



International Federation of Language Teacher Associations
Fédération Internationale des Professeurs de Langues Vivantes

The Nordic-Baltic Region

Electronic Newsletter No.1 (March 2022)

PRESIDENT's Notes



Sigurborg Jónsdóttir, FIPLV NBR president, Iceland

Winter is slowly giving way to spring and days are getting warmer and brighter. It lightens up the mood and does help with our task. Language teaching - and learning - is like a marathon. It takes time and effort to learn a language. Sometimes our students

get discouraged and they don't see the need for languages. They need our help and encouragement to continue learning languages.

The world as we know it has been undergoing a lot of changes, especially in the last few years with refugees from the African continent coming to Europe. The tragic events in Ukraine have had a huge impact and more people are forced to leave their country.

We need more language teachers, for foreign languages, for mother tongues of immigrants and refugees and for the language of the country they live in. It's important that all of them have the chance to receive pedagogical training in this field. We also need to look at the possibility of content-based language learning. Countries with two official languages or more are also facing the problem of promoting all official languages, so that there is a certain basic competence in all languages.

The contributions in this Newsletter focus on the above mentioned. SUKOL in Finland has conducted two surveys on the language learning situation in primary schools, both foreign languages and Swedish as one of two official languages. The results make an interesting reading. STIL in Iceland has a long-time partner Association called Móðurmál - The Association on Bilingualism and we can read about their important work as the number of people of other origin than Icelandic increases. LPA in Lithuania informs about their various events in February, which were quite varied and interesting.

Let us continue working towards a multilingual and multicultural world through languages and communication with each other.

In solidarity
with the people
of Ukraine



ECML Newsroom Information

Steering Committee for Education (CDEDU): Statement on the Educational Consequences of the Russian Federation's Aggression against Ukraine

<https://www.coe.int/en/web/education/-/steering-committee-for-education-cdedu-statement-on-the-educational-consequences-of-the-russian-federation-s-aggression-against-ukraine>

Education Professionals Trained on Inclusive Education Practices in Kosovo*

<https://www.coe.int/en/web/education/-/education-professionals-trained-on-inclusive-education-practices-in-kosovo->

Putting Language Education on the Political Agenda - a New Council of Europe Recommendation on the Importance of Plurilingual and Intercultural Education for Democratic Culture

<https://www.ecml.at/News/tabid/643/ArtMID/2666/ArticleID/2741/language/en-GB/Default.aspx>

The Place of Home Languages at School: Participate in a European Survey Now Open until the End of 2022 and Available in 9 Languages!

<https://www.ecml.at/ECML-Programme/Programme2020-2023/Resourcesfortheassessmentofhomelanguagecompetencesofmigrantpupils/RELATHEMESANDPUBLICATIONS/tabid/4310/language/en-GB/Default.aspx>

Topical Report on the State of the Language Reserve in Finland Published

<https://www.ecml.at/News/tabid/643/ArtMID/2666/ArticleID/2738/language/en-GB/Default.aspx>

Finland: Learning Foreign Languages - Re-evaluating the Consequences of Changes Made to National Curricula



Outi VILKUNA, chair of The Federation of Foreign Language Teachers in Finland SUKOL.
(https://www.sukol.fi/in_english)

The Federation of Foreign Language Teachers in Finland SUKOL was very active in autumn 2021 organizing two large surveys. The first one was a joint effort together with the Trade Union of Education OAJ and The Federation of Primary School Teachers aiming at gathering data on the distribution of foreign languages teaching between foreign languages teachers and primary school teachers at primary school level and the formal competence of primary school teachers assigned to teach foreign languages at primary school level. Findings supported the estimated practices and gave for the first time also reliable data on the situation. More and more foreign language teaching lessons, dominantly of English language, had been assigned to primary school teachers with little or no pedagogical training to foreign languages teaching. For other languages (namely French, Spanish, Russian, etc.) the teaching was conducted by foreign languages teachers. It also became undisputable that Swedish was also taught mainly by primary school teachers with little or no pedagogical training to foreign languages teaching. The other survey conducted on linguistic competence in Swedish at the end of the

comprehensive school and the motivation of students to study the compulsory courses of Swedish. The survey was conducted together with the organization promoting Swedish language learning Svenska NU. From autumn 2016 the national curricula was changed so that two compulsory courses were moved from elementary school grades 7-9 to primary school grade 6. The overall results of the survey clearly demonstrate the overall Swedish language proficiency has degraded and the students attitudes towards studying Swedish as a result of this change have faded. The Federation of Foreign Language Teachers in Finland SUKOL has handed a memo to the Ministry of Education and Culture on measures to be taken to improve and encourage the studying of foreign languages at all levels. One of these measures is to restore the two courses back to elementary school grades 7-9. The measures also include the re-evaluation and reform of the system of entrance to universities / higher education so that it would also encourage studying foreign languages and give credit to the students who also matriculate in foreign languages.

