

La Ngonpo Diary

or Who We've Met in the Blue Pass

Introduction

DEAR DIARY USERS,

The book you have in your hands will serve you not only as a planning diary but you can also get some information from behind the scene of the educational project La Ngonpo. As a planning diary it allows you to plan in detail your activities in the whole calendar year. Because it is not printed for one particular year, you can use it anytime in the future. You will have an opportunity to read interesting fragments from the La Ngonpo project – A Meeting Point, which has brought us, as the implementation team, a lot of new, informative, interesting and entertaining moments.

The entertainment, information and nice reading are presented through amazing photos of Indian Ladakh and other places, and interesting texts whose authors were cooperating at La Ngonpo project – international project of partnerships among Czech and Indian schools in 2010–2012. Teachers from Czech and Ladakhi schools, volunteers and people of the realisation team shared with us the experience from the project realization.

Among other things, in the Diary you can read about what the methodologists had to take into account before the methodical manual for teachers was created, how you can become a volunteer in India and what it feels like, what is the most appreciated thing about the project from the perspective of teachers, how is the project evaluated by experts who work in the field of global development education or what the internet partnership and education can look like.

Please, take this diary as a collection of our experience with such a large international project. La Ngonpo was a pilot project, many of our plans and expectations were fulfilled, others only partially and some had to be adjusted and adapted during the project. Some expectations turned out to be just impossible.

Nevertheless, the organizers, teachers, pupils and volunteer made a step forward thanks to this project in our professional and personal perception of the world. The teachers received methodological material which can be used in the classroom, students had the opportunity to meet with peers from across the world through the Internet and the impulse to find connections between their life here and the life of people elsewhere, volunteers returned from India enriched with new experiences. The general public was given the opportunity to get acquainted with the project through a traveling exhibition that combines works of Czech and Indian pupils, photographs and quotes of all involved - students, teachers, volunteers and the organizing team.

We hope that this diary will become a companion not only for teachers and students of participating schools or workers and volunteers of non-profit organizations, but also for other people interested in Global and Development Education and Foreign Development Cooperation in Czech Republic and other countries.

Enjoy it

On behalf of team La Ngonpo, Romana Vylitová, Project Coordinator
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**1) What does
La Ngonpo
mean?**

In Ladakhi language, the mother tongue of people living in the north of India, La Ngonpo means a blue pass. At one time, mountain passes meant for mountain inhabitants the possibility to meet people living on the other side of mountains. For us, this project is some kind of such a pass.

What?

La Ngonpo is a three-year educational project aimed at multicultural and global education of 12–16 year-old students. It is meant to connect children from different parts of the world and to present life in developing and developed countries, their similarities, differences and interconnectedness, and thus awake their interest in development issues. The project is unique thanks to its innovative methodology that can be used by teachers in various school subjects, and also thanks to the possibility for students of different cultures to communicate via the internet.

Why?

The global development education (GDE) prepares students for life in the contemporary rapidly changing world, inspires them to form their own opinion on problems surrounding us and leads them to develop the ability to solve these problems. At the beginning of the project, we created a methodology and searched for schools that would like to participate in a partnership and try GDE in practice. A partnership gives students an opportunity to interconnect theoretical and practical knowledge and to see the world in a wider context.

Where?

La Ngonpo project includes Ladakhi and Czech schools, since 2012 schools in Nepal have been taking part as well. Other schools from virtually any region may also take part; there are no restrictions as for the territory. In the Czech Republic, especially students aged 12–16 (i.e. of higher grades at elementary schools and of lower grades at 8-year comprehensive schools) participate in the project. The La Ngonpo project is taught mostly within the English classes, geography, civics and art classes.

When?

La Ngonpo project was supported by the European Commission within the Public Awareness and Education for Development in Europe Programme during 2010-2012, and also by the Ministry of Foreign Affairs of the Czech Republic within the Educational Development Programme. Both the methodology and the know-how concerning partnership with schools in developing countries are now available to everyone interested.

How?

