

NEEDS ASSESSMENT OBJECTIVES PARTNERSHIPS

VOLUNTEERS COMMUNICATION EVALUATION

COMMUNITY



ENVIRONMENTAL



PROJECTS

From Needs Assessment to Evaluation



Environment
Canada

Environnement
Canada

PREFACE from Environment Canada

This Guide was written for Environment Canada's EcoAction 2000 Program (formerly called Action 21). It is aimed primarily at potential clients of the Community Funding Program, which provides financial support to non-profit, non-government groups for projects that have measurable, positive impacts on the environment.

Applicants to the funding program must demonstrate that their project is based on clearly defined needs, has clearly defined and achievable objectives, and will produce measurable, positive environmental results with lasting value. This guide is the result of requests from potential clients for practical information on conducting assessments, setting objectives and evaluating results.

The guide will also be useful to the groups participating in the Community Animation Program (CAP). CAP is a joint Environment Canada and Health Canada initiative that aims to build the capacity of community groups to make the links between, and take action on, issues involving human health and the environment.

Our special thanks to staff from Health Canada, Heritage Canada, Fisheries and Oceans Canada and other government departments and community groups from across the country who spent considerable time helping us to develop the content of this guide and, in some cases, reviewing the material.

For more information on the Community Funding Program or the Community Animation Program, please contact the EcoAction office nearest you or visit our web site (see last page for addresses).

TABLE OF CONTENTS

1. Introduction	1	5. Volunteers	24
Purpose and Focus of this Guide	2	At a Glance	24
How to Use this Guide	2	Digging Deeper	25
Case Study Example	3	Practical Tips	27
Starting to Think About Evaluation	4	Resources	27
Resources	4	6. Communication	28
2. Needs Assessments	5	At a Glance	28
At a Glance	5	Digging Deeper	29
Digging Deeper	6	Practical Tips	33
Practical Tips	11	Resources	33
Resources	12	7. Evaluation	34
3. Objectives	13	At a Glance	34
At a Glance	13	Digging Deeper	35
Digging Deeper	14	Practical Tips	40
Practical Tips	17	Resources	41
Resources	18	8. Summary	42
4. Partnerships	19	9. Resources	43
At a Glance	19		
Digging Deeper	20		
Practical Tips	23		
Resources	23		

1. INTRODUCTION



“What are the natural features which make a township handsome? A river, with its waterfalls and meadows, a lake, a hill, a cliff or individual rocks, a forest, and ancient trees standing singly. Such things are beautiful; they have a high use which dollars and cents never represent. If the inhabitants of a town were wise, they would seek to preserve these things, though at a considerable expense; for such things educate far more than any hired teachers or preachers, or any at present recognized system of school education.

It would be worth the while if in each town there were a committee appointed to see that the beauty of the town received no detriment. If we have the largest boulder in the county, then it should not belong to an individual, nor be made into doorsteps.

As in many countries precious metals belong to the crown, so here more precious natural objects of rare beauty should belong to the public.”

(Henry David Thoreau, 1854)

Thoreau’s comments about environmental management at the community level were written more than 140 years ago! Since that time, much has changed on our planet and for the human species. If Thoreau were alive today, he would be shocked at the environmental changes facing us. Today it is not necessary to retire to a place like Walden to realize the important heritage we are destroying. Thoreau saw humans as bulls in a china shop, stomping and destroying everything of beauty around them. Today, we realize that we must balance environmental concerns with economic, political, cultural, and social issues.

If we are to ensure that future generations continue to have a positive quality of life, we must make fundamental changes in the way things are done.

Thoreau’s concept of a small community banding together to work on behalf of the environment is what community-based, environmental management and action is all about. Some people use local round tables or other multi-stakeholder groups to accomplish these tasks. The important thing is that groups of people with similar interests and commitments are banding together across the country to improve the environment in their local communities.

The PURPOSE and FOCUS of this Guide

The purpose of this guide is to help you undertake projects that will help the environment in your community. Some of you may have lots of experience at designing, planning, and carrying out environmental projects. Others may be forming an environmental organization for the first time. Parts of this guide should be useful for all of you.

There are five steps that should be completed to successfully undertake an environmental project.

They are:

1. ***Identifying the Problem: Assessing Community Needs.***

Finding out what is needed in your community to improve the environment.

2. ***Deciding what to do: Setting Objectives.***

Setting realistic and measurable objectives to guide your work.

3. ***Designing the Project.***

Writing a detailed work plan, developing a detailed budget and forging partnerships, for example. This is a big “to-do” list.

4. ***Implementing Your Project.***

Carrying out your project effectively from onset to completion.

5. ***Evaluating Your Work.***

Finding out what you have accomplished, whether it was in line with your plans, and gauging its success.

Although there is a lot of material available on developing, planning, implementing, and evaluating projects at the community level, this information is often scattered in many different documents or it does not deal specifically with environmental issues. We decided to focus this guide on those steps we felt were not well represented in the available environmental literature.

This guide focuses particular attention on assessing needs, setting objectives, and evaluating what was done (steps 1,2, and 5). In addition, we have

included sections on the following topics we felt were especially important: partnerships, volunteers, and communication.

How to USE this Guide

This guide pulls together critical and useful information in a user-friendly, easy-to-read format. It was designed so that the information is presented simply. Each major topic has been divided into the following sections:



gives you a cursory overview of the topic. It defines the term, tells you why it is important for the environment, as well as for your organization.



gives you more information on the topic.



gives you some ideas about what works and what doesn't work.



gives some examples of resources that might be useful. A resource section is also contained at the end of the guide.

To help illustrate the concepts in this guide, we have developed a profile of an imaginary community and environmental group that is working on an imaginary project. Please note that this is a fictional group and is not based on any real group or community. This example will be used throughout the Guide to illustrate how to accomplish certain aspects of project management in real life situations.

Case Study



The Waterfield Environmental Group

Waterfield is a community of 12,347 people, just off the Trans-Canada Highway. The major employers include the sawmill, the community college, and the hospital. Other employment is provided by government offices and several firms in a small industrial park. Outside of town good farmland exists with hills in the distance, a river, and a few lakes. People travel to the shops, the bank, school and work mostly by car. There is a bus to take them to the nearest city. There are five churches with halls, a volunteer fire department with a hall, a rink, a baseball field, and an RCMP detachment. The library is staffed by volunteers and houses a small museum section.

The town is usually quite busy. Farmers bring produce to the local market twice a week. People from the outlying communities and the nearby military base come for shopping and social events. Tourists come to enjoy sporting and leisure activities.

There are several volunteer groups and they usually meet in the town hall because it is central and has plenty of parking. This is where the Waterfield Environmental Group (WEG) meets. The WEG started 10 years ago when a small group of recreational fishermen became concerned about the diminishing numbers of fish. At that time they called themselves the Water Enhancement Group and took on several small projects to improve habitat. Recently, they've been called to work on a wider range of environmental issues, so they changed their name to the Waterfield Environmental Group.

The climate in Waterfield seems to be changing every season. People are increasingly concerned about the hotter and drier summers. Recently, they were asked to boil their drinking water for most of the summer and there was a ban on washing cars and watering gardens. Wells have gone dry. Fishing conditions have not been good and fewer people are coming to the resorts or hiring guides. Windstorms, small tornadoes, and dust storms seem to be a new phenomenon. Then, when the rains do come, floods destroy agricultural crops, block drainage systems so basements flood, and large sections of land along the river are washed away. Winter conditions are different too — either there is too much snow or not enough.

These unusual weather patterns have forced the WEG members to think about climate change and its potential impact on their community and region. They decided to investigate what they could do to at the local level about this important global issue.

Starting to think about *EVALUATION*

It is very important to know the impact of your work to make sure that it is really helping the environment. There have been some examples of projects where well-intentioned groups have actually carried out projects that have been a detriment to the environment.



The WEG once received funding to “clean up the river in their community”. During their clean-up they removed all of the woody debris and logs they could find. It was only later that they realized these logs created pools that were necessary for fish habitat.

It is also important to be able to show your volunteers, partners, and members of your community that what you are doing is having a positive impact on the environment.

Many groups do not start thinking about evaluation until they are well into their project. You should, however, start thinking about evaluation early on in the process so that every aspect of your project planning takes evaluation into account.

Good evaluation starts with a good needs assessment and solid objectives. If you know where you are going and how you are going to get there it is not that difficult to measure success. Make sure you don't skip the needs assessment and objectives stages — they're very important in gathering data and putting you on a focussed track that will eventually lead to success.

Good luck in your efforts on behalf of the environment and remember to have fun working together!

Resources

Community Stewardship: A Guide to Establishing Your Own Group (1995). Available free from the Fraser Basin Management Program, Suite 2970, 700 West Georgia St., Vancouver, B.C. V7Y 1B6. Phone: 604-660-1177. 80pgs.

Forming and Managing a Non-Profit Organization in Canada (1986). MacLeod, Flora. International Self-Counsel Press Ltd. Head and Editorial Office, 1418 Charlotte Road, North Vancouver, B.C. V7J 1H1. ISBN:0-88908-962-0.

Strengthening Environmental Organizations: An Environmentalists' Tool Kit (1994). New Brunswick Environmental Network, R.R. #4, Sussex, N.B. E0E 1P0. Phone and Fax: 506-433-6101. Cost: \$40.00. Available in French and English. 120 pgs.

2. **NEEDS ASSESSMENTS**

Understanding Your Community and the Environment



What does NEEDS ASSESSMENT mean?

Needs Assessments are ways of working with your community to help you discover:

- the state of the environment and specific problem areas
- the actions needed to improve the environment at the local level
- the kind of project that will help you to solve the problem or problems
- the attitudes of the people in your community towards the environment, your organization, and the work you plan to do
- the thoughts, knowledge, ideas, and concerns of the people in your community
- the skills, knowledge, and expertise available to you from local citizens
- information on what else is going on in your community

- the support you can expect for the activity you plan to carry out
- the resources (people, time, money, supplies, etc.) that are available to help you carry out your project
- the training and educational needs of the volunteers in your organization and the people of your community



The WEG needed to find out how they could do something about climate change locally. The group had many ideas about what was happening but they were not sure what kind of project would be best or how to approach the problem. The group came up with many ideas about what they could do, however they didn't know what else was going on in their community and they didn't know what would be the best plan of action. They also wanted to find out whether the community would support a project and what resources and partners would be available.

How can a NEEDS ASSESSMENT help the environment?

A needs assessment helps the environment by assisting you to focus on the most appropriate problem. Sometimes with environmental concerns it's difficult to narrow down the most important area of work. Needs assessments will help you:

- develop long- and short-range environmental management plans
- identify local components of global problems
- define what the problem is and how to solve it
- set your priorities
- prove that what you are doing is beneficial
- discover the opinions that are held by people in your community about the environment and your organization
- develop support to stimulate action
- discover what resources you need and gather some ideas about where to find them



In Waterfield a needs assessment will help the WEG define how they can best contribute to reducing the impact of climate change on their community.

