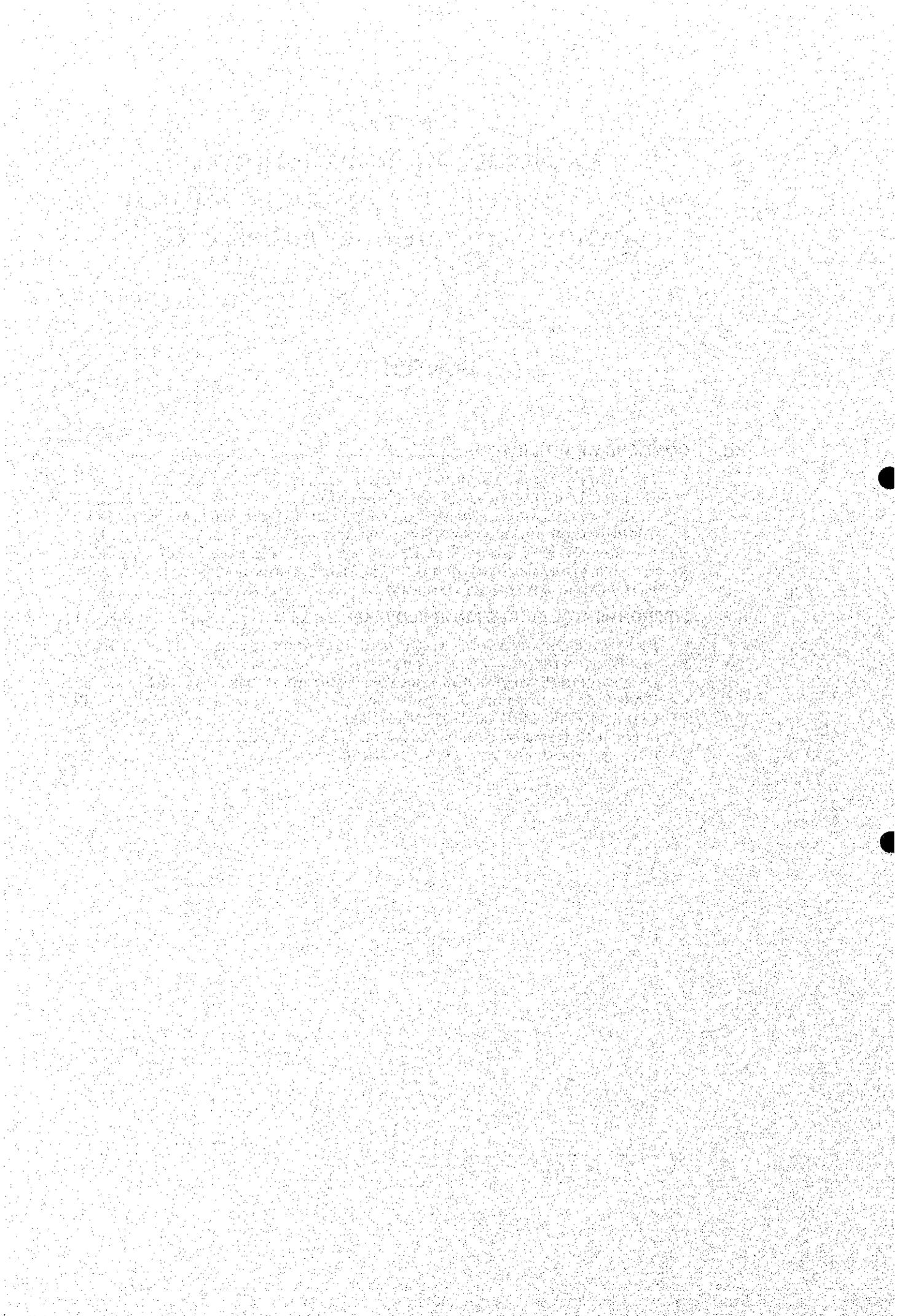


**ANNEX K**  
**ENVIRONMENTAL INFORMATION,**  
**COMMUNITY PARTICIPATION AND ENVIRONMENTAL**  
**EDUCATION - SUPPLEMENTARY INFORMATION**

**CONTENTS**

<b>K.1</b>	<b>COMMUNITY PARTICIPATION.....</b>	<b>K - 1</b>
	1. LEGISLATION - THE INTERNATIONAL CONTEXT.....	K - 1
	2. NATIONAL LEGISLATION ON ACCESS TO INFORMATION .....	K - 2
	3. NATIONAL LEGISLATION ON PUBLIC PARTICIPATION IN PLANNING AND EIA .....	K - 2
	4. THE PROVISION OF INFORMATION - SOME CASE STUDIES.....	K - 2
	5. COMMUNITY CONSULTATION - SOME CASE STUDIES.....	K - 5
	6. SLOVAKIA COMPARED WITH OTHER CEE COUNTRIES IN TERMS OF PUBLIC PARTICIPATION AND ACCESS TO INFORMATION .....	K - 7
<b>K.2</b>	<b>ENVIRONMENTAL EDUCATION IN SLOVAKIA.....</b>	<b>K - 11</b>
	1. POLICIES AND STRATEGIES OR ENVIRONMENTAL EDUCATION.....	K - 11
	2. STATISTICS ON THE FORMAL EDUCATION SYSTEM .....	K - 14
	3. DETAILS ON THE ENVIRONMENTAL EDUCATION PROJECTS LISTED IN SECTION 3.4.2 ....	K - 15
	4. HIGHER AND FURTHER EDUCATION COURSES .....	K - 19
	5. CASE STUDY - IROMAR AND THE DEVELOPMENT OF LOCAL GOVERNMENT TRAINING .....	K - 20
	6. BUSINESS EXHIBITIONS WITH AN ENVIRONMENTAL FOCUS.....	K - 20



## **K.1 COMMUNITY PARTICIPATION**

### **1. LEGISLATION - THE INTERNATIONAL CONTEXT**

Slovakia is a signatory to most of the key international statements on the provision of information and community participation

In terms of access to information and the involvement of the community in decision making, one of the key documents is Agenda 21 - the Environmental Programme for the United Nations for the 21st Century accepted during the World Conference of Environment and Development in Rio de Janeiro in 1992. In Chapter 36 it is stated that "education is important for Sustainable Development and the improvement of people's abilities to deal with issues of the environment and ethics, attitudes, values and behaviour in the light of sustainable development and effective public participation in decision making".

The ideas agreed in Rio and their implementation were further expanded in following meetings and documents. One of the most important subsequent statements is "Caring for the Earth" produced by IUCN, WWF and the UN which examines importance of community education information and involvement in the creation of a sustainable society and provides detailed guidelines on how effective community participation can be implemented. For example, one of the nine principles of a sustainable society is to "Enable communities to care for their own environments" and the document goes on to say that "most of the creative and productive activities of individuals or groups take place in communities. Properly mandated, empowered and informed, communities can contribute to decisions that affect them and play an indispensable part in creating a securely based sustainable society".

On a European scale, the three Pan European Conferences of Ministers of the Environment held in Dobris, Lucerne and Sofia have all emphasised the importance of the provision of information and community participation as critical elements in the strategy of the safe guarding of the future environment. These are non binding guidelines and Slovakia has not yet published these or made them available publicly it is a signatory to each of them. The most recent Pan European Conference took place at Aarhus in Denmark and resulted in the Convention on Access to Information, Public Participation in Decision Making and Access to Justice on Environmental Matters. This is a critical document in terms of public participation, and has not yet been signed by the Slovak Government.

Slovakia is also a signatory to the following conventions, all of which have access to information and public participation provisions. The European Convention for the Protection of Human Rights and Fundamental Freedoms; the Convention on the Conservation of European Wildlife and Natural Habitats and the Convention on Environmental Impact Assessment in a Transboundary Context.

