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Teglgården 8, DK - 4220 Korsør, (+45) 5837 7891
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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

International Teacher - Executive Committee



President
Teacher
Marina Azarenkova
St Petersburg, Russia
Marina.azarenkova@gmail.com



Principal Policy Advisor
Sue Howard
Brisbane, Australia
(+617) 323 41473
Sue.HOWARD@deta.qld.gov.au



Vice-president
Teacher
Petya Giozova
Veliko Tarnovo
Bulgaria
Petya_Giozova@mail.bg



Headmaster
Bunyatova Fatma Jalal
Baku, Azerbajdjan
fatmaxanum@rambler.ru
(+994) 124532642



Teacher
Hanne Smidth,
Stenloese, Denmark.
(+45) 47172035
hanne.smidth@gmail.com



Coordinator
Valentina Yuchenkova
Vitebsk
Belarus
Y_valentina@mail.ru



Lecturer
Ludmila Sergeenkova
Oktyabrskaya 77
Lebedinovka, Kyrgyzstan
(+331) 2 44 17 72
ludmila@mail.auca.kg



Teacher
Brigitte Müller,
Einsingerstrasse 11
89073 Ulm, Germany
Mueller.Brigitte@web.de



Headmaster
Galina Dugashvili
Georgia
GalinaDugashvili@yahoo.com



Teacher
Raisa Pochevalova,
Moscow, Russia.
raisp@yandex.ru



Financial manager/Denmark
Oksana Khomutenko Jørgensen,
Bredsten, Denmark.
(+45) 75 88 24 07
okshom@yahoo.com



Apointed member:
teacher
Guljamal D. Esenalieva,
Bishkek, Kyrgyzstan.
(+996 312) 541 379
a-lim@lim.kyrnet.kg



Dean at NEFU
Galina Zhondorova
Yakutsk, Russia
Zhondorova@mail.ru



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)

Information/contact:
www.international-teacher.dk or
Oksana Khomutenko
Jørgensen,
Bredsten, Denmark.
(+45) 75 88 24 07
okshom@yahoo.com

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 2018



Formand
Jytte Svendsen
Teglgården 8
4220 Korsør
Tlf: 58 37 78 91
Jytte.Svendsen1@skolekom.dk



Tilknyttet medlem
Lisbeth Djurhuus
Ærøvej 20 b
8600 Silkeborg
Tlf: 86 80 11 46
lisbeth_dj@hotmail.com



Næstformand
Jette Jørgensen
Bakkevej 31
7620 Lemvig
Tlf: 65 96 78 22
65967822@dlgmail.dk



1. suppleant
Simone Henriksen

Tlf: 28 68 15 57
Simone243@hotmail.dk



Referent
Helle Steffen
Toldergade 4
2791 Dragør
Tlf: 32 53 34 77
h.steffen@mail.dk



2. suppleant
Niels Bjerren
Ivar Huitfeldts Gade 4,3
th, 8200 Aarhus N

Tlf: 51 86 10 53
niels.bjerren.s@gmail.com



Medlem
Ester Winther
Sneslev Sognevej 16
4100 Ringsted
Tlf: 57 60 38 40
ester.winther@mail.dk



Kasserer
Lissie Overgaard
Villemoesparken 22
7620 Lemvig
Tlf: 97 81 08 85
LCO@mail.dk

Annual meeting in ITA DK in Korsør on the 10th of March 2018

We had a nice meeting with 15 participants. Niels told us about Uganda and Anna told us about Nepal right now.

Troels Toftkær, who has been a member of ITA for many years has put his seat in the board at our disposal. Thank you to Troels for his great work during the years..

Instead of Troels we chose Niels Bjerren, who is a previous volunteer in Nepal, and he organized our trip to Uganda earlier this year. We are looking very much forward to cooperate with him.

Husk at
betale
kontingent

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 in Kostroma 2018

**International Teacher Association
Annual Conference in Russian Federation
Kostroma State University, July 2-July 9, 2018
Program**

July 1 (Sunday) –Arrival in Moscow. Bus trip to Kostroma city. Accommodation and registration at the hotel.



July 2 (Monday):

8.00 – 9.15 – Breakfast

10.00 – 12.30 – Welcome meeting with rector (Head of the Kostroma State University). Conference opening. Topic presentation “UNESCO VALUES: Formation of cross-cultural space” Plenary session.

13.00 – 14.00 – Lunch

14.30 – 17.30 – Visits to museums, laboratories, resource centers at the Kostroma State University. Fashion Show organized by senior students, master degree program, “Design of Costumes”. Sightseeing in Kostroma city.

18.00 – 19.00 – Dinner. Cross-cultural communication in practice.



July 3 2018 г. (Tuesday):

8.00 – 9.15 – Breakfast.

10.00 – 12.30 – Conference in headway «UNESCO VALUES: Formation of cross-cultural space» Kostroma State Agricultural Academy.

Conference discourse in sections:

1. The personal values in the formation of personality.

2. The functions and values in professional education.

13.00 – 14.00 – Lunch

14.30 – 17.30 –Introductory excursion of Kostroma State Agricultural Academy. The exhibition of Arts. Students and professors present their works of art.

18.00 – 19.00 – Dinner. Cross-cultural discourse.



July 4 2018 года (Wednesday):

8.00 – 9.15 – Breakfast

10.00 – 12.30 – Conference in progress at the Kostroma State Electric Power Technical College named after Chijov F.V., a great Russian scientist.

13.00 – 14.00 – Lunch

14.30 – 17.30 Interactive practices with the students of the college.

17.30 Visit the famous country estate “Sledovo”

18.00 – 19.00 – Dinner



July 5 2018 г. (Thursday)

8.00 – 9.15 – Breakfast

10.00 – 12.30 – The conference in progress .The conference topic under the discussion at School # 6 in Kostroma..

Coffee break

Meet the students and their teachers. Visit the school museum and the exhibition of works by

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



students and teachers
 Enjoy the concert prepared by the students.
 13.00 – 14.00 – Lunch
 14.30 – 17.30 – Summary meeting . Conference closing .
 Promenade along the Volga river . Tree time for shopping.
 18-1900-Dinner.



July 6 2018 r. (Friday)
 9.30 – 19.00 a trip to Susanino town , the Motherland of the great russian patriot Ivan Susanin.,
 19.00 – 20.00 – Back to y Kostroma. Dinner.
 19.00-20.00



July 7 2018 r. (Saturday)

8.00 – 9.15 – Breakfast
 9.30 – 12.00 – Visit ELK FARM. Enjoy your trip in the forest.
 13.00 – 14.00 – Lunch
 14.00 – 16.00 – A trip along the Volga river . Visit a town Krasnoy.
 18.00 – 19.00 Evaluation and appreciation of ITA meeting 2018 Report presented by President Marina Azarenkova.
 Farewell party.