How can a NEEDS ASSESSMENT help your organization?

The most important benefit of a needs assessment is that it involves the whole community in what you are doing. The community (both individuals and organizations) can participate in identifying problems and planning actions. The more your group can become a part of the community the more successful you will be.

A needs assessment also helps your organization review its mandate and become more accountable. The results will assist you in assessing how well you are doing, what you could be doing better, what new ideas are worth considering and maybe even suggest to you some activities that you should drop. You will also be able to prove that what you're doing is necessary: this will better equip you to evaluate your success. It can help you track how well your organization is doing, both for the environment, and as a group.



The WEG has had funding from both government and private sources in the past. Now they have noticed that there are a lot more groups looking for money and fewer dollars to go around. Although they've had successful projects in the past, they've never really been able to evaluate how successful they've been or how big an audience they've reached. This time the group wants to become better known and more results-oriented. They also want to involve more community members in their project. To accomplish these aims they need more information.



Digging Deeper

1. Decide on the purpose of your needs assessment.

Will you identify the problem and/or project you want to work on? Will you collect information about environmental, cultural, political, social, and economic issues, or all three?

2. Identify the type of information you need to know.

Information can be based on data (scientific facts and figures, commonly called quantitative) or based on experience (qualitative). Both kinds of information are useful.



The WEG needs scientific information on climate change and its impact on water systems, hydrology, and stream ecology. They also need to know how much energy and water is being used in their community. As well, they need to have a better understanding of people's attitudes about environmental stewardship.

3. Identify where you are going to find the information.

Be creative about where to look for information, there are many sources. Check out the Internet (discussion groups, bulletin boards, news groups, freenets). Then, there are the librarians, university specialists, government officials, town officials, local business people and citizens. Sometimes historical societies can provide important perspectives and essential background data. Birding, naturalist, and fishing clubs, as well as senior and youth groups can help in the collection of data. Very often data is already collected but has not been consolidated or put together in a coherent fashion.



One member of the WEG identified a unique form of needs assessment. She felt that oral history interviews conducted at the local senior citizen's club would be a great way of finding out what their area was like in the past.

4. Identify how you are going to gather the information.

Review the different methods of needs analysis (described later in this section), and remember that you don't have to stick to one method. Usually in a needs assessment you will use a variety of methods to get information.

5. Collect the information orally, visually, electronically, and in printed form.

Visual images such as photographs or videos can be powerful tools to capture information. Documentation of your project in any format is very important.

6. Verify and analyze the information.

All the information that you collect should be grouped together. Make an analysis of what the information tells you, what discrepancies and gaps you have found, what's still missing, and what trends you have discovered.

7. Summarize the information.

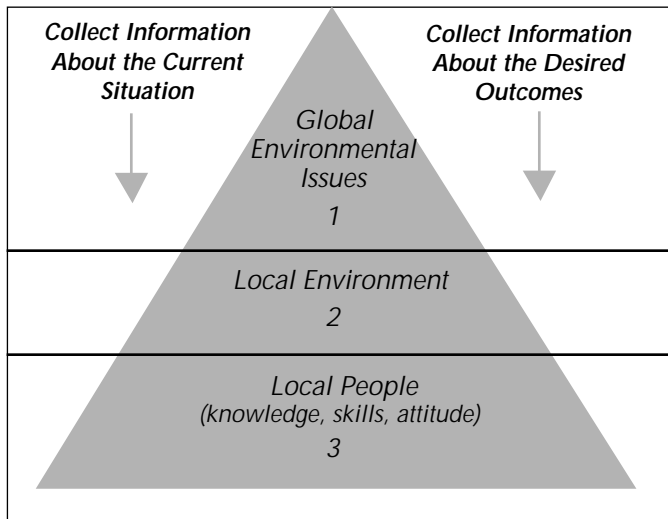
Your summary is a report about what your needs assessment has revealed. This report should contain the following: how you collected your information, what you found, what your interpretation of the information is, and what you plan to do with the information. A needs assessment report should be as detailed as possible.

8. Communicate the information you find to your partners and community members.

This will help to increase your profile in the community and better enable you to bring partners into project planning. The section on communication in this guide will give you ideas on how you can build a communications strategy into your project. It's important to remember that communication is an on-going process that should take place throughout the life of your project.

In a needs assessment you are trying to identify the gap between the current situation and what you would like the situation to be. Take a look at the following diagram based on the WEG example.

3 Levels of Needs Assessment



(This figure has been adapted from a concept developed by Rick Steel of St. Francis Xavier University)

Remember that in the needs assessment stage you are trying to identify the overall problem or issues that your project will deal with at the three different levels (Global –1, Local –2, and Individual – 3). This is best understood by being able to describe the gap between what now exists (BEFORE) and what you would like to see in the future (AFTER).

Make sure that you also gather information about the educational needs of your community. This will help you to design a communication and education strategy that will attract eager participants and encourage them to become actively involved.

During this stage it is important to think about evaluation. Some of the information you gather will be important base–line data that you will use to measure your results.

NEEDS ASSESSMENT methods

There are many different ways of doing a needs assessment. These include:

1. Observation

(What have you noticed about the environment in your community?). Have members of your group or others in your community made observations? When doing needs assessments about environmental topics, scientific research and studies done in the field are particularly useful.

2. Questionnaires and surveys

(What do people have to say about the problem?). Questionnaires and surveys can be done by mail, telephone, fax, electronically, in person, or in small groups. Questionnaires and surveys can be designed to be statistically accurate or to just collect impressions. Surveys should be simple, short, and well–designed. Don't collect information that you do not need or do not plan to use.



The WEG did a survey that was sent to 500 citizens and all the businesses in the community. Their survey was designed by using Abbey and Livingston's book on needs assessment (see the list of resources at the end of this section). They used the expertise of a staff member at the local community college who had some experience in survey design.

3. Consultation

(What advice or information can key people give you?). A consultation is usually a face–to–face meeting, telephone, or e–mail conversation with a key individual or group about a very specific aspect of your needs assessment. Consultations can be a key part of a needs assessment strategy because they can be the first step in helping to forge partnerships (see pg. 19 on partnerships) as well as helping you determine the parameters of your needs analysis. Also use consultations to get expert opinion and advice.

4. Research

(What information can you find by reading or other research methods?). The Internet is an important new tool for finding information. One of the things that you should look for in your research is whether another community group is engaged in a similar project. You might find out that other communities have tackled a similar problem and have already developed valuable information or educational materials.

Talk to all of the potential partners in your project and ask them for information about other groups. Government departments that fund regional groups may have also valuable information on a similar project in another region.

5. **Interviews**

(What do people in your community tell you?). Interviews are usually one-to-one meetings. It's often most useful to use an interview form so your questions are consistent if you interview more than one person. Interviews help you to determine people's ideas and attitudes about a topic.



The WEG volunteers met with seniors on a one-to-one basis to document their knowledge. Interviews were also conducted with key municipal leaders to find out their thinking about the problems and possible ideas for a project.

6. **Group Meetings**

(What can a group discuss and decide together?). Very often issues are best resolved in group meetings where all the partners are present. Make sure that your meetings are well run with publicized agendas, clear objectives, and time-frames. Use professionals if you can to help facilitate tricky or difficult discussions.



The WEG held a public meeting in the town hall. They posted a notice about the meeting to discuss water shortages. They developed an agenda, invited two guest speakers, one who talked about climate change and the other who discussed local action. They then divided the group into smaller groups and had them discuss possible actions that volunteers in the community could undertake to help solve the problem.

7. **Examine old Records, Reports, Files, and Data Banks**

(What useful historical information can you find?). Very often a great deal of valuable environmental information can be found in the archives of local newspapers or at regional historical museums. Local government offices can also be a good place to find information. Often government information and reports are not widely disseminated or publicized and yet contain very important data. Find out what government departments collect environmental information in your area and check with their offices.

8. **Meet with various community organizations to assess their opinions.**

Sometimes people in other organizations have a different perspective on issues. Soliciting their views can add value to your assessment and strengthen the need to take action.



After the town hall meeting a small task group was set up to look at the results and to plan a strategy. This small group was asked to determine if the WEG was the best group to tackle the problems identified and to look at possible partnership arrangements. This was a difficult meeting because several different groups had trouble cooperating. The task group worked through this and were able to clarify issues at a second breakfast meeting held at a local coffee shop.

Like the WEG, you can use one or more of these techniques to get the information you need to make the best decisions.

Summary

You should be able to answer these questions at the end of a needs assessment:

1. **What is the environmental problem or issue? How is the local environment being affected by the problem?**

The WEG identified that climate change was the global problem and that at the local level they could see changes in water levels.

2. **How do you know it is a problem?**

They got scientific data on water levels that confirmed their findings and also case history examples from older members of their community.

3. **Why has this problem occurred?**

The WEG felt that the burning of fossil fuels to create electricity was a major contributor to global warming but they also discovered that emissions from cars and trucks was another contributor.

4. **What are the possible solutions?**

The WEG identified many different solutions but found that reducing energy consumption was the most practical undertaking for their group.

5. **How should these solutions be carried out?**

Their needs assessment identified that people would be willing to conserve energy if they knew how to do it, if it would save them money, if there was a lot of participation by everyone, and if the activities were fun and educational.

6. **What was the environment like in the past and what would you like it to be in the future? (A needs assessment identifies the gap between these two findings.)**

The assessment told them that in the past the water supply had never been a problem in the town. With the help of government officials and their research, they were able to create a picture of two different futures for the town: one with water and one without.

7. **What environmental information have you collected about the problem at the global level?**

The WEG collected a lot of information about climate change by surfing the Internet.

8. **What environmental information have you collected about the problem at the local level?**

The WEG collected a lot of information about the water supply in the past and what their river used to look like. They also examined climate data over the past 100 years and saw a warming trend in their community.

9. **What are the barriers to solving the problem you have identified?**

The WEG found out that a lot of people in the community thought they just did “fish” work and did not know that they had expanded their mandate. They were able to identify areas where they needed more help and were able to get a better picture of their funding needs. They also learned that most people in their community were not sure about how to act in environmentally friendly ways that would help reduce climate change. They felt that one of the biggest barriers to solving the problem was lack of information and education.

10. **How is the problem affecting the people in your community? How many people are affected? Who are they? What do they say about the issue?**

Wells have gone dry and farmers didn't have enough water for irrigation. People were very worried (the WEG had numbers to support all these issues; they also had information on what concerns people had about climate change).

11. **What other information have you discovered?**

The WEG found out valuable information about the kinds of activities people would participate in and how they liked to learn about new things.

12. **What will happen in your community if you do not tackle this project?**

The WEG learned that water levels could drop even more and their whole town could be even more adversely affected. They also identified that no other group was looking at this problem.

