

INTERNATIONAL INTERNATIONAL TEACHER TEACHER



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View from Rodopi mountain near Plovdiv, Bulgaria

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We encourage International members to form local associations to which you deposit a contingent. IT-Post is free of charge for international colleagues - please mail a letter and your name and address to **Oksana Khomutenko Jørgensen** page 3

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The purpose of INTERNATIONAL TEACHER - Post

is to be the international quarterly magazine for “International Teacher Association”, - a network of teachers and pedagogues in order to promote a culture of peace and non-violence, which UN has defined as “*respect for human rights, democracy and tolerance, the promotion of development, education for peace, the free flow of information and the wider participation of women as an integral approach to preventing violence [and creating] conditions for peace and its consolidation.*” (UN Resolution A/58/11)

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THE EDITORIAL BOARD is open to all interested and active colleagues who want to support international understanding through educational work.

We are looking forward receiving your letter to the editor, an interesting article, pictures, students' work, pedagogical projects, information of common interest, “advertisements”, poems etc.!

Notice please: *Our English language might not always be perfectly correct, but we hope that the sincere intentions will be clear!*

Also notice please: Opinions expressed in the articles don't need to reflect the views of ITA or the editorial board!



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International Teacher Association Denmark 2016



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Generalforsamling den 5. marts 2015

Læs formandens beretning på hjemmesiden.

Et par højdepunkter:

- Simone er tilbage efter at have rejst verden tynd. Hun er klar til at gøre en indsats omkring kommunikationen (hjemmeside og Facebook)
- Lissie er vores nye kasserer. Svend Jørgen havde desværre valgt at trække sig tilbage. Tak til ham for en stor indsats.
- TAK til alle som har støttet vores indsamling til jordskælvsopfrene. Vi har modtaget særdeles gavmilde bidrag.

Do sign up for the annual meeting to Petia at petiagiozova@abv.bg and Ester at ester.winther@mail.dk

We hope to see a lot of our

Kontingent til ITA

Så er det tid til at betale kontingent 200 kr. (unge og studerende 50 kr.) bedes indbetalt pr 1. april på ITA's konto: 1551 16454494 eller indbetal på giro: +01< +16454494<

Annual meeting 2016 in Bulgaria



The programme for the annual meeting is ready. Petya Giozova has been working very hard on the planning, and now it is ready. We hope, that many of you would like to participate. We are looking very much forward to the annual meeting.

PROGRAMME

DAY 1- 3.07 – Sunday, arriving in Sofia,
Hotel accomodation

DAY 2 -04.07 – Monday

8 – 9h *Breakfast*

10h Departure to Plovdiv

12 - 12.30h Arrival in Plovdiv

13:00h Meeting Center for family-type
Children's House

14 - 14.30h – *Lunch*

14.30 – 17h - panoramic tour and the visit
to Old Town

17 - 17.30h - hotel accommodation in
Plovdiv

17.30h - Free time

20h - *Dinner*

DAY 3 05.07 – Tuesday

8 – 9h *Breakfast*

10h - Visit to a High School

12-13h *Lunch*

13h - Departure to Pamporovo

16 - 16.30h Hotel Accomodation

17h – free time, spa treatments

20h - *Dinner*

DAY 4 06.07 – Wednesday

8 – 9 h *Breakfast*

9-10.15h Opening the conference

10:15 to 10:45h – *Coffee break*

10.45 – 12h Conference

12 -13h - *Lunch*

13 - 14.30h - *Rest*

14:30 -17h - Panoramic tour of the resort,
lift to pik snow white – *Coffee time*