## **2. NATIONAL LEGISLATION ON ACCESS TO INFORMATION**

A new law on public access to environmental information held by State bodies came into force on September 1st 1998. One of the basic Principles of this law states that "The right of access to environmental information is one of the fundamental human rights and freedoms" and goes on to provide details of how this information may be accessed. For example, it will not be possible to charge for the information itself, although it will be possible to charge for the cost of getting the information - such as photocopying and postage. Reasons will have to be given if information is refused and these can be challenged in the Courts if necessary. There are no laws governing information held by other bodies such as business. This law is an improvement on the previous rights of citizens but still is problematical in a number of areas. A number of the exclusions for example, are open to wide interpretation although for the most part the law conforms with EU Directives.

## **3. NATIONAL LEGISLATION ON PUBLIC PARTICIPATION IN PLANNING AND EIA**

A second set of laws determines what happens when planned changes in land use take place whether this be the building of a new road or dam on the one hand or the small scale development of a new house or building on the other. These laws also determine the consultation that takes place on larger plans such as Territorial Plans and other regional developments. The plans have to be made available to the general public for them to view for 30 days and give their comments on. They have to have access to the information. Secondly, the public also have to be consulted about the plans, but there is no enforceable right to be heard, unless property is actually affected directly by the plans. The Slovak laws on Environmental Impact Assessments are relatively strong when compared with many other European countries. There is wide access to information. However, less effective is the process of considering public comments where there is no enforceable right to have serious comments taken into consideration.

#### 4. THE PROVISION OF INFORMATION - SOME CASE STUDIES

##### (a) Banska Bystrica

In Banska Bystrica the Public Relations Office of the Mayor produces a newsletter which is distributed free of charge to all households in the city. This contains general news about developments in the city and this includes environmental information from time to time. The Mayor also has a monthly phone in broadcast on local television to respond to questions and most local community representatives should hold local meetings.

##### (b) Brezno Okres

The Brezno Okres is also progressive in terms of information provision. For example although the Okres does not produce any specific information about the local environment, it does organise a number of public information events taking examples of national and international festivals. For example on World Environment Day in 1998 the Okres organised a large public exhibition on Water Quality in the town square comparing water from different sources and getting the public involved in practical tasting and testing activities.

##### (c) ZNSP

In general businesses in the Study Area do not see the need to provide information to the general public. One business in the basin that has taken a more active approach is the Aluminium works at Ziar nad Hronom - ZNSP (Zavod Slovenskeho Narodneho Povstania). As part of an EBRD loan to clean up the environmental performance of the plant and waste produced in the past the ZNSP has had to demonstrate that it is in touch with the local community, a requirement that is likely to become part and parcel of all EBRD loans in the future. EBRD insisted that the community work of the company was mediated through an independent organisation, and Ekojet, a company from Bratislava won the contract to do this. The public relations work is independent of the company and is directly related to the EBRD loan.

The community work consists of (i) a regular supplement to the company newsletter that is associated with environment performance, and (ii) regular meetings between the company and the general public to inform them about a variety of aspects of the company's environmental performance and impact.

Attendance at the meetings ranges from between 40 and nearly 100. The themes for the meeting are decided by a Monitoring and Advisory Group of 7 people, including senior managers from the company and other representatives nominated and elected from those attending the first meeting. Views and ideas from the meetings are fed back to the company.

The Interim Report of the REMP was presented at one such meeting in the summer of 1999, along with some of the work of the Regional Development and Institutional Strengthening (REDIS) project financed by the UK Know How Fund.

There is also a PO box for people to make comments and ask questions. So far it has not been used greatly - possibly indicating satisfaction with the companies performance. Before the EBRD loan project the company had no regular involvement in any formal way with the general public.

A public opinion survey was conducted in February which indicated that the majority of people feel that the quality of the environment has improved over the last few years and that the changes instituted by the company have had a positive effect both on the environment and on public opinion about the company. The survey was to be repeated in February 1999, but the Study Team did not obtain the results.

It is believed that the approach taken by the company through Ekojet is unique in the central and eastern European region. It is also believed that this is the first time that EBRD has insisted on a MAG as part of a loan project.

**(d) The Role of the Media**

Nearly all those interviewed as part of the REMP survey process, and also the national policies and strategies, stressed the importance of the media of television, radio and newspaper in disseminating environmental information. In the Questionnaire Survey of individuals, over 40% said that the media was their main source of information. The Conception on Environmental Training and Education in the Slovak Republic however comments that "the majority of broadcast services provide only non coordinated information on the environment. Environmental programmes and articles are not given priority and sometimes do not provide full and accurate information". In other words - people rely on the media for environmental information but the quality of information provided is not usually of a high standard.

There are three terrestrial television channels in Slovakia (STV 1, STV 2 which are state channels and Markiza - a private channel) as well as the channels available on cable (which gives round five more channels) and unlimited channels on satellite. There is a weekly environmental programme called "Magazine Zivotneho Prostredia", which is a 30 minute broadcast each Saturday on STV 1 by the studio at Banska Bystrica but no viewing figures are available.

There are 12 national newspapers in Slovakia which appear daily and others that appear weekly and within the Hron River Basin there are five local papers. As with television, these carry environmental news and features when there are issues to report and usually have a reporter with responsibility for the environment. There are a growing number of environmental magazines aimed at specific markets. The SAZP produces a bi monthly magazine "Enviromagazin", distributed by the Ministry of Environment and through bookshops and supplemented by occasional special editions associated with specific events such as the Enviro film festival or a special festival in Nitra. The magazine is also available on the INTERNET which also provides a mechanism for feedback. Other magazines include Narodne Parky and Chranene Uzemin Slovenska which are more Nature based. A new environmental journal "XXIst Century" aimed at business has just started being produced in Bratislava. Many organisations - education, NGO local government and business have developed web pages, however at present on however 3% of the population have access to the web and so this is not an effective method of information dissemination.

## **5. COMMUNITY CONSULTATION - SOME CASE STUDIES**

### **(a) Banska Bystrica**

In the Banska Bystrica Kraj the process of Territorial Plan development was started in October 1997, and by January 1998 the first draft of the plan was produced. Consultation took a number of forms. By law the general public had 30 days for individual comment and the full plans were available at the Kraj Offices for public viewing if requested, although only a very small number of people took this opportunity. The Banska Bystrica and Nitra Krajs also held public meetings attended by a round 200 people each. The views of the Municipalities were specifically sought. The contents of the plan were also disseminated widely through the media. In June 1998 a second draft was produced and approved by Parliament on 9th June 1998. The plan will become operational in September 1998 after final modifications and will be valid until 2015.

### **(b) Brezno Okres**

The process took a different route in the Brezno Okres. Brezno is a town of around 24000 people and has a population of around 67000 in the Okres. The Environmental Department for Brezno has a staff of around 8 people and the Okres staff is around 15 people. The process of public participation developed by the Okres is possibly unique to the Hron River Basin and is a result of the enthusiasm and dedication of the team of the Environment Department to public consultation. Because of their efforts, the legislative requirements for consultation are seen as a minimum rather than a maximum, and they have also allocated money from the Okres budget

for public participation. Public consultation included publicising the need for information and the purpose of the plan through the media, especially local cable TV and a special programme called "The Public and Us", and through the distribution of questionnaires to different groups of people. These included foresters, fishermen, schools and retired people amongst others. Questionnaires were also carried out on the streets to the general public and in this way around 6000 questionnaires were distributed by volunteer students. There were also Open meetings with members of the public in each of the 30 Municipalities in the Okres.

**(c) Banska Bystrica - Healthy Cities Project**

The development of the Territorial Plans only require public consultation once the plan has been drafted. The Kraj and Okre have no legal obligation to consult the public on their ideas prior to the development of the plan. The Healthy Cities Project is one example where this prior consultation and view seeking of the community about local environmental and health issues has taken place as an integral part of the process of writing a management plan for a city.

Banska Bystrica is part of a network of cities throughout Europe related to a Healthy Cities project from the World Health Organisation. At least 12 cities in Slovakia are involved with Banska Bystrica being the only participating city in the Hron River Basin. A key output from the whole process is the Healthy Cities Plan for Banska Bystrica. The plan examines 30 different aspects of the environment and health of the city.

