

Different Ways of Environmental Issue Management by Active Citizens: Case Studies from Hungary

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The paper illustrates how active citizens can manage environmental issues by participation in local or national programs or events. The aim of this paper is to provide – on the one hand – the theory of social participation of active citizens with the focus on environmental issues. On the other hand, the paper attempts to illustrate the topic with three good examples from Hungary based on secondary information and interviews. The first one is a program of school gardens; the second one is an issue in Szentgotthárd and is related to the case of a planned incinerator, which was banned by the debut of local civic organisations some years ago. The third program namely TeSzedd (the program is about collecting litter in an organised campaign in Hungary) is a case, which is initiated by a top down approach but managed by local citizens. The results show that citizens can be active in shaping environmental issues but the most important factor seems to be that they need to be concerned personally about the issues.

Key Words: active citizens, social participation, environmental issues, management, good examples

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Introduction

Environmental issues can be managed by different kind of actors and different kind of ways. This study illustrates how the active citizens can participate in managing these kinds of issues. Recently, researchers have shown an increased interest in social participation in environmental issues. The aim of this study is to examine good cases in Hungary related to environmental issues management and to add to the literature by providing a list about the different kind of activities in environmental issues.

These three cases are involved in the research: the method of school gardens, a case in Szentgotthárd and the TeSzedd Program (the program is about collecting litter in an organized campaign in Hungary).

The first part of the study provides a literature overview about active democracy, active citizenship and environmental issues. This part lays out the dimensions of environmental participation and the activity list related to participation. The article continues by introducing three good cases in Hungary. The last part presents the conclusions.

The paper provides guidance also for practitioners and researchers and it also adds some possible good examples about managing environmental issues to the literature. It is possible to believe that learning how to manage these types of activities is our common responsibility.

Theoretical Background: Active Democracy, Active Citizenship and Environmental Issues

Active democracy (Reisinger 2009) means that citizens take part in those local, regional, national, or just like international issues, which can influence their life and wellbeing. In this democracy, citizens are open for shaping their environment, telling their ideas and solving problems together with other citizens or institutions. Participation of citizens and civil organisations can be termed social participation which is related to social responsibility; people who care about their society in a given way are responsible not just for their own life but also for their society (Nárai-Reisinger 2016). Newman and Tonkens (2011) have also investigated the relationship between participation and responsibility.

Active democracy and social participation need active citizens. The question arises: who the active citizens are. 'Citizenship defines rights and responsibilities, in turn creating a dynamic debate about the duties of citizens as members of the community. Traditionally, active citizenship has included participating in elections or referendums, standing for a political office, and actively or passively engaging as member of a political party or politically affiliated organisation. However, this strict definition has expanded. A core element of active citizenship is now seen as engagement in civil society through membership in or support of organisations, involvement in political debates and public consultation processes, participation in demonstrations or protests, volunteering, and awareness of topical issues.' (European Youth Forum 2013, 3) As it can be seen, participation is the core concept in this term. Also Hoskins (2006, 10) demonstrates active citizenship as 'participation in civil society, community and/or po-

litical life, characterised by mutual respect and non-violence and in accordance with human rights and democracy.’

Based on these approaches, it is important that active citizenship is more than just voting and knowing the rights, it means that active citizens take certain actions in favour of the society. In the literature, there is no unified concept about the potential activities of an active citizen; the approaches vary from author to author. In one of her previous studies, Reisinger (2017) identified 33 activities along the following fields (Jochum, Pratten, and Wilding 2005; Bee 2017):

- activities related to civil/non-profit organisations or good cases,
- activities concerned with local governments,
- activities from home,
- personal responsibility,
- monitoring and/or intervention in local/national issues, and
- political participation.

Each of the above activity groups include such activities, which are in some from related to environmental issues. Of course it does matter how far-reaching these issues are, who their participants are, and how much time is provided to get information about the given environmental issue, dispute, learn, evaluate the situation and to make a decision if it is needed. It also does matter whether it is a political/governmental issue or an activity that does not require decision-makers participation, that is to say the activity is the local initiation of the citizens. The question may arise why the participation of citizens, civil organisations is necessary at all in these issues. Gabriella Kiss (2013, 30) drew up its advantage that ‘the more value we involve in the process, the more the knowledge will be and the more the acceptance and trust will increase, and the more we learn democracy and are able to handle the risks together or to agree in avoiding them.’ Moreover, activity also means that type of behaviour when citizens behave by protecting their environment, e.g. collecting waste selectively, not lavishing resources, as well as when they appear as supporters in case of environmental issues. In case of these we do not speak about participation in decision-making but about issues affecting our environment in our everyday life. Figure 1, which was created by the authors based on information from the literature and the practice, illustrates the dimensions of participation in environmental issues.

