

Environmental Justice



Supporting **Communities**
Creating Change

every  action counts

Resource pack for trainers

Taster Pack 11

Introduction to this resource pack on

Environmental justice and community development work.

The concept of environmental justice is becoming heard more and more, but not everyone understands what it means or why it is important. Community development work has at its core a desire to improve the situation of poorer communities by increasing social justice through collective working. Social justice requires people to have a decent environment to live in which does not damage their health or well-being. We think that environmental justice is an integral part of social justice.

This resource pack has been produced as part of our work within the Every Action Counts programme to involve communities in bringing about sustainable development. It complements all the others on this series

List them all

This resource pack is aimed at community development workers and trainers / tutors of community development workers and others who work with communities.

The pack is divided into four sections

1. introduces the concept of environmental justice
2. examines the values and principles of community development work in respect of environmental justice
3. explores how environmental injustices impact on different communities
4. looks at the actions that community groups and voluntary organisations are taking to redress environmental injustices

There is a resource listing at the end.

Within each section there are guidance notes on how to use the material, handouts and worksheets. You can select the most appropriate parts of the pack to support your training session, workshops, or inputs into a group meeting.

Section 1.

Introducing environmental justice

This section forms the starting point of any workshop or training sessions. The concept of Environmental (in)justice is relatively new in the UK and not everyone will be familiar with it. The naming of environmental (in)justice started in the United States of America and as the idea has crossed the Atlantic so the way it is being used and developed in the UK is different.

The material in this section consists of

1. A series of **definitions about environmental justice**, which can be turned into a set of coloured cards and cut up. When you are working with a group you can suggest that people work in pairs or trios and give them a few cards each to read through. Worksheet 1 is designed to help them record the key words and phrases. Following the feedback from all the pairs / trios people can work with the same people or find another person and complete worksheet 2. Let each group give their statement and discuss the commonalities and the differences.

2. Handout 1 provides information about **the background** to the idea that has been selected from various websites. It is useful for people to see how ideas develop and change. You can spend some time discussing this as a group if this feels important; or you can let people take it away to read. There is a lot more about the history – especially from the USA – which people can access by following many of the website links given on the different handouts or by a web search of 'environmental justice'.

3. Handout 2 provides different versions of **the principles** behind the concept of environmental justice or injustice. There are four quite different approaches that have been selected. Allow people time to have a look through them and to mark which points they think are the most relevant. Then ask them to get into small groups and, using worksheet 3, to agree on their 6 main principles for environmental justice, which makes sense to them. They may well want to bring in other ideas that are not in the handout and that is fine, the handout is to stimulate discussion. Take the feedback and see if there is any agreement on their principles. Record their main points and then use this as the basis for a whole group discussion, or if the group is quite large split them into two to explore the differences and why they feel their chosen principles are important.

4. Handout 3 gives some information about **the evidence for environmental injustice**. Four different publications have been used to show the development of the research over the past 30 years. They are a mix of research by NGOs, academics and government. The aim is to show that this is a concept that is becoming more widely recognised and that there is evidence to back up the claims that environmental injustices exist. You can use them as part of a group discussion or allow people to follow these up in their own time. If you want to use them within the session you could suggest that people work in pairs or trios to use the information to be able to convince a sceptical person that the idea is real and important to their community.

5. To bring this section to a close give out worksheet 4 which has a large light bulb on it; ask them to write into the light bulb what part of the material in this section has sparked them to find out more about environmental justice or injustice.

What is environmental justice?

From Hurricane Katrina and the south Asian tsunami to human-induced atrocities, terrorist attacks and the looming effects of climate change, the world is assailed by both natural and unnatural hazards and disasters. These expose not only human vulnerability - particularly that of the poorest, who are least able to respond and adapt - but also the profound worldwide environmental injustices that result from the geographical distribution of risks, hazards and disasters.

Hazards, Vulnerability and Environmental Justice **Susan L. Cutter**

www.earthscan.co.uk

EJ explicitly sets out to link policy concerns with the needs and concerns of excluded and minority groups: it suggests that we need to look not just at human impacts on the environment, but also at the impacts of environmental stresses on the people who suffer them.

EJ links to many concerns. Housing, urban regeneration and local service provision all affect local quality of life and all have roles in delivering national goals on major environmental issues such as waste, transport or climate change. Public spending on these issues is likely to increase or decrease inequalities depending on how it is planned and managed.

Chris Church www.suscom.org

There is growing evidence of the links between environmental problems and social injustices. Environmental justice is the idea that brings both together. It researches the extent of linkages between environmental and social injustice, and asks whether it is possible to tackle both social exclusion and environmental problems through integrated policies and developments.

For example, more children are killed in road accidents in poor communities than in richer ones (so).. infrastructure investments (can) change risks in disadvantaged communities such as reducing speed of drive-through vehicles. Reducing traffic speed in communities will often in turn help the achievement of other social and environmental goals such as providing safe play areas and reducing emissions and their negative health effects.

www.foe.co.uk/resource/reports/environmental_justice.pdf

Environmental justice, often used interchangeably with the term environmental equity, has been defined as the fair treatment of all people regardless of race, colour, national origin or income with respect to the development, implementation and enforcement of environmental laws, regulations and policies.

Fair treatment means that no group of people, including racial, ethnic or a socioeconomic group, should bear a disproportionate share of the negative environmental consequences resulting from industrial, municipal and commercial operations or the execution of programmes and policies.
www.staffs.ac.uk/schools/sciences/geography/links/IESR/environmentaljusticeresearch.htm people's reservations.

Environmental justice is the concept promoting the fair treatment of people of all races, income, and culture with respect to the development, implementation, and enforcement of environmental laws, regulations, and policies. Every person should have the right and be able to live in a healthy environment, with access to sufficient and appropriate environmental resources for a healthy life, and secondly, that it is mainly the poorest and least powerful people who are denied these conditions.

www.sepa.org.uk/publications/sepaview/html/15/environmental_justice.htm

In a broad sense Environmental Justice means ensuring that everyone has a right to a clean and healthy environment regardless of his or her means, where they live, or their background. This includes being able to secure access to the law in resolving environmental concerns. In addition to the rights of people to a clean and healthy environment.

http://www.doeni.gov.uk/index/protect_the_environment/local_environmental_issues/environmental_justice.htm

Environmental justice is both an urban and a rural issue, it is concerned just as much with the local street-level environmental problems as with larger-scale industrial pollution, and the built environment is as significant as green places and biodiversity. Importantly, when we talk about justice in this context, we are talking not only about fairness in the distribution of the factors affecting environmental quality (both good and bad), but also about fairness in providing the information and opportunities necessary for people to participate in decisions about their environment. These are the two interrelated and equally important strands of environmental justice.

www.scotland.gov.uk/Publications/2005/12/12161827/18283

Environmental justice is the confluence of social and environmental movements, which deals with the inequitable environmental burden born by groups such as racial minorities, women, or residents of developing nations. It is a holistic effort to analyze and overcome the power structures that have traditionally thwarted environmental reforms. Environmental justice proponents generally view the environment as encompassing "where we live, work, and play"; the movement seeks to redress inequitable distributions of environmental burdens (pollution, industrial facilities, crime, etc.) and access to environmental goods (nutritious food, clean air & water, parks, recreation, health care, education, transportation, safe jobs, etc.) in a variety of situations. Self-determination and participation in decision-making are key components of environmental justice. According to a compilation of thoughts by several notable EJ organizations, root causes of environmental injustices include: "institutionalized racism; the commodification of land, water, energy and air; unresponsive, unaccountable government policies and regulation; and lack of resources and power in affected communities"

http://en.wikipedia.org/wiki/Environmental_Justice

Participants of the Central Europe Central and Eastern Europe Eastern European Workshop on Environmental Justice (Budapest, December 2003) defined

"Environmental Justice:

A condition of environmental justice exists when environmental risks and hazards and investments and benefits are equally distributed with a lack of discrimination, whether direct or indirect, at any jurisdictional level; and when access to environmental investments, benefits, and natural resources are equally distributed; and when access to information, participation in decision making, and access to justice in environment-related matters are enjoyed by all."

"Environmental Injustice:

An environmental injustice exists when members of disadvantaged, ethnic, minority or other groups suffer disproportionately at the local, regional (sub-national), or national levels from environmental risks or hazards, and/or suffer disproportionately from violations of fundamental human rights as a result of environmental factors, and/or denied access to environmental investments, benefits, and/or natural resources, and/or are denied access to information; and/or participation in decision making; and/or access to justice in environment-related matters."

http://en.wikipedia.org/wiki/Environmental_Justice

Environmental justice means:

- **Quality of life for all**
Everyone should have a safe and healthy place to live, work and play.
- **Enough for us - and the future**
We need to make sure there are enough resources for all of us and future generations.

www.foe.org.uk

Environmental injustice is said to exist when some groups, and in particular those living in more deprived communities, are unfairly or disproportionately more likely to suffer poor environmental conditions; and when one or more groups do not have adequate access to the information and decision making structures that affect their local environment. One aspects of environmental injustice is environmental equity. An 'environmental incivility' is any aspect of the environment that people are capable of discerning through hearing, sight, touch or smell and about which they may be inclined to feel negatively. Examples include 'street level' incivilities such as litter and graffiti, 'infrastructural incivilities' such as overhead power lines or a landfill site, and 'goods' that may be absent such as somewhere pleasant to walk or sit.

www.scotland.gov.uk/Publications/2005/10/2791230/12312

Worksheet 1

Exploring definitions of environmental justice

You will have been given some cards with different definitions of environmental justice. Read them through in your pair or trio and decide which of the words or phrases stand out for you and record them here

Whose definition?	What words and phrases are important?

