

INTERNATIONAL INTERNATIONAL TEACHER POST

A peace pedagogical newsletter since 1982
Edited by an international board
No. 1 February 2012



ISSN 13968580



Join the Annual meeting 2012 in Kazakhstan



www.International-Teacher.dk

"INTERNATIONAL TEACHER-Post"

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Email: Jytte.svendsen1@skolekom.dk

ISSN 1396-8580

Publisher:

International Teacher Association, Denmark.

Responsible editor: Jytte Svendsen

Subscription/4 issues: DKR 200 (Denmark)

EURO 40/US\$ 25 (outsides Denmark)

Account: Den Danske Bank, Lemvig, Denmark

Reg. 1551 account 16454494



INTERNATIONAL TEACHER-post

might be free of charge for colleagues in Eastern Europe,
Asia and the developing countries,

- please mail a letter and your name and address
to **Oksana Khomutenko Jørgensen** page 3

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Happy to let you know,

that our magazine

is supported by

*the **Danish Ministry of Education***

("Receipts of the state football and lotto pools")

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The purpose of INTERNATIONAL TEACHER - Post

is to be the international magazine for “International Teacher Association”, which comes out 3 times a year - 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

The Danish Board 2012



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Generalforsamling i International Teacher Association

Lørdag den 10. marts kl. 13 på
Helms Skole, Dahlsvej 8, 4220 Korsør

Dagsorden

- 1 Valg af dirigent
- 2 Formandens beretning
- 3 Regnskab
- 4 Valg af rep. til bestyrelsen.
Jette og Eva er på valg
- 5 Eventuelt



Vi starter generalforsamlingen med at spise frokost.

Efter generalforsamlingen spiser vi sammen på en lokal restaurant

Alle medlemmer er velkomne.

Kasakhstan

Kazakhstan



Rejse til Kazakhstan

Kom med på tur til Kasakhstan, hvor vi skal mødes med lokale lærere, besøge deres skoler, se på landets kultur og være aktive i den fantastiske natur.

Tid: ca 1. juli til 14. juli

Pris: Mellem 9000kr. og 11000kr.
Det afhænger af flypriserne

Vi benytter lejligheden til at holde årsmøde i den internationale del af ITA.

Vi håber, at vi kan samle en gruppe danskere, som har lyst til at rejse med til dette land, som man sjældent hører noget om i medierne

Annual meeting 2012

Come to Kazakhstan and join the annual meeting of ITA. We are also going to enjoy the local culture and the magnificent nature.

From 1st of July to 14th of July.
The time is determined more precisely later.

*Price for food and lodging
app 800 Euro*

We hope that many of you can join the annual meeting. We look forward to meeting with you in the summertime in Kazakhstan



Læs mere på hjemmesiden
www.International-Teacher.dk

Read more at the website
www.International-Teacher.dk



A World without War



Preamble, charter of the International Teacher Association

By Marina Azarenkova

The International Teacher Association as a partner of UNESCO in the modern world.

We, teachers of schools, colleges and Universities determined to reaffirm faith in human living values, working for peace and global human development through tolerance, integrity and respect for each other, all nationalities;

We reaffirm faiths in the dignity of a student, expanding his capacity to be self-sufficient, and liberated from external influences;

We contributing to establishing conditions in class under which effect and respect for the obligations arising from teaching , learning and effective parenting assistance

can be maintained under protection of fundamental human rights;

We declare our productive Cooperation as everyone responsibility, yet it takes courage and inner strength to facilitate the process of improving the very base of the World;

We contribute to visualizing professional and personal ways of teaching and behavior to incorporate eternal living values, virtues or powers into our daily activity; The stability of Unity in International Teachers Assotiation comes from the spirit of equality and openness, when the noble values and goals embodied in Sustainable Developmental core universal Unity.



United Nations
Educational, Scientific and
Cultural Organization



UNITED NATIONS

We the peoples... A stronger UN for a better world.





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PEACE AND FRIENDSHIP THOROUGH VALENTINE'S DAY

By M. R. Hubert, Madras, India, www.shabnamresources.com



MISSION

V 11 , which means valentine 2011, the V stands for victory too.

VISION : victory through friendship , sacrifice and real love

History about the Day

Saint Valentine's Day, commonly shortened to Valentine's Day, is an annual commemoration held on February 14 . The day is named after one or more early Christian martyrs named Saint Valentine and was established by Pope Gelasius I in 496 AD. It was deleted from the Roman calendar of saints in 1969 by Pope Paul VI. St Valentine was persecuted and interrogated by Roman Emperor Claudius II in person. Before his execution, he is reported to have performed a miracle by healing the blind daughter of his jailer. No romantic elements are present in the original early medieval biographies of the martyr.

MODERN DAY ROMANTIC ENCROACHMENT

Modern Valentine's Day symbols include the heart-shaped outline, doves, and the figure of the winged Cupid. Since the 19th century, handwritten valentines have given way to

mass-produced greeting cards, chocolates, inner garments shows this day which was meant to be day of GIVING was diluted badly for commercial purposes in the present days. In Asia the games of romance like chocolate spread over the girl and her friend his asked to lick and the best couple gets a big reward makes it more artificial and mammon.

OUR PROGRAM : We had a program for the children on Sunday 13th Feb 2011 for our children. The very intent of this program is teach the children about the real meaning of valentine's day, otherwise they tend to be more influenced with things they hear differently and compelled to believe its meant for physical attraction or fake romance.

Outcome of V 11 V 11 gave them a total Different dimension, where a good friendship is the essence of good long lasting clean relationship and peace among other children was more despite any short comings and small sacrifice does have lot or meaning, more importantly it does teach to respect elders, study well, keep body and mind health and care for one another, love nature by growing small plants. The children conducted a skit which had lots of fun and meaning. Please pray for the children. Thanks and regards.



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BORN BY A NUCLEAR ERA

By Raisa Pochevalova, Vicepresident of ITA

If you are interested in the sub- source —the energy of division of kernels.



Student Alina Iritsyan

Russia was the second state after the USA to create a nuclear bomb. And the country was ruined by the war at that time! It was a brilliant example of concentration of intellectual, material and spiritual resources.

“The nuclear shield of Russia” is the name of the stand that represents nuclear potential of Russia. It includes the documents about the creation of the nuclear fleet of Russia, nuclear testing sites in Semipalatinsk, in Totsk, on New Land.

The central expositions for certain will draw your attention. They are stands with models of various submarines, cruisers, nuclear bombs which are the exact copies of the present ones only reduced in many times. Documents, photos, books, banners, items of war-time ammunition, uniforms, and what not!

