























PEACE EDUCATORS HELP IN BOROBUDUR

REPORT BY MARIA CRISTINA QUINTILI

INTRODUCTION

Born in Macerata (Italy), she lives in Premeno (Province of Verbania). Ms. Quintili has been an elementary school teacher for over thirty years; her work also includes teaching adults, senior citizens, students with specific educational needs and foreign students.

She participated in many didactical-educational projects, such as:

- EU Socrates-Comenius project, didactic circles of Macerata and Verbania (Italy);
- a linguistic project on literary subjects for children's literature (comics, fairy tales, legends, stories and novels);
- the 'Libriamoci' project, generating ideas and building a book for children, within the 'La Scuola Adotta un Monumento' (The School Adopts a Monument) project for the conservation of Italian artistic and cultural patrimony - both projects done for the Macerata school district authority.

Ms. Quintili is dedicated to inter-cultural and diversity education, religious and spiritual education, peace education and non-formal education. She worked in numerous educational-didactical projects: "A peaceful future" in 2003, "Searching for peace" in 2004, "Peace in the Outer and Inner Environment" this year, all inspired by Lama Gangchen's principles for better living, in order to create a Peace Culture, which may bring hope to future generations, and by his teachings about non violent medicine and inner peace, which is the most solid foundation for world peace.





Peace Educators

LGWPF action in Borobudur

Premise

The concept of peace is not defined only as opposed to the idea of war, but implies that it is transformed into a real taboo, by virtue of a network of value acquisitions that since childhood are going to affect the depth of our consciences of sentient beings and citizens of the world. It is not just a matter of content, but of attitudes and feelings that the School must cultivate and nourish with determined determination. For this reason, deciding to teach classroom teaching activities to the promotion of “peace in the world” is an essential objective, to which children must be accompanied: it is essential that puppies learn to oppose with the tools of culture and culture. resilience to ignorance and violence that today seem to dominate much of the world and which are at the root of the evil that is found there. Referring to peace education also serves to redefine the ethical boundaries and the sense horizons of the School as it is today in Italy: institution called not to be satisfied more than repetitive learning to point decisively and convincingly on their re-elaboration in functional ways to construction of skills (MIUR 2015 and 2017).¹ The Italian school of today should not aim at the scholars’ erudition but rather at their conscious citizenship in a general sense and starting from each specific disciplinary area (pupils-citizens who feel at ease and act autonomously and in a consciously responsible way) . This change of register of the Institution-School in Italy and in Europe is supported by a new culture of evaluation. The concept of evaluation that in the school has been translated so far in exclusive judgment (from exclude, to select the promoted from rejected) now assumes the in-clusive dimension: evaluating means today “giving and receiving value” and this perspective redefines the ‘teaching as a relationship of mutual exchange between the teacher and the student.

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It is not just about working on the various disciplinary areas, but about putting the children at ease in terms of active citizenship in the world near them and, where possible, in the distant one: we must certainly operate from the disciplines, but to overcome the boundaries of purely academic learning (primary learning) by freeing minds and bodies to conscious and responsible action that should be implemented in the context of immediate proximity and possible globalization (competence learning or secondary).

¹ M.I.U.R. Italian Ministry of Education, University and Research: “Experimental adoption of the new national models of certification of skills in schools of the first cycle of education”, CM n.3, Rome 13 February 2015. M.I.U.R. “Guidelines for the preparation of the Three-Year Plan of the Training Offer”, Note n.2905, Rome 11 December 2015.

M.I.U.R. “Rules regarding assessment and certification of skills ...”, D.L. April 13th 2017, G.U. n. 112 of the 16/05/2017, Suppl. Ordinary n. 23.

The work developed following three successive phases linked to each other by the fil rouge of interculturality that connected the experience of the Italian school with activities that saw the children of the Island of Java as protagonists.

The experience in the Italian school (phase 1)

The pupils of the Alto Verbano Comprehensive School Institute, of the School in the Hospital of Piancavallo (Verbania, Province of Verbano Cusio Ossola-Italy), admitted to the “Division of Auxology” of the Scientific Research Auxological Institute of Piancavallo (Verbania) , body specialized in the treatment of problems of body growth and eating disorders, can experiment with the free use of teaching materials prepared and made available by teachers, in a Montessori-inspired school learning environment, exercising fine motor skills and their creativity.



The images refer to the “Christmas Laboratory” project to learn and have fun

This year we also worked on an educational project on environmental issues, such as the correct disposal of solid urban waste and on the possibility of reusing and recycling different materials and objects. The CLIL methodology has also been introduced in the Italian teaching area.

In this case the small students have designed and produced lap books in the double linguistic code (Italian and English) on the topics covered, interacting in the group according to the rules of cooperative learning (cooperative learning).



The rule of the three Rs: Re-use, Reduce, Recycle



Using poor material and recovery, the children have built objects for the “Christmas Market” in order to allocate the offers collected to Indonesian peers and the Himalayan regions, knowing from the beginning that the harvest would then be brought to the countries of destination and delivered to the interested parties by the volunteers of the non-profit associations involved “Help in Borobudur” and “Lama Gangchen Help in Action”.

