

Study visit from Russia

21. January to 3. March 2015



Alla Nazarova, Anastasia Puzyrnikova, Elena Smirnova, Anastasia Lunina, Viktoria Lyovkina,
Vladimir Ponkratov, Elvin Salyalyev, Anna Sennikova
Kirsten Bruun, Jørn Boye Nielsen, Lis Hemmingsen, Rikke Schultz

Association of World Education, Danish Chapter

Rapport Russia

“But honestly, when we were asking students and teachers about some special democratic processes in their school, we were not given an answer, because the whole life of this school is one large democratic process!
As natural as breathing!”

Introduction

The report is structured so that after presentation of the background for the study visit and the application for the Folmer Visit foundation the students own experiences from the study visit are presented in their own words. Followed by some of general experiences which the students presented when they returned to International Peoples College (IPC). There after follows a part where the students conclude their learning outcome from the study visit and their ideas for implementation of democratic study in Russian.

In the annex is program for the study visit,

copy of article with interview of Alla Nazarova and Anastasia Puzyrnikova, Helsingør Dagblad 19. February 2015

Information about the film “The man who saved the World”.

The application

The background and idea for the application to the Folmer Visti Foundation (Fond) were created when 5 member of the Danish Chapter of Association of World Education (AWE) visit Moscow in September 2014 to join the International N.F.S. Grundvig and Russia Conference. In connection with the conference Alla Nazarova had arranged several study visits. During these and other discussions an interest for a study visit for some young university students was shown. And the Danish Chapter of Association of World Education, Rikke Schultz, sent an application of founding of a study visit to the Folmer Visti Foundation.

Description of the project-(study visit):

Taget group:

Young university students with a good ability to speak English and who are active in the study environment either with working in summer camps or in other study organisations. A demand from the Danish partners was that the students were interested in teaching others during their study visit in Denmark.

Aim:

The aim of the study visit was that the students should get some knowledge about democracy in Denmark and about democratic processes. And that the students should discuss differences between

view of democracy in Denmark and Russia and get some experiences of enquiring and dialog based forms of study.

Implementation

16-17 days in Denmark in late January 2015 with arrival on a Wednesday and from Wednesday to Sunday stay at a Danish Folk High School. Here the students were introduced to the Danish educational system, the Free school movement and Grundtvig`s idea about education. At the stay the students should make presentation of their life (family, education, leisure time and the Russian society) for the other students at the Folk high school. The same should be presented at the other schools where the students were at study visit. The Russian students should also during their stay interview other students about their daily life.

The Russian students are 2 and 2 send out at study visit on Folk high schools, afterschool. Schools where the students are with board.

After a week they all return to the Folk high school where they all started. Here they present and discuss their experiences from their study visit.

Institutions which took part in the study visit:

The following institutions were part in the study visit as offering hospitality and boarding and made it possible to carry out in practice the project:

International Peoples College (IPC) Helsingør

Eisbjerghus Efterskole, Eisbjergvej 2, 5580 Nørre Aaby

Nordfyns Højskole, Fælledvej 115400 Bogense

Odense Friskole Odense Friskole Hjallesøvej 2

Skals Efterskole, Skals

Reports from the Study visit:

Smirnova Elena (Moscow Academy of Humanities and Technology)

Lunina Anastasia (Sholokhov Moscow State University for the Humanities)

Eisbjerghus Efterskole

Adress: Eisbjergvej 2, 5580 Nørre Aaby

64 42 38 40

Secondary school, 9-10 forms. The school is proficiency-oriented; it prepares the students to their further education. They stress on discipline: strict curriculum, being late is not allowed. Here the students learn how to do things on their own: sewing, drawing, design lessons, cooking lessons for boys.

Studying process. They have tests. At the end of their studies they get a certificate where they have all their marks for the exams and for some additional subjects. It may be a mark for communication skills, for good events organization etc. Every student has the individual certificate.

The school is financially supported by the state because it's a state institution. Also parents pay their children's education.

The school is controlled by teachers and the Ministry of Education. It is mainly controlled by the municipality because the school sends reports there.

The school has a student council, some years it's more active, some years not. This year it is active. Mainly the students are pushed by the teachers to act actively, but as long as the students have their own initiatives they can easily come to the teachers and propose them.

The upbringing sphere is created. Discipline, strict curriculum, respect to the teachers. If a teacher comes up in front of the students, they all become silent very quickly. They have respect between the teachers and the students. Democracy in the way people communicate (the students call the teachers by name; students are teachers as older brothers / sisters). If students want to go out during the lesson, they just do it without asking. Every day after dinner the students have 30 minutes to clean the territory. All the classes take their area. And also all the classes have their duty about the dining hall according to the schedule.

The main pedagogical aim is to make the students ready to enter further educational institutions and to prepare them for their future adult life.

Democratic process.

- self-governing is exercised by the student council

- teachers and students are equal

- modelling elections, information about current political parties i.e. preparing them to real elections

International students from different countries i.e. India, China, France, Canada etc. mainly come for a year from August to June. After their study they get a certificate that they have been studying in that school.

5 new points for me:

- 1) equality between teachers and students (students respect teachers but treat them as equal, if teachers see that students look sad, they can come up and hug them and cheer them up)
- 2) subjects that prepare for real life (sewing, cooking for boys)
- 3) children are treated equally not depending on their parents' income (in Russia the social differentiation often affects the way of teachers' attitude to the children, the rich are often treated better than the poor)

- 4) they have marks for personal qualities, but only for good qualities, not for bad
- 5) after breakfast all the students unite in the hall, watch news and discuss it for 30 minutes. It is to be aware of the latest news, to teach children think with their own head, express their opinion, take information from different sources

- The things that inspired us the most.

The teachers are really inspired by their work, they always smile, they love their job and the students. During the class the students don't feel the time passing, every lesson is very exciting, you're getting fully involved into the process. We want to follow their example when are teachers.

The difference between Danish and Russian schools.