July 8 2018 r. (Sunday)

Departure to Moscow by bus .



Svetlana from Kostroma State University is arranging the annual meeting. You can see her on th photo along with Marina, our president.



UNESCO

United Nations
Educational, Scientific and
Cultural Organization

"Building peace in the minds of men and women"

Teaching and UNESCO values in the process of improving the world



By Marina Azarenkova, Russia

“ Without labor nothing prosper.

Enjoy present pleasures in such a way as not to injure future ones.

Better be three hours too soon than one minute to late.

Good counsel has no price.

The heart has eyes that the brain knows nothing of it.

The greatest truths are the simplest; and so the great people.”

(Food for thought and energy for living for Teachers of all times)

We are proud, that in difficult times, when so many political, economical, cultural and psychological problems we observe and concern, the idea of eter-

nal importance of teaching for the sake of peace, development and common sense is alive and the first in the list of the progressive world's demand. The selection of our tasks includes in its content the reasonable interaction of the past and up-to-day approaches and effective methods of training, teaching and upbringing not only students, but teachers themselves, in close connection of their cooperation and communication in regime of in- and-out-classroom activity. Our priorities are different and wide. We try to cover teachers' and students' capacities and their intellectual potential, to tell each other (colleagues) about challenges faced by teachers and ways to meet them in class, in families of the students, etc.

Digital Economy

Today is relevant a question of a role of teachers in the field of communication. Digital economy and its' technical possibilities and instruments offers teachers big opportunities, but it can only add some new and important means of enriching the process of teaching-training itself, but not change a teacher as a unique treasure of mankind for its development. Digital economy leads to significant changes in the labor market, and as a result, the level of demands to professional competence of teaching and taught people is very high. So, The very and single tool for solving this problem currently is society, first of all teachers. Teacher as inspire, as psychologist, as trainer, as parent, as model and star.

Cultural data

Thinking about Culture in a classroom we may define some important Key-

Principles and Precepts of Culture involved and estimated as a real value of teaching and learning. The Culture data should:

- provide valid measures of the underlying cultural phenomena of interest;
- provide reliable measures of the underlying phenomena of culture as interest and object of science, etc.

In the real practice the teachers develop the core precepts to improve the Culture-Guide in indoor and outdoor activity with students of different nationalities, different levels of personal development and in different countries.

Saying about Culture as a main component of an educational program and daily practice we mean to create some professional items of the effective process as:

- to focus on the high-priority cultural information needs of personal and professional developing future leaders;
- to focus on cultural questions of what and why rather than how;
- to focus, initially, on cultural descriptors and indicators
- to focus on issues of cultural data validity, reliability, level of integration and consolidation in unity of people against the war, for the sake of peace and progressive development.

Peaceful communication

We think there is a better -than-ever chance that the communication of people of the next ten- twenty years is in their peaceful cultural multinational cooperation . It may be expected to be made with early teaching-learning training involving international cultural blocks of information in the professional process of teaching.

Educators in many countries have already worked out the possible extensions



to lessons, including culture as a core. As far as we mean learning culture in class not only for personal development , but for preventing nationalism and create a friendly cooperation of common-sense leaders , we mention here the most interesting educators' findings (SPELTA Newsletter) , we have already approbated successfully.

They are: 1. Ask students to respond, either orally or in writing, to any of those follow-up questions:

- a) How important is a person's physical appearance in determining his or her ability to do a job?
- b) What is the ideal psysical appearance for a man and a woman in your country and culture? In foreign countries and culture?
- c) Think of foreign films that you have seen or foreign books that you have read. Are standards of physical beauty the same in the other parts of the world? How do they differ?
- d)Which groups are most valued in our country and why? Why do you think other groups are viewed as less valuable? Do you think these ideas can or should be changed?

- e) How frequently do you interact with members of other cultures? Groups?
- f) Think of all the different cultures, sub-cultures, and groups that exist within our country. How many of these do you belong to?
- g) How would society be different, if the contributions, skills and ideas of all cultures were valued equally? Is this possible? Why, or why not?

Be practical and generous

The motto of the role-plays -seminars we have chosen was like the phrase of Dante "Be practical as well as generous in your ideals. Keep your eyes on the stars and keep your feet on the ground". A series of our role-plays is not intended to be a curriculum. It identifies key topics or concepts about nationalism that all students should learn over the course of the school -University years. The definition of the notion as "aspect of coexistence" belongs to them. Students had to experience the cultural world through different items of foreign cultures before they learn the terms and symbols of tolerance used to explain it.

Coordination among History, Languages, Literature, Earth Science and Religions would help students understand the great meaning of Culture at all stages of societies' development and integration among communicating.

The nature of a conflict

This is the scientific approach to the role-plays. The practical part of it consisted in working out of the concept by the students independently. Having realized that the core of nationalism in behavior of individuals or any conflict in groups is a conflict to prevent or forbid. The students compared the nature of conflicts in a Family and in a world as in a large Family. The students defined the first task as surviving and arising the family traditions. Whose descendants are we? Whose



descendants are our opponents we dream to consider then as our friends? Some of the Russians are not able to answer this simple questions. The family tradition is lost for them. And it is one of the reasons why most people have no sense of family honor and pride .Such situation of primitive communication forced people to solve problems through conflicts rather than through calm dialog in other countries. So , the revival of the World Family should start with the restoration of it's traditions, culture, moral values in common efforts. From family to family ,from heart to heart – against global conflict and nonunderstanding to the common eternal values as peace, love, friendship, family, professional work, responsibility and kindness.

Peace, love and understanding

The students have contributed to many communicative forms. These are some items to have been discussed:

Do you have your whole family practice good communication skills from the most trivial conflicts like who is the leader to lead and who is a person to obey?



Do your best to understand what's really on your close and far ones mind. Practice listening for the meaning, not just the words your surrounding speaks.

Don't belittle, attack, or destructively criticize. Respect your opponent's feelings, even you disapprove of his or her action from the first glance

Don't give a standard lecture when your opponent has a problem. Don't use statements like: "After all we have done for you...", "I am really concerned about your health ...", etc.

Do use praise. Everyone loves to be appreciated .But Don't use it manipulative or you could lose your people trust.

Don't let angry words be your last words on an issue. If it comes to a shouting match, call time out and allow for a cooling-off period. Your goal is to find a solution, not win a war.

Don't give in, and Don't give up if at first you do not succeed. Try different approaches. It may take time for your point of view to sink in. The students discussed the manner and ethics of communication of the sides against national conflicts and local wars. Among more than one hundred terms of positive and negative communication they have

chosen such positive as :confidence, sympathy, objectivity, compromise.