In the feedback from the other groups you may have heard other words and phrases that seem to be important. Record them here

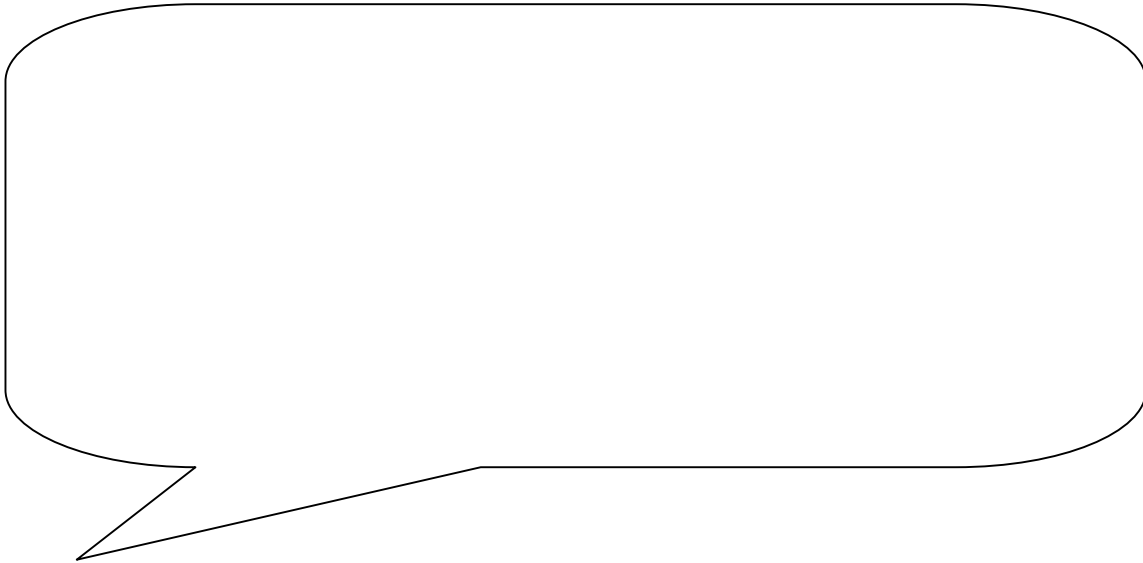
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Worksheet 2

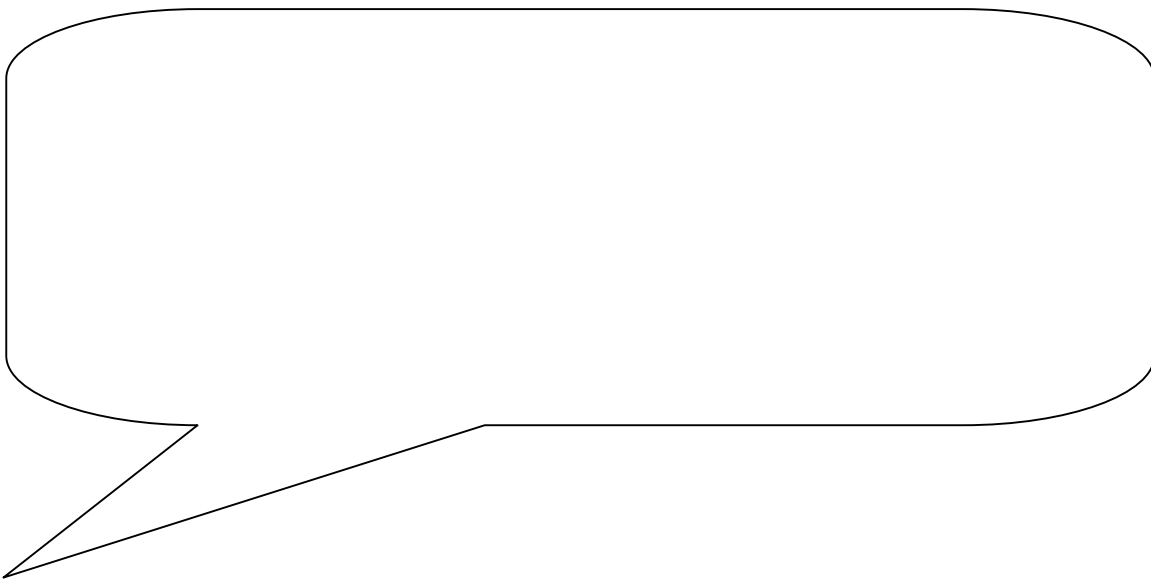
Your definition of environmental justice

Discuss with your colleagues what you think are the essential ingredients for your definition of environmental justice.

What can you agree on? Put all your ideas in here



How would you explain it to someone else? Try and make a statement



Handout 1

Where did the concept of environmental justice come from?

There are two basic premises of environmental justice.

- Firstly, that every person should have the right and be able to live in a healthy environment, with access to sufficient and appropriate environmental resources for a healthy life
- Secondly, that it is mainly the poorest and least powerful people who are denied these conditions.

The concept of environmental justice is generally acknowledged to have emerged in the early 1980s in the USA in response to large demonstrations opposing the siting of a toxic PCB¹-landfill in a predominantly black community in Warren County, North Carolina.

Research showed the disproportionate impact of environmental pollution on black and ethnic minority communities. A key 1994 paper looked at 64 studies of pollution and its impact on poor and black communities and found that in 63 out of 64 cases there were clear disparities. Furthermore, racial disparities (black communities suffering an unfair impact) were more common than ones relating to poverty.

This research led to a range of actions to reduce discrimination in the USA, and to serious shake-ups in the environmental movement who were accused of having failed to respond to the needs of black communities. There is now a loose network of 5,000 black, Hispanic and indigenous grass-roots community groups in the USA fighting the siting of hazardous polluting factories and landfills in predominantly black neighbourhoods and indigenous peoples' reservations. This movement has taken a justice and civil rights approach to fighting environmental health problems and has been supported by further research showing the extent and causes of environmental injustices. In 1994 President Clinton issued an Executive Order² which requires federal regulatory agencies to "make environmental justice a part of all they do." You can find lots more information about the work in the USA at www.ejrc.cau.edu/.

This summary was taken from www.suscom.org

In the UK, early attempts to introduce social justice issues into domestic environmental politics have been fairly low profile and it is only recently that the idea is getting onto the mainstream political agenda and starting to influence the practice of environmental institutions and regulatory bodies. The report by Friends of the Earth in 1999 was the first time that a mainstream environmental group in the UK directly addressed the social dimensions of exposure to environmental risks. The report showed that 662 of the sites coming within the Integrated Pollution Control (IPC) system in England and Wales are located in areas where household income was less than £15,000, whilst only 5 are in areas where average household income was above £30,000. This provided initial evidence of the inequitable distribution of sources of pollution. Subsequent studies are showing that significant inequalities, for example, in proximity to risky and polluting installations and exposure to air pollution also exist in the UK .

¹ PCB's were used as coolants and lubricants in electrical equipment, they had stopped being made in 1977 because it was shown that they were harmful to people's health

² Executive Order² 12898: Federal Actions to Address Environmental Justice in Minority Populations and Low-Income Populations

Whilst the US experience of environmental justice has in part stimulated attention to risk and equity in the UK other drivers have also been important. These include

- 1) the strong social emphasis given to sustainable development agendas by the New Labour government focusing attention on the relationship between environmental equity and social exclusion
- 2) the evolving strategies of environmental pressure groups such as Friends of the Earth which have developed environmental justice as a major campaigning theme
- 3) the 1998 Aarhus pan European convention on the environment, and associated principles of access to environmental information, public participation in decisions affecting the environment, and access to environmental justice.

A far broader environmental justice agenda has emerged in the UK, which looks at the impact on different communities and groups of people (including age, gender, class and ethnicity) as well as looking at the distribution of risk from pollutants, and different ways to tackle them, through the justice system, internationally and through the provision of environmental resources.

This summary has been adapted from material on

www.staffs.ac.uk/schools/sciences/geography/links/IESR/environmentaljusticeresearch.htm

When it was first established, environmental justice was focused on local communities and issues around site-specific activities. We now know that the concept of environmental justice can be global and intergenerational. For example, the impacts of such events as the Chernobyl nuclear accident, which affected many countries in different ways, and this also showed up the unpredictable effects of chemicals released into the environment on future generations.

Handout 2

Principles of environmental justice

Here we present four different views on the principles that underpin environmental justice.

1.

From the Northern Ireland Government - Department of Environment

The main principles behind the concept of environmental justice are:

- Combating poverty and social exclusion
- Respecting environmental limits
- Transparency
- Information
- Participation and access to justice
- Making the polluter pay

They are examining the role of Enforcement in Environmental Regulation in promoting social justice:

- To protect the environment by influencing behaviour away from that which causes damage towards that which protects the environment.
- To create more efficient, effective and flexible enforcement of punishment for environmental crimes.
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http://www.doeni.gov.uk/index/protect_the_environment/local_environmental_issues/environmental_justice.htm

2.

From the Royal Commission of Environmental Pollution – Environmental Justice Desk Study. 2004. quotes Boardman et al. (1999) – 10 principles of environmental justice (from Agyeman 2000, p.14-15)

The desk study is available at

www.rcep.org.uk/urban/ENVIRONMENTALJUSTICE.pdf

1. environmental problems are a component of social exclusion and an issue of social justice. Most environmental pollution is unevenly distributed: even in rich countries like Britain, it is normally the poor and disadvantaged that suffer most as a result. Even where the effects are more even, impacts are uneven as the rich can more easily respond.

2. Communities and individuals should have the right to know and the ability to

respond to distributed environmental hazards. This means the government should enthusiastically support and implement the Aarhus¹ Convention.

3. A general improvement in the environment will bring disproportionate benefits to the poor and disadvantaged. Other things being equal, this follows from the uneven distribution of impacts. But in practice others factors need to be considered too – because the means as well as the outcomes of improvements will have distributed impacts

4. The poor should not be required to pay for cleaning up the environmental 'mess' caused by the over consumption of the rich

5. Devising policies to increase quality of life for all demands explicit outcomes and appropriate indicators including an overall measure of the quality of life

6. Government action has a key role in ensuring that the means of environmental improvements are socially just. Existing inequalities, such as income or housing quality, means mechanisms designed to change individual or corporate behaviour – such as taxes – may be socially regressive if applied in isolation

7. Policy packages, positively incorporating the goal of socially progressive outcomes, are better at dealing with environmental outcomes than isolated policies

8. Investment is preferable to additional income as the most effective way to deal with environmental injustice.

9. Environmental modernisation through taxes and regulations directed at businesses and market transformation can be designed to have a largely beneficial impact on poor households.

