

INTERNATIONAL TEACHER POST TEACHER POST

A peace pedagogical newsletter since 1982

Edited by an international board

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- 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 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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Kazahstan



We are looking very much forward to the trip to Kazakhstan. Read the article by Marina Azarenkova at page 22 as an inspiration for the meeting.

You may also read "Introducing Kazakhstan" by Lonely Planet at page 26

In the next issue of ITA post we will tell about our experiences in Kazakhstan.

International Teacher Association

Den danske bestyrelse 2012



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Annual general meeting in ITA –Denmark

10th of March 2012

We got a new young member of ITA-Denmark. It is Simone Henriksen, who is 21 years old. She is working as a substitute teacher, and later she wants to start an education in anthropologi. Simone has worked as a volunteer in Nepal.

Thank you very much to Eva Iversen,
who has left the Danish board. Eva has done a great job for ITA-Denmark. We wish her good luck in the future, and hope to see you again to some of our meetings and events.



Smukfest 2012

Remember Skanderborgfestivalen

As last year, we will be on Skanderborg Music Festival. We sell exciting stuff from Nepal. You can buy sweaters that are knitted by women in the villages Nakote and Tartong. You can also buy scarves, bags, purses, etc. As something new this year a Danish designer - has developed a summer blouse that have been made by Nepalese women. You can buy it in various beautiful fabrics. We hope you will like the result.



Anna and Anne Sophie are volunteers

Behind the hard work of selecting and purchasing the products in our booth are two Danish volunteers Anna and Anne Sophie, who has been in Nepal for 3 months to be assistant teachers at village schools in Nakote and Tartong.

They have also spent time on trekking in the beautiful Himalayan mountains.

Maya Lama is our Nepalese contact
Our contact person in Nepal is Maya Lama, who with great care and accuracy with overall responsibility for the selection of goods, purchasing takes care of shipping to Denmark.

The profit from the sales boot is used to support of Nepal village schools.



How valuable wastes are?



Petya Gyozova

Vocational Secondary School of Electronics

“A. S. Popov”, Veliko Tarnovo, Bulgaria

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OBJECTIVES:

To specify the types of soft and hard organic wastes disposed on a daily basis from our houses.

To discuss the options of reusing these wastes.

To prepare compost.

PARTICIPANTS: 18 students from XI grade, Geography and Economics – mandatory extra curriculum subject

DURATION: two lessons

TERMINOLOGY: hard organic wastes, soft organic wastes, recycling, compost

NECESSARY MATERIALS:

“The Wastes” – an instructive film,
Four glass containers – different in shape and size,
soil,
chopped vegetable and/or fruit peels,
chopped tree and/or flower leaves,
chopped paper and cotton cloth,
saw dust,
four boxes of earth-worms,
nylon foil to cover the preparation places,
nylon protective gloves,
four labels, A3 sheets,
(four) different colours of crayons.

THEORETIC PREPARATION

Finding solution to the problem with the hard organic waste and its recycling has been the topic of discussion worldwide. It is closely connected to the staunch development.

These problems are extensively commented on in the Geography and Economics



lessons in the grades VIII, IX and X and the students are theoretically introduced to the essential information. The general curriculum allows no options for any detailed analysis of the above mentioned problems. These are to be found in the mandatory extracurricular lessons, where the young people are allowed to:
Express and defend their opinion,
Make decisions,
Work individually or in a group,
Implement their ideas.

In this specific topic our objective is to answer the following questions:
What types of hard organic wastes are

there?

What types of soft organic wastes do we throw out?

What can we do with them?

The main accent falls on the implementation of the idea that has been reached to in the process of discussion, i.e. compost preparation.

The topic allows:

Terminology consolidation,
Development of competences,
Decision implementation –
compost preparation,
Group work.

PRELIMINARY PREPARATION:

For the lesson to be successful, it is important that all the necessary materials are supplied and prepared in advance.

ACTIVITIES

Watching “The Wastes” – an educative film

TASK:

After watching the film, please identify the problem/problems it focuses on.

The visualization of textbook contents results in especially efficient student work. The film lasts for 10 minutes which is the optimal time to keep the audience concentrated as well as to analyze the information and come up with a solution. Finally the students correctly identify the problems to be discussed.



soft organic wastes as well.

TASK:

Come up with a solution for the non-recyclable wastes within three minutes
The answers are put down. Summarizing the suggestions we reach to the idea that they could be used as fertilizer i.e. compost.

Compost preparation

The teacher explains the task to the class. To carry out the task the students are divided into four groups as they are sitting in the classroom. All of them get the necessary materials and instructions:

Everyone must wear gloves

Each group must choose a container

Each container must hold: a layer of soil, a layer of organic waste, a layer of soil and so on until 2/3 of the container is filled,

A member of each group writes down the date and the sequence of layers on the label and attaches it to the respective container no completion,

Ten earth-worms are placed in each container and are occasionally sprinkled with water.

Time: 10-15 min.

The teacher explains to the students that their final aim will be to determine whether the size and the shape of the container affect the process of rotting. The earth-worms and the moistening will bring the process as close to real life settings as possible. Students are assigned the task to observe how the compost ingredients change over each month and to take down the results in their notebooks.

Comments

TASK:

List the types of hard organic waste that you most often throw away from your house.

The answers are put down in groups on the classroom board or on a poster, thus outlining the most commonly thrown out wastes.

TASK:

Can part or all of them be reused or recycled?

The answers are put down on a poster in two columns – one containing the reusable and recyclable wastes, and another containing those that cannot be reused or recycled. The latter will include all the



Petya Gyozova is a teacher at Sofia Vocational High School of Electronics "John Atanassov. It is a governmental high school existing since 1968.

Discussion

Do you collect scrap?