- 1) The main accent is at upbringing and developing personal qualities: communication, self-sufficiency, self-governing, self-organizing, responsibility, respect to themselves and to others. Subjects are at the second position.
- 2) Democratic relationship between teachers and students

What we'd like to introduce to Russian system

- 1) Democracy in schools, but we think it should be introduced slowly, by small steps
- 2) Friendly teachers, so that the teacher is rather an elder friend than a person, who is controlling you from a higher position.

The result of the trip.

This boarding school - a mixture between formal and informal schools. The slope is greater for career guidance students. Because after 9 and 10 classes they are going to study at institutions of higher education. There is an emphasis on discipline: a clear schedule without delay welcome. Here are learning autonomy: Lessons sewn pattern and design, cooking (only for boys).





Citations from the diary:

"Girls, we pushed ourselves offered their seats when they learned that their students are going in Russia."

"At the coffee break we met Gubi and asked him to give us an interview. He gladly accepted."

"We have good contact with the teachers. All the time asking how we were not cold for us. To take care."

"Interviewed Marie (teacher). She was asked why she chose this school. The answer is: it is important to help develop children. And since it is related to the school and Cambridge International, she want to give students all that she knows and help them prepare for the future life."

Nordfyns Højskole

Адрес Fælledvej 11

5400 Bogense

nordfyns.nu

From Viktoria Lyovkina (Sholokhov Moscow State University for Humanities) and Vladimir Ponkratov (Moscow State University of Geodesy and Cartography).

Features: duration of studies ranged from 3 months and more. The average training period is 6 months.

After the school students don't have to pass the exams, so they don't receive any certificate of education.

Minimum age limit: 17.5 years. There is no maximum.

Quotation from the Diary: "It was really surprising to see the man who is 62 years old."

There is a school of six types of study:

- 1) Active Study - development of personal qualities, an international class
- 2) Green Future - ecological direction, an international class
- 3) Healthy Life - Healthy Lifestyle
- 4) Danish Class - University Preparation of Danish pupils
- 5) Relationship with Denmark, language learning for immigrants

6) Inclusive classes – class of equal opportunities for children with disabilities

Funding: the training costs 1600 DKK per month. 20% is paid by the state, 80% - by the student.
For immigrants the municipality pays the full price.

There's no student council. But the student may consult the teacher about the program, and the teacher has the right to make changes in the program.

Every day at 11:30 there is a common gathering where all the kids sing songs, put forward their proposals. Each class is responsible for this gathering according to the schedule.

Educational aspect. The idea of equal opportunities for all students is in the air. The disabled and healthy people study together. Main feature: if the student does not know what's next, here comes his personal self-determination - he finds his way of life. There is no value judgment about a person. There is respect for each other, acceptance of all people as they are. Teachers are not intended to raise some specific qualities. Everyone here - is open to the whole community.

Quotation from the Diary: "It impressed us very much. People are very kind and careful. Wow!"

The creative environment is a part of the studying process – there is a day when students are engaged in carpentry, painting, cooking, singing, the opportunity of learning to play a musical instrument. There are communicational trainings.

Sport. Every day, students can attend a gym. Several times a week they go to the pool, which is located in another city.

Differences:

- 1) The division into 6 classes of different directions
- 2) Creative Day
- 3) Focus on self-development, and not for training
- 4) The place of equal opportunities for all people
- 5) A person of any age can learn at school and it's normal for all people

Quotation from the Diary: "People of any age can stay here. It's very cool!"

Inspired:

- 1) Friendliness in any circumstances
- 2) School is a place where people can exercise self-determination

What can we do?

Create more training sessions for students aimed at self-development.

Photos:





Odense Friskole

www.odense-friskole.dk

Odense Friskole Hjallesevej 2

5000 Odense C

From Viktoria Lyovkina (Sholokhov Moscow State University for Humanities) and Vladimir Ponkratov (Moscow State University of Geodesy and Cartography).

Free School - "school-protest", the meaning of which - an alternative to an ordinary school. But in spite of this the students have to go to a high school and don't have any advantage over students from regular public schools.

In school there are children from 1 to 10 forms (10th is optional).

The School is private, i.e. parents pay 30% of the total amount for the children's education, the state - 70%.

Quotation from the Diary: "We were really shocked to know that Government pay for pupils with teacher."

Teachers themselves elaborate their work program, which is controlled by the head-master and two deputy head-masters. But there is a certain minimum of compulsory subjects - "standards" of education in Denmark. Thus control over the school from the state in terms of education is missing.

Parents can only express their opinion, but cannot make changes.

Apart from the usual subjects here are taught cooking, sewing, pottery, carpentry.

Quotation from the Diary: "It was a big surprise to take a part in cooking with 3rd class. "

After school student receives a certificate, which is a summary of the evaluation items (estimates placed only 8th grade), assessment of the personal qualities (punctuality, responsibility, attention, activity, homework), and the written recommendation from teachers for each student. Estimated pupil goes to gymnasium (everyone has the right to choose three gymnasiums, where to submit their documents).

As a rule, training takes place in the same class, with the exception of the lessons that require special facilities - physical culture and creative subjects (cooking, sewing, pottery, carpentry).

Children are taught several other objects, such as cooking. The educational program does not pay great attention to scientific subjects such as mathematics, physics or chemistry (a block of subjects in the natural sciences) Teachers observe the behavior of more student in the classroom: Follow frequency homework. Children little homework. They are doing projects in the classroom. One lesson to prepare (the teacher follows the process), the second for the presentation. You can use to prepare everything.

There is a lesson sexology.

Methods: teachers often use gaming technique in teaching children. Actively used the project activities, role-playing games. Most of the tasks students perform in school and not at home, work in groups, rather than one by one. For example, students in the 7th grade team prepared a project on the history. Result: The child learns to work in a team, think, and do not learn, develop the skills of communication.

Quotation from the Diary: "It's a super to work in a team! Pupils learn to communicate and it's great!"