17 - 17.30h - Return to the Hotel

17.30 – 20h - spa treatments

20h - *Dinner*

DAY 5 07.07 – Thursday

8 – 9h - *Breakfast*

9h - Departure for Trigrad and Buinovsko
throat

10.30 – 12h - visit the Trigrad throat and
Devil's Throat Cave

12 - 12.30h - visit to the Buinovsko throat

12:30 to 13:30 *lunch at a restaurant*

14 -15h - Visiting Jagodina cave

15 - 15.30h - Free time

15:30 - 16:30h - Return to Pamporovo

16:30 to 17:30h - Free time in the village
Wide Laka

17:30 to 18:30h - Return to Pamporovo

18.30 – 20h - free time

20h - *Dinner*

DAY 6 08:07 – Friday

8 9 h - *Breakfast*

9 -10.30h - Settlement of organizational
matters

10.30 – 11h – *Coffee break*

11 - 12.30h – case studies

12:30 to 13:30h – *lunch*

14.00h - Departure to Sofia

15:30 to 16:30h - visiting to the Bachkovo
monastery

16.30h - Departure to Sofia

18:30 to 19:00h - Hotel Accomodation

20 *Galla Dinner*

DAY 7 09:07 – Saturday

8 9h – *Breakfast*

DEPARTURE

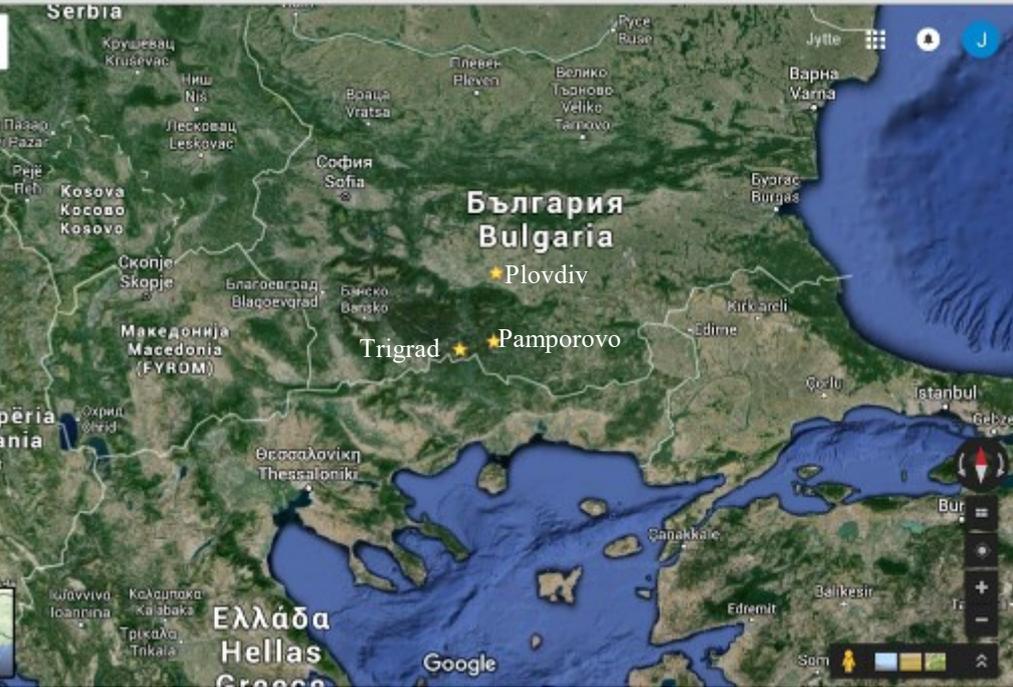
Støt skolerne i Nepal

Indbetal fx 100 kr. pr måned eller et engangsbeløb

Indbetal pengene på ITA's Nepalkonto: 8500 0003572137

Mange tak
for bidrag



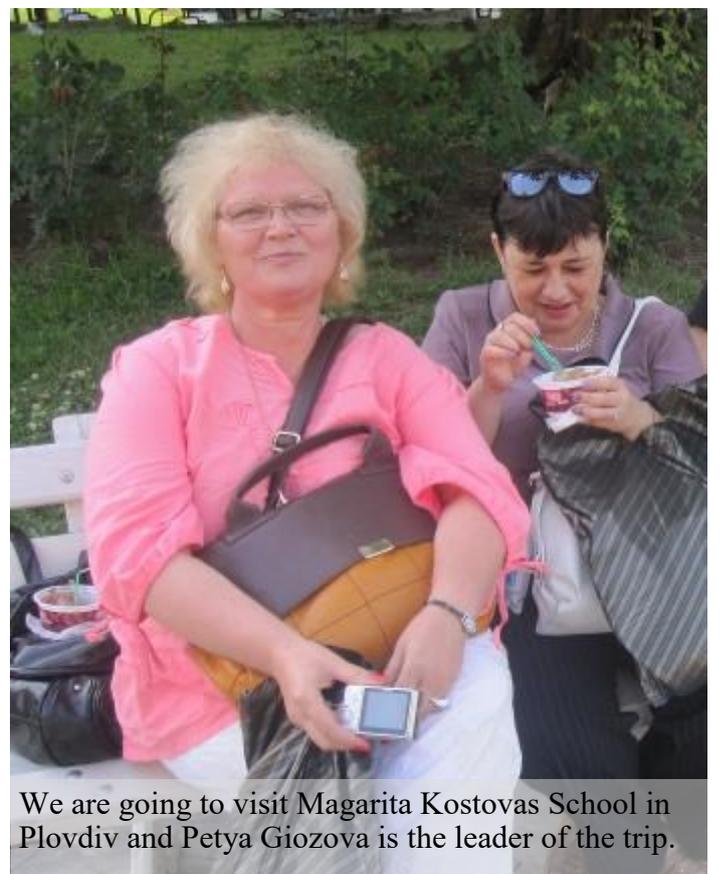


The mountains of Bulgaria
 This year we are going to the mountains of Bulgaria. Sofia to Plovdiv to Trigrad. It is going to be a great experience.

The conference fee is as usual 400 euro.



Snow white pick which is nearby Pamporovo



We are going to visit Magarita Kostovas School in Plovdiv and Petya Giozova is the leader of the trip.



Ethnographic Museum in Plovdiv



Theatre in Plovdiv



Trigrad

Something shocking about culture ...



By Oksana Jørgensen, Denmark

The modern world's opportunities for students are enormous.

You no longer need to study for your degree at one University only, you can combine different international programmes and spend each new semester in a new country, go on an Erasmus or a Magellan exchange, take a double degree from two universities at the same time, and so on. Living and studying abroad broadens your horizons, makes you self-confident and independent, allows you to experience the spirit and culture of different countries through your own eyes.

But being an international student is not always easy.

Along with all the liberating joys of moving away from your home country, you most likely will take your own journey on a very common emotional roller coaster

known as “**culture shock**”. A bunch of emotions, both positive and negative, often interchanging, is your typical companion when you are moving to another country or sometimes just another city. The graph below is made by University of Cincinnati and wonderfully displays one's possible mood curve.

Honeymoon

The culture shock starts with a positive stage, often called “*the honeymoon*”. As soon as you arrive in a new place, everything is new and exciting. You are starting to discover the new country and looking forward to your new and adventurous life chapter. What can be better, especially when you are young, full of energy and ready to conquer the world? If something in the new country seems strange to you, at this stage you find it interesting and maybe even exotic.

The initial culture shock

However, after some time, when your joy and excitement have settled down, the world around you does not seem so fabulous any more. You can see that many daily things are different from what you have been used to in your home country. Just to make your everyday life function, you need to adjust and learn new ways and procedures. In your host culture, people might go about ordinary things differently, for example, borrowing the books from a library, buying a train ticket, going to a doctor etc, which means you might need to learn this new way, or otherwise be seen as a weird stranger and even be met with suspicion or hostility. This period is often called "*the initial culture shock*" - the time when you feel confused and frustrated.

The adaptation stage

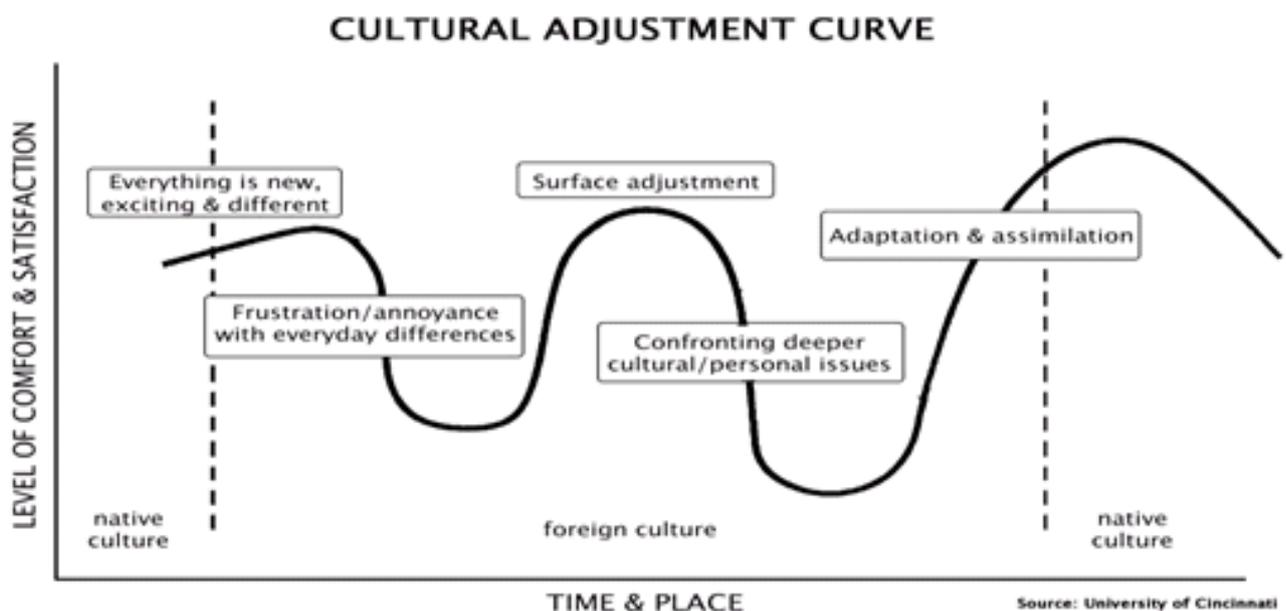
But this distressed period is over as soon as you have learnt the new way of life, new rules, manners and procedures. Now you are in "*the adaptation*" stage when you no longer feel a stranger and can easily be taken for a local, at least on the surface. Your mood is high and life seems to be bright again.

Culture shock

Now that you think you have finally learnt the country, you suddenly experience that you do not belong here after all. You understand that the values and the mentality of the locals is very different from yours; you start feeling homesick, idealizing your home country, maybe even feeling superior. All of this is often combined with loneliness, because you can see that the natives are not really eager to socialize or become friends with you, and are busy with their own lives. This stage is the real "*culture shock*", often expressed in tears, depression and questioning why you had come to this country in the first place.

Integration

This unhappy time comes to an end though once you have learnt the new culture's values and mentality. You might not necessarily accept those values, but at least you understand why the people in the host culture think and behave the way they do. Now, being aware of these cultural differences, you see the world more realistically, and you know how to behave and communicate with the natives. You





At the conference in Poland July 2015. Oksana Jørgensen is holding a presentation in Lechna, Poland

gradually start to feel comfortable, and after some time, your spirit improves as you now feel part of your host society - you are in the stage of “*integration*”.