It is well-known that to be armed with information means to be defended or protected from negative and wrong activity of individual as well as a society as a whole. The more we know the more effective we are in our improving the world on the base of UNESCO human values against all things that can prevent our world to be sustainable . And we, Teachers, are in the first line of those going to kindness and perfection in Personality and society. WE? Teachers, may say to those believing and supporting us:" You believe in me. There are no trite words of thanks that could tell you what that means to me. For believing in me the life as a God's gift denotes CONFIDENCE, STRENGTH, GENEROSITY, LOVE, RELIABILITY, RESPONSIBILITY, FRIENDSHIP and EXCELLENCE.

I shall do my best in order to do my best.

Thank you."

5th of July 2017, visiting the Arts School in Vitebsk

A historical background to our visit at the Vitebsk Fine Arts School



By Lisbeth Djurhuus, Denmark

Artist Yehuda Pen (1854-1937) was the founder of this private school of fine arts in Vitebsk. The most known and popular artists working and developing the art-school were Marc Chagall and Kasimir Malevitj.

Chagall was born in 1887, raised in his Jewish family in Vitebsk, moved to St. Petersburg in 1907 to qualify himself as a skilled artist, travelled to Paris in 1911 and worked in an artist- community until the outbreak of 1. World War in 1914.

After this highly productive stay in Paris from 1911 to 1914, Chagall returned to Vitebsk and settled in the building in the Pokrovskaya street, where he had spent his childhood and youth. He married Bella Rosenfeld, also from Vitebsk, and they had a daughter here.

The city and its surroundings, inhabitants and the artist's family became motives of Chagall's paintings, and are now famous: e.g. *The Cemetery*, *Double Portrait with Wine Glass* and *The Promenade*. All together 107 works created in Vitebsk were exhibited in April 1916 in St. Petersburg.

In September 1918, Chagall was asked to be responsible for developing the city's artistic life. His mandate was to "organize art schools, museums, exhibitions, courses and lectures on art and any other artistic undertaking within the city limits of Vitebsk and the entire Province of Vitebsk". Not only were "artists of the people" recruited after the revolution; Chagall also planned to bring in teachers

from Moscow and St. Petersburg to replace the old art schools and academies through-out the former Russian Empire.

To mark the one-year anniversary of the October Revolution on November 7, 1918, Chagall worked on making all of Vitebsk beautiful with 450 large posters, flags, grandstands and arches. It is said, that "His posters were magnificent, perfectly matching everything that was needed on the street: strange, shocking, radiant with colours."

After this it was mentioned in a newspaper, that "The City of Vitebsk has changed. Not long ago, this used to be provincial 'backwater' of some one hundred thousand inhabitants, but now we can say: "it was here that revolutionary art with its colossal and multiple dimensions was set into motion."

Artist Kasimir Malevitj exhibited his paintings 1916 in St. Petersburg alongside Chagall and they became colleague art teachers in Vitebsk.

Nearly 200 students would attend the Vitebsk People's Art College and the school program was based on:

- 1) theoretical study of contemporary leftist art methods;
- 2) composition of drawings for the applied arts: wallpaper, embroidery, bookbinding, wood painting;
- 3) practical courses."

Chagall thought of himself as a "leftist" artist – in other words, an artist of the avant-garde.



The students and staff were no longer subject to the previous academic bureaucratic rules, the students were encouraged to set out on the road to experimentation.

BUT..

The mindset of artists as well as people in general had changed, because of the devastating experiences of World War 1, new technical inventions, Einstein's theory of relativity, Freud's development of psychoanalysis etc.

"Expressionism" was now in progress, maybe you could say .. "all international art-currents moved from life-like reproduction of "the visible world", to "revealing" an image of the world to the mind of the spectators. Reality in its complexity of the modern world had become impossible to depict in the former art-language, which had been used up till 1918. The audience / spectators had to interpret the ways of the world themselves.

Kasimir Malevich had founded Supremacism, a new form of art that relinquished all references to the visible world. Gradually his aesthetic, pictures and poetics stood in contrast to Chagall's world, which represented a different hymn to everything he created.

The young art-students of Vitebsk were attracted to Malevich's works and ideas, and Chagall left Belarus for good to work in France 1922-1941, in the USA 1941-1948, returned and lived the rest of his life in France 1948 – 1985.

The Vitebsk People's Art School was founded nearly 100 years ago, is located at a beautiful man-sion on Pravda Street, has survived the Great Wars and the restoration of the building has been done really nicely.

The woman director of The Vitebsk People's Art School told us about the art teaching at the school in 2017.

As far as I understood.. and remember ..

The age of the students are from 1.form to 5.form, they usually follow the course for all 5 years and pass a qualification test between each step. There is a fee to be paid for the tuition.

The teachers are all professional artists themselves, and are very enthusiastic about developing the artistic talents of the young students. Maybe the kids have ambition on becoming professional artists as well.

On a guided tour in the workshops / studios in Vitebsk People's Art School, we saw a variety of art works. Drawings in pencil and charcoal, skilled watercolor paintings, colorful acrylic paintings, bright tapestries made from strips of cloth, funny small animal sculptures of papier mache', impressive batik pictures, imaginative collages and black miniature sculptures of people e.g. flying a kite, fighting a battle, walking a street, dancing a ballet and being themselves.

The motives on the acrylic painting were similar to the ones, which inspired Chagall ... ordinary local houses, the beautiful white church, portraits ... all painted in a daring manner in colors of contrast.

The young students were presented to everyday sounds as sources of inspiration e.g. a creaking door or footsteps. Some kids managed to paint or draw on this input straight away, while others talked with each other about their ideas / feelings from the input, and work from it later.

Also Kasimir Malevich's famous painting "Black Square on White Background" seemed to be of major importance in the inspiration of the very young students at the art school.

I looked up this “black square” phenomena in the Internet and will share a few philosophical thoughts with you ...

“Malevitj is monumental not for what he put into pictorial space but for what he took out: bodily experience, the fundamental theme of Western art since the Renaissance.”

Malevitj: “It is from zero, in zero, that the true movement of being begins.”

Malevitj: "I transformed myself in the zero of form and emerged from nothing to creation, to [Suprematism](#), to the new realism in painting - to non-objective creation."

“ These non-figurative (*abstract*) shapes found their ultimate theoretical expression in Malevich’s black square — whose nullity (*non-existence*) could be viewed as fullness, simultaneously total motion and motion’s total erasure (*removal*).”

“The Black Square conveys sheer, unlimited possibility. This quality seemed in line with the Revolution of 1917”

Next time I see you I would like to know, what you think of the “ Black Square” inspiration J

Cheers.
Lisbeth Djurhuus



Marina and Lisbeth Djurhuus in vitebsk



By Leo Rebello, India

Education in Nepal under its new federalized government system



By Jimmy Lama, Nepal

In May and December of 2017, Nepal voted to formally institutionalize a federal system that was long awaited in Nepal. Nepal now has three tiers of the government that is federal, states and local governments.