Environmental conscious approach and environmental responsibility are needed to appear in rearing at an early age so that a society could have

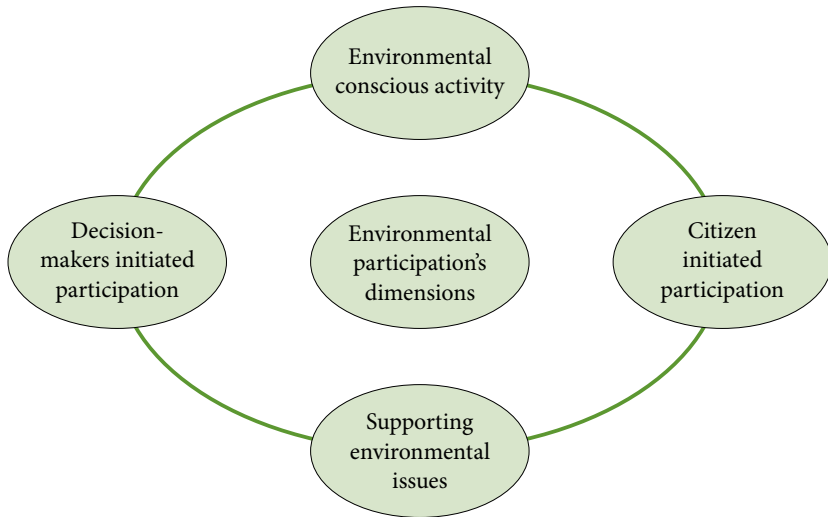


FIGURE 1 Dimensions of Environmental Issue Participation

the highest possible number of active citizens in case of environmental issues. Environmental conscious behaviour means that people habitually pay attention to protect their environment (Major 2012). A citizen will participate in social issues if they feel responsibility towards social actors and processes, which is also true for the participation in environmental issues. Besides responsibility, commitment and the will to act are also needed, thus those citizens who besides realising where they can reach changes with their participation, support, and ideas, also invest time and energy so that their activity could be seen in practice will participate actively in managing and supporting environmental issues. We think that formal education and familial patterns have determining role in this process. In case of education Yueh (2007 cited by Khademi-Vidra 2017, 68) enhances that ‘countries in Europe determined that environmental problems are specific to each country and each region and so countries should produce their own Environmental Education programs to solve their own problems.’

There are many ways of being active in environmental issues (table 1). This form of the categorisation of activities cannot be found in the literature, thus table 1 is the own concept of the authors and it collects and categorises the activities of environmental issue management. On the one hand citizens can be active in indirect way, which means that they do not take part directly in activities, but they support them, or they are in-

TABLE 1 Types of Environmental Issue Management Activities

Dimensions	Indirect way	Direct way		
		(1)	(2)	(3)
Environmental conscious activity	Getting information about environmental issues.	Collecting litter; Selective waste collection; Purchasing environmentally-friendly items; Energy-saving practices.		
Supporting environmental issues	Donating to civil/non-profit organisations dealing with environmental issues; 1% donation; Writing blogs on environmental topics; Writing letters to local representatives about environmental issues.	Signing up petition.	Volunteer activity in civil/non-profit organisations dealing with environmental issues; Being a member in civil/non-profit organisations dealing with environmental issues; Being a leader in civil/non-profit organisations dealing with environmental issues; Working for civil/non-profit organisations dealing with environmental issues.	Signing up petition.

Continued on the next page

formed. Perhaps it can be thought that these activities are not real participation but we think that they are. E.g. donating to civil/non-profit organisations dealing with environmental issues is a very important activity, because these organisations have an important role in environmental protection and environmental issue management. On the other hand citizens can be active directly, too, through many kinds of activities. Table 1 illustrates the activities based on the four dimensions shown in figure 1.