The individual sections of the plan were written by a group of experts and these experts consulted the appropriate groups in the Kraj, Okres and Municipalities, as well as other groups such as NGOs and Institutions. At the same time as the sections were being developed a public consultation exercise was conducted. This involved ten students distributing 1000 questionnaires on the street to members of the general public. 30 questionnaires were also handed to members of the local City Council. The results of the questionnaires were fed into the plan development process. One of the questions asked what the biggest environmental problem in the town was and the responses were:

Clean Air	229
Health Care	222
Safety in the town	154
Clean Town	128
Living for a suitable price	118
Drugs problem	108
Establishing parks and trees	92
Lifestyle	65
Safety in traffic	64
Sports Centres and their buildings	62

The final plan included ideas from the questionnaire survey and was circulated to a large number of interested organisations, including the SAZP, for comment. These comments were taken into account before the final plan was approved in June 1998. Information about the health of the city was reproduced in a leaflet for the general public. The final plan has been approved by the Municipality and it is intended that it will be disseminated to members of the public and other bodies through a range of media including television, radio, newspapers. A summary copy will be prepared for the public and there will be the opportunity for meetings with the general public.

**(d) Nas Domov - a community NGO**

One example of a community NGO is Nas Domov, based in Sasova, a large and relatively new housing area of Banska Bystrica. The NGO was formed to try and improve the environment of the area and the provision of local facilities. One recent success has been to persuade the local authority to remove some unsightly waste near an uncompleted local medical centre, and the next target is to try and persuade the local government to complete the building of the medical centre itself. Apparently the state is willing to contribute its 40% of the budget for this, but according to Nas Domov, the town authorities have put a priority on the renovation of the town centre and have spent a large proportion of their budget on this, in comparison with meeting local community needs.

Sasova has a population of about 13 000 people and around 30 are actively involved in Nas Domov. Communication with the community has been through leaflets distributed to homes and bus stops - local media - public meetings and public surveys. Members of Nas Domov describe a contrasting picture of the ease of access to data to that described by local government officers and highlighted the need to train those with a responsibility for working with the public. This contrast between the legislation and reality is one highlighted by the recent Regional Environmental Centre survey into public participation in decision making.

**6. SLOVAKIA COMPARED WITH OTHER CEE COUNTRIES IN TERMS OF PUBLIC PARTICIPATION AND ACCESS TO INFORMATION**

**Right to Information and Environmental Information**

	Access to information	Access to environmental information
Right is based in the Constitution	Albania, Bulgaria, CR, Estonia, Hungary, Latvia, Lithuania, FYR, Macedonia, Poland, Romania, Slovakia, Slovenia, Yugoslavia	Montenegro, Poland, Slovakia, CR
A specific law regulates access to information	Hungary, Lithuania	Poland, CR, Slovakia, Albania, Latvia Macedonia
There is no right	Bosnia, Croatia, Serbia	

The Regional Environmental Centre for Central and Eastern Europe recently undertook a comparative study of current trends and practices in public participation and environmental decision making. The results of their comprehensive survey were published in June 1998. The situation in Slovakia generally compared unfavourably with other central and eastern European countries and also with Western Europe. However the situation may be changing as a result of the new Government elected in September 1998.

**Key to the evaluation figures**

There are a number of different levels of public participation in decision making. The scale of evaluation is based on how often public participation reaches a certain level. These levels are:

- |   |                                 |   |
|---|---------------------------------|---|
| 1 | Control of decision making      | The right to decide                     |
| 2 | Decision making power is shared | The right to joint decision making      |
| 3 | Comments are taken seriously    | The right to be heard                   |
| 4 | Adequate notification           | The right to be informed                |
| 5 | Access to Information           | The right to have access to information |

The evaluation is based on an expert's judgement of the national situation and the following criteria are used (a classification of the frequency that these levels are reached):

- |   |           |
|---|-----------|
| 1 | Never     |
| 2 | Rarely    |
| 3 | Sometimes |
| 4 | Usually   |
| 5 | Always    |

In terms of legal standing NGOs and Individuals have access to the Civil Courts when standing against the Government and Polluters.

The tables of the following pages show the public participation rights in the development of a range of laws, policies, plans and procedures.

**Preparation and Approval of National Laws**

Phases of Decision Making	Initiation of DM	Defining the scope issues and stakeholders	Defining the scope of the DM	Evaluation of alternatives	Selection of alternatives	Execution of selected alternative	Post decision monitoring and enforcement
<b>Levels of Participation</b>							
Control of DM							
DM power is shared							
Comments are taken seriously							
Adequate notification							
Access to information						4	4

### Preparation and Approval of National Strategies and Policies

Phases of Decision Making	Initiation of DM	Defining the scope issues and stakeholders	Defining the scope of the DM	Evaluation of alternatives	Selection of alternatives	Execution of selected alternative	Post decision monitoring and enforcement
Levels of Participation							
Control of DM							
DM power is shared							
Comments are taken seriously							
Adequate notification					4		
Access to information					3		

### Preparation of Local Rules and Regulations

Phases of Decision Making	Initiation of DM	Defining the scope issues and stakeholders	Defining the scope of the DM	Evaluation of alternatives	Selection of alternatives	Execution of selected alternative	Post decision monitoring and enforcement
Levels of Participation							
Control of DM							
DM power is shared							
Comments are taken seriously							
Adequate notification							
Access to information					4	4	

### Preparation and Approval of Regional Policies

Phases of Decision Making	Initiation of DM	Defining the scope issues and stakeholders	Defining the scope of the DM	Evaluation of alternatives	Selection of alternatives	Execution of selected alternative	Post decision monitoring and enforcement
Levels of Participation							
Control of DM							
DM power is shared							
Comments are taken seriously							
Adequate notification							
Access to information							3

### Preparation and Approval of Territorial Plans

Phases of Decision Making	Initiation of DM	Defining the scope issues and stakeholders	Defining the scope of the DM	Evaluation of alternatives	Selection of alternatives	Execution of selected alternative	Post decision monitoring and enforcement
Levels of Participation							
Control of DM							
DM power is shared							
Comments are taken seriously		3	3		3		
Adequate notification		4	4		4		
Access to information		4	4		4	4	

### Environmental Impact Assessment

Phases of Decision Making	Initiation of DM	Defining the scope issues and stakeholders	Defining the scope of the DM	Evaluation of alternatives	Selection of alternatives	Execution of selected alternative	Post decision monitoring and enforcement
Levels of Participation							
Control of DM							
DM power is shared							
Comments are taken seriously	3			3			
Adequate notification	4	4	4	4	4	4	
Access to information	4	4	4	4	4	4	

### Siting and Permitting

Phases of Decision Making	Initiation of DM	Defining the scope issues and stakeholders	Defining the scope of the DM	Evaluation of alternatives	Selection of alternatives	Execution of selected alternative	Post decision monitoring and enforcement
Levels of Participation							
Control of DM							
DM power is shared							
Comments are taken seriously	2	2	2	2	2	2	2
Adequate notification	2	2	2	2	2	2	2
Access to information	2	2	2	2	2	2	2

## **K.2 ENVIRONMENTAL EDUCATION IN SLOVAKIA**

### **1. POLICIES AND STRATEGIES OR ENVIRONMENTAL EDUCATION**

#### **1.1 The International Context**

Environmental education in Slovakia incorporates the definition and approaches to environmental education taken internationally and set down in a number of key documents and Statements. Most of these definitions of environmental education build on an initial declaration developed by UNDP and UNESCO and made in Tbilisi in 1971. From this declaration The International Union of Nature Conservation (IUCN) has moved on to define environmental education as “the process of creating values and fundamental principles in order to develop knowledge and attitudes necessary to understand and appreciate relations between people, culture and the bio physical environment...education also includes the practise of making decisions and rules for behaviour to improve environmental quality.”