More equality in Nepal

This was a result of decades of political exercise to give Nepal a system that is hoped to bring in more equality and prosperity through the distribution of power and resources from the national level to the sub-national levels and vice-versa. Just in two decades, a country that was widely known in the world as a small kingdom with its 240 years old institution of monarchy has now gained a new national identity as being the youngest democratic republic. Nepal is now federalized into 7 states and 753 local governments each enjoying its distinguished power to exercise decentralization and its own ruling area.

Local Government is responsible

Under this setup, the responsibility of education up to the secondary level now falls under the remit of Local Government whereas university education will

fall under the responsibility of States and Federal government. This article will, therefore, be discussing mainly what will change in education.

What will change in education

Since the new system is less than a year old, the new offices are yet to find their feet and therefore struggling to take over from the previous set up. One of the sectors to have been affected by this transition is Education.

The schools, which were so used to be accountable and reporting to the District Education Offices, now have to deal with the office of the Local Government. However, the local government offices are not all yet well equipped with adequate manpower. As reported, there has been hesitancy on the part of civil servants recruited in education to go to the Local Government Offices. This is partly due to prestige issue of being sort of demoted in their career because it could end up in a situation where a senior Officer from Education Ministry might have to work under the junior Officer from other ministries.

Lack of officers

Unable to resolve these issues, several Local Government Offices do not have enough officers creating more confusion



and even ending up in some arbitrary decisions on the part of the elected ones. Nevertheless, with all three tiers of governments now in place, it is hoped that the functioning of the government offices will become smooth and the services will be delivered more effectively.

Education in Helambu

In the case of Helambu, we now have Helambu Rural Municipality as the Local Government. Five former village development committees were merged to form this rural municipality. Just recently, a village education committee (*Gaahun Shixa Samiti*) has been formed to direct, advise

and support the Local Government Office to come up with appropriate education policy that is suitable within the area.

The schools and the locals are now hopeful that challenges of education infrastructure, teachers, and resources in the region will be met one after another. It is hoped that the efforts will also be given on promoting locally suitable curriculum and the focus will be sharpened in bringing education activities in the area to a more coherent manner.

Jimmy Lama
HELP

Director/ITA Representative in Nepal

Jimmy Lama with his wife, Dhiki, his daughter, Jasmine, and his mother. They are visiting their new house in Nakote after rebuilding it after the earth quake. It is now ready for volunteers to move in.



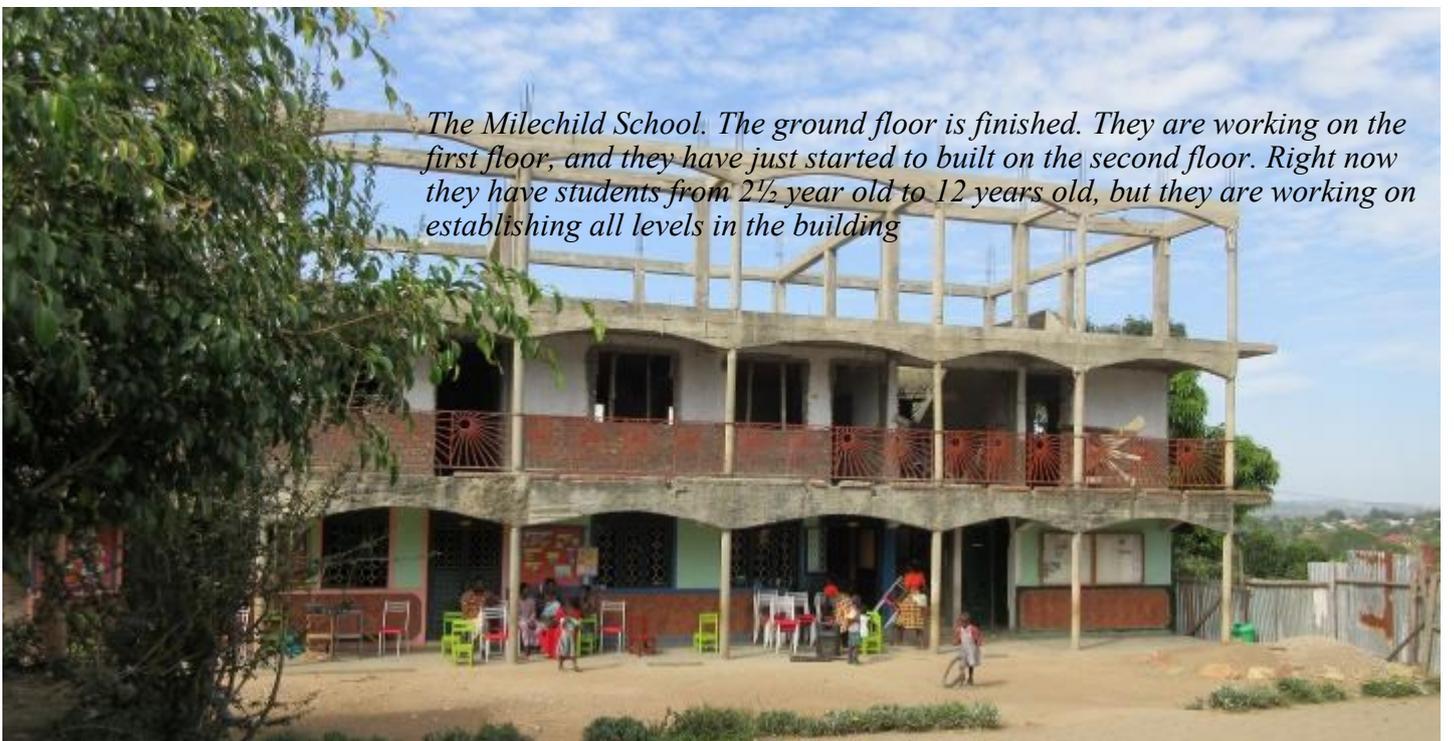


Martin, the founder of Milechild school, in his safari car. The safari tours help to finance the school.

Some of the devoted teachers of Milechild School.

The parnets are welcoming the Danish delegation





The Milechild School. The ground floor is finished. They are working on the first floor, and they have just started to built on the second floor. Right now they have students from 2½ year old to 12 years old, but they are working on establishing all levels in the building

Martin, the head of Milechild is giving away clothes brought from Denmark. We also brought teaching materials. Everything was really appreciated.



The children of Milechild School are waving good-bye. Maybe some Danes will come and work as volunteers at the school.





**National poetry and music
enhance mutual understanding and peace**

Valentina Yuchenkova, Belarus and Ludmila Sergeenkova in front of a national monument in Belarus

By Lyudmila Sergeenkova,
Kazan, Tatarstan, Russian Federation.