The students are divided in two groups depending on their Yes/No answers.

TASK:

Give five reasons to support your opinion and put them on a poster. After a five minute individual work write down as many reasons as you can think of and then put the five most common on a sum-up poster.

Time -20 min.

Each group presents their view. The basic problems are: the number of junk yards, their location, the purchasing prices and last but not least – the motivation.

The final outcome of such lessons is highly indicative – all the students take active part and show interest in the compost preparation, exchange thoughts, ideas and opinions on topical problems of common concern, the solution of which is of common interest.

Life-Link Friendship-Schools Programme

By Hans Levander, Uppsala, Sweden



*An inspiration for Youth and Schools
World-wide.*

*A choice among more than
50 concrete Care & Peace actions/
projects
that will benefit your school's*

International Curriculum
Education for Sustainability
Water for Life education

**760 schools in more than 80 countries,
all continents, now (January 2012) profit
from the peace education programme:** "Youth Care and Share Peace Actions
at Schools World-Wide".

Proposed actions (= care actions, peace
lectures, short projects) are listed below,

and a manual as well as the web-site www.life-link.org offer flexible guidelines for each of the proposed actions. Students/Pupils in a schools class or some classes together or a youth club can perform peace action/s either within the schools curriculum or during a few hours extracurricular activities.

The Life-Link programme has two inter-related parts:

Peace/Care Actions (projects, lectures). Youth, age preferably 12-19, together with teachers, (and preferably also parents and community resource people), choose – plan - perform one or some "2 hours" or part-day Care actions as proposed in the Life-Link Manual. (www.life-link.org, resources: Life-Link manual). You select the actions/projects from a list of more than 50 actions within the themes of Care for Myself - Care for Others - Care for Nature and Lets Get Organised. The actions should take place "locally", at your school or within your nearby community, and can be initiated by a class or a club at your school.

Simple Reporting. Each performed peace action should be summarized to Life-Link on a short Report Form by letter mail, fax or E-mail, or directly "online" from www.life-link.org.

For new schools: By sending the first accepted Peace/Care Action report, your school will be welcomed and your school and reported action/s will be visib-

le on www.life-link.org (in practice): Schools & Actions. The Life-Link needs no further specific application form or entrance fee! Just join by performing a first local action! Your school covers the financing for performing peace actions, that are usually possible to run within the schools curriculum at low cost or with additional local fundraising.

A Life-Link manual chapter on Project Management gives ideas on how to plan actions and how to fundraise at the school!

School-Linking or Dialogue-Schools' collaboration. When your school and your performed action/s are reported and listed (on www.life-link.org (in practice): Schools&Actions), you can study without need for logging in how other schools in the world have performed a similar action. Search on the specific action of your interest such as Tree planting (action 3:06) or Community Service (2:12) or Sport and Peace – get on the Move (1:15) etc. Your class/club/school might be interested to contact another school in order to exchange protocols and experiences on your specific action of interest. You are allowed to contact another school using any available means of communication. Life-Link stresses that you in your first contact with another school propose a time-limited Dialogue-schools' collaboration, perhaps one or two months, and also describe what communication you want to carry out. A Dialogue-schools' collaboration benefits from good planning.

Extended collaboration and projects can of course result of your first contact. Individual Pen-pal contacts can emerge and develop from early Dialogue-Schools contacts.

Life-Link Programme – Ethics

The Life-Link programme is built on natural and social sciences. Life-Link has an independent position in relation to political organizations and religions. The basic ethical guideline is to build a personal foundation of Care, to consider my own Responsibility and how I behave within the framework of Sustainability and a Sustainable Life-Style.

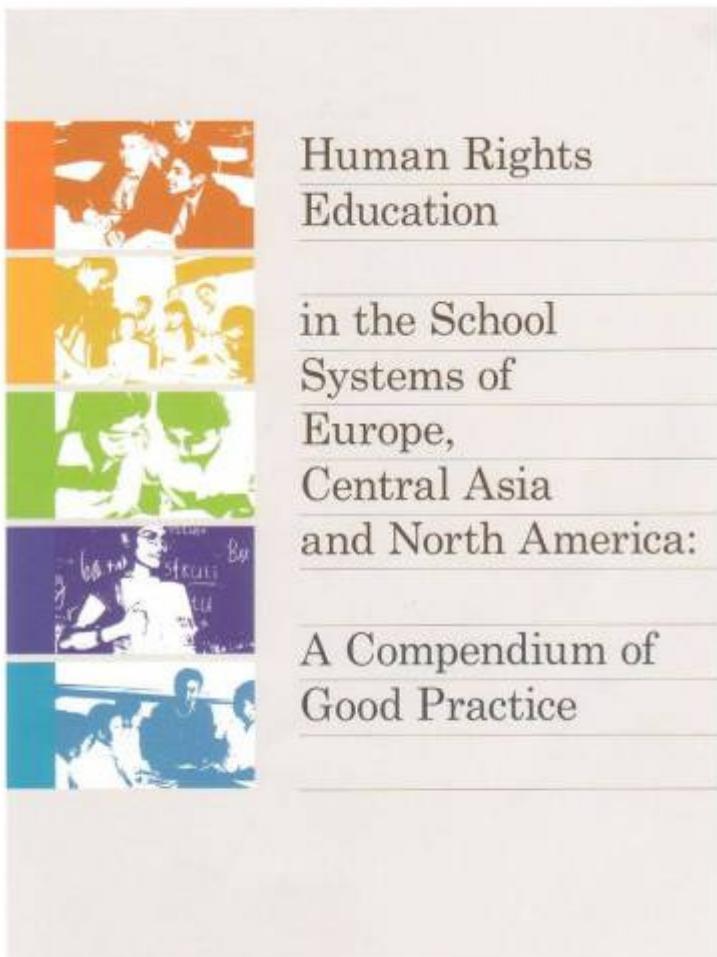
The Life-Link concept of "peace" relevant for an individual young citizen (as well as grown-ups and seniors!) discusses how to develop constructive relations and behaviour within three interrelated dimensions:

Care for Myself - The relation with myself including my attitudes and my concern for a healthy lifestyle. (Food, Drugs, Infections, Physical activity, etc)

Care for Others - My relation with other people, including the concepts of "Violence- Power-Peace-Care ", "Conflict Resolution", "Constructive Collaboration – Fair Play", "Confidence Building" and "Security together with others à Common Security".

