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## **SIMPLIFY THE LANGUAGE**

To make education in time it has to start in time. To count only on knowledge available in school which starts in the age when the child is 6 or 7 years old is not enough, it might be too late. Forming of mind and awareness has its beginning before regular education that starts in a school, so **pre-start** education has important and inevitable role in raising two of them in a right way. Pre-start education is not just official education in the kindergarten but the atmosphere that should be felt by youngsters as a part of the culture they are living in and as a way of thinking and living in the world that surrounds as.

Raising awareness is making two components in progress: **mind** and **knowledge**. Mind is component that should be awoken, not only for the moment but for a permanent or at least for the most of the time, learnt how to think and act in way to contribute to soil preservation erasing mistakes from the past, making steps in the present and looking in the future. All of these have to be based on facts and knowledge. Knowing facts without being aware of them or acting thinking of something that is partially true or not true at all leads nowhere. But, acting thinking of facts originating from the knowledge brings most certain results, combining strengths of the both components that awareness consists of.

In a course to make knowledge on soil and environment in a whole understandable for the most of the people, specialties, actors in the region **scenarios** could be used as a tool. Conditionally, there are few types of scenarios: **positive**, **negative**, realized and possible. The role of positive scenario is to show all good (positive) sides of appropriate conducting to the environment and what one can get personally if he acts in that way. Negative scenario shows repercussions in case of incorrect behavior regarding soil and all the other environmental elements. Both, positive and negative scenarios, can be based on theoretical (scientific) facts witnessing situations that could happen or, at the other side, scenarios can be witness of situation that already happened in real.

Raising and maintaining awareness in the region is more efficient if accomplished through values which attach local people personally. So, remaining the roots they were coming from speaking about, not returning to the lower stadiums, but reaching traditional way of living and conducting to the natural systems as it was in a previous times with less technical instruments harming the soil if used in inappropriate way. Magnifying good values the progenitors had provoking since to follow the same path.

If the most actors in a space (region) become aware and information get into the **public mind** successfully question is: how to use those advantages? Opinions on knowledge and information actors dealing with need a place to be shared, exchanged, put into the dialogue. Dialogue takes important place in process because idea of one can be developed to upper level shared with other people. Concerning significance of getting together and

talking about current issues on environment and soil particularly finding space and time for expressing opinions is necessary part in organization of Learning Region. The matter of fact, finding it is not such a problem as giving it. That is the reason why all actors in region have to be aware on problem, not only scientists, local people, stakeholders but government as well.

**Equity in dialogue** is more complex demand as it seems at the first. Something that is obvious is equal position of each person from the local community that taking part in the dialogue but equity of both sides – local people and organizers (government)- is needed too. Right to evaluate opinion by the same values is not enough if right for bringing out one is not opened wide. Position (right) of chair man should be the same as position of any other person from the community in a course to reveal their thoughts about soil condition, possible solutions, remarks etc.

Sometimes awareness is not possible to be achieved observed from one point of view. More objective conclusion can be brought out if it is made by somebody from aside, who has completely different and "fresh" observation on things that are going on in the region. Therefore, **optic of foreigner** should be included in process of condition realizing weather it will be considered and accepted in a whole or partially.

The knowledge, more based on facts, is coming from the world of science and that source should be used for spreading information aiming raising awareness on soil, water, air etc. The issue is: how to ensure that knowledge will get to all kind of consumers – scientists from another branches, stakeholders, politicians, ordinary people, kids? How to make it understandable concerning expert terms that are used in professional levels? In two words how to **simplify the language**? The answer is will because the most of scientific words of importance for opening minds to a problem of soil condition within a public can be explained in a simple words or, even better, visual: mind and mental maps, icons, graphics, vignettes, models etc.

**Changing the roles** between scientists, on the one side, and politicians, stakeholders at the other, should improve results of dialogue but also results in a practice. Scientists have knowledge but stakeholders acting in practice dealing with partial interests on the first place while politicians make final decisions weather something will be done or not. Therefore, scientists should take place of stakeholders: for a couple of hours in a dialogue process and as a second preoccupation in the real life. Combining different quality approaches and experiences could brought effectiveness in making a Learning Region.

In making and finally realizing concrete projects should be supported by **data base**: for **exchanging experiences** among different countries, regions, developing ides from the similar projects that can be applied in other region etc.

Raising awareness is a serious process best if simplified to be understood by everybody because each of as, aware of it or not, makes influence on the soil and environment in a whole.