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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

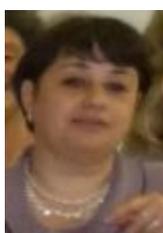
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Svend Jørgen has passed away

Shortly before Christmas we heard that Svend Jørgen had passed away. He had been ill for some time.

We remember him as a very kind and nice person, who was sitting with his pipe always ready to a talk about world poletics as well as life in Lemvig.

Svend Jørgen has been a part of ITA since the beginning of the nineties and he has done a great work as a popular member and a conscientious cashier of ITA.

All honour to his memory!



The purpose of INTERNATIONAL TEACHER - Post

Edited by an international board 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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International Teacher Association Denmark 2017



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Studierejse til Hviderusland. Pris for danske deltagere 400 euro + flybillet
Husk **Generalforsamling** på Helms Skole i Korsør den 25/3 kl. 13.
Vi starter med at spise et let måltid. Derefter afholder vi generalforsamling.
Jette Jørgensen vil fortælle om en rejse til Iran. Kvinders vilkår i Iran.
Kurt Andreasen vil fortælle om Kiruna, byen, der skal flyttes.
Er der interesse for det, slutter vi af med at spise sammen på en restaurant i byen

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



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<



THE PROGRAMME OF THE ANNUAL ITA MEETING JULY 2-9, 2017 BELARUS

JULY 2 SUNDAY Arrivals. Dinner at the restaurant.

JULY 3. MONDAY Breakfast. Free time. Lunch.

City Tour. Dinner. (National holiday)

JULY 4. TUESDAY Breakfast. Visiting the Lyceum of the Belarusian State University (10-12 a.m). Lunch.

Visiting the WW II museum(14.30-16.30 p.m).

Leaving for Vitebsk by bus(17.00 p.m). Dinner on the way.

Arriving in Vitebsk , checking -in at the hotel(about 21 p.m)

JULY 5. WEDNESDAY Breakfast. City tour. Visiting the Arts School.

Lunch. The ITA plenary session (at the hotel). Dinner.

JULY 6. THURSDAY Breakfast. Meeting at the Foreign Languages Library.

Lunch. The ITA presentations (at the hotel). Dinner.

JULY 7. FRIDAY Breakfast. Attending the celebrations of the 130-th anniversary of Marc Chagall. Attending the Museum of Marc Chagall. Lunch.

The closing ITA plenary session (at the hotel)

JULY 8. SATURDAY Breakfast. A trip to Polotsk (by train) .

A city tour, visiting a 12-th century Monastery. Lunch.

Returning to Vitebsk.

The ITA Executive Committee meeting. The Farewell dinner.

July 9. SUNDAY Breakfast. Departure to Minsk airport by bus

For those who are staying until the end of the day a boat tour on the Dvina River.

Price: 350 euro + airfare.

Please send your enrolment to:

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Remember our theme this year is to tell about our **national heroes**. We are looking forward to hear a lot of exiting stories.

KINDNESS LESSONS

(TEACHING HUMAN VALUES TO FAMILIES THROUGH EDUCATION OF CHILDREN)



By Valentina Yuchenkova, Vitebsk, Belarus

Human values is a concept of values accepted by all people of the planet that are equally represented in various cultures and recognized throughout centuries-long activities of the people. These are theoretically existing values the content of which is not related to a particular period of historic development or a particular ethnic tradition. The lists of the values are different. The most well-known and widely accepted includes the following realities: a human being, a family, labor, knowledge, culture, Fatherland, the Earth, peace. There is also a list including 46 human values.

Though the value of each of these norms can't be argued, even the differences in the lists show that the preferences are very individual and depend greatly on the moral values of those who make them.

Another indicator of the fact that they are not universal is the word "theoretically". These values should be equally significant for every society, for every human being, but the reality is that they differ from nationality to nationality, from country to country. It is proved by the fact of numerous conflicts and wars that are still going on. You may say that the causes are political or rather economic. Yes, but in the cause of the conflict we discover that even the same notions can be understood differently by opposing parties.

But it does not mean we shouldn't try to follow the norms or ignore their existence. We have to fol-

low the rules and laws even if we do not approve them or don't like them. Likewise, if we want to be accepted by our neighbors, be it an apartment house, a town we live in or a neighboring country, we have to accept the norms and values accepted by our countrymen or those living across our borders, to adapt our understanding of these norms and our behavior to those acceptable to our neighbors. Doing this we accept the norms and values that may be new for us but have been a long-time historical norm for other people.

Now let me move from these theoretical considerations to the practical issue. My choosing the issue is also individual and subjective as it reflects my own preferences in the long list of human values, but it is based on my understanding that for many other countries it has become a norm.

Indian political leader and philosopher Mahatma Gandhi said, "The greatness of a nation and the degree of its spiritual progress can be defined by the way the nation treats animals".

Another saying, very popular in our country, belongs to French pilot and writer Antoine de Saint-Exupery, "One is responsible for those one has tamed."

Unfortunately, there are a lot of those who do not share these views. Cruelty to animals is a wide spread phenomenon. In China, for instance, there is a festival of dogs meat during which dogs are cruelly murdered. Fortunately, over 4 million people all over the world signed the petition on the

Internet protesting against it and demanding from the Chinese government to stop the barbarian tradition. There are many responsible people in many countries who try to fight the cruelty and irresponsible treatment of animals. A perfect example is a long-term history of The Royal Society for the Prevention of Cruelty to Animals (RSPCA) founded in 1824, the first of the kind in Great Britain and the whole world.

Our country is doing just the first steps in this direction. I believe that protective attitude to animals and nature in general is closely connected with such human qualities as compassion, empathy and tolerance that embraces both human beings and animals.

There are voluntary societies helping stray animals in many towns of our country. Their activists try to change the attitude of the state towards the issue as well as the attitude of individuals. Through their long-term efforts the first in the country The Shelter for stray animals was organized in Vitebsk. It is

only partly supported by the state budget, the food and medicine are provided by sponsors and volunteers.

But it's only part of the problem that is solved.

The main task is to change the general attitude of the people towards animals, to make them less aggressive and more tolerant both to animals and to their owners, to raise the responsibility of owners towards their pets.