Active life: every year students are selected for 2 people from the class of local self-government are separate classes from 4-6 and 7-10 classes. Among them are held presidential elections (as a rule,

selected senior). They listen to offers students themselves are involved in the development of ideas to improve any moments in school. For example, high school kids could not go to the store at recess, after raising this issue, they were allowed to. On school grounds is a platform where students can carry out any action.

The presidents of student councils are members of school boards, along with the teachers.

At school there is no tradition to celebrate national holidays.

differences:

- 1) Evaluation of Communication (punctuality, attention, activity, homework, responsibility)
- 2) Group work
- 3) Items technical focus can not be separated, are paired: physics + chemistry, biology, geography +
- 4) A large selection of creative things
- 5) Separate building for the training of teachers for lessons
- 6) Lack of dining. Pupils themselves bring their own meals at home. A coffee shop, which is prepared according to the schedule on duty students, earning money and not attending lessons

Inspired:

- 1) learn to think, not to remember (we think that it's very-very important!)
- 2) Students learn life skills such as cooking (3 classes - lesson or opportunity to work in the cafeteria)

What can you take for yourself:

Children should be taught not to remember and think.

Photos:





Skals Efterskole, Skals

Elvin Salyalyev, Sholokhov Moscow State University for the Humanities,
Anna Sennikova, Moscow State University of Geodesy and Cartography

Main features.

1. After this school students go to the 11th grade to gymnasium or to colleges.
2. School has only 7 classes: 4 Cambridge usual classes (two of the ninth and two tenth), two Cambridge international classes (one ninth and one tenth and one international project class SIP (Skals International Project -class)).
3. After graduating from the school, everyone receives a certificate of graduation, which contains all the points for the exams, all marks in the subjects and how active the student was, which extra classes he attended and so on. Students from SIP class receive a certificate stating that they have finished school, but this document is not official.
4. Skals's teachers try to bring up in their students such qualities as independence, accuracy, helpfulness, sociability, tolerance. Educational work is done during and after classes. Educational methods: films screening, discussions about common problems. Mutual respect between students and teachers.

Girls and boys live in the same house.

A large list of additional education: football, debate, dance, film viewing and discussion, handball.

5. Funding: 65% paid by the state, 35% by child's parents.

6. Ministry of education of Denmark monitors the school.

The school's curriculum is the same as in an ordinary school (public school). Only pedagogical methods and class schedule differs.

7. How to apply for the Skals Efterskole. The school has its own website. There you will find a questionnaire, which you have to fill in and send. After a positive response from the school the student with his parents come to Skals. Then you need to pay 15 000 DKK. And that's all! Everyone can study in Skals Efterskole.

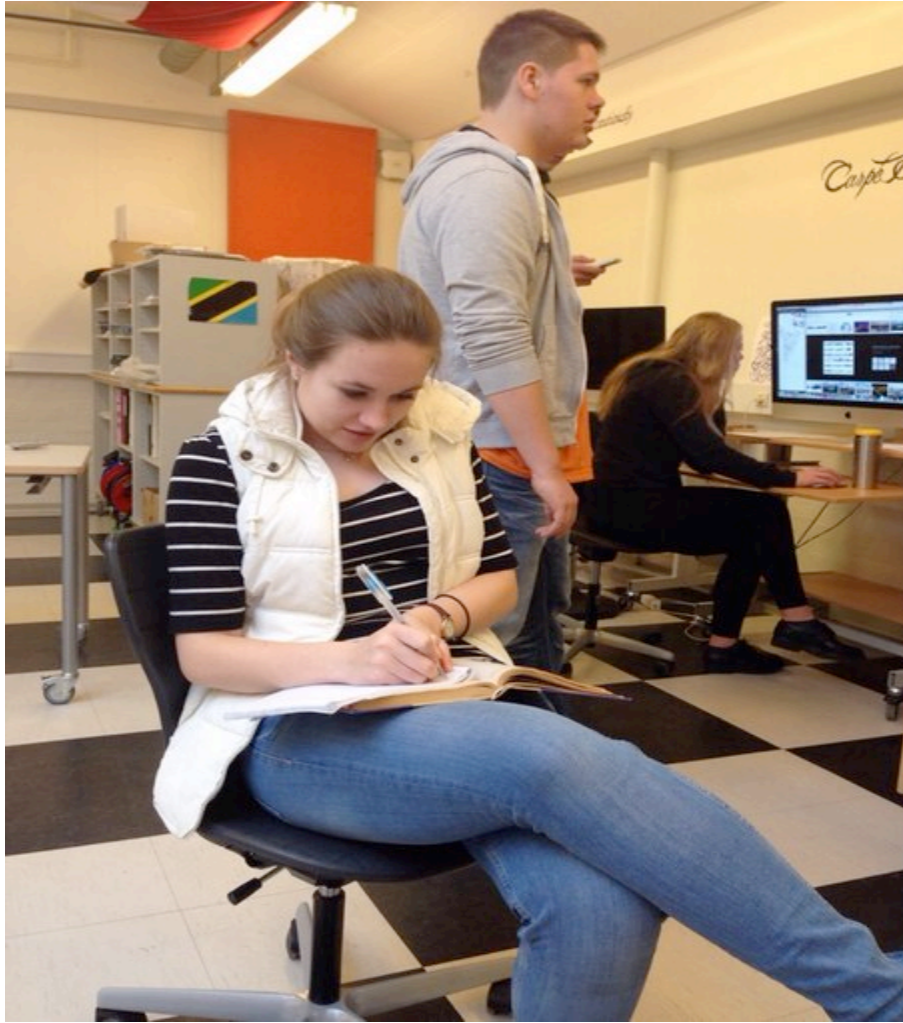
8. Democratic process. Students and teachers are doing everything together: cleaning up the school, having meals.

Students have several subjects that teach them democracy: global issues, politics.

But honestly, when we were asking students and teachers about some special democratic processes in their school, we were not given an answer, because the whole life of this school is one large democratic process!