10. Further research and better monitoring is needed. Improved information on the social distribution of environmental problems is essential for policy makers, and for communities seeking to improve their own environment.

¹ Aarhus Convention; United Nations convention with 3 main themes – access to information, participation and justice

3.

From the Firsts National People of Color Environmental Justice Summit in 1991. These principles were developed to serve as a "guide for organizing, networking, and relating to government and nongovernmental organizations".

Available from http://en.wikipedia.org/wiki/Environmental_Justice

1) Environmental Justice affirms the sacredness of Mother Earth, ecological unity and the interdependence of all species, and the right to be free from ecological destruction.

2) Environmental Justice demands that public policy be based on mutual respect and justice for all peoples, free from any form of discrimination or bias.

3) Environmental Justice mandates the right to ethical, balanced and responsible uses of land and renewable resources in the interest of a sustainable planet for humans and other living things.

4) Environmental Justice calls for universal protection from nuclear testing, extraction, production and disposal of toxic/hazardous wastes and poisons and nuclear testing that threaten the fundamental right to clean air, land, water, and food.

5) Environmental Justice affirms the fundamental right to political, economic, cultural and environmental self-determination of all peoples.

6) Environmental Justice demands the cessation of the production of all toxins, hazardous wastes, and radioactive materials, and that all past and current producers be held strictly accountable to the people for detoxification and the containment at the point of production.

7) Environmental Justice demands the right to participate as equal partners at every level of decision-making, including needs assessment, planning, implementation, enforcement and evaluation.

8) Environmental Justice affirms the right of all workers to a safe and healthy work environment without being forced to choose between an unsafe livelihood and unemployment. It also affirms the right of those who work at home to be free from environmental hazards.

9) Environmental Justice protects the right of victims of environmental injustice to receive full compensation and reparations for damages as well as quality health care.

10) Environmental Justice considers governmental acts of environmental injustice a violation of international law, the Universal Declaration On Human

Rights, and the United Nations Convention on Genocide.

11) Environmental Justice must recognize a special legal and natural relationship of Native Peoples to the U.S. government through treaties, agreements, compacts, and covenants affirming sovereignty and self-determination.

12) Environmental Justice affirms the need for urban and rural ecological policies to clean up and rebuild our cities and rural areas in balance with nature, honoring the cultural integrity of all our communities, and provided fair access for all to the full range of resources.

13) Environmental Justice calls for the strict enforcement of principles of informed consent, and a halt to the testing of experimental reproductive and medical procedures and vaccinations on people of colour.

14) Environmental Justice opposes the destructive operations of multi-national corporations.

15) Environmental Justice opposes military occupation, repression and exploitation of lands, peoples and cultures, and other life forms.

16) Environmental Justice calls for the education of present and future generations which emphasizes social and environmental issues, based on our experience and an appreciation of our diverse cultural perspectives.

17) Environmental Justice requires that we, as individuals, make personal and consumer choices to consume as little of Mother Earth's resources and to produce as little waste as possible; and make the conscious decision to challenge and reprioritize our lifestyles to insure the health of the natural world for present and future generations.

4

From Capacity Global www.capacity.org.uk/

Sometimes environmental justice may seem like a complex issue. But the principles of environmental justice are pretty simple.

Living in a clean and healthy environment is everyone's right. Environmental justice is based on the notion of social justice, equality and a healthy environment for all. In the UK, Europe and across the world, the most vulnerable people with the least power and money see these rights denied on a daily basis. For example, air pollution, the siting of hazardous installations, flooding, inadequate enforcement of environmental laws, bad urban planning, or simply not having any access to the natural environment can create environmental injustice for the poorest people.

Working on environmental justice involves tackling poor environmental conditions, natural and built, from a social justice perspective. In essence it means working to ensure everyone, especially vulnerable communities, get equal access to the benefits of a healthy environment.

Key Points About Environmental Justice

One: The human right to life is fundamental. Living a dignified life means getting access to natural and built resources. This means access to basic human needs like safe housing, clean drinking water, or not having to live next to polluting factories.

Two: Everyone knows that rights come with responsibilities. There is an overall responsibility for everyone to protect the environment for present and future generations.

Three: Carrying out these responsibilities require certain resources. That means people need accessible information to help make better decisions about protecting their rights and the rights of others. They also need fair legal systems. They need to be able to get involved in making decisions or stopping acts that can cause environmental injustices.

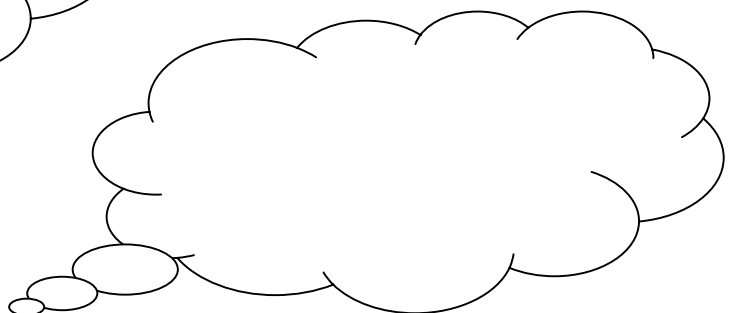
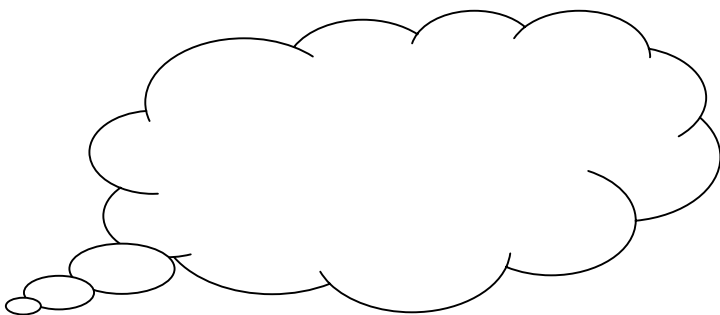
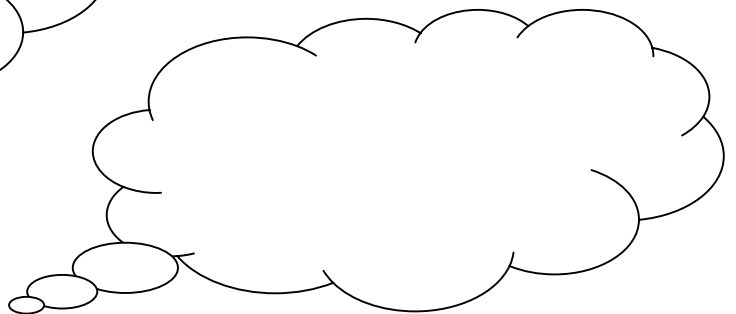
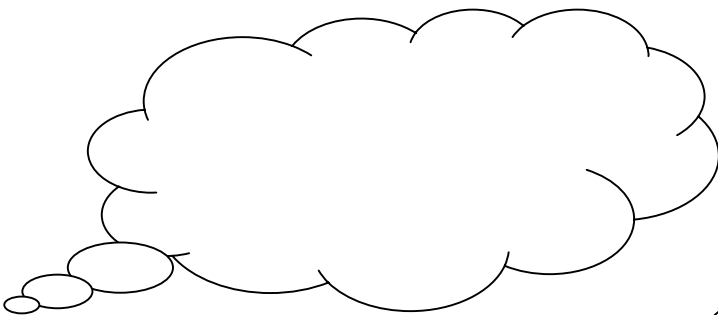
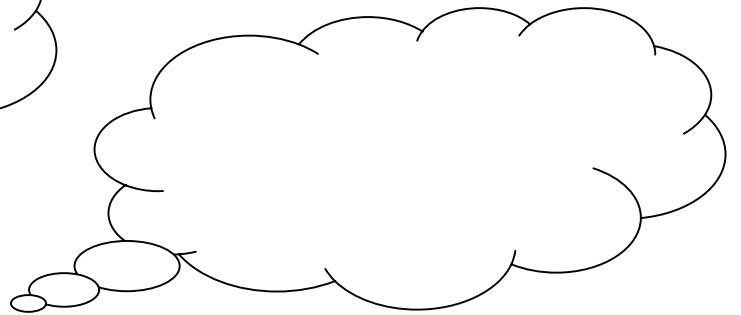
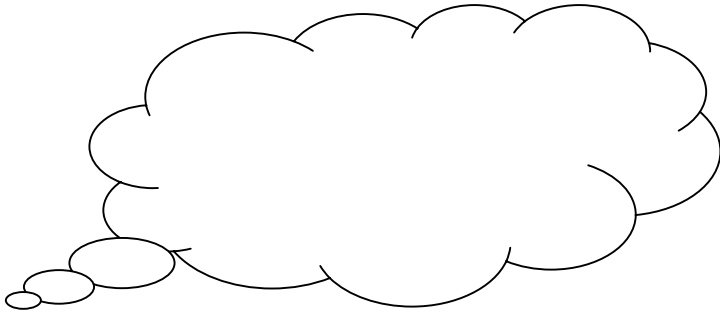
Four: Environmental damage, whether caused by climate change or pollution, takes it toll on the poor. When making decisions about the environment – the streets we live in, natural beauty spots or the world's oceans – ordinary people must be allowed to participate.

Worksheet 3

Your agreed principles for environmental justice

In your small group you should discuss which principles you have each marked on the Handout 3.

Can you agree on 6 key principles?



Handout 3

What is the evidence base for environmental injustice?

In this handout we have quoted from 4 different studies in the UK and abroad. There is more detail on the web links provided.

The summary below was adapted from material at www.staffs.ac.uk/schools/sciences/geography/links/IESR/environmentaljusticeresearch.htm

We have seen how the adverse distribution of environmental impacts first became a concern in the United States in the 1980s, since then an accumulating mountain of research investigating the social and racial distribution of various forms of environmental risk has built up.