Having realized that it's difficult to change the mentality of adult people we decided to work with children who are more sensitive and susceptible. Children in general love animals, are not scared of them like grown-up people whose one-day negative experience can influence their attitude towards animals throughout their lifetime.

We (I mean the Foreign literature library staff and myself) named our project "**Kindness lessons**". I have cherished the idea for a long time and the offer of Olga Zhigalova, Chief librarian, to organize such lessons in the library was most welcome.

We started the experiment last September and it's going on attracting more and more participants.

How does it work?

We invite groups of junior school children to the library. The groups are usually up to 15 pupils. At first I talk to them about their pets. The children are usually very enthusiastic and willing to tell about them non-stop. I explain them some things

about pets that are useful to know, about their habits and behavior because even people who like animals often treat them as toys, not as living beings that may have their own needs.

I teach and demonstrate them some rules of behaving when facing a strange dog. Most adults just try to scare their child by a dog than to explain the basic rules of safe behavior. Moreover, they are not aware of the rules themselves. I also tell them that dog-owners have to clean after their dogs. This is a big problem in our town and the cause of mutual hatred between dog-owners and no-dog-owners.

To make sure that the children remember the rules and, what is very important, inform their parents of them we provide them with small leaflets with the rules. Some children who happen to attend our lessons for the second time demonstrate they have learned the lesson very well and I usually ask such children to demonstrate safe behavior which they willingly do.

In the second part of our lesson Olga, the librarian

and my co-teacher tells the children about volunteers, the Shelter and shows the video of stray animals before and after they have been taken care of in the Shelter. We do not avoid sad stories and Olga shows them the photos of dogs and cats whom people have failed to save and who have gone "to the rainbow", a euphemism for "died". This is just the case when we are happy to see tears in children's eyes.



The last question "Why do people need pets?" is answered by the videos of happy pets and their owners.

And the last part of our lesson is practically a contact zoo: they are allowed to pet and take pictures of my dog that I bring to the lesson. Both parties are very enthusiastic.

Our lessons are becoming more and more popular. Once we had a group of fifty. To manage this number we had to divide them into 3 groups and while I was dealing with one group, the two others were busy drawing the pictures of their pets in another room.

In summer many junior schoolchildren were staying in summer camps organized at schools and in June we were signed up as far ahead as August. Once we had 3 groups in one day.

As a group of children is usually accompanied by two teachers we are happy to hear from the adults how informative and useful for themselves they find the lessons. I am sure children tell about their



Report from Nepal

By Jimmy Lama, ITA coordinator

Dear Friends, Supporters and Colleagues,
Happy New Year!

I am taking this opportunity of wishing you a happy and joyful New Year, to let you know of a few update here at HELP in Nepal. Before anything, I wanted to thank you for enabling us to directly support over **7,000** pupils in as many as **50 community schools** to have access to a better education!

2016 has been a big year for us with so much achieved over the past 12 months. **Rebuilding schools in the villages where we have provided long term support have remained a key priority.** We are proud to report that have rebuilt over **60** permanent classrooms and over **30** toilet rooms across **8** schools. Being a small local organisation, we must say it is no small feat that we are leading by both numbers and quality in Sindupalchowk District in terms of school rebuilding work as well as providing other vital educational support. This is thanks to all our supporters, donors and friends around the world and here in Ne-

pal.

Looking ahead in 2017, we are determined to support 7 more schools with new classrooms and other facilities but before that we are planning for "[The Himalayan Games](#)". It is a three days inter-scholastic and sporting event we plan to organise between 24-26 February 2017 in Gunsa Valley. This event aims to bring as many as 400+ children from at least 25 of our partner schools to participate in 20 different activities. This will undoubtedly be the largest event for students and we are working hard to make it a memorable and productive experience for each one who participate.

The cost of funding "The Himalayan Games" is a challenge for us and we desperately need support. To fund the event in entirety from providing three days meals, accommodation, transportation, medals and prizes for 450 participants including teachers is budgeted at £7000 of which we have so far secured £2500. [Can we therefore request you to please make a New Year](#)

[contribution towards this where children will have once in a life experience?](#) [Please see in this link for video](#) that shows children in full swing in preparation for the games with a hope to bring home as many medals as they could!

Moreover, we wanted to reflect on our progress in 2016, none of which would have been possible without your support.

er schools through the monsoon, fuel embargo and road blocks etc. We are soon bound to finish our building work at Gun-sa, Dabchung and Pading ready for children to use. Hundreds of locals were trained for skilled masonry and were mobilised to build back their schools strong and better! This community engaged model has proven successful in getting the work done quicker, keeping the costs lower, and thereby helping pro-



1. Classroom Buildings:

Since after inaugurating the first permanent school rebuilt for Shree PemaCholing School at Nakote and Shree Satdhara School at Birkharka in March/April, we carried out more building work in six oth-

mote community resiliency. When locals are involved, the ownership is felt at home rather than the feeling of everything being pumped in from outside. At District Education Office, this model has been widely appreciated not only because of



locals involvement but also for its cost effectiveness where our classroom cost almost half than alternative model when outside contractors are applied!

Simultaneously, we have also created boarding facilities for girls with brand new building in two schools (Timbu and Nurbuling), so that they no longer have to walk hours to their school! As many as 100 girls will start benefiting as a result of this intervention.

. School in a Bag:

In partnership with Piers Simon Appeal, we distributed around 1500 bags in 2016 bringing our total bags distribution to 10,280 just within 4 years. These bags were distributed across almost 75 schools and have received support from several famous Nepalese celebrities including Nepali film super star Mr. Rajesh Hamal.

3. Teachers:

We continue to fund salaries for 19 additional teachers across 15 schools to reme-

dy the shortage of teachers. Having run this programme for over 6 years now, we are now coming to a point where continuing the funding it requires at almost £20K per annum is looking very challenging for us. A huge share of the resources to fund the teachers have thankfully come from volunteers and individual's donations, but we are concerned that this can continue to be the case in the future. Should you feel inspired to learn about the teachers we support, [here is a short profile](#) for many of them. To support the teachers work, please consider making [donation using this link here](#).