At the end of April The Federation of Foreign Language Teachers in Finland SUKOL is organizing a Zoom mediated event on the state of Foreign languages learning in Finland with invited panelists. The themes discussed are:

- Basic education as a cornerstone of all learning - Language choices, influencing them and enabling them
- The entrance system to higher education steers high school students away from language choices - true or false?
- Language skills as a working life skill and a component of companies' growth potential - true or false?



Photos of the delegation at audience of the Minister of Science and Culture in charge of higher education, Mr Kurvinen.

Móðurmál – the Association on Bilingualism: Enriching language education in Iceland



Dr. Renata Emilsson Peskova*

Móðurmál – the Association on Bilingualism (Móðurmál) has provided mother tongue instruction in Iceland for plurilingual children since 1994. It is a volunteer-based, nonprofit, and non-governmental organization that promotes the children's right to learn their mother tongues other than Icelandic. Móðurmál supports and empowers small and large mother tongue groups and schools, mother tongue teachers, and immigrant parents with information, professional development, teaching space, and occasionally, with financial support. It develops mother tongue instruction, takes part in research on bilingualism and plurilingualism, and it collaborates locally and internationally. Increasingly, Móðurmál has also contributed to formulating Icelandic educational policies for students with diverse cultural and linguistic backgrounds.

In the past two years, Móðurmál's value for society was highlighted in connection with contemporary crises and challenges. First, it was during the Covid-19 pandemic when immigrant families became more isolated and more affected than the Icelandic ones. At that point, two Icelandic ministries decided for the first time to financially support mother tongue instruction, to reach out to the most affected children and their parents with online teaching. The second time that the immeasurable value of Móðurmál is clearly visible is right now, in the middle of the war in Ukraine. Our Ukrainian and Russian groups are working together to support their students and their community, but

they are also actively working with the authorities to help receive refugee women and children in Iceland and to coordinate help for Ukraine.



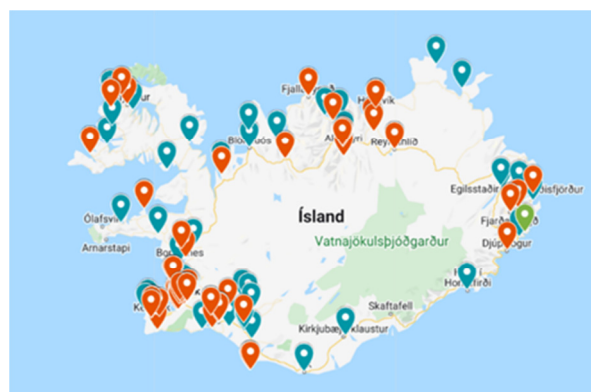
Móðurmál could not function without the many volunteers who teach their languages on Saturday morning in two public schools, available to them free of charge thanks to the long-term support of the City of Reykjavík, and in other public spaces, libraries, churches, and offices. Although the struggle to get formal recognition for the ambitious mother tongue teaching in many Móðurmál groups has not been successful so far, their work has become well known in schools, society, and among many institutions. We have collaborated with cultural centers, libraries, art galleries, the School of Education of the University of Iceland, and not the least STÍL - the Association of Language Teachers in Iceland. We are thankful to the former president of Iceland and the goodwill ambassador of languages at UNESCO, Madam Vigdís Finnbogadóttir, for her patronage.

Throughout the time, around 30 different languages have been taught in Móðurmál groups and thousands of children have taken part. The active groups today are fifteen and they teach Arabic, Bisaya, Bulgarian, Czech, Filipino, Hungarian, Japanese, Korean, Latvian, Lithuanian, Polish, Russian, Slovak, Spanish and Ukrainian. Groups can be contacted here through the website of Móðurmál.

