

# INTERNATIONAL INTERNATIONAL TEACHER POST



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

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## The purpose of INTERNATIONAL TEACHER - Post

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

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

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

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

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



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### Generalforsamling og årsmøde på Helms Skole i Korsør

Lørdag den 5. marts kl 13

Programmet vender vi tilbage med, men...

Vi håber, at Signe og Stine, som har været hjælpelærere i Tartong, Nepal vil komme og fortælle om deres oplevelser. De vil også komme ind på den dramatiske afslutning, som opholdet fik med jord-skælvet.

Vi vil fortælle om studierejsen til Polen, juli 2015.

Vi håber, at Oksana Jørgensen vil holde sit oplæg om kultur og integration.

**Se her**



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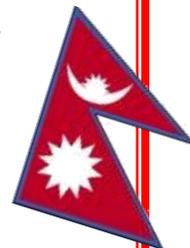
Har du husket at  
betale kontingent?

**Mange tak** for alle de gavmilde bidrag til genopbygningen af skolerne i Tartong og Nakote. Jeres bidrag gør en ikke ubetydelig forskel for beboerne i landsbyerne.

Da jordskælvet kom var to unge danske piger Signe og Stine hjælpelærere på Tartong skole. Læs deres beretning om de skæbnesvangre minutter.

Læs også ITA-kordinator i Nepal Jimmy Lamas beretning om bjergfolkets lidelser og genopbygning af landsbyerne

Læs mere om jordskælvet på hjemmesiden og se navnene på alle bidragsyderne.



### Kontingent til ITA

Kontingentet indbetales pr 1. april. Dette forår udsendtes ITA-Post som web-version. Det viste sig ikke at være nogen god ide. Blad med indbetalingskort er bedre. Det gør vi fremover. Har du ikke betalt kontingent i 2015, vedlægger vi lige en påmindelse

**Se her**

## International scientific conference in ZSG in Łęczna

searchers from the Institute of Slavic Studies ZSG visit in Łęczna and participate in various projects related to the teaching of the Russian language under the umbrella agreement signed in November 2014.

The meeting was opened ZSG Director MA

*By Daniel Zagrodnik*

July 12, 2015 at the School of Mining in Łęczna was held International scientific conference Fri. "Culture without Borders" devoted to foreign language teaching methodology.

The participants of the meeting were teachers and researchers belonging to the International Teacher Association, ITA On this day ZSG attended by guests from Yakutsk, Saint-Petersburg, Belarus, Denmark, G Bulgaria, Vladivostok. We had also invited Russian language teachers from nearby schools.

The conference was honored by Starosta Łęcznyński and the Institute of Slavic Studies University in Lublin, who was represented by Dr. Margaret Ulanek from the Department of Literature and Culture of the Russian XX-XXI century and PhD student Małgorzata Kulikowska. Re-

Arkadiusz Marucha. He specified the schools character, educating in the profession of underground mining technician, electrical technician, mechanic and solid mineral processing techniques. Then the meeting organizer, teacher of Russian language Daniel Zagrodnik, thanked the guests for coming and wish to participate in this international meeting. He also presented the purpose of the meeting and topics of the meeting. All participants communicated in Russian and English. Russian-language section was chaired by Daniel Zagrodnik, while in English Catherine Zalewska, a teacher of English.

During the meeting, speakers from abroad presented interesting multimedia presentations about the methodology of teaching foreign languages and cultures of the countries from which they came.

### 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





Pani Maria Czymborska-Leboda, Prof. of Philological Department in Lublin University



Tamara Smirnova, Prof. of State Space Instrument Making University in Saint-Petersburg,

Fruitful deliberations lasted until the afternoon. After lunch, all participants received certificates from the hands of Chairman of the International Association of Teachers of prof. Azarenkova Marina (Saint-Petersburg, Russia). The Director of the ZSG, MA Arkadiusz Marucha handed certificates evidencing an interest in the scientific conference. The meeting organizer Daniel Zagrodnik encouraged to continue the joint meetings which "develop linguistic aware-

ness, help improve their competences and qualifications". The five-day stay in Poland for the guests waited tourist attractions planned by Daniel Zagrodnik. While in the Lublin province the group visited Lublin Castle and Museum at Majdanek.

It is worth mentioning that a meeting ZSG in Leczna has allowed not only to exchange views on methods of teaching Russian and English, but it was also a great intercultural exchange.

The meeting was organized by Daniel Zagrodnik MA, teacher of Russian language



**Annual meeting 2016 goes to Turkey**

We hope, that you will be able to participate

# Educational and Family Cultural Values for Personality's raising in Teaching Activity.



*By Marina Azarenkova*

Experience real Culture in this cool, homely educational and up-bringing sphere of a family, school, college and University opportunities, with great mental, intellectual, psychological and artistic possibilities, and friendly Teachers-stuff will guarantee to make personal developing, raising and establishing memorable. For a personality him(her)self. For a family. For a nation. For a world civilization, finally.

It is known, good data help to make good results, that is why it seems to be important to think over The Culture In a Classroom guide.

The Culture-Guide for teachers and students in the process of their professional communication examines the strengths and weaknesses of the current elementary, secondary and higher education

**Look at the stone cutter hammering away at his rock, perhaps a hundred times without as much as a crack showing in it. Yet at the hundred-and-first blow it will split in two, and I know it was not the last blow that did it, but all that had gone before.**

*Jacob A.Riis*

data system and presents recommendations for improving the system's usefulness due to involving Culture in the process, as an object, subject and value.

A useful and responsive international education Culture-data system must accom-

modate the high-priority data needs of its various cultural educational standards and national approaches.