Care for Nature - My relation with Nature, the "environment"; A relation and "Reverence for Flora and Fauna" that must be built in accordance with sustainability, taking into account our Planet Earth's limited resources and that we all live together in one "living-room"! (Water, RRR, Clean Up, Biodiversity etc)

The Life-Link programme also stresses the importance of "project management"; Let's Get Organised. Any performed action or Dialogue-schools' communication must be carefully planned: Failing to Plan



Human Rights Education

in the School Systems of Europe, Central Asia and North America:
A Compendium of Good Practice



is Planning to Fail!

United Nations & UNESCO decades and values.

Performing small peace actions Locally and at the same time involving a thinking and feeling of Global partnership is in accordance with a behaviouristic pedagogic and psychologic strategy; man must adapt his/her behaviour considering our one common "living-room" on Planet Earth. Life-Link has recommendations as Good Practice from the United Nations & UNESCO decade campaigns: Culture for Peace 2001-2010 and Education for Sustainable Development (ESD)2005-2014 and

Water for Life 2005-2015

National UNESCO commissions in 13 Arab countries 2008 recommended the Life-Link program for an extended program at ASP schools 2009 and beyond.

European Council: Life-Link is awarded the "World Aware Award 2000" by the Council of Europe.

Human Responsibilities & Human Rights: Life-Link is included in A Compendium of Good Practice: Human Rights Education in the School Systems of Europe, Central Asia and North America (2009) www.hrea.org/compendium.

Schools Earth Care Campaign – an Education for Sustainable Life-Style Campaign 2010-2014. First time in History!

Life-Link in 2010 initiated an "advanced program", inviting schools and distinguished networks of schools world-wide, to join an ESD campaign 2010-2014 built on the actions Culture of Care, Water for Life, RRR Reduce-Reuse-Recycle. Each action comprising 6 hours formal lectures plus 6 hours students self-studies. Age students preferably 14-17. www.earthcare.life-link.org

Nota Bene: This is a first time in history campaign, inviting schools to join actions in international dialogue in order to "Save our one Planet Earth"!

Life-Link is registered in Sweden as a Non Governmental Organisation NGO (Reg No 817606 4452), an Association

with regulated and audited financing and regular board meetings and protocols. The official working language internationally is English. The Life-Link Manual is translated into Russian and Spanish, and since year 2005 also Arabic. A revised edition of the Life-Link Manual was presented in January 2007.

Benefits: We believe that this programme with a holistic peace/care concept, will benefit Youth, Teachers, Schools, Communities, States and not least “our” Earth. Some specific beneficial points and consequences are listed below.

Welcome to perform peace/care actions at your school. You surely have several activities ongoing at your school that qualify for reporting, such reports will be an inspiration for other schools world-wide. A minimum of four (4) reported Actions during a year at/around your school will merit a Life-Link Certificate for your school. Active students can have an individual Diploma, downloaded from www.life-link.org and signed by the schools teacher according to your school’s own evaluation.

Welcome also to join the historical Schools Earth Care Campaign at any time during 2010-2014! We hope that the core topics Water – Care – RRR will be introduced into relevant grades at your school, and then be part of your schools regular education agenda – curriculum. www.earthcare.life-link.org

Uppsala, Sweden, January 2012
Hans Levander
Chairperson Life-Link Friendship-Schools Programme
Medical Doctor

Uppsala, Sweden

Who Benefits from the Life-Link Programme, and How

Youth

Self-esteem, Health concerns and Hope for the Future

Awareness of “my” responsibilities within a Culture of Care

Learning through practical projects and problem-solving

Language, IT and Communication skills training

Constructive Collaboration

Teachers – Educators

Global Classroom and Global Education
Pedagogics for teaching-learning through problem solving

Transfer of UN & UNESCO theory and Decades into practice

Conflict Resolution and Mediation skills
Interaction with community experts

Schools

International curriculum including ESD,
Water for Life

Quality education

Attractive reputation

Peaceful and more mature relations
within the school’s premises

Community

Favourable interaction: School-Parents-Community

Campaigns – Clean Up, Water, Tree planting, Anti Drugs, AIDS, etc.

Non-violence built on a Culture of Care / Peace

Caring and Sharing society

States and Countries

Confidence Building Measures across borders
Dialogue Among Civilisations
Building Common Security
Post-conflict and Post-War rehabilitation / reconciliation

Our Planet Earth

Reverence for Life and Biology on Earth
Biological security
Behaviour in favour of “Sustainable Development”
Behaviour and Co-existence within one Planet Living-Room

Proposed ”2-hours” Actions and Projects Overview

Care for Myself

1:01 My Thoughts – Visions – Beliefs – Attitudes – Behaviour
1:02 State of Mind – “Have a Rest”
1:03 Green Medicine Day
1:04 Healthy Food and Healthy Eating Habits
1:05 Voice of the Youth
1:06 Religions and Peace
1:07 Art Expression and Peace
1:08 Massage
1:09 Self-Confidence – “3 Small Actions a Day”
1:10 Drugs – Alkohol – Cigarettes – Steroids -
1:11 Violence – Effects on My Body and Mind
1:12 Sexually Transmitted Diseases
1:13 Global Citizenship – Taking Responsibility
1:14 Social Addiction – Gambling, Computers etc
1:15 Sport & Peace - Get on the Move!
1:16 Preventing Human Trafficking
(1:17 /to be considered/ Bacteria and Antibiotics)