Slovakia is also a signatory to Agenda 21, the Environmental Programme for the United Nations for the 21<sup>st</sup> Century, accepted during the World Conference on Environment and Development in Rio de Janeiro in 1992. In this declaration Chapter 36 stresses that education is seen as having a key role to play in bringing about sustainable development . “Education is important for Sustainable Development and the improvement of people’s abilities to deal with issues of the environment and ethics, attitudes, values and behaviour in the light of sustainable development and effective public participation in decision making”.

On a European scale, Slovakia is a signatory to three of the four pan European Conferences of Environment Ministers held in Dobris, Lucerne and Sofia. All these have produced statements endorsing environmental education as a critical element in the strategy of safeguarding the future of the environment.

#### **1.2 National Policies**

There are a number of documents outlining national policy on environmental education. Taken together these documents form a sound basis for the development of environmental education in Slovakia.

##### **(1) National Policies**

The Slovak National Environmental Policy was approved by the Slovak Republic Government and the National Council in 1993. Full details are given in Section 4.3 of the Main Report

The document is divided into three main sections. The first describes the background of the National Environmental Policy; the second describes the strategy in terms of Priorities, Principles and Objectives and the third is entitled "Care of the Environment – an integral part of development"

The focus of the Environmental Policy contains eight statements, one of which is concerned with environmental education. Statement number Seven stresses that "increasing public environmental awareness with an emphasis on young people, the business community and their level of informedness concerning the state of the environment in the Slovak Republic and possibilities and measures taken to improve it" is critical. In addition, all five listed Priorities and the ten listed Principles, have implications for environmental education.

This emphasis given to environmental education is also carried forward into the long medium and short term objectives. For example, section (f) stresses the need of "ensuring young citizens informedness" about the environment and environmental issues; the "completion and introduction of an integrated and modern system of legal regulations" and "the establishment of a complete system of publicity and environmental education and training both in and out of school". Another objective relates to the establishment of nature trails and information centres for protected areas.

## (2) The National Environmental Action Programme

The aims of the National Environmental Policy have been integrated in the National Environmental Action Programme. This was approved in 1995 and some details of the programme are given in Section 4.3 of the Main Report. Three sections of the plan focus on information, education and community involvement and Section I focuses specifically on Environmental Education Training and Promotion.

There are 21 tasks related to environmental education, and these include school environmental education and training, the development of out of school activities, especially for children and youth. The programme includes both the development of Strategies for Environmental Education and promotion, as well as the practical application such as the gradual development of a system of education trails, location and information centres, especially in tourist attractions and protected areas. It is also planned to develop and implement the judging and evaluating of environmentally active communities, towns and people, the promotion of World Heritage Sites and the arrangement of competitions and exhibits of environmental films.

### (3) Key Environmental Education Policy Documents

There are a number of key documents that provide more detail on the development of environmental education for different groups. These are:

- (a) Conception on Environmental Training and Education in the Slovak Republic (1998)
- (b) Teaching Curriculum of Environmental education for Basic and Secondary Schools - Environmental Minimum (Ministry of Education 1996)
- (c) Strategy of Education for Nature Protection (Ministry of Environment, 1997)
- (d) Action Plan for Environment and Health of Inhabitants of the Slovak Republic (Ministry of Health)
- (e) Document on Ecological Education in Cultural and \public Facilities (Ministry of the Interior)
- (f) Strategy for Education of State Administrative Employees in Nature Protection, National Parks and State Agency Employees (Ministry of Interior, 1997)
- (g) Biodiversity Strategy for the Slovak Republic (Ministry of Environment 1997)

The main areas of the most important documents are outlined in the following sections.

### (4) The Conception on Environmental Training and Education in the Slovak Republic

This contains a list of nine goals of environmental education supported by 37 specific activities. The Ministries that are responsible for these activities are indicated, together with the deadline for completion. The nine goals focus on: the training of people; the development of resources and programmes for environmental education for different groups; the development of more updated approaches relating to education that stress not only knowledge about the environment, but also relate to ethics, economy and society, and the evaluation of environmental education.

### (5) Environmental Minimum Curriculum for Schools

Although this document was written before the Conception described in section (d) above, it adopts the same philosophical and practical approaches.

It states that the aim of environmental education for basic and secondary schools is to develop personal qualities that will protect and improve the environment. It acknowledges that this is a long term goal that will be realised through specific tasks and activities.

The document states the need to teach children specific knowledge and understanding such as "Global problems of society" and "Dependence of life on the Environment". It also focuses on skills, some of which are generic to all subjects such as communication and social skills, and others which are more specific. These include the creation of values and attitudes including the need to "care about the environment generally", "to respect the opinion of others" and for students to "develop their own viewpoints" and "solve problems".

The need for environmental education to provide a first hand experience of the environment is stressed, as is the importance of getting children involved in practical environmental education activities such as energy conservation, waste reduction and the preservation of water quality.

(6) The Strategy for Education in Nature Protection.

This strategy is aimed at training for nature protection staff at all levels as well as the education of people who live in and visit these areas. The Strategy contains three aims delivered through 13 tasks. The aims are

- (a) To develop the fundamental materials conditions for public education in nature protection in protected areas.
- (b) To develop fundamental personal conditions for education towards nature in protected areas
- (c) To develop a system of communication with the public and among nature protection institutions themselves.

(7) National Biodiversity Strategy

This contains five guiding principles, one of which is "everyone must share the responsibility for conservation and sustainable use of biodiversity". Of the specific goals the most important is Goal 20, that states the strategy should "Promote all forms of education and awareness on the conservation of biodiversity and the sustainable use of it's components"

2. STATISTICS ON THE FORMAL EDUCATION SYSTEM

The structure of the formal education system

English Description	Slovak Description	Age of Student
Kindergartens	Materske Skoly	3 to 6
Primary or Basic Schools	Zakladne Skoly	6 to 14/15
Secondary Schools and Grammar Schools	Gymnazia	14 to 18
Vocational Schools and Technical Colleges	Stredne Odbrone Skoly	15 to 18

### The numbers of different types of schools

Type of School	Number of Schools	Number of Children	Number of Teachers
Materske skoly	3322	161697	14933
Zakladne skoly	2485	661082	39224
Gymnazia	190	76380	5497
Stredne Odbrone skoly	364	119853	9558

### Numbers and types of Vocational Schools

Type of School	Number of Schools	Number of Children	Number of Teachers
Technical	110	45895	3769
Commercial	92	34166	2392
Health	33	10649	869
Agricultural	31	9466	887
Forestry	3	857	70
Teacher Training	8	2759	249
Librarians	1	522	35
Conservatories	8	1460	327
For Girls	78	14080	960
Vocational Apprentice Training Centres	357	139688	6056

## 3. DETAILS ON THE ENVIRONMENTAL EDUCATION PROJECTS LISTED IN SECTION 3.4.2

### 3.1 Healthy Schools

The first is a project managed by the Kraj and Okres from the Ministry of Health which was inspired by a World Health Organisation initiative. 124 schools in the Banska Bystrica Kraj are taking part. Essentially the project involves schools putting forward their ideas to develop a healthy school. These are then judged by the Okres Commission who then give schools the go ahead to put their plan into action. Many of the projects focus directly on health related issues such as drugs, smoking, and food, but others take a broader approach and include environmental issues.

Although there is no money available for the schools, the project appears to be successful and it includes several innovative features. The approach involves parents; the focus is on the relationships between teachers and children and student centred approaches to learning; the teachers have the support of a group of teachers in each Okres.