Móðurmál has received several awards from different institutions such as the Human Rights Office of Reykjavík, the National Parents Association, and the Intercultural Center. The most recent award makes us especially proud. In 2021, the project manager of Móðurmál Library received the Order of the Falcon from the President of Iceland Guðni Th. Jóhanesson for her contribution to promoting literature in other languages than Icelandic. The library is run by a volunteer who is a professional librarian in her daily work. She has registered over 8000 children's and youth books in 86 languages into the national book catalogue and lends out books to individuals, mother tongue groups, and school libraries around Iceland. In 2021, almost 1500 books were borrowed. Schools and communities are increasingly calling for books in languages of the most disadvantaged language groups and books in languages that cannot be easily obtained



Móðurmál brings together children, families, and mother tongue teachers of various backgrounds through common activities and projects. Some of the very giving and successful projects were Móðurmál bilingual book, Sustainable Development Goals (SDGs) project, Empowering immigrant youth and children in Iceland, Icelandic language map, "Languages of the Heart" - the Guidelines for the Support of Mother Tongues in Schools and Afterschool Programs, or joint celebrations of the International Mother Language Day.



The bilingual book contained stories and histories handwritten by children in their mother tongues and Icelandic. This book was then printed and given to all school

directors in Reykjavík. In the SDGs project, mother tongue groups selected one or several goals and worked with them for one school year. In the end, a short video was created to share the work of the groups with the world. In the language map project, Móðurmál together with its partners helped raise awareness of various languages spoken by children in preschools, schools, and leisure centers around Iceland. Teachers and children discussed languages present in the classrooms and teachers entered the languages into a questionnaire. The languages were then counted - 109 languages altogether - and inserted into an interactive Google Map. The Guidelines "Languages of the Heart" were written by a group of experts and published by the Ministry of Education, Science and Culture in Icelandic, English, and Polish in 2020. This was the first time that the state expressed a clear message that plurilingualism should be valued and promoted in schools.

For nine years, Móðurmál has organized annual conferences for its mother tongue teachers, focusing on topics such as language teaching methods, teaching in diverse groups, sustainability of heritage language education, and curriculum development.

Móðurmál conferences

2013 - **Mother Tongues: A Ticket to Better Futures** (Mica Allan, Iceland, and Radka Dalová, the Czech Republic).

2014 - **Languages Stimulation of Children in Diverse Groups on Preschool and Elementary School Level** (Barbara Day, Denmark).

2015 - **The Treasures of Languages** (Deirdre Kirwan, Ireland).

2016 - **Beautiful Languages: Successful and Sustainable** (Olenka Bilash, Canada).

2017 - **Mother Tongue Instruction: Iceland, Sweden and Canada** (Trudie Aberdeen and Josephine Pallard, Canada, and Silvia Cordero, Sweden).

2018 - **The Mother Tongue Curriculum for Iceland** (Anna Reath Warren, Sweden, and Judith Purkarthofer, Norway).

2019 - **Móðurmál: Teaching plurilingual children.**

2020 - **Heritage Language Education Conference** (cooperation with Mother Tongues in Dublin, speakers from Ireland, Australia, Greece, Canada, the Netherlands, and Iceland)

In 2020, Móðurmál collaborated with Mother Tongues in Ireland to organize a common conference about heritage language education. This conference led to establishing a Forum of Heritage Language Coalitions in Europe, FOHLC Europe. FOHLC Europe organized its first international conference in 2021 with a focus on the future-proofing of heritage language education.

Thanks to Covid-19, mother tongue and heritage language coalitions around the world started talking, attending each other's online conferences, and collaborating on projects. In 2021, five international heritage language coalitions, including Móðurmál, came together to create common International Guidelines for Professional Practices in Community-Based Heritage Language Schools. These guidelines define universal principles

and good practices to guide HL programs in different geographical and political contexts. They are also a strong message to language educators and institutions about the quality and professionalism in heritage language educational settings.

The same coalitions, Heritage Language Education Network in Eindhoven, the Netherlands, International and Heritage Languages Association (IHLA) in Edmonton, Canada, Coalition of Community-Based Heritage Language Schools in the US, Mother Tongues in Dublin, Ireland, and Forum of Heritage Language Coalitions in Europe (FOHLC Europe), came together again on the occasion of the International Mother Language Day 2022 to create a common greeting on behalf of their schools and communities.