Care for Others

2:01 From a Culture of Violence to Culture of Peace/Care
2:02 Constructive Collaboration
2:03 Peer Mediation and Conflict Resolution
2:04 Land Mines and Guns
2:05 First Aid
2:06 Democracy
2:07 A Kindness Day and One Daily Action of Random Kindness
2:08 Multiculturalism
2:09 Children and War
2:10 The Rights of the Child
2:11 Contact Day
2:12 Community Service
2:13 Women Day – Men Day; Gender Equality
2:14 Handicapped People in Society
2:15 Anti-Harassment Program
2:16 Fair Trade
2:17 My Family
2:18 Poverty and Wealth

Care for Nature

3:01 SOS – Switch Off Something; Energy Resources and Sustainability
3:03 Clean Up the World Campaign
3:04 Endangered Animals and Plants - Biodiversity
3:05 Passing the Message: “RRR; Reduce-Reuse-Recycle”
3:06 Tree Planting Action
3:07 Dramas – Art – Music – Writing - Poetry; about the Environment
3:08 Water for Life
3:09 Transports At and Around Our School
3:10 Green School Garden
3:11 Chemicals and Nature
3:12 Bushfire and Forrest Fire Prevention
3:13 UNESCO World Heritage Programme
3:14 Biodiversity – Agenda 21

3:15 Contact with Nature

Lets Get Organised

Inspiration, Project Management, Fundraising actions.

4:01 Hope and Joy. "Jumpstart Hurray – Let's Do It!"

4:02 Party for the World – Creating Public Awareness

4:03 "What's Up" – E-mail and Website Reporting

4:04 Fundraising, Dances and Services

4:05 Teamwork Through Games and Challenges

4:06 Project Management

4:07 Eco Club

4:08 Festival of Music and Poems

4:09 Media Project

4:11 Life-Link Campaign – Forthcoming Actions and Agenda at Our School

4:12 Model Parliament – Students School Council

4:13 United Nations and Intergovernmental Organisations

4:14 Economy and Financing

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Sent by Ikhlas, Algeria



Amalie were a brilliant teacher in Nakote



Amalie's mother and brothers went to trek along with Amalie in Himalaya

Volunteers in Nepal 2012



Victor, Anna, Thor and Anne Sophie went to Nepal to work as assistant teachers in



Anne Sophie and Anna were trekking around Annapurna and to Everest Basecamp

I could not imagine all the great experiences waiting for me in Nepal

By Anna Kuur



In spring of 2012 I finished high school and did what many young Danes does when they are in between different studies; I took a gap year. A year where I wanted to work and travel, get some new life experiences, before I decided in which directions to go with my life and what to study. I started working as a substitute teacher in primary school which I really enjoyed. But I still hadn't figured out where to and how I wanted to travel. After talking to a teacher/colleague, she introduced me to ITA and its school projects in Nepal. It quickly caught my interest and I decided to go to Nepal, to volunteer on two schools and trek in the Himalayan Mountains.

Preparation of my trip to Nepal

In the process of planning my trip, the leadership of ITA in Denmark was very active and helpful. They put me in contact with two guys at my age also from Denmark, who wanted to go on the same travel as me, and we decided to go together. ITA held a Nepal-meeting for us to meet each other and plan the trip together. They also helped arrange contact between us and ITA's contact person in Nepal, Jimmy Lama. Jimmy did a great job helping us three volunteers to get the best experiences possible on our trip, and he was there for us if we needed anything. We are all very grateful for his friendship.

I didn't really know what to expect

Before my travel, I was very excited about going to a part of the world, which I had

never seen before. I was looking forward to experiencing a different culture, a beautiful nature and hopefully meet some nice people. But I was also excited because I didn't really know what to expect.

In the middle of February I arrived in Kathmandu together with my two traveling companions, and we had quite a cultural shock. Already the taxi-drive from the airport to the hotel was an experience. There were extremely many vehicles on the very small streets of Kathmandu, and they all communicated with each other by honking which made the ride very exciting. We saw cows walking freely around, in front of the many little shops which lay close together alongside the roads. The smell of incense and different spices came through the open windows in the cab. A new smell or sound met us around every street corner, and we got filled with a lot of different impressions everywhere we went. It was very exiting and much different from the world I come from, with shopping malls and traffic lights.

We felt friendliness everywhere

For one month we lived in the Helambu Mountains, in a village called Tartong. We thatched English at the local school and stayed in the home of one of the schools teachers. It was very exciting to live at a Nepalese home and experience the everyday life in Nepal, which is very different from the one I live in Denmark. The family was very nice, and did everything in their power to make us feel comfortable. We fell very welcome, and the warmth and friendliness was something we felt many times in our meetings with the people of Nepal.

How to cure headaches

Sometimes, the family took us to different ceremonies at the nearby temple which we found very interesting. Personally, I found the religious culture in Nepal very interesting. One morning we woke up to the sound of a chanting man. He and the family we lived with were sitting inside the house, in a circle around a chicken. Sometimes they threw rice at the chicken, and smoke from burning incense was filling the room. They invited us to join the ceremony, which ended with the chicken being sacrificed. Later we learned that the purpose of the ceremony was to cure headaches.

Learning through fun and games

At Tartong School we were well received among the teachers as well as the children. Although our methods of teaching were very different from those that were being used at the school, the teachers were open to our ideas and interested in learning new ways of teaching. Our teaching was new to them, in the way that we didn't necessarily base it on a school book. Instead we could use different cart games, which we had made ourselves and brought from home. We were of the belief that a good way for children to be learning is through fun and games, and by using their creativity.