13. **Is yours the best group to undertake this project? Why?**

The WEG was the only group that had most of the main stakeholders involved; they were well established and knew how to develop a project and had an active volunteer corps. The educators on their Board would be able to advise them about environmental education strategies.

14. **Who else is working on this problem in your community? Can you work with them? Why? Why not?**

The WEG identified that the Power Company was also interested in energy conservation and was, in fact, looking for a community group to work with.

15. **Is there anyone else in your community who might be interested in helping?**

The WEG identified many potential partners.

You must be able to answer these questions convincingly. This information can help you to secure funding, form partnerships, and get community assistance to carry out your project.

Once your group has conducted a needs assessment it's time to move on to the stage where objectives are set.



Practical Tips

- Be creative when assessing needs; use as many different methods as you can.
- Remember you should collect more than facts and figures.
- You can collect stories, as well as people's opinions and statements.
- Make sure that you don't collect all of your information from one source.
- Look for computer programs that can help you design surveys and analyze information.

- Collect information from all sides of the issue; don't just seek out information that supports your views and values.

Tips on Designing Surveys

1. Use simple words that have clear meanings. Don't use complicated terms, especially scientific words that people may not understand. A literacy level of about Grade Six should do the job.
2. Make sure the meaning of your questions is clear.
3. Always pre-test your survey on a group of people that are from the same target group.
4. On the basis of the pre-test results, make revisions.
5. Include questions that have "open" answers (no choices), as well as some questions with choices.
6. Get the advice of a professional if you want a statistically valid survey.
7. Avoid offensive, threatening, vague, or biased language.
8. Make sure your survey questions will provide the information you need.
9. Follow-up when responses are not received.
10. **KISS: KEEP IT SHORT and SIMPLE.**



Community Health Needs Assessment Manual
(1990) Health and Welfare Canada, Cat.
No.:H34-43/1990E. ISBN:0-662-17866-1. 45 pgs.

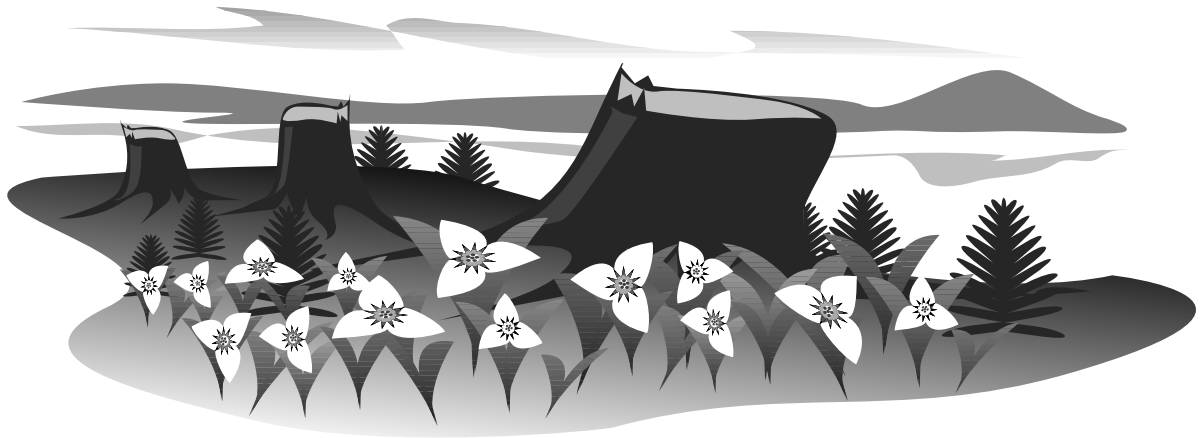
Doing it Right: A Needs Assessment Workbook
(1988) Edmonton Social Planning Council
Publications. Edmonton Social Planning Council,
#41, 9912 – 106 Street, Edmonton, Alberta, T5K
1C5. Phone:(403) 423-2031. Cost:\$12.00 plus \$3.00
postage and handling. 40 pgs.

Enjoying Research? A How-to Manual on Needs
Assessment (1982) D. Abbey-Livingston and D.
Abbey. Government of Ontario. Province of
Ontario, Queen's Park, Toronto, Ontario, M7A 2R9.
ISBN:0-7743-7525-6.

A Guide for First Nations in Developing a
Community Health Needs Assessment. Health and
Welfare Canada.

Don't forget to check out computer software on
survey design and analysis.

3. OBJECTIVES



At a Glance

Before you begin to design your project, setting realistic objectives is very important. Many people feel that if you have clearly stated realistic objectives it's easy and straight forward to design a project. Projects developed without setting clear objectives may not yield the results that you want.

What are OBJECTIVES?

Objectives are the means to an end. A goal is the overall purpose, while the objective tells you how you might meet that goal. For example your goal may be to protect the environment; your objectives say what you are going to do to reach that goal and how you are going to get there. Objectives provide a basis for making important choices about how you will carry out your project. They will also assist you in the process of the evaluation.



The WEG's overall goal as an organization was to help improve the environment. Their objective this year was to engage in an energy conservation program. Keep reading to see how they formulated that objective.

How can setting OBJECTIVES help the environment?

Setting objectives helps you make sure that the work you are planning to do is realistic and can be achieved. It helps to focus your project so that what you are doing benefits the environment. Just make sure that when you are trying to improve one aspect of the environment you are not hurting another. For example, usually it's a good idea to clean up pollutants from a stream but you must ensure that you also dispose of them properly.

How can setting **OBJECTIVES** help your organization?

Setting objectives will help:

- everyone in your organization know what you are attempting to do
- everyone in your organization understand what is expected of them
- communicate to everyone exactly what your project is about
- keep your organization on track by providing a “road map” to your end goal
- you identify the skills that will be needed to carry out the project
- assist you in the evaluation stage where you can see whether you have really accomplished what you set out to do
- prove to partners and funders that you are organized, focussed, and have decided on a realistic and achievable path

How do you develop **OBJECTIVES**?

- List everything you discovered in your needs assessment that are possible tasks.
- Make sure that you break the list down into separate and distinct actions.
- Look at these actions and place them in order of priority (list number one as the one that will help the environment the most).
- Develop an objective from your number one priority.
- Analyze what your group is capable of doing — take stock of your resources. How much time, money, and volunteer time do you have? Can you get more? Will you need more?



Setting **OBJECTIVES**

Needs assessments provide major sources of information when you are setting your program objectives. Sometimes when you have done a needs analysis, you might find that you have many more objectives than your organization can realistically address. This is the time when you and your organization, including staff and volunteers, need to agree on objectives and activities that will be the most productive for the environment and your organization.

Some organizations have found that involving many people in a meaningful way in the objective– setting process helps to build a better organization. The process allows members of your organization, including volunteers, to be involved in setting priorities for different objectives. It also helps them feel that they have a stake in what you are doing. As well as making people feel that they are a part of your organization, you will be tapping their experience and expertise to help you to define what it is you plan to do. When people within your organization have been involved in helping to set objectives this can also build their commitment to achieving them.



When the WEG took a look at what their needs assessment revealed they came up with the following list of possible actions:

1. Carry out energy audits.
2. Initiate an energy conservation program.
3. Conduct water audits.
4. Initiate a water conservation program.
5. Put greenbelts along the river.
6. Meet with sawmill suppliers to learn about their policies and practices.
7. Educate people about climate change.
8. Work with farmers to check on irrigation and water use.
9. Encourage car-pooling.
10. Encourage bicycling.

Very often you will come up with an even longer list of ideas when your needs assessment has been completed. This depends on how focussed you were and how much information you had prior to the needs assessment. This is an important time in group work. Most people have lots of ideas. It is getting the ideas off the ground that's difficult.



Some members of the WEG felt overwhelmed about tackling climate change. They felt that they should just stick to river work, which was much more familiar to them. After considerable discussion that seemed to be getting nowhere, the group decided to hold another meeting to set objectives. They found a facilitator in their community and asked her to lead the group. This session proved successful. Very quickly they came to an agreement that they would address climate change and that energy conservation was the way to do it. They also realized that education and communication would be the keys to their success. Energy audits would have to be done so people could see the results of their conservation efforts. They decided that the placement of greenbelts and water conservation were issues that they would tackle at a later date. Since they were meeting in the summer and looking for a winter project, they also realized that an energy conservation project would be timely in the winter months.

What is a good OBJECTIVE?

A good objective is a **SMART** objective.

Specific – Make sure your objective specifies precisely what you are talking about.

Measurable – Measurable means you have a way of knowing whether you are able to reach your objective.

Achievable – The objective you have in mind should be something that your organization can accomplish. Although your group needs an overall goal and vision, sometimes community environmental groups have a tendency to reach too far and too high because of their dedication. (Reaching high is great as long as it is in doable chunks!).

Realistic – The objective should be something that can be done practically in a specific time– frame, for a specific amount of money.

Time–bound – Your objective must be tied to a specific time–frame. When you are writing your objective you should outline what you want to accomplish, how you are going to do it, and when it's going to be done.

Objectives are just a way of stating where it is you want to go and how you are going to get there. In fact, some writers have compared objectives to road signs, which provide directions along the way, as well as help signal when you have arrived at your destination.

Here is an example of a SMART objective developed by the WEG.



Based on the town's population and energy use in 1995, the Town of Waterfield will reduce its energy consumption by 20% by end of 1997. Its citizens will actively participate in energy audits and energy conservation through education, marketing, partnerships, and incentives carried out in Project EnergySave by the Waterfield Environmental Group.

How do you develop SMART OBJECTIVES?

When you are writing objectives you should include **THE ACTION** you will perform, **HOW** you will do it, and **WHEN** it's going to happen.

THE ACTION

This part of your objective describes the action to be carried out by your project. Be as precise as possible and use verbs that actually describe a behaviour, a skill, or a change in the environment. Precise words include:

- construct
- locate
- participate
- reduce

In the case of the WEG example, the key word is REDUCE. This is a good word because you can measure whether you have reduced something.

Words to avoid include:

- develop
- encourage
- enhance



Although one of the overall goals of the WEG is to conserve and preserve their environment, it would be difficult to measure success in these areas. These kind of words are often used in overall goal or mission statements for organizations, but are not effective as words in a SMART objective.

When you are judging whether a word is precise or imprecise, ask yourself whether you can measure the change.

HOW

This part of the objective states how you will carry out your project. For example, you might indicate what materials will be used or how the project will improve the environment.



The WEG will use energy audits, education, marketing, and incentives in a project called EnergySave.

WHEN

Here you must indicate the time period and the actual number of things you are doing.



The WEG example is very clear: A 20% reduction in energy will happen by the end of 1997. It was necessary to add the phrase "based on current population and use" because the overall energy needs of the town might change by the year 1997. The WEG will have to collect information now about current use so they can compare results and fully evaluate the impact of their project.