Reverse culture shock

This could be the happy end of the story, but quite often when you are a student, after a year or a semester abroad you need to return home. Strangely enough, you go through the same cultural adjustment curve in your home country, but this time it is “**reverse culture shock**”. First, you are happy and excited about seeing your family and friends and being at home again. Then you realize that during the time you have been away, the life in your home country was not on stand-by, it went on and things changed. You might feel frustrated and even foreign. You understand the necessity of learning your home country again, catching up with all the changes. When you have done that, you are comfortable and satisfied again. But “the culture shock” might still happen, because now you see your home country with different eyes, you have,

changed yourself, your values might have changed as well as you maybe having adopted some from your host culture. This reverse culture shock can be accompanied with frustration and disappointment. But eventually you will get reintegrated and your home culture will feel like home again.

Culturally intelligence

The culture shock is the most common experience of people changing their habitual environment, be it by moving to another country, city or even company. For some it is a harder journey than for others, but there is not really a way to avoid it completely. However, it is possible to make it milder by being aware of this phenomenon, learning about the host country before going there, not giving up at any failures, and not sticking with people only of your own nationality when you are in the host country - by communicating with the natives as much as possible, and simply by being culturally intelligent.

School and Family in connection for Educational and Living Values



Professor Marina Azarenkova, Transport Academi, St Petersburg, Russia with her students

By Marina Azarenkova, St Petersburg

Take up education through teaching and upbringing where Culture of communication through common sense and reliability of living values becomes Art. Only then everyday life of teaching and upbringing turns into exciting experience of wisdom and beauty.

The climate and the spirit of an essential group- School (teachers) and Family (parents) is in the centre of attention . This group determines the nature of educational contribution to personality's development in different stages of intellectual and moral stability for the sake of forming and strengthening personal abil-

ity to be useful, demanded, respected and loved. In your professional group, in your family, in your country, in the world. This is the very global aim of teaching and upbringing in School, College, University. Nothing is comparable to the sagacious insight which empowers people to act wisely. And in the long run, no person can prosper as a perfect, smart. Skilled and strong personality out of proportion to the quality and quantity of wisdom and values he exercises.

School starts in Family, Family continues in School

School starts in Family, Family continues in School, because it is a prolonged way of eternal education. In ideal variant it learns to remain open and receptive, proving ability to remain clear and honest.

Family and School (then- college, university..) explain how to classify own conflicts and remain gentle with all functions, how to overcome your lack of knowledge and help yourself to learn to learn. Unity of family and school on the way of growing a personality is a model of common combined practice. The point is acting in one direction- understanding impossibility of learn and raise without connection with each other.

Cultural values is an intellectual and spiritual treasure of intercultural generations.

A cultural approach to essential values in education through theory and practice of teaching-upbringing seeks to build knowledge about teachers' and parents'

cultural changing role in today's multi-cultural society. Cultural values today-intellectual and spiritual treasure of inter-cultural generations.

While there are tensions and misunderstanding within and across societies, intercultural engagement through correct professional and innovative cultural School-Family teaching is becoming more and more important as intellectual vehicle for cooperation and peace. National traditions, scientific discoveries, history and literature, etc .- remain active about education and creating a real leadership in classroom and family. As a result , self-estimation and self-understanding is the reward for doing the work, which arises naturally out of the work.

Teachers and parents are team players in a play

Teachers and parents are team players in a play , where everyone is to act in behalf of the others. Connection as unity of School and Family is to explain through real practice to all interested that nobody can search for and get personal fulfillment of life's potentialities without the habits and skills, gained in family and school lessons. Teachers and parents are to centered so that we can negotiate and communicate with each other, joining the efforts in

the direction of the witty point of view of Personality itself, People around, Human needs, Useful activity, Witty

words in a dialogue for the sake of Peace and Justice, Kindness and survival.

International Teachers' Association, hope to save the life treasures.

All these are concrete aims of International Teachers' Association, looking forward in hope of saving the life treasures. Our common work , practical and theoretical , in different countries and with different people, helps us to be useful as professionals and demanded for those we are carrying for- teachers, parents, students. It is our mission and our duty. The themes of our research practice are: " Parents' opinion concerning the process and results of teaching (at school, college, University); " My beloved lesson at school, taught in a family"; "Meeting of teachers and parents: what for and what about?" ; " Living values from home for educational sphere in classroom": " Teachers and parents have so much in common" , etc.

We learn to identify ourselves with the hopes of the world

System of effective pedagogical experiments, being worked out and approbated on different stages and levels with students and adults in some educational institutes appeared to be productive and resulted in promoting dialogue across national family and classroom's traditions. Due to our common work's contribution, being armed with information needed and urgent, we learn to identify ourselves with the hopes of the world, helping the others by helping ourselves.



Annual meeting in Poland 2015. Marina, Russia and Ainur, Turkey

How to Make Teaching English Language Interesting



By Galina Dougashvili, Georgia
The profession of a teacher is not easy, especially a teacher of English. Thus a teacher of English should do everything to make her students love English.

Learning English should be pleasant process for students. That's why I use different methods and strategies while teaching. I have various activities at the lessons to make my students interested in this subject. I always take into account my students' ideas about different questions and always argue about them with great pleasure. We often discuss essays at the lessons and I'd like you to get acquainted with them through ITA newsletter.

Here are some of them:

The title of the essay is: Some people choose friends who are different from themselves; Others choose who are similar to themselves. How do you think and why?

..... Friendship is necessary in our life. Friends are people with whom we can share our secrets. Friends are people who we rely on. I try to choose friends who are similar to me. The advantage of having such a friend is that you have the same opinions about different questions, you always trust them, you feel comfortable with them, you do something together, that is enjoyable for both of you. So it's great to have a friend who is similar to you.

Ann Sikharulidze

Grade X|

Another student wrote: Relationship with friends is very interesting, amazing and of course it gives you life experience. I had a friend who was various from me. We had relation for four years and it finished because we didn't have similar interests. We had different characteristic features, habits... Now I have a friend who is similar to me. We have much in common, we always have fun when we are together. I am happy to have such friends. I can't live without them.

Thus to my opinion you should have friends who are similar to you.

Elene Okribelashvili

Still another student Ann Chachanidze Says It's better to have friends of different character---it helps you to develop, you learn a lot from each other. Sometimes you even argue but without it relationship will be boring. So, Ann thinks it's more interesting to have friends who are different from you.

My students like to talk about their future life as well. So I try to give them a chance to talk and write about it. The topic was: "Write a Letter to Yourself about What You Want to Achieve in Five Years Time. Think of Three Goals"

Here is what one of my students

wrote:

“Dear Ann! I haven’t written you for a while because of my schedule and now I want to talk about my goals and plans. Life is full of surprise and no one knows what will happen tomorrow, but still we make plans. Firstly I want to study at the university. I think much about my future, and I try to take good decisions, after graduating from the university I’d like to continue my study abroad to get much better education, more knowledge and experience. The second goal is: I want to travel around the world and have really good time. I always wished to see different countries together with my friends. When you work hard and also have good time during your travelling the only thing that is left to live on your own is to get a good job. So the third goal is to work in a good place. These are the three most important things that I want to achieve in the near future. But all of these things need a great deal of work and I am ready to do it....

With love Ann

Another student wrote: Nearly everyone thinks about how they will live in future, what they will be doing in ten years’ time. As for me, when I was a child I wanted to be a successful doctor. I thought it was easy, but now when I am 17 years old I have quite different opinions about life and about my future. Everything is getting harder, I often think about my future and I often get advice from adults. Nowadays I have lots of plans to do in 10 years’ time. First of all I have to finish school with high marks and pass my entrance exams at the University successfully. After graduating from the university I want to go abroad to continue my study there to be more qualified and educated. I’d like to have a family of my own, so I’ll marry at the age of 26-27. I hope I’ll have a good job to earn for living. I hope my dream will come true, and

I’ll reach my goals.

L R.