What is the purpose of education?

After teaching half a year as a substitute teacher in Denmark, the contrast between the school I came from and the Nepalese school was striking. The education which the Danish children are offered is very different from what we experienced in Nepal, also the attitude towards the schools in general are different. Most parents find it difficult to see the purpose of education and need the children's help at home; to work in the fields or take care of the



Anna Kuur is teaching in Tartong

younger children. Therefore, most of the children did not show up for school every day, and it was obvious, that the Nepalese children consider school to be a huge privilege. It was amazing and overwhelming to experience the huge engagement and interest from the children in class. “Let’s play again miss, let’s play again!” they would often ask, after we had finished a game. In that way, the Nepalese children were very easy to teach. What was more difficult was the language barrier. It was a great challenge to teach English to children, with whom you do not share a common language. But mostly we managed to communicate with gestures, signs and smiles, which also was the way we mostly conversed with the villagers.

Trekking around Annapurna

After having stayed in the Helambu region for about one month, we went back to Kathmandu to start a new part of our journey. We were going to trek around the Annapurna Mountain for two weeks, visit

Chitwan national park and experience Nepal’s great nature and culture in a new way. A friend of mine has flown to Kathmandu, to join me on this part of the journey. Jimmy Lama who is in charge of the ngo. HELP and ITA’s contact person in Nepal, had helped us arrange the activities of the following month, and was in many ways a great friend for us through our stay. The rest of our journey offered more teaching at a school in Nakote, which also was a great experience. Just like in Tartong, we did also here meet friendliness and hospitality among the people we met.

I am very grateful to the people I met

Before I went to Nepal, I was looking forward to experiencing a different culture and a beautiful nature, but I could not imagine all the great experiences that were waiting for me. Most of them are due to all the wonderful people I met on my trip, and for that I am grateful.

India's next president?

To make his dream India a reality, Kandivali resident Dr Leo Rebello plans to contest the Indian presidential elections. He needs just 100 signatures from MPs and MLAs on his nomination form

MEIRAH BHASTEKAR

AN India sans corruption, communalism, casteism, criminalisation of politics and runaway capitalism is Dr Leo Rebello's vision. And if elected as President, this is what he will strive to achieve. Talking about how he will manage it, Dr Leo Rebello says, "People want this too. It can be made possible by involving people in decision making."

The common misconception is that political parties nominate a presidential candidate. Clarifying the rule, Rebello says, "The President of India can not be selected by political parties. Issuing a whip to elect a 'chosen' candidate amounts to subversion of the Constitution of India, which says that the President should be above party politics and a statesman, guide, guru and watchdog. Any citizen of India who can get support (in the form of signatures on the nomina-

tion form) from 100 Members of Parliament (MP) and Members of Legislative Assembly (MLA) can contest the Presidential elections."

So, how does Rebello plan to get his 100 signatures? Well, two political parties have already shown interest in his manifesto and in supporting him. He adds, "These two parties which have evinced interest in me, have more than the required number. Also, getting 100 signatures from amongst 5,000 odd MPs and MLAs is not difficult."

Rebello continues, "The people of India want me to stand for them, which is why I am the people's President. What makes me different is my high qualifications, my grassroots, international experience and exposure, my honesty and wisdom, that I am above all isms and dogmas, my vision and that I am a leader and not a dealer or agent. Find a better candidate than me, if you can."

Rebello's manifesto is extensive and encompasses issues ranging from security, accountability and transparency to reservations. A newcomer in the system is bound to get opposition, especially for such controversial issues. To that Rebello answers, "Opposition comes in party based politics. My manifesto is the people's manifesto."

Talking about what influenced him to stand for presidential elections, Rebello says, "I cannot stand to see poor people suffering while politicians and some others live in palatial places. In short, the vast disparity between the haves and have-nots. As



PRESIDENTIAL MATERIAL: (Top) Dr Leo Rebello (center) and his wife Kashmira with Pope Benedict XVI; (right) with Dr Carol Bruce and Ex-President of India Giani Singh



President, I know I will be able to bring change."

Interesting incident

Rebello says, "After trekking 300 kms in the Himalayas, I first visited Delhi in 1981 and saw the Rashtrapati Bhavan. On impulse or may be foresight, I asked my friend, Jasvinder Singh, to book that palace for me. Jasvinder, who was a government servant then, replied with 'Done. It is waiting for you to move in your Excellency.'"

Who is Dr Rebello?

Dr Leo Rebello is a qualified and experienced Holistic Health Guru.

Since 1978, he has written 40 books, delivered lectures in 65 countries, trained and treated thousands by Holistic Healing. His name is nominated for Peace Nobel for his monumental book, 'World Without Wars.' He calls himself a true Democrat and his secularism is not of pseudo nature.

Rebello was born in Mumbai in 1950 to Roman Catholic Goan parents but by choice he is a Humanitarian. His wife Kashmira is a Waldorf Teacher and Special Educator. His son Robin is an Actor.

mumbai@jagrancityplus.com



I am above all isms and dogmas, my vision and that I am a leader and not a dealer or agent. Find a better candidate than me, if you can.

DR LEO REBELLO

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"International Teachers Association Learning Centre in action"

By Marina Azarenkova, St Petersburg, Russia



We have been preparing to our conference. Some thoughts and proposals about our daily work and future practice.

*A point of example is worth
a gallon of advice.*

Dear colleagues ! We are interested in working more closely on teacher issues with each other. We feel that a simple correspondence and joint activity working on our teacher issues would be an added value to regular information sharing (events , publications , projects , trainings , meetings) and allowing us to build further partnerships.

