sustainable into the longer term.
- review collective goals of community partners on a regular basis.

And see CONSULT in Part 3: Resources for Action, page 104.



### Story 7: The Port Kembla Pollution Meeting

In 1986 a small group of residents initiated the formation of the Port Kembla Pollution Meeting. The community was desperate to reduce the amount of pollution it received from nearby heavy industries. The community meeting brought together representatives of authorities, industries and residents to investigate ways of reducing pollution.

Stakeholders worked well together on the project until a proposal to re-open a copper smelter became known. The meeting process began to deteriorate because of community frustration and distrust of the agendas of some key members of the group. Residents had a strong feeling that the public meeting had been taken over by a commercial interest group, and sought council's help to revitalise the process and to achieve a more equitable approach.

The Wollongong City Council convened a meeting to discuss the problems. There were moves from various quarters, including one authority and one industry, to close the meeting. This was strongly rejected by the majority of stakeholders. Community participants maintained the right to choose the chair and to ensure the accuracy of minutes taken at meetings. Community members welcomed the administrative support of the Council and the continued participation of representatives from all industries.

Today BHP, Port Kembla Copper and the Environment Protection Authority present written reports about pollution incidents, monitoring and actions to be taken. There is an open forum for community members to ask questions and report incidents.

The meeting is again concentrating on pollution reduction. All participants would admit that progress has been slow and varied, but they believe the forum is essential to maintain open communication with all participants in an effort to ensure a healthier environment in the future.

Democracy is fragile and needs community vigilance and participation. Relationships of trust and respect are an essential part of any community-government-industry working group.

For effective community partnership, government and other agencies should note that local communities:

- need to be able to set their own agendas/raise the issues that are important to them;
- should have easy access to any appropriate, accurate, relevant information that is available;
- need greater inclusion in decision-making processes at all levels;
- need greater involvement and support in all elements of planning, implementing and reviewing change projects;
- are places where networking between groups (industry/business/professions/unions/trades/ages/cultures) can take place.

### **Progress indicators**

1. Have you met with community stakeholders? How well attended was the meeting?
2. Are you able to call 5 people and know you have reached 50?
3. Does the community accept responsibility for its part in the action?
4. Are members of the public able to readily access your agendas / minutes / plans / newsletters?
5. Is your office door open to community visits?
6. Is there recognition of government and community partners in all decision-making meetings, documents, agreements?

**For other useful exercises and activities see Grid on Page 91 and Part 3: Resources for Action.**

### Section 3 Activity

You can work with a community in many ways. You can work:

ON a community



IN a community

FOR a community

ON BEHALF OF a community

WITH a Community

WITHIN  
a community

How far down the slope you go in finding your own position will determine the relationship you will have with the community.

Ask yourself:

As a government/industry stakeholders how do my activities impact on:

the local community?

other communities?

How do my activities rely on:

the local community?

other communities?

Are my activities:

for the good of the community?

on behalf of the community?

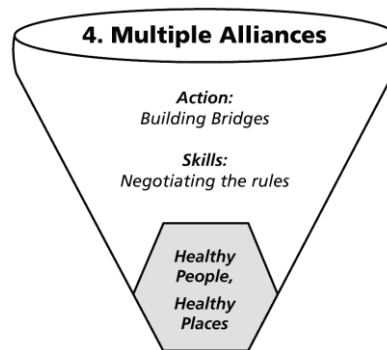
in partnership with community?

within the community?

as the community?

### 4. Multiple alliances: *building bridges*

**Authors:** Dorothy Bowes, Greg Freeman, Theresa Gordon, Malcolm Hare, Tanya Miller, Geoff Moffit



*Whole of place cooperation*

**Key words:** relationships, collaboration, alliances, networks, organisations, negotiation

This section provides advice on forming alliances within and between government and non-government organisations, community services, and industry and community groups. Working together with a whole host of other organisations is essential to achieving the successful alliances needed for good governance (see Section 1, page 27).

Before you or your group tackles this section you may wish to complete the self-analysis questions located at the end of the section. By doing this you may see where your real needs lie!

#### **How do we build partnerships?**

In order to build partnerships we need to build positive working relationships with and between organisations. Building positive working relationships between all organisations and groups in the one locality is not easy. Most groups (including yours) are naturally territorial and there may be a negative history to overcome. Conflicts of interest are real. Cleaning up a polluted river for health reasons may kill more of its plant and animal inhabitants than leaving it alone. Those same plans and actions needed to support human health are also needed to restore the river to a sustainable state. (See also Section 6: Story 16, page 86)

Instead of confronting opposing interests it is better to build partnerships. To build successful partnerships we need to firstly understand people and their organisations and then find ways to engage their interest.

In any one community, issues will cross over between local organisations. This often means inheriting existing blocks and delays. Working together provides the double advantage of going beyond old agendas and reducing the workload of any individual organisation. It can mean winning the numbers to make sure that environmental health gets on everyone's agenda.



### Story 8: South Australian Partnership for Local Agenda 21

Local Agenda 21 (LA21) has been mobilised in SA through a partnership approach between State and Local Government. Between 1995-97, phase one of the Partnership for LA21 saw the application of LA21 principles being piloted with 5 councils with support provided by the Department for Environment and Heritage and the Local Government Association (LGA).

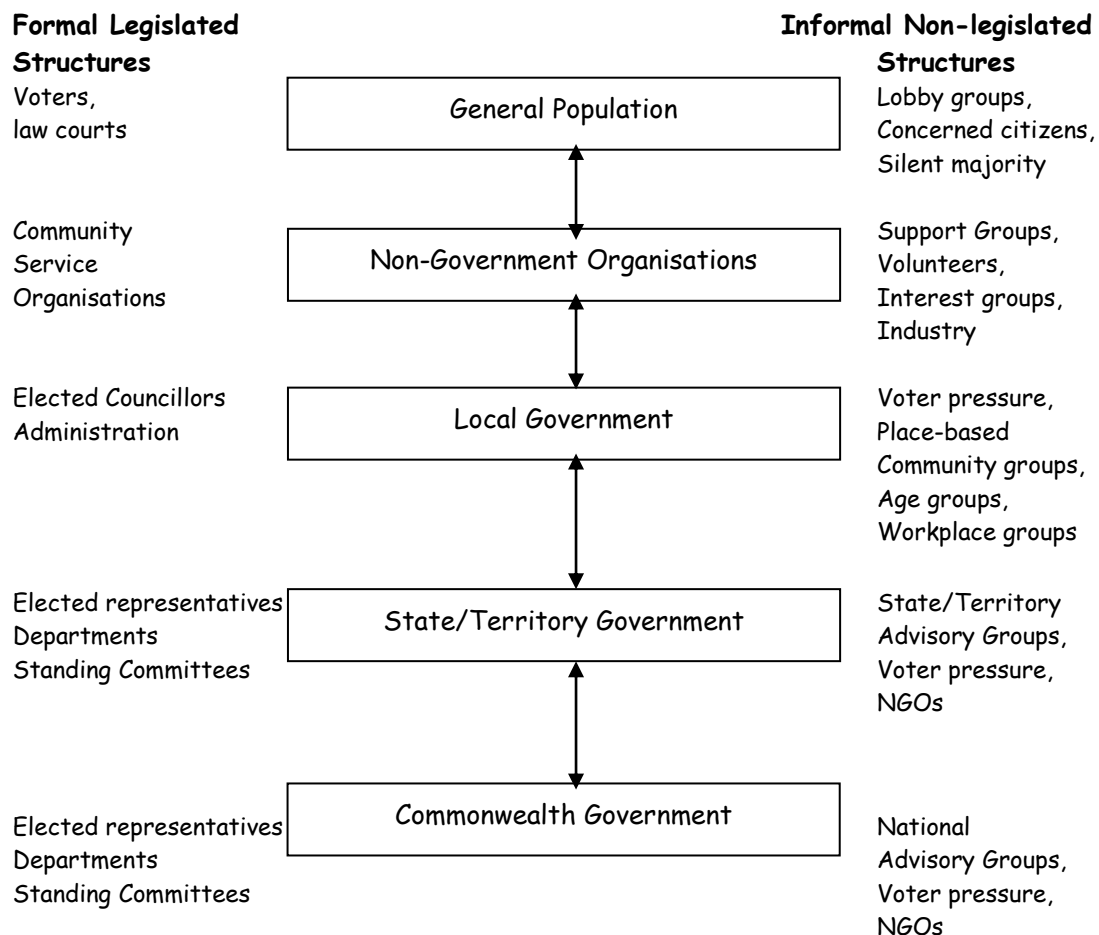
During this period each of the councils progressed significantly with its LA21 program. LA21 has consequently emerged as a planning and project management framework that has assisted SA councils to meet increasing community expectations and legislative requirements regarding environmental and sustainability issues. There are now 36 SA councils committed to undertaking an LA21 process with their community.

Since 1998 the Partnership has aimed to build upon the success of phase one by:

- integrating the outcomes of LA21 processes and programs with State planning and policy processes
- increasing the awareness within State Government agencies of LA21
- providing ongoing assistance to Councils in developing, implementing and reviewing their LA21 plans.

In recognition of the need to respond to changes in practice and expectations the Partnership program and trends in the application of LA21 are currently being reviewed and future directions discussed. One key objective of LA21 in the future is to develop the same long-term alliances with local government to community groups and individuals.

Positives	Negatives
<ul style="list-style-type: none"> <li>• valuable networking</li> <li>• support</li> <li>• political voice</li> <li>• seminar and workshop development</li> <li>• strength in numbers</li> <li>• improve policy and program coordination between levels of government</li> <li>• increased understanding of methods of operation between levels of government</li> </ul>	<ul style="list-style-type: none"> <li>• country councils have felt isolated from the partnership</li> <li>• limited engagement of broader community</li> </ul>



**Figure 4.1 Relationships between the government and non-government sectors**

### How do we move towards collaborative action?

- Do the best you can**  
 Put in place best practice management in environmental health. This means finding out current best practice on local environment and health issues. The information is of use to everyone in the community, not just you. Remember, other people are doing their best too.
- Watch where you're going**  
 Undertake regular reviews of where you and others are going. This will require your working partners and you to agree on the purpose, processes and products of an action (see Section 5). This may cause arguments, but it also helps you understand one another. It builds a firm base for long-term alliances.
- Be ready to change**  
 Respond to the needs of other stakeholders and government agencies as well as your own, as you each implement your specific responsibilities. Local environmental health issues and priorities are never static, but change over time, as do the stakeholders and potential partners in the process.

- **Play fair**  
Encourage equity, access, participation and human rights in all programs, working towards a goal of equity and justice, focusing on an improved quality of life for those most at risk from the issue of concern; this needs action, not just words.
- **Share and share alike**  
Be ready to share your power and your resources - not easy in our competitive society. Optimise outcomes by utilising all resources in the community, not just money. This will require you to develop a good working knowledge of the community and, in particular, the skills and resources available.

### What skills are needed to form alliances?

Collaboration between government or non-government organisations and groups in the same community requires the range of collective skills, including:

- **Advocacy:**  
Advocacy (presenting the case for your environmental health cause) is a useful basis for forming alliances. It is important that all the groups accept each other's different ideas, languages and cultures. When working with people who have different ideas to yourself, give them a go, lend them your ear and they may become your best ally. (See Section 3: Community as Partners)
- **Funding:**  
An understanding of funding processes within and between organisations is necessary in environmental health action. Try ringing and visiting various government agencies. Once you have read a funding application, ring at least one of the relevant contact people. This puts a voice to the application when it comes in. Don't be afraid to use all your contacts when putting applications together. (see Section 2 for further advice on how to access funding sources);
- **Group leadership:**  
The ability to conduct group facilitation and brainstorming sessions can be both a natural and learnt skill. You or somebody in your organisation will need to attend some training or at least read up on these skills. If you have the funds, it can be worth while bringing in a professional facilitator to train the whole team.
- **Group processes:**  
An understanding of group dynamics, including your own role in any particular group situation, is a key to forming alliances. Every organisation, group and committee has its own dynamics (ie. somebody who talks a lot, somebody who is very quiet, people who form alliances or who don't get along, funny people, serious people). For the group to be productive members must have a common goal despite any differences.
- **Law:**  
Someone with a good working knowledge of legislation is a great asset as many environmental health issues cross pieces of legislation and therefore different government departments and regulatory authorities. A good example of this is agricultural chemical legislation that crosses local government, state

government, federal government and regulatory authorities, as well as health, environment, workplace health and safety, agriculture and forestry interests.

- **Mentoring:**

The ability to identify and utilise supportive individuals within organisations can be a great advantage. A mentor is somebody who has skills or qualities you wish to develop. You can choose to tell them that you would like to learn from them and formally ask them to be your mentor, or simply continue to ask their advice.

- **Negotiating:**

Interpersonal skills such as negotiation, communication, listening, understanding, empathy, and conflict resolution are skills that we must develop to 'sell' our idea or message to any organisation or group. There are sure to be conflicts of interest. If there aren't, you are not really forming alliances, only going through the motions. Identify your own conflict management style and see how it fits with those of your colleagues in other organisations and your own. (see Section 3)

- **Networking:**

Networking with other organisations is all about communicating and can take the form of sharing food and/or drink, attending meetings, emailing, phoning, sending memos, writing letters etc. Again it is important that you spend time getting to know people, what they're working on and why. Networking with other groups can increase your numbers and ensure that the issues you are raising are heard.

### Story 9: Networking Back Up Through The Cracks

This story is like many others that I have come across in the numerous years I have worked in and on Indigenous health issues in Queensland. I believe that the stories that we share become very powerful for ourselves and for our communities. 'Falling through the cracks' is one of the most common dilemmas for Indigenous health and related issues. This story is how networking helps to lift your issue into the mainstream agenda.

The story unfolds with the norm of approaching an authority on related Indigenous issues of housing, racism, no representation by Indigenous peoples on government decision making bodies, etc.... The many times I approached one local council I was always passed around from office to office like a hot potato, everybody agreeing with a nod but no-one helping me to actually get somewhere, always a brick wall.

I decided to network with the mainstream health services that were already aware of our plight. I called community meetings, inter-agency meetings, asked for support letters. I asked for other agencies to advocate for us, educated the local university on our plight, asked for professional legal help, and then sat and listened to the many people who spoke on this issue. As a result we are slowly being pulled back up through the cracks, with the help of many other organisations and individuals in the community.

- **Politics:**

In order to understand the use of power and politics you need to spend time talking with people who you know are knowledgeable. Go to meetings and apply to be on relevant committees in order to gain this information. Stay at meetings until the end if you want to hear the real information about power and politics (ie

the gossip). Recruit those powerful people who you think will be useful in your cause.

### **Handy Hint: How to get your issue on to the political agenda**

This can be done by various means:

- Direct representation to the appropriate Minister - Ministerial officers/advisers can also be good contacts.
- Letter campaigns/card campaigns - the use of form letters or cards means that those people who would like to take part in a campaign and who don't have the skills or confidence to write their own letters can take part. However, these only work if very large numbers are involved.
- Internet campaign - put your letters onto e-lists and encourage e-list members to take part by emailing the form letter to politicians and relevant agencies. Sometimes this results in politicians closing the e-mail boxes for a short space of time.
- Fax campaign (almost redundant due to email) - encourage as many people as you can to fax a ministerial office or a particular agency on the same day around the same time.

- **Research:**

Research skills, i.e. the ability to document your case includes the ability (and capacity) to search the internet and electronic databases to ensure your case is well presented. The arguments you put forward and the facts you present in support of your case must be accurate and supported by credible reference material. (See Section 5, page 67 and Part 3, page 91).

- **Roles:**

Recognition of roles within an organisation will allow you to always respect the responsibilities of whoever you are talking to. It helps you understand protocols such as knowing how to make an appointment to see a Mayor.

- **Seeing the whole picture:**

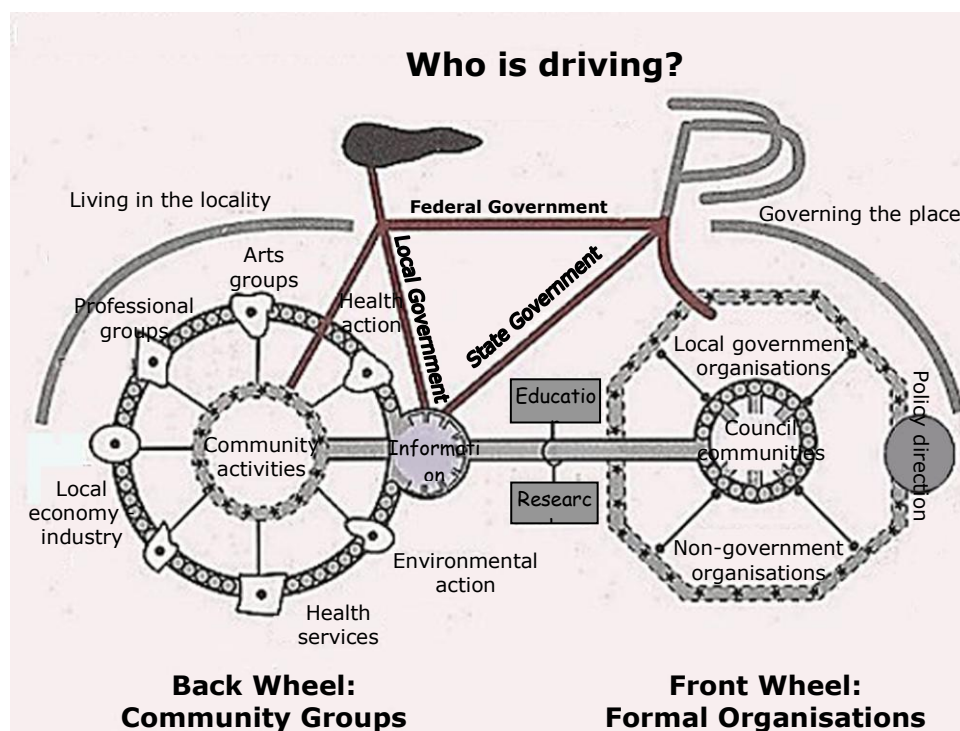
This involves the will and ability to be 'holistic' to keep the end in sight. If you are interested or involved in local environment and/or health planning, you will appreciate this is a huge area to address. Other people, organisations and professionals are just starting to understand the importance and connections between environment and human health. Try to see the big picture; it may help develop a mission statement. This should identify where you, the organisation, or ideally the whole local community, wants to be in the future.

## **Why is there a Community/Organisational Divide?**

It is unrealistic to expect community groups and organisations (informal and formal groups) to act the same way, or to blame them because they behave differently. Each can learn from the other, and they make good partners, but bad enemies. Just consider the differences in Table 4.1.

**Table 4.1 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



**Figure 4.2 The Community/Council Bicycle (adapted from Brown 1996)**

The Community/Council bicycle has two wheels: one informal and irregular but with lots of connecting spokes (the community); the other formal, organised, with sharp angles and a few but strong connecting spokes. The two can only go in the same direction if they have a framework and handlebars to steer with. They go even better with gears adjusting the energy between them.

### **What actions can you take to ensure lasting alliances?**

You may find that there is not always good cooperation between the levels of government or government and community. Working towards a shift from opposing to cooperative power relations will bridge those gaps. You should:

- Develop a collective understanding of the role of legislation;
- Open up dialogue with all of the regulatory authorities and government agencies concerned (see Part 3: Resources for Action for the CONSULT Process, page 104);
- Sustain your alliances (understanding the changing nature of your local place, developing contacts etc);
- Familiarise yourself with key organisations - where to go, who to go to, how to access and affect the different levels of the organisation, how they relate to one another and where the power is;
- Undertake mentoring and championing yourself and ensure that small and marginalised groups are included in needs-based assessments e.g. for services etc;
- Learn to speak the 'language' of key partners and organise appropriate education/promotion/media campaigns;
- Minimise risks to human health and to the environment by reducing your own impacts, act as a model to others.

### **Section 4 Activity: Networking and Negotiation skills**

#### **A. Networking**

List all the groups and organisations that you currently work with.

How many are government?

How many are community?

How many are professional?

How many are coordinating or integrating agencies?

Give each a rating of 1-10 for active cooperation on your projects. For all those under a rating of 6, turn to Part 3: Resources for Action for Negotiation skills and work through the four stages of negotiation, either on paper or with a partner.

#### **B. A Self Analysis**

The list of questions below challenges you to analyse how you have done things in the past. By answering them honestly you may get a feel for the negotiations required in the future.

##### **Questions for you to consider**

1. Which government and non-government organisations and/or key people could your group/organisation be involving?
2. Which groups have you involved well to date?
3. Which groups have you not involved adequately to date?
4. What have you done to improve your knowledge/understanding of the agency you want to deal with?
5. What established communication channels could you use to contact your target group?

### **Progress Indicators**

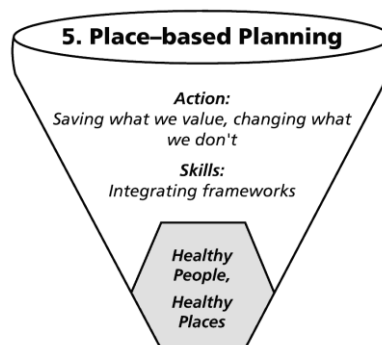
1. Do the organisations involved have a clear common goal?
2. Are organisations communicating productively?
3. Does the process allow for debate and accommodate conflict?
4. Is the communication/cooperation responsive to changing local environmental health needs?
5. Is a complaints/mediation system in place?