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

cepts 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;
- be reported in a timely fashion on a





schedule that is consistent with decision-making calendars (Executive Summary . Pascal d.Forgion, Jr., Martin E.Orland, p.3, Washington D.C., 1990).

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 four specific data culture domains-

background( national cultural history, traditions, habits,etc., cultural resources (poems, prose, paintings, pictures, sculptors, drama, tragedy, etc.,cultural school-university process, and cultural

students outcomes;  
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.

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. The whole idea is not new, but it is rather difficult for fulfillment. The simple and effective way appeared to hold some role-plays with students under the headline "

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 approved 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 physical 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?

2. Have groups create a story about an imaginary country where every citizen is from the same ethnic and religious background, where everyone has the same eye and hair color, where everyone's skills and contributions are identical. Could such a country exist? How would it function? Would it be successful? What problems would it have? Would everyone get along? Would you want to visit such a country? Why? Why not?

3. In groups, have students draft a "Bill of Cultural Pluralism", denoting 10 rules, which, if followed, would greatly enhance

attitudes towards cultural pluralism.

4. Ask students to consider this question: What are the advantages of cultural pluralism? Then ask students to develop a list of strategies that will encourage cultural pluralism and tolerance within their community, and the world, as a whole.

What will they do to help their children appreciate other cultures and sub-cultures?

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.

Overcoming nationalism with the help of culture studying and practise in people's relations may be called basic and common

to all progressive societies, no matter what level of economic development they have reached. The methods of solving this problem may be different from one society to another, but having much in common at the same time.

The students were rather independent and productive in the approach to the

solving of the problem itself. They had to encounter concepts, principles, and laws of Culture in communication. 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.

9 Coordination among History, Languages, Literature, Earth Science and Reli-

**... A truly wise person sees Culture as Source of Beauty, Power and Knowledge of the World for the sake of maintenance life, as a Culture itself.**

gions would help students understand the great meaning of Culture at all stages of societies' development.

In the course of the series role-play' concept working out, there are new problems and new complexities to be disentangled every time that we extend the range of our observation nationalism. Knowledge in Psychology influenced greatly upon emphases of the Evaluation Standards of studying nationalism with pointing out items of the so called "Increased attention through cultural studying and Understanding". The main among them are : 1. Assessing what students know and how they think about nationalism; 2. Having assessment be an integral part of behavior, studying and teaching; 3. Developing problem situation that require the application of number of Actuality of Life Ideas. 4. While working using multiple assessment techniques, including written, oral, and demonstration formats, systematically collecting information on nationalism.

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 and groups is a conflict, the students compared the 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, nationalism.

The students have contributed to many communicative forms. Among the others they have chosen rather effective one named as "Don't stop talking... Some Dos' and Don't's of communicating". 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 you 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 itr comes to a shouting match, call time out and allow for a cooling-off period. Your goal is to finf 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 nationalism. Among more than one hundred terms of positive and negative communication they have chosen such positive as :confidence, sympathy, objectivity, compromise, trust, kindness, wisdom, charity , - and such negative as aggression, collision, chantage, conflict, discrimination, confrontation, discredit, opposition, escalation.

There were several ways to select topics for discussion to overcome nationalism theoretically and then use Knowledge in practice. It would be impossible without a special attention and respect to culture s' involving in teaching and learning. Selecting an outside source for discussion as Internet and mass-media news, for example, had advantages and disadvantages. The biggest advantage was that the information was urgent and spread widely. The disadvantage was in a lack of true knowledge about countries and people involved in the conflict-events. Special training seminars as role play with students help to raise their education level and enrich their intellectual possibilities. 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 human values against nationalism.

The series of the Role-plays resulted of students answers concerning the concept, structure and real effect of common teacher's- student's work .

These are some questions:

Was the role-play useful and interesting

for you in your penetrating through nationalism as a notion?

Do you think that Plays-seminars is your promotional, personal and social ?

Did you get practical skills and ideas how to opposite nationalism in relations ?

Would you try to get an activity at this plan of study?

Were you given special instructions about safety and positive communication?

To great satisfaction of the independent observers the answers of the students appreciated itself highly the positive meaning of Role-plays not only against nationalism., but all negative influence. It may be overcome due to culture in mind, behavior, tasks of development, methods of communication? Living values of the human beings. Their forms may be different, but the principles remain common for all people. What is Culture for teachers and teaching, students and learning, parents and raising-upbringing? It is multicolored world, as balance for intellect, soul and spirit. As Albert Schweitzer said : “ An optimist is a person who sees a green light everywhere, while a pessimist sees only the red stop-light... The truly wise person is color-blind .”

... A truly wise person sees Culture as Source of Beauty, Power and Knowledge of the World for the sake of maintenance life, as a Culture itself.

# The Pedagogical Value of Historic Memory

By Valentina Yuchenkova, Belarus



I have already finished my active educational career, having taught for over 30 years at higher educational institutions of Kyrgyzstan and Russia, the last being the American University of Central Asia. I taught teenagers and adults, Russian, Kyrgyz, Kazakh, Chinese, Korean, Afghani, Turkish students. However, my recently acquired profession or I'd rather call it a hobby, keeps me in touch with both younger and older generations. I am a tour guide in my city Vitebsk and I often work with tourists from various countries.

Vitebsk is one of the 6 regional centers of Belarus, the second most ancient town of the country. During the tour around the town I can't but mention the events of World War II. Due to its geographical position Vitebsk was always on the way of all kinds of invaders, both from the East and from the West. Throughout its history it was destroyed over 30 times, the most devastating being the Second World War. Just think of these figures: before the war its population was 180 thousand people, while on the day of liberation July 26, 1944 only 118 citizens were left. 93 % of this ancient town was destroyed just like Warsaw and many other Polish towns.