As natural as breathing!





Wednesday (21.01.2015)

We had arrived to Copenhagen, where we were met by Lis. Then we came to Elsinore, where Jorn met us. Later we settled down and took a rest. In the evening, the principal of IPC Claus held a meeting with us and told about the history of this certain folk highschool and all folk highschools in general. Claus himself impressed us, because he was not looking like a principal. However, we found him as very smart and educated person. Alla says: "When I've met Claus for the first time, he was walking with his dog near the school and I was sure that he is just a usual student. We said "hello" to each other and that is all. And later it turned out that he is the principal of International People's College". After meeting with Claus we were introduced to all students, we told them who we are and then we heard a lection about six Core Values of IPC. Remembering our first day, we can say that the atmosphere of the school, its principal and students impressed us.

Thursday (22.01.2015)

In the morning of our second day, we joined other students on morning fellowship. During the morning fellowship students are singing songs, making announcements and solving some daily problems. In IPC it is a tradition and every morning starts like this. (...) we presented Russia. Nastya told about life in Russia and showed a short video about our country. After her speech Elvin and Anya were dancing two Russian national dances. The last thing impressed foreign students a lot. Later we met Lis and Jorn and they told us about Danish educational system, so after that meeting we wanted to see this system by our own eyes as soon as possible. Then at the midday Kirsten joined us and told more detailed about the schools we were supposed to be in. Also she gave us a “homework”: to talk to unless two students in IPC. In the evening we were preparing for the discussion about Ukrainian conflict and Russian outside policy. During our preparation we met Eric from New York City. He told us lots of very interesting things about how does the American people relate to Russians. After the second day we were deeply impressed by the variety of students and countries they came from. In addition, we were surprised that everyone in IPC accepted us and we did not feel the difference between ourselves and other students.

Friday (23.01.2015)

On the morning fellowship we were discussing the current situation on the Ukraine and Russian foreign policy with all students. We were shocked by the amount of questions from other students. They were asking us about war, politics, Vladimir Putin, life in Russia as if we were the Russian government. After the morning fellowship we attended the showing of the documentary film “The man who saved the world” about a soviet colonel Vladislav Petrov who prevented the World War III in 1983. Nastya says: “Firstly I thought it will be a kind of brain-washing, like Russia is terrible country and all that propaganda like this. Nevertheless, it turned out that this is an amazing film about outstanding person and this documentary tells us about love, peace and life without war. Each of us was crying during the whole film”. After the showing we were talking to producer and director of the documentary. In the evening we met the ambassador of Denmark in Russia. Also lots of foreign students were coming up to us and talking to us about Russia. As a result of one of these discussions, we decided in cooperation with a student from Tanzania Jamal to create a common Facebook page, where we will be able to discuss our daily problems, global problems and many other things without politics.

Saturday (24.01.2015)

In the morning we were preparing with Lis to our trips to Danish schools. Later Lis and her family showed us the castle of Kronborg. In the evening we had a gender party in IPC, where Elvin became the best dancer.

Sunday (26.01.2015)

Preparations for the trips, packing things.

Saturday (31.01.2015)

On Saturday we met Lis and Jorn and discussed and checked our reports. In the evening we were preparing for Intercultural Day, which was held because of our initiative.

Sunday (01.02.2015)

Our Intercultural Day started in the morning. Firstly, Nastya gave a master-class of toys creating. Then we had a discussion with students from the UK, Nepal, Philippines, Switzerland and other countries about continuation of our common further work. We found out the differences between our educational systems and tried to make some possible decisions of these problems. At last, in the evening we held our cross-cultural performance. There we had participants from different countries, who were sharing their native cultures with all of us through dancing, singing, poetry and so on. In total, we had approximately 40 spectators. Everyone enjoyed the show a lot.



Nastya's master-class of dry felting



A discussion with students from the UK, Nepal, Philippines, Switzerland and other countries about continuation of our common further work.

Concert





Presentation of experiences from the study visit (Saturday the 31. January 2015 IPC)

Anna and Elvi presented their experiences from their study visit to Skals Efterskole and here they meet students from several parts of the world. These students can take an international exam (Cambridge level) and could join different classes. One of the experiences which had made an impact was, that one class only did their study through working with projects and this could be about charity and as part of the project the students collected money and in doing this had contact with newspaper, supermarket and companies.

Another experience with a different way of studying was, in a mathematic class where the students learn by watching a film.

Anna and Elvi also noticed that the relation between the students and the teachers were very informal and that the school had rules and expected the students to act according to this in freedom

but with responsibility. They notice with surprise that, at on the same corridor were rooms for boys and girls next to each other.

And that both students and teachers work together cleaning the school.

Vovo and Vika visit 2 sites: Odense friskole and Nord Fyns Højskole .

At the Friskole it impressed them that the pupils were learning and working with home economics (hjemkundskab / madkundskab) and that it also were for the boys. And that the pupils were on friendly terms with the teachers. And that the pupils work and learned through projects for instance with different historical periods and that the school had many creative subjects in the school. That the pupils were not assessed with marks until the 8. grad and when asked how the teacher then assessed the pupils, the answer was by talking with the pupils. And that the pupils were not afraid of the school and the teachers. During they stay they also saw how the pupils learned how to vote: by setting up a game where 3 parties with 3 political programs discussed. And at last they had noticed that the teacher had their own building and that a psychologist was functioned as a tutor for the teachers

At Nord Fyns Højskole Vovo and Vika experienced that the school have different programs: for handicapped, for students with overweight, Danish for foreigners and that the students also some had of the time is in mix classes and work with music or subjects as poverty problems in Africa.

At the Højskole there are meetings where everybody can discuss everything and that all classes present a small film and are in turn responsible for the meeting, the core values at the school are: equal responsibilities, accept and respect.

An experience Vova and Vika mentioned was, that it was thinking and not remembering which was important, and that the students during their stay should learn to know them self and others.