**For other useful exercises and activities see Grid on Page 91 and Part 3: Resources for Action.**



## 5. Place-based planning: *saving what we value, changing what we don't*

**Authors:** Toni Cooper, Bob Graham, Helen Hamilton, Kathy Mitchell, Michael Stephenson, Anne Want, Alun Williams

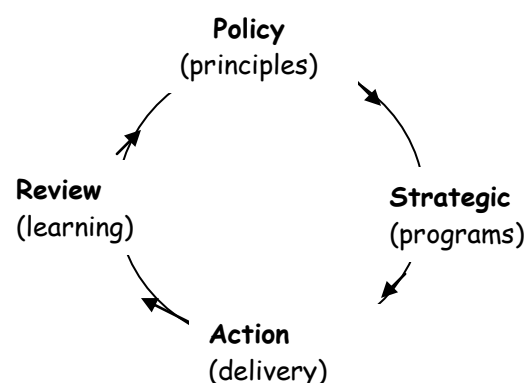


*Place-based planning aims for healthy people to live in healthy places*

**Key words:** place, locality, purpose, process, product, future

This section contains information to help you:

- To come up with a strategy or strategies to help community and government move their issues on to the same agenda;
- To find pathways where community issues can be brought into existing community and government planning processes, and
- To follow the whole of planning from policy through strategy to action and its review, and then back to take another look at policy (Figure 5.1).



**Figure 5.1**

### **How do voluntary and legislated plans differ?**

Voluntary plans can be locally developed, respond to local needs, and changed when local conditions change. Healthy Cities, Local Agenda 21, and Local Environmental Health Action Plans (LEHAPs) are all voluntary plans, based on community/Council/professional/industry planning partnerships (Table 5.1). They can bring strong support eg. Landcare.

Legislated or mandatory plans can take several years to be designed and voted into law, and after that cannot easily be changed. Councils can make very powerful regulations for their own areas. Most legislated plans come from the State and have to apply equally to all parts of a State eg. biodiversity legislation.

**Table 5.1. Comparison of voluntary processes for planning for LA21, Healthy Cities, Environmental Protection and LEHAP\***

Local Agenda 21	Environmental Protection Plans
<ol style="list-style-type: none"> <li>1. Managing and improving sustainability performance of the Local Authorities</li> <li>2. Integrating Sustainable Development issues into the partner of Local Authorities</li> <li>3. Raising awareness and education</li> <li>4. Consulting and involving the wider community and the general public</li> <li>5. Working with others</li> <li>6. Measuring, monitoring and reporting</li> </ol>	<ol style="list-style-type: none"> <li>1. Getting started</li> <li>2. Assessing environmental issues and setting priorities</li> <li>3. Developing an environmental action plan</li> <li>4. Implementing actions</li> <li>5. Monitoring evaluation and results</li> </ol>
Healthy Cities	LEHAP
<ol style="list-style-type: none"> <li>1. Build support group</li> <li>2. Understand ideas</li> <li>3. Know the city</li> <li>4. Find finances</li> <li>5. Decode organisation</li> <li>6. Prepare proposal</li> <li>7. Get approval</li> <li>8. Appoint committee</li> <li>9. Analyse environment</li> <li>10. Define project work</li> <li>11. Set-up office</li> <li>12. Plan strategy</li> <li>13. Build capacity</li> <li>14. Establish accountability</li> <li>15. Increase health awareness</li> <li>16. Advocate strategic planning</li> <li>17. Mobilise intersectoral action</li> <li>18. Encourage community participation</li> <li>19. Promote innovation</li> <li>20. Secure healthy public policy</li> </ol>	<ol style="list-style-type: none"> <li>1. Initial preparatory work</li> <li>2. Gain political commitment</li> <li>3. Gather partners</li> <li>4. Practise what you preach</li> <li>5. Analyse the environmental health status</li> <li>6. Seek public opinion</li> <li>7. Set priorities, make decisions</li> <li>8. Widespread consultation</li> <li>9. Review, amend, publish and launch the plan</li> <li>10. Monitor, report and revision through implementation</li> </ol> <p>* LEHAP - Local Environmental Health Action Plans; remember there are also NEHAP - National Environmental Health Action Plans and CEHAP - Community-based Environmental Health Action Plans</p>

From Ian MacArthur (2000), Final Draft of *Local Environmental Health Planning: Guidance for Local and National Authorities*, WHO/Euro in collaboration with Department for International Development and the Chartered Institute of Environmental Health, p 54

## **What do we mean by place-based planning?**

Place-based planning involves agencies and community interests working together for their own environment and health futures. Place-based planning has the job of linking four sets of opposing ideas:

- conservation strategies and change strategies
- voluntary and legislated frameworks
- environmental sustainability and economic development
- local and global scales.

There is a difference between community activism and community planning. Activism places unsolved issues on the agenda; integrated planning brings the issues into the mainstream.

## **How do we plan?**

There are many ways to approach a planning strategy:

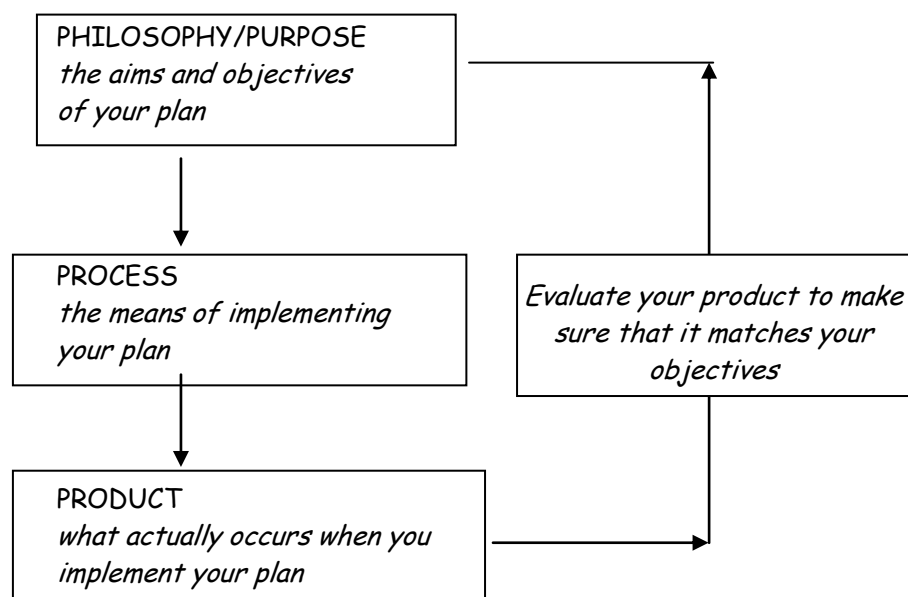
- as a creative exercise,
- as a recipe following set rules,
- as a cost/benefit process,
- as an educational tool,
- as an integrative process bringing stakeholders together.

Of course, any planning exercise can be all of these things and more. Here we are only going to present two general ways of judging the effectiveness of any planning process. Then all the named planning frameworks you are likely to meet can be evaluated for the extent to which they meet the goals of community-based environmental health. As outlined in other sections in this Handbook, those goals are for good local governance, long-term environment and health alliances and future-oriented action (Sections 1,4,6).

## **What is Integrated Local Area Planning (ILAP)?**

In any planning process, integration can be created in two ways.

Firstly there must be clear and transparent links between the aims of the exercise and the outcomes. Actions must be the means of achieving the objectives. Figure 5.2 shows the links that must be created to ensure that your aims and objectives (PHILOSOPHY) are linked to outcomes (PRODUCT) through an appropriate PROCESS.



**Figure 5.2 - Purpose/Process/Product Local Integrated Planning**

Secondly, for local and community groups the focus for Integrated Local Area Planning should be a shared local area. This will mean that all decisions are focused on the shared objectives for that locality; and all strategies and actions are integrated at the local area level.

The approach has the following strengths:

- The philosophy/purpose of the program is adopted and shared by all stakeholders;
- Planning and then implementation has a local focus with local participation in management of programs;
- Alliances are established where all players (community, government (local and State) and industry) work together in the interests of the locality;
- Responsibilities and resources are shared to minimise overlap, duplication and conflict;
- Activities of government are coordinated at the local level;
- Key decisions are made by local administrators committed to the philosophy.

Integrated planning is the skill of involving community interests and all agencies in community-based environmental health planning. Planning frameworks such as Integrated Local Area Planning (ILAP), Local Agenda 21, Healthy Cities, Public Health Plans, Local Environment and Health Action Plans and Regional Development Corporation Plans are among the many systems that were developed to provide a measure of integration in planning for community-based action. They are all voluntary, that is, they are unsupported by legislation and work only if they have strong community support (Table 5.2).

Table 5.2

Finding Purpose	Work through Process	Assess Product
<p>Identify the ways in which</p> <ul style="list-style-type: none"> <li>• Community members</li> <li>• Services</li> <li>• Government</li> <li>• Whole of community</li> </ul> <p>can follow progress towards their own and others' goals, through</p> <ul style="list-style-type: none"> <li>- establishing baselines;</li> <li>- measuring change; and</li> <li>- recognising achievement.</li> </ul> <p>Set up a shared social, economic and environmental vision for the future of place, and a set of ten primary indicators of environmental health arising from that vision.</p>	<p>Set up standards of practice for each of the eight steps in the standardised planning process.</p> <p>Set up outcome measures for each of the ILAP principles for this particular planning strategy.</p>	<p>Measure changes established under purpose as trends, projections and predictions.</p> <p>Match these against real changes over time.</p> <p>Collect stories of journey towards primary vision.</p>

### What do we need to know about the planning process?

Any of the voluntary planning schemes can make use of the following Planning Process, which is a national standard, and so works between States and between professions.

The process described below implies a team of mixed skills and a range of resources from community, professions and government working together. Community groups can contribute as follows:

- become full partners in the enterprise (Section 3);
- have representation on the planning team;
- act as a formal or informal overseer of the process and the product;
- undertake an independent assessment of the outcomes;
- act as a watchdog to see that appropriate standards are used and the needs of all groups considered; and
- act on Advisory Groups, Reference Committees set up by government (Section 3).

The challenge for environmental health place-based planning is to:

- link the adaptable community voluntary processes and the powerful government legislated processes;
- optimise the combined skills and resources of both health and environment interests, professions and departments; and
- make sure that the process completes the full planning cycle from policy/purpose through to action and review.

### **Eight Steps of the Standardised Planning Process**

#### **Step 1. Involve the whole of community: government, industry, experts, citizens:**

Local ownership is a first and essential priority and must not be lost during any stage of the process. It should be hands-on and inclusive. The team asks: "What is wrong with the environment?" "What are the health risks?" - focuses on issues on the ground, asking what the concerns are. Local ownership creates shared goals/objectives for environmental health in the locality.

#### **Step 2. Establish a local team or management group**

Form a team with community leaders, government, local services, and industry. Either join them or ask them to join you. The group profile should reflect that of the community and members must have a shared commitment. It is useful to have the 'movers and shakers', people who can make decisions, or natural leaders, on the team. To be effective, the group must include members of both the mandatory (government) and voluntary (community) sections of the local population. See Story 11 for a case where Step 2 alone is not enough.

#### **Step 3. Develop project plan: define your PHILOSOPHY or PURPOSE**

You will need to develop a project management plan with clear overall aims, timelines and limits or boundaries, both financial and practical. Existing standards and codes should be applied and the project should relate to the local Council's corporate strategic plan.

#### **Step 4. Establish a shared knowledge base: Work up a portfolio of reliable information on which to base your actions.**

The full range of local interests should contribute their knowledge of the situation, each from their own point of view. Listen carefully to the different languages of each of these groups. Community members tell stories, experts collect data and case studies, governments are concerned with setting agendas, and the leaders with finding a shared purpose.

Expert sources on environmental data are on the Environment Australia website [www.ea.gov.au](http://www.ea.gov.au) and Community Access to Natural Resources Information (CANRI) in NSW [www.canri.nsw.gov.au/activities/dsd2001](http://www.canri.nsw.gov.au/activities/dsd2001). For health data, use the Australian Institute of Health and Welfare website [www.aihw.gov.au](http://www.aihw.gov.au) and their 2-yearly report, Australia's Health; and the Australian Bureau of Statistics regular bulletins [www.abs.gov.au](http://www.abs.gov.au).

Where the current information is not enough, or the change process requires asking new questions, there are community-based research methods to answer those questions. Some of these are suggested in Stories 10 to 13.

#### **Step 5. Identify a PROCESS: develop a strategy to achieve goals/ objectives**

Issues are sorted into categories and assigned to appropriate issue groups who develop goals and strategies. Goals must be achievable and lead to viable outcomes. Are the necessary resources (people, money and infrastructure) available? If not, how will they be obtained? Funding may be available to you through the annual Council budget process, local organisations, commercial opportunities, or local industries.

**Step 6. Recommended actions for implementation**

The actions recommended need to be divided into achievable and ideal goals. It is important to set yourself up for some wins, even small ones. The rules can be undermined, especially when opposing powerful vested interests. Legislation can leave little flexibility, eg. State EPAs, Victoria Health Planning. The key is to provide for the mandatory legislation and then examine what needs to be added to make it workable.

While you are getting runs on the board, it is essential not to lose sight of the main game: the long-term purpose of a sustainable healthy future.

**Step 7. Feedback/ evaluation: assess the PRODUCT**

The Issue Group monitors and oversees the implementation actions. All members should report back to the Issue Group on outcomes. What has happened? How does it meet the set goals/ strategy? The project team and the Issue Group evaluate the outcomes in relation to goals/strategy. There are well established evaluation processes to which the planning process should be connected: Health Profiles from the local Public Health Unit and State-of-the-Environment Monitoring from the local Council's Environmental Management Services (see also Section 6.) The Team also needs to focus on the wins and see the losses as learning.

**Step 8. Local ownership of decisions and outcomes**

The team must report to all stakeholders on outcomes, invite their response on actions, and respond to their concerns.

**Handy Hints****Community-based planning should:**

- eventually deal with most aspects of community life;
- integrate different aspects of community life;
- be pro-active rather than reactive; be methodical but flexible;
- promote the development of sustainable activities;
- develop more than 'infrastructure plans' or simple 'wish-lists' of projects and purposes; and
- be able to change with changing circumstances.

**Community-based planning will be:**

- a 'learn as you go' experience;
- a long term process; and
- a different process in each community.

*Community-based Planning: Principles and Practices: A guide prepared for the Aboriginal and Torres Strait Islander Commission, 1994 (second edition), Commonwealth of Australia, Regional Support Branch, ATSIC, pg 9*

The following stories illustrate applications of the standardised planning process. Not all the processes lead to success, and it is a long and painful experience when outside events let the team down.

### Story 10: Local Knowledge Planning Model

A University group was asked by an Indigenous Community Council in Queensland to do a community survey on environmental health issues for input to the Community Infrastructure Plan. The Team had substantial and long-standing linkages with the Community and included Indigenous researchers.

Discussions were held about the issues with the Council and elders and Community awareness was raised. Community Working Group members were identified. A household survey of 101 in-depth interviews was conducted, along with 9 focus group discussions. The survey asked, "What are the major health and environment issues in the Community?" The people were asked to prioritise these with a value of 1-5. All results were aggregated to indicate which issues were thought to be most serious.

The Team reported back to Council and formed the Community Working Group (CWG) to discuss findings and make recommendations. The CWG convened a workshop to discuss the priority issues and make recommendations for action, with costings, which were submitted to Council for endorsement. Some issues were simple and others required funding from outside or more specialist input.

Copies of the draft report were given to all the community organisations participating in the consultation for comment. The need for sport and recreation facilities was ranked as the most important issue followed by education, health, alcohol, safety, family, employment, housing, culture and transport.

### Story 10 fits well with the PPP process:

*What do you want?* sets the **PURPOSE**. This was done first with the Council and elders - the vocal minority; and then with the Community - by surveys, knocking on the doors.

In the **PROCESS** the Team supported the Community to engage with the government. They went back to Council and said "This is what your community thinks is important". They acted in collaboration with the community as advocates. This is an empowering idea that gave the community a sense of ownership.

The **PRODUCT** included methods to provide infrastructure for sports facilities and to meet community needs such as reducing injury related to broken glass - particularly cut feet among children.

This process can be extrapolated to bigger, more diverse communities. Success arises when we can show that we worked through a process with the community.



### Story 11: Rights to Use a Bay

In Tasmania there was a move to quarantine a section of a bay for commercial fish farming. Several interests had competing PURPOSES for the outcomes:

- local shellfish farmers wanted new lease areas;
- local recreational fishermen were concerned at the loss of fishing area and the effect of shellfish farming on water quality;
- recreational boat users and water skiers were concerned their area would be reduced;
- local environmental groups were concerned about water quality and loss of foreshore amenity due to oyster spat on rocky foreshores used by local community;
- Council was concerned at increased pressure to exclude the public from access to the foreshore.

The area was already involved in an ILAP PROCESS and attempts to resolve these issues became a part of this process. The community became involved in a plan to allocate space within the bay to various activities: the PRODUCT.

The ILAP reference group adopted a strategy which had the following components

- restrictions on the areas to be used for shellfish farming
- controls over the spread of oyster spat
- water quality monitoring
- allocation of space on the bay to various users
- no new areas to be alienated for processing.

Council representatives on the ILAP group presented the strategy to Council. There was significant public lobbying by the different groups, and the State Government passed legislation that would remove marine farms from local control. Council were unable to override the State on the location of marine farms - however the extent of the area designated was reduced significantly and several steps in the local program were set in place.

Council, with strong community support, adopted planning controls to prevent shore-based facilities being located outside existing areas. It hosted both a Waterwatch and Coastcare facilitator to address some of the environmental issues and it assisted the community in drawing up a plan to allocate different areas in the Bay for various users.

A strong local group with a clear philosophy in mind has been able to achieve a lot. It has even resulted in the State modifying its approach to marine farming, and there is a much more open and transparent process in place - unfortunately it is still not all the community wants. The eventual PRODUCT has partly reflected the PURPOSE, and the PROCESS has been valued: the community has learnt a great deal and integrated approaches to planning have been much more widely accepted.

### **Story 12: Berri – A Wealth of Health**

The expectations of community consultation, and direction from the State government in South Australia, have required local government to develop Public and Environmental Health Management Plans. The Environmental Health Officer (EHO) in Berri formed a committee to discuss how to create this Plan. A member of the committee was a retired statistician who suggested they should run a professional household survey about the environment of the local area as no one could argue with good solid data that is statistically correct.

The community was informed that the Council was researching what was important to the town. There was lots of good publicity. Households were scientifically selected and interviewers trained. It was an open interview with general questions such as "What do you think important for health and social well being of families with young children? What do you think important for health and social well being of older people?" and so on. Local service providers were trained to do the interviews and so both qualitative and quantitative information came back.

Communication was from the grass roots up; key people asked what the residents wanted. The material was collated and summarised for discussion and action. A newsletter was sent back to the community summarising the top 10 health and wellbeing issues from the survey. This informed stakeholder groups to produce a balanced view. Armed with this information, the process is the same as with any other planning process that is put through Council. Requests could be backed up with data.

In the SA border area clean safe drinking water has been an issue for decades. Nothing much was done because it was a border area with a smallish population and no political clout. The State had to be persuaded to upgrade water treatment facilities. Through this community survey the Council could show that the request came from the community and so politically was a good buy. The filtration plants were built and it was a win for everyone.

The PURPOSE was safe water. The PROCESS was Community consultation to obtain the Community views for Berri. The PRODUCT was a filtration plant for clean water.

**Story 13: Health of Rural and Remote Communities Project**

The Community Public Health Planning in Rural and Remote Areas Project aimed to improve the health status of people living in rural and remote communities in Queensland. The Project developed a model for engaging community and service providers in a sustainable way in planning and action around public health issues.

The Project incorporates a social view of health and aims to support community ability to identify and address health determinants alongside more traditional health areas. Self-actualisation (happiness), health knowledge and risk taking were important indicators. The framework of the project is such that it understood decision making to be the most powerful agent of change available and the way by which theory is translated into practice.

Fourteen communities in rural and remote regions of Queensland, identified on population health indicators as having poor health status and being disadvantaged in a variety of ways, who indicated interest, were invited to pilot a program to address health determinants in their area. Participant communities had access to funds to address community identified need.

Individual tripartite agreements (community/facilitator/Queensland Health) were developed within each community to develop protocols and community planning processes. These agreements were based upon a set of values (philosophy or purpose) which recognised the community and Queensland Health as equal partners within the initiative. Participatory Action Research, that is, a combined community/services/government research method was used to develop a knowledge base, and resource allocation and reporting procedures.

A CD-ROM / Internet-based planning and information system, service-based organisational change and collaboration processes were developed to provide within-community supports. The program could thus have a sunset clause, deliberately planned to allow communities to continue on their own. The evaluation of the project found, among other things, that the role of the project coordinators and the confidence expressed in them by the community partners has been important in project outcomes to date.