Belarus, in general, lost one third of its population in the last war, one of the consequences being that the number of women exceeds that of the men. The fact still tells on the demographic situation.

No wonder that the memory of those losses, the memory of those who defended the country and won the victory at the cost of their young lives is still sacred in our country. We commemorated the soldiers and victims of the war in the numerous memorials, in the names of streets and squares.

Victory square in Vitebsk is a popular place for all kinds of celebrations, parades, concerts.

One day I was showing Victory square and the exhibition of military vehicles that had taken part in action to a group of tourists from the Netherlands. I was surprised by their negative reaction to the sight. "Why do you keep them here? Why should you remind people of the war? Isn't it better to forget?" these were the questions they asked. The more surprising was the fact that they were not very young people, mostly over 50.

As a guide I am supposed to keep a neutral position, but I am

a pedagogue and couldn't miss an opportunity of teaching a history lesson. I told them all the above mentioned facts about the war and stressed that the exhibition was not the demonstration of aggressiveness or military intentions. Vice versa, people, especially young ones for whom the war is just history, must never forget that any war is evil, cruel, destructive. We have lived without wars for 70 years and started to forget, to relax. However, the tragic events next door, in Ukraine, the neighboring country that used to be one of the brotherly nations, demonstrates that a war is a reality, it is always there, it is a constant danger. Wars are easy to start and difficult to stop. It's not by chance that it was Belarus that played an important part in organizing the meetings and negotiations between the hostile parties. There are different views of the situation, but it's not my prerogative to analyze who is to blame, who was the initiator or who supports it.

What I would like to emphasize is that forgetfulness is not the best way to avoid wars. It is absolutely necessary to remind people, especially younger generations who are often aggressive and belligerent, easily excited and readily provoked, that any war is connected with blood, death, destruction. I was really happy to see that the memory of war victims was as sacred for the Polish people as it was for my country.

The civil war in Ukraine where many of us have relatives, friends, colleagues has shaken us deeply. My colleague from Bishkek, professor, who moved to Kiev 8 years ago wrote a bitter and disappointed letter to me at the very beginning of the events. She couldn't believe that her compatriots she thought to be intelligent, educated and civilized people could be-

have like that. For a year I can't get in touch with her, neither by E-mail, nor by phone. I am very frustrated.

However, I find the only positive side in what is happening there. The closeness and reality of the war consolidated the people of our countries, Belarus and Russia in particular. It aroused a new interest in the last war, which is known in our countries as The Great Patriotic War. The 70<sup>th</sup> anniversary of victory over fascism was celebrated all over the world on the 8<sup>th</sup> or on the 9<sup>th</sup> of May. To some extent the war involved practically all the countries and each suffered losses, in human lives or economy. But our country, I mean the republics of the former Soviet Union, suffered the greatest losses, over 20 mln human lives. There is still no family that did not lose a relative in that war. My 19-year-old uncle was reported missing during the first days of the war, in 1941. My granny never learnt what had happened to him. He had been either killed or taken prisoner near Belostok. The 70<sup>th</sup> anniversary of World War II made people recall their fathers and grandfathers who had died in the war, relive their losses anew. Those who have seen the parade in Moscow on the 9<sup>th</sup> of May after the march of the military units and vehicles could witness a long column of people of all ages, adults, teenagers and small kids with the portraits of their relatives who had died during or after the war. One couldn't help weeping watching this spectacular and touching view. American journalist F. William Engdahl was one of them. He published his impressions entitled "Why I wept at the Russian parade". Here is the citation: *Something extraordinary just took place in Russia and it may have moved our disturbed world one major step nearer to*

*peace and away from a looming new world war. Of all unlikely things, what took place was a nationwide remembrance by Russians of the estimated 27 to perhaps 30 million Soviet citizens who never returned alive from World War II. Yet in what can only be described in a spiritual manner, the events of May 9, Victory Day over Nazism, that took place across all Russia, transcended the specif-*

sands of soldiers and officers who didn't return to their families. Though I should say, the name is diminutive, it should rather be The Nameless Army, so many people of different nationalities in Moscow and other Russian towns and cities took part in this march. My daughter who lives in a big Russian town on the Volga river told me about such a march in her city with tears in her



*ic day of memory on the 70th anniversary of the end of World War II in 1945. It was possible to see a spirit emerge from the moving events unlike anything this author has ever witnessed in his life.*

First appeared: <http://journal-neo.org/2015/05/13/why-i-wept-at-the-russian-parade/>

This movement was given the name “The Nameless Regiment”, i.e. the regiment with no name or number formed of thou-

eyes. She participated in this march together with her son carrying the portrait of my father. She told me about hundreds of people who had kept joining the column as it was marching around the town with the portraits of their relatives, first in total silence, then suddenly starting singing songs of 1940-s, one of them the most popular song of the period, the famous “Katyusha”, which is still popular all over the world. It was so touching and, I

should say, of great emotional and educational value for kids and teenagers, as well as their parents, walking together in the column.

Belarusian TV, in its turn, broadcasted the program where kids were telling about their great grand-parents who had participated in the war thus making the kids be proud of their relatives they had never seen, making the links between generations stronger.

My generation of 1950-s still keeps in memory our fathers, their stories of that period, we are the first post-war generation and a poet said so well of us: *In 1950-s born, we knew no war,*

*However, we feel like the survivors of that war.*

And we feel it our duty to make our fathers as alive for our children and grandchildren as they were for us.