La Ngonpo project, based on partnership between schools, consists mainly of lessons taught by the methodological manual "La Ngonpo: A Meeting Point" (more in chapter 10), outputs shared on the internet (more in chapter 2 and 3), volunteer work in Ladakh and Nepal (more in chapter 4), public exhibitions (more in chapter 6) and production and promotion of the film "Out of Dreams".

Who?

The project was initiated by the Brontosaurus movement (Blue Stone) that has been active in Ladakh since 2006. In 2010, the movement contacted Multicultural Center Prague that accepted a patronage and implemented the project afterwards, cooperating with organizations such as NaZemi, Fundacja Nowa Ameryka, Moravian Mission Welfare Society in Leh and Students' Educational and Cultural Movement of Ladakh (SECMOL). For more see chapter 7.

What is important?

The project could not have been realized if it were not for cooperation with enthusiastic teachers of pilot schools and schools taking part later, trainees and volunteers working both in the Czech Republic and Ladakh, partner organizations and external experts.

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THE INDUS VALLEY, LADAKH
Author: Vítězslav Nový

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**2) Voices
of Czech
teachers**

Since its launch in 2010 more than twenty Czech schools have been involved in the project. Thanks to La Ngonpo methodological manual teachers got a tool to integrate subjects of global and multicultural education into everyday teaching and thus open new horizons to students. Diverse activities, discussions and creative tasks allow students to form their own opinions, strengthen cooperation and develop listening to the others. At the same time and through a partnership with a school from the other side of the globe they gain information about the lives of their peers who grow up in different geographical and cultural environment.

What does the participation in the La Ngonpo project mean to the teachers?

It is kind of a challenge to overcome the traditional teaching methods and venture into the unknown. Most teachers found fun and interactive teaching methods especially beneficial. Bohuslav Sedláček, an elementary school teacher in Vsetín, Czech Republic, appreciates new topics in multicultural and global education and is planning to use some of La Ngonpo lessons in his regular classes. "I like the lessons about values and ethics a lot", he adds.

Věra Vodnářková from another Czech school in Vrchlav points out the cooperation of more teachers in this project. They got a chance to enrich their subjects with new themes and methods for which they lack time in regular classes.

What was the main benefit for students?

La Ngonpo methodology is something new and in a way original not only for teachers but also for Czech students. It makes them more active, creative, and offers the opportunity to look at things from different angles. They learn to express their own opinions, respect those of others and realize that not all the questions have definite answers. "Pupils tried working in a group where they all had to agree about a topic. They realized that life is not only about one's opinion without mutual compromise and cooperation, and that is in my opinion the main benefit of this work," says Lenka Dvořáková from Brno about her students.

"The experience of discovering and getting to know our partners brought a desire to learn more about every-

day life of their peers in Asia and possibility to find new friends," describes Lenka Novotná from elementary school in Krhanice the experiences of her eighth grade students.

School partnership was also one of the main motivations for students and teachers to participate in the project in a long term. It is a unique chance to peek into the life of kids from the other part of the world and compare what they have in common and what, on the contrary, makes them different. English language is the communication tool, which enables pupils to realize the significance and importance of language learning as well as it gives an opportunity to test their knowledge.

What problems did the teachers encounter?

It was the lack of time for implementation of activities on both sides. Some teachers had troubles to follow lessons time schedule; to complete all the modules in case of disruption by other school activities, was an obstacle, too. Also tasks involving taking pictures or internet work consumed a lot of time.

Frustration from the lack of communication with the partner class, caused by technical problems with internet connection in India, was another problem. One of the Czech teachers mentioned: "The Ladakhis became as imaginary for my students as if they existed only in a textbook."

During the La Ngonpo lessons students had sometimes difficulties to understand the meaning or verbalize the topic. "In my opinion, pupils had difficulties to define themselves – perhaps they were afraid or shy or never dug into their hearts to think about what kind of personalities they really were," says Lenka Dvořáková about her experiences with 'Circle' module, where students were asked to describe their multiple identities. For them it was also hard to believe that their answers are not marked, that they can discuss the topic and confront their opinion with other students and the teacher.