Taken from the *Community Public Health Planning in Rural and Remote Areas Project Final Report* prepared by Public Health Services, Queensland Health

Success requires	Failure comes from
<ul style="list-style-type: none"> <li>• community support</li> <li>• clear goals</li> <li>• whole-of-community focus</li> <li>• funding resources</li> <li>• self sustaining</li> <li>• skills/knowledge from all partners</li> </ul>	<ul style="list-style-type: none"> <li>• poor integration</li> <li>• lack of political clout</li> <li>• ad hoc approach</li> <li>• lack of resources</li> <li>• political cynicism</li> <li>• global issues beyond control</li> </ul>

### Section 5 Activity: A place-based community resources analysis

List ALL stakeholders with an interest in the future of your locality (not just the ones you work with), and fill in the skills and resources they bring in the grid below.

	Skills and resources		
	Knowledge	Funds	Skills
<b>Stakeholder groups:</b>			
Action groups			
-			
-			
Age groups			
-			
-			
Cultural groups			
-			
-			
Professions			
-			
-			
Council sections			
-			
-			
Industry			

Choose the one you know least about, and find a way to bring them into your long term planning strategy.

### Progress Indicators:

Has your place-based planning strategy:

5. a whole of place, whole of community focus on clear shared future goals?
6. practical support which utilises skills/knowledge from all partners?
7. political clout?
8. a long-term life?

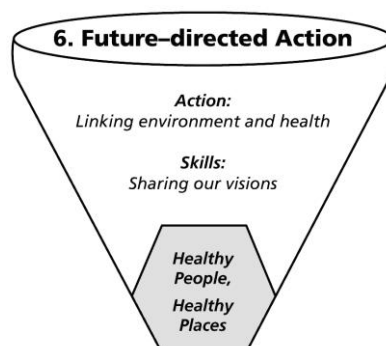
Has your planning strategy avoided:

9. fragmenting responsibility?
10. single issue focus?
11. building in a sunset clause?
12. doing more of the same?

For useful exercises and activities see Grid on Page 91 and Part 3: Resources for Action.

## 6. Future-directed Action: linking environment and health

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*Towards a healthy sustainable future*

**Key words:** public health, sustainable development, precautionary principle, health development, sustainable futures

This section draws together the lessons of the first five sections. It builds on them to introduce four interrelated themes important to future-directed thinking and practice. It is concerned with mechanisms, tools and strategies for:

1. moving towards sustainability
2. thinking and acting for the future
3. bringing about social and cultural change - changing social systems
4. working to strengthen communities - changing individuals and groups.

The resources and information presented in this section have been selected to:

- use the vision of a preferred community future to drive short and medium-term action on a local scale.
- link this future-thinking and local action approach to global environmental and human health goals and principles.

### Why do we need to link environment and health actions?

In the nineteenth century, environmental health action increased people's chances of living free from disease in the world's first big cities. In the twenty-first century and beyond, combined environment and health actions are needed for people to live free from pollution and collapse of life-support systems on a crowded planet. Now fifteen years old, the New Public Health and Ecologically Sustainable Development (Australia is the only country to add "Ecologically" to Sustainable Development) are natural partners in meeting the aim of *Healthy people in healthy places* (Table 6.1).

**Table 6.1. Linking Health and Environment**

<b>New Public Health</b>	<b>plus</b>	<b>Ecologically Sustainable Development</b>
<ul style="list-style-type: none"> <li>• Equitable social policies</li> <li>• Supportive physical and social environments</li> <li>• Strengthened communities</li> <li>• Develop individual skills</li> <li>• Disease prevention and health development</li> </ul>		<ul style="list-style-type: none"> <li>• Equitable resources for the next generation</li> <li>• Environmental integrity and biodiversity</li> <li>• Environmental safety for all communities</li> <li>• Monitor actions and outcomes</li> <li>• Action on the Precautionary Principle</li> </ul>

21<sup>st</sup> Century environmental health action requires us to combine the actions listed in Table 6.1 in order to:

- care for the environment so as to support life into the future (Section 1);
- build a strong and equitable community (Section 2);
- link community goals across generations, and between organisations (Section 3);
- establish long-term alliances between community, government and professions (Section 4);
- take future-oriented actions that reduce future risk (Section 5); and
- develop our community and individual capacities to act responsibly and to monitor the outcomes (Section 6).

### What are the time scales for action?

#### Short-term

We know we can rely on alliances between community, industry and government to identify a full range of environmental health issues that need addressing in the short-term. Some of these issues may provide relatively low risk to the local community but can be quite swiftly attended to and without high costs or major human effort.

#### Medium-term

Issues identified in any community consultation and partnership exercise may require medium to long-term responses to match the required scale of action. Staying focused even in the medium-term, when new and demanding challenges emerge on a daily basis, requires us to stay future-directed in our thinking and in our practice.

#### Long-term

Thinking beyond tomorrow can be difficult. In the present world with its fast rate of change, thinking ten years ahead can seem impossible. But if we don't have some idea of where we want to go, we can't get there. Every living person has some ideas of the future, or else they couldn't act at all. Both health and environment fields have set up principles that, if the whole community acts on them, would ensure a healthy sustainable future.

The **Precautionary Principle** relates to action on risks to our environmental life support systems:

- Don't wait for scientific certainty;
- Don't act if there is any risk of serious harm;
- Do act to avert any risk of serious harm.

### How can we move toward sustainability?

To be sustainable, development must

- improve economic efficiency,
- protect and restore ecological systems, and
- enhance the well being of all people in the place, all at once.

This is a big ask. The 1986 World Commission on Environment and Development (the Brundtland Report) defined 'Sustainable Development' as *development that meets the needs of the present without compromising the ability of future generations to meet their own needs*. In translating this to what communities do and how they are governed, the 1992 Ontario Round Table on Environment and Economy in Canada defined action for a sustainable community (Table 6.2).

**Table 6.2**

#### **What do we have to do to be a sustainable community?**

- Maintain ecological and life systems both for their own right *and* for human well being and health
- Respect the Earth "we borrow the Earth from our children"
- Make sure we don't degrade the earth ourselves or as a community
- Make sure that we are not adversely affecting water, soil, air, energy and all life forms
- Work for equity between generations now and in the future
- Recognise the strong relationships between humans and the environment
- Shift our and our community's values to acting before and not after damage is done.

A Local Agenda 21 Plan brings the sustainability agenda for the 21<sup>st</sup> century to the local scale. LA21 is much more than an environment plan: its framework allows the community to integrate their social, economic and environmental needs in a balanced manner, now and for the future. There are at least 300 Local Agenda 21 plans around Australia, taking all sorts of shapes depending on people and place. All have visions of the future. Newcastle, with its long industrial and mining history has as its vision *The cleanest and healthiest city in Australia*. Sutherland Shire in Sydney's south as part of its LA21 has appointed three LA21 Ambassadors: for community, youth, and industry, respectively. Their full-time job is to work with their various portfolios to discover ways Sutherland can become a healthy sustainable community.

### Story 14: LA 21 and the City of Whyalla

Whyalla, in the past, has been identified as having one of the highest health risk profiles in Australia (Brown, Tulpule and Dippelsman 1991). High rates of unemployment, early deaths, respiratory diseases, injury and levels of childhood lead bring cumulative risks to both health and environment to its community.

Whyalla's draft LA21 highlights the need for Whyalla to diversify its economic base in recognition that it is "totally unsustainable, depending on non-renewable resources and importing almost all of its food and water". One of the objectives of the plan is to establish a renewable energy enterprise zone. The intention is to create a centre for manufacturing renewable energy systems - with links to Whyalla's tertiary education institutions that already have a strong interest in renewable energy. If successful, Whyalla will have a stronger economic base while also contributing to the protection of the global environment by reducing Greenhouse gases through the up-take of renewable energy. The outcome could be funds to rehabilitate its environment, remove health risks and move forward into a Sustainable Community.

The city did not have an environment plan, so the LA21 process led it to develop one. The Whyalla LA21 pulls together a range of Council and community initiatives that have been in train since 1995, and strategically links them to a vision the Council and community had developed for the future of Whyalla. This future holds, not a polluted industrial city but "an eco-city - a city that is sustainable over the long-term, that lowers real costs and improves health for the community".

South Australian Partnership for Local Agenda 21

### How do we think and act for the future?

Sustainability and Ecologically Sustainable Development means thinking and acting for the future. Fair access to resources within and between generations has been established as a fundamental guiding principle for sustainability. The precautionary principle is the guide for decision-making and action. Both are about taking steps to secure everyone's right to a clean environment and equal access and opportunity for good quality of life.



### Story 15: A Place-based Vision of the Future of Western Sydney

Western Sydney is often dismissed as merely the isolated outer edge of Sydney and as an under-privileged area. In fact, it produces a major part of Australia's Gross Domestic Product, houses two million people of over 53 ethnic origins, and contains Australia's most recent World Heritage site. The development of a shared vision of the future of Western Sydney makes it clear that any community that lives and works together in a shared place holds a united view about its future, and is prepared to commit time and resources to getting there.

A series of community vision workshops were held across Western Sydney in 1999 and 2000. The purpose was to identify community priorities for a sustainable healthy environment for people in Western Sydney.

The three-stage consultation process involved:

- a futures visioning process, with 20 community workshops attended by over 75 Western Sydney regional organisations and 400 participants, who together identified a shared preferred future for Western Sydney (see Part 3: Resources for Visioning, page 135) followed by:
- a consultative workshop in which community advocates, one from each workshop group, worked with local and State government and specialist representatives to refine and find reliable measures for the indicators; and then:
- specialised workshops where Council SoE writers and environmental specialists established measures, and designed tables, graphs and maps to convey the state of the eight environmental themes and the potential for achieving the community's preferred future to all the groups in Western Sydney.

Over 600 personal indicators, which community members chose because they could monitor them for themselves in their everyday life, were condensed in the workshop series into 15 Sustainability Indicators. Workshop members made it clear that the fifteen themes that make up their preferred future represented an interlocking whole, not a simple ranked list. They were clear that their priorities were a vision for the future, not a 'wish list' for the everyday resources that they may need right now.

*Their Vision: Western Sydney is a place with a strong identity, a deep pride in place, and its widely diverse community is learning to live together within a unique natural environment.*

### How can we bring about social and cultural change?

*Those who control the agenda control the debate. (CEHAPs key informant)*

At some point the action on improving environmental health must take place in the real world, on the ground. Decisions about taking action may be initiated at any point in the decision circle (Figure 5.1) from policy to product and onwards. The action moves along the decision cycle from *policy* (the reasons for doing something), to *strategy* (selecting the way that you plan to do it), then *action* (actually doing it) and finally *review* (lessons learnt from what you did). This cycle applies whether you are deciding to reduce water use in a single household, or re-organising the water management of a major catchment.

Policy may sound grand, but put simply, it is a course of action towards the agreed goals of the community of people involved. After policy has been put into practice, a review of its outcomes should lead to its further change and refinement.

Monitoring and documenting the full cycle is one way to make the lessons from the experience available to all the players, so that the decision cycle becomes a future-directed spiral moving forward.

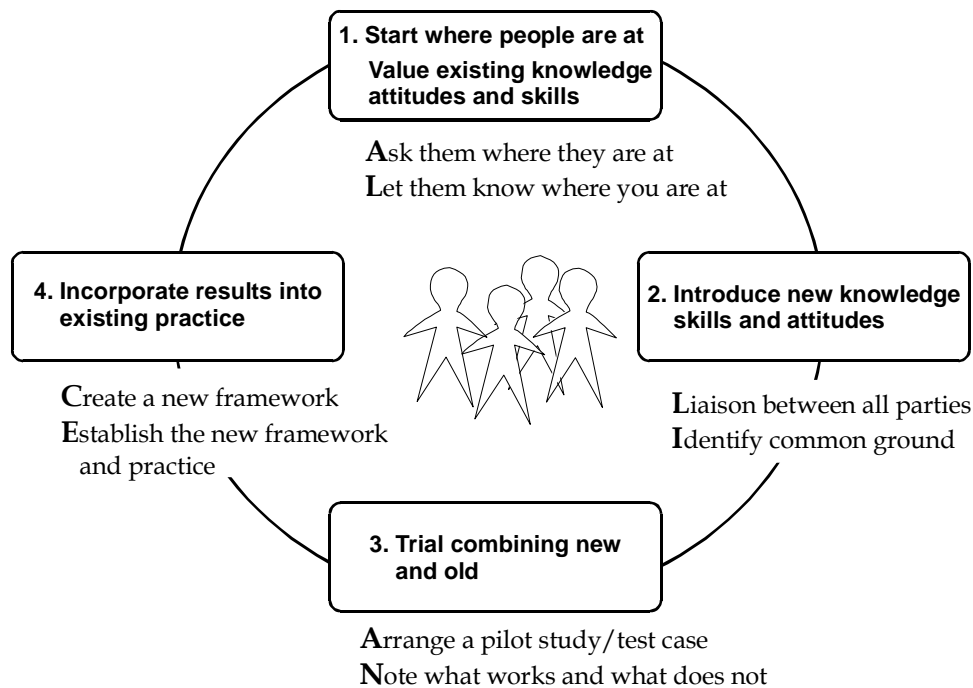
Individuals from community, services, government and industry that make up the system are themselves the agents of this change.

*Environmental health needs to be part of the solution, not part of the problem.*  
(CEHAPs key informant)

### Change Means Learning

Lasting changes to the system require long-term changes in the knowledge and values of key players. Examples from any environmental health improvement program identify the difficulty of not only changing the physical conditions, but the much more difficult task of adding to all the stakeholders' understanding so that any change is longer term. Adult education researchers have consistently found that the Adult Learning Cycle (Figure 6.2) really works in building in long-term commitment to change (Foley 1995).

Figure 6.2 represents a decision-making system that influences how, why, and even whether any change will take place in and around any community. This policy-to-action cycle of public decision-making helps us understand how we can be most influential in bringing about long-term change on both big and small issues of environmental health.



**Figure 6.2 The personal learning cycle adapted for alliances for change (Knowles 1980)**

Once you have made sure you understand (1), it is possible to design a change strategy (2) in which the new learning about the system can be added to the old. The learning cycle needs to be related to everyday behaviour so there is change in each person's everyday habits. New learning will not persist unless it is put somehow into practice (3 and 4). The cycle of learning events ideally becomes a spiral of increasing knowledge and skills. These changes need to be monitored so people know where they are heading.

### **Change Means Visioning**

Humans have the ability to dream dreams and make them come alive and so create a self-fulfilling prophecy. The process of visioning uses questions and the power of imagery to help us picture and think about a better future. Visioning questions are concerned with identifying hopes, dreams and values. Values, hopes and shared purpose therefore are a basis for a vision for a sustainable community.

Visioning can be carried out in several different ways: drawing, acting out, brainstorming a special shared experience. Out of this process, a vision statement is produced to which everyone has contributed. This then serves as a starting point for the action plans suggested in Sections 1-5.

### **Change means long-term goals and strategic thinking**

Ideals and goals for the future require strategic and long term thinking, as well as a variety of short term actions.

## Future-directed Action

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By strategic thinking we mean thinking purposefully about the changes needed and the mechanisms and steps for bringing about that change. Section 5 suggests some planning and strategies. To realise a vision statement it is necessary to set goals. Going from vision to action involves a number of steps:

- designing programs;
- setting milestones, not forgetting to keep the vision alive;
- prioritising actions that will contribute to the reality of the vision statement;
- setting longer term goals.

### **Story 16: Water safe for penguins is safe for people too**

Lexie coordinates the Cooee to Camdale Coastcare group. She is passionate about looking after the coastal environment and its special inhabitants, the Little Penguins. The birds breed along a narrow strip of foreshore in a highly urbanised area. Little Penguins have previously been killed attempting to cross the railway and road. The groups received a Coastcare grant of \$2,322 to erect a 400mm high penguin protection fence which needed to be dug in for 2.2kms.

Lexie is the driving force behind the Coastcare group which regularly monitors the penguins and chicks, installs artificial burrows and holds planning days, removes weeds, organises regular beach clean-ups and promotes Coastcare ethics. Lexie has encouraged the land managers to better manage the area and works with the Burnie Council, the Parks and Wildlife Service and other stakeholders such as Tasrail and the Department of Infrastructure, Energy and Resources who have recently upgraded the highway.

Lexie won the Community Award in the Tasmanian Awards for Environmental Excellence 2001.

Environment and health community groups working in the same place will find their issues overlapping. Wherever environmental change brings risks to the health of people, there will be risks to other living things as well. People who may oppose each other on some social or personal issues will work together to address the inter-related environment and health issues of their shared place.

### Story 17: Strategic thinking changing local governance

In 1989 the directors of two of the strongest opposing factions in Australian politics, the Farmers Federation and the Australian Conservation Foundation, met to discuss the rapid degradation of the Australian environment, with over three-quarters of its fertile land degraded and large areas salt-affected and sterile. Rural communities had poor health profiles and depression and suicide rates were rising.

Instead of taking the mutual blaming positions they had held up until then, the two agreed that they in fact shared the same goal: regeneration of the Australian environment and the Australian rural population. Together they challenged the Federal and State Governments and urban and rural communities to act together in the national interest. They were successful. The Federal Government allocated \$M10 a year for ten years, and the States contributed in kind. Farming families agreed to participate in a long-term re-education process in sustainable farming methods, and many businesses such as ALCOA gave support in funding or in changing their own strategic direction.

By midway through the Decade of Landcare, as it was called, one in three Australian farming families were members of local Landcare networks, the support from local Councils added up to over double the amount being supplied by the Federal Government and there were literally hundreds of case studies of good sustainable practice being shared around the network. By the close of the Decade it was apparent that the necessary headway into the overall environmental degradation was far greater than farmers could manage alone, and yet the overall contribution of the agriculture section to the economy was falling, and hence governments were less likely to allocate major funds again.

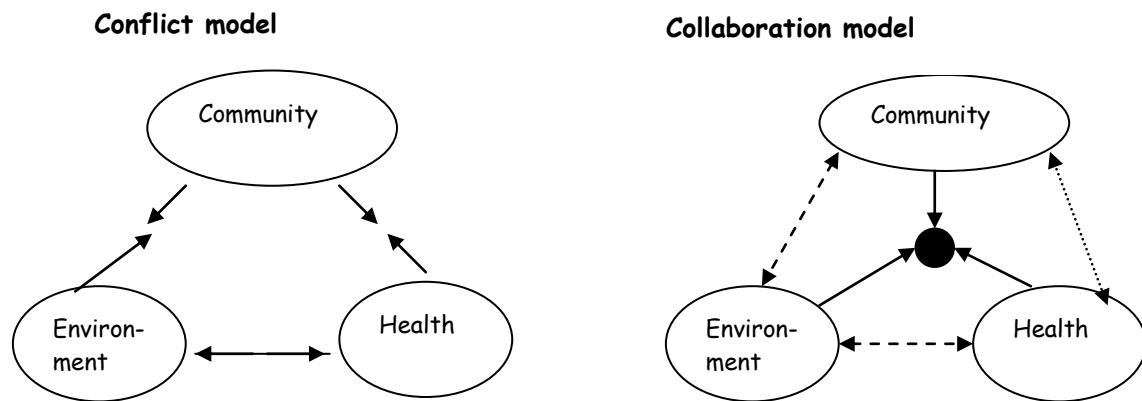
V. A. Brown from *Landcare Languages: talking to each other about living with the land*

Thus Landcare is the story of a strategic direction followed by direct action, fitting all the models of good practice offered in this Handbook. But it also fits the classic histories of innovations: a surge forward and then a halt. Nevertheless Landcare is alive and well as a movement for changing the human/environment relationship, from purely production to long-term stewardship.

## How do we bring about change in order to strengthen communities?

### Change our relationships

In a collaboration model there may be tension between what society expects from an individual, and how that individual can act for themselves. In the conflicts between economic development and environmental sustainability, there is a third position, that the two can equally work together for a positive outcome for both. This approach is outside the normal thinking of Western society at this time. Western society is divided into professional departments and territories. Bringing both together is the constant theme of Sections 2-5 (Figure 6.3).



**Figure 6.3 Relationships between Environment, Community and Health**

### **Ecological footprint**

Most people hear of health and environmental risks as expert measurements of bacteria in soil and water, or level of lead in blood and air. The meaning of the measures in terms of their community's or their own personal decisions is just plain confusing.

A different kind of measure has been developed in Canada and is now used round the world. An Ecological Footprint (EF) is the area of land and sea needed to produce the natural resources that a population or an individual consumes, to assimilate the waste that the population produces and to prevent the ill-health that might arise. The idea of a footprint provides a link between consumption, lifestyle and the available ecological space. Easy to understand the personal implications, the ecological footprint can be calculated for your own lifestyle, or your city or community, (See Part 3, page 105: Ecological Footprint)

### **Change our measurements: Genuine Progress Indicator for quality of life**

Everyone in Public Health is aware of the strong relationship between economic and physical well-being. The strongest predictor of ill-health is to have a low income. The most common message about the state of the nation and of our own health is given through economic indicators: the Dow Jones share index, the Consumer Price Indicator, the Gross Domestic Product. But how can individuals or communities link these economic messages back to their health and the health of their environment?

The *Genuine Progress Indicator* developed by the Australia Institute, a public policy research centre at the Australian National University, brings social, economic and environmental quality into the one suite of indicators. Very much everyday, commonsense measures, they can be understood and interpreted as part of everyday life. (See website [www.gpionline.net](http://www.gpionline.net) )

In such a measure, both local and global changes can be registered, and environment and health measures are connected to one another.