It took months to collect the exhibits. Teachers, students, war- veterans took part in the project, expanding the borders of search.

The 25th of April 2005 is our opening day! From that day on junior students are given lectures in the museum by senior ones.

ject, welcome to our museum, school № 985, Moscow, Russia.

One of the main tasks of the museum is to bring up feeling of patriotism in the rising generation, respect those who gave their lives strengthening power of the Native land in the war time. The exhibits will tell you, how mankind learned to use a new powerful energy

Julia Rodionova, one of the guides says: «It is well known, that nuclear energy-is not only destructive and dangerous weapon. We tell students about atomic energy application in peace purposes.



A World without War



There is a separate stand in the museum, which is devoted to this theme. Russia began to use "peace atom" in 1945. Radioactive isotopes were applied widely in industry, for example in analytical chemistry, manufacture of building materials, for control of leaks of oil products, in medicine for diagnostics and treatment of some diseases. Medical installations for irradiation, x-ray devices and gamma defect scopes have started to be used. «Peace atom» has become a popular power resource».

« I guess pupils should know about military resources of our country and how nuclear energy is used in every day life, especially boys. Being under the impression, they say they would become military men and would protect their country. I feel it's great, that young generation isn't indifferent to the destiny of their Motherland.

But nowadays everybody is aware of the negative effect atomic energy may pro-

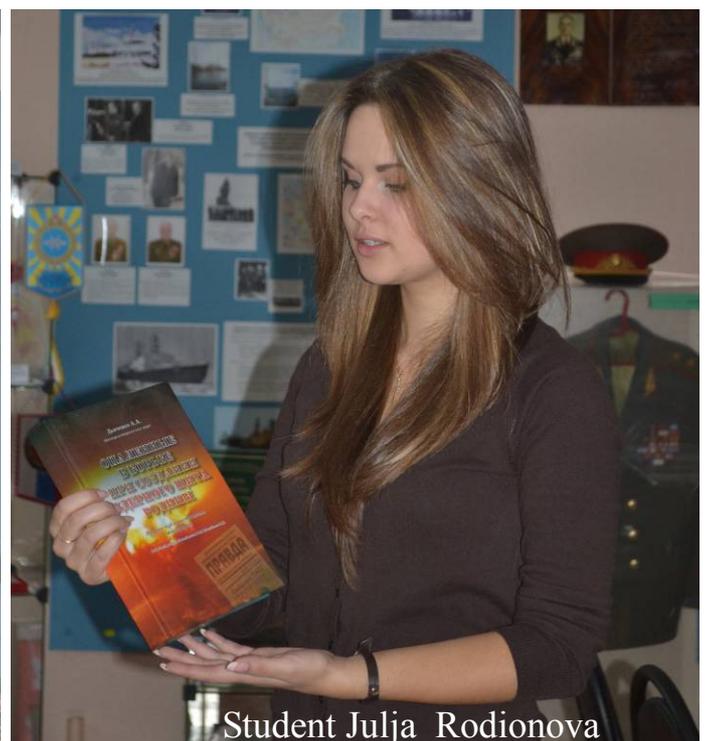
duce. Pupils ask many questions about accidents that happen nowadays like that one in Japan. We shall all remember the 11th of March. Tragedy of the Japanese people... Failure on Fukusima-1 during the terrible earthquake. The level of radioactive substances exceeded in 20 times! Consequences can be unpredictable. Undoubtedly nuclear power - one of the main discoveries of mankind. However, using it, even in the peace purposes, each of us is in a risk zone. I don't want to take a risk and you?" –asks **Alina Iritsyan**.

Recently a group of students have started to collect materials for a new stand, devoted to the prevention of emergency situations on the industrial targets connected with the use of atomic energy. Competition on the best title is declared. Let's wish volunteers a success!

Students: Julia Rodionova , Alina Iritsyan, **Teacher:** Tatjana Semenova



Teacher Tatjana Semenova



Student Julia Rodionova



A World without War



Conflict Resolution in the Humanities, Particularly World Literature and US History

By Lynn Kearney, USA

did in so



Martin Luther King: "I have a dream"

far as a nuclear disaster has been thus far avoided. That sort of creative and critical response, plus a fervent and reverent respect for life and "the other" (who might be anyone of another culture or race) are perhaps the goals of every teacher of the humanities. Teachers everywhere dream that by virtue of their study, their students will be better citizens than previous generations, regardless of the complexity of personal, national and international events.

After World War II, when major powers emerged with nuclear technology that had the potential destroy all of civilization, perhaps the planet itself, there was no playbook.

Thus superpower leaders, while sometimes teetering on the brink of holocaust, had little to draw upon academically or experientially as they tried to protect their nations' interests, knowing that a misstep would make their nations' political or economic circumstances a moot issue. These leaders would need to think critically and creatively in order to ensure the survival of society. It might be argued that they

"Teachers everywhere dream that by virtue of their study, their students will be better citizens than previous generations"

Tolerance is the first step towards conflict resolution.

In my case the opportunity to advance that universal hope has presented itself in the curricula for both History and Literature, where I have found it possible to teach tolerance, the first step toward conflict resolution, by way of examining diverse cultures and to look at practical ways in which conflict has been, should have been, or can be avoided, particularly in American History.

Working as a teacher of Ancient World Literature in an Catholic High School.



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From 2000 to 2011, I was a teacher of Ancient World Literature in an American Catholic High School, coursework which by its nature required a consideration of some of the world's major belief systems, both in terms of precepts found in scriptures and philosophies, along with the practical application found in stories and poetry.

Our texts were parts, albeit small, which we tried to fit into a whole, of Zoroastrian precepts, the Hebrew Bible, the Qur'an, the Mahabharata, Ramayana, Upanishad, and Upanishads, The Tao Te Ching and The Analects. We investigated ancient belief systems of the Sumerians, Egyptians, the Greeks and the Romans, belief systems which seem to have passed into history, but may have importance in contemporary cultures. It was always interesting to find that, while our study of faiths around the world was of necessity limited, it was always rather easy for 14-year-old students, most of whom were Roman Catholic Christians, to find similarities between their own faith or philosophy and the ideals and beliefs of other ages and places. This is not to say that they could not define differences; they could. However, by the time they had discovered all the similarities, differences became relegated to the sphere of interest, not conflict. The literature always had a humanizing influence on my students.

I introduced my students to a prehistorical conflict.

