

# Environmental/soil awareness raising methods in Slovakia

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*“Nature is in advantage comparing to us - it can exist without us but we can not exist without nature...”*



# Three main principles of environmental education

- To teach pupils about environment
- To teach them via environment
- To teach them for environment

## *The aim of environmental education*

To form and develop such quality of their personality making them to be able to *protect* and to *improve* the environment

# Soil as a part of environmental education

- Soils are mentioned in:
- Biodiversity protection
- Deforestation
- Rational exploitation of natural resources
- Contamination of air, water and soil
- Acid rains – soil contamination by acid rain
- Waste – taking soil for dumping sites, contamination
- Urbanisation – soil sealing
- Soil erosion

# The topic *Soil erosion*

## ***Part 1 – primary school***

- Life on Earth and its dependance on soils (plants and animals)
- Soil bacteria, fungies and non vertebrates and their activities in soil - decomposition of organic waste, soil aeration
- Soil as renewable natural resource – *contraindication with Soil thematic strategy*
- Soil protection
- The role of plants in protection of soil from weathering
- Soil without plant cover protection – destroying activities of wind and water, soil particles removal

## ***Part 2 – secondary school***

- Soil and soil composition
- Soil types and soil importance
- Reasons for soil weathering (natural and man induced)
- Soil erosion consequences
- Types of soil erosion – water, wind
- Soil protection from weathering, importance of plant cover

# The topic *contamination of air, water, soil*

## ***Part 1 – primary school***

- The main compounds of environment – air, water, soil
- ....
- Importance of soils for the life on Earth
- Soil contamination – waste dumping sites, industry, agriculture
- Soil protection

## ***Part 2 – secondary school***

Soil as a part of environment

Soil importance for the life on Earth

Soil fertility

Mechanical damaging of soils

Soil contamination – dumping sites, industry, agriculture

# Environmental education evaluation

## Pros

- Quite complex
- Teaching via direct observing of nature, quises, playing, (mainly primary schools)
- Project concerning environmental protection – to find solution (secondary schools)

## Cons

- Environmental education is not individual subject

# Environmental protection needs

- The society has to change its thinking about nature – not just to use it but to live in harmony with it
- Solution – sustainability
- Environmental education – not „only“ family and teachers but the society as a whole
- Practical examples how to protect are needed instead of negative (environment damaging) ones
- Protection of environment must be focus for all parts of society



# Questionnaire for students – secondary school

- 135 respondents
- Students living in village/Students living in the town
- Girls, boys

Source: Tomas Paulovic, STU

# How do you consider nature?

- Nature is the place where I can relax – 15%
- Nature is the place to be protected – 35%
- Nature is our property and we can decide how to exploit it – 16%
- I would like to go to nature (forest) but I do not have time – 8%
- I do not want to go to nature, there are many places where I can have more fun – 26%

# Are you interested in environmental issses?

- Yes, I am interested – 43%
- Time to time – 52%
- No, not at all – 5%

# What are your feelings when you know about ecological disaster

- I feel terrible - 53%
- I am scared – 21%
- I am afraid – 15%
- I do not care – 11%

# How much time society spends for protection and reclamation of environment

## Boys

- A lot of – 72%
- Enough – 10%
- Little – 15%
- Very little – 3%

## Girls

- A lot of – 30%
- Enough – 3%
- Little – 65%
- Very little – 2%

# Is the protection of environment important?

## Boys

- Certainly yes – 84%
- Probably yes – 5%
- I do not know – 7%
- Probably no – 4%
- No – 0%

## Girls

- Certainly yes – 89%
- Probably yes – 4%
- I do not know – 5%
- Probably no – 3%
- No – 0%

# Do you contribute enough by your activities to the protection of environment?

- YES – 43%
- Little – 53%
- NO – 4%

# Influence of society

## Boys

- Family – 42%
- School – 15%
- Friends – 27%
- Life philosophy – 4%
- Religion – 0%
- Masmedia – 0%
- I do not know – 12%

## Girls

- Family – 42 %
- School – 15%
- Friends – 19%
- Life philosophy – 7%
- Religion – 4%
- Masmedia – 4%
- I do not know – 7%



# The main source of information

- Family – 61%
- Friends – 12%
- School – 58%
- TV – 47%
- Radio – 9%
- Journals – 21%

# Do they inform you in school about the importance of environment?

- YES – 74%
- NO – 7%
- I do not know – 19%

# How they inform you about environment?

- Literature – 19%
- In a positive way – 73%
- Encouraging way – 55%
- Discussion – 29%
- Another way – 0%
- No information – 0%

# Is there enough activities to prevent environmental damages?

- YES – 25%
- NO – 70%
- I do not know – 2%
- I am not interested – 3%

Bible: When God created light, day, night, animals and heaven bodies, every time he saw:

*"It was good".*

Only when God created human beings he **did not say**: *"It was good".*

Thank you for your attention