TABLE 1 *Continued from the previous page*

Dimensions	Indirect way	Direct way		
		(1)	(2)	(3)
Citizen initiated participation		Organising petition; Signing up petition; Collecting litter; Protesting; Interest conciliation.	Organising petition; Collecting litter; Protesting; Interest conciliation.	Organising petition; Protesting; Interest conciliation.
Decision-makers initiated participation		Participating in public hearings or local forums; Giving own ideas in public hearings or local forums; Participating in Citizens' Juries and in other forms of consultative methods; Giving own ideas in Citizens' Juries and in other forms of consultative methods; Giving opinions and ideas to environmental strategies and plans; Signing up petition.	Giving opinions and ideas to environmental strategies and plans; Protesting through legal way; Interest conciliation; Signing up petition.	Giving opinions to environmental strategies and plans; Protesting through legal way; Interest conciliation; Signing up petition.

NOTES Column headings are as follows: (1) personally, (2) through civil/non-profit organisations, (3) through organised movements.

Case Studies from Hungary

In this part, we illustrate good practices, which represent the literature background appropriately, and provide a good basis to synthesise it and think it further.

METHODS

The aim of this study is to illustrate three Hungarian cases about the environment issue management. This qualitative method offers an effective and reliable way to illustrate environmental issue management. Different

authors have introduced management techniques also with case studies (Kiss 2013; Kasymova and Gaynor 2014; Motherway 2003; Barclay 2016). The following three cases are involved to be examined:

- Local level: school gardens
- Regional level: the case of Szentgotthárd
- National level: TeSzedd Program (the program is about collecting litter in an organised campaign in Hungary)

Of course, there are other good examples in Hungary, however, our aim was to illustrate cases, which have many years of history, are successful, and show in a complex way how variably the citizens can contribute to environmental issue management. We chose cases, which illustrate well at different territorial levels how citizens can participate in environmental issues and form them. Although school gardens are nationally existing organisations, their operation is managed at local level, so they strengthen local participation. In case of school gardens, the emphasis is not put on solving a problem, but on environmental education, environmental consciousness and participation. The case of Szentgotthárd is a good example of how civil organisations and citizens can cooperate against an investment in favour of the area. The third example is a nationally organised movement, a few days long litter collection the aim of which is to clean the country, build community, and to raise environmental consciousness. We think that the method chosen is properly linked to the topic, since we can effectively illustrate with good practices and examples how diversely the citizens can be active in environmental issues management in practice. Table 2 illustrates into which group of activity introduced in table 1 the good cases chosen by the authors could be categorised.

The cases are based on the following information:

- homepages of the cases,
- documents,
- literatures,
- interviews during 2018 spring:
 1. András Albert Halbritter: founding member of the Hungarian Foundation for School gardens,
 2. Cecília Szigeti: local coordinator of the TeSzedd in Győr.

GARDEN BASED LEARNING: SCHOOL GARDENS

School gardens are not new organisations, their history dates back to the Middle Ages (Subramaniam 2002). Philosophers like e.g. Rousseau,

TABLE 2 The Cases Introduced by the Authors Based on the Groups of Table 1

Dimensions	Indirect way	Direct way		
		(1)	(2)	(3)
Environmental conscious activity	Szentgotthárd TeSzedd	School gardens TeSzedd		
Supporting environmental issues		Szentgotthárd	School gardens Szentgotthárd	Szentgotthárd
Citizen initiated participation		School gardens Szentgotthárd	School gardens Szentgotthárd	Szentgotthárd TeSzedd
Decision-makers initiated participation		Szentgotthárd	Szentgotthárd	Szentgotthárd TeSzedd

NOTES Column headings are as follows: (1) personally, (2) through civil/non-profit organisations, (3) through organised movements.

Comenius or Montessori at the beginning of the 20th century, all emphasised the role of school gardens and practical education. ‘School gardens provide a real world context for learning that is distinguishable from typical hand-on learning activities in the classroom, which tend to be simulation of real world experiences.’ (Ratcliffe 2007, 101, cited by Wei 2013, 15) School gardens are places in kindergartens, schools where children can learn how to plant and grow e.g. vegetables, but the method is more than just gardening. The different kinds of activities in the garden develop personality, healthy living, responsibility and many kinds of social skills (e.g. cooperation, communication, creativity, etc.). Plants are only tools for teaching children these kinds of things.