With regard to Zoroastrianism, a very brief look at a small portion of a Persian epic, introduced students to a pre-historical conflict between good and evil. An outsized charac-

ter whom they came to love chose evil and thereby chose suffering. While my students have hardly had opportunities to choose evil proportionate to the evil of the epic, they know enough of the human condition to perceive the possibility. Naturally most of my students had some experience with the Hebrew Bible and tenets of Judaism, which also exist in Christianity, but often they had not taken the time to study the humanity of those ancient people and to connect with them on a personal basis, a step toward Judeo-Christian understanding. When these students read the account of Jesus's birth in the Qur'an, the majority noted the differences, but in all humility saw them as a touching and thought-provoking variant of the story in which they believe, a connection rather than a source of conflict.

Willing to sacrifice his life to save a bird

The same young people were shocked to find the Hindu King Sibi being willing to sacrifice his life to save a bird's life. But placed in the context of Ahimsa and the belief that all sentient beings have a soul, these teenagers, already disposed to love for animals, admired the king's integrity and compassion regarding all creatures. While US students always find the subordination of Confucianism difficult to understand and/or accept, if they examine it in its philosophical and historical context and meet the practitioners of Confucianism in literature, they respect the idealism of this thought system. Those in authority were directed to love in an agape, selfless manner, caring consistently about the well-being of subordinates. In the study of Taoism, students found

"The literature always had a humanizing influence on my students.

"the causes of war can be greed and/or revenge disguised as morality



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their own Thoreau-like emphasis on nature and discovered their own desires to preserve it to the best of human ability. They clearly connected with Lao Tsu's emphasis on freedom and the equality of all creatures.

The US History spans only a few hundred years

While U S History spans only a few hundred years, it is taught at least three times to US students and is a source of many lessons pertaining to conflict resolution. Too often the histories of too many civilizations recount wars. On the one hand, it is normal to pay attention to cataclysmic events; on the other hand, perhaps we have become too used to them and begin to think of them as part and parcel of human existence and fail to discern that the causes of war can be greed and/or revenge disguised as morality. Even a young nation, such as the United States, has had too many conflicts to examine each carefully and at least two of the conflicts, the Civil War and the US role in World War II, remain very challenging for those who would be peacemakers because of the dearth of viable non-violent courses of action available during those periods of history. This is not to say that the pursuit of such solutions should be ignored—only that it is complex. However, certain approaches to teaching history and to teaching specific conflicts, such as the early conflicts between settlers and native peoples, the world wars, the Vietnam and Iraq wars, have been selected as a source of investigations into conflict resolution as it might have been practiced in the past and as it might be in the future.

The injustices toward the natives are un-

derstood and not denied

The first conflict recorded first hand by westerners in North America was, of course, the conflict with the native peoples. It's long over, and the injustices are understood and generally not denied. But there is an important contemporary issue; along with greed, another rationale for destroying native peoples was their "otherness." Their wisdom, values and value were ignored, and their differences were vilified. Hindsight allows today's students to apply the lessons learned from regret and shame to the present day, and to pay careful attention as to how "the other" is viewed and treated.

"the student realizes that poverty and injustice create conflict.

Blindness to human suffering cost million of lives worldwide

A study of the US participation in World War I provides high school students with an opportunity to examine how the flaws of human nature, pride and shortsightedness, might help propel a country (many countries actually) into a catastrophe, pointless for all involved except perhaps arms dealers and power brokers. Absolute blindness to human suffering and what I would call a perverted view of justice cost millions of lives worldwide as well as a devastating economic disruption and political cataclysms. The young student of history who may be a future policy maker has, in the 21st century, the necessary perspective to make a case against such conflagrations.

It is also useful for students to compare American attitudes after World War I with American attitudes after World War II. After World War I, the US withdrew from the misery of the aftermath and remained isolated until forced into world affairs. An devastated and impoverished Germany, singularly re-



A World without War



quired to take responsibility for a conflict for which it was partly responsible rose from the ashes of World War I to ignite a second world conflict. It is instructive to note that, following the Second World War, the US engaged it's former enemies and by helping them restore their nations economically and politically, not only prevented conflict, but created international relationships that have endured to this day. More importantly, the student realizes that poverty and injustice create conflict.

Most Americans were fearful of the spread of communism

The Vietnam War divided the United States and the divisions were painful and disruptive for at least a generation. Most Americans, while they were ignorant of the issue of nationalism and fearful of the spread of communism, do not defend the role of the government in sustaining that conflict, which ultimately led to near 50,000 deaths and humiliation for the US. Nor can the tremendous pain and suffering and loss of life in Vietnam ever be justified by history. Again the message is education about the culture, politics and goals of other societies. Understand that it is generally accepted that fear and misunderstanding led the US into war with Iraq, though alongside this view is the competing belief that the war evolved into a war of liberation from a dictator. The task for students now, and certainly in the years to come, when more information is available, is to understand the possibility of fear and self-deception as causes of conflict and to apply this understanding to future problems. Indeed, considering the traumatizing effects of 9/11, the issue of "the other" may have been significant in the US decision to make decide that preemption, though ironically it turned out that there was nothing to preempt, could be justified.

Human progress toward peace and away from violence

With the current interest in social history, and technologies that make it easier to capture and retain ever increasing amounts of data, the historical record can more easily become one of human progress toward peace and away from violence. Teachers of US History can draw from a wealth of peacemakers—abolitionists who would eschew violence in favor of awareness, *Jeanette Rankin*, the first American woman to be elected to Congress and perhaps the only one to lose her seat because of pacifism, *Dorothy Day* who advocated for the homeless, *Martin Luther King* whose non violent movement ended segregation and other injustices, *Daniel Ellsberg* and the *Berrigan brothers* who had the courage to point out the evil of war despite the threat and/or reality of incarceration. Certainly a creative and knowledgeable teacher will find many more examples of Americans who advocated for tolerance and peace.

How to fight intolerance and violence

So, in conclusion, an American high school instructor who is assigned to teach US History or Ancient World Literature will find opportunities to address the root causes of intolerance and violence. The ancient scriptures will make manifest the human values and aspirations that diverse civilizations share. Stories and poems from the ancient world will bring to life, real people who struggled for peace and justice. An analysis of the cause of wars and other conflicts certainly will provide a roadmap for those who seek peace. A study of brave individuals who put their well-being, or even their life on the line, will inspire young people to do whatever may be required to eliminate intolerance and the conflict that intolerance breeds.

