

# 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

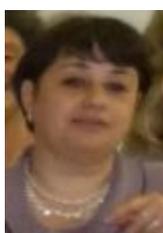
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## The purpose of INTERNATIONAL TEACHER - Post

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

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THE EDITORIAL BOARD is open to all interested and active colleagues who want to

support international understanding through educational work.

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

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

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



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## International Teacher Association Denmark 2016



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### Årsmøde og generalforsamling

afholder vi lørdag den 10. marts kl. 12 på Helms Skole i Korsør

Kl. 12 -13. Vi starter med lidt frokost. Alle medbringer en let ret

Kl. 13-14 Generalforsamling

Kl. 14-16 Programmet er endnu ikke fastlagt, men jeg håber, at vi kan lokke Annegrethe til at fortælle om opholdet i Nepal og arbejdet som volontør.

Vi vil også fortælle om årets studierejse til Hviderusland og rejsen til Uganda, hvor vi har besøgt en skole, som måske skal være en ny samarbejdsskole.

**Bestyrelsen møder kl. 11**

### 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<

# ITA i Uganda

I vinterferien drager en lille flok på 10 personer til Uganda for at besøge en skole, som måske skal modtage volontører fra Danmark.

Niels Bjerren, som har været volontør i Nepal er idemand og planlægger. Vi glæder os meget til besøget.

Læs om Niels ophold i Uganda inde i bladet



## Welcome to new ITA members

My name is Kristina. I live in Copenhagen, Denmark. I am 28 years old. I work as a teacher in a teacher-training college. I am very interested in geology.

My name is Susanne. I live in Aarhus, Denmark. I am 58 years old. I work as a teacher in Aarhus. I am very interested in geology.



### 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





## Annual meeting 2018 in Kostroma



The annual meeting 2018 is in Kostroma in Russia. We are going to visit Svetlana at her university.

Kostrama is a city in The Golden Ring. It is a culturel stronghold.

The planning has not started yet, but we will send you a mail, when we have the program ready.



The Danish group might stay a couple of days in Moscow before we go by train to Kostrama.

# The Value Added Teacher Success series



## About the author:

Marlinda Boxley is an educator with twenty years of experience in the field. Her career spans both the K-12 and higher education sectors. She is an author, entrepreneur, consultant, and Adjunct

Professor. She has previously served as a school administrator and a central office administrator. Her expertise in parent and community engagement developed as a former advocate for parents of children with special needs. in the nation's public schools and has dedicated her career to ensuring that both youth and adults have access to high quality educational programs. Her pursuit of excellence is an inspiration to both youth and adults. Ms. Boxley resides in Maryland and has a daughter who is a Master of Public Health student at Columbia University.

## Links to order: {\$9.99}:

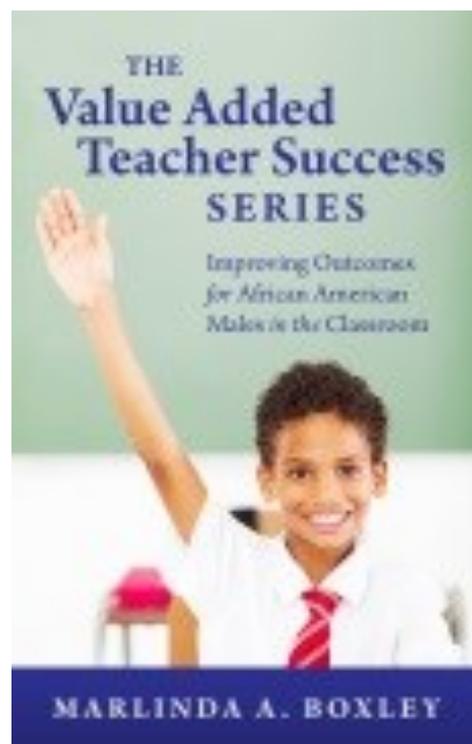
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[http://www.amazon.com/Value-Added-Teacher-Success-Improving-ebook/dp/B00HE5IJAM/ref=sr\\_1\\_1?s=digital-text&ie=UTF8&qid=1388857322&sr=1-1&keywords=the+value+added+teacher+success+series](http://www.amazon.com/Value-Added-Teacher-Success-Improving-ebook/dp/B00HE5IJAM/ref=sr_1_1?s=digital-text&ie=UTF8&qid=1388857322&sr=1-1&keywords=the+value+added+teacher+success+series)

## IMPROVING OUTCOMES FOR AFRICAN AMERICAN MALES IN THE CLASSROOM

In the current era of school accountability and reform, new and veteran teachers will need to implement innovative strategies to improve student achievement and performance for all students. The Value Added Teacher Success Series was developed

to provide educators with the tools to make an impact upon all learners in their classroom. The Value Added Teacher Success Series was created to prepare both new and veteran educators for earning effective ratings using new teacher evaluation systems that link student performance on standardized tests to teacher performance. The policy rationale is based upon the premise of holding teachers accountable for student learning. In the current era of school accountability and reform, it is imperative that educators are mindful of the employment and compensation decisions that are being made on the basis of teacher evaluation systems. Both new and veteran teachers will need to implement innovative strategies to improve student achievement and performance for all students. The Value Added Teacher Success Series was developed to provide educators with the tools to make an impact upon all learners in their classroom. In this issue, theoretical and practical approaches for improving the classroom performance of African American males are addressed.





## A great experience to visit Valentina in Belarus



and ambitious school. A team of enthusiastic teachers told us about the school, and they showed us the great facilities they had.

Valentina had made a program with great variation. We owe her a great thank you for a very interesting program and for showing us her beautiful country.

We enjoyed the culture of Belarus in Minsk, Vitebsk and Polotsk.

We visited the Lyceum of the Belarusian State University. A very interesting





We also visited the Art School. They were teaching art to children from 6 to 18 years old. They were really skilled and great artists.



Visit at the Foreign Languages Library was a great experience. A very committed and dedicated librarian told us about the work with foreign languages in the library. Children were coming after school to sing karaoke—in Korean





# SUSTAINABLE DEVELOPMENT GOALS



## 17 Goals to Transform Our World

Governments, businesses and civil society together with the United Nations have started to mobilize efforts to achieve the Sustainable Development Agenda by 2030. Universal, inclusive and indivisible, the Agenda calls for action by all countries to improve the lives of people everywhere.