### Section 6 Activities:

1. Do the vision exercise in Part 3: Resources for Action, page 135, for yourself; offer to take your work group through the same exercise.
2. Measure your ecological footprint (Angels or Devils in Part 3: Resources for Action, page 105)

### Progress Indicators for this Handbook

Each previous section closed with indicators by which any reader, from community, profession, government or industry, can judge for themselves if they are progressing towards improved environmental health. In examining whether the action is future directed, we have summarised the joint indicators for LA21 and Healthy Cities, Sustainable Development and the New Public Health.

#### Staying Future-directed: the Process

1. **Establishing the principle:** Are the stakeholders in your group/organisation practising what they preach?
2. **Using everyone's talents:** Is your work towards sustainability based on local community knowledge as well as expert knowledge?
3. **Opening early communication:** Do you have community, professions, government, industry and education as partners in your work on environmental health?
4. **Negotiating the rules:** Has the project improved negotiation and communication between stakeholders?
5. **Integrating frameworks:** Are stakeholders working in full-cycle planning teams with all the agencies/groups whose work overlaps with yours?
6. **Sharing our visions:** Are all stakeholders working to a shared long-term vision?

### Postscript

One of the great Australian sources of learning about environment and health, and long-term sustainability is the Dreaming and the stories of the first Australians, who governed and shaped the Australian continent and its plants and animals for 40,000 years. To those peoples, health and environment were one, and both meant life.

Today, Indigenous Australians are facing even worse environmental degradation on their ancestral lands than the second wave of Australians is facing in the cities where most of them live. United Nations and World Bank reports give us 30 years before major water supplies collapse, the forests are going or gone and diversity of plants and animals everywhere is reduced. None of us, whether Indigenous or non-Indigenous, can return to those earlier options. But it is the same land, and we can learn from each other. An Indigenous member of the national workshop where this handbook was written gave us a message from her people, those first Australians. We leave you with this message in Story 18 "Time".

### **Story 18: TIME**

Each path in life's journeys is given to each individual to take on a new learning of experience, with the changing ways of life's unpredictable adventures. With the changing cycles of universal time, some never understand why, how or even when they take upon their challenging journeys. With the Indigenous lore, the spirit dreaming is a continuous cycle to each and every one, whether it be in plant animal or spirit form. Our ancestors, who formed this great universe of unbeknown mystery, walk with us each and every day, to guide us on our path to the future.

The future is not knowing what lies ahead, but the present can be determined by the celestial turning, which keeps us in day and night. The stars that shine are our map at night, which holds the sacred stories from the beginning of time.

Every consultation is a formation of what the great spirit created. The animals such as the kangaroo, brolga, frill neck lizard, frog, echidna and the sacred serpents hold the stories and legends of old that make up our spirit dreaming. The Milky Way is the resting place for our ancestors and loved ones, and with their campfires still burning, they watch over us in the night skies.

But to keep them at peace, there must be an equal balance on Mother Earth to keep spiritual harmony so the sacred serpents are not awoken and the lore of the land be upheld. It is not time to be restless but to keep them at peace. We have got our spirit warriors to protect all from any harm. As on Mother Earth there are chosen ones to protect, maintain and preserve our lands' sacred secrets, from the waking of time.

The chosen one's journeys have begun. Each and every one, follow your heart and listen to the old people, so that the legends and dreaming be respected. Go about your business as you know. Stay true to your beliefs and believe in the great spirit, and the creation of the elements and planets that keep us in time.

No one can change the past, it happened for a reason. Acknowledge it, accept the present day and change the path that could wake the spirits.

By knowing the lore of the land and respecting it, time and time and a half, shall pass with the spirit dreaming. But continue with the equal balance that makes the oldest land stay with the dreamtime.

Equal balance is the key to our future and the dreaming stays with our people. Peace. Walk with us, not against us, for we share the same Earth, and she's our mother. And we only have one of her (love her).

Keeping that one lore in our hearts, we can walk our journey without pain, suffering and torment. We can walk with pride and the true spiritual connection. May the seasonal cycles of turning, with the rise and fall of the deep blue, stay in sequence with the lining of the our stars, and be at time with time itself. Peace.

**'Lore of the Land'**      Dhdunga/Undanbii Woman



## Grid: Exercises and Activities linked to Sections 1 - 6

Resources	Section 1 People Caring for Place	Section 2 Communities in Action	Section 3 Community as Partners	Section 4 Multiple Alliances	Section 5 Place-based Planning	Section 6 Future-directed Action
Achieving change	√	√	√	√		
Brainstorming	√	√	√	√	√	√
Community capacity to address community issues			√			
Committee Procedures: Holding a meeting	√	√	√	√	√	√
Community Education	√	√	√			
Conflict resolution styles	√	√	√	√	√	√
CONSULT Process	√	√	√	√	√	
Ecological footprint: Angel or Devil		√	√	√		√
Focus Groups	√					
Futures Wheel	√					√
The Internet as a lobbying tool		√				
Intersectoral action: a checklist for effectiveness	√	√	√	√		
Listening	√	√	√	√	√	√
Lobbying		√				
Media		√				
National Protocol for Community Consultation			√	√		
Negotiation	√	√	√	√	√	√
Negotiation: the preparation (BATNA)	√	√	√	√	√	√
Priority setting: Nominal Group Process		√				
Speaking in Public	√	√	√	√	√	√
Stakeholder analysis: Including all the interests	√	√	√	√	√	√
Visioning	√					√
Writing		√				

### Achieving change

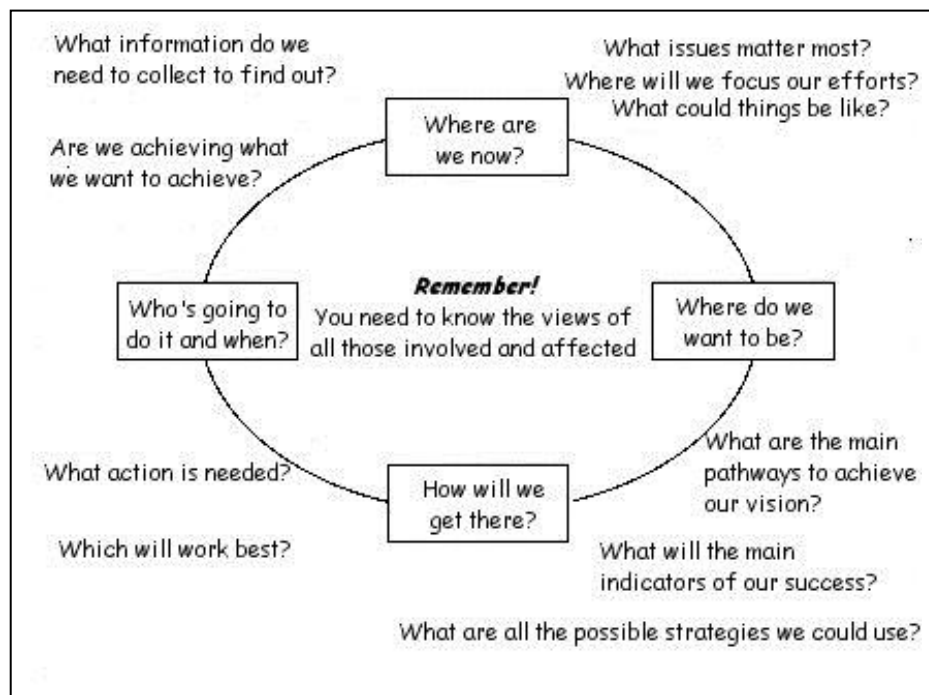
It takes time and energy to make a change. You should start with the issues or problems that those involved feel most strongly about. People have the most energy for things which most affect them.

Once you agree on a vision for change, this will provide a focus and inspiration. The vision should shine clearly for those who will implement change and those likely to be affected by it. In most cases, achieving change is a step by step process. Each step may be a small one and may seem frustratingly slow.

The most common response to proposed change is defence against that change. It is important to provide clear information about which decisions have already been made, what is negotiable and non-negotiable and what the process is for involvement in decisions yet to be made.

If people participate in decision making about change, a shared understanding and commitment to the change are more likely to develop. People feel that they have been heard and valued when they have a real opportunity to participate.

Change is an ongoing process and people need to have the opportunity to say what is working and not working. If an approach is not working, it might need to be changed or dropped.



More than one phase may be occurring at any one time and in one particular phase issues may arise which require a return to a different phase. For example, when deciding who is going to do what to implement a new strategy, concerns regarding resources may arise and it may be necessary to review how realistic the vision is or to develop a different strategy.

Roe, Miranda 1995. *Working together to improve health - a team handbook*. University of Queensland

## Brainstorming

Brainstorming, or idea generation, can (and should) be a structured activity, carried out early in the life of the project, in response to a significant problem, or in difficult negotiation situations when both sides are aware of each other's principles, but no solution is evident. It is usually enjoyable, but it is not a free-for-all. The rules listed below will help you get the most out of the experience.

To allow participants to concentrate on the task of idea generation it may help to appoint a non-involved facilitator. Besides enforcing the 'no criticism' rule, the facilitator can also encourage participation of quieter members.

### Rules for brainstorming

- No evaluation of any kind:
  - Put energy into generating ideas, not into defending them.
- Think of the wildest ideas possible:
  - Suppress internal judgement which may inhibit new ideas.
- Go for quantity of ideas:
  - Quality can come later.
- Build on ideas of others:
  - Combinations or modifications of previously suggested ideas often lead to new ideas superior to the original ones.
  - Wacky ideas may help more sober people break out of limiting.
- Ignore rank, qualifications and other indicators of authority:
  - Good ideas can come from unexpected quarters.
- Keep a record:
  - It's easy to forget.
  - Keep it open, and don't put names against ideas.

Brown V, Ingle Smith D, Wiseman R, Handmer J 1995. *Risks and Opportunities*. Earthscan Publications, London.  
Page 194/5

# Community Capacity To Address Community Issues

The indicators depict a competent community that may be defined geographically or by affiliation or shared characteristic. To enable you to see at a glance which of these needs further work, you might find it useful to rate each item from 0-2 or 'Don't know' as follows:

2 = yes, fully

1 = yes, in part

0 = no

DK = don't know

## Predisposing factors

1. Commitment to the community eg,
  - 1.1 Strong sense of community or community attachment
  - 1.2 Large proportion of long term residents or members*Evidence: surveys, interviews*
2. Awareness of each part of the community's identity and contribution eg,
  - 2.1 Agencies know about each other and their respective roles
  - 2.2 Residents or members have a sense of community history and make up*Evidence: surveys, documents, interviews, oral histories*
3. Caring
  - 3.1 Residents or members express interest in the situation or issues related to people unlike themselves in the community
  - 3.2 Money or donations in kind can be raised in times of emergency or special need
  - 3.3 Residents or members express concern over issues which affect the community*Evidence source: surveys, interviews, local media*
4. Collective efficacy
  - 4.1 Residents or members express confidence in their capacity to work together to address issues which affect the community
  - 4.2 Agencies express confidence in their capacity to work together to address issues which affect the community*Evidence source: surveys, interviews*

## Enabling factors

5. Participation in community affairs eg,
  - 5.1 High level of club membership or membership of local groups
  - 5.2 People are not reluctant to sign petitions about community affairs*Evidence: surveys, observations, document analysis*
6. Ability to express collective views and exchange information eg,
  - 6.1 Agencies come together to express joint views, eg submissions to external authorities

- 6.2 Interagency meetings and public meetings are common
- 6.3 Community values have been articulated through actions taken in various previous events
- 6.4 Agencies and organisations coordinate and act in concert with each other as required

*Evidence: observation, document analysis, interorganisational linkage surveys, oral histories*

- 7. Conflict containment and accommodation eg,
  - 7.1 There is evidence that in the past agencies and groups have managed to work together in spite of differences that may have arise between them
  - 7.2 Agencies and residents/groups are prepared to accept the ruling of independent arbiters or mediators in the event of conflict

*Evidence: observation, document analysis, interviews*

- 8. Ability to use resources and manage external relations eg,
  - 8.1 Evidence of pooling and sharing of resources (skills, facilities, staff)
  - 8.2 Use of funds, resources or relations external to the community in order to promote community goals

*Evidence: observation, document analysis, interviews*

- 9. Networks across individuals, groups and organisations
  - 9.1 Social isolation is not a problem for any particular population group
  - 9.2 Agencies and groups have networks among like minded or similar groups
  - 9.3 Agencies and groups have diverse networks among dissimilar groups
  - 9.4 There is reciprocity across organisational networks (support operates in both directions)

*Evidence: survey, network analysis, observations, document analysis*

### **Reinforcing factors**

- 10. Ability to retain formal means of representative input in decision making
  - 10.1 Positions for community agencies and members are retained in the decision-making structures and policies of those authorities whose affairs impact on the community
- 11. External resource access
  - 11.1 External resources are available for local issues
- 12. Community/external relations
  - 12.1 What the community learns and achieves is disseminated and built upon by other communities and vice versa

*Evidence: observations, document analysis*

*Indicators to help with capacity building in health promotion, NSW Health, 1999 p39-41*

## 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 it interesting, and 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.

### 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. S/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

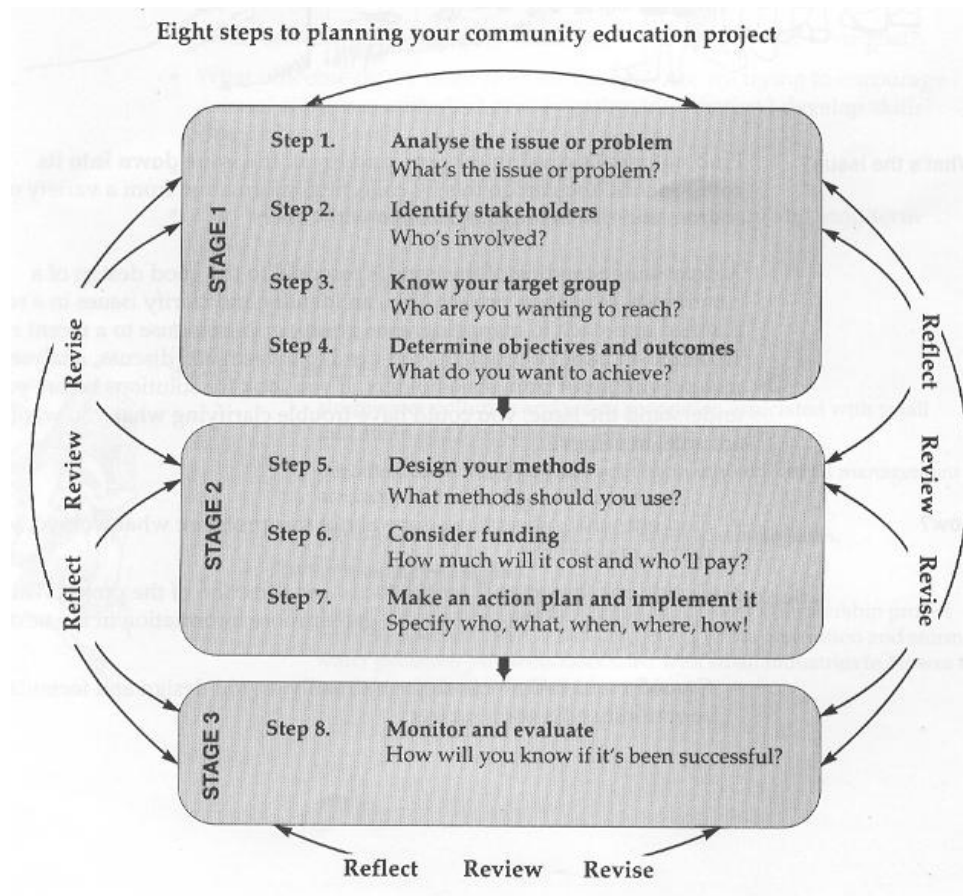
*Can be raised at any time, Chair must give a ruling.* Any member of the meeting may interrupt at any time - 'Mr/Madam Chair - point of order', if they feel that the rules of meeting procedure are not being followed. The Chair must ask the member what is their point of order - give a ruling, and take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



## 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?

Ford, Caroline, 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. p11, 29-30

## Conflict Resolution Styles

The proverbs listed below reflect traditional wisdom for resolving conflicts and raise a number of different conflict-resolution approaches.

Read each of the proverbs carefully. Using the scale, indicate in the brackets how typical each proverb is of your actions in a conflict.

5. Very typical of the way I act in a conflict
4. Frequently typical of the way that I act in a conflict
3. Sometimes typical of the way I act in a conflict
2. Seldom typical of the way I act in a conflict
1. Never typical of the way I act in a conflict

### SCORE

- |  |                          |
|--|--------------------------|
| 1. Use soft words to win hearts  | {                      } |
| 2. Come now and let us reason together   | {                      } |
| 3. For your arguments to have weight, argue loudly and forcefully  | {                      } |
| 4. You scratch my back, I'll scratch yours   | {                      } |
| 5. The best way to handle conflicts is to avoid them   | {                      } |
| 6. When one hits you with a stone, hit them with a piece of cotton   | {                      } |
| 7. A question must be decided by knowledge and not numbers if it is to be a right decision                         | {                      } |
| 8. If you cannot make a person think as you do, make them do as you think  | {                      } |
| 9. Better half a loaf of bread than no bread at all  | {                      } |
| 10. If someone is ready to quarrel, they aren't worth knowing  | {                      } |
| 11. Smooth words make smooth ways  | {                      } |
| 12. By digging and digging, the truth is discovered  | {                      } |
| 13. He who fights and runs away live to fight another day (once you strike, withdraw so that you can strike again) | {                      } |
| 14. A fair exchange brings no quarrel  | {                      } |
| 15. There is nothing so important that you have to fight for it  | {                      } |
| 16. Kill your enemies with kindness  | {                      } |
| 17. Seek until you find, and you'll never lose your labour   | {                      } |
| 18. Might overcomes right  | {                      } |
| 19. Tit for tat is fair play   | {                      } |
| 20. Avoid quarrelsome people - they only make life miserable   | {                      } |

**Conflict resolution score sheet**

Conflict strategy	Proverb No	Score
Avoiding	5	_____
	10	_____
	15	_____
	20	_____
	Total	_____
Forcing	3	_____
	8	_____
	13	_____
	18	_____
	Total	_____
Smoothing	1	_____
	6	_____
	11	_____
	16	_____
	Total	_____
Compromising	4	_____
	9	_____
	14	_____
	19	_____
	Total	_____
Problem solving	2	_____
	7	_____
	12	_____
	17	_____
	Total	_____

Note: The higher the total score for each conflict strategy the more frequently you tend to use this strategy. The lower the total score for each conflict strategy, the less frequently you tend to use this strategy.

Watson et al, *Structured Experiences and Group Development* in Brown V, Ingle Smith D, Wiseman R, Handmer J 1995. *Risks and Opportunities*. Earthscan Publications, London. p 188/9

### CONSULT Process

**CONSULT** was first developed by Valerie Brown and used in Melbourne City, to develop indicators of community liveability. Since then, the process has been adopted by communities around Australia, taking strategic action on community issues and problems.

CONSULT is one approach to consultation and involves:

- **CLARIFYING** the existing situation by interviewing key players, circulating a simple one-page survey, reviewing Australian and overseas literature, evaluating existing and potential management systems, and preparing a public discussion paper, in order to establish a common baseline of understanding of the local issues.
- **OPENING** up the issues to all comers, through circulating the discussion paper, meeting with city officials, holding workshops for special interests, holding a public forum. The responses must be reported back to contributors to ensure that the messages have been accurately received. (There are many creative ways of doing this, it doesn't have to mean one person droning on at a lectern).
- **NEGOTIATING** agreement on future directions with the community stakeholders, after all the issues have been aired (credibility vanishes if people believe they are being used as a rubber stamp). Community stakeholders have the right to suggest alternate directions for working on issues, and each of these should be considered as viable alternatives and accepted/rejected for agreed reasons by the group in choosing shared directions.
- **SYNTHESISING** contributions into a common strategy to achieve the negotiated agreement. Who has the relevant skills or expertise, and are they part of the group of stakeholders? If they are not present, they will need to be brought into the process, briefed and provided with the opportunity to challenge any existing positions that may have been taken. This stage can take considerable time and effort and draws on all the expertise in a community.
- **UNDERTAKING** a test of the strategy in practice, either as a feasibility study or a trial run of the real thing, before the process is cast in stone and community members can no longer readily influence the process.
- **LEARNING** from the practical application and reporting back to both community members and those whose task it will be to entrench practice into ongoing city procedures - after an agreed space of time - say, two years.
- **TAKE IT AROUND AGAIN**, repeating the whole process at stated intervals so the system remains responsive and flexible, while still preserving the continuity needed for effective management.

## Ecological footprint: Angel or Devil

(measure your ecological footprint)

### Is one planet enough?

How many Earths would be needed if everyone on the planet enjoyed your standard of living? Find out how much land is needed to support your lifestyle - your ecological footprint.

#### QUESTIONS

Pick the answers that best apply to you.

#### WATER

- Have you had a bath every day this week? If yes, score 14
- If you have a bath just on Sunday night - or twice a week, score 2
- Do you shower every day rather than have a bath? If so, score 4
- Do you think we're too obsessive about person hygiene?