### **3.2 Schools for the 21st Century**

A second project is the Schools for the Schools 21 Project. This is a project for the further education of teachers from nursery, basic and secondary schools, in the area of primary drug prevention, health education and lifestyles and environmental education. This project was established in 1997 at the Faculty of Natural Sciences of UMB as a result of a grant approved by the Committee Vega supported by the Kraj office, Department of Education and Culture in BB, as well as by the Ministry of Education in SR. In the past years the project was financed by the Ministry Education of the SR as well the Drug Prevention Fund and it includes teachers training as well as the training of Drug Prevention, Healthy Lifestyle and Environmental Education co-ordinators in the BB region. During the year 1997/1998 286 teachers and educators took part in training

### **3.3 Environmental Education provided by the SAZP**

The Slovak Environmental Agency both through the Education Section and Nature and Landscape Department provides environmental education. Both departments have a remit to provide environmental education through the whole of Slovakia and although much of their work does have a local focus, this is not restricted to the Hron River Basin.

Both Departments have classroom facilities in Banska Bystrica, and that of the Nature and Landscape Department is very well located and equipped and has strong links with about 6 schools in the city. Both sections of the SAZP have people responsible for environmental education, though the CNLP is only responsible for Nature Protection education.

The Education section has two departments. One for Environmental Promotion and the other for Environmental Education, from Nursery through to public education. This is based at Banska Bystrica and has a staff of 4. The department has a number of major activities. Each year around 5-10 courses are provided for teachers on a variety of themes. Some teachers events are also provided as part of major festivals such as Envirofilm. In 1998 around 40 courses were provided for children - including competitions, and around 750 children were involved. The SAZP issues a list of 15 possible themes to schools and teachers approach the agency for courses.

The SAZP also produces publications for teachers and students. For example, 1998 saw the publication of a series of colouring sheets - Domaci Ekolog. Environmental Competitions are very popular in Slovakia and the SAZP manages around 5 of these a year. Recent competitions

have included "Animals and Plants of our Forest" for grades 3-5. The numbers of children involved in competitions varies, but ranges between 100 and 500. A National Environment Project, Sutaz has recently been announced which includes work for children and the general public.

The SAZP also acts as the national co-ordinator for specific environmental days -such as the Day of Nature Protection, World Environment Day and others, and these days include special activities for the general public and children.

Envirofilm is a major international environmental film festival that is held each year in Banska Bystrica. This is managed by the SAZP, and is the leading festival of environmental media in Europe. It is attended by over 350 people and attracts entries from around 20 countries. During Envirofilm this year an environmental fair was held with the purpose of providing NGOs with the opportunity to show teachers what they do.

Details of Enviromagazin produced by the SAZP are given in Section x.x above.

The SAZP has also just started a new project on networking between state organisations and environmental NGOs. This will involve linking the work of 75 organisations from the whole of Slovakia and the purpose is to deal with the lack of information exchange between organisations

#### **3.4 Schools in Nature**

Slovakia also has a system of Schools in Nature. Teachers usually take children to these schools for different lengths of time. The children follow the same curriculum as they would in school with perhaps some additional activities. In the Banska Bystrica Kraj there are six schools in Nature in Banska Bystrica, Brezno, Detva (where there are two), Rimavska Sobota and Ziar nad Hronom. There are a similar number in the Nitra Kraj

#### **3.5 Summer Camps and NGO activities**

A number of NGOs run environmentally orientated camps for children during the summer. Some NGOs also provide education courses for teachers and a full appears in Appendix XX. The strongest NGOs which provide support teachers are Strom Zivota (Tree of Life) and The Slovak Union of Nature and Landscape Protectors (SZOPK) and Zelena Linka. There are also smaller NGOs that have small scale but highly specific projects with local schools.

### **3.6 Museums**

There are 14 Museums in middle Slovakia and a number of these provide informal environmental education. The most important of these are the Museum of Wood and Forestry in Zvolen, The Central Slovak Museum of Natural History in Banska Bystrica, and the Slovak Mining Museum in Banska Stiavnica. The Natural History Museum has a special environmental display and in 1998 hosted the visit of over 20000 children, Around 90% of the visitors are children brought by their teachers who use the Museum resources to teach aspects of the environmental minimum curriculum.

### **3.7 Competitions**

There are many competitions, local, national and International associated with the environment. These are sometimes related to academic subjects - the Chemistry, Mathematics and Biology Olympiads for example. Other competitions are related to festivals. The SAZP has recently announced a widespread competition for the Bans Bystrica Kraj - Sutaz "Enviroprojekt" which is open to children of different ages and the general public.

### **3.8 National Parks and Protected Areas.**

The Hron River Basin includes parts of three National Parks and four protected areas. None of these have specific educational activities or information centres for schools, although there are opportunities for schools to visit the Parks and take part in activities led by Rangers. This situation may change with the development of a project funded by the UK's Know How Fund to build up environmental education within National Parks and Protected areas through training rangers and other staff.

### **3.9 Environmental Education Centres.**

There is only one environmental education centre as such in the Basin run by the NGO Strom Zivota at Cierny Balog. Other organisations, including the SAZP both at CEEP and CNLP in Banska Bystrica provides courses using classroom facilities. SAZP run three Centres that are outside the Basin and have a plan to establish a further nine Centres throughout Slovakia. This however, is dependent on substantial funding being made available either through Ministry or International sources.

#### **4. HIGHER AND FURTHER EDUCATION COURSES**

##### **4.1 Teacher Training**

For training teachers for Nursery and Primary schools, training is provided through Teacher Training Vocational Schools, and for Secondary and Vocational Schools, through the University Pedagogical Faculties.

At the University of Matej Bel in Banska Bystrica, teacher training is provided by three faculties. These are the Pedagogical Faculty, Faculty of Human Sciences, and Faculty of Natural Sciences. The level and extent of environmental education varies between the three Faculties. A systems approach to environmental education is taken by the Faculty of Natural Sciences. This Faculty also prepares co-ordinators of environmental education for BA and MA qualifications. All departments in the Faculty of Natural Science prepare students for environmental education teaching. This Faculty also has an important role in in-service training and the Faculty also co-operates with the British Council to develop and trial a model for environmental education for teachers and environmental co-ordinators.

##### **4.2 Other courses with an environmental focus**

###### **(1) Slovak Agricultural University - Nitra**

Faculty of Gardening and Landscape Engineering - 5 departments including Departments of Environmental Management and Environmental Monitoring and Faculty of Agriculture.

###### **(2) University of Konstantin Filozofa - Nitra**

Faculty of Natural Sciences - Department of Ecology and Environmentalistics including Institute of Landscape Ecology which runs training for teachers for all schools. It has a global education focus. The Department of Geography also has environmental courses.

###### **(3) Technical University - Zvolen**

The Department of UNESCO for Environmental Awareness and Sustainable Development, Faculty of Ecology and Environmentalistics; Faculty of Applied Ecology, Department of Ecology of Landscape; Department of Education and Research of Forest History and Ecological Law; Department of Global Ecology; Faculty of Forestry, Department of Forest Ecology; Faculty of Environmental and Production Technology

(4) University Matej Bel - Banska Bystrica

Pedagogical Faculty; Natural Science Faculty; Teacher Training; Economics Faculty; Law University - Environmental Law.

(5) City University of Bratislava (CUB)

Open University courses on Environment and International Environmental Policy.

#### 5. CASE STUDY - IROMAR AND THE DEVELOPMENT OF LOCAL GOVERNMENT TRAINING

IROMAR based at the Faculty of Economics of the University of Matej Bel in Banska Bystrica offers a number of part time training courses for Local Government Officers and elected representatives. It focuses on Local Government and the State Administration.

"Economics and Administration of Territories" is a two year part time course amounting to one term for graduates focused on the Mayors and Heads of Districts and Departments. The course has run three times to date with 15 people on each course from all over Slovakia. A number have participated from the Hron River Basin. There is an environmental component to this course. Another three year part time course is offered to non graduates which will lead to a degree.

IROMAR also provides some short courses for elected and non elected representatives.

IROMAR are also preparing a Manual for Municipalities on Environmental Issues as part of a UK Know How Fund Project on Environmental Capacity Building. This covers aspects of environmental legislation and general introductions to aspects of environmental strategies such as energy saving, waste and the like. There will be a section on local agenda 21. The manual is very general and will be introduced through training courses run in 11 regions of Slovakia after the Autumn elections.