The images that follow refer to some of the artifacts made by children with the guidance of their teachers Emanuela Giacomazzo, specialized in the Montessori Method and Maria Cristina Quintili.





Parallel to what happened in the school of Piancavallo, in another area of Piedmont the students of the third class B of the Primary School "Cavaglia" of Carignano, a small town of the plain in the Province of Turin, to respond to a request for help received from the school of Giripurno (Java), a village in the forest of the mountain area near the temple-mandala of Borobudur to which the Ngal-So lineage is linked, to which Lama Gangchen Rinpoche belongs, have prepared, with the guidance of their teachers, flags of the peace to be given then to the Indonesian school children together with a video projector of which the teachers had expressed the need.

Interculture and peace education in Java (phase 2)



It is thus that, alongside the initiatives envisaged by the Lama Gangchen World Peace Foundation at Borobudur, a group of conventions and volunteers from the aforementioned Associations has been able to give life to a meeting with the Javanese school to foster cultural exchanges already activated over time. between the two realities and provide for the delivery of donations in teaching materials and money.



Here Roberto Colautti, volunteer and parent of a pupil of the Carignano school, with Joseline Preckel (volunteer from Germany) during the delivery of peace flags to Indonesian teachers.



Little was enough to realize how teachers and pupils of the School of Infancy and Primary in Giripurno (Isola di Giava) work with marvelous dedication and enthusiasm and in spite of their commitment they make use of elementary materials, being unavailable the resources to buy modern technological facilities. In those schools, even today the textbook is almost always the only source from which to draw knowledge while the attention given by the children to the lessons of the masters is as intense as the desire to learn new things.



Book and attentive listening are the only tools available to Indonesian pupils.



Indonesian teachers of the Kindergarten and Primary School of Giripurno (Island of Java)

After a short visit to the classes of which the images are only partially accountable, Anna Vogt, President of the international "Help in Borobudur" Association, has delivered the video projector, we mentioned, to the Headmaster of the school who, always in relation to the idea of creating bridges of intercultural solidarity, the previous year had received a computer as a gift from the same Association. Meanwhile, teachers and volunteers have provided the distribution of materials for painting (fabrics, natural colors, jars, brushes, small plywood boards on which to draw, bins with water to set up dyes and buckets for decanting and washing hands and brushes) and for the processing of clay (raw clay and plastic plates). The teachers provided deliveries to the children inviting them to draw flags of peace or any other subject they considered useful to give free rein to their creative streak. In this way, the children were able to decide in absolute autonomy what to do in response to the messages received from the Italian children and then to express elaborated works both with the drawing and with the manipulation of the clay.

The images that follow document the brief phase of reflection of the children to collect ideas and the development of subsequent laboratory activities related to the "peace flags".



(from left to right: The Director of the Giripurno School receiving the video projector, Brigitte ----, Joseline Preckel (Germany), Anna Vogt (Switzerland), Roberto Colautti (Italy) and the Administrative Secretary of the local Institution .

Students, teachers and volunteers from the two agreed associations then saw the screening of the video with which the children of the Italian school in Carignano wanted to send their videotaped and personalized messages to their peers in the Javanese village.



Subsequently, the group of volunteers handed in cash contributions of various origins to testify their proximity to the educational work that takes place in the school and to contribute, as far as possible, to putting into practice the right of children to be able to build their own autonomous emancipation cultural, by allocating appropriate resources and choosing them according to their needs and specific circumstances.



Left: Andrea Varini (Italy)



Right: Here we recognize Mariavittoria Tosi (formerly Italy-Australia) while giving the Headmaster of the Giripurno School a donation of funds collected, thanks to an initiative by Andrea Varini, from the jazz concerts of his group.

Other funds were then delivered by Italian volunteers who had collected them in the months and days before the visit. Here we bring back the photo of the delivery.



From left, the Italians Silvia Magistrini, Tiziano Pera, Anna Vogt, M. Cristina Quintili, Brigitte ---- and Joseline Preckel (Germany): the same who then also recognize themselves in the following image in which, last to the right, Maya appears, the precious and dynamic cultural mediator.

The surprise of the outdoor art workshop (phase 3)



Actually, when we arrived, some of Giryphant's children had noticed that two of our three cars had a nice encumbrance in their backs made up of colorful mats and a whole host of other things, but they could not know of the surprise that Anna Vogt would have for them realized in a few hours with the complicity of everyone, volunteers and teachers of the village school. Anna, in fact, as well as being President of the "Help in Borobudur", is an artist sensitive to the creative freshness of children and the value of educational proposals outdoors, in close contact with that wonderful nature that expresses itself in Java its beauty and power, as evidenced by the luxuriant forests, the colorful orchids, the volcanoes still largely active and the sea which is a fundamental part of the whole Indonesian archipelago.