There are at least two different measures of environmental equity:

- a) Proximity-based measures: mapping the proximity of communities to facilities that pose environmental hazards
- b) Risk-based measures: these go beyond the measure of distance to the site and incorporate other factors such as the probability of an accidental release of chemicals, toxicity, the level of exposure, the size of the area affected by the release and factors such as wind direction.

In 1990 an environmental equity workshop was established in the US Environmental Protection Agency (EPA) to assess the evidence that environmental risks are not shared equally across populations. In 1994, President Clinton signed an executive order (see Handout 1) which gave national priority to the existing community-rooted movement. This order created the National Environmental Justice Advisory Council (NEJAC), to make sure that the Environmental Protection Agency would get information directly from communities affected by environmental hazards and would improve government accountability.

Based on the research a variety of responses to the environmental justice problem in the US have been proposed:-

- Reducing the use of toxics and so preventing pollution
- Improving community participation in decisions about the environment
- Improving access to environmental data and information
- Increasing the research into the health risks from exposure to toxics
- Improving enforcement and compliance through including the matter in legislation

A report by Friends of the Earth in 1999, represented the first time that a mainstream environmental group in the UK had directly addressed the social dimensions of exposure to environmental risks.

The report showed that 662 of the sites coming within the Integrated Pollution Control (IPC) system in England and Wales were located in areas with household income of less than £15,000, whilst only 5 were in areas where average household income is above £30,000. This provided initial evidence of the inequitable distribution of key sources of pollution. Subsequent studies are beginning to suggest that significant inequalities, for example, in proximity to risky and polluting installations and exposure to air pollution also exist in the UK. A report entitled "**the Final report of the Environment and Social Justice: Rapid Research and Evidence Review**" was published in Sept. 2004.

Creating Equity, Reclaiming Democracy, by Shrader-Frechetter and Kristin O'Neil. University of Notre Dame (2002). Published by Oxford Scholarship Online in November 2003.

www.oxfordscholarship.com/oso

Environmental problems do not affect everyone equally. Environmental injustice occurs whenever innocent people bear disproportionate environmental risks, have unequal access to goods like clean air, or have unequal voice in the imposition of environmental risks. Most minorities and poor people are victims of environmental injustice, either because of their increased health risks or because of the way their rights are limited, even in a democracy. 40,000 people die each year from pesticides that are mostly manufactured in the US but banned in the US and used abroad. In the US 80% of all the hazardous waste facilities are situated in minority neighbourhoods.

The Final Report of the Environment and Social Justice; Rapid Research and Evaluation Review (September 2004). This DEFRA-funded Sustainable Development Research Network, involved work by four universities and the Policy Studies Institute.

The report concluded that “there is mounting evidence that:

- Environmental injustice is a real and substantive problem within the UK
- Problems of environmental injustice afflict many of our most deprived communities and socially excluded groups
- Both poor local environmental quality and differential access to environmental goods and services have a detrimental effect on the quality of life experienced by members of those communities and groups
- In some cases not only are deprived and excluded communities disproportionately exposed to an environmental risk, they are also disproportionately vulnerable to its effects.

Whilst more needs to be known about both the causes and impacts of environmental injustice, research is also needed to support the development and effective implementation of policy measures to address and ameliorate the impacts of environmental injustice.”

Quoted in www.suscom.org and <http://geography.lancs.ac.uk/EnvJustice>

'Investigating Environmental Justice in Scotland' (March 2005)

The research is contained in two separate reports:

1. Environmental Justice in SEPA's Environmental Protection Activities - University of Strathclyde Law School (available from www.sepa.org.uk/publications),
2. Investigating Environmental Justice in Scotland: Links between Measures of Environmental Quality and Social Deprivation - Staffordshire University (available from www.sniffer.org.uk)

This report provides an overview of the links in Scotland between social deprivation and a poor environment.

We recognise that environmental justice is a significant issue in Scotland... We already take account of community needs and concerns when setting conditions on site operators, investigating pollution incidents and taking enforcement action. We also regularly carry out consultations on licence applications and policy issues. We recognise that we have to consider the need to go further and be more pro-active, in order to ensure that the concerns of vulnerable communities in particular are heard and taken into account.

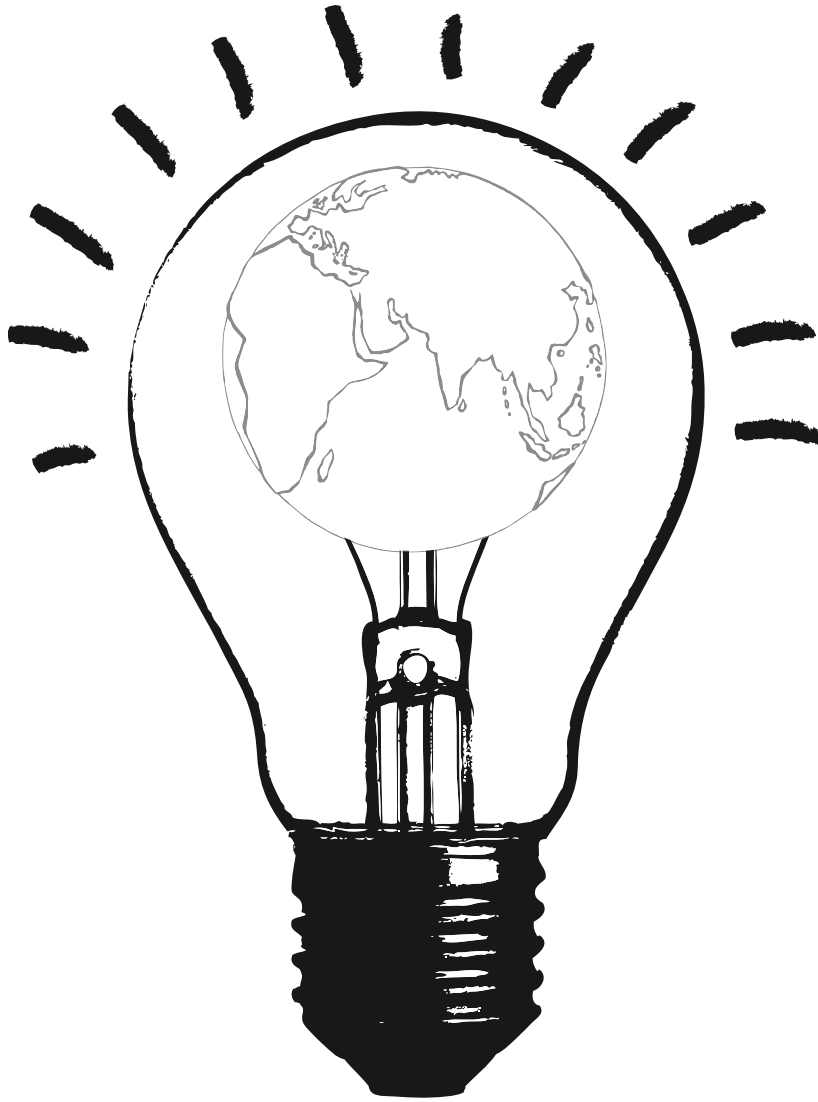
This is a complex issue and there are no simple solutions. Legislation is important but it is essential to take a co-operative approach. More research is required and we need to work with all kinds of stakeholders and find new ways of engaging with communities affected by pollution to achieve long-term environmental justice.

The key points from the research are:

- SEPA¹ should develop methods for identifying which communities are particularly affected by pollution, and then consider what measures might be taken to reduce the burden on those communities.
- There are links between social deprivation and some indicators of poor environmental quality in Scotland,.. these include air pollution, poor river water quality, and distance from industrial sites.
- Communities should have access to information and opportunities to participate in decision-making.
- The investigation into the relationship between the location of factors affecting environmental quality and multiply deprived communities showed that of the eight environmental features investigated, industrial pollution, derelict land and poor river water quality were disproportionately located near more deprived communities. The pattern was more complex for the remaining variables.

In October 2005 the Scottish Executive published 'Public Attitudes and Environmental Justice in Scotland'. This study was carried out as part of the 2004 Scottish Social Attitudes survey and was designed to answer questions on which aspects of their local environment are of greatest concern to people in Scotland and what impacts these concerns might have on factors such as health and social trust. Amongst other findings, it was found that people living in deprived areas are more likely than those in less deprived areas to report greatest concerns about degraded street environments and lack of safe places for children to play. Those who believe the environment in their neighbourhood is poor in terms of these kinds of features are more likely than those with fewer environmental concerns to report anxiety, depression and a generally poor state of health. They are also less trustful of others, more resigned about the difficulties of their area, and more likely to live in fear of crime.

¹ Scottish Environmental Protection Agency



A big breakthrough in my understanding of Social and Environmental Justice issues was...

Section 2

Community Development Work values and practice principles

This section begins to explore why community development workers and activists should be interested in the idea of environmental justice. Community Development is based on a set of values – which are outlined in our occupational standards (see Handout 5) and several of these can be seen to be directly relevant to environmental justice – for example bringing about social change and justice, people working collectively to define their own issues and so forth.

Handout 6 shows how these values could be put into practice, so these are examples to show the kinds of actions and activities that we could expect to see when our values and principles of are being applied.

You can talk these through with the group, some people may well be very familiar with them and so it can be just a recap, others may not be aware that they exist and will need time to explore them so they get a sense of the value base of community development work.

Using these handouts as a basis you can suggest that people work together in pairs or small groups. They should look at their work from the previous section on principles for environmental justice and see if they can fit any of them alongside the values and principles of community development work. There is a space under each practice principle for people to write their comments.

Handout 5

VALUES OF COMMUNITY DEVELOPMENT WORK

◆ **Social Justice:**

working towards a fairer society that respects civil and human rights and challenges oppression

◆ **Self-determination:**

individuals and groups have the right to identify shared issues and concerns as the starting point for collective action

◆ **Working and Learning together**

valuing and using the skills, knowledge, experience and diversity within communities to collectively bring about desired changes

◆ **Sustainable Communities:**

empowering communities to develop their independence and autonomy whilst making and maintaining links to the wider society

◆ **Participation:**

everyone has the right to fully participate in the decision-making processes that affect their lives

◆ **Reflective Practice:**

effective community development is informed and enhanced through reflection on action.