Potential

La Ngonpo methodological manual can also be used outside partnerships with schools abroad. "The methodology is perfectly prepared not only for cooperation with an Indian or other school; its use is much wider. The class would have been bereft of contact with another class but La Ngonpo manual can serve as the basis for global or multicultural education," outlines the possibilities of further use Jana Sigmundová from elementary school in Úvaly.



LA NONGPO LESSONS IN ÚVALY ELEMENTARY SCHOOL
 Author: Anna Fischerová

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La Ngonpo changes Czech schooling

BOHUSLAV SEDLÁČEK

What a teacher involved in the project thinks about it

Uniqueness

I consider La Ngonpo project to be unique. It connects different cultures, enables virtual and personal meetings of people from distant places in the world; people who wouldn't probably have met otherwise. Czech students have a rare opportunity to share and exchange their opinions and views with children from Ladakh or Nepal. The communication language is English which brings the much needed and almost absent practical use of the language in Czech elementary schools.

I also appreciate that the project goes beyond traditional concept of school subjects, which divide today's complex world into chemistry, physics, maths, history, geography, Czech language, art, civics, etc. La Ngonpo doesn't allow this simplification and presents more compact view of the world with its problems, opportunities and diversity.

Using the manual, a teacher is given a well arranged and precisely elaborated methodology. The lessons are based mostly on active learning methods, pupils are encouraged to cooperate, listen to others, formulate and express their own opinions and practice their discussion skills. An important educational feature is the project website where every school, student and teacher has their profiles. Pupils complete their tasks and share the outputs with a partner school over the internet. They can monitor activity of their peers and see how children, for example in India, deal with the same assignment. In addition, a teacher gets a useful tool for monitoring and evaluating the work of individual students.

From my point of view I can say that La Ngonpo makes a teacher's job easier. It presents prepared

lessons of cross-cutting topics – especially multicultural and environmental education which can be integrated into geography, art or civics. The lessons are also applicable independently on the project.

Integration into curriculum

Integration of the project into regular classes might be a problem. It is relatively time consuming, requiring approximately one lesson a week during six to seven months. Within which subject? Which class? How does it go together with the school curriculum? Should a teacher participate alone or share lessons with other colleagues? These are questions to which, of course, each school will respond differently depending on their possibilities. In our school we used the time intended for cross-cutting topics within school curriculum. In the school year 2011–2012 we implemented La Ngonpo into civics having one lesson besides the regular classes available. It actually provided us with a new methodological material for multicultural and environmental education. This school year (2012–2013) we are running La Ngonpo project in the ninth grade where it seems to be an ideal choice both in terms of content and teaching methods for the subject of global education.

Potential

La Ngonpo project has the potential to contribute to the change of Czech educational system. To teach students without pointless memorizing, yet lead them to the arguments based on critical reading and facts studying. To make sensible use of information and communication technologies to shorten the distances between people, connect two different worlds and thereby contribute to self-knowledge and development of respect for otherness. And to expand the much needed use of English outside usual language lessons.

The author team of La Ngonpo Project did a great job providing schools with an excellent methodological tool.

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DISKIT MONASTERY, LADAKH
Source: MKC Prague

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How we've made a breakthrough after all



STUDENTS FROM ÚVALY ELEMENTARY SCHOOL
DURING AN ACTIVITY "FIREWORK"
Source: ZŠ Úvaly

JANA SIGMUNDOVÁ

"So we've made something big after all..."

That was the reaction of my ninth grade students in June 2012 when I showed them this photo in the new English version of La Ngonpo methodology. Has it been a year already?

That photo was taken at the very end of a project that was supposed to enable children and teachers to communicate with their partners in India, to learn a bit about a distant culture they can hardly imagine, and above all, to give the opportunity to look at things surrounding them from a different perspective. At least according to our expectations. I think that those expectations were and still are real even though it very much depends upon the conditions on both sides. While looking at the

picture I say to myself we got one more bonus that we all counted on deep inside. We enjoyed it...