Although carrying out your project tasks is more important than the writing of the objective, the discipline of sitting down and defining where it is you want to go and how you are going to get there usually makes your tasks easier. Objectives can become the basis for making decisions in the planning process. They might also help you to choose which techniques you will use to help the environment.

Objectives can change as your project progresses. For example, there might be an environmental, economic, or social factor that you haven't been able to accurately predict.

The exercise of sitting down and trying to pinpoint your objectives should be productive for you and your organization.



Although the WEG example does not state exactly how achievements will be evaluated, their objective is a measurable one. The project will be successful if a 20% energy reduction is achieved. If this is not achieved, the group will have to find out what happened and explain why.



Practical Tips

Although it's important to develop **SMART** objectives as early as possible, sometimes these objectives will change as your project evolves. Once you have gathered all your information and have come up with your list of objectives, which may be fairly long, there are many ways to deal with them. Keep in mind that the most useful objectives are brief and clear. They are very specific statements that outline the intended outcome of your project. The only real way to write clearly stated objectives is to understand the environmental conditions in your community, the abilities of your organization, and the existing conditions under which you will be working. The wording of your project objectives should use specific action-oriented verbs.

Here are questions you should be able to answer once your objectives have been prepared:

- Are the objectives specific?
- Are they measurable?
- Are they achievable?
- Are they realistic?
- Are they bound to a specific period of time?
- Do they refer to the results of the project, rather than what will happen during it?

- Are they understandable to everyone who reads them?

Looking Ahead

Obviously, once you have set objectives you must design your project. This is the stage where you put together a detailed workplan.

The workplan outlines:

- what work will be done
- when the work will be done
- how the work will be organized
- who will do the work
- what materials, supplies and equipment you will need
- the budget you will need to carry out your project

Your workplan should include a time-line that shows the progression of events that will take place during your project. At this stage you will also have to identify whether the work will be done by paid workers or volunteers, and with which partners you will work. Partnerships are one of the most important keys in community-based environmental management. Consult the resources listed at the end of each section and the end of the guide for hints on managing projects.



Resources

Most resources on setting objectives can be found in books on designing projects. The ideas in this section have been gleaned from much of the literature on setting educational objectives. The **SMART** analogy has been used in many training references.



Here is a brief overview of what the WEG decided to do:

Phase One: *Five volunteers from the WEG would each go into five different homes (25 homes) to help set up an energy audit system. After a month of monitoring their energy use the home owners will meet again with the WEG volunteers to look for ways to reduce their energy consumption. When the trial period is completed, the results of the two stages will be compared. An additional five volunteers will use the same process with three local businesses, one church, and one school. The results of Phase One will be communicated to the public.*

Phase Two: *What was learned in Phase One will be communicated and an extensive public environmental education program will take place to get everyone in the community participating to meet the WEG's overall objective.*

4. PARTNERSHIPS



How can PARTNERSHIPS help the environment?

One of the best ways to improve our surroundings is for people to work together. With diminishing public funds available, it is becoming increasingly important for people to band together to share the cost and benefits of caring for the environment.

Partnerships represent an innovative approach to achieving positive results. Working with others to carry on environmental work often results in:

- new approaches to environmental citizenship
- more people to work on community projects
- more money devoted to environmental work
- more efficient use of human and financial resources

The WEG Board of Directors includes:

- *the manager of the local sports store*
- *the caretaker of the high school*
- *two government workers (one provincial, one municipal)*
- *two school teachers*
- *a community college professor*
- *a doctor*
- *a truck driver for the fuel company*
- *two people currently unemployed*
- *three self-employed consultants*

What can PARTNERSHIPS do for your organization?

Partnerships can do many things for community groups, such as:

- make the community more aware of the need for environmental action
- enhance the image and reputation of the organization
- increase membership
- provide education and training
- increase economic potential; e.g. job creation
- raise funds
- bring new skills and expertise into your organization



When WEG decided to launch its EnergySave Project, the group began to seek suitable partners. The local Power Corporation responded enthusiastically and offered to dedicate 1% of residential payments for each of three years to the project. One of the WEG Board members, an employee of the provincial government's Engineering Department, agreed to coordinate information flow with other government departments. The principal of the high school asked to join the venture because the program suited their new environmental curriculum.



Some community partners

The most logical place to look for partners is within your community. There are several communities of interest who might be waiting for an invitation to become involved with your group.

The **education community** includes the local academic institutions — schools, community colleges, universities. It also include museums, the extension arm of chartered banks, service clubs, professors looking for educational projects, and researchers looking for problems to study. Most educational institutions are eager to exercise their community-service role.



As a partner, the staff and students at the high school became directly involved in the WEG project. Students took on the design and printing of a brochure, which they handed out to other students in school. They also coordinated a "Get Involved Day", which was a major event.

The **business community** has a stake in the success of projects that improve the environmental circumstance in which they do business. Local businesses may donate money, materials and supplies, staff time or expertise, meeting or office space, or the use of equipment.



On "Get Involved Day", the Seek-a-Cycle Shop held a clinic at the mall for people to try out different kinds of bikes. Many people learned more about the energy-saving benefits of biking. The Day included some interesting and fun competitions.

Older adults and retired people have a tremendous amount of expertise, enthusiasm, energy, and time to give to environmental work in their communities. You may know some who would be just right for your group, or they may be reached through seniors' organizations, professional associations, and alumni groups.



One of the local seniors' clubs hosted a community supper. Between courses members of the Club showed an informative video on environmental stresses associated with extraction, transformation and consumption of energy. Dessert was followed by a performance focussing on energy, written and performed by the members.

The broader **environmental community** readily identifies with the need to address environmental stewardship and will eagerly respond to invitations to help.



As a small community, WEG members had ample opportunity to meet representatives of other environmental groups. They would meet informally at the Town Hall or in shops where they shared information about their various projects.

Outdoor and fitness aspects of an environmental project may appeal to the **recreation community**. Members of the local fitness club and YM/YWCA would probably be interested in your work, as would the growing numbers of snowmobilers, canoeists, boaters, anglers, hikers and hunters.



One of the WEG directors was an ardent angler and she also ran the local fitness centre. Lynn held a special event on Personal Energy and Climate Change at the spa, which was well attended. People were offered a fitness test for \$2, which was donated to the WEG Project.

The **arts community** may find a union with an environmental group particularly appealing. It could provide an inspirational setting for music, theatre, literature, poetry, painting and folk festivals.



The local theatre group decided to write and stage a play especially for "Get Involved Day". The play, which included a fair amount of local history and culture, was so popular that the group ran it all summer on weekends. Many people from out of town visited specifically to see the play. A portion of the proceeds was devoted to the WEG Project.

Because of its interest in a healthy outdoors, and healthful outdoor activities, the **health care community** may be waiting to be invited to become a partner in your venture.



The local hospital invited WEG to participate in the events held regularly in the Youth Wing. These events were well attended by hospital staff as well as friends and relatives of the patients. This gave WEG an opportunity to spread the word about their work further into the community.

The **tourism industry and travel community** may find your interests compatible with their own. They could be involved in supporting your group in a wide range of ways. Their cooperation can also be helpful in fundraising ventures.

The **public sector** in your community may be willing partners in environmental projects. Federal, provincial, municipal, and civic governments often have people and other resources that can enrich your project. You may, for example, be able to obtain free or discounted use of public facilities.

Experience has shown that cooperative ventures with environmental groups are particularly appealing to the **law enforcement community**. Involvement can range from community-service sentencing to crime-prevention activities, all with positive results.



The WEG kept the local judges, police, and youth group leaders informed about their work. The evaluation of a previous WEG project revealed that there were significant benefits to the teaming together of 'wayward' youth, those who had committed petty crimes, unemployed people, and students in environmental work. Police cited cases of changed behaviour on the part of certain individuals and were pleased that they had not relapsed into lives of crime. Judges reported that they were encouraged by the positive effects of working on an environmental project instead of a jail sentence. They asked to be kept informed of similar opportunities in the future.

Spreading the word about your project and its benefits can be an efficient way to attract contributions of money or volunteer hours. The **media or publishing community** can be of great assistance in this task.

Involving a rich mix of people in environmental work makes for a healthy community. As a general rule, you need to find ways to bring and keep them together so they can learn from each other while they are making their contributions.

Making PARTNERSHIPS work

The partnerships that flourish are those that allow the relationship to grow, the environment to improve, and the benefits to be shared by all. Making these unions work to best advantage requires a great deal of effort. Building the team is only the first task. Significant resources must be applied to managing the team if partnerships are to be productive.

Sometimes the worthwhile nature of the environmental organization can hide the fragile nature of the partnership. People both within and outside the organization tend to forget how vulnerable the relationship can be.

The decision to embark on a partnership path cannot be taken lightly. Any partnership requires a continuing commitment to both the partnership and to its goals. There needs to be a willingness to share and a confidence that rises above such worries as losing control or making mistakes. An over riding desire for the potential benefits must supersede petty feelings. An ability to place results over ego can be achieved through a sincere belief in teamwork and a respect for other's values.

It is sometimes difficult to maintain partnership relations over the long haul. Changes in commitment, in economic circumstances of one or more of the partners, in the economy of the nation, or even changes in the players themselves, can present challenges to partnerships. Managed well, changes can mean new energy, new ideas, and a desire to surpass previous accomplishments.



A principal partner in the EnergySave Project was the Power Corporation. It had agreed to dedicate a portion of each residential payment to WEG's efforts to improve the environment. In the second year of EnergySave, the Power Corporation 'downsized' by encouraging early retirements and the acceptance of severance packages. During this process the WEG Project appeared to have a low priority. In fact, when contacted the new staff member assigned to the project knew little about previous arrangements. He said that he thought that their partnership was in the process of being terminated. There were a few tense moments until this matter was cleared up. Thereafter, both WEG and the Power Corporation agreed to meet on a regular basis to discuss the project's progress.

Being in existence for a 'good cause' can readily attract others to join in, but be sure to nurture the relationship so it won't become derailed. Terminating a partnership early is not easy for anyone. It can have a severe impact on the reputation of the environmental organization, as well as putting its projects at risk.

One of the greatest challenges is trying to maintain a balance between a public agency and an advocacy group. One is constrained by its system of rules, policies, procedures, and fragmented authority; the other is intolerant of red tape and anxious to get the job done. There are no guidelines to avoid the tensions that this can create. The best advice is to make sure that all partners and players are aware of the differences and communication is kept open when trouble surfaces.



Practical Tips

Partnerships thrive under:

- good management
- good planning
- good leadership
- good understanding of what is expected of each partner
- good communication between the partners and the community

Partnerships can be maintained by:

- clearly outlining the roles and responsibilities of partners
- saying "please" and "thank you"
- keeping people informed
- noting the contribution of all partners in promotional material



Resources

There appears to be a shortage of stand-alone materials on partnerships especially for community groups. Those that do exist tend to refer to partnerships among volunteers.