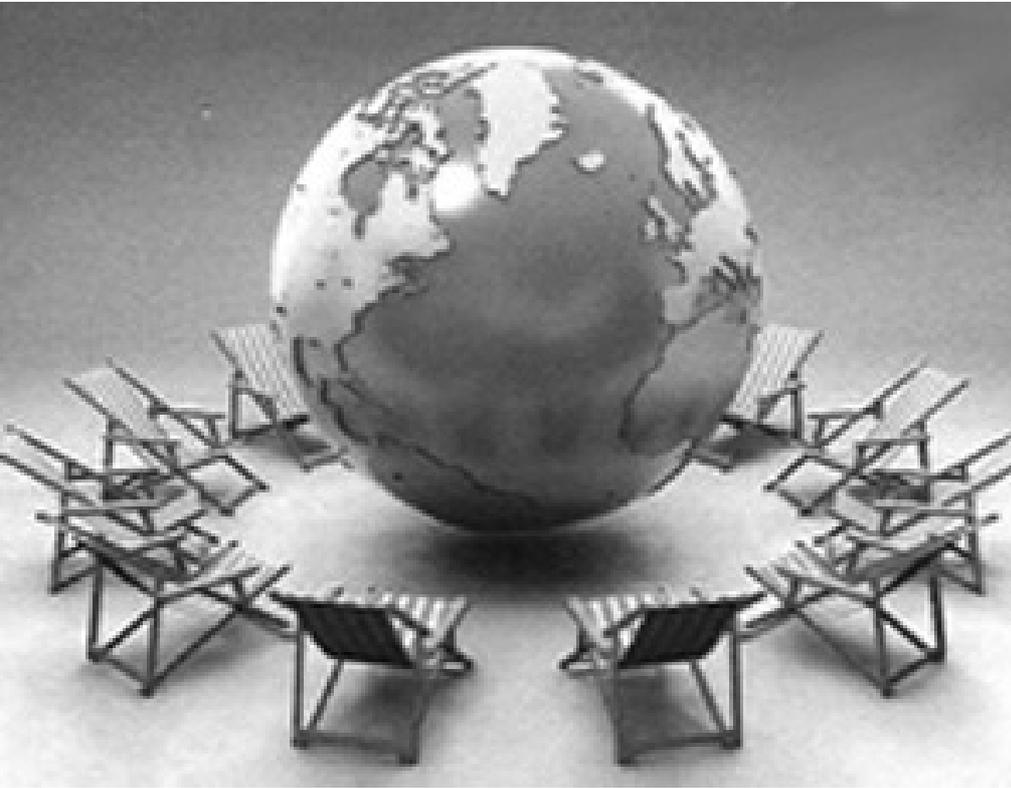


A World without War



A SPIRITUAL CONSPIRACY

Dr. Leo Rebello, India



On the surface of the world
right now there is
war and violence and things
seem dark.
But calmly and quietly,
something else is happening
underground.
An inner revolution is taking
place
and many are being called to a
higher light.
It is a silent revolution.
From the inside out. From the
ground up.
It is a Global operation.
A Spiritual Conspiracy.
To replace the sinister conspi-
racy of

New World Order minions.
You won't see us on the TV
You won't read about us in print media
You won't hear about us on the radio.
We don't seek any glory.
We don't wear any uniform.
We carry no weapons.
We believe in non-violence.
Our skin colours may be different
Our sizes, styles and status may be different.
But we are one in our resolve -
No War, No War, No War.
We are resolutely working behind the scenes
in every country and culture of the world
Cities big and small, mountains and valleys,
in farms and villages, tribes and remote islands.
Since our vision is Common.
One Humanity.

You could pass by one of us on the street
and not even notice.
We remain behind the scenes.
It's of no concern to us who takes the final credit
But simply that the work gets done.
During the day many of us have normal jobs
But the selfless work that we do in free time,
to free others, is what counts.
We are slowly creating a new world
with the power of our minds and hearts.
We follow, with passion and joy
the orders from the Central Spiritual Intelligence,
not from the decadent CIA, KGB or Mossad.
Not for nothing some call us the Conscious Army.
We are dropping soft, secret Love bombs of
Poems ~ Hugs ~ Music ~ Photography ~
Movies ~ Kind words ~ Smiles ~ Prayer ~
Meditation ~ Dance ~ Social activism ~
Websites ~ Blogs ~ random acts of kindness...
We express ourselves in our own unique ways
with our own unique gifts and talents.
Be the change you want to see in the world
That is the motto that fills our hearts.
It is the only way real transformation takes place.



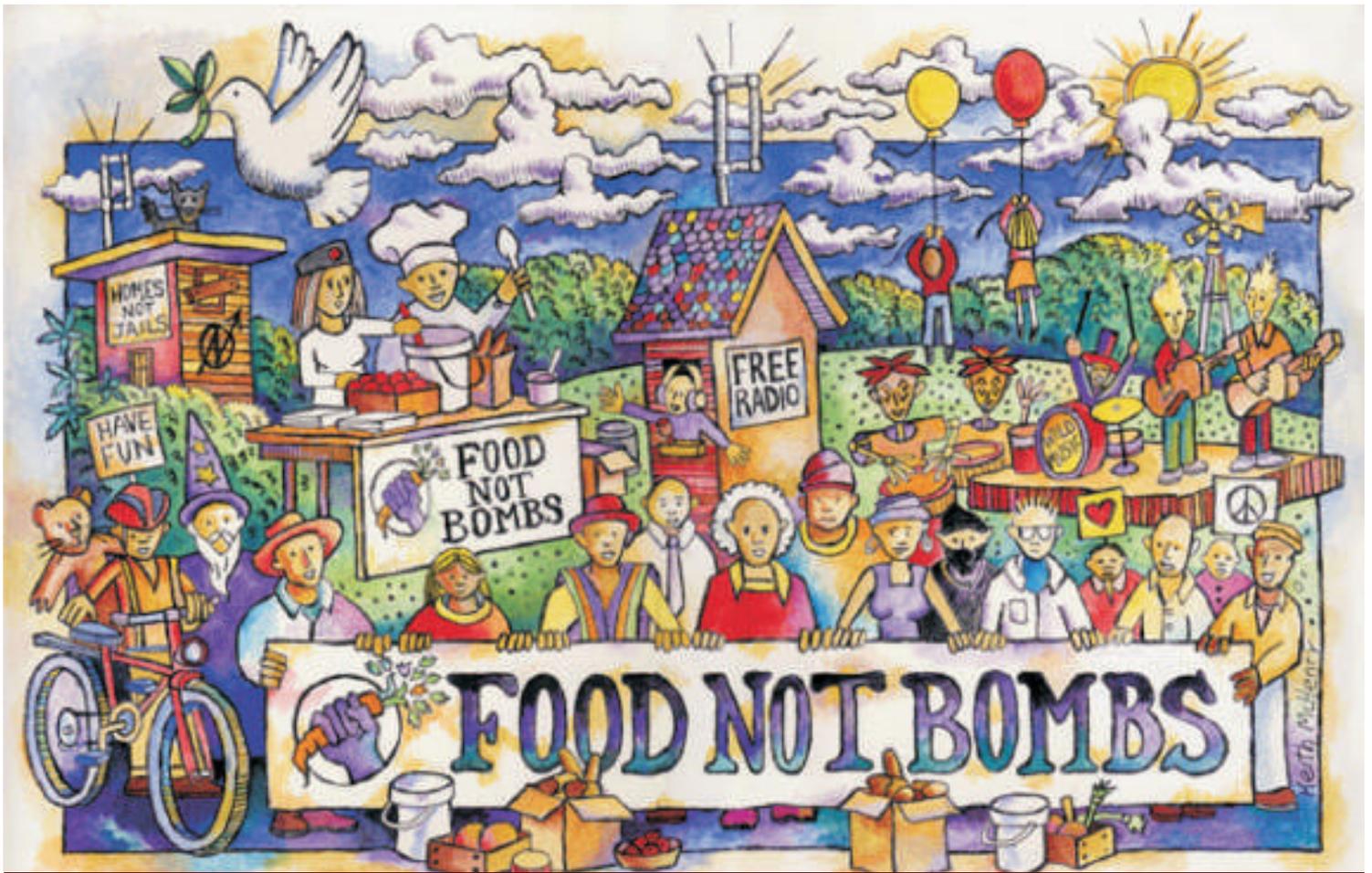
We know that quietly and humbly we have the
power of all the oceans combined.
Our work is slow and meticulous
It is not even visible at first glance
And yet with it the 'rusted' tectonic plates
shall be moved creating a new dawn.
Love is the new religion of the 21st century.
We discard the 'holy books' and 'holy wars'.
Our unity of purpose comes from
the intelligence of the heart;
Embedded in the timeless evolutionary pulse
of all human beings.
Be the change you want to see in the world.
Nobody else can do it for you.
If you like what we say here,
We welcome you to join us.
All are welcome. The door is wide open.
For ours is a Spiritual Conspiracy
To save the mother Earth and All.