4. Scholarship:

Life after completing schooling in the villages is very difficult for children who come from economically weak families. This means often bright and talented students cannot continue their 10+2 education equivalent to A-Levels due to lack of financial support. Their only chance is receiving some form of scholarship like the

ones that we have been giving. This year, we were able to support as many as 70 students from 30 different schools and each of them are doing really well. We thank all our generous individual donors including our past volunteers for supporting this project

5. Volunteer Placement:

Even after funding additional teacher, several of our partner schools often run

do more projects. In 2016, donation from volunteers amounted to approximately £10K.

Reading above, it is clear that not all we do is about bricks and mortars. In addition to above support, several of our partner schools are equipped with computers and internet, desks and benches, books for curriculum and library, school uniform, science equipment, computers and



shortage of teachers. To fill in this gap, we organise placement for international volunteers who mainly come to teach English to help improve children's conversational skills in English language but also to teach other subjects. This year, we hosted as many as 50 volunteers coming mainly from University of Cambridge and Oxford. We also have partnership going on with students of Loughborough University who come for action project in Spring time. Volunteers raise a certain amount of donation, which enable us to¹¹

sports material etc.

Finally, have a **great New Year celebration and look forward to working with you in 2017 to change more lives.** If you wish to [write to us](#), we are all the time happy to hear from our friends!

Jimmy and the HELP Team

Making parents partners in school life



By Minka Todorova Kirova
Senior teacher at Sveti Sofrony Vrachanski Secondary School,
Plovdiv, Bulgaria



Let's look at school as a complex puzzle, consisting of three pieces, the first one being the students, the second – the teachers, and the last one, the parents.

In recent years parents have evaded all responsibilities as regards their children's school. They seem alienated from school life, all their efforts put into their work environment, striving to make both ends meet.

However, it takes participation of students, teachers and parents in all school activities to be able to say that school is a good place for the children. That is why I made the decision to implement (offer) activities that would bring parents back to school, activities that would involve them as partners in school life.

To bring parents and teachers

closer, I started organizing parent-teacher meetings over a cup of tea in the classroom (**Over a cup of tea**). We set the desks in a circle and everybody takes a seat. The circle allows for eye-contact with everybody and brings us closer. The hot tea flavor brings about further relaxation. It brings ease and comfort and the teacher and parents talk about given issues calmly. This arrangement broke the ice and gave way to mutual respect and understanding.

Another form of bringing parents to school is the Open Doors Day. I invite parents to join the class in their lessons on a particular week day. Parents can attend any lesson they choose. They can watch the presentation of lesson content, the way questions are asked, students' participation in class activities, they can see their child's level of activity and participation, compare his/her level of knowledge and abilities to other students' ones. They can also make conclusions as to their child's behavior and assess both teacher's and students' efforts in the process of learning.

In recent years, we have been witnessing an increasing aggression and violence everywhere around us, including school. So I decided to do some prevention work to eliminate situations of aggressive behavior, rudeness and bullying in my class. I suggested celebrating World Goodness Day to my students and parents instead of discussing examples of aggression. We had a teacher-parents meeting to discuss details. Parents and children made posters on the topic. Some found poems on goodness, others dug out proverbs and sayings, third gave proposals for an emblem, a symbol we would wear as a proof to our willingness and ability to be good to each other. Students and I made rules for goodness in class and put them on the wall.



We, Bulgarians boast goodness. Good nature and goodness in general are incorporated in the names we choose for our children – Dobromir, Dobrin, Dobrin-ka, Dobra (“dobro” means “good” in Bulgarian). We defied aggression and rudeness through putting the stake on goodness. Parents and children shared good deeds and acts. All this resulted in better communication among students.



«Dad, give me your hand and we'll explore the world together» - that



was the next event for including parents in school life. It was held on the Day of the Christian Family. In the «**Class workshop**» teachers, students and parents made beautiful candles to decorate family-gathering tables. We let twenty-four balloons go up into the sky, saying together the following prayer:

Please, God, forgive me,
 I am asking you from my heart,
 To bestow good sense on me,
 So I would never err,

.....

Children and their fathers made My Dad`s Job posters. Fathers brought photos of their workplaces, the work wear and the machines they use. They told the

kids about the qualities one should have for a given profession. Thus students learned about their parents` hard labor.

On Mother`s Day eve we asked the mothers to a «**Party**» (fun time). Un-



der the motto «**Do not behave like them or you would be laughed at**» students acted the humorous play «Mimeto». It tells about a spoiled girl, called Mimi, who everyone at home serves. Mimi grows up a beautiful young woman but she cannot do a single house chore. We gave their mothers a lesson not to spoil their children so they would not be laughed at later in life.

Our next initiative is the «Creative Writing Workshop». We create a series of books on seasons. We include our dictations, copies of pieces of writing, compositions and retellings. We have already created three books – «Autumn plays», «Snowy winter» and «Spring is coming».

We invited parents to present «Autumn plays» to them. The children read their pages to the parents and they in turn surprised them with gifts and treats. Parents decorated the room with “autumn products” like a pumpkin vase full of autumn flowers, etc. Mothers and grandmothers brought delicious food, made with autumn fruit – apple cakes, jam jars, fruit salad, pumpkin pies, etc. We read, ate and enjoyed the beauty of objects made by parents and left for home contented.

Our next initiative was “**Parents and students together in school practices for encouraging reading**”. My aim was:

- To bring parents back to school;
- To get them engaged in reading encouragement activities;
- An example to be followed – an important factor in keeping interest in reading in the family ;
- Participation of both parents and children in different activities facilitating communication on various topics;

The parent factor in the child’s choosing between reading a book or playing a computer game;
Parents and relatives’ inclusion in the “Let’s read 100 000 pages” school initiative.

We had a book party «**Meeting of generations, book in hand**», which consisted of:

GRANDMA, TELL US A STORY –moral stories, read by grandmothers

MY ELOQUENT GRANDFATHER – a grandpa presented a book from his childhood

DAD, SUGGEST A BOOK – fathers promoted contemporary children’s book

MOM, CHRISTMAS AND NEW YEAR ARE COMING –

mothers recited poems, sang songs and told stories about the forthcoming holidays.