After a brief interview with the teachers, with her supervision as director of the activities, Anna set up an outdoor art workshop. The children, class by class, have collaborated to unload the materials from the cars and, arranged the mats on the ground, they are accommodated.

Meanwhile, teachers and volunteers have provided the distribution of materials for painting (fabrics, natural colors, jars, brushes, small plywood boards on which to draw, bins with water to set up dyes and buckets for decanting and washing hands and brushes) and for the processing of clay (raw clay and plastic plates).



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And again the air that will allow you to finish the works by drying the water and fixing the color in the fabric.

In schools in Western countries, it is noteworthy that when children are working side by side and are about to make drawings in the face of large and not strictly prescriptive deliveries, they often stumble into the uncertainty of the "blank page" and are you are tempted to copy what is achieved by those of them who have the courage and autonomy to leave first. Among the children of Giripurno it was not like that: everyone has elaborated without uncertainty his own horizon of creative communication. The same happened in the case of the laboratory dedicated to the handling of clay. In both sectors, each child has made himself, expressing the breath of the world according to his sensitivity and his dream with simplicity and serene application: no one has made elaborate already thought by others while all, together with colors and clay, have patiently kneaded and wisely knowledge, intuitions, experiences and abilities, a living testimony of the competence that in Italy and in Europe we see as a goal to be built with difficulty.



The conclusions

At the end of the afternoon of work we left also because the school time had arrived at the final bell. After the greetings and hugs the group of volunteers returned to Borobudur, the place from which he had left. The synthetic description of an experience of this kind can only end with questions that, by their nature, open hearts: how can we forget the eyes of the children who have crossed our projecting their dreams of the future on us?



We are convinced that peace requires a long way to go perhaps barefoot and the experience of Giripurno has given us a profound testimony: how can we forget that every schoolboy we met, on entering the path to go home at the end of the day , took care to take off the shoes he had worn during school hours, moving towards his own future barefoot?



ENGLISH

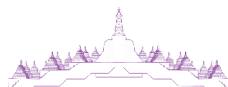
INDONESIAN

JAVANESE

Good Morning	Selamat pagi	Sugeng énjang
Good Afternoon	Selamat sore	Sugeng Sonten
Good Evening	Selamat malam	Sugeng mdalu
Good Night	Selamat tidur	Sugeng saré
Good Bye	Selamat yalan	Sugeng tindak
Thank you	Terima kasih	Matur nuwun
You are welcome	Sama-sama	Podho podho
How are you?	Apa kabar	Piyé kabaré
Fine	Baik-baik	Apik Apik aé
What is your name?	Siapa Nama Kamu?	Sopo Jenenqg mu?
My name is	Nama saya	Jeneng ku
Where do you come from?	Kamu datang Darimana?	Kowe teko seko endi?
I come from	Saya clatang dari...	Aku teko seko...
See you again	Sampai jumpa lagi	Sesuk ketemu maneh
I love you	Aku Cinta Kamu	Aku Seneng Kowe
No	Tidak	Ora
Yes	Ya	Yoh
How much	Berapa Harganya	Piro regané
Expensive	Mahal	Larang
Cheap	Murah	

NUMBERS

1- Satu	Siji	9-Sembilan	Songo	50- Lima	Seket
2- Dua	Loro	10- Sepuluh	Sepuluh	60- Enam	Sewidak
3- Tiga	Telu	11- Sebelas	Sewelas	70- Tujuh	Pitung puluh
4- empat	papat	12- dua belas	Ro las	80- Delapan	Wulung puluh
5- Lima	Limo	15- Lima belas	Limo las	90-Sembilan	Sangang puluh
6- Enam	Enem	20- dua puluh	Rong puluh	100- Seratus	Satus
7- Tuju	Pitu	30- Tiga	Telung puluh	1000- Seribu	Sewu
8- Delapan	Wolu	40-Empat	Patang puluh		



ENGLISH	INDONESIAN	JAVANESE
I	Saya	Aku
You	Kamu	Kowe
Where are you going?	Mau Pergi kemana?	Arep lungo ning di
I want to	Haya mau	Aku arep
Go to	Pergi ke	Arep hing
Eat	Makan	Mangan
Drink	Minum	Ngombe
Sleep	Tidur	Turu
Post Office	Kantor pos	
Market	Pasar	
Buy	Membeli	Tuku
Pay	Membayar	
Sorry	Maaf	Njaluk Ngapuro
No problem	Tidak apa- Tidak apa	Ora popo
Happy	Senang	Seneng
Unhappy	Susah	
Hungry	Lapar	Lesu
Full	Kenyang	Wareg
Tired	Capék	Kesel
Already	Sudah	Uwis
Not yet	Belum	Durung
Be carefull	Hati-hati	Ngati-ati
Slowly	Pelan-pelan	Alon-alon
Fast	Cepat	Cepet
Take a walk	Jalan-jalan	Mlaku- Mlaku