Throughout these lines shine the concepts of collaboration, professionalism, and sustainability. It is in the interest of our students to provide them with quality language education, and it is in the interest of the society we work in to support language educators. Móðurmál is a small association with a strong vision, and it has persevered in its efforts for three decades. Collaboration has been essential to Móðurmál's work and an increased local and international collaboration has led to improved services for its teachers and enhanced quality of its work for children and the Icelandic society.

*The author of the article Dr. Renata Emilsson Peskova works as an adjunct lecturer at the School of Education, Faculty of Subject Teacher Education, University of Iceland. She finished a B.A. degree in Andragogy and Personal Management at Charles University in Prague, an M.A. degree from Universität Bayreuth with major in Intercultural Communication / German as a Foreign Language. After teaching English and German in a compulsory school in Reykjavík for seven years, she worked on the PhD project School experience of plurilingual students: A multiple case study from Iceland that explored the interplay of linguistic repertoires and school experience of five students on an elementary school level who attended heritage language classes in community-based heritage language schools. Renata's research interests include plurilingualism and multilingualism, linguistically responsive and plurilingual pedagogies, language policies, heritage learning in informal, non-formal and formal settings, and linguistic identities. Her research is complemented by her roles as a co-founder and board member of the Czech School in Iceland and a board member of Móðurmál - the Association on Bilingualism.

GREAT NEWS from ESTONIA



The Virumaa Estonian Education Society was established on March 23, 2019. The aim of the society is to protect common interests in the field of education and culture, including the development of high-level Estonian-language education in Virumaa.

At the award ceremony, organized by the Estonian Education Association of Virumaa, Eesti Keelepööre awarded Ene Peterson, Chair of the Board of the Estonian Association of Foreign Language Teachers, a SPECIAL AWARD "Recognition for its long-term contribution to the teaching and development of the Estonian language".

Congratulations to Ene for the recognition, thank you for being an active member of FIPLV Nordic Baltic Region. We wish you all the best in your professional activities and personal life.

Estonian Language Strategy 2021-2035 Available in English!

<https://www.facebook.com/photo/?fbid=265688359086852&set=a.221394690182886>

NEWS FROM LANGUAGE TEACHERS' ASSOCIATION of LITHUANIA



VYTAUTAS
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1922-2022

VMU Established a Support Fund



Almantė Meškauskienė, President of Language Teachers Association of Lithuania

Vytautas Magnus University (VMU), an active member of LKPA, continuing the initiative dedicated to the support of Eastern Partnership countries, has extended a helping hand to the Ukrainians. In 2020, VMU established a support fund dedicated to students who suffered from repression by the Belarusian government. Now, this fund will also support students who suffered from military operations in Ukraine. The university is also prepared to welcome students and lecturers who are fleeing from war in Ukraine. Like other higher education schools in Lithuania, VMU has terminated relations with higher education institutions of Russia and Belarus.

Everyone is welcome to donate to the support fund for the Ukrainians: businesses, the public and individual persons. The received funds are used for scholarships to the Ukrainians who come to study at VMU: the support covers

their expenses on studies, accommodation, and settlement. If needed, these funds may also cover the students' subsistence expenses.

"We must not stand on the sidelines as the horrors of war are taking place so close to us. We ask everyone who is not indifferent to human suffering and supports democratic and humanistic values to donate to this fund. Our support is very important to people who have been affected by war and the political situation. The donated money will reach the members of academic community in Ukraine and the incoming students who need it the most. We express strong support to communities of our partner universities in Ukraine", VMU Vice-Rector for Communication, Assoc. Prof. Vilma Bijeikienė said.

For more information visit: <https://www.vdu.lt/en/vmu-extends-a-helping-hand-to-ukraine-everyone-is-welcome-to-donate/>

The Academic Community of Vilnius University of Applied Sciences are with Ukraine and Demonstrate Support for the People of Ukraine!



Jūratė Patackaitė, Violeta Žemaitienė, Danutė Belazarienė and the team

This year February events - the war in Ukraine and the disaster that struck the people of Ukraine - overshadowed all the work and events of Vilnius University of Applied Sciences (VIKO) academic community. The events were quite numerous and varied.