In 2015, countries adopted the 2030 Agenda for Sustainable Development and its 17 Sustainable Development Goals. In 2016, the Paris Agreement on climate change entered into force, addressing the need to limit the rise of global temperatures. Explore this site to find out more about the efforts of the UN and its partners to build a better world with no one left behind.

## The theme of the year of ITA

During the year we invite you to work with these goals in you school. We are looking forward to hear about the work in Kostrama next summer.

Ideas:

- Let the students work with a goal each, and present the result to the class.
  - Make new illustrations to the goals. It can be more creative, more informative og more artistic.
  - Make a film about one of the goals
  - Write a short story with starting point in one of the goals.
  - Make a cartoon about one of the goals
  - Make a play with appropriate music
  - Make a quiz with Kahoot
  - Make a newspaper about the subject
  - Use Power Point, Publisher, Prezi
  - Make a festival about the goals
- Find yourself more ideas  
Good luck with the work

## “The Golden Age” that unites, enlightens and entertains.



*A presentation at the annual meeting in Belarus 2017 by Mr. Mikhail Luzgin, who is chairman of the local council for the elderly people in Vitebsk.*

Mr. Luzgin is a former teacher and a retired secondary school principal.

He explained how it became evident to him and others that there was a need for people that would engage themselves in voluntary work for elderly people, and he realized that it was necessary to unite people of the older generation.

The old people have a wide variety of problems ranging from physical health problems to emotional and psychological problems such as loneliness, lack of communication and discrimination from age. The council for the organization makes all the overall decisions that are needed to help and organize the lives of these people.

There is a wide variety of activities for

the elderly people to choose from. Trips are organized to visit artists or to visit other cities, there are courses in languages and cooking, it is possible to do physical exercises and sports with other people. There is a “Loft Café” where they can meet, and where interesting people may on occasion join them for a talk. Even dances are organized, which is good for the spirit and an excellent possibility to exercise, be social and have a good laugh.

Mr. Luzgin summoned up his speech by stating the obvious truth that your life is more meaningful if you are there for other people. So to him his voluntary work is a win-win situation. To be with other people and to experience freedom, happiness and meaning in your life is what he has learned is of the utmost importance.

# *Our voices are unique.*



*... Are they?*

*Or maybe it needs only a few strokes of a "programming brush" to make them unrecognizable J*

**As part of a Guess Game charming ladies from Denmark, Russia, Kyrgyzstan and Belarus – the special guests of Vitebsk City Library of Foreign Literature (Belarus) - made sure that vocal cords of living beings and prehistoric creatures could confuse even the ears of the most receptive listeners – teachers.**

The "International Teacher Association" members visited the Library for the first time. I suggested it would be better for them to take on the role of our common readers – mostly schoolchildren and students – via playing the interactive game.

The Guess Game is based on guessing different voices' owners and describing their probable features with the help of a provided range of words on the subject "Physical Appearance". In order to embrace all the pieces of this activity I offer the following pattern:

Viewing of a short educational video regarding the topic, e.g. from the YouTube channel "Let's Talk" – here is the link <https://www.youtube.com/user/learnexmumbai>

Listening to an audio track while watching a slideshow which may be of some help OR may completely distract participants from the task; And the task is – guessing the physical appearance of a

singer and trying to use the recently-acquired vocabulary on the subject to create a verbal description;

Identification.

Some useful tips:

for a slideshow one may choose images of worthy and significant for humanity people, British and American writers (if to the extent of an English lesson), and preferable youth stars, celebs, athletes, bloggers, public figures – to make the experience fulfilling;

the number of musical pieces may vary from 5 to 7 – 1,5-2 minutes each (it depends on the involvement level);

during the discussion the list of the new words on the subject be better presented on the screen (one may choose the still from the educational video);

one may tend to share attention among all the participants BUT one may avoid any form of comparison (e.g. "redheads are cuter than brunettes" etc.), and one may leave those "busy-with-mobiles" members to themselves.

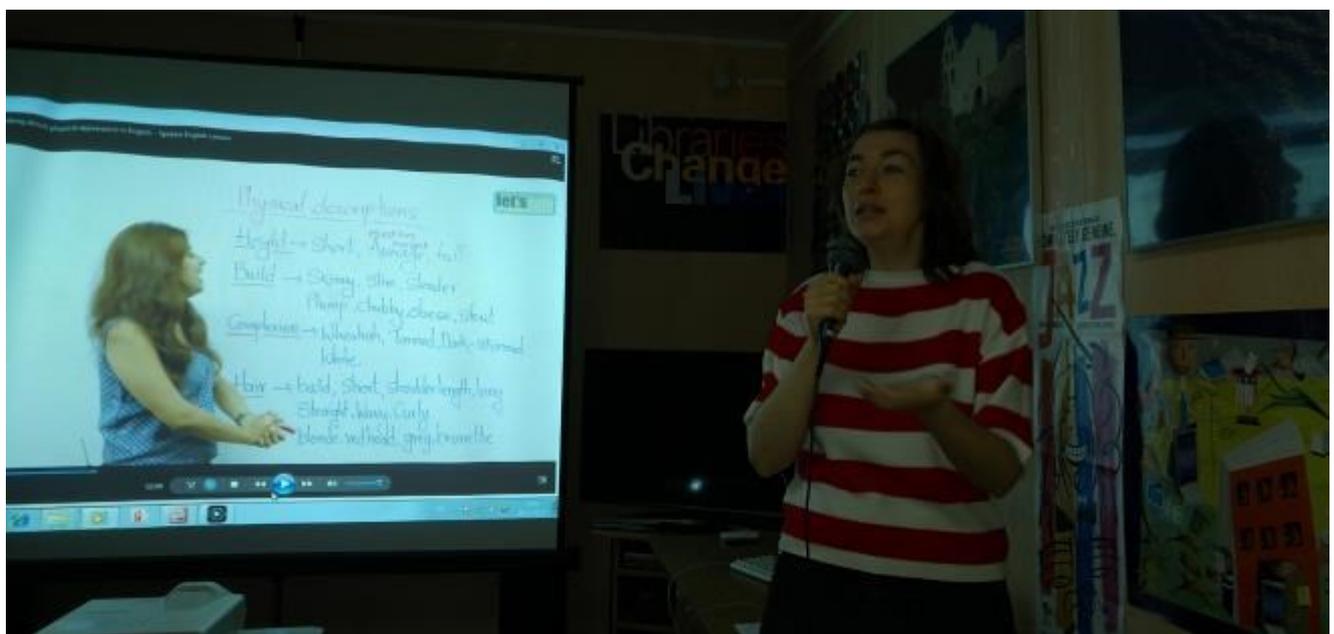
The main purpose is to let all

the parties exchange their knowledge, acquire new conversational skills, remember some essential words – and have fun in general. "You can lead a horse to water, but you cannot make it drink." So, it's better to let things be as they are – and accept the situation when "water" is not in much need at the moment J