There are many reasons why school gardens can contribute to social well-being and environmental consciousness; here are some of them (Desmond, Grieshop, and Subramaniam 2004, 25):

- Gardens can create opportunities for children to discover fresh food, make healthier food choices and become better nourished.
- Gardens offer dynamic settings in which to integrate every discipline including science and maths, language arts, history and social studies, and art.
- Young people can experience deeper understandings of natural systems and become better stewards of the earth.

- School garden projects nurture community spirit and provide numerous opportunities to build bridges among students, school staff, families, local businesses, and community based organisations. o Links with school gardens, school food service programmes, and local farms can ensure a fresh nutritious diet for children while teaching about sustainable food systems.

School gardens can contribute to active citizenship because participating in school gardens teaches how to think and take care about ourselves, about our environment and about life. It helps being responsible for the environment, learning how to be conscious about the environment and gives certain methods to manage environmental issues. As Ozer (2007, 861) summarised: 'school gardens are a promising approach in promoting the physical, psychosocial, and intellectual development of school-aged children [...].'

School gardens have gained a real popularity all over the world, the first gardens appeared at the beginning of the 19th century, nowadays there are countries where the number of gardens are of the order of thousands; e.g. in Hungary there are more than 1 100 school gardens and their number have been still growing.

To support and coordinate Hungarian gardens the Hungarian Foundation for School Gardens was established in 2015. Founding members are all school garden leaders, so they not just manage the organisation but also participate in the everyday work of a certain garden. The goal of the civil organisation can be read on the homepage of the foundation (www.iskolakertekert.hu): 'We would like to achieve by children's own experience the practical learning of responsible environment use, as an adult the ability to think responsibility on their environment. We would like to support children to obtain basic gardening knowledge after finishing schools as teenagers, by which they could contribute to their food supply, thus reducing the dependence and insecurity feelings.' With the following types of activities the foundation can contribute to the development of the school gardens and thereby can raise consciousness in environmental issues:

- establishing the Hungarian School Garden Network,
- maintaining a homepage to provide information,
- establishing a professional team,
- coordinating the work of gardens,
- organising programmes.

In Hungary school garden-based education was present in teacher's training more than one and a half centuries ago, and the revival of this movement is related to the Department of Natural Sciences Course-Pedagogy at the Apáczai Csere János Faculty of Széchenyi István University in Győr. Students participating in teacher's training get training about what it means to maintain a school garden, to cultivate it and to teach and coordinate those children who participate in the operation of it. The students cultivate the school garden located in the area of the faculty together with the pupils of the university's elementary school. The leader of the school garden is a founding member of the foundation as well, moreover, he is an associate professor of the university too.

THE CASE OF SZENTGOTTHÁRD

Conflict is inseparable from development. There is no development process which would take place without discrepancies; the definition of advancement, development includes discrepancy [...] If a development action takes place in a given territory, the starting point of the involved active participants is not necessarily the same. Everyone may have their own specific conception about the procedures to be followed, even if development is the common point for all of them. [Caul-Futy 1997, 7]

One of the success stories of active citizenship movement at regional level was an environmentally damaging investment that had been impeded by the joint action of a Hungarian city and its inhabitants and the joined civil organisations (the introduction of the investment is based on the study of Bándy (2010), and is a further-thought, revised, and completed version of it).

The only cross-border industrial park of Hungary (and Europe) is the Szentgotthárd-Heiligenkreuz Industrial Park, which was established in 1997. In 2006 Begas Kraftwerk GmbH planned to build in this industrial park, a thermal waste recycling plant which is apt for incinerating 200 000 tons of waste annually. According to the company's investment promise including 115 million euro, the plant may be apt for the economic and long-term supply of electricity and heat energy to regional plants. The developed energy would fully supply the whole industrial park, the province of Burgenland (Austria), and a part of Szentgotthárd as well (Lebensministerium 2009).