In today 's world education for All means

a quality education for all , as UNESCO is declaring . It is the truth for students as well for teachers. Our daily work – occupation in today's world means including consideration of the many varied cultural and linguistic contexts that exist in contemporary societies. This pose a challenge for teachers , because education is both a tool for and a reflection of cultural diversity , moral and intellectual level. Our communication in ITA shows that teachers teach best in unity and learners (here- students) learn best in unity.

The methods of our teaching are the fruit of dialogue and discussion during many international conferences and meetings, and of informed friendly expertise in the world of traditional pedagogy , psychology and social science. Our goal oriented towards results are :

Promote education as a whole and teaching-upbringing students in definite regions, countries and so on as a basis for sustainable human society; -

- Strengthen international cooperation toward the development and sharing of innovative methods , programs and practices through ITA; -

Systematic monitoring of progress toward ITA goals at the annual conferences.

How a school's , college's or University's vision and teaching philosophies are carried out is translated into our development plans? The teachers and parents should be encouraged to keep lines of communication through ITA open and to

allow students to ask questions concerning learning of all level , quality parenting , conflict prevention an so on . Teachers and students should be made aware of the connection between international communication and leadership, as personal achievement and common benefit.

All teachers know it not simply as common words. But our tasks is to make it understandable and practically useful for our students if we want see them leaders and tolerant communicants . That is why we suggested that the students should take part in an activity we called 1. " Understanding more about me ".

Participants will :

Objectives:

- + Be able to explain the different types of attitude to people and know which they prefer .
- + Describe their attitude towards life, living values , tolerance and intercultural communication.
- +Define extrovert and introvert and understand which type of personality applies to them and their attention to tolerance and leadership as two combined definitions.

Rationale:

These activities offer each participant the chance to explore his/her own personality traits and attitude to tolerance and leadership Practice in class shows that participants are always enthusiastic and quite anxious to understand "More about Me ".

2. Presentation: Whole-Brain thinking learning styles. The theme " Our Earth is our Home ".

Activity a/. Your attitude to leadership , tolerant behavior , possibility of existence in the future "World without wars", "Environment protection" , "Ecology of soul"and so on.

Option 1. + How would you describe your life? Do you know the main definitions (notions, ideas ...) denoting the peoples's concern – antinationalism , tolerance and so on ?

+Have participants consider this question and write their description on a sheet of paper. Then ,

Discuss with participants the concepts of optimism and pessimism, positive thinking and negative thinking.

Option 2. Think of your life in your country.Have participants list as many thoughts and feelings that descriube their lives as possible , their look at the multi-national team of communication and personal position and role of all participants in it as leaders , communicants and peace-makers.

If they are positive thoughts and feelings, list them under a positive column. If they are negative , list them under a negative column.

Positive .

Negative.

Have participants take a few of the negative comments and turn them into positive comments.

3. Monitoring Progress of school , colleges , university students. The Motto of the activity in class and a composition as a result is " Working together to transform the World "

It seeks to motivate young people to work together to bring about social transformation. To achieve this aim , it is important to monitor and assess the impact of our personal teacher's program and our Team-ITA Goals as a whole. It is called Learning Log. Concerning Intercultural communication in the World without Wars the stu-

dents answer the questions :

+What does respect mean to you ?

Write down moments when you have shown respect to others in your school , college , university , family or community.

+Also think about moments when you have shown disrespect to others.

+Write in your Learning Log about moments when you have experienced others disrespecting you .

+Write down in your Learning Log two commitments you are willing to make to be more respectful to others.

+Write down in your Learning Log one thing you can do now to have solved a situation around you that is harming mutual understanding.

+Write down in your Learning Log a change you need to make in your life in order to be more empathetic.

Methods of Assessing Participants'(students) Learning (suggested by UNESCO) - are the five evaluation models designed to help students of all levels , and even parents and teachers themselves ! – to :

+Look within and reflect on how they have changed during the Peace-Education

Programm.

+Look at their relationship with others and how these have been challenged by the interaction with others.

+Reflect on who they are and who they want to be.

+Look at themselves and their relation and interaction with the world.

4. The task is called “ The Truth is within You and those Reliable Ones ” .

In your practical actions it looks like :

+ . Write down 10 the most important Words describing Tolerance .(or 5)(or 5)

+ Write down 10 the most important words describing International Communication (or 5).

+ Write down 10 the most important words describing Youth Leadership in particularly and as a whole/(or 5)

+ Write down 10 most important words describing Living values. (or 5)+ Write down 10 most important words describing Human Personality as a Winner and a Leader. (or 5)

Compare all your words chosen to each point and realize the core of the Youth Leadership , its goals and ways – methods to reach it as a winner.

“Our common work in a team of ITA is a prolonged Workshop Dialogue of professionals and friends”

There can be a lot of different kinds of activity concerning out ITA’s Current Projects, connecting with Constructive Collaboration ,Global Citizenship as Taking Responsibility, Multiculturalism, Quality Parenting as a foundation of a successful scildhood an so , so on. It can be realized through common activity in student auditorium- classes in role –plays , seminars , workshops , roundtables , making – up portfolio of A Global Citizen or something else . The point is like this : Our common work in a team of ITA is a prolonged Workshop Dialogue of professionals and friends, every day creating Synergies and Linkages for Educating for a Sustainable World. Indeed , the road to success is always under construction.

**IF WAR IS
THE ANSWER
WE ARE
ASKING
THE WRONG
QUESTION.**

We are looking forward to visit Kazakhstan



Lonely Planet writes in an article called "Introducing Kazakhstan" about this beautiful country, that is not known by many people, yet.