They would like back in Russia, Vika as a team leader to work with her students, so that they become better to communicate. And Vovo would like in the future to work with not only knowledge and skills but also with life and social skills and to implement lessons in cooking-Home economics.

They had during they stay met some other Russians living in Denmark and in this meeting they expired that when they met Danes or other nationalities at IPC they were met openly, but discovered that in meeting with the other Russians in Denmark they felt they were more assessed or judged, even if these persons were nice and friendly.

Lena and Natsya who visited Eisbjerghus Efterskole had noticed that the boys took part in a cooking class, with the aim that they afterwards were able to take care of themselves and that beside general rules as stay in ones room from 22.15 and be in bed 22.45, the aim was that the students lived in a common responsibility. When the teachers and school leader were asked about learning about democracy, they did not understand the question but answered “ we have grown up with democracy” .During they stay the students from 8-9 grad took part in an election, which were held all over the country to introduce the students to take part in the election as a democratic process.

They had also noticed that the students and teacher were on equal terms with each other, they had informal relations between and that the students could be friends with the teacher, that everybody could express his or hers own meaning and that that the teachers like their job. Which was an issue Lena and Natsya would like to implement in Russia.

They also noticed that the students had to walk outside for 1 hour in all kinds of weather every day, and that was a thing the students did not like.

Alla and Natsya who stayed at IPC also shared their experiences. Alla had been interviewed by a local news paper (Helsingør Dagblad) see the annex and upon her general great experience of the whole visit shared many years dream of create a school with world citizens.

Natsya had taken part in the subject “Life and the city” where the students had worked and learned through simulating a city council, who had to find a solution to waste in the city. The result of this was a video .

She had noticed that a main aim were to have the international students to think different and to change their opinion, this through being active and to share experience and opinion in pairs. And through small exercise where the “red tread” was to change something. “and that you cannot be passive anymore” and have to be involved in world citizen.

Other issues which had made a huge impact on the Russian students were taking part in the daily life at IPC and especially had the opportunity to watch the film “the Man who saved the World” where they also took part in the debate before and after the film with among others the directors and the Danish foreign minister Martin Lidegaard and in this got an experience how democracy can be carried out in Denmark.

Further more the students had got an idea to set up a site on Fasebook, where they can carry on communication with the students they have met in Denmark. A site where they can communicate not on political issues but on daily life.

The Russian students learning outcome:

Anastasia Lunina. Sholokhov Moscow state university for the humanities

I learnt to take people as they are, to express my own opinion and not to be afraid that someone would say it's incorrect. I learnt not to be afraid to get acquainted with other people even though they don't speak my language. I stopped worrying about my appearance, about what people would think about me. I became calmer, because here I always see people smiling and being very friendly and ready to help. And I think I managed to find harmony in my mind.

Elvin Salalyev, Sholokhov Moscow state university for the humanities

During my stay in Denmark I learned to be calm and quiet. I wasn't so good in English but learnt

not to be afraid to speak English with other people. I had to do a lot of things I'd never do at home. I had to travel from Helsingore to Viborg with another Russian student so I learned to be on my own and go out of the comfort zone. I found out that Denmark is a very nice, cozy and very expensive country.

Vladimir Ponkratov, Moscow State University of Geodesy and Cartography

This trip to Denmark is an incredible adventure, and it was very important for me. Perhaps one of the most important things that I've learnt in Denmark, is a friendly attitude to people. Everything here is made for people. No one wants to do you any harm and it's very important. You feel very calm in Denmark. And another important point for me is the absolute harmony in my soul. Here, no one makes you feel uncomfortable. You aren't afraid to leave the bicycle near the shop, you can always count on a help of a random person. And that's fine. For me, these things are very important. Thank you for the opportunity to visit this wonderful country.

Anastasia Puzyrnikova, Non-commercial organization "Briz"

I've learnt a lot in Denmark. To live in the atmosphere of democracy, to express my own opinion even to politicians without the fear of being punished for it. To think in the scale of all the planet and to take care of those people who surround me at the moment. I was inspired by teachers, students and other people I've met here. Now I really want to become a global citizen.

Я многому научилась в Дании: жить в атмосфере демократии, выражать свое мнение даже политикам, не боясь, что меня за него накажут. Думать в масштабах всей планеты и заботиться о тех, кто рядом со мной в данный момент. Я вдохновилась студентами, учителями и всеми, кого встретила здесь. Теперь я действительно задумываюсь о глобальном гражданстве.

Anna Sennikova, .

During this trip I've learned a lot about democracy and global citizenship. I also found out interesting ideas about volunteering, charity and crowdfunding. I've met many good friends from all over the world. In addition I improved my English, so now I can communicate easily with everyone.

Во время поездки я узнала много о демократии и глобальном гражданстве. Я также узнала о новых идеях в волонтерстве, благотворительности и краудфандинге. Я встретила много хороших друзей со всего мира. И, к тому же, мой английский стал намного лучше, и я могу с легкостью общаться с людьми из разных стран.

Victoria Lyovkina

So, what is this trip to me. I've proved to myself that the activities I do are the activities I like very much. I understood the differences of Russian and Danish education. I got a lot positive energy to continue my own work. Now I want to show my knowledge to my friends. I'm not afraid to speak English anymore and I want to refresh my grammar and know English better.

Итак, что дала мне эта поездка. Я ещё раз убедилась в том, что я занимаюсь той деятельностью, которая мне очень нравится. Поняла, чем отличается наше образование от датского. Зарядилась положительной энергией, чтобы продолжать свою работу. Очень захотелось донести до всех мне близких людей то, что теперь знаю я. Перестала бояться разговаривать на английском. Появилось желание подтянуть грамматику и выучить английский нормально.

В этой поездке я полностью ощутила атмосферу демократии. Встретила понятие глобальное гражданство. Я хочу принести все это в свой институт и свое окружение. Я познакомилась с людьми из разных стран. Это полезный опыт. Я смогла усовершенствовать свой английский.