However, the inhabitants of Szentgotthárd, the leaders of the city, several civil organisations, and some environmental initiations found the

building of the incinerator troubling. According to their objection, even though the incinerator would be built on the Austrian side, it would be only 100 meters away from the Hungarian border, in the immediate vicinity of Szentgotthárd city having 10 000 inhabitants, and right next to three national parks. It was troubling that the plant would be built on the easternmost part of Burgenland, the furthest from Austrian cities in a place where the prevailing wind direction is north-eastern. It all meant that environmental burden would mostly affect Hungary, the Órség National Park, the Szentgotthárd Thermal Park (investment value is 6.5 million euro), and the psychiatric institution in the surrounding area, the rehabilitation hospital, and the two elementary school educating one thousand children.

The investor got its own experts to make an impact study (RVH 2009) to prove that the plant would produce clean and cost-effective energy out of harmless waste. Begas emphasised its commitment to environmental protection and its high level of responsibility towards the quality of life in the region. In its environmental impact, study it clearly pointed out that the proper operation of the waste recycling plant did not have a negative impact on either the region or the direct environment. By building the energy park, Begas promised the creation of workplaces, and also adumbrated the possibility to minimize the costs of regional waste transport by building the plant.

The city of Szentgotthárd and its local government as well as the civil organisations learnt about the plan of Begas to build the plant right next to the Hungarian border first from Austrian, then from Hungarian media in the spring of 2006. Although the leadership of the city immediately asked for official information from the province of Burgenland, they did not get anything. After that, the city of Szentgotthárd turned to the Hungarian Ministry of Environment and Water. The Ministry asked for official reference from the Austrian government, but it was rejected by the Austrians by referring to the unavailability of an impact study which could be a basis for an official reference.

It is a highly important milestone that almost right after the news about the planned plant a civil initiation, the Pronas (Pro Natura St. Gotthard Civil Cooperation Association) an association containing more civil organisations was formed. The primary aim of Pronas initiation was to impede the building of the incinerator, and right after its establishment, it showed activity in this case. It attracted the attention with regular presentations, forums and demonstration, and maintained the interest to im-

pede the investment. Due to government interest, Begas stated in an official announcement that they aimed at incinerating the waste produced in Burgenland. It is, however, contradictory considering the capacity of the planned plant. Burgenland's annual amount of waste, which is apt for incineration, is 15 thousand tons, while the capacity of the plant is 250 thousand tons according to the investor. Technical parameters were examined by an independent engineer expert office (Data Bridge 2007) which, based on the investor's data, stated that the plant might be apt for incinerating even 325 thousand tons of waste annually. Due to these discrepancies, it was assumed that the investor did not only want to destroy the waste of Burgenland, but the plant's capacity provided the possibility to destroy the waste of other provinces and later probably that of the neighbouring countries.

Knowing the rate and amount of dangerous and non-dangerous waste is extremely important. Site selection was troubling from the viewpoint of air protection as well, especially if we consider that fact that the investor wanted to build the plant in an area surrounded by natural reserves. The Austrian impact study did not consider these aspects and did not contain alternative solutions. Based on the expert opinions, the local government of Szentgotthárd stated its attitude, and tried to solve the problem by continuously involving higher forum.

Accessing the status of party was a very important element in the process. The Viennese law firm entrusted by the local government highlighted that providing the status had been legitimate according to the Austrian legislations. The initiation got a wider space by accessing the status of party since some decrees could be impeded by it (the study of Gajdics 2012 describes the role of party status in more details).

Civils reacted to the problem very fast, and then an exemplary environmental struggle began by accessing the status of party. Pronas, as the only civil organisation having a party status, was able to act more effectively against the investment than the initiations of private individuals. They acquired financial sources by tender options for the events and the professional work, and then they fought against the building of the plant for six and a half years. Their activity was characterised by spectacular demonstrations and professionalism, the result of which was that they, as parties in the authorisation process, made themselves all the professional materials. Petitions compiled for Umweltsenat represented both professionally and legally such a based viewpoint, which was apt for making arguments in the course of decision-making. In the meantime, the 'simple' environ-

mental issue, beyond the legal process, became a political and diplomatic issue as well. Therefore the civils and the local government were backed by the competent ministry of the Hungarian government and the then President of the Republic (László Sólyom). The Ministry of Environment and Water (KVM 2008) also published its viewpoint according to which the requirement for constant governmental interference is reasonable.