At the end of 2010/2011 school year and at the last minute I was invited to take part in La Ngonpo project. I was enthusiastic about the training, my head full of ideas and possibilities... in one word: total chaos. After the first wave of enthusiasm a lot of questions arose. Is our school capable of participating in such a project? Will I handle the coordination? Am I able to convince my superiors about its benefits? Can we manage to teach it in different subjects? Will I get support from my colleagues? And from which ones? And most importantly, do I have a suitable class? To meet at least some of the expectations and benefits, it is necessary that the children are eager to participate and work on it. I spent a long time over these considerations and that turned out to be very wise. I would recommend everyone to find this time before they launch into something similar.

The class 9.B appeared to be most suitable. More or less twenty students who seemed to be confident and cohesive. The group consisted of study types with good language skills, creativity and was capable of working with methods of personal and social development education and developing key competences. And one more important factor – a motivated class teacher and my colleague who led children through most of the project.

We started the project and La Ngonpo lessons became a part of regular classes. Sometimes the lesson went better, sometimes worse. The communication with the school in Mulbekh did not work out quite as we expected, so the initial eagerness somehow faded. The teachers, however, managed to maintain a certain level of motivation thanks to well-taught lessons. In December the Ladakhi students went on a long winter break and I was a bit concerned that my students would forget La Ngonpo and we would have troubles to start it again in March. Luckily, we had a chance to participate in La Ngonpo workshop in February. Children from the other ninth grade that were not involved in the project were also invited to the workshop. They had a choice to either take part or not, and that was the moment when the feeling of uniqueness arose, I think. The kids engaged in the project felt they were a part of something where only 10 classes from the whole country were involved and it boosted them in an effort to continue in the project. They reconciled with the fact that they wouldn't be chatting with Ladakhi children and that the main focus lies in the lessons that bring them many interesting things to learn.

Related events, in which students took part and devoted their free time to, played an important role for the success of the project in our school. At the end of April two kids appeared on radio broadcasting at Channel 2 of the Czech National Radio Station. That was followed by the preparation of school exhibition where two pupils made a presentation on the topic, "What have we done in this project this year?". The exhibition was very well received, mostly by colleagues from the lower grades, who appreciated older kids' approach to smaller ones. Not only the recognition of classmates and teachers, but the opportunity to go to the official opening of the La Ngonpo exhibition in Prague was the reward for participating students. Also the fact that Indian teachers visited our school in Úvaly was quite significant. It was a pleasant proof, both for pupils and teachers, that there's someone 'on the other side'. And when the Indian teacher Chamba Ghlack explained why his students didn't respond and the communication slowed down, I think that most of my students forgave them. They looked at what this project brought, from a different point of view.

Personally, I am glad while I'm looking at this picture and the now former class 9.B is around, lively discussion is in full flow. They are thinking back, shouting, asking about India and they are laughing a lot... and I am satisfied because it was worth after all. We'll all forget the negatives, won't we?



STUDENTS FROM ÚVALY ELEMENTARY SCHOOL DURING LA NGONPO LESSONS
Source: Kateřina Borovičková and Úvaly Elementary School

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**3) Voices
of Ladakhi
teachers**

Not everything we do has to be done for marks

“Diversity brings colours into our lives and fills our minds with peace and tolerance. Through the partnership, students of both countries can exchange their opinions on certain topics and consequently enrich the lessons. Students learn with joy and do not see the education as a boring activity. This is what the La Ngonpo project is about,”
Sonam Wangdu of Ladakh Public School in Leh about the partnership between schools.

What does the participation in the La Ngonpo project mean to the teachers?

Indian teachers involved in the La Ngonpo project agree that it brings apparent benefits to their schools, students and teachers as well. The special methodology gives them new options in teaching and provides them with new approaches to education. Students can better learn about and discover themselves. As teachers put it, the educational system in India is quite rigid and leaves no space for creativity. Chamba Ghlack, a teacher of Spring Dales Public School in Mulbekh, appreciates that the project has enabled him to try out various techniques of teaching and that he could share these techniques with his colleagues.