STUDENTS read pages from “Snowy winter”, a book they wrote in the previous months.

We organized a **book bazaar**. The books were provided by parents.

We had a session of the **Creative workshop** again that evening. Our aim was to show our respect to the appearance of books, giving old books a second life. Parents and students used their imagination and creative powers in binding worn-out books from their home libraries. Parents promised to read the books restored.

The overall aim of all events organized by me was to make parents actively participate in events centered around student development, improvement of communication among them and enhancement of parents’ trust in school.



Minka Todorova Kirova, Bulgaria, is telling about how to make parents partners in school life at page 12-15. We visited her school last year.





Nepal is recovering after the earthquake. Schools are rebuilt and children are returning to the schools. Read more at page 8—11



Valentina Yuchenkova is at page 6 to 7 writing about Teaching human values to families through education of children

The World of progress, culture and development is impossible without Peace



By Marina Azarenkova

'I keep my ideals, because in spite of everything I still believe that people are really good at heart'

-Anne Frank

Our Earth is in trouble. All our systems seem to be malfunctioning- economic, governmental, religious, community, family, environmental, educational, etc. Trying to be honesty we can't refuse to accept the fact that we are facing eco, moral and emotional catastrophe on earth. Negative nationalism and fundamentalism are the problems touching everybody in each society and country.

There are many points of view on the problems declared in there negative and positive aspects. Some authors consider fundamentalism to be a kind of religion for tolerance and liberal social teaching. The positive believe concerning fundamentalism tells about teaching as the uni-

ty of religion and racial harmony, but only in terms, not in practice. Liberals among fundamentalists tend to be more reform-minded and flexible in their thinking, in terms as well. This is one more problem.

Any youngster, even child, put near convinced and talented orator of nationalism and fundamentalism will become doubted or magnetized. Flowing through minds of people, supporting the ideas of negative nationalism and fundamentalism, the whole doctrine produces some effects.

Being near people, sharing the dangerous ideas, a society will be destroyed, ruined, diminished, blinded, lost at last. And opposite, flowing of people's ideas about goodness, calmness and kindness in life create a stable world without wars and conflicts. It's a blue dream of the best part of mankind. The strengths of effective measures and means in direction of peaceful cooperation has intercultural cooperation in it's foundation. The whole process and it's result depends upon the rate at which people are living and exchange with each other in the society, community, mini-groups, schools and Universities. The latter we may define as the beginning of the very whole upbringing and educational process, because everything the principally significant has it's beginning in childhood and youth.

In the world, searching stability in a time of rapid change, teachers who work together in order to penetrate through methods of teaching in intercultural communication, can successfully reinforce concepts they are teaching. Such international interdisciplinary teaching may be called planetary. Being in fact integrated curriculum, it encourages students and teachers to contribute to school-

University wide intercultural communication standards.

Searching for wisdom in living in the world that used to live in constant dread of wars, local conflicts and terrorism is searching for knowledge as new methods of teaching. We mean three main tasks in this direction; 1. Aims and tasks tree. 2. Analysis of portfolio of activities. 3. General purposes of leadership.

As the whole task is very complex, we take into account some moments important. Some students need only sketchy instructions from a teacher (or society) to accomplish a task, while others feel they cannot get started without knowing exactly what the teacher (society) wants.

The international teacher ,s team must not be interested in ideas that seem to encourage the notion of being a passive agent. In the world, overloaded with so complex situations of any kind, being a passive agent is impossible and unreasonable. We must make sure our children and theirs after them learn the lessons of overcoming nationalism and fundamentalism as factors creating an almost palpable reality out of our imagined terror .Except we deal with a real terror as sequences of negative nationalism and fundamentalism policy.

The IT teachers idea of intercultural communication is helping not only their country-men to live more deeply, because any positive effort on the part of any positive person is desired. In extremely dangerous hidden struggle of two ideologies - slavery and freedom- acts of wisdom, tolerance and kindness as a result of positive teaching ring pure and true as an antidote to that fear to lose our common home, as life-confirming revolutionary acts.

It no matters at all what nationality is your original one. Thinking hard about all the people in our life, not only about kids, spouses, parents, siblings –all make demands on us, both specific and general .International intercultural communi-

cation through teaching consider all those interested to realize that the people of different nationalities come into our life through their culture, history, religion, literature, national habits and traditions. We have so much in common- the main living values as family, children; s future, self – realization for the sake of the closest ones, proud memories about died, etc.

The more people we appreciate, the more close they become to us, the more understandable and appreciated their history, art, literature, existence. The reap a bountiful harvest of acts of wisdom, we need to begin by simple acts of wisdom toward ourselves. We, teachers, starting with ourselves, realize and recognize our responsibility inside intercultural communication teaching as insight. Confucius ever mentioned: "Five things constitute perfect virtue; gravity, magnanimity, earnestness, sincerity and kindness". In our conditions of living nobody can continue to be a silent observers.

It is not our, peoples common fault when somebody is acting badly, but living amidst emotional chaos and confusion. All national problems, the undercurrents of anger and hostility, are not somehow our fault. Confusing series of interactions with each other may be have been put to an end by realizing why we care about the people so much or so little .In the process of teaching the very look to the past is returning us to the present and we understand the ancient truth from the position of up-today overlooking, while reading "When we think we are separate, we lose power. Whenever I say "My", I have lost my power .Power is not my power .It is only gainable as part of a larger whole. You, reciprocally, are moved by the universe. Whenever you shut down connectedness, you get depressed.

In order to clear up the situation with all negative and some positive aspects of nationalism and fundamentalism from the point of view of multicultural scientific

research we marked two main spheres of theory and practice in the process of making up teaching methods in intercultural cooperation. We have been working with Saint - Petersburg school-and-University students and the students and staff of Moscow State University of People's Friendship, whose experience of international cooperation and overcoming national conflicts is great indeed.

1. Demands for a new generation teacher as an ideal educator:

- must know the best and most political, cultural and economical material about nationalism and fundamentalism to use.
- must know the specific and unique for each culture feathers and items of material and how they can work "pro" and "contra".
- is to have knowledge to improve his ability to analyze, synthesize and develop insight his field.
- has personal and professional competence.
- is interested in some kind of promotion the talented and hardworking students.
- possesses social skills, such as cooperativeness.
- does not do what interests him most without regard to the needs of the students and multinational group as a whole
- is practical and realistic.
- has initiative.
- knows how to report results orally and writing.
- has some scientific abilities.
- keeps up with teaching-learning progress and grows professionally.