During this trip, I fully felt the atmosphere of democracy. I came across the term global citizenship. And I want to bring it to my institute and to my friends and family. I met people from different countries. It was a useful experience. I was able to improve my English.

Concluding remarks

We can conclude that the aim of the project study visit has been fulfilled and the students from Russian have had many experiences about democracy, ways of democracy and got some experiences of enquiring and dialog based forms of study. Beside this we find that the students have been reflecting on their own way of life and how they were met in a part of the Danish educational system the “free school movement”.

We are sure that not only the Russian students had learn a lot, the same have happen for the Danish hosts and students at the schools, and members of the Danish Chapter of AWE (Association of World Education).

Acnowledgement

Many thanks to the IPC, who hosted the group during the first and last part of the visit.

To Eisbjerghus Efterskole, Nordfyns Hojskole, Odense Friskole and Skals Efterskole, which open their doors and made it possible for the Russian students to have experiences about democracy and daily life at a Free school in Denmark .

And last but not least to the Folmer Visit foundation who made all this possible.

Annex

Study group from Russia

Program for the 21. 22. 23. 24. and 31. of January and 1. February 2015

21 January	Arrival in afternoon – Lis receives the group in Kastrup airport and puts them on train. Jørn receives them in Helsingør and accompanies them to IPC. <ul style="list-style-type: none">➤ 16.30 We meet in common room to be briefed about IPC➤ 17.30 Attend a session of the whole IPC on presentation of the core values of IPC➤ 18. 00 Dinner
22. January	<ul style="list-style-type: none">➤ 7.45 – 8.15 Breakfast➤ Kl. 8.45 – 12.30 A general introduction to the Danish educational system➤ 8.45 – 9.15 Introduction of the course and of participants and teachers. Jørn, Lis.➤ 9.15 – 10.00 3 main area, primary, secondary, further education, children, youth, adult. Lis➤ 10.15 – 11.00 Attend Morning fellowship with the IPC students➤ 11.00 – 11.30 Main point of the Danish educational system (free, compulsory but not schooling, recurring education, link between theory and practises, SU – SVU)Lis➤ 11.40 – 12.30 Introduction to the free school movement and school thought of N.F. S. Grundtvig Jørn
12.45 – 14.00	Lunch + Break
kl. 14.00 - 14.30	Presentations of the schools to be visited. (Kirsten, Lis, Jørn)
Kl. 14.30-	Introduction to the study work to be done at the schools. All (of us) present <ul style="list-style-type: none">➤ Observation of the interaction between the pupils/students and teachers➤ What democratic processes are at the school, how do these function?➤ Interview with pupils/students – (teachers)➤
Kl. 16.00 – 18.00	Preparation of the student's presentation of Russia today. <ul style="list-style-type: none">➤ The daily life➤ Their family➤ Their schools experiences➤ Their study➤ Their leisure time➤ Society

23. January

- 7.45 – 8.15 Breakfast
- 8.45 – 10.00 Meet in the group
- 10.15 – 16.00 Together with the whole IPC
- 10.15- Introduction to the theme of the day “Dawn of a new Cold War?” lecture hall. The principal and students (including our group)
- 11.00 Sandwiches
- 11.10 Leave for cinema
- 11.30 Documentary “ The man who saved the world” in the Cinema Center, Helsingør. Introduction by Martin Lidegaard, foreign minister of Denmark
- 14.00- 16.00 Debate with Martin Lidegaard and Søren Pind (politician, liberal party)

24. January

10.00 -12-00

Continuing preparation of the students’ presentation at schools

12.00

Lunch

12.30

History of Denmark

Tour to Elsinore (Kronborg) Castle

Visit Elsinore. Lis + family

31. January

Kl 10

Preparation of presentation from the study visit at the schools- Jørn, Lis.

- Information of the school
- Educational /pedagogical aim
- Educational process and way of working
- Democratic processes
- Five points which was new to you
- What was you most inspired of

Kl. 13

Presentations with questions and discussions

Kl. 16

Different culture and approaches to study and learning

1 February

introduction to writing the 2 reports

- Folmer Visti fond
- To Russia

Working with the 2 reports

From: Jakob Staberg <js@statementfilm.com>

Subject: Særvisning: The Man Who Saved the World

Date: 8. jan. 2015 16.21.00 CET

To: claus@ipc.dk

Hej Claus,

Som nævnt henvender jeg mig angående en særvisning af filmen THE MAN WHO SAVED THE WORLD, som jeg er producenten bag.

Filmen fortæller den gribende og virkelige historie om den russiske officer, Stanislav Petrov, som den 26. september, 1983, afværgede en altødelæggende atomkrig mellem USA og det daværende Sovjet. Filmen blev vist på filmfestivalen CPH:DOX i November og modtog en flot anerkendelse i dagspressen samt fra sit publikum.

SoundVenue: <http://soundvenue.com/film/2014/11/cphdox-the-man-who-saved-the-world-121806>

Promo: <https://vimeo.com/70855390>

Filmen har allerede haft fem visninger på Filmfestivalen CPH:DOX, som hurtigt blev udsolgt, og har vakt stor begejstring, ikke mindst på grund af filmens aktualitet qua krisen mellem Rusland og Vesten.

I Hillerød vil der være tale om to forskellige typer af events, hvoraf begge inkluderer en visning af filmen med efterfølgende debat:

1. ER DER EN NY KOLDKRIG PÅ VEJ?

Med Vestens anspændte forhold til Rusland og udfordringerne i mellemøsten, er filmen yderst aktuel og vedkommende. Med det udgangspunkt vil Danmarks Udenrigsminister Martin Lidegaard og Udenrigsordfører Søren Pind efter visning af filmen være hovedaktørerne i en udenrigspolitisk debat og dialog med publikum. Kan det ske igen? Og hvad stiller Vesten op overfor Putin's Rusland? Skal vi være bange for truslen fra atomvåben?