The theme of the war seems far from the topic of our conference “Culture without Borders”, but I feel myself being the embodiment of this theme. I am of mixed origin, my maternal granny was German, my maternal granddad was Belarusian. My father’s parents were Russian. All my granny’s relatives have been living in Germany since before the Revolution. Ironically, my family members found themselves on the opposite sides in that war, living in the fighting countries, but the war didn’t destroy their relations. On the contrary, they found one another after the war, kept in touch and bore no bitter feelings. My second cousin’s husband

was German of Polish origin and also a war veteran. I visited them after they had moved to Canada and we had so much to talk about, including the war. I hope I’ve managed to express my message: wars are not started by people, they are started by politicians, and we must never give in to propaganda playing on national, religious, ideological or cultural differences. We are all relatives to a certain extent, relatives just by mere chance placed into different surroundings and parts of the world. Let’s live like a family, it’s much nicer to visit one another enjoying our differences, not letting them separate us. When one wants to find an enemy he looks for differences, when one wants to find a friend he looks for likeness.

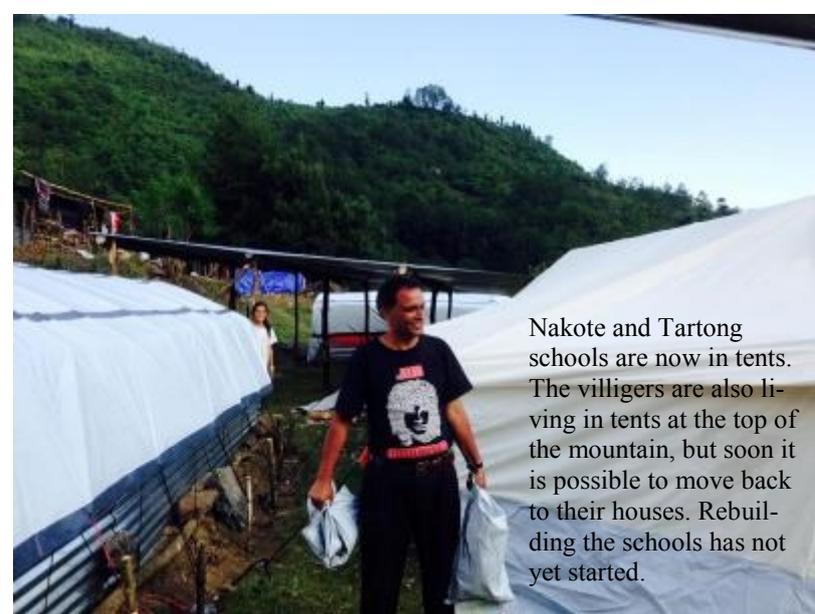
I have found so many similarities between Vitebsk and Lublin, the Polish city we visited. They do not only have common war memories, but can boast many international arts festivals. As though to emphasize this idea there was such a festival in Lublin when we were staying there, while Vitebsk was hosting the International Arts Festival “The Slavic Bazaar” with participants from 42 countries. Culture has indeed no borders and it is the common language understood by everybody irrespective of nationality.



The annual meeting went this year to Poland



# After the earth quake i Nepal April 2015



Nakote and Tartong schools are now in tents. The villagers are also living in tents at the top of the mountain, but soon it is possible to move back to their houses. Rebuilding the schools has not yet started.



## One project for nine languages



*By Brigitte Müller, France*

**For a better understanding, I give some information about the Cité Scolaire Internationale in Lyon/France where I work as a German language teacher as part of a French/German teachers exchange program.**

### *Brief description*

The Cité Scolaire Internationale is a French state school for children from 6 to 18 years (primary school 6-11; collège 11-15; lycée 15-18). There is no nursery school or kindergarten. French state education is free and both text and exercise books are provided in the primary school. There are eight language sections in the school – English, German, Spanish, Italian, Polish, Japanese, Portuguese and Chinese. The school year begins in September and finishes the first week of July with vacations, on average, every 7 weeks. Classes are held from Monday through Friday. Monday, Tuesday and Thursday are full school days. Wednesday and Friday are half days with optional extra-

curricular activities on Friday afternoons. The 24-hour week is organized so that each child has 18 hours in French and 6 hours in the section language. The average number of children in the primary school is 479. There are 18 French classes with an average of 26 pupils in each.

### *The school program*

The international primary school welcomes children from CP (Grade 1 – CP children who are 6 years old before the end of December of the year of entry) to CM2 (Grade 5). During the 18 hours in the French classes, the children follow a program based on the established French national curriculum, adapted to allow for the reduced number of hours. Sport is part of the curriculum (the CPs and CE1s - Grades 1/2 attend sessions at a swimming pool). For the remaining 6 hours each week, children have lessons taught in the language of their section. There are no boarding facilities at the school and the children do not wear a uniform. Children, who either do not speak French or whose level is insufficient to follow the



The structure of the school helps children arriving from abroad to integrate into the French education system, yet at the same time allows them to maintain their own cultural identity. French children returning from an extended stay in a non-French speaking school environment are also given the opportunity of developing the skills they have acquired in their second language. All children take an entrance test to assess their

level in the language. There

French national program, attend ‘special’ French classes (French as a foreign language – FLE). These groups are small.

The teaching team, led by the head teacher Mr. Pascal Fino, is made up of 20 French teachers, 2 of whom are FLE teachers, and 18 foreign teachers. The team is supported by two administrative assistants, a music teacher and 2 library assistants.

### ***The international sections***

There are 8 sections: Anglophone, Spanish, German, Italian, Japanese, Polish, Chinese and Portuguese. Each section has a parent association.