2. Psychological portrait of a student learning Intercultural communication course:

"He (she) is a freedom-loving, strong-willed and independent-loving individual. He insists upon living his own life as he sees fit, that does not mean ignoring con-

vention and tradition his own one and another nationalities. In personal relationship he (she) can not be owned or possessed, and while he is willing to share himself (herself) with another, he always adjusts easily to the emotional give and take of a close relationship. Being intellectually open, he (she) can not be stubborn, opinionated and inflexible on a one-to one and a one-to group level. He has strong convictions and feelings fairness and equality and he tries to live by his ideals. He (she) has ideals how people should treat one another and always takes into account human weaknesses, differences and needs.

3. A real motivation of teachers and students involved in Intercultural communication teaching-learning process.

They think in broad terms. They are concerned with the world beyond their own personal sphere – their town, nation or even planet. They enjoy being part of a group endeavor and often find themselves organizing, managing, or supervising group activities with younger or older students. They are forward-looking and progressive. They harbor great hopes for the future. They stay current up to date, and respond to contemporary cultural trends, both in terms or personal style and in terms of ideas. They have an experimental mind and are attracted by the novel. Their strong points include their concern for human welfare and social betterment, their sense of fairness and democratic spirit, and their vision. They are sensitive sometimes when it comes to personal feelings and human needs.

To know the quantity of inner moral and intellectual energy in our students was very important. In order to use this energy the knowledge of the main items of nationalism and fundamentalism seemed to be very useful for making up a

principally new look at the problem and creating a strategy of actions. We have been organized some workshops, role-plays and sittings. One of the most crucial problems to be solved by intercultural cooperation through teaching-learning was connectedness.

Communicative functions have been making up in the process of communication. By this moment already we have opportunity of comparing expected and real results of Intercultural communication program, working up effectively against nationalism as ideology of regress by definition.

The results pleased. Pragmatic and cultural knowledge were included to guarantee real communication on four levels:

1.Surviving.2.Adjusting.3.Participating.4 Integrating.

Within each level we have organized the functions into general types as school of effective living. They were: A. Basic needs. B. Socializing. C. Metalinguistic. D. Professional. E. Cultural.

The structure was effectively serving itself as a guide on the path of communicative value of so complicated, even hard material for over thinking.

The structure of teacher-students workshops consists of some items seemed to be productive:

- Share ideas-
- Promote Self-Esteem-
- Outlaw Putdowns-
- Show respect to All Students-
- Interpersonal Skills For Teachers-
- Listening-
- Reflecting-
- Clarifying-
- Questioning-

That curriculum is built on a philosophy that can be communicated easily to people of different nationalities. Observing positive results of such practice we feel a kind of proud to remind “The Tao of Leadership”, that declared such truth:

”Nationalism, racism, classism, sexism: all arise as consciousness of unity is lost.” In opposite way, that we consider to be right, the core can be seen.

“ Learn to lead in a nourishing manner.

Learn to lead without being possessive.

Learn to be helpful without taking the credit.

Learn to lead without coercion.- That ‘s that when unity is found.”

So, we have started our walking along the path of losses and findings. It must have taken a lot of courage for people, teachers and students, to do that, to think like that. Not only to overcome the natural hesitation to intervene between people of different nationalities, but to take the risk that we would not be understood and supported by everybody...Our intentions to create goodness and living-wisdom and understand “those opposite” from the first glance gives us the explanation the very thing we need .My beloved colleague Prof.Ch .Teutsch said ever : ” Happiness comes not from having you want to have, being you want to be, or doing you want to do, but from learning to like what you Have, Are , and Do.

“Nationalism is the very thing that can break down the unique human values to feel happy being a part of the whole.

That is why wisdom of intercultural communication teaching is worth of living and practice .It may be one of the effective and fruitful means of coexistence those wise and kind , who declared nationalism having been rejected by them for ever.

Marina Azarenkova
Saint-Petersburg, Russia.



Games and fun activities are a vital part of teaching English as a foreign language

*Reported by: Liz S. Martinez-Cordero,
Mexico*

(Native English speaking teacher)

Whatever the age of your students, they're guaranteed to love playing EFL games in the classroom. An EFL classroom should be fun, active and challenging and these games are sure to give you an entertaining class. Games can be used to warm up the class before your lesson begins, during the lesson to give students a break, when you're tackling a tough subject, or at the end of class when you have a few minutes left to spare. There are literally hundreds, probably thousands of games that you can play with your students. EFL games are used to test vocabulary, practice conversing and learn tenses.

Games will keep your students engaged and happy as they learn ! Remember,

there are various different EFL games that you can play with your students. As you get more confident in the classroom, you can start putting your own spin on games and eventually make up your own. Using games and fun activities in class is an important part of teaching ESL and EFL. Playing games is a fun way to help students make connections between words and grammar. These connections quicken the process of building language skills. These ESL games can help both native and foreign speakers of English improve their language ability. Playing games in class also helps to focus attention, improve interaction, increase energy levels, and build confidence. Furthermore, shy or quiet students begin to open up and speak English when they are playing games in class.

ENGLISH LESSONS-WARM-UP ACTIVITY- MEXICO

<https://www.youtube.com/watch?v=DCWOcVrbM0c>

The ESL games can be used to introduce new vocabulary, practice words or language structures, teach or practice English grammar, improve pronunciation or listening skills. You can also use these games to warm up the class when the les-

son begins, during the lesson to re-energize the class after dealing with a difficult subject, or after doing book work, or to reinforce a language point or new vocabulary, or at the end of class to finish on a positive note and round off the lesson

Joyful Beginnings: ESL Activities That'll Get Children Grinning



Reported by: Liz S. Martinez-Cordero, Mexico

(Native English speaking teacher)

Have you ever tried to play games with kids in English ? It can be a fun treat ! But what about when the child doesn't know how to speak. In this case, trying to play games or sing songs can be very useful. It can't be denied: teaching English to children is nothing like teaching to adults!