Score

If you take a shower once a week, score 1

And .....

- If you use your dishwasher every day or every other day, score 6
- On hot, sunny summer days, do you water the garden or wash the car with a hosepipe? Score 4

Score

#### FOOD

- When you last went shopping, did you buy only locally produced fresh products - such as bread, vegetables and meat? If yes, score 2
- Alternatively, do you buy more heavily packaged and processed items and not even bother to look at where food comes from? If the answer is yes, score 15
- Or, do you search out food that comes from closer to home?
- If you are successful at least part of the time, score 5

Score

And .....

- What sort of food do you eat? Do you insist on meat with every meal? If so, score 85
- Or do you eat mostly vegetarian dishes? If so, score 30

Score

#### WHERE DO YOU LIVE?

If you share your home, divide the score by the number of people sharing and round up the answer. If your home is .....

Score

- A flat with just enough room to swing a cat, score 7
- A terrace house, score 15
- A large and spacious flat, score 12
- A semi-detached house, score 23
- A detached house, score 33

### HOLIDAY (AND BUSINESS)

- Where did you go last year? If you flew as far as Europe, score 155
- If you flew to Asia or the Americas, score 85
- If you flew within Australia, score 20
- If, instead, you went by road or rail to somewhere in Australia, score 10
- For people outside Australia:
  - If you took at least one long-haul flight, score 85
  - If you stayed near home, score 10

Score

### HEATING AND COOLING

If you have no heating or air conditioning, score 0 and skip to the next section. For everyone else, the energy to heat or cool your home probably comes from burning fossil fuel, which releases carbon dioxide. To soak up this greenhouse gas, a wood will have to be planted, using up land. So, start this section with a score of 45. But on the bright side, you get to subtract some points.

- If you prefer to add another layer of clothes before turning up the heating, subtract 5
- If you use natural ventilation rather than the air conditioning, subtract 15
- Do you only turn on the heater or air conditioning when absolutely necessary rather than keeping it on all day? If so, subtract 10

Score

### ELECTRICITY

If your power comes from only renewable sources, score 2 and skip to the next section. For everyone else, generating your electricity releases carbon dioxide, so start this section with a score of 75

- Do you always switch off the lights if the room is no longer in use? If yes, subtract 10
- Computers, TVs and hi-fis can now be left on standby. If you switch these devices right off, subtract 10

Score

### DAILY TRAVEL

- Did you drive to work or studies today? Is your car a modern, small-engined car? If so, score 40
- Or do you drive a big 4-by-4? Score 75
- If your car is something between these two, score 50
- Do you take a bus or train, rather than travel by car? If so, score 25
- If you are fortunate enough to cycle to work or studies, score 3

Score



## PAPER

The last book you read, did you borrow or buy it?

- If you always buy, score 2
- If you always borrow, score 0
- If it's half and half, score 1
- Do you always share your newspapers and magazines? If so, score 5
- If you bin your newspapers when you have finished with them, score 10

Score

## WASTE

To dispose of waste, you're once again going to use up valuable land. So, start this section with a score of 100

- Have you visited the bottle bank in the past month to drop off your empties? If you have, subtract 15
- If you separate your waste paper for recycling, subtract 17
- If you keep used cans apart and recycle them, subtract 10
- Do you recycle your plastic containers? If so, subtract 8
- Are you keen on composting the organic waste left over from kitchen and garden? If so, subtract 5

Score

If you avoid generating waste by, say, buying less or reusing things then subtract 15

Total

## SCORE

Many of the amenities you use every day, from roads to shops and buildings, make their own demands on land. People who consume more tend to rely more on these amenities. So, to take account of this, double your score.

Grand total

Each "point" in your score is equal to one-hundredth of a hectare. So, for example, a score of 350 is equal to about 3.5 hectares.

### PLANET CHART



200 or under

Well done, you are living within or close to the average Earth share. If everyone lived like you, then human and non-human existence could be sustainable and equitable. Around two thirds of the global population have a footprint lower than 200.



200 - 400

Your footprint is below the Australian average. However, this is still around twice the average Earth share. If everyone on the planet lived like you, we would need at least one "extra" planet to support consumption. About 15 per cent of the world's population falls into this category.



400 - 600

Your footprint is close to the European average. This is about three times greater than the average Earth share. If everyone lived like you, we would need two additional planets to support us! About 7 per cent of the world's population falls into this category.



600 - 800

Your footprint is just below that of the average Australian and still below that of the average North American. If everyone lived like you, we would need to find three additional planets! About 3 per cent of the world population falls into this category.



Over 800

Your footprint is now close to that of the average American. If everyone consumed the same we would need at least four extra planets to live sustainably. About 5 per cent of the world's population have a footprint this big.

Not convinced? This quiz gives only a crude estimate of your personal footprint.

For a more detailed online calculator, go to [www.ecologicalfootprint.com](http://www.ecologicalfootprint.com)

New Scientist Online: [www.newscientist.com/hottopics/environment/quiz2.jsp](http://www.newscientist.com/hottopics/environment/quiz2.jsp) (10 Oct 2001)

## 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.

### 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

## Exercises and Activities

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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 organize 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 organize 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: Hawe, P, Degeling, D , and Hall, P, 1990 "How to Run a Focus Group" Chapter 9 in *Evaluating Health Promotion. A health worker's guide*.

# Futures Wheel

### About This Activity

By creating futures wheels, we can diagnose how developments in one area will automatically lead to developments in other areas. We can begin to visualise how a predicted future action or forecast in one area might impact on another. Only if all the interacting elements are included in the problem-solving strategy will the solutions be long lasting.

### What You Need

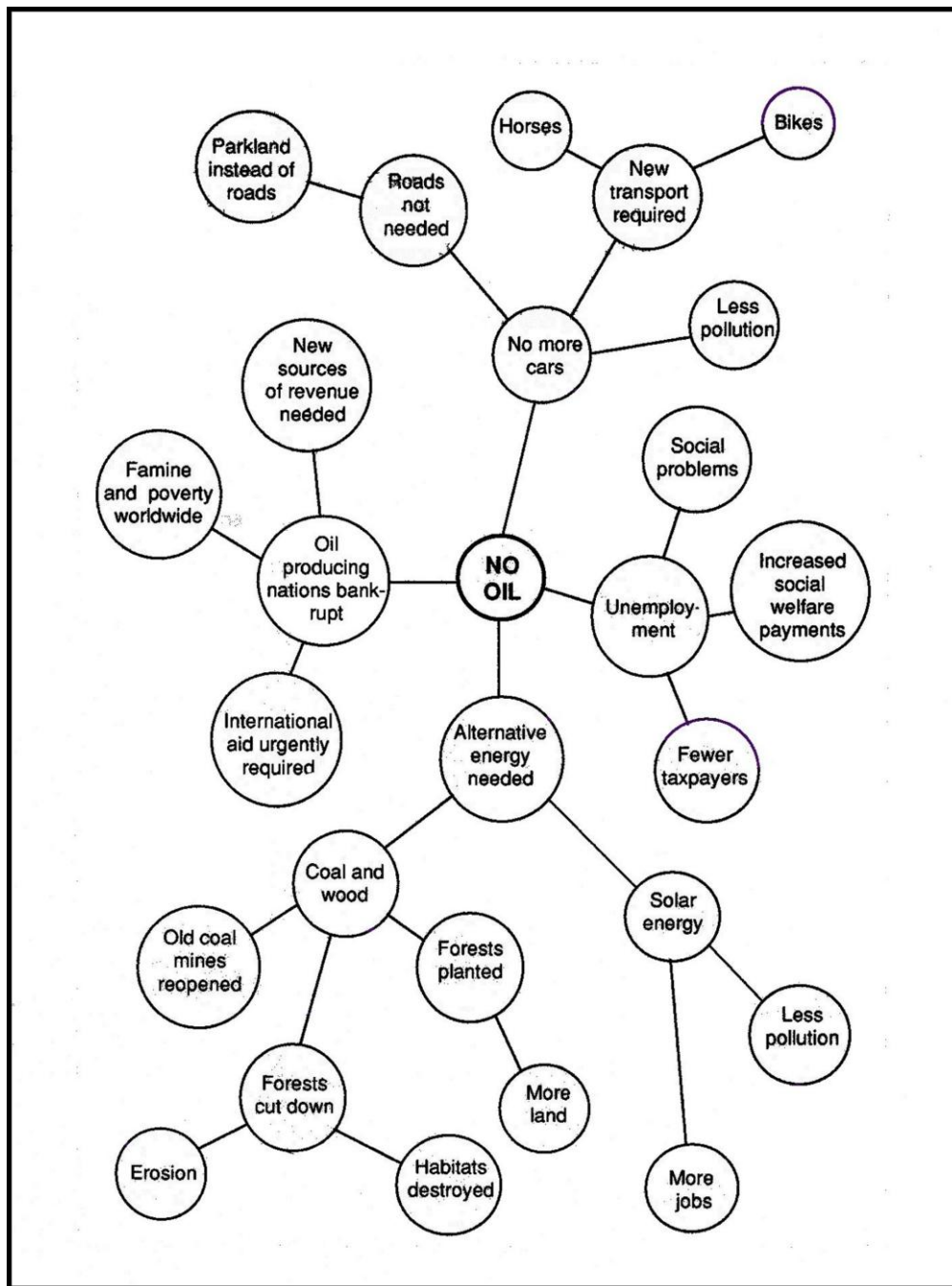
Large sheets of papers and coloured pens

### How to Do It

First agree as a management group on the issue or problem that is to be faced, e.g. acute rise in water costs, pollution of water supplies or oil dependency as in the following figure.

Brainstorm the impact this may have on other areas. For example, 'less pollution', 'alternative energy', 'unemployment' and so on. Do a sample futures wheel to test out the scope of the issue.

1. Decide on a forecast, selected from the brainstormed list in the centre circle. Treat the forecasting as a creative, open-ended exercise, not a prediction of certainty.
2. Write down forecasts which will result directly from the initial forecast. Join the second ring of forecasts to the first with 'spokes'. Continue the forecasts out to a third, fourth, fifth ... ring of forecasts.
3. When the system seems complete, identify which forecasts are related to each other and circle them in the same colour to identify them. This will demonstrate that the effects of change can be both direct and indirect, but still related.



**Futures wheel** using 'No oil' as an example

Brown V, Ingle Smith D, Wiseman R, Handmer J 1995. *Risks and Opportunities*. Earthscan Publications, London. p 206-208

# The Internet as a Lobbying Tool

Using the Internet is an effective means of highlighting an issue and gathering public support. The Internet can be accessed at no charge in most libraries or for a small fee at venues such as 'Internet Cafés'. Internet Service Providers such as Yahoo or Hotmail provide a free web-based email address as well as host simple home pages and websites.

A new grassroots approach to lobbying is to use a website as a focal point for environmental health action. The arguments and content on the site could persuade those who are not fully committed to action. It could provide an e-postcard for people to send email protests to a campaign organiser, who then collates, removes, duplicates and sends on to a relevant group or person.

Having a website is not essential for electronic lobbying as regular email can be even more effective. An email campaign is a cost-effective way of mobilising public support. It has an immediacy of response and is much less invasive for polling and surveying people because the response can be done in their own time with a level of anonymity. Email is a very efficient way of distributing a survey as it can 'snowball' to reach increasing numbers.

Multiple signatures can be a problem so some form of filtering mechanism should be used to screen out duplicates before the final petition is presented. This culling is needed to ensure that the petition can be held up as valid. The final petition, with all the names and email addresses, can then be printed out to present to the relevant group or person.

Benefits of e-lobbying over the standard paper petition are:

- larger numbers responding
- spread of respondents - email addresses from everywhere
- speed of response.

Examples of activist campaigns can be found on the following websites for No Sweat ethical clothing:

[www.nosweatshoplabel.com](http://www.nosweatshoplabel.com)

[www.tier.net/nosweat/](http://www.tier.net/nosweat/)

Sample email form for electronic lobbying can be found at Lobbying Online on the National Toxics Network website: <http://www.oztoxics.org/ntn/>

Adapted from Dancer, Helen. 2001. "Medium for a message". *The Bulletin*, September 25, p82-83



## Intersectoral action: a checklist for effectiveness

### Necessity

- Is the planned action important to achieve organisational goals?
- Does it ensure/enhance organisational survival? (by protecting or gaining resources, protecting or expanding areas of influence, by building community support)

### Opportunity

- Are there adequate opportunities for the planned action to be undertaken and sustained by supportive social, political, economic and organisational environmental contexts?
- Are there policies in the health sector, or other sectors, that create a supportive environment or give a mandate for action?
- What are the triggers for action? (accidental/opportunistic, based on new information, arising from new ways of thinking, personal commitment, meeting organisational needs)
- Will these triggers be strong enough to sustain the action over time?

### Capacity

- Do the participating organisations have the capacity to undertake the planned action? .
- Is there a need to strengthen organisational support?
- Are additional resources needed? If so what type?
- Do staff have the appropriate knowledge, skills and attitudes? Are they likely to remain with the initiative?

### Relationship

- Has the nature of the relationship between the partners been negotiated?
- Has time been spent on building and maintaining the relationship? .
- How much trust and respect is there between the organisations?
- Has a time to review the relationship been established?
- To what extent is the partnership built on individual relationships?

### Planned action

- Do those directly involved in the planned action recognise the need to work together?
- Have clear goals, shared by all involved, been articulated?
- Is there an agreed way of working?
- Have ways of dealing with disagreement and conflict been established?
- Have times been set to review and renegotiate the planned action?
- Is there a sense of joint ownership?

### Evaluation

- Has an evaluation plan been agreed on with agreed means of accessing the initiative?
- Have appropriate resources been allocated to this?

### Sustained outcomes

- Are the partners aware that they may need to take ongoing action to sustain the outcomes?
- Are they willing to do this?

Adapted from Harris, Wise et al., 1995, *Working Together: Intersectoral Action for Health*. Canberra, Commonwealth Department of Human Services and Health, pp117-119. In Baum, Fran, 1998, *The New Public Health: an Australian perspective*, Oxford University Press, Oxford. p 470-471.

### Listening

In effective groups there is a high level of active listening, with each group member trying to understand what the speaker of the moment is saying. To listen well requires that a lot of attention be given to the speaker. Listening is unlikely to be successful until the listener tries to understand what the speaker really intends.

Individuals may be distracted by their own personal goals or by a social need to observe group norms. When individual goals are being pursued, it may seem more important to a person to develop their own argument than to understand someone else's. When a person listens, it may be to obtain information for later use as ammunition. This attitude again makes it difficult to understand fully the speaker's point of view. When individual goals are opposed to group goals a person is likely to devote more attention to winning the debate than to achieving the goal.

Similarly a person who wishes to observe group norms about avoiding conflict may be too tuned in to non-verbal signals to attend to the verbal message. The message may be judged more by the attitudes of group members than by the information it contains.

#### **The symptoms of poor listening**

Many of us have never developed the habit of listening closely. It is worth improving listening even where other problems exist. You may recognise some of the following symptoms of poor listening.

- A large number of interruptions.
- Several people talking at once.
- Alternating monologues. Each person's statements follow on more from their own previous offering, or that of their clique, than from that of the preceding speaker. This is perhaps the most direct indicator of poor listening.
- Non-verbal signs of inattention.
- Attention directed to anything other than the current speaker. Listening is an activity requiring so much concentration that no other task can be done at the same time if both are to be done well. (Caution: some people who appear attentive are not; some pay more attention than is apparent.)
- Tail-chasing. Here a topic keeps recurring without being dealt with, or despite having being dealt with.

#### **Some strategies to improve listening skills within your group**

##### **Paraphrasing**

Paraphrasing works best when people in a small group persistently overtalk each other, interrupt, or resume their own monologue rather than responding to the previous speaker. Each person before speaking restates in her own words the essence of what the previous speaker has said, to that speaker's satisfaction. It is important that it is said in the listener's own words, rather than those of the original speaker; it is

otherwise often difficult to judge if there is true understanding, or the words are merely being parroted.

### **Questioning**

Allow questions for clarification in the early minutes after some group member has put forward an idea or proposal, or while he is doing so.

### **Structured information exchange**

This applies both paraphrasing and questions for clarification. It is most useful when there are a number of valid but different interests that must be served within the group, but where people are so far arguing only for their own point of view and not listening to others.

1. Three ground rules are adopted.
  - No blame or criticism or demands
  - No interruptions
  - Time limits are decided and observed.
2. After people have been given thinking time, a member of the group (starting with the lowest ranking, or the quietest) states their point of view briefly and clearly; there is a time limit; no interruptions are allowed.
3. Each other group member is allowed one question for clarification. After each member who wishes to has done this, there may be another round of questions for clarification (and another, and so on, until there are no further questions).
4. Each member of the group in turn paraphrases what the speaker has said, to that person's satisfaction.
5. Steps 1 to 4 are repeated for each group member.

Adapted from: Dick, R, 1991. "Listening" pp315-320 in *Helping Groups to be Effective*. 2<sup>nd</sup> Ed. Interchange, Queensland, Australia

# Lobbying

### Define the Issue and Outcome

- Be able to describe the issue clearly in 3-5 main points.
- Determine what outcome you want to achieve and why.
- Know your preferred outcome and what compromises you will accept.

### Research Issues and Targets

- Determine appropriate targets (MPs, public servants etc) and appropriate legislation.
- Understand what different people / agencies can do:
  - Upper House members (in the states that have a two house parliament) are elected state wide and can be useful for state or national issues
  - Ministers usually have more influence
  - Ministerial staff can provide important information about what the minister, party or department thinks, and may also be able to influence the minister
  - Backbenchers may be more approachable; may also help get access to parliamentary decision making forums
  - MPs who hold balance of power, and government MPs in marginal seats, are particularly important lobbying targets
  - Members of party and parliamentary committees may assist your access to committee or present your case for you
  - Opposition members can ask questions in the House
  - Public servants influence and formulate government policy
- Research your arguments and those of your opponents thoroughly
- Get background information on the targets and hints from other people as to what they are like
- Consider what their needs may be; how you can convince them to 'buy' your argument, what's in it for them, how will they benefit
- Think politically, i.e. the issue may be driven by factors other than rational arguments, eg, connections, favours, marginal seats etc

### Conduct a Successful Delegation

- Have a group of 3-5 people, not necessarily the office bearers but the most appropriate and representative people
- Allocate tasks and roles, main speaker, note takers etc
- Don't assume they know anything about the issue
- Don't assume they know nothing about the issue

- Listen to their point of view; it's a good opportunity to get information as well as give it
- Ask questions and be prepared to answer questions
- Find out who else is worth talking to
- Use the opportunity to network; trade information while maintaining confidences
- The aim is not to 'win' but to achieve a satisfactory outcome
- Be polite, assertive but not aggressive, you may need to work with these people later on
- Provide a clear typed summary of your main points to hand over at the conclusion of your delegation
- Don't leave without asking an MP to do one thing for you. This gives a basis for follow up
- Write up results
- Follow up issues that have arisen out of the delegation
- Send a thank you letter that includes your understanding of what was discussed and agreed.

Handout, Public Interest Advocacy Centre, Sydney NSW 1997

# Media

## Hints for Media releases

- Present release in typewritten form on A4 paper, double spaced, typed on one side only and with a wide margin.
- Use letterhead paper, so that the organisation presenting the release is clearly identifiable.
- Ensure that the release is clearly dated, or that the date for publication of the material is given.
- Clearly mark the document with the heading 'News release'.
- Use plain language and short, sharp sentences.
- Put the most important information first.
- Keep the release short - no more than two pages.
- Include quotations from relevant people.
- Include a contact name and phone number (and be prepared to be contacted).
- Fax the release and phone to ensure it has been received.
- Phone again (early) on the morning to remind the media of where, when and what.

*Based on Flood and Lawrence (1987:84-5) and Beauchamp (1986:71-2)*

## Hints for writing to the editor

- Avoid using too much emotional language.
- If you wish to have your letter published anonymously, you can request this, but you will still need to supply your name and address, explaining why you want your name withheld.
- Check the newspaper to which you are writing for any guidelines on presentation of letters.
- Type, or write clearly, using double spacing and leaving a wide margin.
- Be as brief as possible. Examining the length of letters previously published may be a useful guide.
- Keep your sentences short and sharp.
- Present constructive criticism, rather than being simply critical.
- If your letter does not appear, you can contact the Letters Editor to find out why. It is not unusual for letters to take a number of weeks to be published.

*Based on Beauchamp (1986:64-71)*

Wass Andrea. 1997. *Promoting Health: the primary health care approach*. Harcourt Brace and Company, Sydney. p114-5

## A National Protocol for Community Consultation

A protocol for conducting community consultations was developed in the 1990s by the National Advisory Body on Scheduled Waste (NAB) stakeholders as part of the Scheduled Waste program. The National Protocol for Community Consultation (below) spells out the aims of the consultation process and the principles through which it should be conducted.

### Aims

The following consultation and participation aims have been agreed by NAB and the Scheduled Waste Management Group (SWMG) and will be adopted in the development of management plans:

1. To enhance the development, adoption and implementation of effective management plans for scheduled wastes;
2. To maximise understanding of, and involvement in, the debate relating to the management of scheduled wastes;
3. To place scheduled waste management issues clearly within the context of broader waste management issues, including those which may arise throughout the process of development and implementation of management plans;
4. To achieve the most socially acceptable outcome possible in the development and finalisation of management plans, taking account of environmental, economic and social factors.