The lessons in the sections are given in classrooms set aside for each language, by professional teachers whose mother tongue is that of the section.

The Anglophone, Japanese and Polish sections are fee-paying.

### ***Conditions for Admission***

are both oral and written parts to the test in the section language (CP; Grade 1 - oral only) as well as a written test in mathematics and in French (for French-speaking children).

There are 30 different nationalities at present in the school.

<http://www.csilyon.fr>

### **The project of 2014/15**

In order to learn more about the different cultures at our school, the CP and CE 1 (Grade 1 and 2) students worked on the fairy tale “Tom Thumb” („Daumesdick“ in German). It’s a story about a very , very small, but very brave and smart child and his adventures.

First we teachers were trained. We found different versions in our different languages and identified the parts which were similar and also the differences. In German there are two versions. One is „Der kleine Däumling“ which is pretty brutal, and „Daumesdick“

which we thought would be better for the children.

The Grade 2 students started with learning the story in their own language lessons.

Step I: We German teachers told the fairy tale first, then shortened the text and modified it into a text for a play. The children could choose which role they wanted to play, learned their text by reading it several times and they created their own paper puppets for the play. One boy was the narrator.

The other language teachers prepared their children in many different ways. Some read the fairy tale to their students, some narrated it and some learned a song about the brave little boy. Every language section had chosen its version.

Step II: The second graders prepared the performance of their puppets play and presented it to the first graders of their own language section. In the German version there are three important animals: a horse, a cow and a wolf. After having seen the play, the first graders got finger puppets made of paper which they could decorate. And everyone got Tom Thumb painted on his or her own thumb, to make it easier for them to remember the whole story. The fairy tale was told again in simple words.

Step III: The first graders went back to their French classes, where all the other students came also with their different versions (Chinese, Japanese, Spanish, Polish, Italian, English and Portuguese) of the more or less same story and told it in French to their classmates. They drew pictures, created games, talked about the fairy tale.

Step IV: The involved teachers met again to communicate about how this project has worked so far and how we could continue. Every section reported how they have worked and what went well or not so well.

Step V: An exhibition was made to show the parents and all the other students at the school, what had been done in the different classes. One colleague produced a school radio programme in which a child of every language section told the story of Tom Thumb in French. And there was also a performance, where the Italians sang a song, the Chinese performed a play and we Germans showed our paper puppets play for all the other first and second graders. (In this performance our children worked together: the children of class 1 hold the puppets and the children of class 2 read the text.)

As a side effect (because we had already put a lot of time and energy into the work with the fairy tale) the German section finally worked with all their classes (till grade 5) as well. The first and second graders created a little book - they got the text in a simplified version and drew pictures. The older children prepared a play, some as actors, some painted the scenery. One evening we showed this play to the parents.

This project took a lot of time and energy, but it also was a lot of fun and a great success. The second graders improved their reading ability, and everybody was proud at the end - students as well as their teachers.

Organize  
Talk Your Way to Japan  
Speech Contest  
2015

Speech contest in India. The winners are standing behind the judges. The contest is a cooperation between India and Japan.  
By Mr Hubert





## A personal report from Jimmy Lama about the situation in Nepal after the earth quake

Namaste!

I am writing from Dulikhel, just outside Kathmandu, seated comfortably next to Dhiki where we are enjoying a bit of break. I am sure you would too enjoy being back here. I have literally been chased by work after work all these past weeks, but all that I have loved to do with immense satisfaction.

Thank you for all the amazing resources you have generated and thrown your full support behind us so that we can act very quickly. The overall relief work we got involved in doing for the communities we wanted to reach out to like Tartong and Nakote and providing quick recovering support for schools we have worked with went really well. I summarise key achievement of HELP in bullet point below:

- 1) Reached out to 3000 families to provide shelter kit like tarps, roofing materials, like CGI and blanket including Tartong and Nakote..

- 2). Reached out to over 1,000 families with food supply including Tartong and Nakote.
- 3). Installed solar panels for light and power in 30 villages.
- 4.) Built Temporary Learning Centres in 50 schools and equipped these schools with vital educational resources like whiteboards, desks and benches and school bags and stationaries..
- 5.) Worked on providing scholarship opportunity for as many as 60 students to have resources and place to study in Kathmandu

Of the 4600 EUROs you have transferred to date, we have spent them in following ways, as I have hinted earlier.

1. In funding shelter kit that is CGI material for Tartong villagers for temporary housing. About 122 families have benefitted. We have used Rs. 150,000 towards this.
2. We have purchased a community generator for Nakote villagers. About 100 families have benefitted from this. This has cost us Rs. 60,000.

3. In funding food supply for Tartong and Nakote Children: 150,000
  4. In funding scholarship for students from Nakote, Serkathili and Tartong area to attend higher education. We have allocated Rs. 120,000 towards this.
  5. I have given Rs. 10,000 each to each of the local teachers to help them buy things they need most currently... In total, a grant on teachers was Rs. 30,000.
- We have so far spent Rs. 5,10,000 to do the above and I hope you agree with our decision.

Please know that all these work listed above for Tartong and Nakote were possible because of your generous support we received, so millions of thanks to you. You have been amazingly generous and effective with fundraising.

We are currently in the middle of monsoon height time making our ability to travel to the villages bit difficult although not impossible. The good news is that unlike we feared the monsoon, so far, has not been too harsh for our villagers as there was lot of prediction that many villages would be swept in rain-triggered landslide after the huge racks and openings seen in the land. Both Tartong and Nakote villagers are safe and they live in their temporary shelter in a location away from their main village. I can tell you that for the time being most of the villagers have received enough food (about 5 sacks of rice and other supplies each) and materials to build houses.