Attention spans are shorter, and the child's vocabulary is much more limited - even in his or her native language - the topics you can discuss are limited as well.

Attention spans in beginner classes, no matter the age group, tend to be reduced. After all, it's

hard to ask someone who barely understands what you're talking about to follow an in-depth discussion about anything, even if it is of interest to them ! But for children, this is even more true. A child has a reduced attention span even in his or her own language; teaching children English, therefore, must be done with attention to this fact. Children should generally not be asked to do an activity for any longer than 20 minutes, so if we imagine that a class lasts between 45 and 60 minutes, each activity would be about a third or up to half of a class period. Often, however, an activity will take up much less time than this, never expect an activity to take up an entire class.

Game activities work particularly well with beginners, as the child doesn't need to have an extensive English vocabulary to participate, and once you've integrated them into your teaching lesson plan, you may find yourself using them again and again, even with more advanced students *English Class in Mexico*

<https://www.youtube.com/watch?v=YaW0Jt6UDPQ>

Stories, games and songs, are acknowledged to be useful to:

- develop children's attention span and listening skills*
- stimulate children's imagination and understanding of the world*
- develop language ability and appreciation for reading and writing*

CHILDREN WRITE TO GOD



Translated by Natalia Shamberova /

'Parents' bridge' is a free of charge newspaper issued by the Charity Fund of the same name. Its aim is to highlight the charitable activities of the Fund and help more citizen to decide on getting involved in these activities in the interests and for the benefits of children-orphans, one-parent-families and those adults-orphans who already have graduated from orphanage institutions and have their own young families. Some of them already have own children but remain orphans themselves...

Earth today as 'Parents' bridge' has it, is a place of children's tears, the land of orphans...

This is our common pain in the heart, misfortune and trouble. We hope that the organized by Fund charitable action 'The Gallery of Hearts' might become that bridge over 'the river of loneliness' that will be able to lead lots of children-orphans home...

We introduce you to the children's letters to God quoted in the newspaper's issue #3 (November-December 2007). They are taken from the book "CHILDREN WRITE TO GOD" written by Michael Dymov – the writer and film dramatist from Riga who chose for his book the

most important quotations from the results of the poll carried out among the Riga's Russian language schools' pupils between 6 and 10 years of age who were asked to write a letter to the Lord and ask Him most vitally urgent questions coming from the bottom of their hearts and minds.

Who blows the wind? – Alik, 1st class

Where does the time go? – Julia, 3d class

What do You do when it rains? – Liuba, 3d class

Why in spring nights when You light stars in the sky and blow a warm wind onto the Earth and there's stillness around I sometimes feel like weeping? – Natasha, 2 class

Catholics have one God, Muslims – the other, Lutherans – the third, Orthodox – the forth. How many of you are there I wonder? – Igor, 4th class

Why there's no tenderness in the world? – Lena, 1st class

– Goddy, the soul You put into me is mine or someone's else? – Stasik, 2nd class

What for does the world have a round form? – Oleg, 2nd class

How does the day die? Because of getting old? – Leo, 3d class

Do I really exist? – Liuba, 3d class

What for have I been born? – Marik, 3d class

Goddy, what did I have behind me? – Alik, 1 class

When did love on the Earth start? – Katia, 4th class

How do I have to live to make everyone on the Earth happy? – Lisa, 2nd class

And what if people don't love You but fear? – Ruslan, 2nd class

Where do the shadows go? – Tonia, 3d class
Тоня, 3 кл.

God, when will my mother normally eat and recover from illness? And when my mother's mum will stop damning my father's father and my father's mum will stop wishing we were dead? – Kolia, 4th class

What do we need life for and if we need it why then do people die?

What for am I needed on the planet of Earth? – Oleg, 2nd class

So how much is a fall on hard times? – Sasha, 2nd class

Did You send a rain to give a heat some water to drink? – Raya, 4th class

Why could animals talk before and now they can't? Just remember that

even the Serpent talked to Eva. – Eva, 3d class

What for have You made a man the chef on the Earth? – Oleg, 2d class

Aren't we just your toys? - Sasha, 2d class

Why does not a man goggle out of an egg? – Tima, 2d class

Витя, 2 кл. / Father the Most High, why are You as a stepfather to many people? - Vitia, 2d class

Why are so many people not at all sunny? – Arina, 3 class

Is that possible never to be born? – Sveta, 2nd class

Why if you love you like everything even fried or scrambled eggs? – Styopa, 2nd class

How many believers are among believers? – Zoya, 4th class

Why have You created the world of such kind that when my mum tears her pantyhose/stockings she cries? – Vita, 2nd class

When there'll be no me shall I see myself? – Tolik, 2nd class

Where do dreams sleep? – Alik, 2nd class

How can one become a reminiscence? – Misha, 4th class

Give me hope. – Zorik, 4th class

I'd ask You about some care. – Normund, 2nd class

God, can You make it such way that all homeless people who live in basements and containers were clean? – Eleonora, 4th class

Dear God, please, arrange it the way so that everybody starting with my granny and finishing with elephants were happy, full up and provided with footwear. – Tonya, 2nd class

You created the Earth so make people stop damaging it. – Rodion, 2nd class

More life, Good heaven! – Misha, 3d class

I've been thinking a lot what to ask You about. May be about a dog? Then I decided not to bother You about trifles. I should ask You about something really important. So, I wish my mother came from her work always joyful and kind. - Katia, 4th class

I wish my life was good and happy in youth and in old age happy might be enough. – Vera, 3d class

What would I ask You about? Well, You know it yourself. – Alik, 4th class

Make me get amazed, Good gracious! - Arthur, 3d class

They say a man returns to the Earth in another species. If it is correct, please, let my dog be me and let me be my dog and we again will be together. – Alyosha, 4th class.

Don't frown at people. – Jyura, 3d class

This is Anton writing to You. If it is possible make my beloved toys alive. – Anton, 2nd class.