In Ladakh, India, every year teachers met with Czech volunteers who showed them how to work with the La Ngonpo website and encouraged students to take part in the La Ngonpo classes. Ladakhi teachers praise the Czechs they met for their hard and organized work and responsible approach to work. As Chamba Ghlack said: “Czech visitors are not ordinary tourists or strangers, they are exceptional.” Ladakhi teachers praise Czechs for their interest in the Ladakhi culture and the lifestyle of local people.

Sonam Wangdu of Ladakh Public School also appreciates the communication with Czech partners: “Exchange of opinions and information improves our perception of life and its full appreciation.” His mixed feelings, he had at the beginning, were gradually replaced by the belief that the project is exceptional for its attempt to near two different cultures.

Tabitha Dana of Moravian Mission School comments on her experience: “To be a part of the La

Ngonpo project is like to open a new window – to someone who is sitting in Ladakh and trying to understand a completely different way of teaching.” Teachers see other positives as well – developing mind, creativity, understanding globalization and its impact on the local people and the economy.

What benefits does the project bring to students?

According to students, La Ngonpo classes are completely different from regular classes, as students learn in playful and meaningful way (e.g. by stories), use new techniques (photography and video), find new friends abroad and reflect on their lives.

During the project, Chozang Namgial, a teacher from SECMOL, discovered in his students

a creativity that they could not show in the Ladakhi educational system. Students are offered activities that help them to develop in this way. Chozang Namgial finds out that with La Ngonpo project he can go even further: “By not giving students ‘academic’ tasks, but rather tasks such as drawing, moulding a model of school, or building various shapes from sand or clay, I am trying to show them that not everything they do need to be analyzed and counted, or be a subject of examination and marks.” He also believes that practical testing is more beneficial for students’ development and education than concentration on facts and theories.

Chamba Ghlack points out the following: “La Ngonpo forces students to think about their city, region, village and their lifestyle. Discussion of different topics helps them to consider the importance of their origin, Ladakhi culture and life in this remote and beautiful part of the world.” He adds that most subjects in India’s educational system are focus on mere knowledge and teachers have no time for students’ personalities and their development.

What was important about the partnership with Czech schools and what was your impression of Czech volunteers?

The cooperation with Czech schools, a part of the project, was based on the exchange of information via the internet. The internet communication was immensely difficult for Ladakhi people, as the internet connection did not work and required an extra initiative of teachers. Nevertheless, the cooperation via the internet motivated and educated the students.

Chamba Ghlack comments: "It is a challenge for us and it is amazing to watch students how they examine the outputs of Czech children and compare them with their own." Chozang Namgial from SECMOL says: "I intend to continue my La Ngonpo classes even after the project is finished, because I see positive effects they have on my students."

What problems did you encounter during the project?

Most teachers agree that the biggest difficulty in the project was the slow and unreliable internet connection. Karma Tashi Phuntsok of Lamdon Model Senior Secondary School mentioned a problem that occurred in other schools as well: "The poor internet connection prevented us from updating the work and outputs of our students at La Ngonpo web pages."

Ladakhi teachers also had difficulties finding time in their teaching schedules. "Activities are being planned in great advance and for the whole school year, so it sometimes happened that the project classes were overlapping with other classes," says Sonam Wangdu of Ladakh Public School.

An interesting observation came from Chozang Namgial who saw the problem in the fact that most students were shy to take over the initiative and take an active part in solution making. "In the future, I would like to be able to encourage them to be more confident and active," adds Chozang Namgial in the end.