### Principles

The NAB and SWMG, in facilitating the consultation and participation process, will seek to achieve clarity of roles and responsibilities, timeliness of decision making and information delivery, access to information and personnel, easily comprehensible information and processes, continuity, feedback mechanisms, openness, fairness and equity.

We will:

1. Communicate in a clear and timely manner accommodating comments on the scope, aims and expected outcomes for each stage of discussion and submissions;
2. Provide comprehensive and timely information to the community to encourage fair and informed discussion of issues;
3. Support, to the maximum extent possible, the consultative process by providing information requested by those seeking to provide input;
4. Establish clear and realistic timelines for all forms of input which reflect, as much as is possible, a sensitivity to the resources available to individuals and groups concerned;
5. Translate key information into plain language for wider community consideration, especially when dealing with technical issues;

6. Assist individuals and groups in a variety of practical ways to engage in the consultative process, within the limitations of the scheduled wastes budget, paying particular attention to equal opportunity principles;
7. Pay specific attention to the inclusion of people from non-English speaking backgrounds in the consultation process, within the limitations of the scheduled wastes budget;
8. Provide frequent feedback, including information relating to: emerging technologies, key outcomes from NAB and SWMG meetings and consultation, the nature of interested people's contributions, and final key recommendations;
9. Ensure that people who enter consultative processes at different stages will, as much as possible, be able to influence the direction of the management plan development.
10. Stimulate conciliatory and constructive exchange of views and genuinely attempt to address, without prejudice, the major issues involved in the management plans;
11. Frequently monitor and evaluate the effectiveness of the consultation program during and at the end of each stage of the management plan process;
12. Regularly review, update and activate contact lists of individuals and organisations with an interest, or a potential interest, in the management of scheduled wastes; and
13. Share the responsibilities for effective consultation with those who enter into the consultative process.

While the protocol will apply to all of the management plans, each plan will require a specific implementation strategy for consultation. These strategies will include, among other things:

- Consideration of target groups (for example, consultation on hexachlorobenzene is likely to be more localised than that for the other management plans);
- Mechanisms for effective consultation (for example, the approach used in consultation with the rural sector for OCPs is likely to be very different from that used in Botany for hexachlorobenzene);
- Clear timelines; and
- Resourcing (levels and types of assistance will vary).

National Advisory Body and Scheduled Wastes Management Group, 1996



## Negotiation

### The general approach

- You and I have a problem, let's see how we can get together and solve it (negotiation as problem solving).
- Let's not rush into a solution; we have certain interests to attend to. What is the most productive way we can attend to our interests?
- Remember that we will probably meet again; we should remember the ongoing relationship, and should act with trust in the negotiation.

### The Process

Most of us are problem-solving people; we are all eager to solve problems, and to do that as quickly as possible. We look for the 'one minute' solutions.

I suggest that the one-minute negotiator has about as much success and has a life that is about as satisfying as the one-minute lover. Negotiation is a slow process, and we need to hold back from our eagerness to get a solution. That goes against much of what we get rewarded for in management, where we are encouraged to seek quick solutions. Negotiation, on the other hand, requires patience and an open mind. It involves learning, getting the facts right, articulating our interest, articulating the other side's interest, and often backing away from our 'pet' solution or outcomes.

One metaphor in negotiation is a win/lose one, borrowed perhaps, from sporting contests: 'we'll go in there and thrash them'. Or it could be a win/win metaphor: 'let's see what we can work out together; I have nothing firm in mind'.

### Trust and Ongoing Relationships

This is, perhaps, the most difficult concept in the process. Most of us think of trust as a moral precept. But we can be more hard-headed about trust. Thinking about the ongoing relationship:

- What will be the consequences for them if they renege on the deal?
- They pull a swiftie now; may I get the chance to do likewise in the future?
- Do we have some way to make contracts legal and binding?

A 'tragedy of the commons' simulation illustrates the importance of trust in decision-making, and how our strategy in planning must address the issue of trust. From a shared commons, everyone can draw what they need, so long as each person trusts all the others not to exceed their allotted share. As soon as anyone does so, there is no longer enough for anybody.

### Secrecy in Negotiations

Negotiations proceed well if the core stages (diagnosis, exploring interests, problem solving) take place behind closed doors, with no record. That makes it easier for parties to confront the problem, not the people. It becomes easier to suggest options without commitment. It is for this reason that there is a paucity of good negotiation case

## Exercises and Activities

studies. What goes on behind the doors is best if it is as informal (but well disciplined) as possible.

Adversarial and inquisitorial processes are ways of resolving disputes, but they are not negotiated processes. They require an adjudicator and, in nations with a modicum of commitment to democratic process, are conducted in the open. Sometimes, in civil and industrial relations proceedings, the dispute resolution may sally back and forth between negotiated and judicial processes, but the processes are different.

Sometimes negotiating parties may appoint a mediator. This person is not an adjudicator, but is a facilitator, helping the parties go through a negotiation process, and often as is the case with marriage guidance counselling, helping separate the people from the problem.

### The Game

Problem		Solution
Positional bargaining: Which game should you play?		Change the game - Negotiate
Soft	Hard	Principled
The participants are friends.	Participants are adversaries.	Participants are problem-solvers.
The goal is agreement.	The goal is victory.	The goal is a wise outcome reached efficiently and amicably.
Make concessions to cultivate the relationship.	Demand concessions as a condition of the relationship.	Separate the people from the problem.
Be soft on the people and the problem.	Be hard on the problem and the people.	Be soft on the people, hard on the problem.
Trust others.	Distrust others.	Proceed independent of trust.
Change your position easily.	Dig in to your position.	Focus on interests, not positions.
Make offers.	Make threats.	Explore interest.
Disclose your bottom line.	Mislead as to your bottom line.	Avoid having a bottom line.
Accept one-sided losses to reach agreement.	Demand one-sided gains as the price of the agreement.	Invent options for mutual gain.
Search for the single answer: the one <i>they</i> will accept.	Search for the single answer: the one <i>you</i> will accept.	Develop multiple options to choose from: decide later.
Insist on agreement.	Insist on your position.	Insist on objective criteria.
Try to avoid a contest of will.	Try to win a contest of will.	Try to reach a result based on standards independent of will.
Yield to pressure	Apply pressure	Reason and be open to reasons; yield to principle, not pressure.

Ian McAuley in Brown V, Ingle Smith D, Wiseman R, Handmer J 1995. *Risks and Opportunities*. Earthscan Publications, London. p186/7

## Negotiation: the preparation (BATNA)

### 1. What is my Best Alternative To a Negotiated Agreement (BATNA)?

The answer is determined by the use of power in the negotiation. I am far stronger in negotiation when I am willing to walk away. Even if I have little inclination to walk away, a good BATNA will increase my confidence.

### 2. Comparatively, how important is each negotiation issue to me?

I should know the answer before the negotiation begins. I can compare the attractiveness of alternative agreements and create mutually desirable trade-offs. A scoring system is one way to create this preparation.

### 3. Can I articulate my interest?

Have I really got my interest clear? Can I articulate them in a way that the other side will understand clearly?

### 4. What is the other side's BATNA?

Negotiators often under emphasise the importance of this assessment. However it gives my best estimate of how far the other side can be pushed. It also keeps me from making offers that lead the other side to walk away. A good negotiator will not disclose his or her BATNA - my best preparation may be to try to put myself into the other party's shoes.

### 5. Comparatively - how important is each issue to the other side?

This information helps me develop trade-offs. It also gives me information on which issues are central in the minds of the other party. Interestingly, the other side will (and should) often be willing to provide this information.

### 6. What do I know about their interests?

It will help if I research this in advance, but I should not get locked into my own perception. I should be prepared to listen during the negotiation. If the other side is unlikely to state their interest, I should be able to say 'Is it correct that your interests are.....?'

### 7. Who are the negotiators?

What can I find out about them? Can I establish rapport before the negotiation? I should beware of others' stereotypes (She's a tough cookie.) I should beware of my assumptions - I already know the person in another role (friend, work colleague), but how might they behave in this negotiation.

### 8. What are the norms of the negotiators and those they represent?

Compare expectations of norms of behaviour (eg with regard to truthfulness) in negotiations between, for example:

- a. spouses in a good marriage vs. spouses in a troubled marriage;
- b. businesses with an ongoing relationship vs. businesses in a once-off situation.

### **9. What are the facts, options, trade-offs?**

I will be stronger in negotiation if I have already done my technical homework - research key facts, made calculations, developed financial models etc. The negotiation table is not the ideal place to get involved in complex calculations or to have to call for factual material.

### **10. Have I attended to all details?**

Where do we negotiate? (This does not apply only to large formal negotiations - do I negotiate with my bank manager at the counter, in her office, or over lunch?) How do I present myself? Where do we sit - Party A facing Party B or intermingled? Where do I place myself in relationship to my adversaries and allies?

### **11. Are there more than two parties?**

There are important differences between two-party and multi-party negotiations. For example, with more than two parties, coalitions may form and act in concert against other parties.

### **12. Are the parties monolithic?**

Rather than being the exception, it is probably the rule that each party to a dispute is not internally monolithic. Where there is not one person on a side who can make decisions, there must be internal as well as external negotiations. When I negotiate a brief from my own party, I should make sure I have a wide brief, with a delegation to negotiate within my side's principles. I should avoid being sent as a representative to put fixed positions. I should beware of raised expectations on my side.

### **13. Will negotiations be repetitive?**

Where bargaining is repetitive, each disputant must be particularly concerned about reputation and the long-term relationship. That may lead to more integrative negotiations than in one-shot negotiations. Note, however, that it does not necessarily follow that those engaged in repetitive negotiations will adopt a 'problem-solving' or 'cooperative' attitude. A negotiator may want to establish a long-term reputation for toughness, and thus adopt a posture which might be seen as counter-productive if viewed only in the short-term, single negotiation context.

### **14. Are there linkage effects?**

Where one negotiation is linked to another, the calculation of costs and benefits of a particular agreement is likely to be affected by the implications for the other negotiations. Linkages can create impasses, as, for example, where a party facing multiple lawsuits with different parties over the same issues may not be able to offer a settlement in a particular suit since the single settlement may lead to different, and costly, settlements in other suits.

### **15. Is agreement required?**

Must both parties reach agreement? Can one party or both parties walk away, either entirely or at a particular state in the negotiation? This affects the importance of developing an alternative to a negotiated agreement.

### **16. Is 'ratification' required?**

The need (actual or feigned) for ratification, as by a corporate board, of a negotiated resolution often provides a vehicle for negotiation game playing, as when

one party seeks to squeeze one more concession from the other side during the ratification process.

### **17. Are there time constraints or other time-related costs?**

When the North Vietnamese came to Paris to negotiate an end to the Vietnam War, they rented a house on a two-year lease, and let that fact become known. The party who is in a hurry (and lets that be known) is at a disadvantage.

### **18. Have we allowed adequate time for negotiation?**

Negotiation is not 'one minute management'. Negotiation often involves learning (and un-learning), accepting new realities, passing through different phases of tension and relaxation. It may be necessary to give time for recesses, to allow negotiators to develop wider briefs from their own constituents. Breaks also help in making transitions between phases of a negotiation - eg from exploration of interest to problem solving.

### **19. Are contracts binding?**

Negotiation strategy and arguments on terms of an agreement should be influenced by whether and how the agreement should be enforced. Both sides should agree on how flexibly the agreement is to be interpreted. Be beware of the 'I thought it meant....' Risk.

### **20. Who should make the first concrete offer or demand?**

Consider the problem of a) not being so extreme as to destroy the ambience of the negotiation and b) not being so conservative that your offer or demand falls well within the other party's acceptance region. What are the advantages and disadvantages of making the first offer or demand? One should not let an extreme first position be a reference point for further negotiations. If possible bring in a figure which doesn't anchor too rigidly ('How much did the last house in this area sell for?')

### **21. How should propositions be put?**

One should try to put 'yes-able' propositions. Can you reframe the proposition in a way that is acceptable to both sides, and to those to whom you are accountable?

### **22. How should the negotiation end?**

Don't gloat. 'A final word of advice', offers Howard Raiffa, 'don't gloat about how well you have done. After settling a merger for \$7 million, don't tell your future partners that your reservation price was only \$4 million: that won't make them feel good. You might be tempted to lie for their benefit and make a vague claim to a reservation price of about \$6.5 million. But lies, even beneficial ones, generate their own complications. Some confidential information should remain confidential ever after the fact'.

### Priority-setting: Nominal Group Process

The nominal group process is a means of decision-making that enables all group members to have an equal voice. 'Nominal' refers to a set of items listed in order of preference and 'group' to the use of group members to agree on the order. The method consists of a series of small-group procedures designed to compensate for the usual inequalities of social power that emerge in most planned meetings. Those who use the method should keep in mind that its purpose is to identify and rank problems, not solve them.

The method is effective for generating ideas and getting equal participation from group members. It is not a means of clarifying values, nor is it a decision-making strategy. It is a method for arriving at informed agreement as to priorities. The method works as follows:

*Arrange the participants into groups of six to seven members*

It is important that the size does not exceed seven, in order to allow for appropriate interaction. Those selected as participants should be representative of, and knowledgeable about, the community or task in question.

*Pose a single question to the group, summarising the issue*

It is best if the question can be in writing on a black/whiteboard, flip chart or handout sheet. The question should be generated following consideration of:

- the objective of the meeting
- examples of the type of items sought
- the development of alternate questions, and
- the pilot testing of alternative questions with a sample group.

Examples of the type of question are: "Of all the topics we could include in this program, which do you consider the most central?" or "Of all possible avenues for action on environmental health management, what do you consider is the most valuable?"

*Have the participants of each small group write down their responses*

Sheets of paper with the question written at the top can be given out; this provides an easy reference point for the group members. However, if this is not possible, writing the question down on a blackboard, flip chart or overhead projector will suffice.

Although the actual amount of time necessary to complete this assignment will vary depending upon the particular question which is posed, the approximate amount of time would be 15 minutes. It is important that the group proceed in absolute silence (this is the responsibility of the facilitator). Such an approach enables the group to reflect carefully on their ideas, and to be involved in a competition-free atmosphere where premature decisions do not have to be made. Have the participants of each small group write down their responses.

*The facilitator elicits individual responses*

First, one participant is asked to give their most important (to them) single response, the next gives their single response, and this continues until each participant has contributed a single response. As the responses are stated, they are written down by the facilitator on a blackboard or flip chart, each item being given a number (1, 2, 3 etc).

The same process is repeated for a second and then a third time and so on, until all contributions have been recorded. This procedure enables each group member to play a truly participating role. During this time, discussion is only permitted for points of clarification, not on the form, format or meaning or value of a participant's response.

### *Clarify the meaning of the responses*

Take time to inquire whether or not each response is clearly understood. Allow participants time to discuss what they meant by a particular response, the logic behind it, and even its relative importance. However, this is not the time for debate and lobbying. The facilitator must direct the proceedings so that only clarification takes place.

### *Conduct a preliminary vote*

From the original listing of responses on the blackboard or flip chart, participants are directed to select a stated number of the items they consider are the most important (eg out of the summary of 20 individual responses, each participant is to select and rank seven of them). This is accomplished by asking each participant to write each one of the statements selected on a separate card first and then rank-ordering them. The topics can be pulled together either by group agreement on priorities, or numerically (seven points would be assigned to the least important). As a rule of thumb, group members can prioritise only five to nine items with some degree of reliability. The item with the largest numerical total represents the top priority issue.

### *Confirm the vote*

It is important to discuss the various explanations related to choosing. Discussion regarding the high vote getters and low vote getters may be of value. It may also be useful to redefine the meaning of selected items, to be certain that all group members are clear on their meaning. Identify and value the various perspectives and discuss how they can be illuminated in a review of the situation.

### Speaking in Public

The tremendous power of speaking knowledgeably, persuasively and with all your wit, humour and passion about what you believe in and what must be done should not be underestimated. Apply these six general strategies when making a public speech:

1. Know what you want to talk about, as thoroughly as you can.
2. Plan what you will say, and how you want it to end up.
3. Look for allies in the audience and among the organisers, and accept help where appropriate (advice on what they want to hear is a pretty good start).
4. Use your networks - some places are more useful to speak at than others.
5. Look for mentors - public speaking is an art you can learn by observation and practice.
6. Negotiate with your audience so that you arrive at the end of the meeting with a sense of goals achieved and consensus reached.

### The Five P's Of Public Speaking

#### 1. **passion**

There's nothing like passion to win over an audience. If you're bored, or tentative, or insincere, why should they listen?

#### 2. **preparation**

Some incredibly clever people know their subject matter so well that they don't have to prepare; they're always prepared. These people are few and far between, and you're unlikely to be one of them. Speech making is a performance, and speech writing is a matter of practice. When you write down what you want to say, focus on what you will feel comfortable saying. We speak very differently from how we write: remember that your task is to persuade people. Even if you don't write the speech out in full, do:

- Asterisk the points that you want to make - three or five main issues
- Write down the quotes you want to use, in full
- Write your opening remarks and your closing remarks in full too. Try to make your end comments refer to your opening ones.
- Test how long it takes to deliver what you had in mind. Twenty minutes is about as long as most people can stand. Count the words: it should take about a minute to deliver a hundred of them. Twenty minutes will therefore need about 2000 words.
- Try not to cover too much. About three big ideas is as much as most people can take in. Lists of facts and statutes and dates are best summarised and attached to the written version of your speech.

If you make a really good speech to one audience on an issue, keep it to use again on other audiences, adapting it to the new context.



### 3. pauses

If there's a really important point you want to make, pause before you make it and look at your audience. If you've just made a particularly important or amusing point, stop and let people take it in. And if they're laughing, wait till they're finished or they'll miss your next point.

### 4. participation

Let people respond to what you are saying. Ask questions and look for responses - movements, smiles, mutters - and respond to them. People don't want to be lectured or hectored: a good speech is a seduction. Smile back. Respond if it seems appropriate, but briefly.

Chat to your audience before you give the speech: that will help to give you an idea of their mood. Then when you're speaking, pick on person who looks friendly and on-side and address your talk to them. Pick another one who looks bored and keep an eye on them too. Both of these faces are important: they tell you how you're doing.

Ignore interjectors, or tell them they can have a go at question time. In general, encourage a question time. Audiences listen more attentively if they know they can ask you questions later. Some people actually speak better in response to questions than when giving a prepared speech. Answer questions confidently and openly. If you don't know the answer of the local context, say so, and offer other avenues for information. We recommend handling your own questions, unless the chair is very well aware of the troublemakers or dissenters in the audience. Make sure you give women and men, old and young, performers and the shy, equal opportunity to ask questions.

### 5. presence

You are the object of all attention. Don't be shy. Expect to be heard, and you will be. Don't shuffle up apologetically to the lectern and don't apologise for what you are about to say. Be authoritative: you have knowledge, an opinion and experience, and they are all valuable. If you're nervous, think of yourself as being excited, rather than afraid.

Always have extra copies of your speech for any media that may be present, or for anyone else who wants it. Often journalists will ask for a copy of your speech first, so they don't have to come and listen to you. It's usually sensible to give it to them afterwards.

Getting your speech published somewhere, or at least distributed as widely as you can manage, will ensure that your effort is not wasted, that the speech will not be quickly forgotten or make no difference anywhere outside that meeting. Try to get an edited copy into the papers or your organisation's journal, or put it on-line.

If you give a particularly good speech that's a bit different from the one you wrote, write it up as you delivered it, straight afterwards.

Kirner, J and M. Rayner. *The Women's Power Handbook*. Penguin, Victoria, 1999.

# Stakeholder Analysis: Including All the Interests

## Background

To set up the conditions for productive brainstorming, invite the participants to nominate all the stakeholders in a selected issue. There will be no problem in reaching 30 to 40 categories of individuals and organisations with an interest in the issue. Let the categories flow unchecked. After the group has constructed the initial list, check the list for the following:

- Consumers of services and clients of agencies as well as providers and managers;
- Private interests as well as public bodies;
- Industries as well as conservation groups; and
- Future needs as well as established interest.

People from the following categories will be needed as members of a management group:

- Technical/scientific;
- Administrative/bureaucratic;
- Economic/financial;
- Policy/political;
- Regulatory/legal; and
- Community interests.

Since an effective management group should be not less than five (or else there would be too few to carry the responsibilities) or more than twelve (too many to coordinate efficiently) the next step is to select between five and twelve key stakeholders who will between them satisfy the requirements listed above.

Assume for the purposes of the rest of the exercises that the management group is between seven and nine. This exercise is completed when the group has agreed on a seven-member management group (or however many members there are in the learning group) which fits the criteria listed above.

It will be important to choose people who wear more than one hat, and bring with them the maximum resources. The exercise that follows is an analysis of the power and resources of the key stakeholders.

## Power and Resource Analysis (30 mins)

Participants form groups of seven to nine people. Each group takes a priority issue, first analyses the components and then integrates the interests into a common direction.

### Analysis:

Everyone in a community has some power and resources to contribute to resolving an environmental health issue even if this is not immediately apparent. Consumers vote, pull strings, and evaluate their environmental quality as much as the official environmental managers.