Return my parents to their childhood, I could be then a friend of my mother and would give a hell of a licking to my stepfather. – Gosha, 4th class

Let everyone I look at start smiling. – Tima, 2nd class

I wish all children from orphanages found new comforting parents. – Dasha, 4th

Open us to ourselves. – Vova, 4th class

Distribute kindness among people. – Katya, 2nd class

GODDY, could you create so that the faces of my granny and granddad appeared on the sky and smiled at me. – Kira, 4th class

Present me with life. – Stasik, 1st class

Let all people be happy then they will not be angry or wicked. – Vasya, 4th class

Let's make an agreement Good Gracious, I trust in You and You trust in me. – Lyalya, 2th class

If you find my mitten, please return. Only honestly! – Anya, 3d class

My father is a sailor so let the waves
be kind to him. – Katya, 3d class

I'd like every human being, nature
and even myself had good charac-
ters. – Anya, 1st class

Teach my enemies forgive their ene-
mies. – Gera, 4th class.

I'd like the last people became the
first ones. – Tolik, 2nd class

Save people not from their sins but
from their loneliness. - Сергей, 3
кл. / – Sergei, 3d class

I wrote a poem. It is shameful. I have-
n't shown it to anyone, but to You,
GODDY, I'll show. Here it is:

The grown ups weep with tears.

The grown ups weep with eyes.
The small ones weep by hearts.
The small ones weep by life.
But if a grown up weeps as a small
one
Than he really weeps... – Marik, 4th
class

I was at the cemetery and was struck
with one monument. It was a big
black stone with only one word en-
graved: and this is all. – Vanya, 4th
class

You know some people live on the
Earth and make the sun dirty with
their feet. – Anya, 2nd class

One question disturbs me all the time:
are all stars in the sky five-pointed? –
Nadya, 2nd class

I spend summer at the country house.
In the nearest house lives a poet.
Everybody considers him a weird cra-
zy heavy drinker because after much
drinking at night he comes out in the
yard and starts shouting looking at the
Moon. – Marik, 4th class

With You I'd go to secret service. –
Harik, 1st class

At the parents meeting the teacher
told so many good things about me as
if I died. – Olaf, 3d class

Yesterday at school they announced
that You exist. – Lyonya, 3d class

What ribs make a man? Don't bla-bla-
bla, GODDY!

How scary is it if tomorrow never
comes. – Iyova, 1st class

You know I think there's no soul in
me, but sometimes it still hurts. – Ro-
man, 2nd class

You created a man, Good Gracious, a
man created You and no one can say
who made it better. – Boris, 4th class

The hardest ailment on the Earth is
love, Good gracious, but all men want
to fall ill with it. – Liuba, 2nd class

Yesterday I learnt one Your great fea-
ture: if one is rich it comes from God,
if one is poor it's God's issue. – Zorik,
4th class

If You first created a woman You
might not have messed with ribs. –
Vova, 4th class

Call for papers from around the world

By Prof. Dr. Vladimir I. Ionesov

“Samara-Samarkand: The Heritage and Modernity in the Dialogue of Cultures – from the Volga to the Zeravshan”

A new scientific-educational project "The Heritage and Modernity in the Dialogue of Cultures: from the Volga to the Zeravshan" (Samara-Samarkand 2016), including the publication of the eponymous volume of papers, has been launched by the Samara State Institute of Culture with the participation of several partner organizations of Russia and Uzbekistan. The announced publication is dedicated to the tenth anniversary of the Agreement "On trade and economic cooperation between the Administration of the City of Samara (Russian Federation) and the Municipality of the City of Samarkand (Republic of Uzbekistan

This project is a continuation of the earlier publication «Малая энциклопедия зарубежной Самаркандианы: культура, объединяющая мир/ A Concise Encyclopedia of Foreign Samarkandiana: Culture Linking the World»: <http://iov-world.com/2014/12/a-concise-encyclopedia-of-foreign-samarkandiana-culture-linking-the-world/> http://www.kultura.uz/view_7_r_3206.html. Samarkand as one of the oldest cities in the world and a UNESCO World Heritage site, has become an integral part of the Eurasian integration, multi-cultural creativity and social reconciliation. Publication of the book (2014) has received a wide response in the cultural communities of Uzbekistan and Russia, and has led its authors to continue the conversation about the dialogue of cultures and a link of times in the context of the pressing issues of the present day.

The thematic sections in the announced publication ²⁸

will also include texts featuring the influence of cultural traditions of Samarkand and Samara on the lives of people of different countries, nations and generations. We are pleased to invite all who are interested in this project, to share on the pages of the edition their impressions, reflections and memories of the meeting with cultural and natural heritage of two different – but historically related by the Great Silk Road – regions of Eurasia from the Volga to the Zeravshan.

You are welcome to submit your papers, articles, reports, essays and notes via email: samar-tis@yandex.ru. Deadline for submission of materials: **June 10, 2016**. The main thematic issues of the forum and guidelines for authors are outlined below.

THE INTERNATIONAL FORUM
& THE INTERNATIONAL SCIENTIFIC
AND CULTURAL-EDUCATIONAL EDITION
"THE HERITAGE AND MODERNITY IN
THE DIALOGUE OF CULTURES:
FROM THE VOLGA TO THE ZERAVSHAN"
/Samara-Samarkand 2016/

The purpose of the forum is presentation of scientific research (works), current socio-cultural practices and educational projects related to the study of the place and the role of heritage in a changing world in the context of understanding the historical experience of interaction between cultures, modern challenges and new strategies of Eurasian integration.

The main mission of the forum is to contribute to the rapprochement and reconciliation of cultures through dialogue of traditions and innovations, synthesis of continuity and novelties, new scenarios of communication between objects of cultural heritage and contemporary social practices.

The special task of the forum is to broaden and deepen the interdisciplinary and interregional discussion about the creative possibilities of culture in



the formation of sustainable trade and economic relations, social partnership and educational collaboration between the cities of Samara and Samarkand.