As far as my students have holidays in winter and then in summer we discussed the topic like this: “Some people plan every detail of their vacation in advance. Others prefer to leave most details flexible or open to chance. Which do you think is better and why?”

I’ve got very interesting ideas from my students about this topic and I’d like to share them with you.

The 11-th grader Mariam wrote the following: “Life raises a number of controversial and urgent questions. Depending on personal experience and emotional concern we find some people holding the idea that it is better to plan every detail of our vacation in advance, meanwhile others state without hesitation that it’s better to leave most details flexible or open to chance. If you ask me I prefer to plan every detail of my vacation, and from my point of view planning will be profitable for everyone. We don’t have much time to rest, so if we don’t plan our journey it will be waste of time. We must use every minute of our free time. Planning helps us to remember the things we want to do or wonderful sights we want to see. Besides if you plan your vacation you’ll spend money more carefully. In a nutshell it’s better to plan every detail of vacation in advance for many reasons.

Roma Kukchishvili opposes his friends with his opinions about this question and writes: “There are a lot of planners who plan their whole life and do everything according to their “check list” I like most when things are happening by themselves. It’s more interesting when you are solving the problems you were not expecting. I don’t like planning vacations either; Life is a big game, you mustn’t plan anything, it’s not about winning or losing, it’s about getting experienced and become a good gamer with great sur-

vival skills.

My students often discuss the topic about “Generations” So I gave them the task to write about the following essay: “Generations----- Parents and Us”.

My students have various ideas about this question. It’s interesting to listen to their opinions:

Parents in the USA seem quite different and they really are. Their children are more independent than we in Georgia are. They have more freedom. But still there is a big difference between generations and it is not an unusual thing. In our country children depend more on parents. We have got their influence on lots of things and I don’t know if it is really good or not.

Ann Jamrishvili

.....My parents are young and our opinions about different questions are the same but of course they have different views as well. My family is democratic and we try to solve many problems together taking into consideration each other’s ideas, We have friendly relationship and I am happy to have a family.

Ann Mchedlishvili

.....There are three different generations in my family, and I see that there are great differences among those generations, especially between my grandparents and me. My grandma doesn’t like the clothes I wear, the hairstyle that I have, that I don’t play the piano (instead I spend a lot of time at computer).

Tamar Mentetashvili

..... Differences between generations is the main problem in the whole world. They lived in different period when everything was quite various from nowadays. For example they didn’t have computers, telephones and other things. Now in the epoch of technology we have access to them and our parents don’t like when we spend a lot of time at computer,

They think it’s a waste of time. I often fight with my parents about this question. I think this is the problem which will exist in future as well.

Mary Kavlashvily

As I’ve mentioned above my students often talk about their future. Of course I am interested in their opinions and so I gave them such a task:” A Letter to My Teacher 20 years later”

Their letters were sincere and very exciting, though they are private, I still think it will be interesting for others, for the readers of ITA to get acquainted with them.

.....Dear Teacher! Hello! I just wanted to say that I miss you very much. Are you teaching still in the same school? Is there the same situation there? If you are interested in my life, I don’t work anywhere, I am writing some novels, and sometimes short stories and poems as well. They are published in local journals and I am proud of it. I live in Norway now with my family, it’s a bit cold (not bit, but...), but the nature of this country is really incredible, and it’s the country of my dream. People here are very nice and I feel like I am at home.

Love Always, Misho

.....Dear Teacher! I am your former student. I miss you so much, I miss your lessons. I got great experience from your lessons. Now I live in New York City and I will be glad to see you again after so long time. I am a journalist and I love my profession and my job greatly. Some day I will come to Georgia and take interview from you to write about your great professionalism in American newspapers.

With love Marita

.....My Dear Teacher! How are you? I hope you are OK. I miss you very much. You were a very good teacher. Your lessons were always very interesting with a lot of activities. I remember our first



Annual meeting in Bulgaria 2014. From the right Raisa, Moscow, Russia, Galina, Georgia, Petia, Bulgaria and Magarita Kostava, Plovdiv.

meeting. When I first met you I thought you were very strict. but I should say that you made me love English and I am happy that I had such a teacher as you are.

I always wanted to be a doctor. Now I live in London and I work in the hospital. London is a very big and pretty city, but I miss my town, my parents and my friends.

I am planning to arrive to Georgia for some time this summer. I will visit you by all means and will talk a lot about different questions as usual (as we did at our English lessons).

Your former student Tatia

In the end of school year my students say "Good—Bye" in different ways:

"I want to say Thank You because you are the best English Teacher I have ever had"

"We had very interesting English lessons that I will never forget, thank you and good-bye.

"Our English lessons were always different and that was great, thank-you"

"When I was at the English lesson I always felt good and free, there was always a good situation, thank-you and Good –

bye"

"I learnt many things from you, I am very thankful because you gave us a lot of useful and important advice. I want to say Good-bye and I hope you see you next year again"

"Good-bye my Teacher! I was so happy to spend this school year with you. I want to say "Thank You " for everything you have done for us"

"I felt always comfortable at the English Lesson. So I don't want to say Good-bye but I hope we'll be together next school year again.

"I want to be quite sincere your lessons were quite dynamic. I loved the lessons when we had some fun-playing games... Hope to continue the same next year."

"Good-bye! I promise you to be a better student next year."

GOOD-BYE MY STUDENTS!!!

I promise I'll be with you forever wherever you might be.

I am proud of all of you!!!

With love your teacher:

GALINA DUGASHVILI

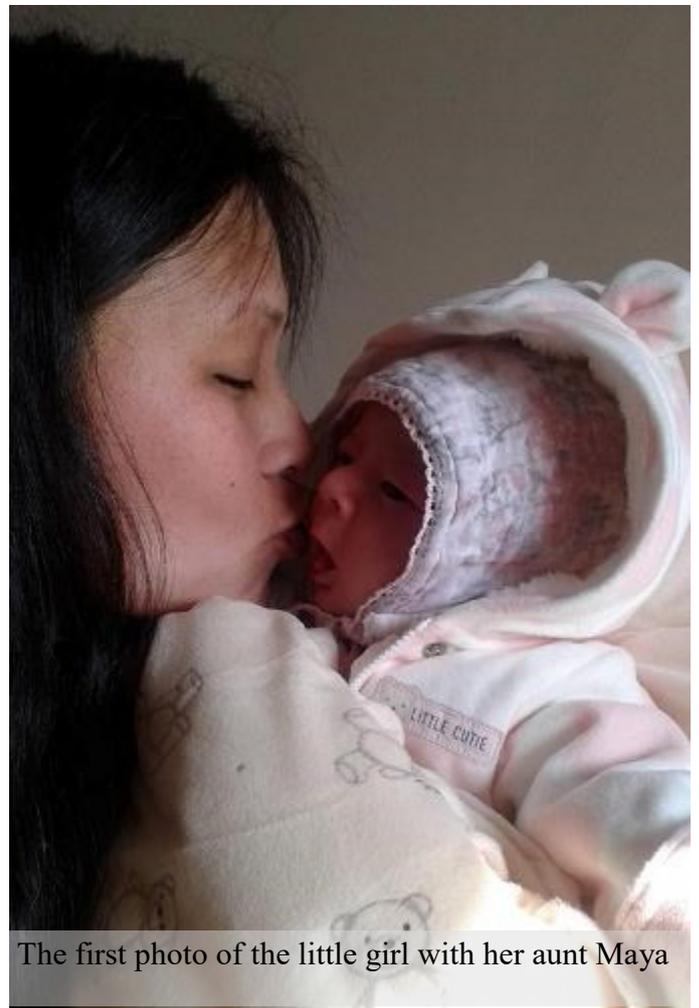
RUSTAVI GEORGIAN GYMNASIUM



On the 9th of January a little girl was born in Nepal. Her name is Jasmine Dolma Lama and she is the daughter of Dhiki Lama and our very valued ITA-coordinator in Nepal Jimmy Lama. The ITA-family wishes you congratulation and good luck. Welcome to the world.