#### 6. BUSINESS EXHIBITIONS WITH AN ENVIRONMENTAL FOCUS

Exhibition	Location	Organised by	Subject
ENVIRO	Nitra	Ministry of Environment	Techniques and Technologies for the protection of the environment
EKOENERGO	Kosice	Ministry of Economy	Energy Saving technologies
AQUA	Trencin	Ministry of Agriculture	Water Management
KOMUNAL	Zilina	Ministry of Environment	Communal Management
INTERSTONE	Trencin	Ministries of Construction and Environment	Geology and Construction technologies
EKOTECH	Bratislava	Ministries of Economy and Environment	International Chemical Exhibition

## ANNEX L

### CONSULTATION PROCESS AND RESULTS OF ENVIRONMENTAL QUESTIONNAIRES

#### CONTENTS

<b>L.1</b>	<b>CONSULTATION PROCESS FOR THE REMP .....</b>	<b>L - 1</b>
	1. INTRODUCTION .....	L - 1
	2. CONSULTATION PRINCIPLES .....	L - 1
	3. CONSULTATION PROCESS FOR THE REMP.....	L - 2
	4. CONSULTATION SUMMARY METHODOLOGY .....	L - 6
<b>L.2</b>	<b>RESULTS OF ENVIRONMENTAL QUESTIONNAIRES TO MUNICIPALITIES AND INDIVIDUALS IN THE STUDY AREA.....</b>	<b>L - 8</b>
	1. INTRODUCTION – THE SURVEYS AND OBJECTIVES.....	L - 8
	2. THE FIRST QUESTIONNAIRE.....	L - 8
	3. RESPONSE TO THE SECOND QUESTIONNAIRE, TO INDIVIDUALS .....	L - 27
	4. FIRST AND SECOND QUESTIONNAIRES - JOINT REVIEW .....	L - 33
	5. OVERALL CONCLUSION FOR THE FIRST AND SECOND QUESTIONNAIRES .....	L - 36
<b>L.3</b>	<b>RESULTS OF THE QUESTIONNAIRE ON THE DRAFT FINAL REPORT .....</b>	<b>L - 37</b>
	1. SUMMARY OF THE RESULTS .....	L - 37
	2. QUESTIONNAIRE FORM.....	L - 39



## **L.1 CONSULTATION PROCESS FOR THE REMP**

### **1. INTRODUCTION**

Consultation principles are discussed in the next section. These are the sorts of principles which should be used as a guide for carrying out future REMP projects based on the Study Team's experience from this REMP and their extensive experience in environmental planning in other countries.

### **2. CONSULTATION PRINCIPLES**

From the Study Team's wide experience of environmental planning in Japan, the UK and Europe and assessment of the planning process in Slovakia, it has become evident that there is a considerable need and scope for extensive consultation with stakeholders during the preparation of REMPs. This is essential if support for a REMP is to be gained from government authorities, non-government organisations, the private sector and local communities. If these stakeholders are not happy with the content and priorities of a REMP, then there is little chance of it being implemented.

A comprehensive plan requires good data to help evaluate the environment/natural resources of an area, the development opportunities that the resources present, the threats to the environment and the preferred solutions to the problems identified. However, plan preparation is not just a technocratic process. On the one hand, those preparing the plan need to define the range of environmental issues that exist in the basin and to inform the stakeholders of these and their impact. On the other hand the priorities for implementation should be guided by the views of the stakeholders.

Thus the development of an environmental management plan is a socio-technical process requiring the participation of major stakeholders and interaction with technical experts. Successful development of an implementable REMP requires:-

- Participation of stakeholders throughout the process (in the analysis as well as the decision-making process);
- Clear, comprehensive and widely accepted methodology;
- Adoption of quantified (measurable) targets and time frames, realistic and consistent with political, economic and social conditions, as well as international obligations and ambitions of the country (eg integration with the European Union);
- Co-ordination with other policies and programmes related to environmental management;
- Prioritisation and shortlisting of actions and consensus building;
- Clear identification of responsibilities for actions;
- A clear and common view on continuing the process of implementation of the REMP in the

short and longer term.

It is therefore advised that the key to successful implementation of a REMP is an advanced process of participation which should have the following benefits:-

- Practicality and realism of targets and actions, which are negotiated so that they are acceptable, meaningful and implementable;
- Building up 'ownership' of and commitment to the REMP;
- Creating of 'political' credibility for the REMP in addition to inputs from technical and research institutions/specialists;
- Increased debate, mutual education, consensus building and understanding of major issues;
- Accountability and transparency.

### **3. CONSULTATION PROCESS FOR THE REMP**

#### **3.1 Organization**

An important part of the process is the establishment of a project Steering Committee. For this REMP, as a result of the agreements reached by the JICA Preparatory Study Team and the Slovak Environmental Agency (SAZP), the Steering Committee initially consisted of the following institutions:-

- SAZP
- Ministry of Environment (MZP)
- Slovak Hydrometeorological Institute (SHMU) - Ministry of Environment
- Geological Service of Slovak Republic (GSSR) - Ministry of Environment
- Soil Science and Conservation Research Institute (VUPOP) - Ministry of Agriculture
- Forest Research Institute (LVU) - Ministry of Agriculture.

At its second meeting on 22nd May 1998 it was proposed that the Steering Committee be expanded to include a number of institutions with direct responsibility for environmental management in the Hron Basin, eg the Kraj Offices of Banska Bystrica and Nitra, the Hron River Basin Authority and the Central Slovak Water and Wastewater State Company (StVak).

It was also proposed at the 2nd Steering Committee meeting that 'sectoral' Working Groups should be established to facilitate information exchange and consultation with organisations not represented on the Steering Committee. A preliminary list of Working Groups and their membership was presented in Appendix 3 of the Progress Report (1). However, these Working Groups were not formally established and did not function; to benefit future REMPs, Working Groups would need to be included in project design and established at the outset.

### **3.2 Consultation Through Questionnaires**

To develop further the consultation process the Study team prepared two Environmental Questionnaires. The first questionnaire looked into the major environmental issues at a local level and the concerns and priorities of the inhabitants of towns and villages. This questionnaire was distributed to all Municipalities ie towns (Mesto) and villages (Obec), in the Hron Basin in early August 1998. 268 questionnaires were circulated and 98 answers received - a 37% return. The first questionnaire and a review of the responses appears in Annex L.2.

A second questionnaire was prepared to find out both attitudes of individuals towards environmental issues and their views about the quality and quantity of environmental education and participation in environmental decision making. Some of the questions on this were the same as the questionnaires circulated to the Municipalities. The questionnaire was circulated to 300 people, mainly from Banska Bystrica and Detva. 60 answers were received - a return of 20%. See Annex L.2 for the second questionnaire and a review of the responses to both questionnaires.

The last questionnaire was prepared for inviting the feedback to the content of the Draft Final Report. The major purpose of this questionnaire was to know the degree of the stakeholders' support for the REMP; various technical and institutional measures proposed in the Draft Final Report. This questionnaire was distributed along with the Summary of the Draft Final Report well before the presentation by the Study Team. A summary of responses and the form of the questionnaire are given in Annex L.3.

Questionnaires are useful to further the consultation process for a REMP. It is important that the feedback from questionnaires is integrated into the REMP and used to guide the priority of activities in the action plan both in terms of financial investment and also raising environmental awareness and education.

### **3.3 Consultation Through Public Meetings / Seminars / Workshops**

The following public meetings / seminars / workshops were held during the REMP Study:

- 1) Public workshop for introduction of the REMP Study, Matej Bel University, Banska Bystrica, 6 April 1998.
- 2) Public workshop for presentation of the Interim Report, at Nitra Kraj, Nitra 20 May 1999.,
- 3) Public meeting for introduction of the REMP Study and its partial result (the Study Team supported SAZP for the presentation), at Ziar nad Hronom, 29 June 1999.