Some of the materials referenced in the "Resources" section at the end of this guide may be of particular interest to your group. You are encouraged to examine them for pertinent information.

5. VOLUNTEERS



What can VOLUNTEERS do for the environment?

Volunteers are often the lifeblood of environmental groups. Canadians, with their strong sense of community and desire to help others, are usually eager to:

- rehabilitate and protect habitat
- engage in clean-up activities
- spread the word about the state of the environment to others
- educate others about various aspects of the environment
- raise and donate money for environmental projects

What can VOLUNTEERS do for your organization?

Volunteers perform many roles in environmental organizations including: fundraising, leadership and management, organizing activities, teaching and educating, clean-up and restoration.



The first members of the Waterfield Environmental Group were fishermen who wanted to do something to keep the fish from disappearing. As the Group took on broader environmental interests, others began to join. Now the volunteers come from all walks of life within the community.

Why involve VOLUNTEERS?

Volunteers can:

- be advocates for positive change
- be free to question and criticize

- add to the image of the group and provide valuable policy and management advice
- provide better access to the broad community
- bring in new ideas and new services
- create new jobs
- get involved in fundraising and donate money
- carry their enthusiasm and commitment into the community and recruit new members



The WEG directors recognized that the climate change issue was a pretty large job for a small group of volunteers to undertake alone. They began to look around for help.

The volunteers on the Board who were government workers gave them good advice about who to contact within the provincial and federal government. All the directors talked about the project within their social and work groups.

WEG decided to form committees to deal with specific aspects of their project. These included fundraising, planning, communications and education.



Nurturing VOLUNTEERS

Some organizations consist totally of volunteers, while others are a mix of paid staff and volunteers. Whatever the circumstances of your group, remember that volunteers need to be put to use creatively if they and the organization are to grow. Volunteer satisfaction doesn't just happen. Volunteers need to feel that they have a say in the policy making and development of the project. Volunteers need to know that their contribution is considered worthwhile and that they are appreciated.

Recruiting & using VOLUNTEERS

The following highlights some of the ways that volunteers can become involved. It also outlines some of the attention needed to maintain their commitment.

Planning

Make sure that:

- volunteers are invited to have a full say in making policy for your organization
- the mission and priorities of your association are clear
- your organization realizes the value of volunteers and that without them your mission could fail
- policies and procedures are developed that help everybody work effectively together
- ways are identified that volunteers can be actively involved with the work
- necessary funds are budgeted and resources allocated to support the use of volunteer labour (insurance, recognition)
- those most involved with volunteers are sensitive to people's needs

Finding and Using Volunteers

You should:

- share the volunteer philosophy with your partners
- promote volunteering within your community (if a Volunteer Bureau does not exist, help create one)
- feature recruitment opportunities in your local media
- draft job descriptions for volunteers
- screen volunteer candidates by asking for résumés and references, including work or volunteer history
- apply the same hiring procedures and standards to volunteers as to your employees



The WEG knew that they would need a lot of volunteer involvement if their project were to be a lasting one. They didn't have any paid staff, but one of their members took on the job of finding enough money to pay a stipend to a Project Coordinator who would take on the job of finding more volunteers. The first thing that Peter, the new Coordinator, did was to find more money to pay the expenses that he knew would be needed to train and organize the volunteers.

Orientation and Training

Make sure that:

- the leaders in your group welcome the new volunteers
- your partners or their delegates are included in any welcoming function
- a training plan is developed for volunteers
- the jobs that volunteers will be expected to perform are outlined in detail
- experienced volunteers are included in the training of new volunteers
- communication is kept flowing among your group, partners, and the volunteers

Recognition

You might want to:

- hold formal recognition events for volunteers
- provide items that recognize the volunteers' commitment and efforts (T-shirts, briefcases, bumper stickers, coffee mugs)
- share developments and milestones of your environmental project with your volunteers
- formally recognize those staff and volunteers who work well together
- invite the media to all events conducted for or by volunteers

Listening to Volunteers

You should always:

- react to reports submitted by volunteers
- encourage volunteers to hold information sessions for board members and community leaders
- include reports from volunteers in annual reports and newsletters
- report the contribution of volunteers (hours, performance results, etc.) to partners and sponsors of your environmental project
- provide (where feasible and appropriate) the tools for volunteers to report on their progress (e.g. computers, cell phones)
- include an assessment of your volunteer program in formal evaluations of your organization
- encourage volunteers to provide their opinions, perspectives, and suggestions for improvement



WEG has a history of doing good things in the community. When it came time for the volunteers to telephone people about energy audits, they were encouraged by the reception they received. Most people had heard about some of the things the WEG had done in the past, so they were willing to help with the EnergySave Project. Some people were going to be out of town during the test period, but they expressed their willingness to contribute at a later time. One person, when learning of the project through the telephone survey, even volunteered to take on the job of producing a newsletter for the group.



Practical Tips

Many small environmental associations do not have paid staff. Instead, they have one or two members who are willing to take on the job of getting others involved and coordinating their efforts. If you do have **a mix of paid staff and volunteers**, however, keep in mind that:

- volunteering is a part-time activity
- you need to train your staff how to work effectively with volunteers
- your volunteers need to know that someone is available to them during evenings and weekends, if required
- involvement with volunteers should be included in appraising staff performance
- staff job descriptions should include the fact that they work with volunteers
- the director of volunteers needs supervision and support
- interpersonal problems between volunteers and staff need to be mediated fairly and objectively
- you should be available to meet with volunteers regularly
- you need to be flexible



Resources

Good Work! How Volunteers Can Make a Difference (1991) *The Royal Bank Reporter*, Royal Bank of Canada, Royal Bank Plaza, Toronto, Ontario M5J 2J5.

Leadership Skills for the New Age of Non-Profits. (1990) Selta, Trudy. Illinois: Heritage Arts Publishing, 1807 Prairie Avenue, Downers Grove, Illinois 60515.

Giving Freely: Volunteers in Canada. (1989) Duchesne, Doreen. Minister of Supply and Services Canada, Catalogue No., 71-602.

Getting Started — Establishing a Volunteer Program. (1988) Fels, Lynn. Toronto: Volunteer Centre of Metropolitan Toronto.

Handbook for Cooperating Associations and Voluntary Organizations No. 5, Volunteer Management. (1986) Environment Canada, Parks.

People Power. (1986) Bokor, Chuck. Ontario: Ministry of Agriculture and Food, Rural Organizations and Services Branch.

Volunteers Working Together. (1986) Strachan Associates. Skills Program for Management Volunteers. National Office of the Skills Program, 1600 James Naismith Dr., Gloucester, Ontario K1B

6. COMMUNICATION



Why is COMMUNICATION important?

Good communication is critical to understanding what is needed to improve the environment. It also fosters stronger commitment to environmental stewardship. If the community is kept informed of the environmental work done locally, it will be easier to get help, obtain financial support, and carry on the environmental work that is necessary.

Good communication can be invaluable in gaining and maintaining the public's support for your efforts. It can also be instrumental in getting other initiatives going that complement your project. It can also help to identify any potential conflicts that arise because someone didn't know or wasn't informed. It is important that information about all stages and results of a community project be shared with others.

WEG held an Awareness Day to introduce their EnergySave Project. It was held in the mall and attended by people from all sectors of the community. The local graphic artist, who also did a comic strip in the local weekly newspaper, was intrigued with the concept and introduced 'Ernie Energy' to his cast of comic characters. Ernie was an energy superhero, who managed to get into and out of many situations that were of local interest. Ernie is still a regular in the weekly Record and very popular with people of all ages. Ernie caps and T-shirts can be seen on people everywhere in Waterfield.

Once people in the community are introduced to and understand your project, they often respond favourably by contributing time and money to its success.

How can COMMUNICATION help the environment?

People with an interest in the environment often join a group because they enjoy working with others who share the same values. They want to talk to each other about their own special interests, and enjoy hearing what others have to say. They want to express their own concerns and hear the views of others about protecting the environment for future generations. Above all, they want to work together. The link that keeps people involved and enthusiastic is communication.

How do you build community awareness?

Dealing with the local community is at the very heart of environmental stewardship. Talking with others individually and in groups, spreading the word through the media and preparing documentation for people to peruse at their leisure, are all important ways to keep the community up to date about your organization and its work. Workshops and seminars help translate information into action. The more that people in the community know about what is going on, the better your chances will be of gaining the support you need. When two friends tell two friends about what is needed to improve the environment, 20 friends may end up getting involved in work to improve the environment.



Making the community aware

Community relations is an important function in environmental action. A strategy is required to make sure that everyone is kept informed. There is no formula to follow when developing your communications strategy. No one can prescribe the exact activities necessary for an awareness program that will fit every project and every location.

What is practical and effective in one place may fail somewhere else. Success will depend on the local circumstances and the resources available in your community.



The WEG directors learned a valuable lesson shortly after they formed their organization. When they first talked about improving fish habitat there was a flurry of excitement. Several people in the community got involved, both as members of the Board, and as volunteers to work on the streams. They generated enough money to pay one of their directors as a Coordinator and provided student employment for others during the summer. Gord was the driver behind all this. His commitment and enthusiasm was infectious! Gord moved away from the area the next spring, but the work continued throughout that eight month field season. When it came time to plan for the next year, they discovered that there was not nearly as much volunteer and financial support as they had thought. Everyone had been working on the streams and no one had bothered to keep others informed of their progress. The media had lost interest, several Board members had dropped out and many in the community thought that the project had been halted when Gord left. WEG recognized that in the future they needed a communications strategy to keep their organization alive.

You will want to consider your own communications strategy to keep your community aware and up to date about your organization and the work it is accomplishing. This strategy does not have to be a written one but you should consider its importance and talk about it.

As a general rule, you should think about adopting the age old formula of:

Why you need a communications strategy

Who needs to know (public, partners, directors)

What should you tell (level of detail)

Where do you do it (in town, office, mall)

When is the best time (beginning? during? end?)

How should you do it (media? play? displays?)



The WEG Board of Directors didn't want their EnergySave Project to fizzle after a year or two, so they knew that they had to keep their partners, volunteers and the community well informed. They had plans for future phases and wanted to keep the commitment alive. Through the weekly paper and community cable station they advertised their Speakers' Bureau. This resulted in several invitations to speak to community groups. Their newsletter featured articles about their Board members and several new volunteers. The seniors' environmental play and the school program were broadcast on the local community channel. Partners were given full media coverage.