Peace and Freindship on Valentines day with M R Hubert, Madras, India at his Childrens home Shabnamresources



Victor, Anna, Anne Sophie and Thor are going to Nepal to work as teachers in the Helambu area north of Kathmandu. Simone in the middle is telling about her experiences as a volunteer in may 2011. (collage)



From Dr Leo Rebellos book World without Wars. Read his poem at page 14.



The ITA teacher in Nakote was hired in sprintime 2011 and teaches science.

3 weeks, 5 hosts, 9 schools, 32 classes

By Brigitte Mueller, Ulm, Germany



Brigitte is teaching at Mou School, Denmark

It has been my wish to visit schools and teachers in other countries and learn about their teaching and living conditions. Some teachers from Denmark answered to my advertisement in ITA-Post.

I was invited to visit mainly German classes. (Danish students learn German from grade 7.)

Denmark is about half as densely populated as Germany. I think that makes a difference in human behaviour. People in Denmark seemed to me less tensed and stressed. (Of course I can only tell about my personal impressions.)

Fortunately most Danish people speak very well English, so I was able to communicate, when I had to ask for information e.g. Quite a few can also speak German, but they prefer English.

Differences and similarities between Danish and German schools

During my three weeks stay I learned a lot about similarities and differences in Danish and German schools.

In Germany teachers, students and their parents have to decide in which kind of school the children go after class 4 or 6 (it depends on the federal state). Until now there are only few schools in Germany, where students are educated together until class 10 and decide afterwards whether they choose a professional education or go to school for two more years.

Children get marks for their school work from class 3 on. If the marks are too bad, students have to repeat a class.

Right now, there are quite a few “experiments” in order to find a better school system.

In Denmark students are taught together for a longer time and they only get marks

from class 8 on.

Germany is Octoberfestival, sauerkraut and polite cardrivers.

When I prepared myself for the visit, I started to ask myself and my friends: What's typical German? Never before I thought about that so much.

The same question I asked the Danish students. Lots of them had the "Oktoberfest" (a famous beer festival in Munich) in mind as typical German. What astonished me most was that many of them think of German car drivers as polite and German public toilets as clean. I can't agree to that. I learned, that many students know Germany only from passing through on their way to Spain or Italy. They asked me about "Sauerkraut", because they think all Germans would like it. And they asked if it's true, that Germans eat a lot of sausages. (It is true.)

The students told with drama what is typical German and Danish.

In some classes I worked with drama methods and students were asked to build living sculptures about what they think as typical Danish- typical German. The rest of the class had to guess. When they showed young people drinking too much alcohol I thought, that's typical German, but they told me, that Denmark is number 1.

Some classes were well prepared and asked questions about German history.

Some classes were very good prepared for my visit and asked interesting questions. Luckily I'm old enough to be able to answer questions about former East and West Germany, the life here and there and how I felt, when the Berlin wall fell.

Christmas in Denmark.

Because it was the time before Christmas I learned about Danish Christmas customs and told about German customs. (This Christmas I prepared the traditional Danish Sweet rice* with almonds for dessert on Christmas Eve.) The customs are quite similar, but the Danes dance around their Christmas tree. Germans don't do that.

School buildings in Germany and Denmark

I visited old and new school buildings and I saw a big difference to German schools. All Danish schools had a library for students, where they can also work (with or without computers.) There were always work places outside the classrooms for group work and my impression was, that the Danish students can work there without being very noisy.

Many schools had smart boards (boards on which you can work like on a computer and even go to the internet). And most of the communication between teachers, teachers and parents and students happens via internet.

The teacher's rooms were mostly bigger than in Germany and equipped much better with books and computers, so that teachers can prepare their lessons at school. In Germany we do it mostly at home, because there's no space for that at school.

Danish hospitality

In some schools I was introduced by the headmaster and welcomed very warmly. In other schools I just followed the German teacher and nobody else took notice. Some colleagues were very interested in having conversation with me (either in

* Read the recipe at page 21

English or in German), some were to shy or maybe to busy or just not interested.

Danish students are like everywhere.

The students were like everywhere. Some took the chance to practise their German, others were lazy and some thought, they would not be good enough and didn't try to speak. When I was in one class for two days, I noticed that they opened more on the second day and some came and asked questions.

Danish German teachers switch to Danish, when their students don't understand.

What I also noticed was that the Danish German teachers often switch to Danish, when their students don't understand what they say in this foreign language. And that's a kind of trap. As a learner you don't have to make an effort in trying to understand the other language, when you know, that your teacher is going to explain everything in your mother tongue. I think, when you learn a new language, it's important that you just dare to speak – no

matter if it's correct or not. I tried to explain, that one can understand a lot, even if it's not correct. And it's a good motivation to learn more when you experience that you can be understood.