After monsoon, we have a real responsibility to help rebuild the schools particularly in Tartong as everything got completely damaged. Both the government and the villagers have requested us to help them in the process. We need at least 7 permanent classrooms and they need to be built in much stronger design using top quality material and without ability to depend on the villagers' local contribution. The government's new school building design cost minimum of \$5000 to \$6000 per classroom and Tartong needs 7. We have been requested for support by many schools, but our priority will be to get smaller schools located in remote village like Tartong our attention first. The total funds we need for Tartong is roughly \$40. We hope the government will be able to provide a fraction of it, which in my calculation will be no more than a budget for one classroom. In the past, the villagers used to provide free labour contribution making the overall cost of the school building much lower but in the current situation where everyone has lost their houses, I think it will be too much to expect contribution from them. They are already poor and we do not want to make them poorer. Therefore, best to try to raise all that is needed from external sources..

Anyway, I will keep watching for other opportunities to support Tartong, but I request you that we reserve most of the funds ITA has collected so far (not counting those that we have already spent) and any you will raise in the future towards Tartong school reconstruction..

Please do not be deterred from recruiting volunteers for next year if there is opportunity and also let us stay positive about trek in Nepal.





# Helambu Education and Livelihood Partnership (HELP)

Enabling children to explore and grow!

**Helambu Education and Livelihood Partnership (HELP)** is a Nepalese NGO founded in 2009 supporting education and livelihoods in remote villages of Sindupalchowk district to improve quality of education. HELP has worked closely with over 40 schools in Sindupalchowk, benefiting 6000 children in many of the poorest villages. Two of the schools that are badly damaged are Shree Deurali School, Tartong and Shree Pemachholing school in Nakote village where altogether there is over 150 children. International Teachers Association (ITA Denmark) and HELP have worked together to support these two schools since 2007. Several volunteers from Denmark and other countries have gone to teach in these two schools contributing to make significant improvement in the children's learning environment.

**HELP has a team that comprise of passionate group of youth interested in grassroots development of which many are from Sindupalchowk**, including our executive director Jimmy Lama. Jimmy, who co-founded HELP went to a small school in Helambu back in 1990s and therefore have in-depth knowledge of the needs of the region and have excellent project management skills. Jimmy has a Master's degree in International Development from IDS, Sussex University. Jimmy is also the country representative to International Teachers Association.



**HELP had built classrooms**, toilets, water supplies for the schools as well as providing additional teachers, teacher training, school books and equipment, volunteers placements and much besides.



Tartong School after the earthquake



The temporary learning center

**Now the villages are devastated**, many of the schools suffered total damage, others are severely damaged. HELP has been engaging in relief work, evacuating the injured, bringing food, shelter kit and solar panels for these villages and others in the region benefitting over 4000 families.

**The District Education Office authority** knowing how integrated and effective HELP is with these communities, commissioned HELP to build TLCs (Temporary Learning Centres) in 50 villages so the children can go back to school. This work is now complete where we have built more than 200 temporary classrooms from May to July 2015.

**Transition from TLCs to permanent reconstruction of the schools** in the villages where we have provided long term support is our key priority now. We plan

to focus this work in remote village schools where government's and other larger organisations' reach is likely to be missed or delayed. Our immediate goal is to help these two schools in the next 12 months where there is need for 10 classrooms. The estimated cost per classroom is \$6,000 based on the government standard for earthquake resistant building.

**We believe we are ideally placed** to do this work as we are well embedded in these communities and will harness the goodwill and labour of the inhabitants to ensure success. The government supports HELP to sign an MOU to do this but we do not have the \$60,000 to do it.

**We would be most grateful for a sizable contribution to enable us to underwrite the work.**



## OSH Literacy is important because every 15 second a worker dies

*By David Magee, UK*

‘discrete’ literacies which young people need to master such as computer literacy, financial literacy and health literacy to name a few. Within the workplace there is a very important literacy needed to remain healthy and safe and to continue learning and developing; the literacy to be able to understand occupational safety and health (OSH) communications.

OSH literacy can be defined as “the degree to which individuals have the capacity to obtain, process, produce and understand basic OSH information and services needed to make appropriate decisions regarding health and safety at work or in work-related training.”<sup>1</sup>

Like finance, health and computer literacy, occupational health and safety has its very own subject-specific meta-language including signs, symbols, shapes and colours. It can become even more specialised and specific depending on the industry sector.

OSH literacy is important because:

internationally, every 15 seconds a worker dies from a work-related accident or disease, and, every 15 seconds, 153 workers have a work-related accident<sup>2</sup>;

an estimated 2.3 million people die every year from (reported) work-related accidents and diseases;

more than 160 million people suffer from (reported) occupational and work-related diseases, and there are

**David Magee (UK) looks at the correlation between low levels of OSH literacy internationally and within the UK, and asks if teachers need to teach different types of literacy in their classrooms.**

Literacy is the ability to read, write and understand a particular language and is the foundation of most education systems. As teachers we all have a responsibility to give our learners the essential literacy skills needed to successfully and safely enter the world of work and training so as to become independent and economically viable adults. However, in today’s modern world there are a number of other

313 million [reported] non-fatal accidents per year;  
the suffering caused by such accidents and illnesses to workers and their families is incalculable. In economic terms, the International Labour Organization (ILO) has estimated that more than 4% of the world's annual GDP is lost as a consequence of occupational accidents and diseases<sup>3</sup>.