Introducing Kazakhstan

The world's ninth biggest country is one of its last great travel unknowns. Though the outside world is gradually becoming aware of Kazakhstan, largely thanks to its oil and the antics of that pseudo-Kazakh Borat Sagdiyev, few have really explored this country of vastly varied attractions.

Easily the most economically advanced of the 'stans', post-Soviet Kazakhstan is

reinventing itself as a uniquely prosperous and modern Eurasian nation. The leafy commercial and social hub, [Almaty](#), has an almost European feel with its quality hotels, slick boutiques, chic cafés and streets thick with BMWs and Mercedes.

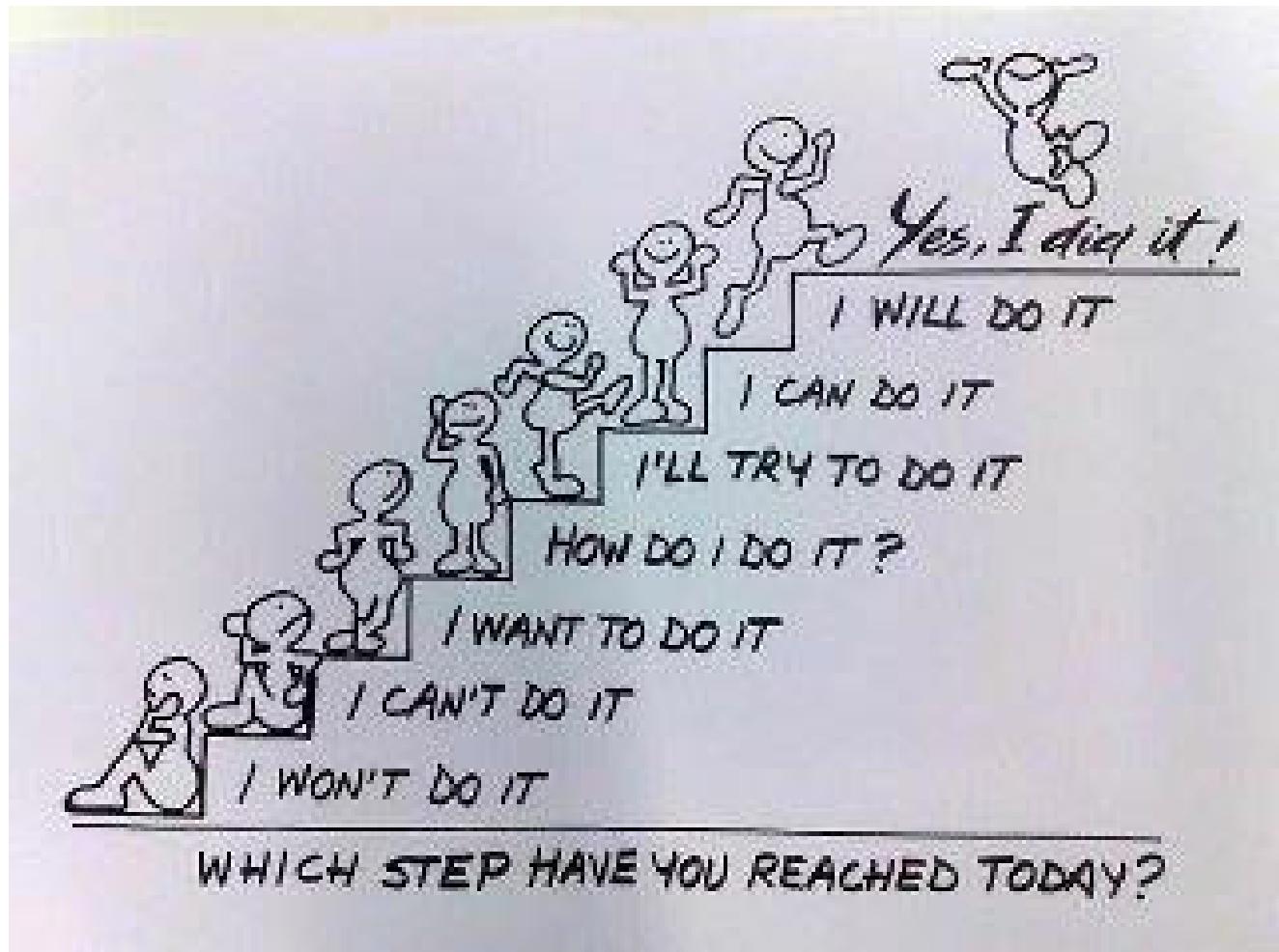
[Astana](#), in the north, is being transformed at quickfire speed into a 21st-century capital with a unique mix of Islamic, Western, Soviet and wacky futuristic architecture. President Nursultan Nazarbaev, who has ruled Kazakhstan since Soviet times, doesn't encourage political opposition but is managing to forge a peaceful, multiethnic nation – which makes him on the whole pretty popular.



Around the fringes of the great steppes where the once nomadic Kazakh people – still famed for their horse skills and unique equestrian sports – used to roam, Kazakhstan presents an array of surprising adventures. You can trek on foot or horse in the spectacular Tian Shan or Altay Mountains, watch flamingos on steppe lakes or discover mysterious underground mosques near the Caspian Sea. Community ecotourism programmes in some of the most beautiful areas enable travellers to stay with village families at affordable cost.

With travellers still rare here, a foreign guest is usually treated not as just another tourist but with real hospitality, and locals will often go out of their way to help you. Enjoy it!

Read more: <http://www.lonelyplanet.com/kazakhstan#ixzz1x1zMrQFn>



Who are the women of Mexico?