Jasmin means peace and prosperity



16 The first photo of the little girl with her aunt Maya



How to make a good climate in the classroom

By Jytte Svendsen, Teacher

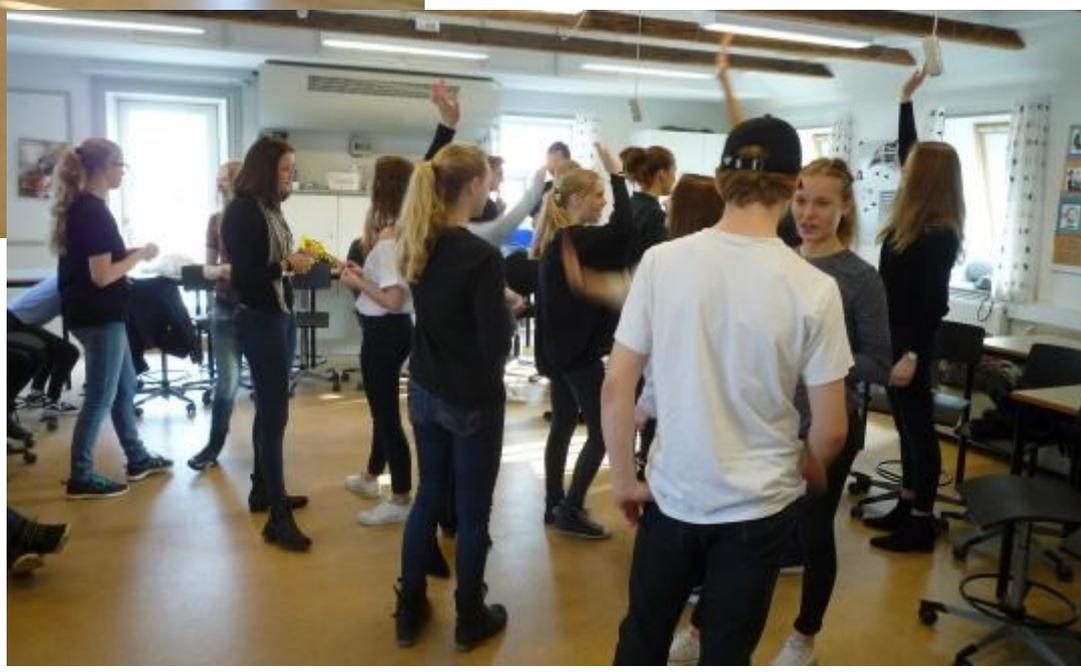
In Helms School, Korsør, Denmark we every spring use a whole day working on how to avoid harassment and create a good climate in the classroom

We started to built Lego WeDo. You have to built figures—a bird and a monkey, and then you are going to connect the figure to the computer and you can program it to move. Everybody worked very hard and enjoyed themselves.

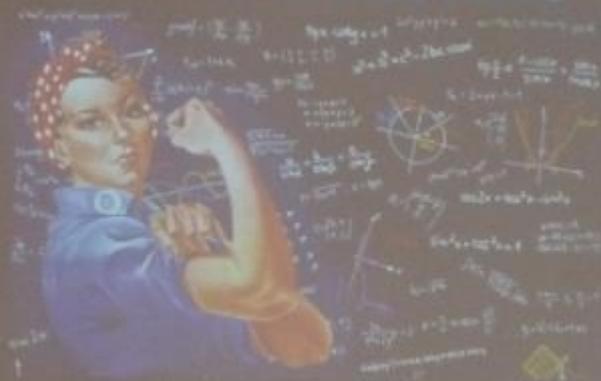


After that we had a course in Mindfulness. You learned about how to make room for each other. How to accept differences between the classmates.

What is the difference between self-esteem and self-confidence. They sat down and told each other positive things, that could strengthen the self-esteem and self-confidence among the class mates.



Mathematics - the basis of the mind



Mathematical Education - the basis of mathematical culture

Mathematical Culture

By Galina Markova, Vladivostok, Russia
Translated by David Magee, UK

Marcus Tullius Cicero, the Greek philosopher, asserted that "culture - is the cultivation of the human soul." Translated from the Latin culture means, "the cultivation of the mind through education." It is divided into the material and the non-material (spiritual). Under the material, culture refers to material works, objects created by human hands. Spiritual culture refers to the norms, rules, ideas, science, education and everything else that makes up the 'human mind'.

The concept of "mathematical culture" is interpreted as a being part of human culture.

Mathematical culture is a system of mathematical knowledge, skills, mathematical thinking and creative self-development, which are significant and used by people all the time whatever activity they are engaged. Low mathematical culture therefore could become a serious obstacle to the development of the mind and human life by significantly limiting the choice and range of its activities. This in turn would limit the growth and success of individual countries by seriously reducing the academic, economic and scientific research and development needed for it to

grow and be competitive.

Mathematical culture is characterized by the assignment and processing of knowledge in all mathematical heritage and the practical application of this knowledge. The formation of mathematical culture is achieved through adopting a specially organized, planned, purposeful and gradual process of transferring and assigning students to mathematical knowledge, appropriate to their level. To do this, you need to

develop an interest in teaching the subject and to educate students as to how and why they are studying it so that they recognise its importance in their lives.

The importance of learning Mathematics

The development of this interest will have a major impact and form the organization of the teaching. In our work we use a kinesiological set of exercises before class (kinesiology is the gymnastics of the brain). These exercises develop the brain corpus callosum (interhemispheric interaction). A significant part of the cerebral cortex of the human brain is occupied by cells that are related to the hands, especially the thumb. That's why such exercise is important for fine motor skills. Typically these exercises comprise: ring, fist-edge-palm, ear and nose.

Well hosted the brain, is worth more than the brain, well filled

At the same time, mathematical knowledge is the not the only requirement for a better life and development. The well-known thesis of the French philosopher Michel de Montaigne: "Well hosted the brain, is worth more than the brain, well filled," or - the brain which is well arranged is better than the brain well-filled helps us to understand mathematical culture. "Mathematical culture treats the unity of the well-arranged and well-filled

«Culture - is a cultivation
of the human soul»



Culture is a cultivation of the human soul. Galina Markova is holding her presentation in Lechna, Poland

brain. " What is "the brain, well arranged?" This is when all the parts of the brain are synchronized. Since the entire reality around us is actually established in mathematics, it can be argued that we live in a mathematically cultural environment. The acquisition of spiritual culture is carried out through training. Mathematical Education - is the basis of mathematical culture. Particular attention is paid to assessing how students have mastered a variety of ways of studying mathematics, the ability to apply mathematical language in school, to justify their judgments and actions, the ability to work with various information sources and the ability to graphically display the basic laws and the results of calculations and measurements. Mathematical Education aims to:
Give a mastery of specific mathematical knowledge to be used in practice and to

study related subjects for further education.

Giving the child a certain amount of knowledge and skills, which will enable them to tackle the subjects which are put before him at school. It must include the creation of conditions for educational activity, revealing the reserves of the body, contributing to the growth, development and preservation of the health training activities. Kinesiology classes provide cumulative (cumulative) effect increasing mental efficiency and optimizing the psycho-emotional state.

Russia introduced the second generation of standards

The past few years have seen a significantly increased desire to update the content of school mathematics education and reforming the teaching of mathematics.