LADAKHI TEACHERS

Author: Romana Vylitová, Jan Dušek



TEACHER TRAINING ON HOW TO WORK WITH LA NONGPO WEBSITE,
LADAKH PUBLIC SCHOOL, JULY 2011
Author: Linda Fidrmucová

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**4) Through
the eyes
of volunteers**

Visiting new places while helping

"A well-known Czech saying to connect pleasant and useful or 'to visit a new place while helping' was the major impulse for my decision to become a volunteer in Ladakh. When I applied for the position I had virtually no idea about it and frankly I hadn't admitted how challenging, yet interesting work was ahead. Now I know that thinking about how it's going to work was to no avail because once in India, everything's the other way." Martina Dvořáková, elementary school teacher in Nový Rychnov.

During the three years La Ngonpo project was running, more than thirty volunteers, mostly teachers, computer experts or university students, volunteered in the Himalayan region of Ladakh. The Brontosaurus Movement (Blue Stone) was in charge of the volunteer coordination. On the preparatory weekends, the volunteers got familiar with La Ngonpo methodology and its web portal, prepared volunteer activities, learned more about Ladakh and its culture and educational system. Last but not least, they got to know fellow volunteers which is very crucial for working in a foreign environment.

A volunteer's point of view

To pack a backpack and set off into the unknown, not knowing how people in the mountains would accept a stranger, requires a certain amount of adventure, adrenaline and above all willingness to give up the comfort of our Western civilization for at least a couple of weeks. Most volunteers agree that it was the experience of getting away from the daily routine which made them think about their lives more deeply. "Having a chance to be a part of this particular community where people lead peaceful life and stick to their moral values, made me reassess some aspects of my personal as well as professional way of living," Pavlína Horáčková from a grammar school in Šternberk describes her experience.

Cultural differences

Different culture has motivated volunteers to respond to situations they were not used to. Ondřej Strava adds: "Ladakhi culture differs from ours, it has a specific code of behaviour. Being confronted with it helped me to learn more about this culture and its values and at the same time in comparison with the Czech culture to learn more about our society and myself."

People in Ladakh have, from our point of view, very little, yet they are happy. We are, on the other hand, overloaded with luxury, but even that doesn't lead us to enjoyment. "I think local people can teach all of us how to live a happy and peaceful life," says Martina Dvořáková and her colleague Kateřina Borovičková concludes: "It made me think about their and our values of life and consider what we could learn from them."

The time in Little Tibet flows more slowly than in the middle of Europe, people feel it differently and don't rush anywhere. And timing of La Ngonpo lessons appeared to be the biggest problem the Czech teachers encountered in Ladakh. "The first day our afternoon lesson was 15 minutes delayed because the headmaster gathered the whole school in the yard to tell them about a picnic being held the next day," complains Pavlína, but adds that she managed to fulfil all the activities, albeit she had to shorten them.



DAVID MAREČEK,
AN ELEMENTARY SCHOOL TEACHER AND VOLUNTEER
FOR LA NGONPO PROJECT
Author: Romana Vylitová

Benefits

The Czech Republic and India are two completely different countries with a different approach to education. The volunteers saw it the same way and appreciated the opportunity to peek into the school system in Ladakh and compare Czech and Ladakhi students. "I've learned how to divide each lesson into activities to bring balance and variety so that students don't get bored with monotony or excessive demands. I've also discovered how to motivate pupils to be more active and participate on particular tasks," says Eva Klementová.

Pavĺína talks about benefits of her stay in Ladakh: "Now I can pass lot of information to my students. I wouldn't have been able to do so if I didn't participate in the volunteer activities."

Experiences and enjoyment

An unforgettable experience for Pavĺína was to teach in a class full of curious and disciplined pupils. "Not only they showed a lot of respect to us, but they also put a lot of energy into all activities. It was a pleasure to be their teacher because they were polite, helpful and eager to learn something new. In comparison with some of Czech pupils, the majority of Ladakhi students are very humble, conscious and follow strict school rules."

Also Martina speaks highly about Ladakhi school children emphasizing their interest in the Czech Republic, its school system and La Ngonpo project. The pupils were hardworking, followed the instructions despite the cramped conditions. "The classrooms were incredibly small and students squeezed behind their desks."