The "ITA" members were also introduced to the work details of Vitebsk City Library of Foreign Literature, met some readers, attended the Karaoke Party, and continued their Belarusian journey.

It is always a pleasure to become acquainted with concerned, tolerant, passionate, open-minded, and highly professional people. The Library special visitors could be described just so. On behalf of our institution, I wish to express my gratitude and send warming regards to all the newcomers who favored us with one more beautiful life moment.

Kristina Matsarskaya  
Vitebsk City Library of Foreign Literature (Belarus)



# My contribution to the annual meeting 2017 Mellempfolkeligt samvirke, MS.

( In English: Danish Volunteer Service, DVS )



By Lilian , Svendborg, Denmark

Taking the theme of the year, “*Great personalities of my country*” contribution in peace, democracy, human rights and educational and cultural development, as my starting point I want to tell you about an organization which, more than any person could do alone, has developed its activities on these same principles as mentioned above.

The name MS could be translated into “cooperation between individuals and groups of people” and the roots of ideology was pacifism, antimilitarism, cross cultural solidarity, equality and freedom. It started in 1944 as a cooperation between 3 organizations (Never again war, the Quaker society and Women’s League for Peace and Freedom) in organizing help to the civil society and reconstruction after the second world war and by helping especially young people meet and work together in work camps with the purpose to prevent conflicts. Recipient countries at that time were Poland, Hungary, Finland, Holland, Austria and Germany. During these first years activities

were financed by private donations.

Soon the Danish government supported the program which developed into an organization supporting poor people in the third world through a volunteer program. Skilled Danish workers, among them farmers, workmen, teachers, and nurses travelled to places in Africa (to build a high school in Ghana as the first project), India (Mysore farm project) and later on Latin America and Nepal in order to support local individuals and communities to improve their standard of living in respect of their culture and traditions.

During the 1960 -70’s between 200 and 350 skilled and well prepared women and men volunteered on a 2 years contract and as part of the Danish bilateral aid to third world countries. The main idea of the volunteer program was to support people in their effort to eradicate poverty, fight against discrimination, develop democracy and advocate for human rights and land rights. Working for and with women and sustainability were crosscutting themes.

Besides the ordinary volunteer program MS organized work camps for young people in Europe and later in some partner projects in developing countries. Information work in Denmark was an important part of the volunteer contract. As a demand from the Danish government MS became a stronger membership organization and during 1970's it changed the policy from "we help them" into "peoples participation". Later it became a "partnership" program with local partners as decision makers and managers and the volunteers as advisors, now named development workers. It resulted in reduction of the number of volunteers and a growing proportion of specialists and advisors on a regional and national level.

During the period of the cold war development aid became a battlefield between security policy and aid and is a still going discussion. It shows among other thing in the choise of countries and projects. In 2010 DVS became part of the international Action Aids and as such working in 45 countries and reaching 25 mill people. Who are the beneficiaries and how do they benefit from the work of MS?

a. Young people meet each other in work camps working on environment conservation or doing social work in foster homes or institutions for the disabled. Young Danes travel with youngsters from developing countries through Denmark to ex-

perience how the Danish democracy functions.

b. Volunteers use their skills to help others, build friendships and exchange knowledge about other traditions and cultures. They share their experience with the Danish public

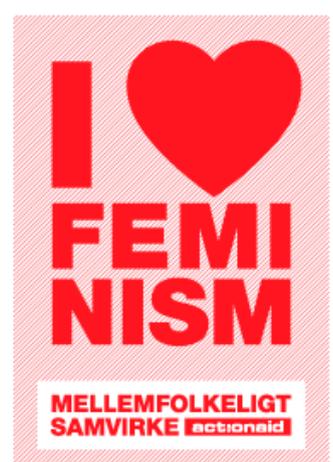
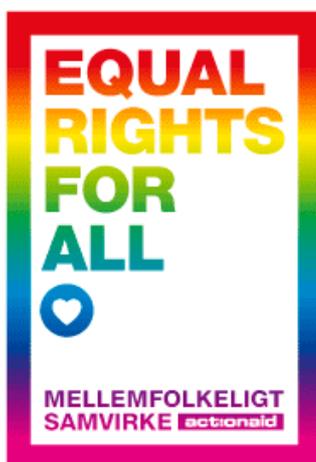
c. Partners in developing countries get technical assistance and support in organizational and project management skills as well as help in advocacy.

d. The MS organization gets more members especially through a wide range of information (popular lectures, books, booklets, teaching material and campaigns). With a big number of members the organization gets a larger influence (through lobby activities) on the government's development policy.

e. The Danish government gets a way to channel bilateral aid to less developed countries and o support democracy as well as human rights.

f. The Danish society gets information about people and societies in developing countries and the need for respect and solidarity between us and them.

Today MS - Denmark is working in developing countries through a short term volunteer program and travels for different age groups, it provides emergency aid through a disaster fond, and in Denmark it organizes political campaigns  
Lilian Nielsen, member of ITA and former development worker in Zambia



Annual meeting in  
Belarus 2017



The serious part of the Annual meeting.  
The conference about National Heroes





And the joyfull part with singing and dancing



The local touch of Belarus



# Welcome to Uganda



Martin from Milechild



By Niels Bjerren

”Welcome to Uganda”, the man says, smiling wide and with friendly eyes. I manage to get a “thank you” through my mouth and a nervous smile to go with it. His hand reaches out to mine and instead of a regular handshake, he shifts continuously between a regular grip and one

where we both reach around the thumb of the other hand. We both shift three or four times. I eventually learn that this is a normal way to greet people.