The committed teachers can help the students to fall in love with the subject.

My learning and teaching tour to Denmark was a good and important experience for me. I learned, that the problems with students and parents in both of our countries are very similar. For us often Scandinavian schools are regarded as role models. I learned that they also only (as we say in Germany) "cook with water". And like everywhere, there are motivated, committed teachers and others. The committed teachers can help their students to fall in love with a subject.

Did my visit bring changes?

Of course I'd like to know, whether my short visit brought changes for some of the students or if they continue to play the games I showed them.



Traditional Danish sweet Rice

By Jytte Svendsen

This is the traditional Danish Christmas dessert, served on Dec 24 before we walk around the Christmas tree and sing carols. In Denmark we call it Ris a la mande. We also eat it at other times of the year.

Ingredients for 8 persons:

8 tablespoons arbrio rice
4 cups of milk
1 tablespoon of sugar
3 tablespoons of sugar
1 cup almonds, finely chopped using a knife
2½ cups whipping cream, whipped

Sauce

2 cups frozen raspberries
2 tablespoons water
½cup suger
1 tablespoon cornstarch
2 tablespoons water

Directions:

1. Bring milk to a boil slowly in a large pot
2. Ad rice. Keep simmering until rice is tender. Prevent rice and milk burning at the bottom
3. When the rice is coll add vanilla sugar and sugar and almonds.
4. Fold whipped cream
5. Chill and serve with warm raspberry sauce

Sauce:

1. Place frozen raspberries and 2 tbsp of water in a pan. Heat until thawed, add sugar and stir. Let simmer approx 3-5 min.
2. Mix cornstarch with water and add to the sauce to thicken



Bon appetit

Ode to Samarkand

By Anatole Ionesov, Samarkand Peace Museum, Uzbekistan



Mirzo Ulughbek (1394-1449) The great scientist-astronomer and statesman, ruler of Samarkand, grandson of Timur (Tamerlane). He created in Samarkand an astronomical observatory which at that time was probably the best in the world. Ulughbek 600th anniversary was observed in 1994 under the

The Russian poetess Irina Alekseyeva - wrote a poem "Ode to Samarkand" for an intercultural project "Samarkandiana".

Anatole Ionesov got the idea to collect translations in many languages. "I have already collected some 20 translations of this poem into different languages, including Uzbek, Tajik, French, Arabic, Chinese, Czech, Slovak, Armenian, Esperanto, Finnish, Macedonian, Greek etc. Unfortunately, Danish is not among them yet."

Here is a little glossary that might be useful:

Registan The name of ancient forum (central square) of Samarkand. Registan Square is considered as the heart of the old town.

auspices of UNESCO.

Timur (or Tamerlane/ Temur/ Amir Temur) (1336-1405) The great statesman, who made Samarkand a capital city of his huge empire. He also took care of architecture, gardens, arts, handicrafts, safety on the Great Silk Roads etc. In 1996 his 660th jubilee was celebrated under the auspices of UNESCO.

Alisher Navoi (1441-1501) The great Uzbek poet-humanist. He is called the father (founder) of Uzbek literary language. We use his words as a motto of our Peace Museum.

Madrasah (or medrese/ madrassah) The islamic higher educational institution, university.



Russian original:
ОДА САМАРКАНДУ

Пою тебя, о, Самарканд!
Твой чудный облик восхваляю.
И твоё сердце - Регистан -
Я вечно юным называю.

Его биенье Улугбек
Предчувствовал под небом звёздным,
О, Самарканд! Твой долгий век
Величием Тимура создан!

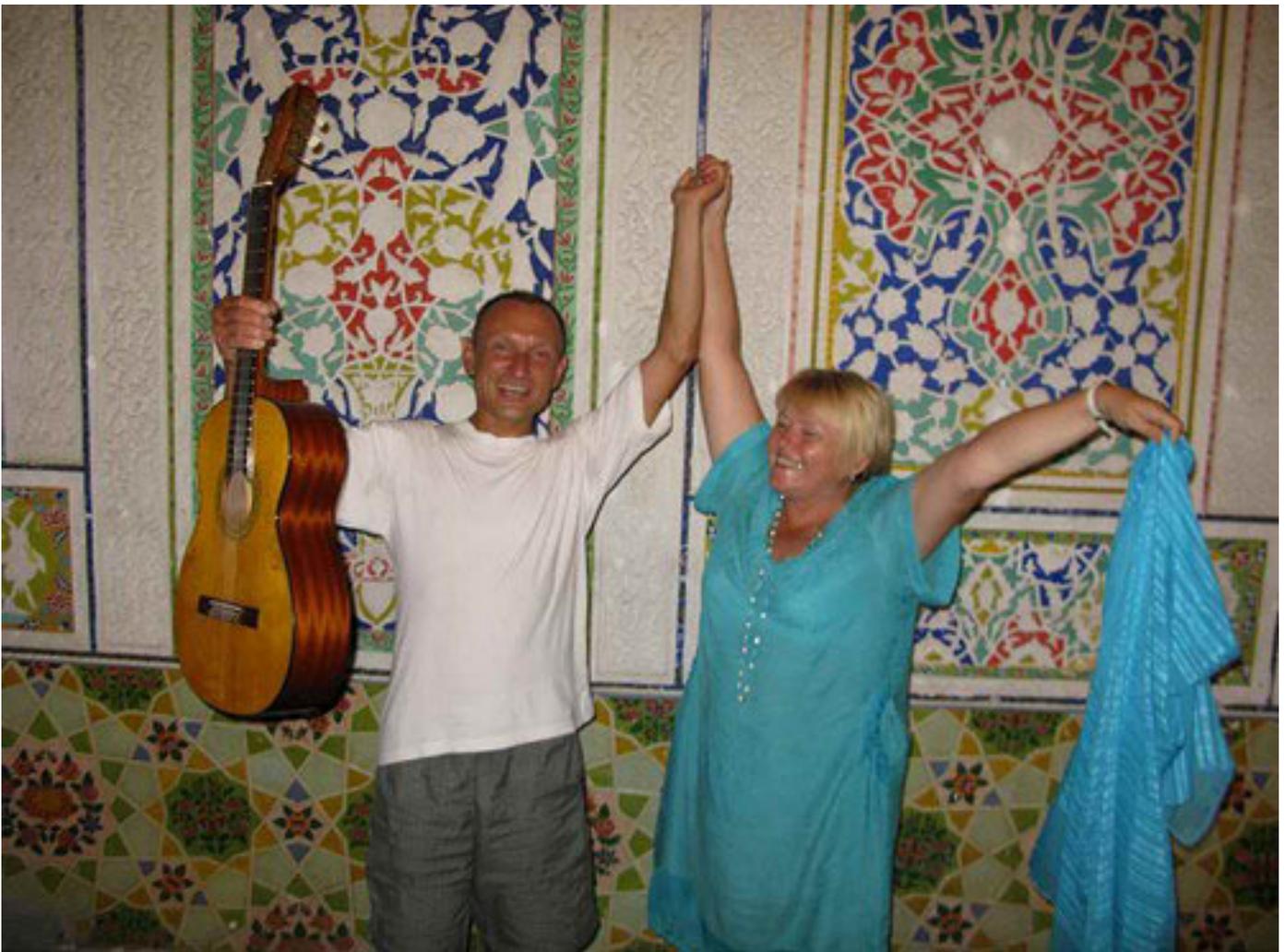
Твои святыя медресе -
Приют искусств и просвещения,
Они стоят во всей красе
Столетия превратив в мгновенья.