The following ideas and suggestions will help you to decide the best approach to suit your own circumstances:

Define your Local Community

- geographic boundaries
- administrative or sector boundaries
- key governing bodies concerned (government, board, CEO's)
- key community leaders
- influential organizations and associations

Identify Major Media

- newspapers
- local magazines
- radio
- television (don't forget community cable stations!)
- central places for bulletin board notices
- community public events
- town/village/community meetings
- letters to parents from schools
- organizational newsletters
- church notices and bulletins
- local Internet bulletin boards and freenets

Make an Inventory of Community Contacts

- Chamber of Commerce
- local clubs and associations (4-H, Kiwanis, Rotary, Lions, church, recreational groups)
- elected officials (municipal, provincial, federal)
- industry contacts
- educational institutions
- religious institutions
- cultural groups

Contact others to Coordinate Community Affairs Activities

- establish contact with appropriate government officials
- discuss with others in the community how your public relations plans can complement theirs
- form a local coalition for community outreach
- assign responsibilities among different community groups

Develop Fact Sheets or Kits on Your Project

- prepare a general description of your project, stating its purpose and objectives
- state how you plan to conduct your work, giving time schedules
- comment on other environmental action programs in your area
- describe some specific environmental benefits to the local community
- mention how the funds will be spent; e.g. locally on supplies, materials and services
- outline the jobs that will be created; state how they can be maintained
- describe some of the real and potential economic benefits to the community

Select Appropriate Vehicles of Communication

- multi-media (slides, videotapes, film)
- lecture/seminar/workshop
- small group meetings (elected officials, school groups, Kiwanis)
- direct mail, e.g. to local authorities and leaders, schools, certain postal code regions
- press releases
- regular column or articles in the local newspaper
- articles in newsletters of organizations and associations
- messages on Internet bulletin boards, newsgroups, or list servers
- special days, e.g. festivals, cleanups, open-houses
- educational activities (visiting schools, in-service for teachers)
- paid advertisements
- drama
- loudspeaker trucks
- messages for teachers to give to students to give to parents

- religious leaders and their places of worship
- exhibits & demonstrations (e.g. in the mall)



The WEG communications strategy seems to be working — their special events are well attended, directors attend the Board meetings regularly, and people in the community have volunteered time and money. It takes work and coordination to keep everyone up to date but the effort is well worth it.

The do's of information communication.

If you want to generate and maintain commitment to your work, you need to keep the word out there. You need to keep in touch with those who have been involved in the past and those who might become involved in the future.

You will want to make sure that you keep your community members and your partners informed about the progress of your project. You do not want the rumour mill to spread or start negative publicity.

What is the best approach?

You might find it appropriate to recruit one or two people who will act as the principal speakers for your organization or your project. They should be responsible for talking with the media, at public events, and responding to specific queries from others in the community. Although you may not plan on having things go wrong during the course of your community work, you must always be prepared for that eventuality. Members of the media and others in your community need to know who to contact for the correct information.



A new reporter at the local TV station wanted to do a human-interest story about the WEG project. He contacted one of the directors he knew to be involved. An interesting story was broadcast, but it was very out of date and, most unfortunately, there was no mention of the volunteers involved. Telephones began to ring! The Chair of the Board learned that the director interviewed had been away with business recently and hadn't kept up to date on the project. The WEG learned a lesson and from then on Anne, who was always available and had been a journalist before she retired, was named as the principal media contact for the project.

You will find one or more of the following steps helpful in developing your communications strategy:

Develop a strategy

- decide who will be the spokesperson for your group
- make an inventory of all the media in your community
- find out which media/reporters are most likely to be interested in environmental stories
- include a retired media representative on a planning committee
- gather together the basic facts about your project
- begin an inventory of photos and video clips and keep it updated

Become informed

- introduce yourself to the local reporters or editors most concerned with environmental issues
- become familiar with the local media and the coverage emphasized — some media like to

cover events, some the business aspects, while others like stories about people

- involve local leaders in the getting acquainted process — school teachers, religious leaders, and government, business and industry officials

Cultivate and maintain good relations

- involve media representatives on committees
- make sure that the local media has enough background information
- develop personal relationships with key media people (editors, reporters)
- do not show favouritism — in larger communities there is a great deal of rivalry among the media
- create opportunities for media people to see and know about your project and its progress — tours, press conferences
- be responsive to unsolicited media interest

Plan, act and follow-up

- determine the best timing for public announcements
- place ads and articles in community media (newspapers, newsletters)
- log all inquiries about your project and make notes on the nature of the request
- record the name, affiliation and address of callers so that you can send out information on your progress periodically
- keep your fact sheets up to date and readily available
- distribute fact sheets through central busy spots — grocery stores, post offices, restaurants
- share as much information as you have with all the media



The WEG keeps a binder of all news clippings about their project. Photos of volunteers and activities are also on display at the “Information Centre” in the mall. Anne makes sure that she gets all the newspapers and keeps the binder up to date. She also coordinates photo documentation of the project, such as taking good pictures of volunteers with homeowners as they do their energy audits.



Practical Tips

- Treat all media people the same. Try not to court one over the others.
- Don’t expect media people to be knowledgeable about all aspects of environmental stewardship.
- Provide as much information as you can in factual, brief, and non-technical terms.
- Don’t hesitate to tell a media person that you don’t know the answer — but always try to follow up as soon as possible.
- Respect their deadlines. If you say you will get back to someone by a certain time, make sure that you do.
- Ensure that the information you give the media is up to date and accurate.



Resources

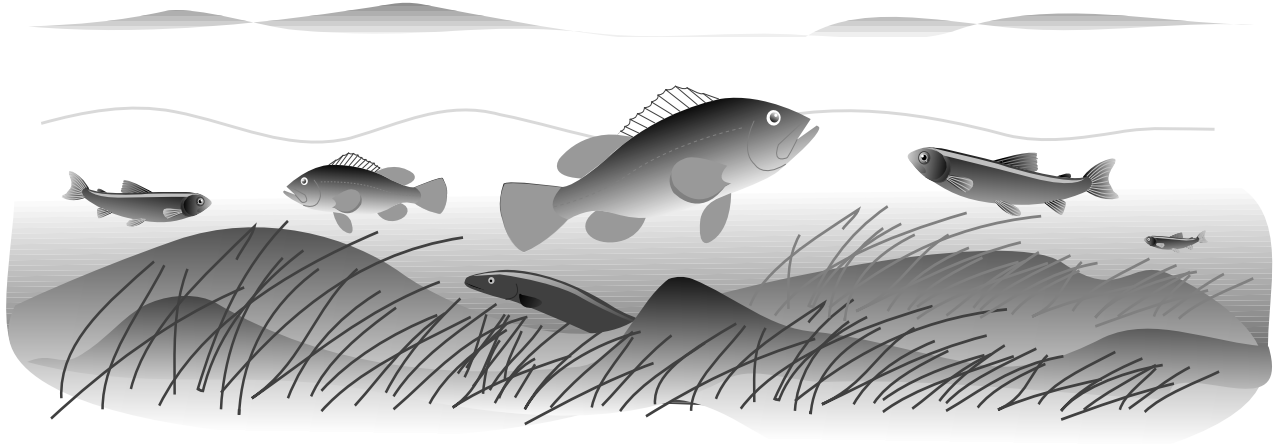
Managing the Media (1989) Shiller, Ed. Ontario: Bedford House Publishing Corporation, 60 Bedford Road, Toronto, Ontario M5R 2K2.

New Horizons Publicity Handbook (1989) Minister of Supply and Services Canada ISBN 0-662-16941-7.

7 Steps to Better Health Promotion: A Communications Guidebook (1987) available from Health Promotion Directorate, Health and Welfare Canada, 4th floor, Jeanne Mance Building, Tunney’s Pasture, Ottawa, Ontario K1A 1B4.

Volunteers Working Together: Communication. (1986) Skills Program for Management Volunteers. Ontario: Community Action Pack.

7. *EVALUATION*



Understanding what EVALUATION means

When objectives of a project are outlined groups usually have a few benchmarks in mind. That is, they know where things are now and what sort of improvement is desired. Being able to confirm that the objectives have been reached or not is called evaluation.

Evaluation simply means:

- measuring how successful you were in meeting your objectives
- seeing whether you have filled the gaps identified in your needs assessment
- seeing how well you are doing as a group
- assessing what has happened as a result of your work

A range of interesting and creative methods can be used to measure and document the milestones of a project. Evaluating all aspects of your project upon its completion documents the work. The documentation can then be shared with others, both to prove that the environment has benefited and to stimulate further improvement.

How does EVALUATION help the environment?

The process of evaluation is invaluable in improving the environment. In evaluating a project, the state of the environment before the project began, what was done to improve certain conditions, and how well the project was carried out are all examined.

Assessing your progress throughout your project allows you to take corrective action when and where it might be necessary.

How does EVALUATION help your organization?

Evaluation of projects adds to the credibility and reputation of a community organization. The successes achieved by the organization help to keep

its members motivated and encourages more people to support its activities.

In the evaluation process some lessons are usually learned about what went right and what went wrong. These lessons are important to your group and others when thinking about future action.



In one of the previous fish habitat projects, the WEG didn't bother to evaluate their progress. They had decided that they were going to change the watercourse to improve conditions for fish and for fishing. They assumed that what they were doing was good for the fish and their environment. They didn't give any thought to the benchmarks they might use to measure whether they were successful. The next year there were fewer fish instead of more. It was then that it was discovered they shouldn't have removed all the logs from the stream. By taking them out they destroyed some pools that the fish used. They had disrupted the environment rather than improving it.

This meant that the WEG had to correct their mistakes through further effort and expenditure of money. If they had identified some key environmental indicators and measured their progress they might have been able to avoid this costly mistake.



The function of evaluation is tied closely to the needs assessment and objective setting stages of your project. The needs assessment helped you determine what the circumstances were like before you began and what you wanted them to be like as a result of your project. In the objective-setting stage you defined the objectives and actions that would allow you to get the desired results.

The best way to measure whether you were successful in meeting your objectives is by looking at indicators of success. Indicators of success, or as they are sometimes known 'performance indicators', are simply the factors that will enable you to recognize that you have been successful.

Here are some questions you need to answer as you identify indicators for your project:

- What are you trying to accomplish?
- What evidence shows when and where the project is successful?
- What benchmarks did you establish in the objective-setting stage?
- How will you recognize that you are on the right track?
- What do you need to do to compare results with the state of affairs before you began your work?
- What information do you need to determine if the effort expended was worth the results achieved?

Think about the WEG. Did homeowners become involved in energy audits? How many? How often? In what ways did they reduce their energy consumption? By how much? Did other members of the community reduce their energy consumption as a result of hearing about the project? Were new ways of conserving energy introduced? To what extent will this mitigate the effects of climate change?



As part of the energy conservation project undertaken by the WEG, foam insulators for electrical outlets were made available to every household in the community. Weather-stripping was made available as well. People had to pick these items up at the clerk's office at the Town Hall during a certain week. It was expected that use of the foam insulators and weather-stripping would result in the use of less electrical power.