It’s my first day at the Royal Danish Embassy in Kampala, Uganda. It’s my first time in Uganda as well – even my first time in Africa at all. For the next six months I will be here Monday to Friday doing an internship. I’m getting a tour of the embassy with my co-intern guided by one of the Danish diplomats posted at the embassy.

It’s actually my first time at a Danish embassy, come to think of it. I’ve always been curious about what goes on in those places – what does a diplomat do (apart from getting to go through the short lines at the airport), and what’s an ambassador like?

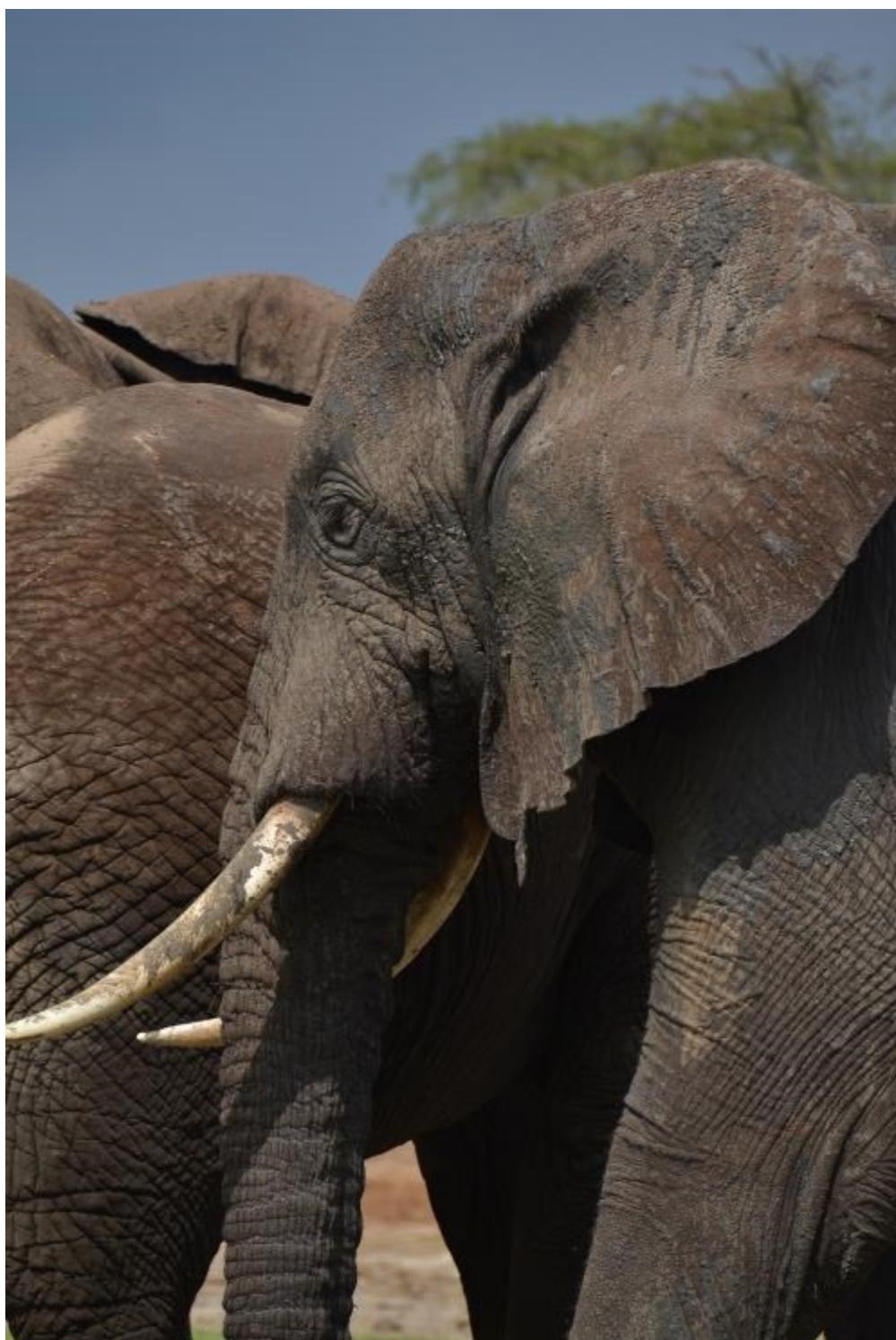
Aside from these questions, I was of course also eager to learn a lot more about Uganda. My interest in Africa was fairly recent – through my studies at Aarhus University in Political Science, I had looked more at the European Union as well as the post-Soviet countries. Africa

had started to catch my attention – but not particularly Uganda.

I was lucky to get the position. It was also rather rushed. I got the final offer – after waiting for more than a month for getting my security clearance – on the 21<sup>st</sup> of December. The first day of work was the 1<sup>st</sup> of February. With two exams and travel arrangements January turned out to be a fairly busy month for me, but it was worth it. I quickly learned a lot more about Uganda. As a former British colony it does fairly well compared to other African countries. Not nearly as wealthy or democratic as its East African sisters (Kenya, Tanzania), its still pretty affluent compared to the Democratic Republic Congo and grants much broader rights to its citizens than Rwanda. It has a pretty violent past – most people remember Idi Amin Dada who reigned as a military dictator from '71 to '79 – but stability has been the name of the game since the current administration took over in '86 with His

Excellency Yoweri Museveni as president – a title he still clings on to 30 years later! My work took place in the finance and administration team of the embassy. My counsellor was the chief financial officer and my assignments focused a lot on making sure our partners in Uganda was reporting correctly and in due time as well as being vigilant against any suspicions of corruption – a big issue in Uganda.

The embassy primarily works with the development of Uganda – both through the economy and politically. Democratic



practices, transparency and general accountability is fairly poor and the economy is mostly based on agriculture, where most of the profits are generated outside of Uganda.