Здесь Алишера Навои
Поэзию - любовь и силу -
Впитали жители твои
Она их счастьем вдохновила.

Здесь минаретов купола -
Дневные звёзды в небе ясном -
Так чистая лазурь светла
И вязь орнаментов прекрасна.

О, Самарканд! Ты - мудрость лет,
Здесь рядом церкви и мечети...
В тебя влюблённым лучше нет
И краше города на свете!

О, Самарканд! Живи, цвети
И славься добрыми делами!
Навстречу вечности лети
И вечно оставайся с нами.



Ode to Samarkand

I'm singing you, oh, Samarkand!
 I eulogize your marvellous look (face).
 And your heart - Registan -
 I always call eternally young.

Its beats (beats of the heart) Ulughbek
 Anticipated under the starry sky,
 Oh, Samarkand! Your long life (age)
 Was created by Temur's grandeur.

Your holy madrassahs -
 Refuge (home) of arts and enlightenment,
 They stay in their full beauty
 Having transformed centuries into twin-
 klings (moments).

Here Alisher Navoi's
 Poetry - love and strength -
 Your residents absorbed
 It inspired them with happiness.

Here the cupolas of the minarets
 Day stars in the clear (serene) sky -
 So pure azure is light (bright)
 And ligature (calligraphy) of the ornamen-
 tal patterns is splendid.

Oh, Samarkand! You're wisdom of years
 (centuries)
 Here together are mosques and
 churches...

For those who are enamoured of you (in
 love with you)
 There is no more beautiful town on the
 Earth!

Oh, Samarkand! Long live, bloom
 (flourish)
 And be glorified (famed) for good deeds!
 Fly to meet eternity
 And for ever stay (remain) with us.

I English by Anatole Ionesov, Moscow



Ode til Samarkand

Jeg synger til dig, Oh, Samarkand!
Jeg lovpriser dit smukke udseende.
Og dit hjerte – Registan
Jeg siger altid, du er evig ung.

Hjertet slår Ulughbek
Som forventet under den stjernerige himmel.
Oh, Samarkand! Dit lange liv
Blev skabt af Temurs storhed

Dit hellige universitet
Et refugium af kunst og visdom.
De står i deres fulde pragt
Århundreder er forvandlet til funklende øjeblikke.

Alisher Navois
poesi er kærlighed og styrke
Det kræver hele din sjæl
Du inspireres med glæde.

Her er kupler af minareter
Dagstjerner på det klare himmel -
Så rent, azurblåt og klart er lys.
Kalligrafi og dekorative mønstre er fantastiske.

Åh, Samarkand! Du kloge gennem århundreder
Her står moskeer og kirker side om side...
For dem, der er forelsket i dig
er der ikke nogen smukkere by på Jorden!

Åh, Samarkand! Længe leve byen, der blomstrer
Du bliver lovprist for dine gode gerninger
Flyv for at møde evigheden
og bliv for evigt hos os.

In Danish by Jytte Svendsen

Addiction Prevention in Polish Adolescents

- some facts and consideration

By Kamila Nowak, Poland



overall view of a problem of experimenting with psychoactive substances among teenagers as well as main goals and problems of preventive organizations in Poland.

The 1990s were a time when Poland was encountering not only great political, but also social changes. Due to opening of the borders the growth rate increased, people got influenced by new model of lifestyle. With a lot of opportunities new problems came along. One of them was the inflow of new psychoactive substances, synthetic drugs like amphetamine or ecstasy.

Adolescence is a time when young people are more vulnerable to the influence of their social environment. Teenagers experience many physiological, social,

It is a common saying that it is better to prevent than cure a disease. This concerns not only physical state but also various social phenomena like addiction to psychoactive substances.

In this short article I will try to present an

mental and spiritual changes. A common social perception of this developmental stage is the image of identity crisis, risky demeanour and social experimenting. Of course the process of transition to adulthood is highly individual and it depends on many factors

i.e. family history, relationships between its members, psychological features, peer group, interests, education. With increasing freedom comes a greater risk of behaviours such as the use of alcohol or drugs that can result in social exclusion.

Since 1990 Public Opinion Research Center (pol. CBOS) has monitored the behaviour and attitudes of young people.

One of the main topics of this questionnaire survey concerns the use of psychoactive substances among teenagers. The research is conducted in students of high school and it concerns attitudes and behaviours i.e. the abuse of psychoactive substances. Data has been gathered for over 20 years now and it is a precious source of information about tendencies in experimenting with psychoactive substances among adolescents.

The most popular stimulant among teenagers is alcohol.

For many people adolescence is time of their alcohol initiation. The main cause for alcohol popularity is its accessibility. However, first experience with alcohol and moderate alcohol consumption may be perceived as a normal, experimental behaviour, statistics for the last few years suggest growing inclinations towards the use of stronger alcoholic beverages, such as vodka, among high school teenagers. Since the 1990s the percentage of high school students who drunk vodka at least once in a month doubled (from 31% in 1990 to 63% in 2010 – CBOS Report). The statistical analyses also show the growth of a group that tried vodka more than once per week (at least 6 times per month). The consumption of beer, the most popular alcoholic drink, has been constant over the last decade with a subtle tendency to decrease since 2008. Over the years the main

factor that supports teenagers' abstinence is strong religious attitude.

There is a rapid growth of regular smokers

Secondary data gathered in the reports revealed that after rapid growth of the number of young regular smokers in 1990s and at the beginning of the first decade of the 21st century (in 2003 – 31% of adolescents declared regular smoking) their number decreased in 2008 to 21%, when the excise tax for tobacco products in Poland was raised and the prizes of cigarettes doubled. The results of a research conducted in 2010 revealed that the percentage of smoking teenagers is stabilizing (23% of regular smokers). The general percentage of smokers may be stabilized, however, the distribution of smoking among sexes changed. In 2008 there was a greater percentage of male smokers across the group. In 2010 there was a small tendency towards the domination of females who smoke cigarettes at least occasionally.