Hvornår: Fredag d. 23. Januar kl. 9.45 – 12.30 eller kl. 11.30 – 14.10 – med oplæg og debat v. Udenrigsminister Martin Lidegaard

Hvor: Helsingør Cinema Center

2. HVAD ER EN FILM?

Filmen har høstet flot anerkendelse og sine første internationale priser for sin banebrydende form indenfor grænselaget mellem dokumentar og fiktion. Bag filmen står en lang række af Danmarks

ypperste filmarbejdere, som gennem otte år har arbejdet sammen i skabelsen af filmen. Efter visning af filmen vil filminstruktør Peter Anthony, filmkomponist Kristian Eidnes Andersen (Ida, Melancholia, etc.) og jeg selv, diskutere filmens form og indhold og tankerne bag, både det samlede værk, men også de enkeltstående fag-elementer i det at lave en film. Hvad er fiktion og hvad er dokumentar? Hvilke regler gælder, hvis der overhovedet gælder nogle regler, når man har med et stykke virkelighed at gøre? Hvad en god lyd, hvordan klippes en film og hvordan komponerer man et stykke musik til en film?

Hvornår: Mandag d. 26. Januar kl. 9.15 – 11.55 eller kl. 11.15 – 13.50 – begge visninger med oplæg og debat v. Instruktør Peter Anthony, producer Jakob Staberg og filmkomponist Kristian Eidnes Andersen

Hvor: Helsingør Cinema Center

Arrangementerne vil koste 70 DKK per deltager og bliver arrangeret i samarbejde med Det Danske Filminstitut, UM og Helsingør BioCenter.

Da der er begrænsede pladser og udenrigsministerens kalender er godt booket, vil vi gerne høre fra jer hurtigst muligt.

Kh,

Jakob Staberg

2 vedhæftede filer

[Vis eksempel af vedhæftet fil stanislav.pdf](#)



[Vis eksempel af vedhæftet fil ATT00007.htm](#)



Russisk besøg i "lykkeland"

Den Internationale Højskole, IPC, i Helsingør har lige haft besøg af russiske studerende, for hvem Grundtvigs tanker er levende og aktuelle.

Af Suzanne Schytt, medlem af IPCs bestyrelse

Gamle Grundtvig i Moskva

Hvem i alverden sidder i Moskva og er dybt inspireret af gamle Grundtvigs tanker om folkeoplysning, folkeskoler og folkehøjskoler? Og mener, at de er grundlaget for, at danskere i dag kaldes for "verdens lykkeligste folk"?

Det gør Alla Nazarova, 53 år, som er assistent for en delegeret i det russiske parlament, stats-dumaens uddannelsesudvalg og desuden koordinator i Rusland for ngoén AWE-Association for World Education. Hun har studeret det danske uddannelsessystem på tidligere ture til Danmark, og denne gang har hun ledet en studiegruppe af unge fra tekniske og humanistiske universitetsuddannelser i Moskva. De har i ugen før vinterferien opholdt sig nogle dage på forskellige højskoler, efterskoler og friskoler i Danmark. Vi mødte Alla Nazarova og den unge lærerinde Anastasia Puzyrnikova, 23 år, i den uformelle stemning i højskolens spisesal, hvor skolens lærere, sammen med elever fra Danmark og store dele af verden, muntert skramlende, fylder tallerkenene ved den indbydende aftenbuffet. Den palæstinensiske kok, Ayman, har lige fyret et par jokes af om aftenens menu og sagt "værsgo".

Skoler, der oplyser og opliver

- Jeg brænder for at indføre Grundtvigs tænkning i det autoritære og elitære russiske uddannelsessystem, siger Alla Nazarova. Grundtvigs filosofi om at et samfund bør *oplyse alle*, på tværs af sociale skel, og *oplive* – dvs. vække lysten til at lære – som blev basis for oprettelsen af både folkeskoler og højskoler. At undervisning ikke kun skal være en påfyldning af fakta fra oven og ned til eleven, ikke bare eksaminer og tests, men en læringsproces, en udviklende dialog mellem lærer og elev – og elever imellem. Helt fra folkeskolens første klasser til universitetsniveau. Her er højskoler noget ganske særligt, fordi de ikke har eksaminer – alle er sammen om at være aktivt deltagende og skabende ikke bare i undervisningen, men også i fritid og dagligt praktisk arbejde, på lige fod med lærerne og med respekt for det enkelte individ. Der indløber lige nu rapporter fra min studiegruppes besøg på forskellige skoler/højskoler og forbavset og begejstret bemærker nogle: På skolerne er "demokrati" ikke et fag eller et kursus – her *lever* man simpelthen demokratiet- lige så naturligt og selvfølgelig som at trække vejret!
- Det må være denne tænkning og tradition for både oplysning og undervisning, som har været med til at gøre Danmark til verdens "lykkeligste" land! – smiler Alla Nazarova - i alt fald i betydningen høj social velfærd og høj grad af ligestilling mellem samfundsgrupper. Danmark er en samfundstype, som jeg og mange andre kæmper for at realisere i Rusland.

Rusland før og nu

- I dagens Rusland er der store forskelle mellem rig og fattig – fortæller Alla Nazarova videre. Generelle statslige sundhedsydelse og forsikringer er meget begrænsede, det meste må man selv betale - hvis man kan. Den sociale velfærd, I har i Danmark, har vi haft i Rusland – men vi har mistet den. Og da jeg gik i skole i starten af 1970'erne, havde min skole mange af de samme værdier, som jeg f.eks. finder her på højskolen.

Jeg oplevede ikke den nationalisme, som er blusset op i Rusland i de senere år. I min skole lærte vi, at det menneskelige fællesskab var det vigtigste - ingen skulle diskrimineres af etniske, sociale, eller religiøse årsager.

Nu oplever jeg voksende individualisme i den unge generation, diskrimination og fordomme samfundsgrupper og nationer imellem, og den russisk-ortodokse kirke er blevet en stærk statslig medspiller i opbygningen af en ny russisk identitet.