Vilnius University of Applied Sciences, while supporting Ukrainian teachers and students, condemned the military actions of the Russian Federation against the independent state of Ukraine and terminated the agreements with the higher education institutions of the Russian Federation and Belarus. The students from

Ukraine who have been studying in VIKO, were granted additional stipends, they have been exempt from tuition fees and dormitory fees, and lot of effort has been put into offering an opportunity for the young people to study. The community of Vilnius University of Applied Sciences continues to organize and contribute to various supportive actions to the Ukrainians who have been currently forced to leave their homes - students and teachers organize support concerts, take care of other needs of their colleagues from Ukraine.

At the end of February - beginning of March the lecturers of VIKO Foreign Languages Centre (UKC), members of the Languages Teachers' Association of Lithuania (LKPA) participated in the Unity and Solidarity with Ukraine campaign "Freedom shines" as well as took an active part in the International teaching week. It has become a tradition to meet partners and colleagues from Spain, the Czech Republic, Belgium, the United Kingdom, Libya, Germany, Poland, Albania, France, Italy, Portugal, Turkey, Romania, Cyprus, India, Kosovo, the Netherlands and Israel every year and share insights on relevant topics with students and fellow lecturers, both in the classrooms and online. A big number of the UKC and LKPA members participated in the lectures and events of the International Teaching Week: Danutė Belazarienė, Vytenis Končius, Jūratė Helsvig, Halina Klupšienė, Violeta Žemaitienė and Jūratė Patackaitė. VIKO Arts' study field students prepared an exciting cultural programme for their guests, in which talented VIKO students from Ukraine performed their national works.

These International Week meetings with colleagues were very special and once again demonstrated what unites the academic community in different countries: hatred of violence and the pursuit of freedom!

Alle Gedanken der ganzen akademischen Gemeinschaft von Vilnius University of Applied Sciences sind mit der Ukraine!

Die Ereignisse im Februar dieses Jahres: der Krieg in der Ukraine und die Katastrophe, die die Menschen in der Ukraine heimsuchte, überschatteten alle Arbeiten und Ereignisse der akademischen Gemeinschaft von Vilnius University of Applied Sciences (VIKO) und wieder erinnerten an die tragischen Ereignisse vom 13. Januar 1991 in Litauen.

Vilnius University of Applied Sciences verurteilte die Militäraktionen der Russischen Föderation gegen den unabhängigen Staat Ukraine und kündigte die Vereinbarungen mit den Hochschuleinrichtungen der Russischen Föderation und des Weißrusslands. Um die Unterstützung und die Ermutigung ukrainischen Lehrern und Studenten zu stärken, wurden an der Universität zu diesem Zweck wichtige Entscheidungen getroffen. Den Studenten aus der Ukraine, die an VIKO studieren, wurden zusätzliche Stipendien gewährt, die Studenten werden von Studiengebühren und Wohngeld für Studentenwohnheim befreit, und es werden intensive Vorbereitungen getroffen, um junge Menschen, die ihr Land verlassen mussten, aufzunehmen, sowie ihnen Möglichkeit zu geben ihr Studium an VIKO zu beginnen oder fortzusetzen. Die Gemeinschaft von Vilnius University of Applied Sciences organisiert und beteiligt sich weiterhin an verschiedenen Aktionen: unterstützt die UkrainerInnen, die derzeit obdachlos sind, hilft den Tieren, organisiert Unterstützungskonzerte.

Am Ende Februar und Anfang März dieses Jahres eilten die Dozenten vom Fremdsprachenzentrum der Vilnius University of Applied Sciences, die Mitglieder des litauischen Sprachlehrerverbandes (LKPA) nach der Arbeit oder abends zur Einheits- und Solidaritätsaktion mit der Ukraine „Freiheit leuchtet“, sowohl zu anderen Veranstaltungen in Vilnius, da Morgen und Nachmittage der Internationalen Trainingswoche und ihren Vorlesungen gewidmet wurden. Es ist zu einer Tradition geworden, jedes Jahr Partner und Kollegen aus Spanien, der Tschechischen Republik, Belgien, dem Vereinigten Königreich, Libyen, Deutschland, Polen, Albanien, Frankreich, Italien, Portugal, der Türkei, Rumänien, Zypern, Indien, dem Kosovo, den Niederlanden und Israel zu treffen, sowohl deren Präsenzvorlesungen als auch Online-Vorlesungen anzuhören und eine schöne Möglichkeit zu haben, an den Diskussionen der für alle aktuellen Themen teilzunehmen. An den Vorlesungen und Veranstaltungen der Internationalen Trainingswoche nahmen folgende Mitglieder des Fremdsprachenzentrums und des litauischen Sprachlehrerverbandes LKPA teil: Danutė Belazarienė, Vytenis Končius, Jūratė Helsvig, Halina Klupšienė, Violeta Žemaitienė und Jūratė Patackaitė. Die Kunststudenten unserer Hochschule haben für die Gäste ein spannendes Kulturprogramm vorbereitet, in dem an unserer Hochschule studierende talentvolle Studenten aus der Ukraine auch ihre nationalen Werke aufgeführt haben. Diese Treffen mit Kollegen während der Internationalen Woche waren etwas Besonderes und zeigten noch einmal, was die akademische