It was not only project work through which local students won Czech teachers over. Volunteers brought them postcards written by Czech pupils. "I will never forget how happy the kids were when we gave them the postcards. It was a pleasure to see their smiling faces and the enthusiasm for writing replies," Pavĺína remembers.

Most volunteers speak positively about their stay in Ladakh. "In order to benefit from volunteering it's important to offer it in the right place at the right time and especially to people who are interested in it. I think that La Ngonpo projects meets all those criteria," says Michal Korenčík who never participated in such a large volunteering program and concludes his mission with words: "In one sentence: It's great that La Ngonpo exists."



SECMOL - LA NGONPO CREATIVE WORKSHOP, JULY, 2011

Author: Alice Koudelková

Week 13

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Do you really do it for free?

RADKA VEJRYCHOVÁ

Often when speaking about volunteering I can see big question marks in the eyes of my friends. "Do you really do it for free?" they ask.

Another common reaction is: "Why are you doing this?" It's always the same, over and over. Even I have been questioning myself for some time now: "Why people can't understand that someone selflessly helps the other?"

I have been a volunteer for various organizations for several years now. I am not indifferent to people around me and their life situation. I tried to do something for them to feel better, to improve things. Due to that I get a good feeling from being useful. I have found it not only meaningful, but also beneficial both for me and for those I am helping. It's a two-way process. I see it as a lifestyle; that's the way it is, there's no other 'why'.

For the same reason I decided to go to Ladakh. Of course there was a big motivation to get to know a different country and culture. And once in there, it almost felt unreal. "I am here," I said to myself trying to convince my inner self that it was true. Two months of volunteering in schools and working with children, which I really enjoy, were ahead and I realized I didn't have a slightest idea about how everything's going to work. Suddenly I found myself in an unfamiliar environment. My head was full of questions. What will be the kids' reaction? How will the local people and teachers receive us? How will they perceive and treat us? Will they keep distance? Do they speak good English? And do I? Are we going to understand each other? I guess everyone who has ever set off on such an expedition, tried to answer similar questions. For me it was a mixture of different feelings, from great expectations to small concerns, which I think is normal when finding oneself far away from the familiar environment. Soon all the doubts were gone, they disappeared with the first contact with the locals who were

wonderful from the beginning till the end, always smiling and pleasant. And the good news is it was contagious.

Most of all I was looking forward to teaching in a different language than Czech. My long-term fascination with the connection between the culture, language and thinking should come into real dimensions. I knew that teaching in English, with its diverse characteristics, would be difficult as it was not my mother tongue. Even children can therefore think differently in comparison with Czech ones. But kids are kids, they basically want the same things and they behave more or less the same way at school. So yes, we would understand each other. And we



A PROGRAM WITH CZECH VOLUNTEERS AT LAMDON MODEL SENIOR SECONDARY SCHOOL IN LEH,
Author: Blanka Ježková

did, few things got lost in translation but we always solved it with a smile.

While working I was always in a good mood, students' enthusiasm and desire to learn new things somehow recharged me. Their interest was often almost unbelievable. I think I can speak for all that we were enjoying the lessons very much. And the new methods we used were great contribution for the teachers, too. They regarded us as experts bringing them something new. However, I have to admit the process was mutual. We also had a chance to learn something new – be it motivation, commitment, their views of upbringing and education related to Buddhism or their community life.

However, not letting my story to become an advertisement for an ideal world, I must admit there were situations which I didn't enjoy and which were kind of demotivating (especially towards the end of my stay). It was mainly the inability of locals to keep pre-arranged things. We had planned ahead all the school activities and procedures back in the Czech Republic, we had a schedule of what, when, where, who and how that had been tuned up in the course of our stay. A bit naively, I thought everything would go according to the plan. It didn't. We planned to teach couple of lessons within three days, in the end it was only two days, each with one lesson. At one point we got information we would be teaching the next day, and then in just half an hour we had learnt that the floral festival was on and our lessons would be most probably cancelled. And so it was. Angrily I wondered if it was for real. But sooner or later one gets used to it and stays on top of all similar news.