People also did “home” energy audits. One hundred home owners were selected to monitor their power use on a daily, weekly and monthly basis. Energy totals had been compiled one month before beginning the EnergySave Project. The WEG was interested in learning how many others participated in energy-reduction activities in their homes as a result of learning about the EnergySave Project.

Some indicators of success were:

- the number of foam insulators picked up
- the number of packages of weatherstripping picked up
- the number of home owners in the community participating in the project
- the number of kilowatt hours saved since the materials were made available.

The WEG planned to measure energy consumption at regular times during the year for the next few years. They want to know if the lessons learned from the Project are lasting.

Keep in mind that indicators of success need to be measurable. One way to measure success is to compare things during project work, or upon completion, with the way things were before you began.

Some funding agencies will require the identification of indicators of success as part of the funding process. You should know what these requirements are before you design your evaluation strategy.

Designing an EVALUATION strategy

You need an evaluation strategy to give your project a sense of direction. As you consider an evaluation strategy, you will want to think about:

At what stage do you want or need to know if you are on the right track?



WEG monitored how many foam insulators and packages of weather-stripping were picked up at the Town Hall.

Is it necessary to measure performance on an ongoing basis or less frequently?



On a weekly basis, a team of WEG directors telephoned 10 people each to see if they were using their energy saving devices.

How are you going to compare performance — did you have concrete information about the state of affairs before you began your work?



The utility people provided figures on the number of kilowatt hours used before the project began and the amount saved since the materials were made available.

How formal do you need to be in your reporting — do you need quantitative or qualitative information?



Derek, from the WEG Board of Directors, kept in touch with the Town Clerk and the utility people. He reported the results at regular Board meetings when all aspects of the project were being discussed.

How, when and to whom are you going to report results?



An EnergySave Update was prepared and circulated monthly to all partners in the project, as well as to the media. A scrapbook of coverage in the media was kept.

What is going to convince your community that you are doing, or did do, the right thing?



The WEG Board decided to have a formal evaluation done upon completion of the EnergySave Project. They nominated a committee to investigate creative ways of presenting the results to their partners and the public.

Are there social benefits or costs? Will you have a better informed and educated community? Will there be an improvement to human health? Will you enjoy more pleasant surroundings?



The high school principal was asked to work with two of the WEG directors to determine ways to measure whether the Project had any effect on what students learned in the new environmental curriculum.

In designing your evaluation strategy you need to think about:

- whether your project is the right thing to do at this time
- what else is happening in your community and how it relates to your project

- what indicators will determine whether or not you are successful
- what questions you need to ask and where you will get the necessary information
- what methods you will use to collect information
- how frequently you will collect it
- how you will judge that you are making progress toward achieving your objectives
- what you will do to update the information, or the methods of collecting information, if this appears necessary
- how enthusiasm for the project will be maintained



A week of thunder and lightning storms accompanied by unusually heavy rains hit the Waterfield area in the summer. Power outages were frequent; in some areas they lasted as long as two days. The WEG monitoring committee noticed a significant increase in the use of water once the levels rose in lakes, rivers, and wells. Unusual peaks and valleys were reported by the Power Corporation before things stabilized again. The WEG committee knew they had to include these events in their final analysis.

Developing an EVALUATION methodology

Almost everyone has attended school at one time or another. Most of us are familiar with the teaching process. We know that teachers need an evaluation methodology; that is, not only do they need to know what to teach, they need to know whether or not their students are learning. Exams, projects and papers are methods that teachers use to find out if their teaching has made a difference.

Your evaluation methodology needs to outline how information will be gathered. There are no hard and fast rules about how to do this.

Being an evaluator is like being a detective. Both evaluators and detectives search out information, analyze their findings, then reach conclusions based on their analyses. The evaluator of your environmental project needs to find out if your work makes, or has made, a difference. Some common ways in which to gather this information include:

Observation

This means seeing or listening to the results of your project work. When you were considering the objectives of your project, you were anticipating certain changes. Knowing what changes you expected helps you to know what you should be looking for, where you might find the changes, and when you should look. Observation is easy and is an effective tool to note some unexpected outcomes. You need someone to be in charge of recording and reporting the results.

As an example, WEG members observed who attended their public events and kept a record of the approximate range of ages.

Interviewing

Ask key people about their impressions of your project, or specifically what your project has meant to them. You might want to follow up with the same people you interviewed when you were doing your needs assessment. Make sure that those in charge of interviewing are skilled in listening as well as talking and that the views of the person interviewed are presented clearly. It might be helpful to have a guiding protocol, or set of questions that you ask. This way you can be sure that everyone is expressing their feelings on the same questions and issues.



Dan, who chaired the WEG Evaluation Committee, asked those he met at the post office each day a set of questions about their energy audits. He carefully noted their answers.

Community Meetings

These provide an opportunity for groups of people to talk about your project and its effects. You can learn

about project-related and other environmental issues and you can discuss recommendations and plans of action. If you arrange a community meeting for the purposes of your project make sure that it is well planned and structured. Presentations need to be clear and concise. Be sure that no one person dominates the floor! Small discussion groups, which will later present their findings is one approach that is very productive.



A provincial Government Task Force on Clean Air convened a public meeting to hear about the concerns of Waterfield residents. There was a good turnout at this meeting with good discussion. WEG directors noted that most people seemed to be well informed about the issues, and several people mentioned the WEG project. The findings from this meeting were incorporated into the WEG evaluation.

Diaries

You may want to ask selected people to keep a diary about certain aspects of the project. The content of each diary may focus on specific events, such as weather patterns or wildlife sightings, or they may record judgments, opinions and feelings.

If you are going to use diaries you need to give explicit guidelines about what is to be included and the expected frequency of entries. It should also be decided who is to have access to them and how the information will be used. Diaries can be kept in notebooks, on pre-printed forms, audio cassettes, or on video tapes.



The WEG asked 100 people in selected homes to keep energy-audit diaries noting how they reduced their energy consumption, how frequently and if they noted any changes to their lifestyle. WEG provided the diaries, contact telephone numbers and return postage.

Questionnaires

A questionnaire is a useful tool to collect information from people on specific issues. The questions asked need to be asked in such a way that they do not allow for misinterpretation. Otherwise you may get a lot of information that you can't use.

Questionnaires are often used as hard evidence of success, particularly where quantitative information is required. Computer programs can be used to design and analyze survey information.



WEG sent questionnaires to the 500 private citizens and all the businesses that they had solicited when the needs assessment was done. They included a stamped envelope and hoped that they would have a return rate of at least 25%.

Unobtrusive measures

These include measures not readily observable; e.g. wear and tear on equipment or machinery. It also includes watching people to note changes in their behaviour.

Audits

Audits are ways of taking stock. They are valuable tools, particularly when trying to change the behaviour of people. Baseline data is provided so some things, such as reduction in usage, can be measured. Audits help to gain long term commitment to changed behaviour when people are engaged in monitoring a project's progress and see evidence that their efforts are worthwhile. Diaries, logs, and journals usually play a large part in carrying out audits.

You may want to document the milestones reached in your project so you will have something on record for comparison in the future. You can do this in flexible and creative ways; for example, by making video and audio recordings and taking photographs.

When facts and statistics have been collected, they need to be analyzed. This means that you have to consider the current state of your project in comparison with what it was like at the beginning.

Events that have a bearing on your achieving, or not achieving, your intended results need to be noted. Perhaps there were events that made you change direction (and your objectives) entirely. All these factors need to be considered when analyzing your information.

Once the data has been collected and analyzed judgments and decisions need to be made about the future. You may decide to terminate your project before its intended completion date or you may decide that future phases will be required.



The WEG had planned to produce a brochure on climate change. They had found a sponsor to pay for the design and printing, then, just as they were about to get it under way, they found exactly what they wanted printed as an insert in The Globe & Mail. The WEG decided against producing their own brochure; instead, people were encouraged to read the the Globe and Mail insert. The money they saved was then used to produce a pamphlet on how to do energy audits. This pamphlet resulted in several more people asking to participate in their project. The WEG had to account for their change of plans and evaluate the benefits of their brochures in carrying out their project.

Carrying Out Your EVALUATION Strategy

Now that you know what information you need to measure the progress and results of your project you will need to decide who will actually do the evaluation.

- Does your environmental group have an evaluation committee or an individual willing to take on this responsibility?
- Do your funding agencies require a full- scale formal evaluation?
- Will you turn to an outside evaluation specialist or will an in-house one suffice?



Evelyne is a director of the Waterfield Environmental Group. She had taught at the university for several years but recently started her own business as a Human Resource Development consultant specializing in evaluation. With the permission of the partners and sponsors of the project, Evelyne agreed to develop the framework for the evaluation and take on responsibility for its completion. Others agreed to help.

The evaluator needs to know the right questions to ask and where to find the information. Often the preparation of a workplan helps the evaluator to focus and keeps the evaluation on track.

Depending on the degree of formality required, a workplan might contain such things as:

- a statement of the objectives and purposes of the evaluation
- an outline of the responsibilities of those carrying out the evaluation (e.g. Board, evaluator, partners, staff, volunteers)
- a description of how each evaluation issue is to be addressed; e.g. an outline of the approach, the evaluation indicators, the nature of information to be collected, how and when it will be collected, key contacts, and the events that will be observed
- any instruments (questionnaires, interview protocols) that will be used for data collection
- a description of the tasks to be finished
- a timetable outlining when each evaluation stage and task will be completed
- a description of the way that the evaluation results will be communicated (e.g. through reports, workshops, videotape recordings, community meetings)

When evaluation information is collected and analyzed, the results need to be documented. This is usually done in a way that can be easily shared.

Every evaluation report should contain recommendations about what can or should be done next. Your organization needs to consider such things as whether you should take these recommended future activities on yourselves, or recommend that others become involved.



The WEG was encouraged by the increasing level of support and recognition they were receiving within the community. There was evidence that they were making great strides in educating people about climate change. They were encouraged by the tremendous cooperation they had received from the whole community.

There was a significant reduction in the use of power over the eight months and people reported that they were going to continue to conserve energy throughout the year. As a separate project, the Health Education Department at the community college agreed to work with the medical and government authorities to monitor indoor and outdoor air quality.

Since summer storms helped to improve the water supply, it was feared that people would be tempted to ignore the conservation program. This did not happen. It was concluded that the focus on energy conservation helped to sustain the water conservation program. The WEG people were delighted.



Practical Tips

At the end of your evaluation you should be able to answer the following questions:

- Did you achieve the intended results? If not, why not?
- Have the results you achieved made a difference to the environment in your local area?

- What happened that you didn't expect?
- Were you able to manage the project as you planned? Where can improvements be made?
- Did you over-estimate or under-estimate the amount of time you needed to achieve the results?
- Were you able to raise as much money as anticipated?
- Were funds used according to plan?
- Did people willingly volunteer to work on your project?
- Should you continue or discontinue the work?
- Should the project be expanded?
- Are there changes that should be made?
- Is this project a model that can be shared with others?
- Was your project successful?
- Did you fill the gaps identified in the needs analysis?