- 4) GIS training workshop for non-expert users, at SAZP CEEV, Banska Bystrica, 29 and 30 November 1999.
- 5) Public information and participation workshop, at SAZP CEEV, Banska Bystrica, 29 and 30 November 1999.
- 6) Seminar for presentation of the Draft Final Report, at Banska Bystrica Kraj, Banska Bystrica, 3 December 1999.
- 7) Seminar for presentation of the Draft Final Report, at SUZA, Bratislava, 6 December 1999.

An Interim Report is a good stage for consultation to take place. Consultation at the Interim Report stage enables:

- a) identification of additional data that is needed and the data to be collected
- b) feedback to be given to the REMP Team on the initial recommendations for action in each section.

This will then enable any views to be incorporated into further drafts of the REMP and meaningful changes made based on the views of the stakeholders. Therefore, the public workshop of 2) above was held to obtain feedback from stakeholders, though the REMP recommendations were not complete at this Interim stage.

The REMP recommendations made in the Draft Final Report were presented in the seminars of 6) and 7) above.

The Banska Bystrica seminar was participated by a considerable number of experts including those from the Steering Committee institutions. Their views were received verbally and/or in writing. Many meaningful comments were received as the response to the questionnaire which was attached to the Summary report distributed prior to the seminar. These comments were taken into account for the preparation of the Final Report.

The Bratislava seminar was participated by the Minister of the Environment and other decision makers in the government, fund providing institutions and others important for further development and implementation of the REMP. The attendees to this seminar are listed in the following table. The recognition of the REMP Study and its recommendations by these participants is considered to be a significant step to have any chance of implementation.

**Attendees to the Presentation Seminar, Bratislava, 6 December 1999**

**Ministry of the Environment of the SR**

Prof. Dr. Miklos Laszlo	Minister
Dr. Jozef Franzen	Director General, Division of Geology and Natural Resources
Ing. Ivan Zavadsky	Director General, Air, Water and Waste Division
Dr. Jozef Klinda	Director General, Division of Environmental Conceptions, Laws and Organisation
Ing. Ivan Tirpak	Director General, Division of Inter-departmental Relations and Informatics
Ing. Frantisek Kelbel	Director, Department of Environmental Projects Implementation
Ms. Zuzana Kasanicka	Department of Environmental Projects Implementation
Dr. Eva Bergendyova	Public Relations Department

**National Council of the SR**

Dr. Ladislav Ambros	Chairman, Committee for Environment and Nature Protection
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**Ministry of Agriculture of the SR**

Dr. Ivan Fojtik	Department of Rural Development and Environmental Protection
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**Ministry of Foreign Affairs of the SR**

Ing. Jan Figel	State Secretary
Ing. Vladimir Bujalka	International Economic Co-operation Department

**Office of the Government of the SR**

Ing. Ivan Ivancin	Office of the Government of the SR
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**Slovak Environmental Agency**

Ing. Miroslav Toncik	Director General
Dr. Jozef Dupej	Deputy Director General
Ing. Vladimir Benko	Director, Centre for Environmental Policy and Informatics
Ing. Miroslav Lacuska	Director, Centre for Waste Management
Ing. Dagmar Rajcanova	Head, Environmental Education Department
Ing. Zuzana Lieskovska	Head, Environmental Policy Department
Mgr. Jarmila Dupejova	Head, Director's Department
Ing. Jana Beckova	Project Manager of the REMP

**Other State Institutions**

A Representative	Slovak Institute of International Studies
Mr. Martin Kovac	Administration of Organisation of National Trust of Slovakia

**Municipalities**

Ing. Vladimir Fasko	Mayor of Brezno
Ing. Ladislav Kisely	Mayor of Levice

### **International and Foreign Organizations**

Mr. Peter Muska	Delegation of the European Union
Mr. John Leleu	REDIS Project of Know How Fund, UK
Mr. Juraj Farkas	REDIS Project of Know How Fund, UK

### **Japanese Government**

Mr. Akira Suzuki	First Secretary, Embassy of Japan
Ms. Akiko Nanami	Japan International Cooperation Agency (JICA), Austria Office

### **JICA Study Team**

Dr. Akira Uchida	Team Leader / Environmental Policy
Dr. Robert Whitcombe	Environmental Management Planning
Mr. Satoshi Nakamura	Groundwater / Soil
Mr. Kenji Fukushima	Surface Water
Dr. James Hindson	Environmental Education / Community Participation
Dr. Gabor Molnar	GIS Database
Mr. Ryoichi Ogawa	Work Administration

## **4. CONSULTATION SUMMARY METHODOLOGY**

In summary, the methodology suggested for consultation for a REMP is :

- (1) Identification of the stakeholder groups to inform and consult.
- (2) Agreement on the information which is needed by each stakeholder group.
- (3) Agreement on how the information is to be communicated to each stakeholder group.
- (4) Agreement on how the feedback on the REMP is to be collected and received.
- (5) Agreement on how the responses are to be incorporated into the subsequent drafts of the REMP.
- (6) Agreement on how the Final drafts of the REMP are to be communicated to the stakeholders and how they are to be informed about the incorporation of their suggestions.

### **4.1 Identification of Stakeholders**

It is important that careful consideration is given to the most useful stakeholders for a REMP. The Stakeholders that are needed are those that will build up a political as well as technical credibility for the REMP, and who will establish 'ownership' and commitment to the REMP and to try and ensure successful implementation. The identification of the stakeholders should be the responsibility of whoever prepares the REMP.

For this REMP there were four groups of stakeholders:

- (1) SAZP and the Ministry of Environment as the customer for the REMP.
- (2) Key Stakeholder groups. These included the Environmental Departments of the Kraj and Okres Offices, members of the Steering Committee, the Working Groups and the various State Institutions with interests in the Hron River Basin.

- (3) Other stakeholders. These included businesses, education, farmers, NGOs and other occupational and interest groups that have an impact on the environment.
- (4) The general public is also a stakeholder in the REMP

#### **4.2 The Process of Consultation**

The recommended achievable process of consultation:

- A) Customers of the REMP (in the case of this REMP the customers were SAZP and the Ministry of Environment of the Slovak Republic) should be provided with the full Interim Report in English and a detailed Summary. Comments should be invited through:
  - 1) Questionnaires and open responses in a written format;
  - 2) Holding a consultation seminar on the report
- B) Key Stakeholders should be provided with the full Interim Report in English and a detailed Summary. Comments should be invited through:
  - 1) Questionnaires and open responses in a written format;
  - 2) Holding consultation seminars on the report; specific seminars should be held for the Steering Group and the Working Groups;
  - 3) Depending on the number of stakeholders identified, at least one other consultation seminar should be held
- C) Other Stakeholders should be provided with detailed summary reports. Comments should be invited through:
  - 1) Questionnaires and open responses in a written format.
  - 2) Holding at least two consultation seminars on the report depending on the number of stakeholders identified.
- D) General Public

A short summary should appear in appropriate local newspapers with a cut out response form to be posted to SAZP.

The short summary should be distributed to a sample of local communities and responses invited by post and if possible through local consultation meetings in each of the five identified communities.

Once the responses from the consultation process have been received (a cut off date for responses should be made clear to all stakeholders) an additional report should be produced summarising the responses from the consultation process. The points which need to be incorporated into the subsequent drafts of the REMP should be agreed by the team responsible for the production of the REMP.

## **L.2 RESULTS OF ENVIRONMENTAL QUESTIONNAIRES TO MUNICIPALITIES AND INDIVIDUALS IN THE STUDY AREA.**

### **1. INTRODUCTION -- THE SURVEYS AND OBJECTIVES**

In the summer of 1998, the REMP Study Team and the SAZP sent the first 'environmental questionnaire' to all 264 Municipalities in the Study Area by. Nearly one hundred questionnaires (over 30%) were completed and returned by representatives of the municipalities. The questionnaire was designed to gain an understanding of what local environmental issues were of concern; which of these were the more important; of general attitudes towards the environment; and expectations with regard to the role/responsibilities of the public, state and local government for environmental protection and management. The questionnaires were sent to Municipalities (*Obec* and *Mesto*), since they have locally elected representatives and therefore their responses should provide a reflection of local views. Details of this questionnaire, including the results are given in section 2 of this Annex L.2.