**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

I strongly believe the power of words
(poetry) and music helps us to perceive
the sentiments of many people. The great
poets and musicians express their great
love for their native places, their home-
land and their great pride in their people.
The brilliant poetry and music enhance
peace and mutual understanding contrib-
uting immensely to fundamental basic
right of each person to live his life in

peace.

The famous Scottish poet, Robert Burns,
wrote in his poem “My Heart’s in the
Highlands”

My heart’s in the Highlands, my heart is
not here;

My heart’s in the Highlands, a-chasing
the deer;

A-chasing the wild deer, and following
the roe

My heart’s in the Highlands wherever I
go.

“There is certainly some connection be-
tween LOVE, MUSIC, POET-
RY” (Robert Burns)

“How can we learn to live in peace? To
live, to forgive, and to sacrifice!!!”

These are the lines from the project creat-
ed by Igor Matvienko, a famous Russian
producer and musician with the group of
popular Russian singers. It is entitled “TO
LIVE !!TO LIVE !!”

“How can we learn just to live close to
our dearest people. To dream together and



Local music in Vitebsk to celebrate the birthday of the painter Chagall

The song was first performed in 1962 by Red Army Ensemble (Choir).
 Say, do the Russians want a war?
 Go ask our land, then ask once more
 That silence lingering in the air
 Above the birch and poplar fair.
 Beneath those trees lie soldier lads
 Whose sons will answer for their dads

to love, to value every second of our life
 “(YouTube resources rap-game.ru (load rap_video/russkie

The words are very simple but the idea of this great project echoes to the great poem written by Fredrik Bayer (1837-1922. A noble prize winner, 1908), the first president of the International Peace Bureau, one of the most important founders of the Danish peace movement. His famous songbook for friends of peace was issued in 1904 but the words are still actual today.

“Deeds of peace must bear fruits without any spot of blood “.... Folk- hatred is poisonous food destroying people and land. Fraternity in all directions increases people and land”

These words are dear to all the Russians who live under the false accusations of militarism at present.

In my presentation I would like to introduce a well-known poem which was written in 1961 by a famous soviet and Russian poet Evgeniy Evtushenko (1932-2017). It was a real literary miracle to me when I discovered Ben Bekker, a famous actor, producer from Germany whose recitation “Do the Russians want a war “made a deep impression on me.

(YouTube resources). Later on the music was written by E. Kolmanovsky (1923-1994), a talented musician from Russia.

To add to what you learnt before
 Say , do the Russians want a war??
 Now our children are singing this song with their own intonation and sincere feelings (YouTube resources, Masha Ermolaeva, May 9th 2015, Do the Russians Want a War? –<https://www.youtube.com/watch?>) A young beautiful girl truly trusts the words and music in her performance. “Those soldiers died on every hand not only for their only land, but so the world at night could sleep and never have to wake and weep. Sure we know how to fight a war, but we do not want to see once more the soldiers falling all around their countryside a battle ground. Ask those who give the soldiers life, go ask my mother, ask my wife, and you will have to ask no more, say do the Russians want a war??” The poem was translated from Russian into English by Tom Botting.

The power of words and music helps the talented people of all ages and nationalities to express their sentiments through innate genius, and our children truly believe in their basic right to live the life and not to die at war.

The Great Patriotic War (WW2) touched with its ruthless hands almost every family in the former Soviet Union Republics. Mothers were waiting for their sons and daughters to come home after the victory



Ludmila on a crowded train in Belarus

for many years. The Russian Poet Andrey Dementiev was deeply impressed by a true story about an old mother who was waiting for her son from war though 30 years passed but she could not accept the cruel reality. “Many years passed. The mother grew old but she went on waiting for her son because she believes, because she is a mother “(some lines from the poem The Ballade about Mother”) Once a documentary film based on WW2 with true chronicles from the battle was brought to her small village. Suddenly she saw her son, Alexey, running in the battle field. He was not killed or injured and then everybody in the hall heard her piercing cry Alexey, Aloyshenka, sinok (my son). Now it is a deeply emotional song. the music was written by E. Martynov. Valentina Berukova, a brilliant young singer, touched to tears many people in the State Kremlin Palace in 2015 <https://www.Youtube.com/watch?v=YBcYn2N2BS4>
Do the Russians want a war?? Why to threaten the people in the world with military ambitions of the Russians???. Now our children –grand-grand children of

those soldiers are singing a famous Russian song “May there always be sunshine “

Bright blue the sky, sun up on high
That was the little boy’s picture
He drew for me, wrote for you too
Just to make clear what he drew

May there always be sunshine
May there always be blue sky
May there always be Mummy
May there always be me!!!!

(words by L Oshanin, music by

A Ostrovsky)

You will be really impressed by the Russian National Anthem –Children’s Choir at the Mariinsky Theatre in St. Petersburg if you visit the site www.mariinsky.tv
Let me introduce just in brief some talented children who took part in a very competitive content from the “Blind Audition” Our children are singing the songs not only in Russian but also in English, French, German and other languages. Rayana Aslambekova from Chachnya, Russia” The last dance”, Patricia Kurganova from Minsk, Belarus “Run to



National poetry and music in Belarus

You” Azer Nasibov from Azerbaijan
 “Maybe I, maybe you”

The words are really meaningful in the songs the children choose to perform. Maybe I, maybe you make a change in the world. Dayana Abdrashitova from Kazan, Russia chose a song of an American singer Miley Cyrus entitled “The Climb” The words in this song are very close to our hearts.

“I can almost see it that dream I’m dreaming but there’s a voice inside my head sayin’ You ‘ll never reach it. Every step I’m taking. Every move I make feels lost with no direction. My faith is shaking but I gotta keep trying!!!! Gotta keep my head held high!!!.... Just gotta keep going and I gotta be strong. Just keep pushing on!!!!

In my opinion the words in this song are a brilliant demonstration of shared common values.

In conclusion, the Russians do not want war. We have lots to cherish: our children and grandchildren, our family and our home, our Motherland. Our fathers, mothers and grandparents defended the independence of once a big country- the

Union of Soviet Socialist Republic in a severe, bloody battle which lasted for 5 years. At present our sacred right to life becomes a reality if my country with wise leaders is the guarantee of security. It’s a well-known fact that the universal declaration of human rights was adopted in 1948 by the United Nations Organization as a code of mutually acceptable civilized conduct of different countries, nations and people.

I believe in friendship among people. One day my friend from Denmark, Ester Winther, wrote to me,” it is so important to make personal friendship with people from other countries, because then no government can convince me that he or she is my enemy”

So today is the ideal day to love, to believe, to create and to live!!!!