Main areas:

1. Russia and Uzbekistan: new possibilities for economic cooperation and cross-cultural integration
2. Samara and Samarkand in the space of cross-cultural communication: historical experience and new prospects for interaction
3. The Middle Volga Region in the system of world heritage: the link of times and the dialogue of cultures
4. The Central Asian world in the dialogue of cultures of East and West
5. The trade routes from the Volga to the Zeravshan River: history and the present
6. Socio-cultural environment of a creative city: scenarios and models of a "smart city"
7. The creative economy and social innovations in the changing world
8. The test of heritage: can the past be our future?
9. Heritage and terrorism: the monuments of culture in the clashing world
10. Festivals and holidays in the space of modern urban culture
11. Heritage and tourism: experience, new technologies and social practices
12. The entrepreneurial culture in the traditions and creative practices of the region
13. The contemporary museum: creative projects and exhibition practices
14. Humanistic foundations of a cultural heritage: diversity and identity

Thematic issues:

1. The Volga and the Zeravshan: the rivers uniting cultures and nations
2. The heritage of the Volga-Ural Region in the Eurasian integration
3. The Great Silk Road in the regional heritage of Samara and Samarkand
4. The historical and cultural heritage of Samarkand: the past, present, future
5. Samara and Samarkand in the system of cross-cultural communication: historical experience and new prospects for interaction
6. Museum as a repeater cultural heritage
7. Heritage in the communicative space of urban culture
8. The world natural and cultural heritage: current challenges and management strategies
9. The world heritage and new technologies: commemoration in contemporary cultural practices

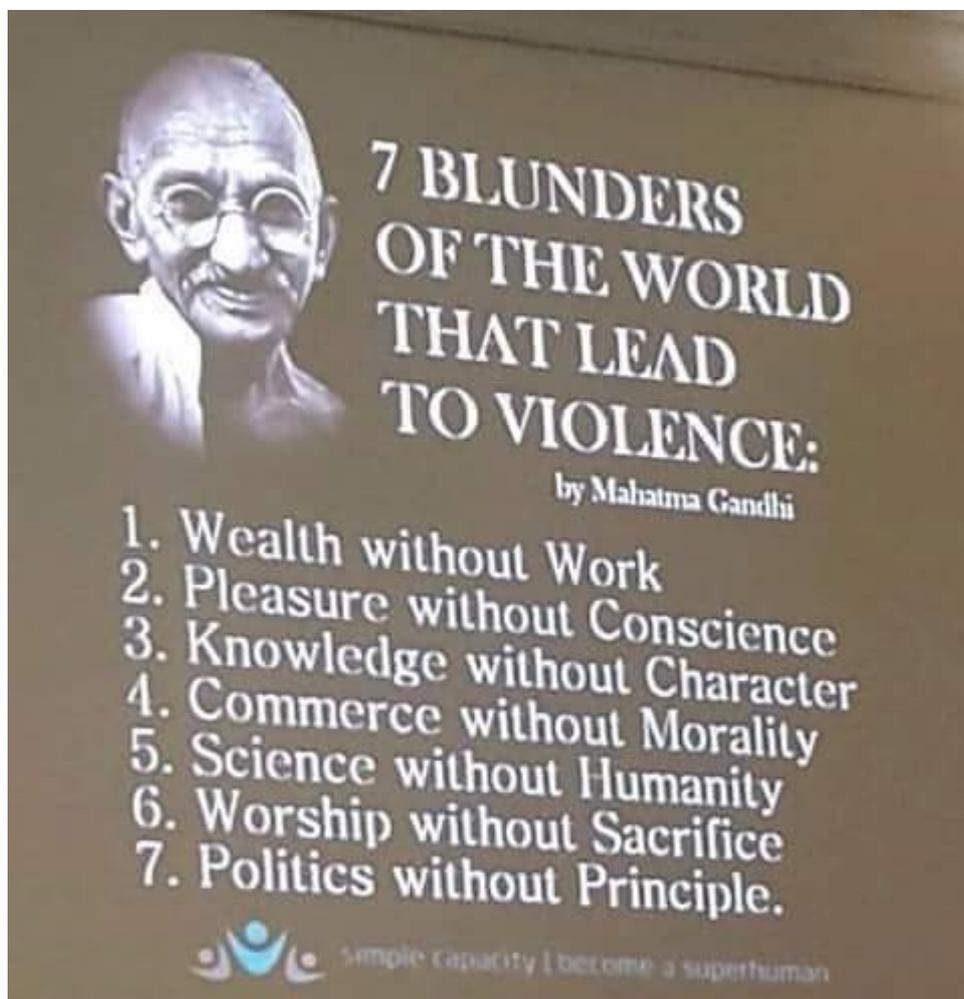
10. The interaction of traditions and innovations in the architectural landscapes of a modern city
11. Mythmaking and symbolic practices of urban culture
12. Images of everyday life in the projections of urban cultures of Samara and Samarkand
13. Art and decorative-applied creativity in the space of cultural heritage
14. The city's monuments as a cultural heritage
15. Folk art and traditional crafts in the space of cross-cultural communication
16. Public archaeology as a contemporary cultural practice
17. International resources of modern transcultural integration
18. Intangible heritage in the dialogue of cultures
19. Interregional communication in the dialogue of cultures: institutional partnership and citizen diplomacy
20. Archaeological monuments (sites) as a cultural heritage
21. Diversity and identity in the dialogue of cultures
22. Cross-cultural interactions in a globalizing world: synthesis of the traditional and the innovative
23. Dialogue of cultures in the global community: challenges and opportunities for integration
24. People and things in the communicative space of the society (socium)
25. Landscape design and interior in the architectonics of urban culture
26. Displaying things: the actual museum and exhibition presentations
27. Things that move: postcards, souvenirs, photos in the tourism industry
28. World heritage and new tourist routes
29. Antiques things in the memorative culture
30. The image of the city in the space of cross-cultural communication
31. Visual forms of relaying of cultural heritage
32. The battle for legacy: the resistance of cultures and the possibilities for reconciliation
33. Local lore museum in the system of cross-cultural communication and educational practice
34. World heritage in the formation of ecological

Full text version of the forum proceedings will be also posted on the websites of the Samara State Institute of Culture and of the Russian Scientific Electronic Library (NEB).



I also wish you all the best:
For everybody in the world
whatever colour their skin may be,
whatever religion may be,
whatever their situation may be,
good health, lots of love, of possibilities
and be able to cooperate in peace and harmony.

By Magdi Hlatky



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