Galina Markova just arrived to Poland from Vladivostok

So in 2011, Russia introduced the second generation of standards (GEF). Thus, GEF second generation - is a normative legal act. The standard is intended to play a crucial role in the education and development of highly moral, creative, competent and successful citizens of Russia. The Standard is based on the system: an active approach aimed at achieving not only the subject of educational results but, above all, the formation of the personality of students through the acquisition of a universal way of learning activities.

It is essential to equip students with levels of mathematical literacy

In this regard, improving educational technologies, the development of which takes into account the following trends in the development of education, from rote learning to learning as a process of intel-

lectual development, from the reproduction of knowledge to their productive use and application depending on the task. To do this it is essential to equip students with levels of mathematical literacy.

Mathematical literacy refers to the ability of students:

- To identify problems arising in the surrounding reality, which can be solved by means of mathematics;
- To formulate these problems in the language of mathematics;
- To solve these problems using mathematical knowledge and methods;
- The methods used to analyze the decision;
- To interpret the results taking into account of the problem;
- To formulate and record the final results of the solution to the problem.

Mathematical culture is necessary for a creative thinking citizen

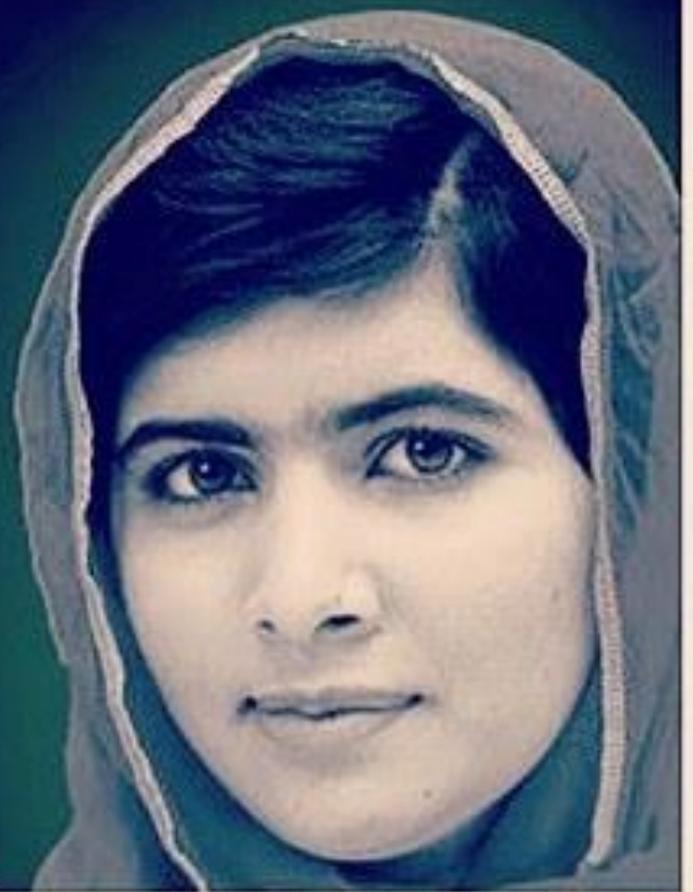
zen

Mathematical culture is the culture of the subject areas of mathematics, which is of practical and applied value. Just as physical training is necessary for physical health and for the development of the brain, it is necessary to train the intellect and its system of mathematical proofs and problem solving, which can facilitate the formation of attitudes and the acquisition of essential skills and knowledge required in later life and work.

Mathematical culture is formed in the learning process and is necessary in human life for current and future personal, professional and social life in the family, society and the life and creative thinking citizen.

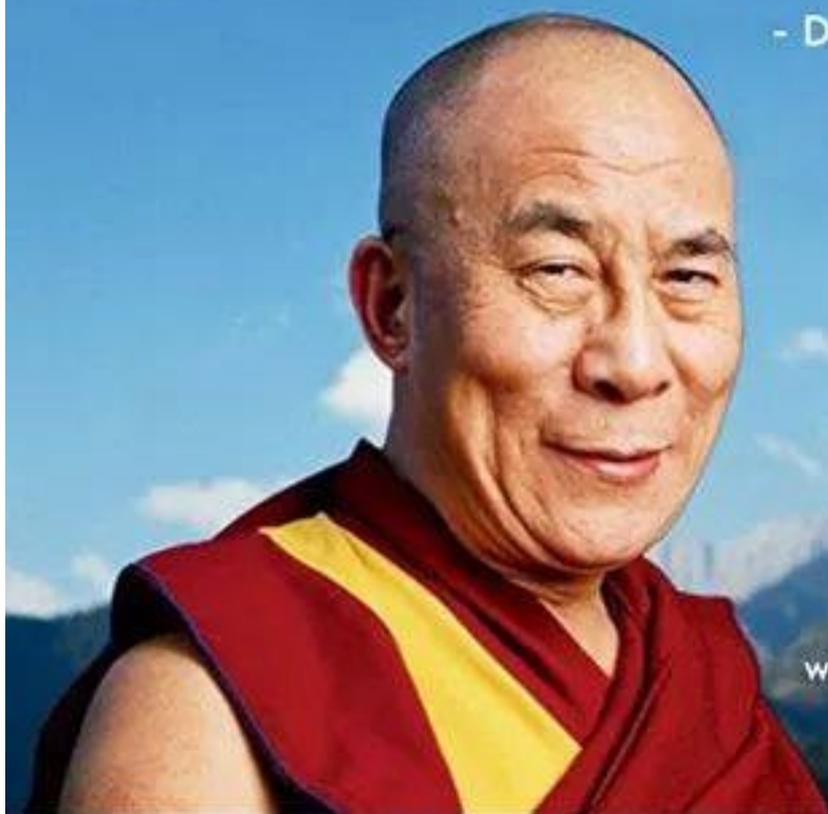
WITH GUNS YOU CAN
KILL TERRORISTS.

WITH EDUCATION
YOU CAN KILL
TERRORISM.



THERE ARE ONLY TWO DAYS OF THE YEAR
IN WHICH NOTHING CAN BE DONE.
ONE IS CALLED *YESTERDAY* AND THE
OTHER IS CALLED *TOMORROW*.
THAT MEANS *TODAY* IS THE IDEAL DAY
TO LOVE, TO BELIEVE, TO CREATE AND TO LIVE.

- DALAI LAMA



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Song-based activity at the English lessons



By Olga Sapunova, Rumyantsev Secondary School, Pikalevo, Saint Petersburg Region, Russia

I'd like to talk about something entertaining and share my experience in teaching with songs and chants – song-singing approach as I call it.

Song-based activity is highly appreciated by Sarah Williers, a famous methodologist from Oxford who lectured in Saint Petersburg some years ago. On 3d October 2000 she said: 'Teaching English with songs is not only for fun, it's a serious pedagogical strategy'.

1. Before the time when I started singing in the classroom I had discovered that teaching English was more than just teaching Grammar & Vocabulary. It was also about dealing with noisy and unmotivated youngsters and the huge variations in ability and learning styles in the same class.

I considered that I would feel more comfortable if I acknowledged at the outset what my intuition and experience told

me: that the widest possible number of activities I was interacting with would help me to solve the range of my problems in the situation when there were only torn and dirty Starkov-Dixon's course-books with missing pages in them. There was no English classroom, any teaching equipment.

A further reason why I decided to adopt 'song-singing approach' was that I always enjoyed listening to music and I had a dream to sing the song in English. Remember ABBA: 'I have a dream, a song to sing that helps me cope with anything...'

It was a challenge to try and present English songs for my students who thought singing was a waste of time, and convince them of the validity of such kind of activity.

Having decided to conduct a students' orchestra I now needed to decide how best to access songs in the classroom.