Due to the civil movement's significant activity, they succeeded in gaining over and bringing out all the highest representatives of the country over, and in extending the problem to internationalisation. Because of the desperate work, the media dealt with the incineration on a daily basis.

In this case, the importance of active citizenship highlighted that its tools were much wider than protest. Manifestations may include such effective tools, which mean the category of civil obedience, e.g. human chain, banners, strikes, halfway road closure. In 2007 the activity of Pronas brought Pro Pannonia into being, which was a cooperation against the incineration consisting of three countries (Slovenia, Austria, Hungary); and also in 2007 the Austrian cooperation partner of Pronas, an environmental civil organisation, the Bigas (Bürgerinitiative gegen Abfallschweineerei) was established. It can be said that as a result of the significant civil cooperation, Pronas represented the interests and the wish of the inhabitants against the incineration in the most effective way, because due to its enduring activity the investor withdrew its plan to build the incinerator. The enduring work of six and a half years, 162 events, and the cooperation of 30 thousand people proved the power of active citizenship aspiration as well as its exemplary successfulness (table 3).

Conflict is inseparable from development. Based on the case of Szentgotthárd, an important statement can be made: the cooperation of an affected community with the support of civil organisations may reach exemplary results. The plant would have already been built in the Szentgotthárd-Heiligenkreuz Industrial Park if the civil organisations had not cooperated with the city and the citizens following the public protest. In this case the importance and the efficiency of the civil organisation can be measured in that it did not only play the role of a 'communication channel' (Reisinger 2010) during the mediation between the citizens and the investor, but it represented the case as a party during the legal forums.

TESZEDD! PROGRAM

The national level of the volunteer movement is the 'TeSzedd' Volunteering for a clean Hungary program (<http://szelektalok.hu/teszedd>). The

TABLE 3 The Chronological Order of the Most Important Events against the Incineration Plant

Important dates	Events
May 2006	News from the papers about the investment as a fact
June 2006	Civil protest at the border
July 2006	BEGAS Information Day in a Public Forum
November 2006	Establishment the PRONAS
2006–2008	Several conferences, protests, court files, referendum
February 2009	Burgenland Provincial Office gives permission for the plant
2009	More protests (inc. hunger strike), involving international lawyers
June 2010	Judicial permission in Austria for the investment
January 2012	In Güssing (Austria) Arnold Schwarzenegger's agitation for environmental friendly energy. Energy Globe Award for the ex-governor (USA).
May/June 2012	The Administrative Court Vienna cancelled the permission
November 2012	Declaration in official TV channel in Austria (ORF): 'There will be no waste incinerator'
2013–2015	Acknowledgements, conferences about the success, awards, prizes

NOTES Based on Woki (2015).

acronym 'TeSzedd' in English is 'YouPick Campaign' (official) which means that you pick up the litter yourself from the council land. This is a waste picking day, a national clean-up program organised by the Ministry of Rural Development and National Waste Management Agency. It has been taking place for seven years and organised in every September, and lasts three days long. The movement was first organised in Hungary in 2011 as an action against the illegal dumping of waste.

The aims of the action are as follows:

- to bring together all those who want to do it in order to live in a cleaner, healthier environment,
- to destroy the illegally decomposed garbage dumps,
- to promote an environmentally conscious way of thinking,
- to focus public attention on the importance of preserving a sustainable environment,
- preventing waste generation,
- to raise citizens' awareness on the litter problem,
- help changing people's behaviour.

TABLE 4 'TeSzedd' in Numbers

Year	Number of participants (registered)	Number of venues	Litter (in 1000 tons)
2011	162 000	1 500	No data
2012	110 000	1 500	3
2013	75 500	1 074	2,5
2014	180 000	1 800	2–3 (estimation)
2015	170 000	1 590	2,3
2016	190 000	2 240	2,8
2017	175 000	1 732	2,5

NOTES Based on data from <http://szelektalok.hu/teszedd/>, [www.ewwr.eu/en/take_part/lets-clean-up-europe](http://www.ewwr.eu/en/take-part/lets-clean-up-europe), www.kormany.hu, www.opsz.hu/teszedd-programleiras, www.unesco.hu/termeszettudomany/fenntarthato-fejlodesre/teszedd-orszagos.