A VISIT TO UGANDA



By Ester Winther, Denmark

In February four members of ITA Denmark, went to Uganda for 10 days.

The trip was organized by a former volunteer in Nepal, Niels Bjerren. In connection to his education Niels worked for six months as a trainee at the Danish Embassy in Kampala last fall. During his stay he met Martin, a Ugandan man, who in 2011 started a community school, Milechild, for children from 2 to 8 years old. We were invited to visit the school and at the same time experience Uganda of course.

In the future ITA will look into the possibility of supporting Martin's school.

We spent the first three days in Kampala, the capital, and for someone like me who visited Africa for the first time the whole

trip it was an amazing experience.

Around Kampala

We spent a day with each person on the back of a boda-boda, which is a taxi motorbike. For an experienced driver it is no problem to maneuver in the heavy traffic, and we went through a big part of the city and really experienced the nerve of this lively place.

Our first stop was at The Gaddafi Mosque, a very big and impressive building financed by Moamar Gaddafi in the days when both he and Idi Amin were in power.

After about 70 years of British protectorate and colonization, Uganda has been an independent republic since 1962, but as a relict from the old days the country is still divided into four kingdoms each with their royal family. The kings have no political influens, but they are highly respected by the population.

After the Gaddafi Mosque we visited one of the royal palaces, but we only saw it from outside. In the backyard though we could get into the cellars, where Idi Amin tortured hundreds and hundreds of political opponents. In the garden they had exhibited a crazy monster of a car which once belonged to the dictator.

Next stop was at the Ba'hai-temple where all believers can come and worship whichever God they might believe in. There are only very few of them in the world, and it is seen as a symbol of the tolerance you meet in Uganda.

We stopped to have lunch in a most interesting area of the city, a shantytown where life was lived in the streets (made of clay and earth) and where everybody seemed very poor. - Our boda-boda drivers knew a place there, where they made Rolex: a pancake rolled around an omelet (rolled eggs). What a smart name..... and we can recommend the dish, it was very tasty.



Traditional dancers

In the evening we attended a fantastic music and dance show which included dinner.

The place was full of white people and only some very few blacks.....apart from the serving staff!!

How can they move - especially their bottoms - like that, and how can they have such a talent for rhythm and drum-playing. Wau !!

On the next day, Niels had arranged a meeting at the Danish Embassy, where the ambassador told us about some of their projects. Among other things they spend money on supporting democratic institutions, family planning and projects that will create jobs. A very, very great part of the population has no job. Lots of people move from the country into Kampala, but they cannot find work.

51 % of the population live below the poverty limit, there is only a very small middle class, and the rest are very rich. Having no real middle class is bad for any society: There are not enough to keep the wheels turning, the poor are fighting to survive, and many of the rich people are busy spending their money on themselves.

A fertile country

Fortunately Uganda has good soil, and the country is self supplied with food. Most crops can be harvested seven times a year. They export coffee and tea.

They also have oil close to the boarder of Congo and valuable metals in the earth. They "only" need investors, so that they can start exploitation and production.

Refugees from South Sudan

In the northern part of the country there is a huge number of refugees from South Sudan. Uganda is not able to support them with money, but instead they give them a piece of land, so that they can make their own vegetables and maybe even make a little money by selling out if they have a little surplus.

Earlier I wrote that the Ugandans are said to be tolerant.

23 The way they treat refugees shows that



In the greenmarket in Kampala, Uganda

despite their own poverty they are also willing to give to others whose need is even bigger.

And this brings me to the impression I got during my short stay: I only met friendly, helpful and smiling people.

Visit to Milechild School

After four days in Kampala we were picked up by Niels's friend, Martin, who would take us to visit his school in Maka-ba, two hours drive from Kampala. Besides running the school he raises goats, cooperates with boda-boda drivers and arranges safaris. The profit he makes, is spent on the school.

The parents pay a fee to have their children attending the school, but for the poorest who have no money at all, there is a possibility of paying with handmade things, which the school can try to sell, baskets f.ex.

There are still many children who don't go to school, because the parents can't afford it, but everybody in the country

wants so much the children to get some education which can maybe help them have a better life than they have themselves.

At the school we were met by a group of excited children. It was the first time they had visitors and they had prepared the most charming dance show.

I admire the teachers who work at this school, - so completely different from what we have in Europe: dusty concrete-floors, bare walls, no furniture, no blackboards. How do they do it??

A person with true commitment

After a night's stay at Martins place, he took us in his bus on a two days safari including a boat-trip. It was a fantastic experience where we saw all kinds of animals....except for the lion! Martin shared his knowledge about the animals and the country, so it was a most interesting and informative tour.



Lisbeth is ready for at trip on a motorbike

And Martin himself is an amazing and admirable person. He has dedicated his life to his school-project. He comes from a well-off family, he has a good education, he had the possibility of moving to Europe and yet he spends all his energy and all his money on helping these children to get some schooling.

We spent a whole day driving back to Kampala where we said goodbye to Martin.

Shopping and church service

Saturday was spent doing some shopping on the market, and when Sunday came two of us we went to take part in a christian service. In Denmark many churches are nearly empty on Sundays, but here the room was absolutely packed and a lot of people were gathered outside in the street, where chairs were placed for them to sit on. From here the service could be heard from loudspeakers. Everybody had dressed up, and especially the women and the girls were so beautiful to look at, nice

outfits and fancy hairstyles.

Before we went to the airport in the evening we had time to visit a botanic garden where again we saw trees and plants unknown to us. The very first Tarzan film was filmed here and we saw the very tree where Johnny Weissmuller swung himself in the lianas!!

A smiling, helpful and kind population

Maybe I'm extra excited because it was my first visit to Africa, but it doesn't change the fact that we were met by a smiling, helpful and kind population struggling to make a living.

Hopefully Martin will succeed with his school-project and with him other hard-working people who fight for their country.

Great thanks to Niels and Martin who had planned everything so well for us.

Ester Winther

NATALIA SHAMBEROVA, Russia

... SOME DAY...

Some day the today's photos will seem attractive though today you see them as a ruthless evidence of the years that have utterly and for long conquered their own space in your soul as well as behind your shoulders – irrevocable years of no return – it is hard to put it correctly, though... No, there's no return of that lightness which made you fly in any direction to where you were called or were led by own intuition...

No, you have got accustomed to contact rather a limited number of people whose views and thoughts are of interest to you as they are clear and fresh, that there's no pragmatism in them which can't evaluate things any other way but by the value of money and the profit it might bring. This way of thinking belongs to those who haven't yet waken up to reality and don't yet mind or realize what they do...

No, you don't live in the world stinking infernal stench.

No, you trust your choice and care for your priorities, and believe 'discoveries of life-long love'...

No, the transition to another stage of being has already happened. It may to a certain extent be perceived as Nirvana...