In the UK, HSE statistics<sup>4</sup> report:

1.2 million people suffering from a work-related illness (in 2013/14)  
142 workers killed at work (2014/15)  
78,00 other injuries to employees reported under RIDDOR  
28.2 million working days lost due to work-related illness and workplace injury  
£14.2 billion estimated cost of injuries and ill health from current working conditions (2012/2013)

Although the literacy skills of workers and trainees is not the only reason for injuries, deaths, disease, accidents and financial losses occurring in the workplace, research has shown that there is a very real link. For example, in 2012, the World Literacy Foundation published a report on the economic and social cost of illiteracy. It found that “employees with poor literacy are more likely to have accidents... This puts themselves and their co-workers at risk, increases the need and cost for medical services, leading to higher absenteeism and damages long-term productivity”.<sup>5</sup>

In the UK there are a significant number of adults who have literacy issues. Around 16%, or 5.2 million adults in

England, can be described as ‘functionally illiterate’<sup>6</sup>, meaning they have literacy levels at or below those expected of an 11-year-old. At this level, people can understand short straightforward texts on familiar topics accurately and independently, and obtain information from everyday sources, but reading information from unfamiliar sources, or on unfamiliar topics, could cause problems. Many areas of employment would not be open to them with this level of literacy and they may also struggle to support their children with reading and homework, or perform other everyday tasks.

To add to the problem, research has also shown that people with low levels of literacy tend to find employment in high-risk industries such as: construction, transport, manufacturing, agriculture and fishing. These industry sectors tend to attract more men than women, and research has shown that in 'developed' countries men have lower levels of literacy than women. Even within these industry and gender sectors there are disparities.

Across Europe, 18- 24 year olds are at least 50% more likely to have a non-fatal accident in the workplace than those in other groups<sup>7</sup>. Young people are also more likely to suffer from an occupational illness. Young people will have had less exposure to OSH literacy within their new working environments and little or no experience of it in their schools: More than half of all young worker serious injuries and deaths occur during the workers' first six months of employment<sup>7</sup>.

Other socio-economic considerations also need to be taken into account. Sadly, in many parts of the developing or 'second and 'third' world, young girls still do not

have access to any literacy training and are denied education. Many then go to work in factories or agriculture where they come into contact with hazardous machines, chemicals and work practices. Many male migrant workers from these developing countries will have had little OSH education or training before they are recruited and sent off to work in the large engineering and construction sites and factories of the Middle-East and further afield.

Furthermore, a lot of the statistics and research on literacy levels do not look in-depth at other literacy issues such as adults in the workplace who may have a different first language than that in their place of work, eg. migrant workers. Nor do they include consideration of other barriers to obtaining and understanding risk communication such as cognitive, auditory and vision impairment issues. For instance, the British Dyslexia website states that 10% of the population are dyslexic, 4% severely so.

In addition, 7-10% of the global male population (and 0.5% of women) suffer, to various degrees, from the red-green deficiency form of colour blindness. This means they have problems distinguishing between red and green. These are two of the four main colours used in OSH signs. Red and green mean completely opposite things - green means 'safe' or 'go' and red means 'prohibited' or 'stop'. (The other two colours mainly used in OSH signs are yellow (warning) and blue (mandatory)).

In 2003, the United Kingdom's Health and Safety Executive (HSE) found that: 'current HSE leaflets have a readability level higher than desired and a level of

comprehensibility suitable for undergraduates,' (HSE, Ferguson et al 2003). Although that report was published over a decade ago and the HSE has made welcome changes and even have a policy on making their own advice accessible, generally, in the workplace, nothing much has changed in this regard.

Communication is a discourse between a communicator and a recipient. OSH/risk communications are only as good as the recipient's ability to access and understand them. This can only be tackled through education and training.

In 2010, the Conference Board of Canada, a not-for-profit research organisation, published a report entitled *What you don't know can hurt you. Literacy's impact on workplace health and safety*<sup>8</sup> which summarised the results of a two-year research project that examined the impact of literacy skills on health and safety in the workplace.

The research, which looked at just under 400 Canadian workers, found that one of the main challenges in raising literacy skills in the workplace is that "many employers are not aware there are any literacy skills issues in their workforce". In addition, it found that employees with low literacy skills may be unaware that they could benefit from improving their literacy skills and "may not realize that their literacy skills are low enough to pose a potential health and safety risk at work".

With these results mind, we all need to ask ourselves if our current OSH education, training, materials and modes of risk communication are fit-for-purpose and accessible to all. As teachers we all also need to ask ourselves if we need to start

teaching other literacies, especially OSH literacy, as part of school curriculum.

For example, the Canadian study found that “when health and safety practices are communicated in written format, a disconnect occurs if workers’ literacy skills are

too low for them to read or comprehend the manual, so as trainers and educators we need to plan how we will get messages across to anyone with low levels of literacy, or those whose first language is not English. Consider the use of visual, non-verbal methods such as pictures, signs or learning materials such as pocket cards and DVDs.

We all have a duty of care and moral responsibility to provide good education and ensuring that our learners are equipped with the essential skills to participate in a modern, multi-lingual globalised workplace and this means an awareness of OSH literacy. This means equipping people with the basic fundamentals in OSH literacy and making all stakeholders aware of barriers and solutions in the acquisition of OSH information.