Gemeinschaft in verschiedenen Ländern eint: Hass gegen Gewalt und das Streben nach Freiheit!



Photos: Jūratė Patackaitė, Ingrida Galkauskienė and Eglė Šleinotienė

Participation in the Project Think4Jobs - Critical Thinking for Successful Jobs



Prof. Roma Kriaučiūnienė, Director of Institute of Foreign Languages of the Faculty of Philology of Vilnius University, former President of LKPA

Two institutional members of the Language Teachers Association of Lithuania - Institute of Foreign Languages of the Faculty of Philology of Vilnius University and Public Service Language Center have been successfully collaborating in the Erasmus Project Think4Jobs (2020-1-EL01-KA203-078797) since October 2020.

The project brings together a multidisciplinary team with several research centers involved with Critical Thinking (CT) education within the European Higher Education Area (EHEA) and the Labor Market across five European countries, namely Germany, Greece, Lithuania, Portugal, and Romania. The project aims to strengthen University Business Collaboration (UBC) for the effective promotion, development, support, and assessment of students' Critical Thinking. Additionally, the project exploits apprenticeships as a privileged interface in order to transfer students' CT skills into a professional context.

Two institutions representing Lithuania Institute of Foreign Languages of the Faculty of Philology of Vilnius University and Public Service Language Center have been working together to fulfill the aim of the project - to give higher education students the opportunity to develop critical thinking skills in a systematic way by means of blended curricula.

On 21-22 March 2022 the Think4Jobs project partners met for the first time in person in Bucharest, Romania to evaluate their 18 months' collaborative work, benchmark their achievements, and plan their further activities.

Much has been done during the period of the assessment. Firstly, hypothesis-driven research was tested by three research methods: documental analysis, class observation, and focus group interviews, was carried out, narrative reports were written by each project partner.

Secondly, a training curriculum for Higher Education Instructors and Labour Market Organisations Tutors on how to promote, develop, support, and assess students' CT in apprenticeships curricula as well as on how to develop blended curricula using Moodle was developed. VU team of researchers and PSLC representatives participated in a five-day intensive training Learning Teaching Training Activity LTTA that took place from 28/6/21 until 2/7/21 in an online mode. VU representatives prepared and delivered two training workshops for the participants of LTTA: How to promote CT with dilemmas? Konstanz Method of Dilemma Discussion (R. Kriaučiūnienė), How to promote CT with debates? (O.Ivancu, S. Poštič).

Thirdly, A Memorandum of Understanding (MoU) between Vilnius University and LMO partner Public Service Language Centre was signed and two Blended apprenticeships curricula for the domain of English as a foreign language (Faculty of Philosophy, "Childhood Pedagogy" and the Institute of International Relations and Political Science, "English for Academic Purposes and Research") were developed in close collaboration with LMO partner Public Service Language Centre. Blended apprenticeships curricula address critical thinking skills and other soft skills such as communication, collaboration, and time management, which were all defined in the Memorandums of Understanding by both partners - VU and PSLC.

Fourthly, the Critical Thinking Blended Apprenticeships Curricula (CTBAC) was implemented using the e-learning platform Moodle. Pre-testing, mid-testing, and post-testing of students' CT skills and dispositions were conducted for the purposes of research to evaluate the effectiveness of the curricula. In December 2021 Team Research Project presentations on the topic of critical thinking skills development at primary schools of the study programme of Childhood Pedagogy and Team Research projects on critical thinking in politics of the study programme of International Relations and Political Sciences were evaluated jointly in collaboration by the teachers of Vilnius university and representatives of Public Service Language Center.