By Liz Martinez, Mexico



Mexico is a traditional and conservative culture, its civilization is underdeveloped similar to other cultures in Africa, Arabia and in some areas of Asia. 95% of the Mexican women marry before the age of 25 years old and they are mostly trained to be only leader of homes. Approximately,

4.5% of the women in Mexico are used in the entertainment and sales positions. Only 1% of the women in Mexico are leaders in the working force, they are conglom-



erated in Mexico City.

Mexican types of women:

1) *Leader of Homes*

Women who marry or procreate when they 16-24Â Â years old.

2) *Leader of Working Force*

Women who have a C.V. competing with men. Usually men complete their education, training and

Working practices by the age of 30 years old.



3) *Entertaining and general sales*

Women who do not have a competitive C.V. by the age of 30 years old and who may not be leaders of households.

Meditative March in India

By M R Hubert, Madras, India

It was wonderful to do something more relevant spiritually to the community.

We thought about a plan called MEDITATIVE MARCH, where the children were trained to discreetly asked to concentrate on the, meditation point which was instructed to them earlier.

Every seven steps they would go for a

We strongly believe this meditative walk would bring eternal blessings for the season where caring, love and unity would be the OUTCOME.



newer meditative point and we had about 28 meditative points which was going cyclic as they walked around the community.

We once again thank you for all the goodness and love you continue to provide.

Wish you very happy year

During our first walk few children were excited and did show signs of excitement like noises and later understood the significance. You would see their blessing on their feet with good shoes for this season.



"When I was 5 years old, my mother always told me that happiness was the key to life. When I went to school, they asked me what I wanted to be when I grew up. I wrote down 'happy'. They told me I didn't understand the assignment, and I told them they didn't understand life."

- John Lennon

WE ARE THE
CHILDREN OF THE
EARTH, WE DESERVE
SUPPORT.

We are the children of the earth.
We deserve support.

Postcards sold by young Nepalese students to support the schools in Helambu



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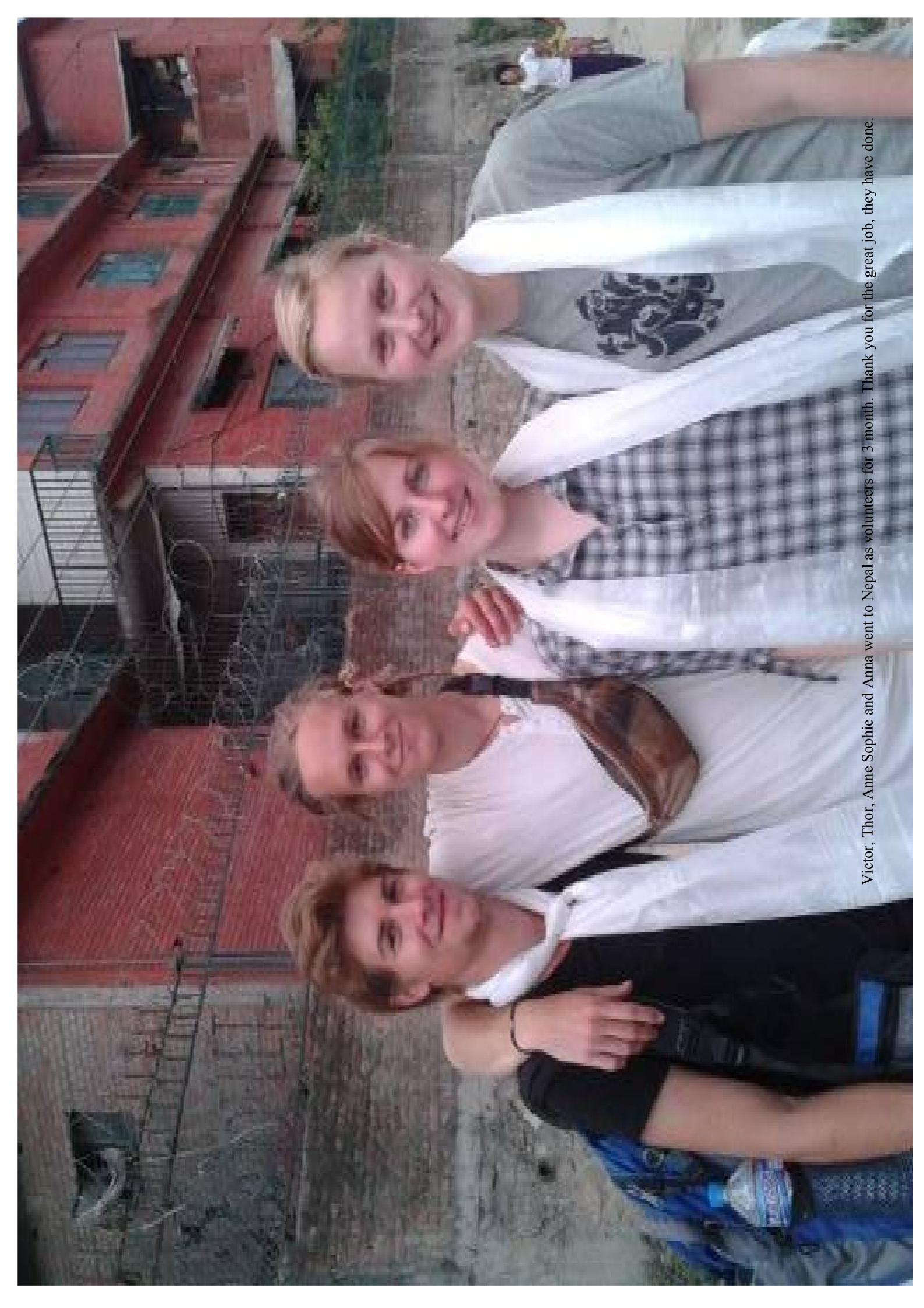
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Victor, Thor, Anne Sophie and Anna went to Nepal as volunteers for 3 month. Thank you for the great job, they have done.