Handout 6.

Practice Principles

<p style="text-align: center;">Social Justice:</p> <ul style="list-style-type: none"> • Respecting and valuing diversity and difference • Challenging oppressive and discriminatory actions and attitudes • Addressing power imbalances between individuals, within groups and society • Committing to pursue civil and human rights for all • Seeking and promoting policy and practices that are just and enhance equality whilst challenging those that are not 	<p style="text-align: center;">Sustainable Communities:</p> <ul style="list-style-type: none"> • Promoting the empowerment of individuals and communities • Supporting communities to develop their skills to take action • Promoting the development of autonomous and accountable structures • Learning from experiences as a basis for change • Promoting effective collective and collaborative working • Using resources with respect for the environment
<p style="text-align: center;">How could this value be applied to environmental justice?</p>	<p style="text-align: center;">How could this value be applied to environmental justice?</p>
<p style="text-align: center;">Self-determination:</p> <ul style="list-style-type: none"> • Valuing the concerns or issues that communities identify as their starting points • Raising people's awareness of the range of choices open to them, providing opportunities for discussion of implications of options • Promoting the view that communities do not have the right to oppress other communities • Working with conflict within communities 	<p style="text-align: center;">Participation:</p> <ul style="list-style-type: none"> • Promoting the participation of individuals and communities, particularly those traditionally marginalised / excluded • Recognising and challenging barriers to full and effective participation • Supporting communities to gain skills to engage in participation • Developing structures that enable communities to participate effectively • Sharing good practice in order to learn from each other
<p style="text-align: center;">How could this value be applied to environmental justice?</p>	<p style="text-align: center;">How could this value be applied to environmental justice?</p>

<p>Working and Learning Together:</p> <ul style="list-style-type: none"> • Demonstrating that collective working is effective • Supporting and developing individuals to contribute effectively to communities • Developing a culture of informed and accountable decision making • Ensuring all perspectives within the community are considered • Sharing good practice in order to learn from each other 	<p>Reflective Practice:</p> <ul style="list-style-type: none"> • Promoting and supporting individual and collective learning through reflection on practice • Changing practice in response to outcomes of reflection • Recognising the constraints and contexts within which community development takes place • Recognising the importance of keeping others informed and updated about the wider context
<p>How could this value be applied to environmental justice?</p>	<p>How could this value be applied to environmental justice?</p>

Introduction to section 3

Environmental injustice in different communities

A review of some of the material on environmental justice shows that there are a number of different problems affecting communities. These include pollution, pesticides, waste disposal, fuel poverty, habitat loss, and lack of green spaces amongst other topics. The way that they impact on particular communities will vary but all of them will have some impact on rural and urban areas, and on biodiversity and the built environment.

Worksheet 5 provides a way for participants to share their stories about their communities and how they are affected by environmental problems. The instructions are on the worksheet but basically involve people talking to a number of other participants and recording their stories. When they have collected stories which cover half a dozen of the main environmental injustice topics printed at the top of the sheet, then they can claim Bingo. Allow time for people to share their stories on the various topics so that environmental injustice starts to come alive for people.

Handout 7 offers some examples culled from the net which you can use to get people telling their stories if that is needed. The handout also brings in the local and global aspects which can become the subject of discussion in small groups. There is space on the handout for people to add in any others they feel are relevant examples.

Handout 8 is a collection of individual testimonials gathered at an FOE conference which clearly show the links between the situation of people in different countries.

Worksheet 5

The environmental Injustice BINGO

There are many forms of environmental injustice that impact on local communities (Handout 7 gives some examples).

For this exercise you need to talk to several people within your group and share your stories about the kinds of environmental injustices affect your communities.

Write their name and a brief summary of their concerns in one of the boxes below, and circle the topics in this that most relate to the stories. When you have got 6 circles shout Bingo.

Air pollution Traffic Pesticides Waste Poverty

Social exclusion Fuel poverty Environmental refugees

Habitat loss Ill-Health Lack off safe public spaces

Inappropriate regeneration genetic contamination

Their name	Their name	Their name
Their story	Their story	Their story
Their name	Their name	Their name
Their story	Their story	Their story

Handout 7

How environmental injustice shows itself in different communities

These are examples of the issues that come up within the literature on environmental justice. All of them impact upon people's health and well-being

Type of injustice	Impact on communities in UK	Impact on communities in other parts of the world
<p>Nuclear, toxic and chemical hazards Contaminated lands and beaches</p>	<p>Health and safety of living near to Nuclear waste disposal sites, transport of nuclear waste, disposal of waste.</p> <p>The burning of waste and toxic materials Communities against toxics - web site down at present</p> <p>Contaminated ships sent to Hartlepool for stripping out and destroying</p> <p>The fallout from Chernobyl affecting farmers in Wales and Cumbria</p> <p>Coastal towns and villages affected by oil leaks and spills from shipping</p>	<p>Pesticide spraying and use on banana plantations in Nicaragua causes deaths and injury</p> <p>Union Carbide plant in Bhopal, India, leaked 27 tons of a deadly gas into the local community, which killed many and people are still suffering from contaminated water and soil.</p> <p>Explosion of nuclear power plant in Chernobyl effects communities in Ukraine Russia and much of Europe</p>
<p>Air pollution / poor air quality</p>	<p>Clear links have been shown between poor air quality and social deprivation - Factories burning rubbish, cement works cleaning out their filters, factories putting carcinogenic chemicals into the air.</p> <p>Pollution from cars / traffic are worse in poor areas and in communities divided by busy main roads</p>	<p>Oil drilling and gas flares in Africa leads to black rain falling on Niger Delta communities</p>

	And more children are killed in road accidents in poor communities	
Impact of changing weather patterns causing flooding and storm damage	Flooding of villages, towns, coastal areas and farmland; studies show poorest communities hit hardest, live in more vulnerable areas and lack insurance.	Sea level rises in Bangladesh is destroying homes, and preventing farming
Waste disposal / dumping	<p>Siting of landfill sites and incinerators nearer to poor communities, with all the pollutants from the form of waste disposal, the smell, infestations and increased traffic.</p> <p>Smells from sewage works</p> <p>Vacant and derelict land which is contaminated</p> <p>Fly tipping and abandoned cars</p>	China labourers with no protective clothing handle waste from UK burn plastics and circuit boards from old computers; pour acid on electronic parts to extract silver and gold, and smash cathode ray tubes f to remove lead. These activities pollute the groundwater beneath the site
Noise pollution	<p>Excessive and unwanted noise affects sleep and mental health. Communities living near to airports and under flight paths.</p> <p>Busy main roads affects those living nearby, including traveller sites often situated at major road junctions.</p> <p>Noise from neighbours is higher in poorer areas</p>	Poor people everywhere live in the worst and noisiest conditions, alongside main roads, around airports; many people live and work on their current building site.
Opencast mining / quarries	<p>Spoils the landscape, sites are eyesores, generate health risks from the noise, dust and traffic; there are safety concerns from the nature of the mining and blasting.</p> <p>The new open cast site in Wales goes right up to local houses.</p>	Uranium mining in Jadugoda India where the tribes people there have suffered from radiation hazards, the poor disposing of uranium waste means it has seeped into the local groundwater system and the crop chain

	The constant traffic of lorries in the white Peak District disturbs villagers from early morning.	
Poor quality housing	Harder to heat and it is often poorly insulated and leads to fuel poverty, damp housing is a health hazard especially for children the increased turnover of people in the poorer housing = poorer community cohesion	People displaced from their land and moving to cities to get work end up in overcrowded accommodation or shanty towns or no water, or sewage systems, no waste disposal
Dirty local environment / degraded streetscapes / Unsafe local environment	Lack of street cleaning, Broken pavements, poor quality street lighting, fly tipping and rubbish on bits of land, poor quality community facilities, all lead to increases in anti social behaviour, vandalism and crime; No safe spaces for children to play in Lack of social cohesion within communities	campaign to save Uhuru Park - the most important open space in downtown Nairobi - from being turned into an office complex, conference centre and shopping mall. Landmines left in villages and fields
Poor local habitats / habitat loss	Polluted and dirty rivers and ponds No where nice to walk; lack of green space Loss of green space such as playing fields and allotments etc to developers	South east Asia rainforests and forest gardens being replaced by palm oil trees to supply west with cheaper cosmetics and food
Others???		

Environmental justice testimonies

These were taken from the FOE website

www.foe.co.uk/resource/event_presentations/environmental_justice_test.pdf

My name is Anne Coleman from Greengairs in Scotland. My village has been subject to 19 separate applications for open-cast mining or land-filling. We must be the biggest rubbish dump in Europe.

Hi my name is Stacey. I live in South Yorkshire in one of the most deprived wards in the UK. I read on the internet that 11,400 tonnes of carcinogenic chemicals were emitted to the air from large factories in England in 1999. Of that 82% was dumped on the most the most deprived 20% of local authority wards, like mine.

My name is Buhari, I am a Samihin Dayak from Borneo. My peoples' forest gardens were bulldozed to plant palm-oil by a company backed with international finances and by the Indonesian military. Despite our resistance, we have lost our forest and as a result cannot teach our children about our culture. Why has this happened? So that palm oil can go into ready to eat foods, soap, toothpaste, shampoo, candles and dozens of other products that people in rich countries think of as basic necessities.

My name is Aaron Forsyth, I live in a sustainable community on a remote peninsula in Scotland called Scoraig. The multinational Nutreco wants to place 3 industrial-scale salmon farms around our peninsula. The effluent from these would be equivalent to the sewage outfall from 3 large towns, dumped untreated into the sea around my home.

My name is Fidel, I am from the Cofan Nation in Ecuador. More than 90% of our territory has been stolen by Texaco. The oil industry has destroyed one million hectares of our territory. We are in danger of disappearing as a people.

My name is Geoff. I live in Hartlepool. I love where I live. In 2003 there was a plan for 13 decaying US naval ships contaminated with asbestos and PCB's to be scrapped in my community. We fought to stop this from happening and so far have won. But there are still 4 ships anchored near us, rusting away and the threat still hangs over our heads. Why should the US dump their waste here?