Most of the employees of the embassy are Ugandans, so it was also an excellent opportunity to learn more about the culture from close colleagues. Especially the ones working in the kitchen and I ended up being quite friendly as they wanted to learn how to make particular cakes and bread (which they were sure all Danes knew how to make) and also willing to



teach me some Luganda – which is the most common language in the capital. Even though most of my time was spent at the embassy and in Kampala, I also tried to experience the countryside. I became part of a hiking group and we went on trips to many different parts of Uganda which was a great experience. We went to an area in the west where the terrain is more mountainous – and it reminded me a great deal of Nepal, where I went with ITA back in 2013. The villages were small, spread out and largely inaccessible except by foot.

The corruption in the government and the diversion of public funds that follows make education a big problem in Uganda. Many schools are worn out, teachers are absent and when they are there, it frequently happens, that they take the children to their farmland and teach them agriculture by making them cultivate their own land. Danish development aid doesn't support primary education anymore because the government should provide it and the development partners

don't want to subsidize away the incentive for Uganda's president to ensure adequate schooling. And rightly so. But this is a classical dilemma in development aid; what are the children and their parents supposed to do?

Many places different alternative ways of funding schools emerged. In the Katanga slums of Kampala a privately run school – mostly funded by voluntary contributions and what the parents can afford to contribute – has been running for some time. It is greatly needed as the slum is one of the poorest parts of Kampala.

Others provide education through safaris. I was fortunate enough to squeeze in two safaris while I was in Uganda. Both of the times I used an organization called "Milechild". Their prices matched some of the cheapest options for safaris, so from a student's perspective it was perfect – but aside from the price, there was an even more compelling reason to choose it.

The profit made from the safaris were used for running a school in the Western



# No Language is Foreign in Buenos Aires



By Anastasia La Fata

If there is a truly an international city in the world, it's definitely Buenos Aires, Argentina.

It's a kind of Babylon where you can hear the incredible mix of languages: from Spanish, English, French, Italian and German to Russian, Ukrainian, Croatian, Yiddish and even Chinese, Japanese, Arabic and Armenian, flowing naturally on the colorful language patchwork. Here you can hear any accent, any slang and any language variant from the world.

The architecture of Buenos Aires impresses with its diversity: here, among spacious parks gardens, you can see side by side a XIX century house, a magnificent Art Nouveau building, a breathtaking skyscraper and humble square-shaped

modern constructions. And the language landscape is as diverse as the architecture. Buenos Aires is known as "a city of immigrants" that received several waves of immigration from all over the world in different periods, especially in XX century. The people fled here from the war and poverty, leaving behind a piece their heart, their homeland, but not their native language.

Besides of the official Spanish, many people still speak at home the language of both their parents. It may be Italian and French, Arabic and Russian, Armenian and Portuguese... the list is endless. Others switched totally to Spanish, but still understand the language of their grandparents and smile when they hear it. By the way, the Argentinians, better than anybody understand the universal language of smile. You don't understand anything?... Just smile! :)

It's not casual that here at the beginning of the century emerged a special kind of an interlanguage dialect called "lunfardo" which is basically the mix of Spanish, Italian and French argot. It's believed that lunfardo originated among criminals, and later became commonly used by other

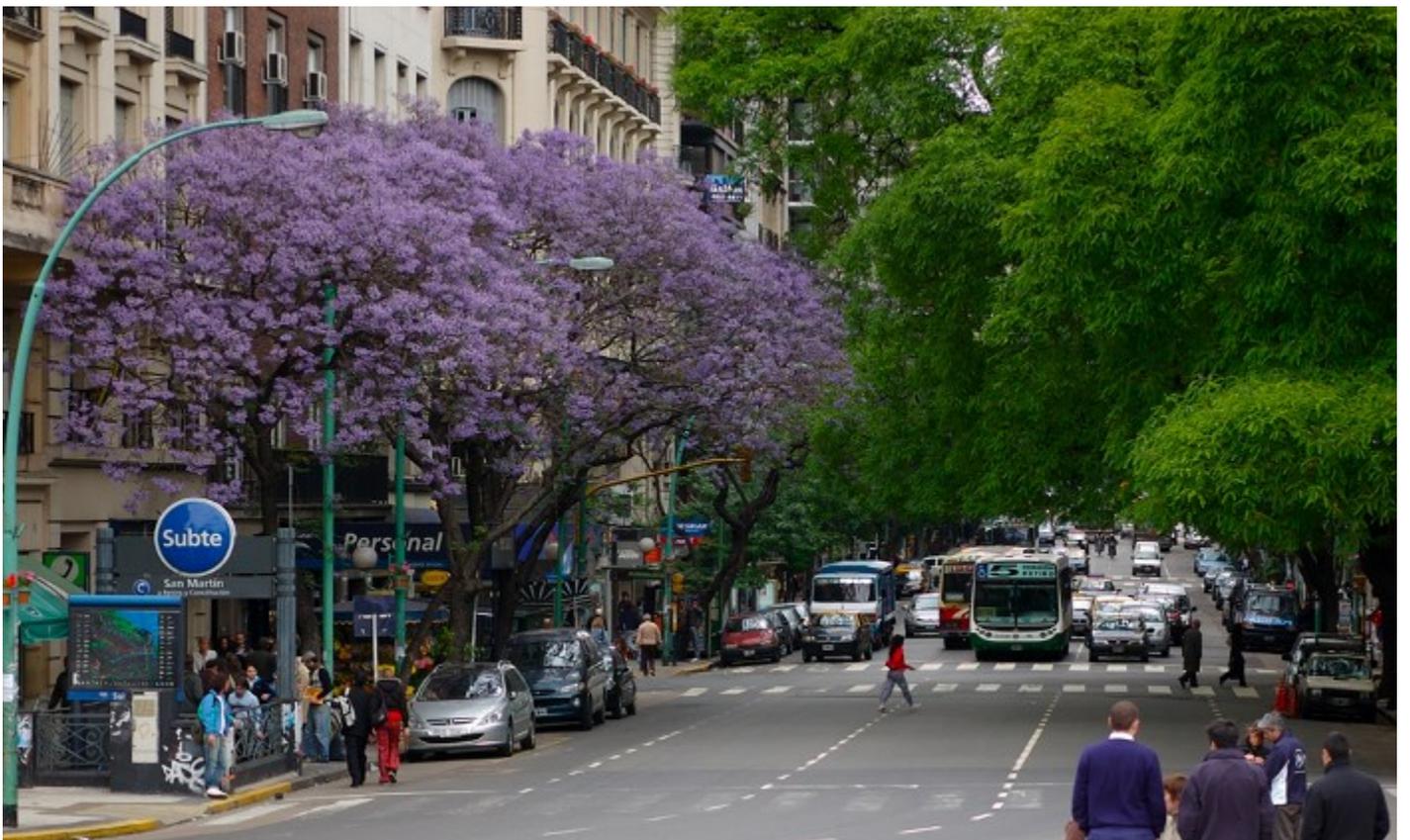




classes. The elements of lunfardo are still widely used in the speech of the capital dwellers ("porteños") and became their distinctive trait.