A second questionnaire was prepared to find out about individual's attitudes towards the environment, their views on the quality and quantity of environmental education, and on participation in environmental decision making. The questions and results are given in section 3.

A comparison of the results of the two questionnaires is given in section 4 and an overall conclusion presented in section 5.

The results have been used to give the Study Team guidance on the level of local support for addressing the different environmental issues that occur in Study Area. The positive response to the questionnaires that was received, and the widespread concern for the environment that was shown, also provide justification for increased investment in the environment 'sector' by government and funding agencies.

### **2. THE FIRST QUESTIONNAIRE**

The text in Section 2.1 gives an interpretation of the results of the questionnaire, while Section 2.2 highlights some of the main issues identified by the responses. The guiding notes for the first questionnaire and the questionnaire itself are reproduced in section 2.3 and 2.4 respectively, and the results in section 2.5.

#### **2.1 Responses and Interpretation**

Q1. Most respondents (48%), when asked about the general status of the environment in the Hron River Basin, felt that there were some environmental problems.

Q2. When asked about the kinds of environmental problems in the Hron River Basin that concerned them, the top five ranked issues were:

1. Fly tipping
2. Domestic waste water
3. Domestic solid waste
4. Agricultural odour
5. Air pollution from cars

Q3. When asked to consider what the desired environment of the Towns and Villages in the Hron River Basin in the future would be, the top ranked answers were:

1. Healthy environment with no pollution
2. Beautiful natural environment with forests, rivers, etc.
3. Characterised by a humane atmosphere
4. Secure Employment
5. Sufficiently well managed parks and public squares

Q4. When asked about the environmental awareness of the public, the majority of responses (57.1%) indicated that most people were rather unaware of these issues.

Q5. Most respondents were willing to participate in Environmental Protection Activities as long as it did not affect their ordinary life (69.4%). If it did lead to some sort of degree of sacrifice of ordinary lifestyle however, the percentage of respondents willing to participate in some environmental activities was only 7.1%.

Q6. The most significant obstacle to the promotion of environmental protection was thought to be insufficient budget (35.2%), followed by poor public awareness (18%).

Q7. When asked to prioritise between Environmental Protection and Economic Development, most respondents (34.7%) thought that environmental protection was clearly the first priority. The second ranked answer (30.6%) indicated that greater emphasis should be placed on environmental protection than on economic development. In general therefore it can be said that the majority of respondents thought that environmental protection should be given more emphasis than economic development – but without wishing to make some sacrifices in terms of changed life-style.

Q8. 27% of respondents thought that everyone (State Administration, Municipalities, commercial enterprises and general public) should work in co-operation to implement environmental protection measures. However, nearly as many respondents, 26.9%, felt that Municipalities alone should be responsible for implementing environmental protection.

Q9. When considering Global Environmental issues the top ranked issues were:

1. Depletion of the ozone layer

2. Global Warming
3. Acid precipitation
4. Destruction of tropical forests
5. Pollution of the seas.

Q10. The top five Environmental Protection measures that had been implemented in towns and villages in the past five years were:

1. Measures to reduce the quantity of solid wastes
2. Tree planting or measures for its promotion
3. Measures to promote waste recycling
4. Water pollution control measures
5. Cultural conservation measures (to protect cultural monuments etc.)

Therefore the most popular projects do correspond, to a certain degree with those that were considered to be the top five environmental problems in the Hron River Basin. For example waste issues were considered to be a particular problem (Q2) and measures to reduce the quantity of solid wastes and to promote waste recycling have been implemented. However, some of the others do not correspond so well, for example take the case of air pollution. Air pollution from cars is ranked as a top five environmental issue, however, only 8.6% of the total Environmental Protection measures implemented were to do with general air pollution control measures (not just air pollution from cars).

Q11. When asked about the kind of environmental protection measures that respondents wished to promote in their town or village the top five answers were:

1. Recycling of wastes
2. Preservation of natural environment
3. Restoration of damaged environment
4. Promotion of an environmentally friendly lifestyle
5. Promotion of eco-tourism

Q12 Most respondents (25.3%) expected the financing of, and favourable taxation for, activities concerned with environmental protection/improvement from higher administrative bodies for the promotion of environmental protection improvement. The second (21.6%) and third (17.5%) ranking expectations from respondents were:

- Implementation of concrete projects for the protection and improvement of the environment
- Development of a legal system and policies that clarify the direction of environmental protection/improvement.

Q13 The three main roles of municipalities in environmental management were seen as:

- The implementation of concrete projects for protection and improvement of the

environment.

- The financing of and favourable taxation for, activities concerned with environmental protection/improvement.
- The development and enforcement of bye-laws that support environmental protection/improvement.

Q14. The two most effective means of promoting environmental awareness and learning in town and villages were thought to be:

Environmental education in schools;

Providing informative materials on the environment.

## **2.2 Conclusion**

The respondents to the questionnaire believed that there were some environmental problems in the Hron Basin – the most highly ranked of these were to do with solid waste and waste-water. This also showed in that the top ranked environmental protection measure that people wished to promote in their town or village was the recycling of wastes. They were most keen on attaining a healthy environment with no pollution in the future, and most people were willing to participate in Environmental Protection Activities as long as it did not affect their ordinary life. They also expected the financing of, and favourable taxation for, activities concerned with environmental protection improvement, and believed that clarification of the legal system and the preparation/implementation of policies and plans for environmental protection/improvement were necessary.

It was thought that the most significant obstacle to the promotion of environmental protection was insufficient budget. It was also felt that the public could be more aware of environmental issues. The most effective means of promoting environmental awareness was thought to be environmental education in schools and the provision of informative materials on the environment.

Most respondents felt that everyone should work in cooperation to implement environmental protection measures, but some respondents thought that Municipalities alone should be responsible. Similarly, the main role of Municipalities in Environmental Management was seen as implementation of concrete projects for the protection and improvement of the environment.

## **2.3 Guiding Notes for Completing the Questionnaire**

We should be grateful if you could arrange for this questionnaire to be completed by an

Individual and/or Group best able to reflect the general views of the residents of your town or village. Please give below brief details of the town or village and of the person or persons (group) who completed the questionnaire.

The questionnaire should be completed by hand in a black pen. According to the question, please either mark with a cross the number (or numbers) corresponding to your answers or rank the items in order of priority; the number 1 indicates the highest priority. A completed sheet is enclosed as an example.

Where a written answer is required, please write clearly by hand in the space provided; if this is insufficient, please continue on a blank sheet of paper and write clearly the number of the question to which it refers.

<b>Name of town or village</b>			
<b>Area of town or village (km<sup>2</sup>)</b>			
<b>Population of town or village (specify date - preferably as at end of 1997)</b>	<b>Pop.</b>	<b>Date</b>	
<b>Number of staff employed by Municipality</b>	<b>Total</b>	<b>Environmental and Public Health</b>	
<b>Name of Mayor</b>			
<b>Details of person who has completed the questionnaire</b>	<b>Age (years)</b>	<b>Sex (M/F)</b>	<b>Resident of Municipality (Yes/No)</b>
<b>Education (eg secondary school certificate or graduate) and Discipline (eg economist, forester)</b>	<b>Education</b>		<b>Discipline</b>
<b>Job title / responsibility in town or village</b>			
<b>Section or Department (if any)</b>			
<b>Did a group participate in the completion of the questionnaire eg Elected Council, Municipality Employees, Residents' Association?</b> <b>Yes / No (please circle)</b> <b>If yes, please describe the group</b>	<b>Group Description (including number of people)</b>		
<b>Name of contact person</b>			
<b>Telephone number</b>	<b>Fax number</b>		
<b>E-mail address</b>			