“Adherence to health and safety policies and procedures demands more than just cooperation - it requires comprehension and communication skills among all concerned.”<sup>8</sup>

David Magee is an English teacher who specialises in literacy, English as a Second Language (ESL) special educational needs and vocational studies. He is also a fully qualified health and safety and first aid trainer (MCIEH, techIOSH, GradI-fireE, SIIRSM). David has also been a board member of the ITA for over ten years and is the founder of the OSH liter-

acy. Org ([www.oshliteracy.org](http://www.oshliteracy.org)). He has organised and ran many literacy programmes in schools and colleges in Europe, the Middle-East and in South East Asia. He currently works at a vocational training centre in the Middle-East teaching English and health and safety and runs OSH literacy projects in vocational training centres in south-east Asia. For more information contact: [davidmagee@oshliteracy.org](mailto:davidmagee@oshliteracy.org) or visit the website: [www.oshliteracy.org](http://www.oshliteracy.org)

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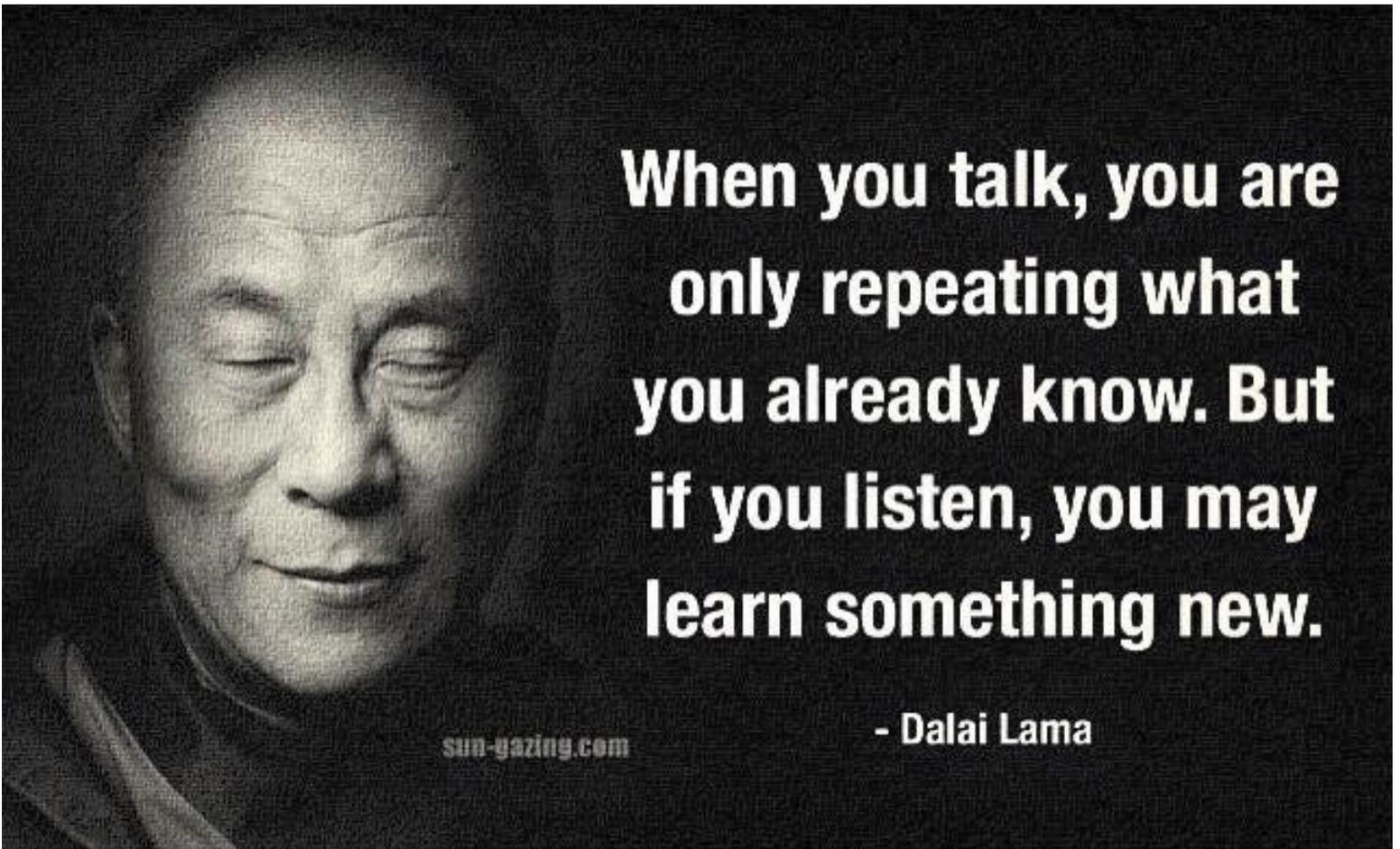
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**When you talk, you are only repeating what you already know. But if you listen, you may learn something new.**

**- Dalai Lama**

sun-gazing.com

### **3 ESTRANGED BROTHERS MEET IN JERUSALEM**

© **By Dr. Leo Rebello**

The three estranged brothers met recently in Jerusalem to have their last supper before the world ends bcoz of their internecine wars

One represented Jesus, who is the epitome of Love and Peace. The person who said he represented him, infact represents a bloody Empire where all unholy things happen.

The other represented Mohammed, the third one the Jewish faith.

They all read from the so-called Holy books that divide; shook hands, did not hug like brothers. They forgot that they are all

Abraham's progeny and Jerusalem is the Promised Land.

They also forgot that the Holy Land should be for Sharing, not grabbing. Holy Land should not be turned into a Hell.

Abraham threw out the maid with the eldest son. Jews crucified Christ. Yet Christians support Jews for the promised land. And treat the half-brothers Muslims as Terrorists.

Holy Land. Promised by whom to whom? Isn't Green Planet itself the Holy Land that you fight over the desert land and grab, kill and torment?

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Annual meeting in Lublin, Poland 2015