In the city there are also many bars and pubs where people get together to speak foreign languages, to learn something new, to make new friends. At the door

you choose a pin with the language you speak the best and then other pins with the languages you want to learn and dive in! But all Argentinians are immigrants at heart; they have love for languages, adventure and courage running through their veins. And that's why, wherever you are from, you will always feel at home in Buenos Aires!



# Our National Heroes - in Georgia



By Galina Dugashvili  
Georgian people, as the one united community has more than 2000 year history. During this period Georgia has come through many problems

and difficulties. But still it has maintained its own features: traditions, culture, religion, language, script etc. due to our heroes' heroism and sacrifice.

Heroes are ordinary people who make themselves extraordinary. It is during the hard times when "hero" within us is revealed. First, heroes are the people who died in wars, battles for our country. Like 300 Aragvelians, who fought the last stand at the battle of Krtsanisi, defending the capital of Georgia Tbilisi against the invading army in 1795. The Aragvians had pledged themselves to fight to the death and remained true to their oath. Hero is the person who can make or write something valuable for others, like Iakob Gogebashvili, who was a Georgian educator, a journalist and a writer. He compiled "Mother Language" in 19<sup>th</sup> century- a book which teaches children how to read. This book still serves as a textbook in Georgian schools. He was also an important figure in promoting education among Georgian people, while Georgia was under the influence of Russia, which tried to replace Georgian language with Russian.

So, I consider Iakob Gogebashvili as the national hero of Georgia, because he played a major role in our country's history, education, schooling, literature and so on.

One of the outstanding hero was Ekvtime



Takaishvili, who like many other Georgians left his home and took Georgian cultural and religion treasure abroad. In 1921, when the Russian government invaded our country, the Georgian National government had to leave Georgia and shelter in France. Ekvtime Takaishvili kept the treasure for about 25 years. Although he lived in very bad conditions with his family and they often didn't have anything to eat, just milk, he had never thought about selling one of the objects.

American and European museums were interested in Georgian treasure. They wanted to open exhibitions. They would pay a lot, but Ekvtime refused. Indeed, responsibility to his country and love of God made him strong. He often visited libraries and museums to study about French and our culture and enrich our treasure by buying some new materials.

After this dangerous trip he returned to Georgia bringing the treasure back to Georgia, but soon he died. I think he deserves to be considered as the hero of Georgian people. He protected our culture. So we should be thankful to him. Hero, this word has special meaning. Hero is a person who has done something very important for his motherland. This is why they are called heroes. In our country, Georgia, many heroes were born in our past, many patriots, who sacrificed their lives for the motherland and their people's well-being. In the mention of their names we are all possessed by a strong feeling of love and huge respect. One of them was David the builder, who was king of Georgia in the 12<sup>th</sup> century. He is considered to be one of the greatest and the most successful Georgian ruler. David the builder enlarged Georgia and he defeated lots of our enemies. He also paid great attention to the education of his people and he created Academy of Gelati which was the first academy in the Middle Ages.



One of the most respectful person of Georgia is Ilia Chavchavadze, also called the “uncrowned king”. All the great things that he did for his motherland, soon became a key for the independence and democracy. He was a writer, political figure, poet, a publisher who started the national movement in 19<sup>th</sup> century, during the Russian rule of Georgia. He was a big protector of Georgian language and its improvement. Thanks to him that we are living in this territory that is called a country of Georgia. He was a great patriot and fighter for independence of Georgia. He was the person who died for the freedom of his nation. In one word he was “Father of the Nation.”



When we are thinking about heroes we know that they are special persons in some way. Maybe they are soldiers, nurses, doctors or simple workers. Why are they heroes? They are heroes because they have done something incredible in their lives.



ines from the ancient time.  
 Hero is someone we never forget.  
 We can never forget Zviad Gamsakhurdia ,  
 who was a Georgian politician, dissident  
 and a writer



. He became the first democratically  
 elected president of Georgia. He was a  
 very brave person and he had never given  
 up. In 1989 Zviad Gamsakhurdia straight-  
 ened in Tbilisi which was frustrated by  
 Russian army. After that he based coalition  
 together with Merab Kostava named  
 "Round Table-Free Georgia." Georgia  
 held a referendum on restoring its pre-  
 soviet independence on March 31, 1991  
 and Gamsakhurdia was first elected presi-

dent in the election of May 26 with 86%  
 of the vote. Zviad Gamsakhurdia died in  
 december 31, 1993. His devoted friend Me-  
 rab Kostava was a Georgian dissident,  
 musician and a poet, one of the leaders of  
 the National-Liberation movement in  
 Georgia. In 1954, Kostava and Gamsax-  
 urdia founded the Georgian Youth Under-  
 ground organization

"Gorgasliani" Between 1956 and 1958  
 Kostava, together with Gamsakhurdia and  
 several other members of this organiza-  
 tion were jailed by the KGB for "anti-  
 Soviet activity" In 1973 they established  
 the Initiative Group for defence of Hu-  
 man Rights. Then from 1988-1989 he was  
 one of the organizers and active partici-  
 pants of most peaceful pro-independence  
 political actions within the Georgian SSR.  
 He was very active in the underground  
 network of publishers, co-publisher of the  
 Georgian underground periodical. On oc-  
 tober 13, 1989, Merab Kostava died in a  
 car accident. In 2013 he was posthumous-  
 ly awarded the title and Order of National  
 Hero of Georgia.