In 2014 Hungary joined with its national program to the 'Let's Clean Up Europe' ('European Clean-Up Day') organised in all EU member countries. The head organiser is the European Committee's EWWR LIFE+ program, the European Week for Waste Reduction. Since 2014 Hungary has taken part in these two movements in May and September.

The organisers want to inspire people to get outdoors, get active and help clear up the rubbish that lies around us. The movement is growing year by year by the joining of people who have had enough of other people's litter and are willing to do something about it. The movement is also an excellent opportunity to develop a closer relationship between schools, kindergartens and families, but it is also a perfect team-building program for teams.

Table 4 illustrates the development of the program year by year. In 2014, when Hungary first joined to the 'Let's Clean Up Europe' program, the country alone (among all EU participant countries) fulfilled the collection of the amount of waste which the EU expected to be collected by all EU members in a four year period.

Joining to the program is easy: the volunteer can find the territorial coordinator person on the movement's website (<http://szelektalok.hu/>). After it he needs to register by choosing the nearest point to the volunteer location (find venue and date). Then the volunteer must go to the venue. On the spot, the coordinator and the other organisers provide all the equipment necessary including gloves, bags and best practices for collecting litter. Participants can join to the movement also collectively

e.g. from firms, public administration organisers and from the army, too.

The value of the work done by the volunteers is around 5 million euro per year. The number of the volunteers could be much more than that of the registered ones, because of the possibility to join randomly on the chosen venue. That is why the estimated number of the participants may be more by 30–40%.

The activity left a great impact on the community since they are already aware of cleaning their areas. Volunteering is a perfect way to participate in our community, meet people, and use the skills we have or learn new ones. It is also a great opportunity to try new challenges and connect with like-minded others.

Conclusion

The main aim of the paper was to show the literature overview of the environmental issues management and active citizenship and to introduce three Hungarian good cases about the practice. The method we used is broadly in line with the topic. We attempted to find out the dimensions and types of activities of environmental issue management. Our findings add to the growing body of literature on determining the types of activities in a direct and indirect way in four dimensions shown in this paper based on the concept of the authors. The good practices introduced by the authors can also be fitted in these dimensions.

The paper illustrated three cases in Hungary, the first case is a teaching method for young people, the school gardens. This case is not about solving a certain environmental issue, but is a good method to raise a generation who consciously deals with their environment, takes responsibility for their environment and for each other, learns to work together and to be creative, and by these as adults they will be able to become aware of those processes that require their participation. All in all, we stated that school gardens can be one of the main tools for educating active citizenship. In this process the Hungarian Foundation for School Gardens, the civil organisation introduced in this paper, plays an important role.

The case of Szentgotthárd is not only valuable as a success story, but it also illustrates well the issues of sustainability and development. The building of the incinerator could have solved a regional problem if we only examine one side. Because of its capacity, the destruction of huge amount of waste could have been handled successfully in an organised way. The plant promised workplaces, electricity-supply for the region free of charge, which creates very important advantages in economic opera-

tion and development. The growth of a system's capacity is useful as long as it is sustainable. If the 'by-product' of growth is destruction and demolition, development cannot be a need (Lányi 2012, 11).

The cooperation of local small communities is an important tool for ecological sustainability and environmental protection. Local cooperation induces global results. The domestic 'TeSzedd' program is a well-organised and successful action, but fortunately is not unparalleled. Local initiations have been growing everywhere all over the world, from Estonia to Egypt, from Kosovo to the United States. Globally millions of people join to waste collection actions, accomplishing a work valuing tens of millions of dollars or euros by country. In the global 'Let's do it!' movement 9 million people could be involved in 110 countries over 6 years (<http://szelektalok.hu/globalis-szemetszedes/>). It is a significant result, especially if we highlight that all these are based on individual responsible thinking and volunteering.

Results show that citizens can be active in shaping environmental issues but the most important factor seems to be that they need to be concerned personally about the issues. We think that the cases introduced in this paper are good ones as examples of environmental issue management and can contribute to the social participation and to active citizenship. In the future the knowledge about activities can be further extended and deepened by studying and analysing other cases and this knowledge can further develop both the theoretical basis and the possibilities of practical implementation.

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