My name is Vinod and I am from Bhopal. In the night of the 2nd December 1984, I woke up to an explosion in the local Union Carbide factory. Over 3000 of my friends, family and neighbours were killed in the shanty towns around the factory. I was lucky to survive but I have respiratory problems.

My name is Tomasa and I am from Chinandega in Nicaragua. I lived and worked on Dole's banana plantations and I am very sick from the pesticide Nemagon that was sprayed by plane as we worked. With hundreds of other victims of Nemagon we live under black plastic sheets near the capital Managua, demanding justice, some form of compensation for our sickness. So far our voices have not been heard.

Hi my name is Emilie and I live in France. I emit 2.6 tonnes of CO2 each year compared with a person living in Mozambique who emits 0.01 tonnes and a person in the USA who emits 6.0 tonnes.

My name is Cara, I'm seven years old and I live in Castlemilk in Glasgow. My friends and I are five times more likely to be killed in a car accident than kids in the rich suburb of Bearsden. My friend Muhammed in the next street has an even bigger chance than me because children from ethnic minority backgrounds are even more likely to be run over by cars.

My name is Eki. I am 34 years old and I live in Rivers State in the Niger Delta. We live by a flare which burns day and night sending black smoke over our village and fields. Every day we feel the heat and hear the roaring all day. Even the rain water is black like soot. Our clothes turn black. The manioc is failing all the time and our palm trees are dying. We are afraid we will die too. Our children are weak and many women miscarry. We ask the oil companies but they tell us nothing.

My name is Genoveva, I live in the outskirts of Lima, and I don't have access to clean running water. 20 minutes from my home you can find the biggest ocean-front shopping mall in South America.

My name is Jack, I'm 75 and I live on Easter Road in Edinburgh. I'm not looking forward to the winter because I can't afford to heat my house properly. Fuel poverty kills 30,000 people unnecessarily each winter in the UK.

My name is Amin. I am 12 years old and I live in Longsight in Manchester. My family don't have a car and I found it difficult to go to school until last year when my friends and I demanded and got a new bus route. Twenty per cent of people in the UK do not have access to a car. But most transport spending is on road travel.

My name is Paula from Bangor in North Wales and I am pregnant. I live 1 km from a hazardous landfill site and I am concerned because I've just found out that my child is several times more likely to suffer from a congenital birth defect.

My name is Dakalo Bubaraye. I am a community activist in the Niger Delta. Our village is next to the Niger river and depends on the river for fishing. Shell have been dredging the river to get at gas reserves. As a result of the dredging the river-bank is falling in, the village is having to move back, and our main source of food has been devastated. Shell cut the trees so no-one would know they had been flooded.

I am Nahid from Birmingham. Did you know that 70% of people from ethnic minorities in the UK live in the 88 most deprived local authority districts?

Introduction to section 4

Taking action

This section builds upon the work undertaken in previous sections. It aims to encourage participants to think about what actions they and their community members would be interested in taking to resolve some of the problems facing them, and the issues that they would need to face.

Worksheet 6 is designed for small groups who are working on the same topic eg toxic waste, air pollution, fuel poverty, genetic contamination of crops... Find out what topics people are interested in exploring in more detail and then group people according to their interests.

Handout 9 gives some examples of actions that communities and environmental organisations are taking. Handout 10 is based on groups working on case studies at an FOE conference which relate to some of the testimonies in Handout 8.

These handouts are primarily for information about what other groups are attempting or have achieved and aim to give a range of approaches to taking action against environmental problems.

Handout 11 give details of different government approaches to the subject which can provide more of the context for people who are interested.

Worksheet 7 is a technique for clarifying what actions an individual may want to take – based on the STONES analogy.

The pack ends with resource lists of publications, website , videos and organisations.

Worksheet 6

Developing your ideas for action

What topic have you chosen to examine?

How does it impact upon your different communities?

What would you like to see changed? What would be your preferred solution?

What would need to happen in order to achieve your ideal solution?

Who has the power to make the changes?

Why would they make the changes you want?

Why might they block your proposed solutions?

Who might be useful allies?

What actions could you take (or might this be covered by the stones?)

What resources will you need?

Handout 9

Actions that community groups and environmental organisations are taking

Stopping the scrapping of the contaminated US ships

Impact has provided a forum for residents to discuss their concerns about the effect of nearby chemical sites on their lives. The group won The Guardian's Eco Gong award in 2003 for its campaign to halt the scrapping of the infamous 'Ghost Fleet' of former US naval vessels.

In November 2006, Hartlepool Borough Council rejected the plan by Able UK to build a dry dock to dismantle the ships.

Able's application was refused on a number of grounds including concerns about:
the effect on the environment

people's health

wildlife habitats.

These were some of the same issues highlighted by **Impact** in its campaign.

The Link Quarry Group opposing the superquarry on the Isle of Harris

The campaign group was made up of local people, Friends of the Earth, Ramblers Scotland, RSPB, WWF Scotland, Rural Scotland, Sustrans, NEMT and Scottish Wildlife Trust.

The proposal for the superquarry on Harris was made in 1991, and aimed to be Britain's biggest ever quarry. Fifty times larger than conventional UK quarries the proposal by one of the world's largest aggregate companies, Lafarge Aggregates, would cover an area 600 hectares in area. A mountain would be reduced to a sea loch leaving a scar six times the height of the White Cliffs of Dover. The saga ended in April 2004 when Lafarge Aggregates announced it is to withdraw its plans.

Tackling industrial pollution – Ukraine

Industry was polluting the water, which was affecting peoples health. 10 grass roots groups got together to start to collect data; they organised independent analysis of surface water contamination, and produced reports. They held local polls to find out what people thought about their environment, their health and what actions should be taken.

A seminar was held to launch the reports and the findings of the surveys. This led to meetings with the local government and representatives of industry. The discharges that were exceeding legal limits were stopped and a new body was set up with members of all sectors to make decisions in the future.

Surfers against sewage www.sas.org.uk

Campaigners from Surfers Against Sewage (SAS) made a dramatic on stage protest against Northumbrian Water during the prestigious British Environment and Media Awards (BEMAS). SAS have been objecting to the water company's plans to REDUCE the level of sewage treatment they apply at 6 coastal sewage treatment works in the North East as soon as the summer bathing season finishes (September 30th). In what turned out to be a short but lively interruption to the award celebration event, SAS campaigners complete in board shorts and dinner jackets were able to present their own 'Golden Loo Brush' Award to the company's Communications Director, for showing a disregard to the health of the marine environment.

Northumbrian Water has applied to the Environment Agency to turn-off the UV disinfection (full) sewage treatment process outside the 'bathing season' at 6 sewage treatment works in the North East (Howdon, Hendon, Seaton Carew, Billingham, Bran Sands and Marske). SAS are objecting on the grounds that water quality will be reduced, therefore increasing the risk of contracting a sewage related illness in a region highly popular with recreational water users. Reducing the level of sewage treatment in this way will increase the risk of contracting a waterborne disease for recreational water users such as surfers on the affected stretch of coast from Hartley reef in the North to Saltburn in the South. The breaks are also home to a significant number of surf related business, university surf clubs, surf schools and also includes a national surf contest site.

The Real Nappy Project

Set up as a waste minimisation initiative in 2001, The Real Nappy Project encourages parents, nurseries, clinics and hospitals to use washable nappies and reduce the volume of disposables going into waste. It is run by the Recycling Consortium; an awareness-raising not-for-profit organisation.

There are Real Nappy Projects in many towns and cities, including Real Nappies for London. The Real Nappy Project in Bristol, Bath and North East Somerset and South Gloucestershire is one example. It works with groups, organisations and institutions to inform the public and professionals about the benefits of using real nappies and the impact of reducing waste created by disposable nappies.

They have a Development Officer and an outreach team who work closely in the community with health visitors, hospital and district midwives and other health professionals, and directly with parents. They give talks and demonstrations in clinics, parent and baby groups, health centres, leisure centres, city farms, libraries and other public venues – wherever parents might be converted to a ‘new’ approach to an age-old job. It offers a lending service so parents can try out real nappies, and works with local nappy suppliers and laundry services.

Communities against toxics

A coalition of over a 100 groups across the UK campaigning against the effects of landfill sites, waste incinerators and cement kilns.

Made up of groups such as the Wiltshire based The Air We Breathe – campaigning against a local cement kiln burning hazardous waste and the Hafod Environmental Group in Wrexham campaigning against a landfill site just 100 yards from peoples homes. CAT has made many links with like minded groups in Europe, Australia and India as they are often targeting the same multinational companies and they are looking at alternatives and safer ways to handle waste as well as exposing the real effects of existing plants.

www.communities-against-toxics.org.uk

Greengairs – landfill sites campaign

Greengairs is a working class community in North Lanarkshire, surrounded by opencast coal mines and landfill sites. In many ways it is a classic example of environmental injustice, in that a history of high unemployment and low involvement in the process of decision taking has led to a concentration of environmental devastation. Last year evidence was discovered in a technical environmental journal, that soil contaminated with polychlorinated biphenyls (PCBs) was being brought to one of the Greengairs landfill sites from Hertfordshire, because contamination levels were higher than would be permitted anywhere nearer.

Friends of the Earth Scotland released the information and the community mobilised to blockade the site. Following several days of action, senior management of Shanks and McEwan, the landfill operator met with the community and agreed to a number of concessions including an end to the toxic dumping, an independent inspection of the landfill site and improvements to its safety. The community's now ongoing environmental forum has obtained landfill tax money to promote a sustainable development programme.

Using the planning system

A number of Planning Aid projects, along with organisations such as FOE are running training events and producing briefings to enable community groups to use the planning system to block developments which will have adverse impacts on communities and to promote environmental justice.

London Planning Aid deliver presentations on Local Development Frameworks & Community Strategies. They support community groups like those affected by the Crossrail project: FOE run their Power Up conferences

www.planningaidforlondon.org.uk; www.foe.org.uk/

Cochabamba, Bolivia

Five years ago the issue of water privatization exploded here when massive public protests forced out the California engineering giant, Bechtel. Within weeks of taking over the city's public water company Bechtel hiked up rates by as much as 200%, far beyond what the city's poor could afford to pay. Now a new Bolivian water revolt is underway 200 miles north in the city of El Alto, a growing urban sprawl that sits 14,000 feet above sea level and is populated by waves of impoverished families arriving from the economically desperate countryside.