Soon I discovered why songs specially constructed for the teaching of particular structures have failed to arouse the students' interest and have often proved to be boring and artificial. (Although jazz chants and songs created by Caroline Graham are extremely useful and I often put them into practice: 'I wish I had a horse', for instance).

Soon my students started to react with anticipation and delight, they were often insatiable in singing the songs mentally, and this is something people even do involuntarily.

2. I've always thought that English is like the ocean: immense and endless, when you absorb in it you feel like a little fish: helpless to cope with such enormous number of sophisticated currents and creatures. But you also have another feeling: the feeling of encouragement, support and joy. Music, I think, is like the ocean too: a countless number of sounds, melodies, styles, etc. and also a great number of activities that might be done to provide practice in listening, speaking, reading and writing. Music strikes the emotional sphere of our consciousness deeply penetrating into the subconscious.

3. I'd like you to think of these two opinions: 1) 'There's never enough time left at the end to do a song'; 2) 'They go crazy if I sing (play) a song'.

About the 1) I'd say that your song-based activity need not to be left until the end. Songs are good for warming up the class too. And if the activity has a serious teaching point, why not make it the basis for the entire lesson?

How can we make a song into a learning task?

How can we maximize the opportunities that the song offers?

Working with songs we have three possibilities under three headings: **A-Listening, B-Language and C-Topic.**

Song-based activities are classified according to their focus on skill, form or theme.

Songs can be used even for testing – Musical Test – we use a song as a basis for open-close practice or listening practice. The text of the song should look like an exam text.

The history of the song is often very interesting, for example, 'Silent Night, Holly Night...'; 'It's a long way to Tipperary', etc.

It's also interesting to compare English and Russian versions of the song: 'It's now or never', 'Just as spring's breath may soft come stealing...', 'Those were the days', 'If you're happy', etc.

I often ask my students to make a Russian version of the song, then we compare the versions and choose the winner.

Take one song, for example. You try and guess what the song is (it's easy to recognize), who wrote the words, and think how to make the song into a learning task. What activities are the most suitable for this song? Which one best matches the content / mood of the lyrics and why?

(I sing '**Those were the days**)

A – LISTENING

A1 – Predicting: What does the title say? What is the song about? We can give some key words: the busy years, starry notions, great things, our hearts, dreams, sing and dance, a lonely woman, for ever and a day. We can also ask students to do gap filling or sequencing before listening.

A2 – Listening for gist: 1) What are the main characters, events? –Note-taking;

2) Identify the kind of discourse in this song: is it a dialogue? a narrative? a monologue in somebody's mind? Is it addressed to the listener? self-addressed? – Discourse-type recognition; 3) Is the sing-



er promising? warning? daydreaming? story-telling? complaining? inviting? requesting? – Function recognition.

A3 – Listening for detail: 1) I present some key words from the lyrics plus some not in the lyrics. Then I ask students to circle the words they hear, and perhaps order the words which are in the song. – Word-spotting.

tavern raise a glass drink beer
laughed smile believe at last starry
notions good memories for ever

2) I give students a copy of the lyrics with some words erased and ask them to listen and fill in the missing words. This can be easier if you provide a jumbled list of the words erased. – Gap filling.

3) We can give students a copy of the lyrics with some errors, for example, wrong words, extra words or words missing and ask them to listen and identify the errors. – Error-finding.

‘Once upon a time (there was a tavern)
we met at the café

Where we (raised a glass or two) drank a glass of beer.

Remember how we (laughed away the hours) smiled at each other’...and so on.

4) I give students a copy of the lyrics with the lines in the wrong order or cut into strips. Students listen and put them in the right order. – Sequencing.

5) We can give students pictures with scenes from the lyric. You ask them to listen and put the pictures in the correct order. They could suggest an order and a story before listening. – Picture-sequencing.

Any song is a kind of text so we should prepare comprehension questions. About this song I usually ask:

Who is the main character?

Who did the hero use to raise a glass of a drink with?

Why did they use to laugh so long?

How did they imagine their future and why?

The story is performed by a young girl. (F)

The girl has a friend. (T)

They used to laugh, dance and sing for hours. (T)

Their life was happy without any troubles. (F)

The girl suddenly turned into a lonely elderly woman. (T)

They often meet each other in the tavern. (F)

They have become older and wiser. (F)

B - LANGUAGE

B1 – Grammar: 1) We can erase the verbs and put the infinitive by the gap. Then we ask students to put the verbs in an appropriate tense. – Tense-selecting. (used to, Conditional, Past Simple)

2) We can give students a copy of the lyric containing grammar errors and ask them to correct. – Error-identifying.

Were (is) that lonely woman really me?

3) We can ask students to transform the song entirely:

from active to passive;
from direct to reported speech;
from the 1st person to the 3d

person;

from affirmative to negative;
from present to past.

We can also give lines from the song with words in a jumbled order. – Word-ordering.

B2 - Vocabulary: 1) Erase all the words in parts of the lyrics: students try to reconstruct. – Text reconstruction.

2) Some words can be replaced by an antonym where possible. We ask students to convert the text to opposites:

to be sure – hesitate

lost - found

strange – ordinary, etc. – Lexical transformation.

3) I usually ask students to search the text

for lexically-related words, synonyms, antonyms:

For ever and a day great fun
busy years - Search.

B3 – Pronunciation: 1) We ask students to search the text for examples of a given sound, or for rhyming words:

two – would do friend – end
choose – lose day – may way – say
name - same

- Sound search.

2) Ask students to search the text for words with a given stress pattern. – Stress search.

t`avern fam`iliar

C – TOPIC

C1 – Characters: the main character of the song is very close to myself so as soon as I had heard it on the radio I decided to find the lyrics, to record the music and to perform it like a singer. This song stresses it again: we all need love and this human need does not depend on our age: ‘Well, my friend, we’re older but no wiser: in our hearts the dreams are still the same...’

As you see, it will be extremely useful if you ask students to write letters to or from the characters, giving advice, for example, or role-play this song.

C2 – Plot: you can ask students to continue the story, to talk about prior events in their lives (Imagining), to summarize or to report the story.

C3 – Lyric poetry: some students can rewrite the lyrics in different genre:

a dialogue a newspaper report
a speech a passage from the
novel

a TV report a diary

C4 – Musical styles: on this stage we discuss how culture is reflected in the song; Could this happen in your country? In any country? Could the male / female roles in this song be reversed? How old do you think this character must be?

25 I hope in this presentation I could prove Sarah Williers’s words about song-based activity as a strong pedagogical strategy.

Protect Trees, protect Mother Earth

By Leo Rebello

I had finished the household chores and was preparing to go to bed, when I heard a noise in front of my home yesterday night. I opened the door and to my surprise, Santa was there.

But instead of the Jolly Good Fellow that Santa is, I saw that Santa was solemn. He began: "TEACH THE CHILDREN!". As I stood bewildered, Santa said, "Teach the children the real meaning of Christmas Tree".

He then reached in his bag and pulled out a FIR TREE and placed it before the mantle. Teach the children that the pure green color of the stately fir tree remains green all year round, depicting the everlasting hope of mankind. All the needles point Heavenward, making it a symbol of man's thoughts turning toward Heavenly Bliss.

Then he pulled out a brilliant STAR. Teach the children that the star is the sign of Heavenly promises. That nothing is lost and God above is firmly in command that is the message I deliver to you to teach the children.

Santa again reached into his bag and out came a CANDLE. Teach the children that the candle symbolizes everlasting light of the world, and when we see this great light, we are reminded of He who displaces the darkness.

So saying he removed a WREATH and placed it on the tree. Teach the children that the wreath symbolizes the real nature of love. Real love never ceases. Love is one continuous round of affection, joining families, neighbours, friends and the warring people urging them to work for peace.