No, there'll be no more men bothering you with their compliments and silly proposals...

No, thank God the only dear man is aside. No, not always all is perfect, but you trust this is life and destiny... - C'EST LA VIE in other words...

No, you're not any longer waiting for anything out of the ordinary, but only comfortable and pleasing to God life of which you constantly pray. Prayers help in keeping your private world in the storms of the wild contaminated world where everything has turned upside down and where you prefer staying at home until



the warmth of Nature comes and the earth starts blooming and the sun shining...

No, strange as it may seem, now as never before there's a feeling of harmony inside the soul. Maybe it's what was called by *St. Luke (17:21) ... the kingdom of God is within you...*

No, it's too late for the gone people to return, but the soul can't forget them...

No, you try to preserve what is called *the kingdom of God is within you* and try to protect it inside your soul from the demolitions of the time...

No, already sincerely and truly you enjoy every day as you realize that each day may actually occur to be the last one and this permanent truth has been opening its mystery slowly to you over the past years never caring how you accept it. Sometimes it stepped aside as if giving you the time to trust in illusions and rosy mist where one can't see the truth...

No, you some day stop resisting your own feelings of the finiteness of the world and you try your best to stay on guard of your health as if it could be of use in eternity..., but more probably so that not you become a burden for your relatives.

No, 'some day' is perceived neither as the past nor as a future as these both have become categories far from reality – why should you think of them as the vanity and weeping over that what is not possible to change?

Well, no, tears are sobbed out, sins are confessed, 'i's are dotted, vows are given – only you wouldn't think that this is the end of your days...

No, you're not yet fed up with life...

No, you don't yet want to die...

No, you're not yet tired of the small pleasures that fall into our life every now and then as not frequent shooting stars of August that fall from the sky never reaching the sinful Earth but never returning back to the skies, though...

No, you're still able to do a lot and when you do you try your best...

No, you still can perceive the world created by God with love and care to which He ordered to be...

Predestination...

No, you believe in this reality and follow your belief: you don't try to correct it according to personal will as you've already come to understand that it makes no sense, as what wasn't planned by the Lord would never be fruitful and never would be in your benefit.

No, you're not crying over the past, you have no regrets.

All is in Thy hand, Lord!

No, you're not tired of the work that is sent to you by the Lord, any work from Him brings joy into your life – be it writing or teaching pupils. And this is true.

And you pray God not to leave you alone.

In a solitary confinement away from the wild world anything you do is done in perfect awareness of the life where there are no more "vampires" i.e. ungifted chiefs "thirsting your blood" and squeezing you as a lemon and putting hands on what doesn't belong to them neither in the idea nor in the performance. In anything you do you can only feel the support and

Love of the Lord our God who inspires you in your deeds that you are performing with joy and getting tired you pray in the serenity of your home and the soul fills with new forces, new thoughts, new inspiration and desire to write books of verse and stories and to live this way for ever...

No, one can't know the Lord's ways until the performances become evident, therefore you are not able to imagine how He will care for your deeds done with His assistance.

Some day the time will come to get to know it.

So far one should live and create, pray and believe that everything is done in His will – is predestination...

No, you shouldn't think too much of how to live further, just be thankful in your prayers for everything you get from God knowing that all this is granted for your salvation...

Some day our efforts in fulfilling the task will pay for many our sins and mistakes – I strongly believe into this.

And some day you return to the sea...

And often remember some day you came to the land of Aesop...

Some day you came – remember? - and saw with your own eyes the world where he found the grains of his wisdom echoing strongly in your heart – the world in the vicinity of the sea... He was a slave in the world, but the Lord was always on his side... and his words remained alive over centuries...

No, it does not matter where, but it matters with whom...

No, even in this world one may live with God. Without hypocrisy, lies, dissembling but only with love, gratitude and faith.

No, there's no other survival. This is the truth.

Some day everything becomes right: here is common sense.

Some day...

My working experience in kindergarten speech-therapy group



Poem competition in my speech-therapy group of village kindergarten "Kolosok". Ksyusha is declaiming a poem by Valentin Berestov "October".

By **Kuznetsova Natalia Alekseevna**, higher qualification speech-therapist, City Children's Polyclinic №1, Vladimir, Russia

Abstract. *This article is devoted to my working experience in speech-therapy group of village kindergarten, to the new methods of bioenergy plastics and kinesiology exercises I used in my work and to the ways of children's motivation for their successful studies.*

Keywords. *Children, kindergarten, bioenergy plastics, kinesiology exercises, speech-therapy lessons, speech-therapy competitions.*

Today I would like to tell you about my

working experience as a speech-therapist in the group for the children with general speech delay and phonetic-phonemic speech disorder. Not very long ago I had a telephone-call from the director of one village kindergarten with the proposal of working in the country as a speech-therapist. I was hesitating, because it was far away from Vladimir and took a long time to get there even by car. Besides, it's very difficult to combine several positions simultaneously: my work in Polyclinic and Speech-Centre, private lessons, my home duties and my own child, who studies at ordinary and musical schools. It was a great responsibility, and at last I agreed.



I started to work with these children of 5-6 years old. I have been working as a speech-therapist in Children's Polyclinic for many years, and now I had a good opportunity to try my professional skills in kindergarten. I gave individual and subgroup lessons, trying to use all the innovations in speech-therapy. In a month it gave first positive results. And in 2 months I put the difficult Russian sound [R] to all children in my group. I'm sure that quick results were achieved thanks to the complex approach in correction of speech disorders and thanks to the use of new technologies such as bioenergy plastics and kinesiology exercises.

Bioenergy plastics is one of the new methods in speech-therapy. The term "bioenergy plastics" consists of three words: "bio" that means "a man is like a biological object", "energy" that means "the energy of your body", "plastics" means "plastic motions of your body". The essence of this method is in the following: the hand motions duplicate the motions of the tongue. It synchronizes the hemisphere cerebrum work improving attention, memory, thinking and speech. So, I widely used it in my new work. It was really very interesting for me!

Besides, I take into consideration kinesiology exercises, one more new method in speech-therapy.

Kinesiology exercises represent a complex of special exercises for fine motor skills, which activates inter-hemispheric interaction and:

- develops callosum ;
- elevates stress resistance;
- improves mental activity;
- stimulates the improvement of memory and attention.

Such kinesiology exercises as "Fist-Edge-Palm", "Bunny-Goat-Fork", "Bunny-Ring-Chain" were widely used on my lessons. The task was to learn to do it with one hand, with another hand and with both hands slowly, then quickly. It was a very difficult task for children, but they succeeded in it!

Every lesson was complex and contained several points: complexes of articulation gymnastics with the elements of bioenergy-plastics; kinesiology exercises, keen finger motion and general motion exercises with feet-ball, massage mat, hoops, Sужок balls; pronouncing new sounds and words, sentences, poems, texts; writing Russian letters on whiteboard; special computer games for enriching vocabulary development; speech-therapy rhythmic; classical music relaxation.