As in Cochabamba, the public water system of El Alto and its neighbor La Paz, the nation's capital, was privatized in 1997 when the World Bank made privatization of water a condition of a loan to the Bolivian government. The private consortium that took control of the water, Aguas del Illimani, is owned jointly by the French water giant, Suez, and a set of minority shareholders that includes an arm of the World Bank.

Community groups in El Alto say that the company has raised water prices by 35% since it took over. The cost for new families to hook up their homes to water and sewage totals more than \$445, an amount that exceeds more than six months of income at the national minimum wage. The company has left more than 200,000 people with no possibility of access to water at all by failing to expand water infrastructure to the municipality's growing outskirts. Lack of access to clean water is a chief cause of child illness in Bolivia, where nearly one in ten children dies before age five. Families living in El Alto's outskirts rely on water from wells which are contaminated with industrial waste.

Community organisations are now planning for a massive public action to take back the water company by force, unless the Bolivian government initiates a process to cancel Suez contract and put the El Alto water company back in public hands.

Longsight Transport Group – Manchester

Although most don't own cars, pensioners and people on low incomes suffer most from the effects of a car-based transport system. Poorer households often live near busy roads and so risk increased pollution and road accidents. Meanwhile, inadequate public transport means people without cars can have limited access to jobs, shops and other services.

The Longsight project has been running since 2002-3, when Manchester Friends of the Earth members and local people, conducted research to help local people identify the big transport problems in their area. Researchers employed simple techniques to canvass the views of locals, including a nursery group and a sewing class for local Bangladeshi women. This was the first time that a participatory appraisal approach, which involves talking to people where they meet and using very visual techniques, had been used to examine transport problems in the UK.

Local people think that Longsight's traffic-filled roads cause congestion and pollution. Few households own cars and local people rely on buses and walking for most journeys. They want to see better and more reliable bus services and cheaper weekly travel cards; less danger from traffic; and safer streets so that they can walk more often.

However, it is communities like these whose voices are rarely heard when councils decide on transport policy so they set up the Longsight Transport Group to bring together local residents and help them influence decisions in the area.

So far the LTG has played a key role in helping a Bangladeshi Women's Group to get funding for a Walking Group project; re-routing a bus route; working with a primary school to set up a walking bus. It has also worked with Gender Engagement in Manchester on a social audit on women and transport. It has enabled greater community input into Local Transport Plans and we hope that this input will help ensure that the LTPs actually reflect the true needs of residents and communities.

Details extracted from FOE web site

Handout 10

Environmental justice and local campaigning by FOE

At the same conference where people made their personal testimonies (Handout 8) small groups explored some of these stories and worked out what they could do to change things.

“My name is Paula from Bangor in North Wales and I am pregnant. I live 1 km from a hazardous landfill site and I am concerned because I’ve just found out that my child is several times more likely to suffer from a congenital birth defect.”

The environmental justice issues are: gender, low income, welfare, minority, future generations, health, other people’s consumption and waste.

- We would interest the local press in this story by: putting out a press release to raise awareness about the issues, make the point it’s not location specific – the same could happen at our local landfill site. Rubbish could be shipped from our area to Bangor causing problems there.
- We’d hold a day of action and a demo, invite the press and get a doctor on board.
- We would explain to our neighbour why we were doing this by: explaining the more serious issues are that the landfill site could cause child mortality or illness, suffering and social costs – strain in the NHS.
- We would hold a waste awareness action to promote recycling and use the example of damaging landfill sites to explain why we needed to recycle.
- We would have a petition against hazardous waste being disposed of so close to residential areas.
- We would picket the site.

“My name is Aaron Forsyth, I live in a sustainable community on a remote peninsula in Scotland called Scoraig. The multinational Nutreco wants to place 3 industrial-scale salmon farms around our peninsula. The effluent from these would be equivalent to the sewage outfall from 3 large towns, dumped untreated into the sea around my home.”

The environmental justice issues are: effect on people and health, on flora and fauna, on the marine environment and trade (small businesses).

- We would interest the local press in this story by advising them of the salmon farm.
- We would form an action group from the local community and create a petition for support (local, national and international).

- We would establish the impact on the local community and the consequences, decide what we could do to stop it and work out if we have any rights, work out who could help us.

“My name is Cara, I’m seven years old and I live in Castlemilk in Glasgow. My friends and I are five times more likely to be killed in a car accident than kids in the rich suburb of Bearsden. My friend Muhammed in the next street has an even bigger chance than me because children from ethnic minority backgrounds are even more likely to be run over by cars.”

The environmental justice issues are: poverty, social and ethnic status – some groups should not be at more risk than others; people who do not have cars are more likely to be hit - they are not getting the benefits of ownership but are suffering the consequences of car use. This community has less access to decision making and no equality of participation. The worst affected are least likely to be able to be heard and ‘have their say’. Road safety, busy roads, education, information in other languages, white kids being taken to school in 4x4s, others taking the bus.

- We would interest the local press in this story by: using children, focusing on routes to school and danger from going to school. We’d do a comparative study on two community groups on their travel to school and get them to walk each others’ routes to school. We’d use an incident e.g. car accident to motivate interest and base it on real life experience. We’d expose those who are at fault e.g. council, education system, local police.
- We would explain to our neighbour why we were doing this by giving them the shocking facts and stats, writing a fact sheet, making it an ‘at home’ issue relevant to our own community.
- We would roll out a scheme to get local people involved, making the campaign theirs and enabling them to help themselves. We would hold a local estate meeting and invite the mothers of those who have been hurt.

“My name is Genoveva, I live in the outskirts of Lima, and I don’t have access to clean running water. 20 minutes from my home you can find the biggest ocean-front shopping mall in South America.”

The environmental justice issues are: no access to basic human needs, when money is obviously available to be spend in the area. Water must be available. Providing services for people with money (shopping mall) and being on the outskirts of the city is more likely to be a deprived area.

- We would interest the local press in this story by: providing a case study of Genoveva and a picture of her; link up our local deprived

areas with the outskirts of Lima;

- do a water “give-away” as a stunt / photo opportunity; do a street play with local kids and actors; set up a photo opportunity at our local swimming baths.
- We would explain to our neighbour why we were doing this by saying how helping Genoveva and her community will help us ultimately by respecting environmental limits; theirs is a basic need; they need us to act on their behalf.
- We would hold press stunts, school projects, link up with development agencies and work with other local groups e.g. Oxfam.

“My name is Buhari, I am a Samihin Dayak from Borneo. My peoples’ forest gardens were bulldozed to plant palm-oil by a company backed with international finances and by the Indonesian military. Despite our resistance, we have lost our forest and as a result cannot teach our children about our culture. Why has this happened? So that palm oil can go into ready to eat foods, soap, toothpaste, shampoo, candles and dozens of other products that people in rich countries think of as basic necessities.”

The environmental justice issues are: ecological disaster, economic disaster for local people, monoculture, poor type of employment / quality of life, loss of self-sufficiency, health impacts i.e. hydrogenated fat leads to heart disease which affects poor people most because they consume most processed food. Solution could be sustainable tourism to protect forests and benefit people.

- We would interest the local press in this story by: illustrating the impact on local dairy farming in the UK, rape oil etc; highlighting the health impacts; making the link between consumers in the UK and habitats and cuddly animals, e.g. Tesco “you shop we drop” idea. Your holiday destination destroyed. Get children and young people involved with photo opportunities, costumes and props.
- We would explain to our neighbour why we were doing this by telling the story behind household products, “did you know your toothpaste is...”; and explain that we are connected to people across the world – our actions have impacts on others.
- We would do the Palm Oil day of action outside Tesco with a stall and props, give the media photos and facts, talk about our solutions not just the problems.

My name is Eki. I am 34 years old and I live in Rivers State in the Niger Delta. We live by a flare which burns day and night sending black smoke over our village and fields. Every day we feel the heat and hear the roaring all day. Even the rain water is black like soot. Our clothes turn black. The manioc is failing all the time and our palm trees are dying. We are afraid we will die too. Our children are weak and many women miscarry. We ask the oil companies but they tell us nothing.”

The environmental justice issues are: this would not happen in the UK; oil companies are exploiting communities; land rights abuse leading to degradation and clearance; lack of democratic redress; people who benefit do not suffer; prejudicing the health and lives of future generations; impact more likely on women who stay in the communities while the men leave to look for work.

- We would interest the local press in this story by: linking up with local ethnic communities (though we need to be sensitive because a local Nigerian community e.g. in London might be made up of many different groups); use different kinds of media e.g. Nigerian news websites, community websites and get articles in community newsletters; target the oil company headquarters if it's in our area; focus on a local person e.g. Mrs Moore is doing something unusual to help this Nigerian community in the Delta.
- We would explain to our neighbour why we were doing this by doing a sponsored fundraiser and invite speakers to a meeting; talk about oil prices and make the links to climate change.
- We would do a local action using the Hell t-shirts, sing protest songs, play the sound of the gas flaring using a sound system, and fundraiser – sponsored activity.

Handout 11

Governmental approaches.

Over the past few years governments within the UK have started work on environmental justice. Much of this has come from the European convention of 1998 known as the Aarhus Convention, which the UK government signed up for, and which has been picked up by the developed governments in the UK.

The Aarhus Convention grants the public rights and imposes on Governments and public authorities obligations regarding access to information and public participation and access to justice. It recognises 'substantive' environmental rights: '... every person has the right to live in an environment adequate to his or her health and well-being...' but its main pillars are three 'enabling' rights:

- The right to know - rights to environmental information
- The right to participate in decision making processes - the right to be consulted and participate in proposals, plans or activities
- The right to access to justice - a guaranteed right to the enforcement of the above rights via access to courts or other independent bodies

More on the Aarhus Convention at www.unece.org/env/pp/.