He then pulled a little DOLL, a replica

of himself. Teach the children that I, Santa Claus, symbolize the generosity and goodwill we feel, not only during the month of December, but 24x7.

He then brought out a HOLLY LEAF. Teach the children that the holly plant represents immortality.

Santa then reached in his bag and pulled out a CANDY CANE and hung it on the tree. This candy cane represents the shepherd's crook. The crook on the staff helps to bring strayed sheep back to the flock. The candy cane is the symbol that we are our brother's keeper.

He reached in again and pulled out an ANGEL. Teach the children that it was the angels that heralded the glorious news of the Savior's birth. The angels sang "Glory to God in the highest and on earth peace to men of good will."

Suddenly I heard the soft tinkling sound of a BELL. Teach the children that as the lost sheep are found by the sound of the bell, it should unite mankind as one Human family.

Finally, he pulled out a big GIFT parcel, and said, God has asked me to give it to your children; they and you in turn should give to other children, more so to the poor children suffering in the December cold. Share your food, sweets, clothes, books, or money.

Santa looked pleased after he set up the Christmas tree in my home. As he departed, Santa said, now you do likewise... Become a Santa to some poor people. Spread the Warmth of Love. In serving them, you will serve the Lord, Our God, and Savior. 'We are the World, We are the People'. Protect Trees, Protect mother

Flood in Chennai, India during the monsoon 2015



Photos by Mr Hubert.

The 2015 South Indian floods resulted from heavy rainfall generated by the annual northeast monsoon in November–December 2015. They affected the city of Chennai particularly hard-hit. Chennai is the city, where Mr Hubert is working to help poor children. More than 500 people were killed and over 1.8 million people were displaced. With estimates of damages and losses ranging from US\$7 billion to US\$15 billion the floods were the cost-

liest to have occurred in 2015, and were among the costliest natural disasters of the year. The flooding has been attributed to the El Niño phenomenon.





Some thoughts and proposals about our daily work and future practice

for teachers. Our daily work –occupation in today’s world means including consideration of the many varied cultural and linguistic contexts that exist in contemporary societies. This pose a challenge for teachers , because education is both a tool for and a reflection of cultural diversity , moral and intellectual level. Our communication in ITA shows that teachers teach best in unity and learners (here- students) learn best in unity.

The methods of our teaching are the fruit of dialogue and discussion during many international conferences and meetings, and of informed friendly expertise in the world of traditional pedagogy , psychology and social science. Our goal oriented towards results are :

- Promote education as a whole and teaching-upbringing students in definite regions, countries and so on as a basis for sustainable human society; -
- Strengthen international cooperation toward the development and sharing of innovative methods , programs and practices through ITA; -
- Systematic monitoring of progress toward ITA goals at the annual conferences.

How a school’s , college’s or University’s vision and teaching philosophies are carried out is translated into our development plans? The teachers and parents should be encouraged to keep lines of communication through ITA open and to allow students to ask questions concerning learning of all level , quality parenting , conflict prevention an so on . Teachers and students should be made aware of the connection between international communication and leadership, as personal achievement and common benefit.

All teachers know it not simply as common words. But our tasks is to make it understandable and practically useful for our students if we want see them leaders and tolerant communicants . That is why we suggested that the students should take part in an activity we called 1. “ Under-

We have been preparing to our conference. Some thoughts and proposals about our daily work and future practice

A point of example is worth a gallon of advice.

By Marina Azarenkova

Dear colleagues ! We are interested in working more closely on teacher issues with each other. We feel that a simple correspondence and joint activity working on our teacher issues would be an added value to regular information sharing (events , publications , projects , trainings , meetings) and allowing us to build further partnerships.

In today ‘s world education for All means a quality education for all , as UNESCO is declaring . It is the truth for students as well

standing more about me ‘’.

Participants will :

Objectives:

+ Be able to explain the different types of attitude to people and know which they prefer .

+ Describe their attitude towards life, living values , tolerance and intercultural communication.

+ Define extrovert and introvert and understand which type of personality applies to them and their attention to tolerance and leadership as two combined definitions.

Rationale:

These activities offer each participant the chance to explore his/her own personality traits and attitude to tolerance and leadership Practice in class shows that participants are always enthusiastic and quite anxious to understand ‘’More about Me ‘’.

2. Presentation: Whole-Brain thinking learning styles. The theme ‘’ Our Earth is

our Home ‘’.

Activity a/. Your attitude to leadership , tolerant behavior , possibility of existence in the future ‘’World without wars’, ‘’Environment protection”, ‘’Ecology of soul”and so on.

Option 1. + How would you describe your life? Do you know the main definitions (notions, ideas ...) denoting the peoples’s concern – antinationalism , tolerance and so on ?

+Have participants consider this question and write their description on a sheet of paper. Then , Discuss with participants the concepts of optimism and pessimism, positive thinking and negative thinking.

Option 2. Think of your life in your country. Have participants list as many thoughts and feelings that describe their lives as possible , their look at the multinational team of communication and personal position and role of all participants in it as leaders , communicants and peace-makers.

Eldar Gusamov reports electronic budget of a student



If they are positive thoughts and feelings, list them under a positive column. If they are negative, list them under a negative column.

Positive Negative

Have participants take a few of the negative comments and turn them into positive comments.

3. Monitoring Progress of school, colleges, university students. The Motto of the activity in class and a composition as a result is “Working together to transform the World”. It seeks to motivate young people to work together to bring about social transformation. To achieve this aim, it is important to monitor and assess the impact of our personal teacher’s program and our Team-ITA Goals as a whole. It is called Learning Log. Concerning Intercultural communication in the World without Wars the students answer the questions:

+What does respect mean to you? Write down moments when you have shown respect to others in your school, college, university, family or community.

+Also think about moments when you have shown disrespect to others.

+Write in your Learning Log about moments when you have experienced others disrespecting you.

+Write down in your Learning Log two commitments you are willing to make to be more respectful to others.

+Write down in your Learning Log one thing you can do now to have solved a situation around you that is harming mutual understanding.

+Write down in your Learning Log a change you need to make in your life in order to be more empathetic.

Methods of Assessing Participants’ (students) Learning (suggested by UNESCO) - are the five evaluation models designed to help students of all levels, and even parents and teachers themselves! - to:

+Look within and reflect on how they have changed during the Peace-Education Programm.

+Look at their relationship with others and how these have been challenged by the interaction with others.

+Reflect on who they are and who they want to be.

+Look at themselves and their relation and interaction with the world.

4. The task is called “The Truth is within You and those Reliable Ones”.

In your practical actions it looks like:

+ Write down 10 the most important Words describing Tolerance (or 5) (or 5)

+ Write down 10 the most important words describing International Communication (or 5).

+ Write down 10 the most important words describing Youth Leadership in particular and as a whole/ (or 5)

+ Write down 10 most important words describing Living values. (or 5) + Write down 10 most important words describing Human Personality as a Winner and a Leader. (or 5)

Compare all your words chosen to each point and realize the core of the Youth Leadership, its goals and ways – methods to reach it as a winner.

There can be a lot of different kinds of activity concerning out ITA’s Current Projects, connecting with Constructive Collaboration, Global Citizenship as Taking Responsibility, Multiculturalism, Quality Parenting as a foundation of a successful childhood and so, so on. It can be realized through common activity in student auditorium-classes in role-plays, seminars, workshops, roundtables, making-up portfolio of A Global Citizen or something else. The point is like this: Our common work in a team of ITA is a prolonged Workshop Dialogue of professionals and friends, every day creating Synergies and Linkages for Educating for a Sustainable World. Indeed, the road to success is always under construction.

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Very soon it is one year ago we had the terrible earth quake in Nepal (25th of April). Things are getting better, but there is still a long way to go.