But how can you make little children study well on your lessons? How can you motivate them? I thought over a good stimulus for the further development



Poem competition. Rewarding.



The use of bioenergy plastics on my speech-therapy lessons.

of my little students. The old-fashioned method of “carrot and stick” never failed me. So, every lesson every child got a nice sticker for the lesson if he studied well and got nothing, only a sad smile in return in his copy-book, if he was not ready for the lesson. Now everybody wanted to get a sticker in his copy-book and worked hard!

Besides, I consulted parents, gave information and advices through the stand-board, organized parents’ meetings, trying to create perfect conditions for my little students, involving everybody in our difficult work of speech correction.

I didn’t forget the competitive moment. I tried to make as many speech-therapy competitions as possible: poem competitions, speech-therapy brain-rings, quizzes. The first competition I made for my little students was a poem competition. The task was to declaim Valentin Berestov’s

poem “October” by heart clearly and expressively without speech mistakes.

It was a long period of difficult work and preparations for this competition. Using new speech-therapy methods I taught and taught my little students and they learned and learned all these difficult sounds in the words of the poem and they achieved their aim at last. Everybody got his diploma and small presents! They were very happy and proud of their results. Me, too! In conclusion I should say that the use of new speech-therapy methods and a good motivation will always help you to achieve good results in speech correction. Speech-therapy work is really difficult, but interesting and very important for the development of our future generations. It’s universally known that clear speech is a keystone to success in your future life.

INTERNATIONAL TEACHER ASSOCIATION: ITA-committee and editors

ALGERIA

Editor, teacher **Messaoud Benaïssa**
Algeria
benaissam52@hotmail.com

Teacher **Ikhlas Gherzouli**,
ghikhlas@yahoo.fr

AUSTRALIA

ITA-committee, Principal Policy Advisor,
Sue Howard, OK
Brisbane Q 4000
sue.howard@deta.qld.gov.au

AUSTRIA

Editor, prof. Dr. **Werner Wintersteiner**
Klagenfurt University, Klagenfurt
werner.wintersteiner@uni-klu.ac.at

AZERBAIJAN

ITA-committee, headmaster **Bunyatova Fatma**
Jalal, Baku
fatmaxanum@rambler.ru

Editor, teacher **Ulviya Salamova Rashid**,
Baku.
ula0605@yahoo.com

BELARUS, Brest

Teacher **Natalia Parada**
Nata_leader@mail.ru

Coordinator **Valentina Yuchenkova**
Vitebsk, Belarus
Y_valentina@mail.ru

BULGARIA

Editor **Dr Zshivka Zsheliaskova**
E.mail: zshivka@mail.bg

Teacher **Petya Giozova**
Petia_giozova@mail.bg

DENMARK

Chairman of the Danish board
Jette Jørgensen
Fjaltring, Denmark
65967822@dlgmail.dk

ITA-committee

Teacher **Hanne Smidth**
Stenloese, Denmark.
hanne.smidth@gmail.com

ITA-committee. Financial manager/Denmark
Oksana Khomutenko Jørgensen,
Bredsten, Denmark.
okshom@yahoo.com

Editor, teacher **Jytte Svendsen**
Jytte.svendsen1@skolekom.dk

Editor, retired teacher **Troels Toftkær**
Copenhagen
troelstoftkaer@live.dk

GEORGIAN REPUBLIC

Editor, teacher **Galina Dugashvili**
Rustavi
galinadugashvili@yahoo.com

GERMANY

Neu-Ulm
ITA-committee, teacher **Brigitte Müller**,
mueller.brigitte@web.de

Tübingen

Editor "Institut für Friedenspädagogik."
kontakt@friedenspaedagogik.de
hppt://www.friedenspaedagogik.de

HUNGARY

Teacher **Hlatky Attiláné**
Nyiregyháza
E-mail: magdihlatky@freemail.hu

INDIA

Teacher **Kashmira Rebello, Bombay**
prof.leorebello@gmail.com
www.healthwisdom.org

Teacher

Mr Hubert, Chennai
hubertmr@gmail.com

JAPAN

Teacher **Kazuaki Sekines**
genbakudome011@yahoo.co.jp

KAZAKHSTAN

Teacher **Natalia Bahmutova**
Nata_leader@mail.ru

UNITED KINGDOM

Teacher **David Magee, OK**
Sara Village, U12A
Bae Systems, PO BOX 98
Dhahran 31932
davidmagee9@hotmail.com

KYRGYZSTAN

ITA-committee
Teacher, **Ludmila Sergenkova**
Lebedinovka
Ludmila@mail.auca.kg

ITA-Apointed member of ITA-committee,
teacher **Guljamal D. Esenalieva**,
Bishkek, Kyrgyzstan.
a-lim@lim.kyrnet.kg

MEXICO

Teacher,
Liz Stephanie Martinez-Cordero
lizstephanie@hotmail.com

NEPAL

Teacher, **Jimmy Lama**
Kathmandu
E-mail: jimmylama@email.com

PAKISTAN

Teacher, **Noushad Ahmed Khan**
Karachi
wsp1td@yahoo.com

RUSSIA

St Petersburg
President Teacher **Marina Azarenkova**
Marina.Azarenkova@gmail.com

Teacher **Natalia Shamberova**, St Petersburg
shamberova@bk.ru

Samara:

Editor **Vladimir Ionesov**

Moscow:

Vice-president/ITA-committee
Teacher, **Raisa Pochevalov OK**
raisp@yandex.ru

Vladimir:

Editor **Natalia Semanova**
Vladimir
aps@aps.elcom.ru

NORTH OSSETIA

Editor, english teacher
Natalya Chupronova
farn9@mail.ru

Pskov:

Teacher, **Victor Ingelevich**
Editor, teacher
Myra Ingelevich
victor_ing@rambler.ru

Editor, teacher **Tatjana Wostokova**
Pskov
vostokovat@mail.ru

POLAND

Teacher **Kamila Nowak**
Kamila.NWK@gmail.com

UKRAINE, Antratsit

Editor, chairwoman **Julia Kipko**
Antratsit.
jvkipko@rambler.ru

USA, New York

Editor, librarian, **Michele Peppers**
www.theribboninternational.org

Teacher **Lynn Kearney**
jalee@verizon.net

UZBEKISTAN

Samarkand
Editor, Peace Museum Director
Anatoly Ionesov
E-mail: imps86@yahoo.com
http://peace.museum.com

Tashkent

Teacher **Natasha Nechaeva**
nnv1962@mail.ru



The students are dancing traditional dances as a big welcome to the Danish visitors. Milechild School