In today's reality there are people whom  
 we respect greatly and are called heroes  
 even in their life. Ilia the Second is the  
 current Catholicos- Patriarch of all Geor-  
 gia and the spiritual leader of the Geor-  
 gian Orthodox Church. He is considered  
 to be the real Hero of our time.

Thus heroes are people whose names  
 make a history of our country each time.  
 Their names should be appreciated for  
 they have sacrificed themselves for our  
 future, for the future of their country.  
 There are some more people whom we  
 can call Heroes....

We shall always remember their names  
 and we shall tell about their heroism to  
 our children, grandchildren and great  
 grandchildren. They will tell to theirs and  
 their names will be immortal.

# WORKING AS A VOLUNTEER IN DENMARK



The most important thing though, is that I get so much in return. I meet students who are willing to learn, very well behaved and very thankful for the help they receive. Something you are not so used to in the ordinary school. When I leave the school to go home, I feel enriched and happy.

I admire the teachers for the job they do. They are really working hard. Not only is Danish a very difficult language to learn, they also deal with people who have lost everything and also might be traumatized.

Let's hope that Europe will try do its best to help all the refugees, so that we can live peacefully together in the future.

*By Ester Winter*

Nearly two years ago I retired after having worked as a teacher for 41 years.

After one year I decided to do some teaching again, so I contacted our local department where they teach Danish to refugees. I help out in the same class once a week and I enjoy it SO much.

For many years I taught Danish to beginners and I can use a lot of the skills from those years. Fortunately the teacher lets me do my own little "things" and that is very satisfying for me.



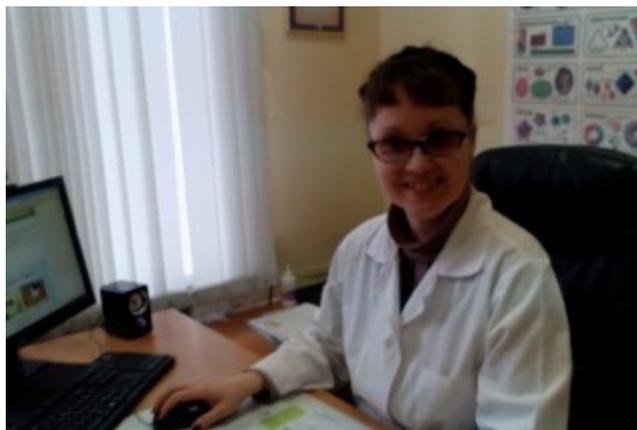
## **A poem**

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

By Magdi Hlatky

# Cerebrum music cures

in-



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

**Abstract.** The article tells us about the Apparatus-computer complex of bioacoustics correction (BAC) “Sinchro-C” in Vladimir Children’s Home as a new method of treatment of different disorders in speech-therapy, gives its scientific explanation of how and why it works.

**Keywords.** Rehabilitation, cerebrum music, EEG, impulse, listen, treatment, conversion.

In modern age of the 21<sup>st</sup> century the speech-therapy is always on the move and is rich in new technologies and methods. Today I would like to tell you about the new method of bioacoustics correction (BAC) in our town. The fact is that in Vladimir Children’s Home the Apparatus-computer complex of bioacoustics correction “Sinchro-C” was bought in order to increase the rehabilitation effectiveness for the children with the affection of Central Nervous System and psychology.

This new method was introduced into a complex rehabilitation of the inmates of Vladimir Children’s Home in January 2016. The administration of Vladimir Children’s Home bought the apparatus of bioacoustics correction (BAC) on sponsor funds. There is no such an apparatus anywhere in Vladimir, except Vladimir Children’s Home. The analog of such an apparatus is only in Regional Clinical Hospital. The cost of the apparatus

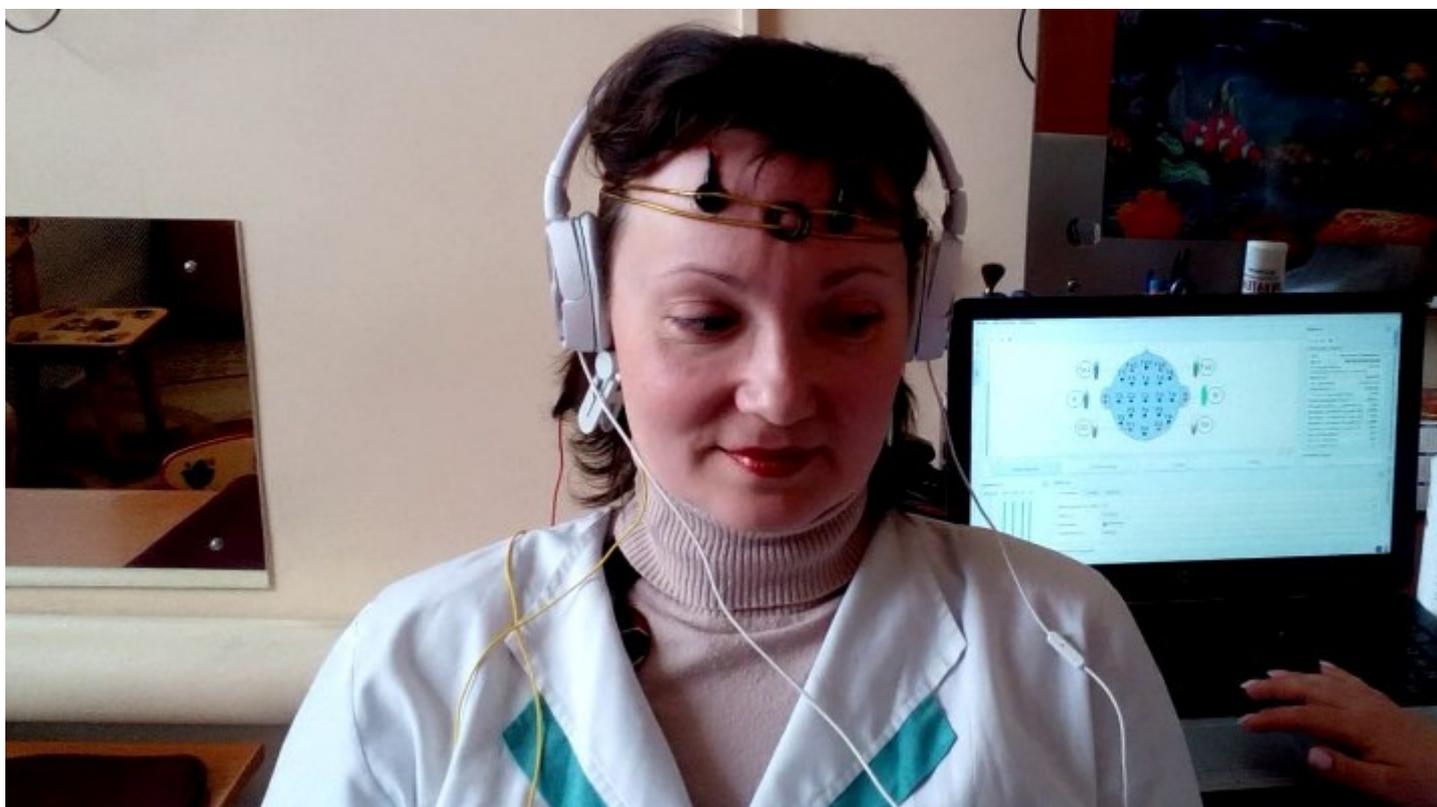
cluding the education of the personnel is about 600 000 rubles. The personnel was educated in St.Petersburg on the base of the Cerebrum Institute, where this apparatus was worked out and now is effectively used.