At the conclusion of their evaluation, the WEG Board of Directors felt that there was now an increased awareness of climate change and what 'people power' could do in their community. The EnergySave Project was going to be continued by the Power Corporation. Students from the community college and the various schools had become involved in an outgrowth of the WEG project.

The river and streams had not retained their levels after the rains. They were exceptionally low during most of the summer. WEG members feared for the wildlife and the future of the sport fishery. They were now ready to consider their next phase, the greenbelting of the river and the lakes. The WEG Board members know that they can expect many people to join their team in the future!



Resources

Evaluation for Community Service Organizations (1991) Victoria Volunteer Bureau, #211-620 View Street, Victoria, BC V8W 1J6.

How About...Evaluation. (1993) Holt, Jacqueline D. Prepared by Humanité Services Planning (BC) Ltd. Sponsored by Dept. of National Health and Welfare, Medical Services Branch, Mental Health Advisory Services.

Keeping on Track: An Evaluation Guide for Community Groups (1990) Women's Research Centre, #101-2245 West Broadway, Vancouver, BC V6K 2E4.

Strengthening Environmental Organizations: An Environmentalists' Tool Kit. (1994) New Brunswick Environmental Network, RR #4, Sussex, NB E0E 1P0.

The Evaluator's Handbook (1987) Herman J., Morris, L., Fitz-Gibbons C.T. SAGE Publications Inc., 2455 Teller Road, Newbury Park, California, 91320, USA.

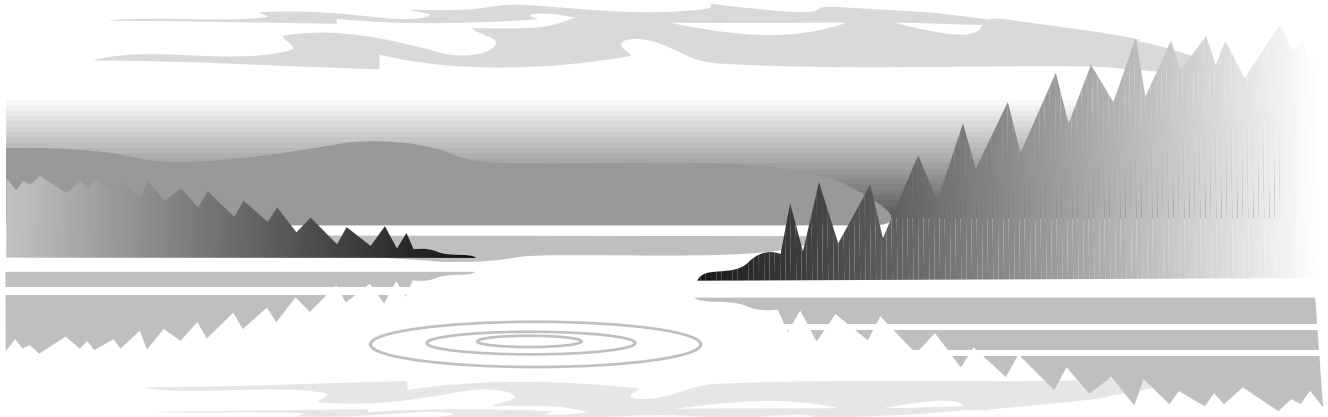
8. *SUMMARY*



Thoreau's dream of community-based environmental management is now happening across Canada. Accountability, sustainability, and creativity, as well as cooperation and coordination are required when communities work together to preserve and conserve their local environments.

Environmental improvements can happen when people have the will and skill to work together in both formal and informal partnerships. Projects must be well managed and include strong communication and education strategies. Have fun while carrying out your environmental projects and remember that the final goal is a healthier, more sustainable community for everyone!

9. RESOURCES



Bookkeeping Handbook for Low-Income Citizen Groups (1973) National Council of Welfare, Broke Clayton Building, Ottawa, Ontario, K1A 0K9. 103 pgs.

Community Action for the Environment (1995) Winter, Chris. The Conservation Council of Ontario, Ste 506 – 489 College St., Toronto, Ontario, M6G 1A5. Phone: 416-969-9637. Fax: 416-960-8053. ISBN: 0-919856-12-8. 19 pgs.

Directory of Assistance Programs Available to Environmental Groups in Alberta (1995) Environment Canada, Action 21, Room 200, Twin Atria #2, 4999 – 98 Avenue, Edmonton, Alberta, T6B 2X3. Phone: 403-951-8710. Fax: 403-495-4367. Toll-free: 1-800-567-1570.

Discovering Your Community: A Cooperative Process for Planning Sustainability (1994) Harmony Foundation of Canada. 1183 Fort Street, Victoria, B.C. V8V 3L1. ISBN: English 0-929010-11-6; French 0-929010-12-4. 58 pgs.

Environmental Funding Guide (A quick reference of available programs in the Atlantic Region 1995). Action 21, Environment Canada, 5th Floor Queen Square, 45 Alderney Drive, Dartmouth, N.S. B2Y 2N6. Call toll-free throughout the Atlantic Region at 1-800-663-5755, or in the Metro Halifax area at 902-426-8521. Fax: 902-426-2062. Free.

Environmental Funding Programs in Ontario (1995) Action 21. Ontario Region, Environment Canada, 4905 Dufferin Street, Downsview, Ontario. M3H 5T4. Fax: 416-739-4781. (A quick reference list of available programs in the Ontario Region.)

Health Indicator Workbook (January, 1992) B.C. Ministry of Health and Ministry Responsible for Seniors. Office of Health Promotion, BC Ministry of Health and Ministry Responsible for Seniors, 1515 Blanshard Street, Victoria, B.C. V8W 3C8. Phone: 604-356-7439. 64 pgs.

Keeping On Track (1990) D., Reid, G., and Barnsley, J. Health and Welfare Canada, Women's Research Centre, #101-2245 West Broadway, Vancouver, B.C. V6K 2E4. ISBN: 0-9692145-7-X. 79 pgs.

No Place Like Home: Building Sustainable Communities (1992) Canadian Council on Social Development, Ottawa. Technical University of Nova Scotia. Call No. GF101 N69 1992. ISBN: 0888104145.

Promoting a Sustainable Future: An Introduction to Community-Based Social Marketing. (1995) Doug McKenzie-Mohr, Ph.D, National Round Table on the Environment and the Economy, 1 Nicholas Street, Suite 520, Ottawa, Ontario, K1N 7B7. Phone: 613-992-7189; Fax: 613-992-7385. ISBN: 1-895643-38-4.

Rural Environmental Planning for Sustainable Communities (1992) Sargent, F. et. al. Island Press, Suite 300, 1718 Connecticut Avenue NW, Washington, DC 20009.

School-Community Partnerships for Healthy and Sustainable Environments (March, 1994) Canadian Association for School Health. 1133-160A Street, White Rock, B.C. V4A 7G9

Stepping Forward (1995) Rural and Small town Programme, Dept. of Geography, Mount Allison University, Sackville, N.B. E0A 3C0. Phone: 506-364-2391. 6 booklets and a computer software package includes information on: Getting Started, Examining Information, Community Strategic Planning, Who's Leading Who?, Getting the Message Out, Don't Waste My Time and software on doing a community survey. \$575.00 for the whole kit. Booklets available separately for about \$25.00 each.

Sustainable Communities Resource Package (1995) Ontario Round Table on the Environment and Economy (ORTEE), Policy Development, Ontario Ministry of the Environment and Energy, 135 St. Clair Ave. West, Toronto, Ontario, M4V 1P5. Phone: 416-323-4463. ISBN: 0-7778-3863-X. Approx. 200 Pgs.

Sustainable Development: A Manager's Handbook (1991) National Round Table on the Environment and the Economy. ISBN:1-895643-05-8.

The Green List, 2nd Edition: A Guide to Canadian Environmental Organizations and Agencies (1994) The Canadian Environmental Network. P.O. Box 1289, Stn. B, Ottawa, Ontario, K1P 5R3. Phone: 613-563-2078. ISBN:0-969-5217-0-7.

Toward Sustainable Communities (1992) Roseland, Mark. The Alger Press. National Round Table on the Environment and the Economy, 1 Nicholas Street, Suite 520, Ottawa, Ontario, K1N 7B7. Phone: 613-992-7189; Fax: 613-992-7385. ISBN:1-895643-09-0

Internet

Don't forget to check the many resources on the Internet. Search the WorldWideWeb for sustainable, environment, and other key words that are appropriate.

Environment Canada's EcoAction 2000 Offices

NOVA SCOTIA, NEW BRUNSWICK AND PEI

45 Alderney Drive
5th Floor, Queen Square
Dartmouth, Nova Scotia B2Y 2N6
Phone: (902) 426-8521 or
1-800-663-5755 toll free
Fax: (902) 426-2062
E-mail: ecoaction2000.mar@ec.gc.ca

NEWFOUNDLAND AND LABRADOR

6 Bruce Street
Mount Pearl, Newfoundland A1N 4T3
Phone: (709) 772-4269
1-800-663-5755 toll free
Fax: (709) 772-5097
E-mail: ecoaction2000.nf@ec.gc.ca

QUEBEC

1141, route de l'Église
6th Floor, P.O. Box 10100
Ste. Foy, Quebec G1V 4H5
Phone: (418) 648-3537 or
1-800-463-4311 toll free
Fax: (418) 649-6674
E-mail: quebec.ecoaction2000@ec.gc.ca

ONTARIO

4905 Dufferin Street
Downsview, Ontario M3H 5T4
Phone: (416) 739-4734 or
1-800-661-7785 toll free
Fax: (416) 739-4781
E-mail: ecoaction2000.on@ec.gc.ca

MANITOBA AND SASKATCHEWAN

123 Main Street, Suite 150
Winnipeg, Manitoba R3C 4W2
Phone: (204) 983-8597 or
1-800-665-7135 toll free
Fax: (204) 983-0964
E-mail: ecoaction2000.mb@ec.gc.ca
E-mail: ecoaction2000.sk@ec.gc.ca

ALBERTA AND NORTHWEST TERRITORIES

4999-98 Avenue
Twin Atria #2, Room 200
Edmonton, Alberta T6B 2X3
Phone: (403) 951-8710 or
1-800-567-1570 toll free
Fax: (403) 495-4367
E-mail: ecoaction2000.edm@ec.gc.ca

BRITISH COLUMBIA AND THE YUKON

1200 West 73rd Avenue, Suite 700
Vancouver, British Columbia V6P 6H9
Phone: (604) 664-9093 or
1-800-667-7779 toll free
Fax: (604) 261-4111
E-mail: ecoaction2000.pyr@ec.gc.ca

NATIONAL WEBSITE:

<http://www.ec.gc.ca/ecoaction>