By the end of the academic year, the learning outcomes of the blended curricula will be evaluated, the data of pre-testing, mid-testing, and post-testing of students' CT skills

and dispositions will be processed. The results will be presented at international conferences and published in international research journals.



The photographs were made at Bucharest (Romania) the Think4Jobs partner meeting. Vilnius University was represented by Assist. Dr. Ovidiu Ivancu; Public Service Language Centre was represented by deputy director Asterija Rudienė.

More about the project:

<https://think4jobs.uowm.gr/lt/pagrindinis-puslapis/>

https://m.facebook.com/Think4jobs_EU-102212831706571/

PEACE EDUCATION MATERIALS

<https://unesdoc.unesco.org/ark:/48223/pf0000125228>

<https://berghof-foundation.org/library/peace-education-resources>

<https://www.peace-ed-campaign.org/100-free-education-for-peace-and-justice-resources-online/>

<https://www.twinkl.co.uk/search?q=peace>

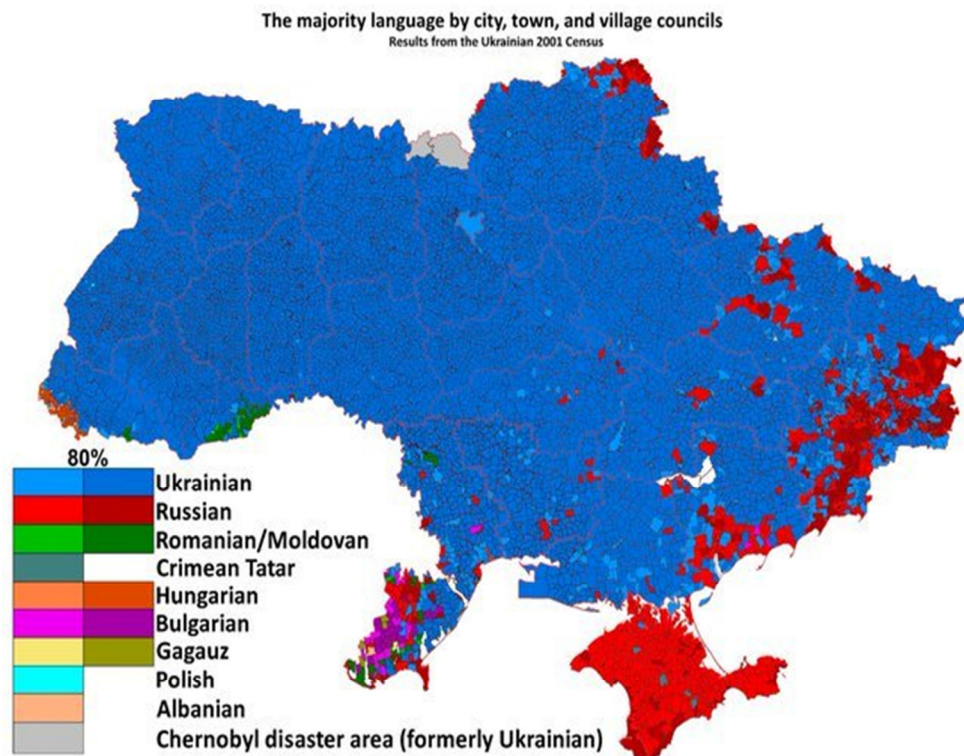
<https://www.quaker.org.uk/resources/free-resources/teaching-resources-2>

<https://therippleeffecteducation.ca/peace-activities-teens/>

<https://www.blog.montessoriforeveryone.com/promoting-peace.html>

<https://www.pinterest.com/pin/2040762301781591/>

Information and Teaching Materials to Help the Ukrainian Refugees



<https://www.twinkl.co.uk/resources/dual-language-inclusion-teaching-resources/ukrainian-dual-language-new-starter-eal-inclusion/english-ukrainian-ukrainian-dual-language-new-starter-eal-inclusion>

<https://www.techlearning.com/how-to/7-sites-and-sources-for-teaching-about-ukraine>

<https://www.ukrainianlessons.com/>

<https://www.ukrainianlessons.com/express-support-to-ukrainians/>

<https://www.ukrainianlessons.com/how-to-help-ukraine/>



POSTERS



The Electronic Newsletter is issued by: NBR President Sigurborg Jónsdóttir, Iceland;

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