**How does it work?** The essence of the bioacoustics correction (BAC) is in child’s audition of the acoustic image of his own Electro Encephala Gram (EEG), got with the help of converting bioelectrical cerebrum activity into a sound, coordinated with the endogenous cerebrum activity.

In other words, the apparatus of BAC turns the impulses of the cerebrum into musical sounds. The psychological and speech and mental delay in the development, general speech delay, the lack of speech, dysgraphia, dyslexia, cerebral palsy, autism, hyperactiveness, neurosis-like disorders can be treated in this way.

The BAC session the speech-therapists call the “cosmonaut’s game”. Six electrodes are connected to the head of the child and they read the impulses of the cerebrum. With the help of special device these impulses are converted into music. It turns out that a child listens to his cerebrum sounds. At the same time he listens to complex words with hardly pronounceable sounds. To any child it is a step to improving his speech. Even in 5 sessions the speech-therapist notices the positive dynamics: a child becomes more calm and sleeps well and can better concentrate his attention. Speech results appear later, in 2 months. It gives a good stimulus to speech development, and at last a “silent” child pronounces his first words.

In Children’s Home the method of BAC became a good supplement to other means of children’s rehabilitation. Special massage, sensor room, therapeutic physical training are at the disposal of the infants. In a word everything is done for the children with special needs. It should be mentioned



The author is getting "cerebrum music session"

that there is a rehabilitation center on the base of Vladimir Children's Home, where all other children can be cured with this new method of BAC.

**What is the scientific base of the bioacoustics correction? At the heart of the method lies the conception of involuntary auto regulation, the essence of which is not in compensation, but in activation of the natural processes of physiological functions regulation, which were deactivated as a result of the influence of adverse external factors and individual peculiarities.**

The methods of BAC of the functional condition of Central Nervous System are based on computer conversion, which shows the parameters of the bioelectrical cerebrum activity, turned into parameters of the sound stimulus. The peculiarity of this conversion is in the signal of EEG, performed as a complex sound image, where the proportion of the main parameters of physiologically important frequency range of bioelectrical cerebrum activity is preserved.

Converting is going on at a real time with minimum delay.

All the signals at the same time, but independently are converted and presented to a patient through the stereo head-phones. In comparison with the alike methods of biofeedback training the principal difference of this BAC is *in the absence of cognitive-volitional task* of bioelectrical activity transformation for the patient.

In conditions, when the acoustic image shows all the variety of the rhythmic of EEG, *there is no special task for a patient* what to do with the heard sound, just the only general task "to listen to the cerebrum work of his own". It's very actual to the little patients of Vladimir Children's Home, because sometimes it's even very difficult to make a child with special needs listen to his cerebrum sounds, not to mention the cognitive-volitional task. This detail is the main factor of using this method of BAC with all age categories of patients at any degree of safety of the cognitive-volitional sphere. In general, the speech-therapists of Vladimir Children's Home say that the majority of children really like these BAC sessions very much.

**Why does BAC work?** It's universally known that music gives the positive effect on the organism of the man. There is a



On this ideogram you can see if all six electrodes of the Apparatus–computer complex of bioacoustics correction “Sinchro-C” are connected properly to the head of the child.

great number of examples in literature about “Mozart effect” on the cerebrum.

So, neurophysiologic research of the musical influence demonstrates the activation of cerebrum structures providing the processes of auto regulation, motivation and confirmation.

It turns out that the acoustic stimulation organized in a certain way can activate cerebrum structures, which take part in the processes of auto regulation. A private example of such a time-and-frequency sound organization is music, which can be an effective mean of functional therapy.

The scientific works devoted to neuropsychological and neurobiological aspects of music perception stress that the effectiveness of music therapy can be increased, if we take into consideration the peculiarities of cerebrum structure reaction of different individuals on different musical compositions. Thus, the effective music therapy should take into account the individual peculiarities of psycho-physiological condition of the organism and in this way it turns into the method of adaptive sensor stimulation, where the parameters of a stimulus are determined by the parameters of the current

functional condition of Central Nervous System.

This approach is realized in the method of bioacoustics correction (BAC), where the presentation of acoustic stimulus is coordinated with the wave parameters of the current EEG. To put it differently, in the method of BAC the acoustic therapy of the sounds is realized, where time-and-frequency structure of these sounds is formed according to the law of personal cerebrum activity.

The BAC method is widely used in different spheres of medicine and education. It can be used in speech-therapy, neurology and psychology, cardiology, narcology, gastroenterology, pulmonology and in education as well.

There are also some contraindications, for instance, after operation period, infections, bleeding, epilepsy, hypertension stroke, skull injuries.

I do believe, that in the nearest future the apparatus of BAC will be widely used not only in Vladimir Children’s Home, but in other medical institutions of Vladimir region, too.

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Annual meeting i Belarus. Visit at the Lyceum of the Belarusian State