Det er ikke min identitet – stat og religion bør være adskilt. Jeg drømte og drømmer om et fællesskab med hele verden i det kosmos, som Gagarin åbnede som det første menneske i rummet i 1961.

Fordomme og generaliseringer

Men at ikke alle unge kun tænker på sig selv, vidner den 23-årige lærerinde, Anastasia Puzyrnikova om. Hun deler Alla Nazarovas drøm om det menneskelige fællesskab, og er derfor medlem af en ca. 20 år gammel kommunistisk NGO, som driver deres egen skole, hvor Anastasia underviser. Skolen er et alternativ til det statslige russiske undervisningssystem og arbejder med at udvikle nye pædagogiske metoder – f.eks. rollespil – som skal styrke både individ og fællesskab. Den enkelte støttes i at finde og udvikle sine egne kompetencer og samtidig forstå og anerkende forskelligheder hos andre. Anastasias kommunistiske NGO er et eksempel på, at man ikke bare kan generalisere negativt om, hvorledes det sovjetiske og nu russiske samfund gennem tiden har udmøntet socialismens/kommunismens ideologiske værdier rundt omkring i det store land.

Anastasia er meget glad for sit ophold på Den Internationale Højskole. - Allerførst fantastisk at møde IPCs skoleleder – jeg troede først, han var en studerende. Han snakkede jo til os på lige fod! Vi har deltaget i skolens liv nogle dage nu og føler os velkomne og accepterede. Først blev vi dog lidt chokerede ved at få en masse spørgsmål om Putin, Ukraine og mulig krig, som om vi var ansvarlige for "onde" Ruslands udenrigspolitik. Men snart efter fik vi udvekslet en masse tanker med unge fra Tanzania, Danmark, Kina, Japan og USA, om vores nationers og folks *gensidige* fordomme og uvidenhed om hinanden.

Interkulturel forståelse

Meget hurtigt blev det ligegyldigt, hvor vi kommer fra. Vi er bare søgende unge, mennesker, som vil finde vores egne veje, gøre op med autoriteter og styring, skabe en fremtid i en bedre verden. Spørger os selv og hinanden: Hvem er jeg, hvad kan jeg bruges til- måske sammen med dig/er? At være

sammen i den proces skaber et uvurderligt fællesskab – og dermed den interkulturelle forståelse og solidaritet, som verden har brug for, siger Anastasia og fortsætter:

- Mange tror, at russerne lever i et hjernevasket, uoplyst mørke på grund af vores statsstyrede information i TV og medier. Men man kan ikke bare generalisere de meget forskellige russiske befolknings- og aldersgrupper i verdens geografisk set største land. Og Internettet kan staten ikke styre. Den unge generation kan flere sprog og alle, der har adgang internettet, indhenter selv oplysninger. Vi har en russisk udgave af Facebook, vi har masser af blogs og hjemmesider og videndeler på kryds og tværs af Rusland og med 11 af de tidligere Sovjet-republikker. Og som resultat af diskussionerne på IPC har vi i samarbejde med Jamal fra Tanzania, som jeg lærte en masse af, besluttet at oprette en Facebook - side, hvor vi russere kan fortsætte med at udveksle livserfaringer "som global citizens" med vores IPC- venner.

I dialog med stats-dumaen

Gennem de sidste 7 år har Alla Nazarova samarbejdet med Dansk-Russisk Forening, www.dkrus.dk, og AWE www.world-education.dk, om studiebesøg for russiske undervisere i Vartov, København og andre danske højskoler. Hun var bl.a. initiativtager til en stor AWE-konference i Moskva 2014, hvor den danske AWE-delegation var inviteret til at oplyse russiske undervisere og politikere, bl.a. i stats-dumaens uddannelsesudvalg - om Grundtvigs tanker om folkeoplysning og demokrati og debattere vigtigheden af disse synspunkter i den moderne verden.

Sidste år vedtog dumaen en lov om oprettelse af elevråd på skoler og undervisningsinstitutioner – et skridt i den rigtige retning mener Alla Nazarova, - der er dog lang vej igen - det går for langsomt efter min mening.

De smukke ideologier

Men Alla Nazarova og Anastasia Puzyrnikova giver ikke op og vil arbejde for flere møder og dialoger mellem russiske og danske borgere, organisationer, NGO'er og politikere om de grundtvigske tanker. Tanker, som for Alla og Anastasia er i slægt med ideerne om fællesskab og demokrati i de *oprindelige* kommunistiske og socialistiske ideologier. - Det er sandt, siger Alla, at selv de smukkeste ideologier kan slå om i deres modsætninger, når de må gennemføres og fastholdes med vold og magt. Når der ikke er fred til at opbygge og udvikle en demokratisk samfundsstruktur helt fra grunden i en nation, som udadtil bruger enorme resurser på oprustning for at klare sig i det internationale magtspil. Som i Sovjettiden under den kolde krig, hvor propagandaen i såvel Sovjet som USA, konstant fremmanede fjende- og trusselsbilleder af hinanden.

Er den kolde krig slut?

Anastasia tilføjer: På IPC viste man os den dansk-amerikanske dokumentarfilm fra 2014 "The man who saved the world" om den sovjetiske general Petrov, som i 1983 forhindrede en atomkrig mellem USA og Sovjet. Vi kendte ikke filmen, og vi græd – over Petrov som et fantastisk menneske, og dybt rystede over at verden var/er (!) i en tilstand, hvor fastfrosne fjendebilleder og en computer-fejl kan udløse den totale krig. Det forfærdeligste skete ikke – vi er her endnu! Men hvor går vi hen?

Lige nu er situationen højspændt mellem Rusland, Ukraine og EU- men med Grundtvigs tanker om

folkeoplysning og læring, samt studiebesøgenes nutidige erfaringer i bagagen, fortsætter Alla og Anastasia med at arbejde for en bedre verden: En verden i fred baseret på international forståelse og viden og vilje til konfliktløsning – og de håber inderligt, at alle 3 parter kan lære af historien.