There are four bases of power in all societies, from the most authoritarian to the most equitable. In every environmental issue the participants will have access to resources based on:

- **who you know** - socio-political power (a formal position, informal networks, social standing, personal and work relationships, community service political positions and loyalties);
- **what you own** - economic/financial power (money, ownership of goods or services, anything valued by the market economy, even debts);
- **what you know** - technical or theoretical knowledge and skills (formal and informal sources of information and skills; theoretical and practical understanding of an issue, control over knowledge of others as in the education system) and;
- **who you are** - each individual's personal experience (level of skill, insights, previous performance, work roles, private roles, personal reputation, professional roles).

### Activity:

Cross-reference each of the key stakeholders and each of the four bases for power using the following table. All stakeholders will have some measure of power in all categories. The effect of this information shared within a group is to demystify power; to empower members who felt powerless; and to allow the group to start on a fairly level playing field.

Discuss the insights into the potential for the key stakeholders to work together. Do alliances and checks and balances to equal power become apparent?

### Stakeholder resource analysis grid

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#### Stakeholders' power bases

	<i>Social</i>	<i>Economic</i>	<i>Technical</i>	<i>Personal</i>
Stakeholder				
1				
2				
3				
4				
5				
6				
7				

---

### Discussion of Interests

As you join a committee meeting, out of all the interests in the main issue, try to understand what the parties really want.

Working assumption: focusing on interests rather than positions increases our chances of achieving a good outcome.

1. We tend to focus on positions, not interests. If we assume that a negotiation problem consists of a conflict of positions, then it makes sense to talk about positions. This is a common tendency. But the basic problem in negotiation lies not in conflicting positions, but in the conflict between each side's needs, desires, concerns, and fears. Such desires and concerns are *interests*.
2. We assume that all of our interests are opposed. When we focus on positions, we can assume that because the other side's positions are opposed to ours, their interests must also be opposed. If we have an interest in defending ourselves, then they must have an interest in attacking us. In many negotiations, however, a close examination of the underlying interests will reveal the existence of many more interests that are shared or compatible than ones that are opposed.
3. Focusing on interests facilitates creative problem-solving. For every interest there usually exist several possible positions that could satisfy it. When we look behind positions for the motivating interests, we can often find an alternative position that will satisfy our interests as well as theirs. For example, a nation may assert the position that a border must be drawn at a certain place; interests which lie behind this position may include national security, access to mineral resources or questions of sovereignty. If the parties look behind their positions and focus on their interests, an agreement may be reached which reconciles seemingly contradictory positions. One nation could retain sovereignty over the land, while the other could retain the rights to the mineral resources. It is far easier to accommodate interests into a mutually acceptable package than it is to accommodate positions.
4. Consider the following guidelines:
  - *When preparing, focus on interests.* First, clarify our own interests. Second, and perhaps most important, try to understand the interests of the other side. This will increase our understanding of the problem and will help us invent solutions which meet not only our interests, but the interests of the other side as well. One way to uncover their interests is to examine from their point of view what it is you want them to agree to (their 'currently perceived choice'), and then determine what interests of theirs are preventing them from being able to agree to it.
  - *Focus the negotiation discussion on interests, not positions.* It is difficult to fashion a creative solution to a problem which satisfies the interests of different parties if the interests of each are not explicitly discussed.
  - *Think of positions as clues.* If they continue to talk about positions despite your efforts to the contrary, ask them for help in understanding what is leading them to this position. Ask them 'Why?'
  - *Use leadership.* Be prepared to take the lead by talking about some of your own interests. If you are not willing to tell them something about your own needs, desires, concerns, and fears, then why should you expect them to be willing to do the same?

## Visioning

One visioning process follows these four steps.

### **Step 1: Set the scene**

Arrange for the members of your organisation/group/working party to be comfortable and respect each other (see Sections 3 and 4). Then ask them to individually imagine your community as a 'sustainable community' at some point in the future (for example, in the year 2020). Ask them to answer the following questions about this future state and how to achieve it.

#### **Questions**

1. What does your 'sustainable' community look like? Describe the desired environmental, social, health and economic characteristics of the community.
2. What ecological characteristics need to be preserved and enhanced?
3. What services are provided to community members?
4. What types of relationships exist among local government, service organisations, business and industry?
5. What aspects of the community's heritage and traditions should be preserved for the future?
6. What aspects of the community's economic base should be supported and strengthened?
7. What aspects of living and working in this community should be protected at all costs?
8. What ecological characteristics need to be preserved or enhanced?

*(Ontario Round Table on Environment and Economy)*

### **Step 2: Share the vision**

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

### **Step 3: Develop common ideals**

This can be done by brainstorming shared ideals and concerns and recording them on a flip chart. It is very important that;

1. everyone sees what goes up, and
2. each person presents their ideas to the others without any criticism whatever.

Ideals shared by everyone become the common value base. Those not shared can be re-interpreted or dropped. No one should be asked to change their ideals.

### **Step 4: Make a vision statement**

The vision statement is the outcome of the visioning process. It will define the preferred future of the community and its governing organisations. The statement description is one single idea, not lots of bits and pieces. Brainstorming possible titles and labels is a good way to achieve this. Going from vision to action involves a number of different steps, working within the community to establish:

- strong partnerships
- long-term alliances
- integrated place-based planning
- future-oriented action.

Visioning is an activity in which many people can share. Shared community visions are very empowering to those in community, governance and industry. They set up a clear long-term purpose against which short and medium term strategies and activities can be aligned.

A more extensive visioning exercise has been developed for the WHO Healthy Cities Project by Trevor Hancock. It is available from any Healthy Cities office.

## Writing

### 10 Principles of clear writing:

1. Keep sentences short, on average.
2. Prefer the simple to the complex.
3. Prefer the familiar word.
4. Avoid unnecessary words.
5. Put action into your verbs.
6. Write the way you talk.
7. Use terms your reader can picture.
8. Tie in with your reader's experience.
9. Make full use of variety.
10. Write to express not impress.

Robert Gunning in Anderson, DA and BD Itule 1988 *Writing the news*, Random House, New York. p 39

### 4 Steps in persuasive writing

1. Get the reader's attention.
2. Arouse the reader's interest.
3. Motivate the reader to take action.
4. Tell the reader what action to take.

Wrigley, J and McLean, P 1981 *Australian Business Communication*, Longman Cheshire, Melbourne. p264

## Websites

Activist campaigns on the Internet	<a href="http://www.nosweatshoplabel.com">www.nosweatshoplabel.com</a> <a href="http://www.tier.net/nosweat/">www.tier.net/nosweat/</a>
Australian Bureau of Statistics	<a href="http://www.abs.gov.au">www.abs.gov.au</a>
Australian Institute of Environmental Health	<a href="http://www.aieh.org.au">www.aieh.org.au</a>
Australian Institute of Health and Welfare	<a href="http://www.aihw.gov.au">www.aihw.gov.au</a>
Australasian Legal Information Institute	<a href="http://www.austlii.edu.au">www.austlii.edu.au</a>
Calvert Foundation (for socially responsible community investment)	<a href="http://www.calvertfoundation.org">www.calvertfoundation.org</a>
Canadian Association of Physicians for the Environment	<a href="http://www.cape.ca">www.cape.ca</a>
Chartered Institute of Environmental Health (CIEH)	<a href="http://www.cieh.org">www.cieh.org</a>
Chemical Hazard Management in Children's Environment	<a href="http://www.toolsforhealthyschools.org">www.toolsforhealthyschools.org</a>
Children's Pesticide Right-to-know Act	<a href="http://www.watoxics.org">www.watoxics.org</a>
Community Access to Natural Resources Information	<a href="http://www.canri.nsw.gov.au/activities/dsd2001">www.canri.nsw.gov.au/activities/dsd2001</a>
Community resources	<a href="http://www.communitybuilders.nsw.gov.au">www.communitybuilders.nsw.gov.au</a>
Community funding, giving and help online	<a href="http://www.ourcommunity.com.au">www.ourcommunity.com.au</a>
Copenhagen Chemicals Charter	<a href="http://www.fbr.dk/chemaware/activity/charlist.html">www.fbr.dk/chemaware/activity/charlist.html</a>
Ecological footprints	<a href="http://www.ecologicalfootprint.com">www.ecologicalfootprint.com</a>
enHealth Council	<a href="http://enhealth.nphp.gov.au">enhealth.nphp.gov.au</a>
Environment Australia	<a href="http://www.ea.gov.au">www.ea.gov.au</a>
Environmental Defender's Office	<a href="http://www.edo.org.au">www.edo.org.au</a>
Environmental Health Information Services (EHIS)	<a href="http://www.ehis.niehs.nih.gov">www.ehis.niehs.nih.gov</a>
<i>Environmental Health Risk Perception in Australia 2000</i>	<a href="http://www.health.gov.au/pubhlth/publicat/document/metadata/envrisk.htm">www.health.gov.au/pubhlth/publicat/document/metadata/envrisk.htm</a>
Genuine Progress Indicator, Australia Institute	<a href="http://www.gpionline.net">www.gpionline.net</a>
HealthPact	<a href="http://www.health.act.gov.au/healthpact/">www.health.act.gov.au/healthpact/</a>
Healthy Cities Illawarra	<a href="http://www.healthycitiesill.org.au/">www.healthycitiesill.org.au/</a>
International Federation of Environmental Health (IFEH)	<a href="http://www.ifeh.org">www.ifeh.org</a>
Indigenous Environmental Health monographs	<a href="http://enhealth.nphp.gov.au/council/pubs/ecpub.htm">enhealth.nphp.gov.au/council/pubs/ecpub.htm</a>
Medical Research Council (MRC) Institute for Environment and Health (IEH)	<a href="http://www.le.ac.uk/ieh/">www.le.ac.uk/ieh/</a>



<i>National Environmental Health Strategy 1999</i>	<a href="http://www.health.gov.au/pubhlth/publicat/document/envstrat.pdf">www.health.gov.au/pubhlth/publicat/document/envstrat.pdf</a>
<i>National Environmental Health Strategy Implementation Plan 2000</i>	<a href="http://www.health.gov.au/pubhlth/publicat/document/envstrat_imp.pdf">www.health.gov.au/pubhlth/publicat/document/envstrat_imp.pdf</a>
National Institute of Environmental Health Sciences (NIEHS)	<a href="http://www.niehs.nih.gov">www.niehs.nih.gov</a>
National Occupational Health and Safety Commission (NOHSC)	<a href="http://www.nohsc.gov.au/">www.nohsc.gov.au/</a>
National Registration Authority for Agricultural and Veterinary Chemicals	<a href="http://www.nra.gov.au/">www.nra.gov.au/</a>
National Toxics Network	<a href="http://www.oztoxics.org/ntn/">www.oztoxics.org/ntn/</a>
Natural Resources Information (CANRI) in NSW	<a href="http://www.canri.nsw.gov.au/activities/dsd2001">www.canri.nsw.gov.au/activities/dsd2001</a>
New Scientist Online	<a href="http://www.newscientist.com/hottopics/environment/">www.newscientist.com/hottopics/environment/</a>
NSW Department of Fair Trading	<a href="http://www.fairtrading.nsw.gov.au/associations.html">www.fairtrading.nsw.gov.au/associations.html</a>
Plan First, a Government reform initiative to modernise the plan making system in New South Wales	<a href="http://www.duap.nsw.gov.au/planfirst">www.duap.nsw.gov.au/planfirst</a>
Public Health Association of Australia	<a href="http://www.pha.org.au">www.pha.org.au</a>
Tools for Healthy Schools	<a href="http://www.toolsforhealthyschools.org">www.toolsforhealthyschools.org</a>
UWS Regional Integrated Monitoring Centre site	<a href="http://www.uws.edu.au/research/rimc/">www.uws.edu.au/research/rimc/</a>
World Health Organization (WHO)	<a href="http://www.who.int">www.who.int</a>

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## APPENDIX

### Australian Charter for Environmental Health 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.

#### Business and Industry

##### Entitlements

Business and industry are entitled to:

- Management systems (legislative, regulatory and other) that:
  - promote health and the environment while recognising business interests
  - recognise industry capacity for self management in a co-regulatory environment
  - provide access to appropriate support, advice and information on environmental health
  - provide information on environmental hazards

- Consultation on environmental health decisions that affect business
- Guidelines and standards which:
  - place a reasonable regulatory burden on industry
  - support industry capacity to manage environmental health
  - are developed transparently
  - are consistently and fairly applied

### **Responsibilities**

Business and industry are responsible for ensuring that they:

- use opportunities and practices that minimise adverse impacts on human health
- seek and use alternatives to hazardous agents and practices wherever possible
- reduce levels of pollution and waste wherever possible
- maintain a high level of occupational health and safety
- ensure consumer and product safety
- have a contemporary knowledge of the potential environmental health risks arising from their processes
- recognise that they are an integral part of the community and therefore have community obligations

## **Government**

### **Responsibilities**

While the charter recognises the responsibilities of individuals, communities and business, government has an obligation to make a major contribution to progressing this charter. Government has been and remains responsible for most of the investment in the infrastructure that underpins the delivery of environmental health services.

Government at all levels is responsible for providing direction and leadership in environmental health policy and management through:

- setting clear management standards that are consistent across governments
- ensuring effective mechanisms for linkages between agencies to achieve improved environmental health outcomes
- ensuring appropriate environmental health infrastructure and services are available and effective
- ensuring seamless transition between jurisdictions and agencies, especially in management of environment and environmental health issues
- ensuring that planning and regulatory decisions recognise that the integrity and sustainability of the ecosystem must be maintained
- transparent and consultative decision-making processes
- development of consistent legislation, standards, and approaches to enforcement
- planning, preparing and responding to environmental health challenges
- aiding community involvement
- facilitating investment in strategic health research.

## Current environmental health practice: survey of people working in the field of Environment, Health and/or Environmental Health.

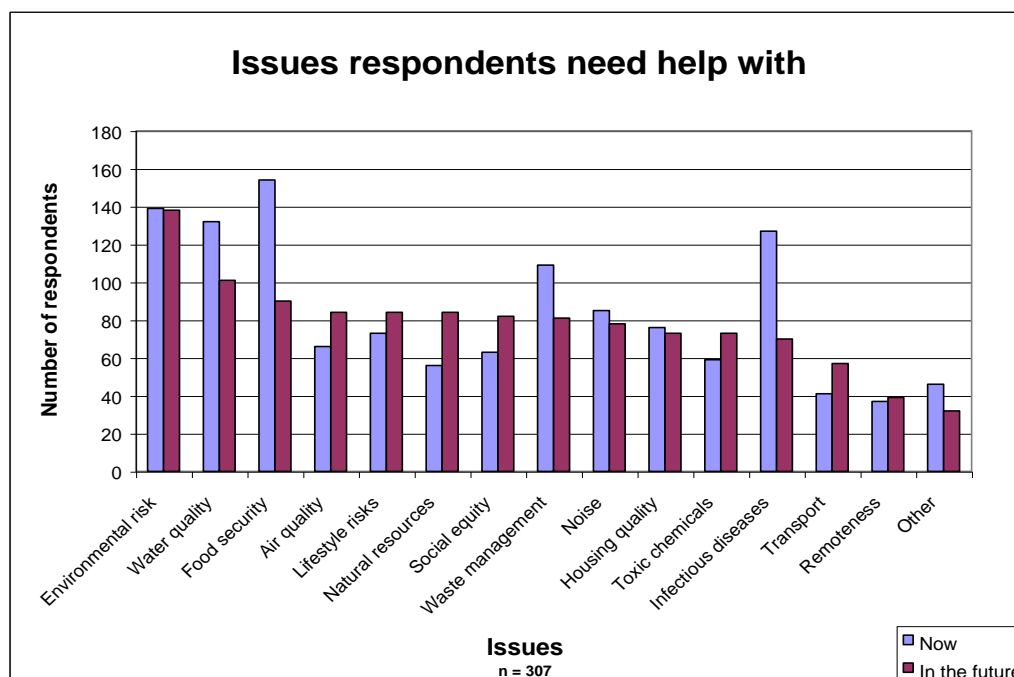
Matthew Cruickshank, BAppSci(Hons) unpublished thesis  
*Links and Partnerships: the cornerstone to a 'new' environmental health*

To help develop a clear picture of the current and future needs of environmental health practitioners a survey was designed and distributed to a group of forty Environmental Health practitioners in March 2001 by email, World Wide Web and fax. An email introducing the project, asked recipients to complete the survey, and then forward (or snowball) the email to others in their own network of environmental health practice. A total of 307 completed surveys were received from an initial contact list of 40 key stakeholders.

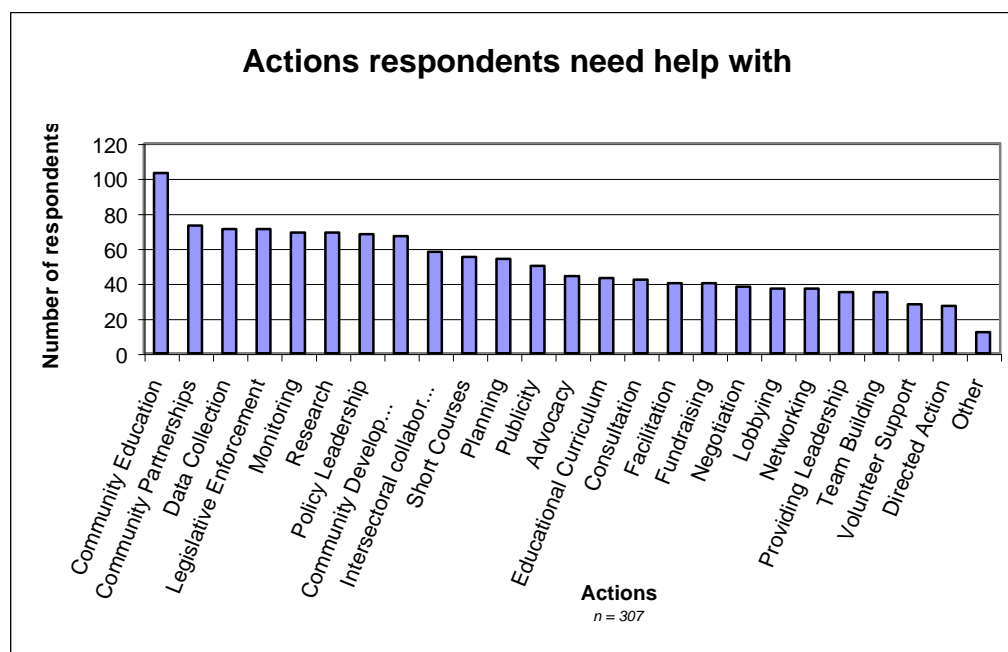
The survey identified the issues for, actions by and resource needs of environmental health practitioners both now and in the future. The survey results highlighted the scope and range of environmental health within Australia. It identified the priorities of practitioners in determining what is needed to establish effective links and partnerships between practitioners working on health and environment from the perspectives of the community, government and profession. The following three graphs show some of the key issues, actions and responses identified by those who took part in the survey.

Demographic influences affected the respondents' priority action and resource needs. There was considerable agreement on the most appropriate and effective means of forming links and partnerships (the cornerstone to the 'new' environmental health). Younger, less experienced practitioners reported working on environmental issues (such as environmental risk and natural resources) whilst older, more experienced practitioners were more likely to be working on social issues (such as social equity, lifestyle risks, and remoteness).

When asked to indicate the issues that they most needed help with currently in their environmental health practice, practitioners nominated food security (including food safety), environmental risks, potable and recreational water quality, infectious diseases and waste management, in that order. In response to a second question on emerging environmental health issues, survey respondents predicted a future need for assistance in addressing environmental risk, lifestyle risk, natural resources, transport, air quality and social equity.



The second graph illustrates responses from those surveyed when asked what actions they would like help with in order to do their work more effectively. A clear priority was identified in the area of community education. The results identified the need for greater capacity within those taking part in the survey to 'educate the community' on health and environment issues.



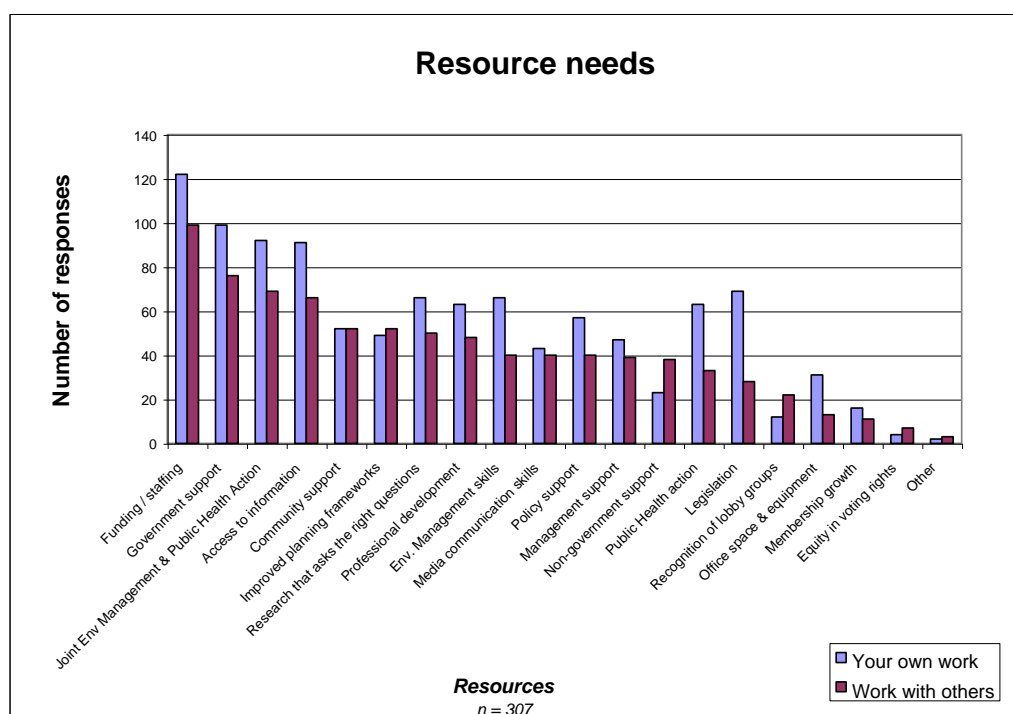


When asked what resources they most needed to undertake their own work, respondents called for the following (in priority order):

- fundraising / staffing,
- combined environmental management and public health action,
- access to information,
- government support, and
- environmental management skills.