”The main cause for alcohol popularity is its accessibility

”a widespread belief, that marijuana is healthier than alcohol and cigarettes

Drugs are less popular psychoactive substances among teenagers.

The main reason for that is a very strict anti-drug policy. One may be punished with detention

for possession of any amount of illegal psychoactive substances. What is more, alcohol and tobacco products are quite easily obtainable from parents or older colleagues, whereas drugs are not.

Average level of cannabis consumption was lower in Poland in 2002

In comparison to the rest of Europe the average level of cannabis consumption was lower in Poland in 2002, but recent research showed that popularity of cannabis is growing (circa 16% in 2011). A reason for this may be a widespread belief, that marijuana is



healthier than alcohol and cigarettes. Furthermore, it is also thought to be not addictive.

Sleeping-pills are popular psychoactive substances

The second set of most popular psychoactive substances are pharmaceutical tranquilizers and sleeping-pills available without prescription. Data presents that drugs like cannabis or amphetamine are more popular among boys while medicines without prescription are more popular among girls.

For some time (2008-2010) Poland was a country where “legal highs” were available. This phenomenon is an example of an attempt to avoid anti-drug policy. From 2008 to 2010 shops with legal highs, which were selling drugs as a collectors' products – not for consumption, were spread all over Poland, making psychoactive substances easily available also for minors. The usage of these substances was widely spread among underage – in 2008 only 4% of teenagers admitted to using legal highs, in 2010 the percentage of minors that tried these substances at least once came to 11. The scope of the problem diminished in 2010 after the police closed all shops with legal highs. Couple of people had died by that time due to consuming legal highs.

The problem in Poland is not bigger than in the rest of EU

Compared to statistic data from the rest of Europe (see reports of EMCDDA) in Poland the percentage of teenagers experimenting with various psychoactive substances is average. However, this is not an argument for not improving methods of addiction prevention.

We have to develop a healthy social environment

The strategies and actions undertaken in Poland to prevent addictions is similar to those in other countries of European Union. The means are based on educating about psychoactive substances and their impact on health, propagating socially accepted attitudes not only by adults but also by colleagues at the same age and developing a healthy social environment. These strategies are carried out by i.e. the organizations like “Praesterno” which runs centres for prevention of social exclusion in many cities of Poland (i.e. Kraków, Lublin, Wrocław, Bydgoszcz etc.). The centres offer many different variants of help which are dedicated to teenagers and their parents. They can attend support groups (dedicated to parents or adolescents), individual therapy and various workshops for free.

There is a low level knowledge about drugs among teachers

Even though that the offer is very attractive, the recruiting of participants encounters many problems. One of them is a low level of knowledge about drugs and mechanisms of addiction among parents and teachers. Many educators and guardians neglect the fact, that not experimenting with psychoactive substances itself is the problem. Many teenagers, who had some experience with alcohol or even drugs do not fall into addiction. A factor that prevents from falling into addiction is high level of social skills i.e. the ability to build positive relationships with other people. Working with children that are



at risk of addiction or social exclusion often reveals this quite obvious truth, that is sometimes neglected by teachers and parents.

Small recognition of the preventive organizations

The other factor that hinders the work of prevention institutions is relatively small recognition of the preventive organizations. This is one of the causes of difficulties with cooperation with schools and teachers. It is not a rare situation that form-masters at school (but also parents) treat people from anti-drug foundations with distrust. That kind of attitude, partly understandable, hinders the work of people, who want to recruit teenagers for preventive programs. For now the best recruiters from the foundations are participants of the support groups or workshops organized by the foundation. If young people are satisfied with their participation in the group, they often bring their friends to the organization. From my experience I can tell, that this is very effective way of recruitment.

All participants must cooperate

Problems mentioned above are the main problems encountered at the stage of recruitment. The other arise while working with participants of the program. People who run support groups must be very careful and attentive. They have to constantly make sure, that all participants cooperate and do not realise some implicit goals (like for instance searching friends for drinking, distribution of the drugs). That is why every leader of the support group has to not only be well prepared for the job, but also needs constant su-

per vision and team working with co-workers. Working with children that are at risk of addiction and social exclusion also demands making decisions about ways of help. Not every problem can be solved in a support group or during the individual therapy. Some of the situations demand other forms of help like recommendation for more specific help (hospitals, police intervention, legal aid). The recognition of the nature of the problem is sometimes very hard, so it makes this kind of work very demanding and stressful.

Cooperation with parents contains a set of problems

The next great problem of working with teenagers is the cooperation with their parents. The truth is that a subject “cooperation with parents” contains a set of problems, that would require another article itself. These are not only difficulties with fixing bad relations between parents and children, the problems may occur when an under-age person needs a consent for participation in a preventive program. Some parents think that so called “private” problems of the family should be solved at home only while others are sceptic about the effectiveness of the intervention. Of course this kind of attitude reduces the amount of helping opportunities for their children, and causes the most common dilemma of social workers, psychologists, teachers – is the offered help sufficient? The difference between our intentions, ideas and the reality of helping the teenagers is one of the most frustrating demands of the social work.

”The difference between our intentions, ideas and the reality of helping the teenagers is one of the most frustrating demands of the social work.

C'est la vie The wreath of Sonnets

By Natalia Shamberova

***My love shall in my verse ever
live young...***

(W.Shakespeare, Son.XIX)

MAGISTRAL

Winds throw about clouds in
the sky
And even faster vanish days
and years.

Invaluable vision as far as
sees the eye –
The harmony of Nature and
precision...

‘My love shall in my verse
ever live young...’

My heart and mind rejoice
in this refrain,

My soul will fly, just when
there comes the time,

To the Eternity from where
comes my strain.

Shall I be able to catch in
the starlit height

When humble soul comes up
in the Lord’s presence

How on the Earth there’ll
pray for me in light

Some living heart in tender-
ness and essence...

Who won’t judge, but
just forgive the sins

And whisper verse of
mine under nights’ screens...



Drawings by Maria Shamberova

C'est la vie: This is life (French)

Read the rest of the sonnet at the website www.International-Teacher.dk in Article Index

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WORLD WITHOUT WARS



Dr Leo Rebello has written the book World without wars. World without wars, hunger, borders, poverty, corruption, racism, religions, criminals terrorists, torture, drugs vaccinations and a world without doctors, is the goal of the book. Through 66 articles, 40 poems, 111 NGOs, the learned writers activists are aiming for "World Parliament" of "We, the People".