Following this convention the English government commissioned some reports and actions; we have referred to a few of these here to show the ideas and possible direction of travel of government policy.

'Environmental Justice: the Rights and Means to a Healthy Environment for All'

In 2002 the Environment Audit Select Committee published its final report on the Global Environmental Change programme

"Environmental factors experienced by the least well off in society are clearly an important part of their social exclusion. This environmental justice perspective shows that social justice considerations have never been a sufficient part of the environmental agenda. The Environment Audit Select Committee welcomes this report, which provides the first evidence and the intellectual case. We now intend to take these ideas forward in our dealings with government departments and agencies."

The report pulled together ten years of research into how individuals and business organisations are responsible for many of the threats to human and social well-being. It concludes that social exclusion could be more effectively tackled by giving a much greater emphasis to the links between environmental problems and social injustices.

Understanding environmental justice demands an 'Inequalities Impact Assessment' requiring a research and development exercise and a sustainable dedicated unit with a pan government view. As issues of environmental justice are intimately linked with inequalities in health it would seem sensible that a unit dedicated to inequalities impact assessment should be set up in government to cover both.

It seeks to establish a 'Rights and Responsibilities' policy framework:

a right to a healthy environment for all, with the responsibility for this shared by all –

individuals and business alike.

- Establishing a 'rights-based assessment' whereby projects and policies are assessed for their impact directly and indirectly on people's environments and on the poorest in society, which goes beyond current environmental impact assessments.
- Changing decision-making processes to involve those likely to be affected by 'environmental injustices' and support these communities to increase their control over the decisions taken by public authorities, Government and businesses.
- Ensuring that social, economic and environmental policy aims are fully integrated to help achieve a healthy and sustainable future.

Friends of the Earth commented:

"This report documents how our neglect of the environment is hurting the very poorest in society. The evidence is clear: whether the problem is pollution from traffic, toxic waste or climate change, the people who bear the brunt of the effects are those that are already the most vulnerable. Thinking about these issues in an environmental justice framework provides new and stronger reasons to protect local communities and the environment at the same time."

This report is available on <http://www.esrc.ac.uk>

Modernising environmental justice.

In 2004 there were a number of reports and a conference which explored using the legal system to ensure environmental justice. WWF and the Environmental Law Foundation produced 'Environmental Justice' which showed that the existing legal systems in England and Wales could not deliver environmental justice because of the costs of bringing civil actions and that courts do not understand environmental principles of sustainable development and the precautionary principle, and courts are not empathetic to environmental cases.

This report is available at www.wwf.org.uk/filelibrary/pdf/envirojustice.pdf

Later that year the Law Society held a conference at which Harriet Harman set out the government's ideas about how to make it easier for people to take legal action against polluters. She cited examples of bore holes being polluted by household waste, of illegal waste sites which burn day and night pumping out toxic fumes. She said she was keen to engage communities on these matters and to give them a voice within the legal system, and for the system to be flexible to deal with those who commit technical breaches and to get tough with those criminals who are making lots of money from illegally disposing of waste, ensuring that they pay for the full costs of clean ups and improving an area.

Details on her web site www.harrietharman.org

I couldn't find any recent news on moves to make this happen. There are a number of critical reports on the web which comment that changing the legal system by itself is not going to address the main causes of environmental injustice.

The Environment Agency operates in England and Wales and has some responsibility for environmental justice

A clean and healthy environment is vital for everyone's quality of life. While the overall quality of our environment is improving, the quality of the environment can vary between different areas and communities. People who are socially and economically disadvantaged often live in the worst environments. For example, those living in the most deprived parts of England experience the worst air quality and have less access to green space and adequate housing. These problems can affect people's health and well being and can add to the burden of social and economic deprivation. They can also limit the opportunities available for people to improve their lives and undermine attempts to renew local neighbourhoods. Those affected tend to be the most vulnerable and excluded in society.

The causes of these inequalities are often complex and long-standing. Some problems are due to the historical location of industry and communities; others are the result of the impacts of new developments such as traffic. Often these environmental problems are caused by the actions of others who do not live in the affected community. Often those most affected have not been involved in the decisions that affect the quality of their environment.

Tackling environmental inequalities and ensuring that all people have access to a good quality environment in the future is critical to sustainable development.

They

- carry out research on environmental inequalities and work with others to develop the most effective ways of tackling them
- regulate the release of pollutants from large industrial processes
- provide information and advice about the environmental impacts of developments to inform local and regional planning decisions
- advise government on environmental inequality
- encourage participation of deprived and excluded communities in decisions that affect their environment.

Environmental and social justice should become a key theme in the UK Sustainable Development Strategy.

They would like to see

- Government policy promoting a reduction in environmental inequalities
- Government addressing environmental inequalities through tackling disadvantage
- Regional and local planning preventing further environmental inequalities
- Communities supported and involved in decisions that affect their local environment

More details at www.environment-agency.gov.uk

The links between sustainable development and environmental justice are being made by most governments, and we can clearly see this in the strategies and policies adopted by the Scottish Parliament.

The Scottish **Strategy for Sustainable Development** is based upon the principles of environmental justice.

The ultimate goal of the Strategy is to secure a fairer world and a fairer future, enabling all people throughout the world to satisfy their basic needs and enjoy a better quality of life without compromising the quality of life of future generations. They commit to reducing the size of Scotland's global environmental impact to reflect their commitment to environmental justice.

Environmental justice is both an urban and a rural issue, it is concerned just as much with the local street-level environmental problems as with larger-scale industrial pollution, and the built

environment is as significant as green places and biodiversity. It is not only about fairness in the distribution of the factors affecting environmental quality (both good and bad), but also about fairness in providing the information and opportunities necessary for people to participate in decisions about their environment. These are the two interrelated and equally important strands of environmental justice.

The Scottish Executive's 2003 Partnership Agreement included an overarching commitment to "a Scotland that delivers sustainable development; that puts environmental concerns at the heart of public policy and secures environmental justice for all of Scotland's communities". Scotland has had social justice amongst its highest policy priorities ever since devolution, but the principles underpinning 'Closing the Opportunity Gap' can equally be applied to environmental concerns. Scotland's most deprived communities may also be most vulnerable to the pressures of poor local environments and the most likely to be excluded from environmental decision-making processes. Environmental justice is focused upon addressing these kinds of inequities and raises challenging questions about the underlying factors leading to poor environmental conditions affecting some areas more seriously than others.

Sustainable development and environmental justice are not one and the same thing, but in many respects they share common goals. The new Strategy will give priority to improving the quality of life of and well-being of individuals and communities in Scotland and securing environmental justice is an essential part of achieving these ends. Healthy local environments, free from pollution, flooding and degraded streetscapes, and rich in attractive, safe public spaces are necessary for our well-being. Sustainable communities are well planned, well maintained places where people want to live and the quality of the local environment is clearly a key aspect of this. Greater community participation in environmental renewal projects and decision-making will not only help to ensure that the public's views are reflected in plans and services but also build skills, confidence and social capital amongst those who take part.

The review

This review provides us with the opportunity to look back at how far we have come over the last three years. Environmental justice is a goal that touches the work of virtually every department in the Scottish Executive; from the pursuit of better air quality in our cities, through new environmental training for criminal prosecutors, to introducing Scottish regulations to improve public access to environmental information. The range of funding opportunities available to support improvements in local environments is significant, and the recurrent theme is community involvement, whether it is in taking part in local greenspace renewal projects, or participating in setting priorities for local service delivery through Community Planning.

Full details of the original strategy and the review in 2005 can be found on www.scotland.gov.uk/publications/2005/12/12161827/18283

Worksheet 7

Personal Action planning re environmental justice

'Stones' analogy

When we think about taking action on environmental (in)justice issues, there are many different sorts of actions we can take. Some are easy, some are hard. Some have little impact on their own, more impact when lots of people do them, some can have quite a lot of impact if we can convince others to act.

Having explored some of the issues and ideas around environmental (in)justice its time to think about the actions you can go forward with.

Visualise three stones in front of you.



One is a smooth pebble - this represents simple, easy to implement actions that you (or your group) can put in place now. For example reducing the amount you drive which contributes to poor air quality



One is a jagged flint with sharp edges - this represents more difficult actions. This might involve finding out some more information or getting support along the way. For example – researching who owns a factory that is polluting the local river and finding out the results of river quality monitoring reports from the relevant rivers authority.

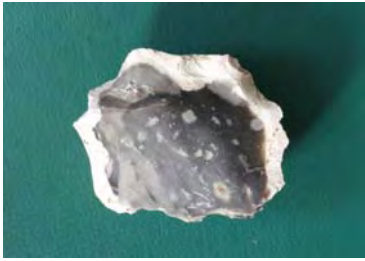



The last is a gem stone - this represents transformational choices and action that you can take. They may involve lots of planning, or can be a change in the way you see things, or come about as a result of spending a lot of time thinking about what you can do. For example - participating in a training course on environmental justice issues, being involved in an environmental justice campaign or making twinning links with a group in another country who is suffering from environmental injustice

Try and group actions that we have talked about today next to each stone.

Is there a balance among the stones? Does it matter if you have lots next to one stone but few next to another? What can you do to keep a balance between the stones - between easy, more difficult, and transformational actions?

Make your action plan using this chart

Type of stone	Possible actions from today's session	Actions you could take
<p>Smooth pebble</p> 		
<p>Jagged flint</p> 		
<p>Gem stone</p> 		

Environmental justice resource list

Website

Northern Ireland Government – Department of Environment www.doeni.gov.uk

Scottish Government www.scotland.gov.uk

Royal Commission on Environmental Pollution www.rcep.org.uk

Defra www.defra.gov.uk

Environmental Law Foundation www.elflaw.org

Environmental Justice Foundation www.ejfoundation.org

Institute for environment, sustainability and regeneration www.staffs.ac.uk

Lancaster university geography <http://geography.lancs.ac.uk>

Oxford University Press www.oup.com/uk/catalogue

Capacity Global www.capacity.org.uk

Friends of the Earth UK - FOE www.foe.org.uk

World Wildlife Fund WWF – www.wwf.org.uk

Chris Church www.suscom.org