Resources needed by respondents to work more effectively with others on community-based environmental health action were identified as:

- Non-government support,
- Community support,
- Improved frameworks,
- Management support, and
- Government support.



The survey population acknowledged the importance of traditional roles of environmental health practitioners, but were also very enthusiastic about working in a 'new' environmental health framework. The results highlighted a preference among some respondents for actions and resources that would help practitioners develop links and partnerships with environmental health stakeholders. While these results did not indicate any clear paradigm shift in the population sample of practitioners, there did appear to be an association between the actions and resources prioritised by respondents as most important and those needed to form links and partnerships.

### **Summary of Main Findings\*:**

1. Differences in priorities for issues, actions and resources highlight the scope and diversity of environmental health action within Australia.
2. Individual life experiences (age, gender, setting, and education) influence each individual's environmental health practice.
3. There is a need to form links and partnerships between practitioners in environment, health and environmental health.
4. Links between practitioners from community, specialist services and government are central to the practice of environmental health.
5. Practitioners find it easier to focus on their present situation than to envisage their future.
6. There is a shift towards a 'new' environmental health.
7. Needs and priorities of Indigenous environmental health practitioners working in Indigenous community settings varied from those of their non-Indigenous counterparts working in the mainstream.

\* These findings are discussed at length in the BAppSci Honors thesis held in the University of Western Sydney library, available on request.

## Working Definitions of Terms Used

**Access to decision-makers and politicians:** All political representatives have regular time allocated to talking to their electors. A phone call to their office can secure a time: but go ready to state a clear case and make a clear request within the capacity of the representative, ie ask a State politician for a State action.

Government: Find out the responsible officer and ask for a time to talk.

Community: Citizens who also work in the public interest carry a double load. Their 'free' time will be evenings, weekends and when industry and government are not free. There will have to be compromise for meetings.

Administrators and policy officers may be restricted as to information they can share, but you can still ask.

**Access to Information:** The right of access to information which affects our well-being is a constitutional right. Freedom of information requests can be sent to all government departments and agencies.

**Accountability:** Taking responsibility for reporting on outcomes.

**Advocacy:** Presenting a case in favour of meeting the needs of a group, resolving an issue or preventing harm.

**Air pollution:** An emission into the air of any impurity.

**Airshed:** A volume of air overlying a distinct geographic region.

**Algal bloom:** Excessive algal growth triggered by sunlight, warm temperatures, still waters and dissolved nutrients, often from sewage, fertilisers or detergents.

**Alliances:** Mutually agreed cooperation between two or more parties, usually with a formal agreement.

**Area Health Plans:** How health services are delivered at a local level.

**Bearing witness:** Taking a personal, public position on an issue.

**Biodiversity:** The number and range of species of plants and animals on the planet; the Australian Government, along with all other members of the United Nations, has a commitment to maintain biodiversity.

**Bio-region:** A naturally occurring region made up of a comparatively self-contained biological system, such as a valley, a river system, a lake or a beach and its hinterland.

**Buck-passing:** Not taking responsibility.

**Case studies:** Documentation of a set of events, stories of experiences.

**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.

**Catchment:** The land area drained by a river and its tributaries.

**Change agent:** A person who acts to change the way things are presently done.

**Change management:** Time-linked initiatives which lead to immediate and/or strategic change, bringing new skills and new ideas with them and empowering people to change.

**Civil rights:** The rights of every citizen, as established in legislation and in the Constitution.

## Working Definitions

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**Climate change:** The predicted changes in climate due to accumulation in the atmosphere of carbon dioxide and other gases produced by human activity.

**Collaboration:** Working together to a common purpose.

**Communication:** Telling and listening to stories.

**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 (within community):** Holding each others hands.

**Community partnerships (from outside community):** Treating community with respect.

**Consensus:** General agreement between all stakeholders.

**Consultation:** Full and equitable talking and listening to each other.

**Control:** Take charge of, manage, regulate, standardise.

**Corporate plan:** The forward planning by which councils coordinate all aspects of council activities, usually for the coming year.

**Council:** Local government, Councillors and staff.

**Council control statutes:** Legal basis for Council's ability to control air, water or soil pollution.

**Council of Australian Governments:** A twice-yearly meeting of the Federal Government and state governments, with local government representation.

**Cross-sectoral cooperation:** Getting on with all agencies.

**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.

**Dirty Dozen:** Twelve toxic chemicals causing cancer in humans now being phased out in Australia.

**Disempowerment:** Partial or total loss of power.

**Diversity:** Accepting we are all different.

**Ecological footprint:** The area of land and sea needed to produce the natural resources that a population consumes, to assimilate the waste that the population produces and to prevent the ill-health that might arise.

**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.

**Education:** Getting/being/staying informed.

**Email:** The use of computer-phone links called modems which allow messages to be sent from computer to computer instantaneously.

**Emissions:** A discharge (substances or noise).

**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. *Connectedness (Community)* Those aspects of human health determined by physical, chemical, biological and social factors in the environment (Commonwealth Department of Health and Ageing).

**Environmental Impact Assessment:** Answering the question, how will this activity or event affect our environment?

**Environmental Monitoring:** Regular check-ups on the environment.

**Epidemiology:** Understanding epidemics of disease.

**Equity of representation:** Equal members of consumers to government.

**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 life-time and those after us - recognition of rights of future generations (inter-generational equity).

**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 federation. The people that make decisions that affect us.

**Greening Australia:** A non-government organisation which undertakes revegetation programs throughout Australia.

**Habitat:** The type of place where organisms or a community of organisms live (their "address" in the natural system).

**Health:** WHO definition: optimum personal, physiological, psychological and social well-being

**Health and well-being:** The optimum physical, social, and mental well-being (WHO 1948).

**Health Impact Assessment:** In professional practice HIA is defined as: The process of estimating the potential impact of a chemical, biological, physical or social agent on a specified human population system under a specific set of conditions and for a certain timeframe. From a community perspective: HIA is an everyday process by people who find their social, economic, natural environment affects their well-being.

**Health Monitoring:** Regular check-ups on the state of health.

**Health Promotion:** Strategies to reduce disease and improve well-being in communities.

**Healthy Cities:** A World Health Organization project based on the idea that a healthy city is the outcome of health-oriented education, transport, economic and housing policies; a supportive environment; a strong community; individual healthy lifestyles and preventive services.

**Human Rights:** Respecting humanity.

**Implementation:** Making it happen, doing it. Doing things that respect humanity.

**Improvement:** and reflection/evaluation for continual improvement. Community - where you live, not just place-based or geographically bounded.

**Impact:** Influence of an effect, result from a cause.

**Indicator:** Measure or symbol that reflects the status of a system.

**Indigenous:** Native to a region, First Nations peoples.

**Indigenous values:** Respected and included - acknowledge local group's spiritual connections to their land.

**Indigenous wisdom:** What to build where, where to walk and not to walk. Time honoured ancient knowledge.

**Informal network:** People talking and working together outside formal structures of work or society.

**Integrated Local Area Planning:** A management method based on eight core strategies: local governance; inter-governmental cooperation; community partnership; optimum use of resources; integrated social, economic and environmental planning; sustainable change; shared vision and local ownership.

**Internet information:** "the good, the bad and the ugly" needs careful evaluation and checking.

**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.

**Languages:** Ways of being understood.

**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 Agenda 21:** A shared management program for a locality which incorporates the goals of all stakeholders in the community and balances social, economic and environmental resources. It is one of the more powerful programs emerging from the United Nations Conference on Environment and Development held in Brazil in 1992 and one to which Australia is a signatory. (Contact Municipal Conservation Association)

**Local Approvals Review Program:** A program which aims to improve the effectiveness and efficiency of the development and building approval process at the local level. LARP

aims to encourage a more integrated multi-disciplinary approach to approvals by improved customer service and greater co-operation between industry, the community and governments in the approvals process. (Contact Urban Programs Branch, Department of Housing and Regional Development.)

**Local Conservation Strategy:** A planning and management document linking all stakeholders in a region managing their local environment. The Municipal Conservation Association publishes *Looking forward: a guide to developing a local conservation strategy*.

**Local Government Development Program:** A long-standing federal funding program which supports innovative management in councils throughout Australia. (Contact Office of Local Government, Department of Housing and Regional Development.)

**Local ownership:** The way people in a local community take responsibility for what happens in their own locality

**Locality:** A defined geographic area.

**Long-term vision:** Start now to achieve a vision - the whole of Australian population is the target.

**Manipulation:** Persuasion for an advantage or purpose.

**Minority agendas:** Plans of a minority.

**Meetings:** A coming together for some purpose.

**National Toxics Network:** A community network, working for pollution reduction in Australia and the Pacific region. Provides support and information towards community actions that support a less toxic environment.

**Negotiating:** Working things out.

**Negotiation:** The process of working things out

**Networking:** Accessing anyone related to benefit a cause.

**Networks:** Contacts within a group of people in which everyone is connected to everyone else.

**Nominal group process:** Means of decision-making that enables all group members to have an equal voice.

**Non-violent action:** Making a peaceful public statement in support of a cause.

**Organisation:** Group of activities formalised by a given structure and set of procedures.

**Ownership (individual / collective):** Claiming for oneself.

**Partnerships:** Joint interests/participation.

**People power:** The power of every citizen through voting, acting on their rights. Bringing people together who have a common unity/goal/cause.

**Petition:** A formal request for action on a given issue, usually addressed by citizens to government.

**Place:** A geographic area that has meaning for people, who may or may not be resident there.

**Place Management:** Place-based integration of community and government in the management of place.

**Point source pollution:** Point of emission of industrial or other polluted gases (as compared with ambient pollution, which is spread over a wide area, such as car exhausts).

**Policy:** The agreed goals of the community of people involved: contract for the future between government and community.

## Working Definitions

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**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.

**Power brokers:** Source of power; those with political, social or economic power who can influence others.

**Power relations:** Understanding how power is wielded and by whom.

**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.

**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.

**Public relations:** Making a good impression on others, as in marketing, lobbying or advertising.

**Purpose:** Goal or direction.

**Recycling:** The processing of residual or surplus resources into a non-waste product.

**Reference groups:** A group of individuals selected for their capacity to advise on a topic. Waste boards etc.

**Relationships:** Links between

**Respect:** Knowing that recycling is respecting the environment.

**Riparian Zone:** The banks of a waterway (river or creek).

**Risk communication:** An interactive process involving exchange among individuals, groups and institutions of information and expert opinion about the nature, severity, and acceptability of risks and the decisions taken to combat them.

**Risk Assessment:** Scientific evaluation of the chances of injury or harm.

**Risk Management:** Managing the dangers arising from the presence of risks to environment or health.

**Round Table:** National and provincial environmental management committees which include balanced representation from government and community agencies, and from social, economic and environmental interests.

Canadian Environment Round Table - balanced representation from government and community agencies, and from social.

**Salinity:** Concentration of salts in soil or water.

**Self-interest:** Acting only for oneself and one's own advantage.

**Skilling:** The development of skills through specific training.

**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.



**Species:** A group of organisms which are biologically capable of breeding and producing fertile offspring with each other but not with members of other species.

**Stakeholders:** Those who have a vital interest in the process.

**Statutory declaration:** A sworn statement of fact, witnessed by a Justice of the Peace.

**Strategy:** A plan of action.

**Sustainable development:** Caring for the earth's resources so as to ensure the continuity of the social, economic and natural environments.

**Sustainable futures:** Caring for natural and social resources so as to ensure a long-term future for life on Earth.

**Sustainability principles:** Ensure continuity for current and future generations; maintain integrity of ecological life support systems; practise the precautionary principle: monitor social and economic impacts on environmental resources.

**Stakeholder:** Anyone who has an interest in an enterprise/activity. May be for personal, social or economic reasons.

**Status:** Condition, position or standing, socially, professionally or otherwise.

**Sustainable development:** The management of environmental resources in such a way that the needs of the present generation are met without reducing the capacity of the next generation to meet their own needs. (World Commission on Environment and Development, 1987, *Our Common Future*, Oxford University Press, Melbourne.)

**Sustainability:** The capacity to continue, as in a community, society or natural system.

**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.

**Unity (creating common):** Common unity/common goals/bringing together.

**Valuing different views:** Accepting and valuing diversity.

**Vegetation:** The structure, cover and species composition of the plants of an area.

**Weed:** A plant growing in a place where it is not wanted.

**Wetland:** An area of low lying land that is irregularly, regularly or permanently covered with either fresh or salt water.

**Wildlife Corridor:** Free living populations of native animals inhabiting a portion of land that acts as a passage for migration of those animals.

## Abbreviations

<b>ABS</b>	Australian Bureau of Statistics
<b>ACA</b>	Australian Consumers' Association
<b>ACT</b>	Australian Capital Territory
<b>ADHD</b>	Attention Deficit Hyperactivity Disorder
<b>AHMAC</b>	Australian Health Ministers' Advisory Council
<b>AIEH</b>	Australian Institute of Environmental Health
<b>ALGA</b>	Australian Local Government Association
<b>ALGIS</b>	Australian Local Government Information Service
<b>ALGTB</b>	Australian Local Government Training Board
<b>AMA</b>	Australian Medical Association
<b>ANZECC</b>	Australian and New Zealand Environment Conservation Council
<b>ATSIC</b>	Aboriginal and Torres Strait Islander Commission
<b>AUSLIC</b>	Australian Land and Information Council
<b>AUSLIG</b>	Australian Surveying and Land Information Group
<b>BATNA</b>	Best Alternative to Negotiated Agreement
<b>CCP</b>	Cities for Climate Protection
<b>CD</b>	Compact disc
<b>CDP</b>	Community Development Employment Program
<b>CEHAP</b>	Community-based Environmental Health Action Plan
<b>CEPA</b>	Commonwealth Environment Protection Agency (since July 1994, The Environment Protection Agency)
<b>CO</b>	Carbon monoxide
<b>CPI</b>	Consumer price index
<b>CSIRO</b>	Commonwealth Scientific and Industrial Research Organisation
<b>CWG</b>	Community Working Group
<b>DAC</b>	Dioxin Action Campaign
<b>DCPs</b>	Development Control Plans
<b>DEHAA</b>	Department of Environment, Heritage and Aboriginal Affairs
<b>DENR</b>	Department of Environment and Natural Resources
<b>DEST</b>	Commonwealth Department of the Environment, Sport and Territories, since 1999 Environment Australia
<b>DHRD</b>	Department of Housing and Regional Development
<b>DLWC</b>	NSW Department of Land and Water Conservation
<b>EHO</b>	Environmental Health Officer
<b>EHW</b>	Environmental Health Worker
<b>EIA</b>	Environment Institute of Australia
<b>EIS</b>	Environmental impact statement
<b>enHealth Council</b>	National Environmental Health Council

<b>EP&amp;A</b>	NSW Environment Planning and Assessment Act 1979
<b>EPA</b>	Environment Protection Authority
<b>E&amp;PD</b>	Environment and Planning Division
<b>ERIN</b>	Environmental Resources Information Network
<b>ESD Policy</b>	Ecologically Sustainable Development - see under Definitions
<b>ESD Practice</b>	Ecologically Sustainable Development - see under Definitions
<b>GDP</b>	Gross domestic product
<b>GIS</b>	Geographical Information System
<b>HCI</b>	Healthy Cities Illawarra
<b>HNCMT</b>	Hawkesbury Nepean Catchment Management Trust
<b>HRA</b>	Health Risk Assessment
<b>IAQ</b>	Indoor Air Quality
<b>ICLEI</b>	International Council for Local Environmental Initiatives
<b>IEH</b>	Indigenous Environmental Health
<b>IGAE</b>	Intergovernmental Agreement on the Environment
<b>ILAP</b>	Integrated Local Area Planning: see Definitions
<b>IMM</b>	Institute of Municipal Management
<b>IRATE</b>	Illawarra Residents Against Toxic Environments
<b>LA21</b>	Local Agenda 21: see definition
<b>LAQMP</b>	Local Air Quality Management Plan
<b>LARP</b>	Local Approvals Review Program: see definitions
<b>LEHAP</b>	Local Environmental Health Action Plan
<b>LEP</b>	Local Environment Plan
<b>LGA</b>	Local Government Association/Area/Authority
<b>LIC</b>	Land Information Centre
<b>MAQS</b>	Metropolitan Air Quality Study
<b>MCA</b>	Municipal Conservation Association
<b>MPHP</b>	Municipal Public Health Plan
<b>NEHAP</b>	National Environmental Health Action Plans
<b>NEHS</b>	National Environmental Health Strategy
<b>NESB</b>	Non English Speaking Background
<b>NHMRC</b>	National Health and Medical Research Council.
<b>NO<sub>2</sub></b>	Nitrogen Dioxide
<b>NO<sub>x</sub></b>	Oxides of Nitrogen
<b>NPWS</b>	National Parks and Wildlife Service
<b>NRIC</b>	National Resource Information Centre
<b>NSW</b>	New South Wales
<b>NTN</b>	National Toxics Network
<b>OECD</b>	Organisation for Economic Cooperation and Development
<b>Ozone</b>	A form of oxygen, O <sub>3</sub> , having three atoms of oxygen
<b>PCB</b>	Polychlorinated Biphenyls

## Abbreviations

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<b>PHA</b>	Public Health Association
<b>PHAA</b>	Public Health Association of Australia
<b>PHERP</b>	Public Health Education and Research Program
<b>POP</b>	Persistent organic pollutant
<b>PPM</b>	Parts Per Million
<b>P-S-R</b>	Pressure-State-Response environmental monitoring framework used by all OECD countries
<b>P-S-R-P</b>	Pressure-State-Response-Potential framework for reporting progress towards environmental sustainability
<b>ROCs</b>	Reactive Organic Compounds
<b>RPI</b>	Regional Pollution Index
<b>SCLC</b>	South Coast Labour Council
<b>SoE</b>	State of the Environment
<b>THS</b>	Territory Health Services
<b>UDP</b>	Urban Development Program
<b>UNCED</b>	United Nations Conference on Environment and Development
<b>UNEP</b>	United Nations Environment Program
<b>UPRCMT</b>	Upper Parramatta River Catchment Management Trust
<b>UWS</b>	University of Western Sydney
<b>VROC</b>	Voluntary Regional Organisations of Councils
<b>WHO</b>	World Health Organization
<b>WSROC</b>	Western Sydney Regional Organisation of Councils Ltd

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**27<sup>th</sup> National AIEH Conference, Cairns. 20<sup>th</sup> October, 2000**

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**Local Government Aboriginal Network Conference, Nowra. 26<sup>th</sup> October, 2000**

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**32<sup>nd</sup> Public Health Association Annual Conference Canberra, November 2000**

John Beard	Podmaja Jha	Pat Mowbray
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**Yarriambiack Shire Council Offices, Victoria. 8<sup>th</sup> December 2000**

Ned Beslagic	Malcolm Hare	Alan Petrie
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**Marion Council, Adelaide, S.A. 8<sup>th</sup> December 2000**

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**UNSW Ecoliving Project, NSW. 8<sup>th</sup> February 2001**

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### **Environmental Health Annual Workshop, Carlton Hotel, Darwin. 21<sup>st</sup> February 2001**

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### **Healthy Cities Canberra. Griffin Centre, March 2001**

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David Oliphant

Bal Reddy  
Siska Reichel  
Pearl Snadden  
Nancy Zorbas

## **Workshop series**

### **Community cross-section. Maroochydore Queensland 20<sup>th</sup> April 2001**

**Convenor: Anne Neller (PHA and ACA representative on enHealth Council)**

Denise Brooks  
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### **NSW Social Planners Network. Burwood Council. 26<sup>th</sup> April 2001**

**Convenor: Jackie Ohlin, Senior Planner, South Sydney Council**

Carol Ashworth  
Lyn Carmalt  
Stuart Gibb  
Robert Kenk  
Jackie Ohlin  
Frances Parker

Paul Procter  
Armando Reviglio  
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### **Australian Institute of Environmental Health. 30<sup>th</sup> April 2001**

**Convenors: Jim Smith, consultant and Claire Hargreaves, Municipal Association of Victoria**

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