Why do I do this? This questions popped up in my head exactly twice in those two months. The first time, I was lying in the bed for a second day, feeling nauseous with runny nose. And the second time, when I had eaten nothing but rice and lentils for weeks, my belly and other organs went on strike demanding a schnitzel. I have no idea how I answered then. And for those still asking why I do this, why I work for free, I have a piece of advice: Go for it. Drive, fly or go. Just try it because there are things words can't describe and this is one of them – an unforgettable experience.



CZECH VOLUNTEERS IN LADAKH, 2012
Author: Jan Dušek

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From Kačerov to the Himalayas

MICHAL KORENČÍK

My Himalayan adventure began on an unexpected spot – at a newsstand at Kačerov metro station. I bought a newspaper in that kiosk and read about a place called Ladakh and La Ngonpo project for the first time. Article inviting teachers to participate in that project became an unexpected challenge for me; challenge offering great adventure in the Himalayas. I have always loved the mountains and admired peaceful Buddhist religion. And as a commencing teacher I was looking for an inspiration and new inputs for my job. La Ngonpo project was offering all this and with a good intention on top of it – to support education in Ladakh. Despite some doubts and fears of the unknown world I started to think seriously about the offer, and few months later I was landing in Leh, the capital of the Indian province of Ladakh, as one of the volunteers of La Ngonpo.

Ladakh is not a typical Indian region and not by a chance it's called Little Tibet. The population is diverse, from indigenous people and Tibetan refugees to Kashmiri Muslims, Nepalese and Indians, and it's often difficult for Europeans to distinguish who is who. The history and the present are closely bound with Buddhism; the reason I was so fascinated with Ladakh. The symbols of Buddhism (sacred places, prayer wheels, prayer flags) are everywhere. But the real magic of these symbols lies in people practicing the faith. It is sometimes tricky with religion, people often show their piety but in fact their normal life doesn't really go together with it. I guess you might find those people in Ladakh too, but judging by the most Ladakhis I had met, the Buddhism here isn't just a word or an artificially kept tradition. It is an active way of living for most people there. And that

was the reason I fell in love with Ladakh. From a very practical point of view, I have never felt as safe while walking in the streets after dark as in Leh.

I got a very good feeling from our volunteering in Ladakh and I believe in the overall benefit of La Ngonpo project. I thought so before my trip to Ladakh and I am convinced about that even after my stay there and the experience with the project in local schools. I conclude that from how we were accepted by local people, from the interest of teachers and students as well as the positive feedback we have received from others. The positive impact of La Ngonpo on students and schools is also valuable because it was not the only volunteer project in Ladakh. On the contrary, I was surprised how many people from other countries were volunteering there.

When teaching and preparing the La Ngonpo exhibition we came across few misunderstandings caused by the differences in the Czech and Ladakhi mentality. It happened several times that the locals were more than half an hour late for an arranged meeting. However, I had learned that it did not mean disrespect to us for just their time perception was not the same. Ladakhi way of thinking is simply different from ours.

While in Ladakh, I learned a lot about the country, local people and culture as well as about my co-workers and myself. On the other hand, I realize that to get to know Ladakh and its inhabitants thoroughly I would need to spend more time there. But even within three weeks one can learn and observe a lot. I have found La Ngonpo project very useful and I'm very happy I could participate in its volunteer mission. It was an exciting three weeks during which I gained a lot of new experiences and friends and I hope I also managed to contribute to the success of the project.



STUDENTS FROM SPRING DALES PUBLIC SCHOOL IN MULBEKH,
LADAKH, JULY 2011
Author: Alice Koudelková

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How we didn't fit into the schools desks

PAVLÍNA HORÁČKOVÁ

We all know that schools around the world are different. But only few people can imagine what it is like to be student in one of Ladakhi schools in the middle of the snowy Himalayas. To sit behind the desk in Lamdon Model Senior Secondary School is not that easy.

First of all, one has to wear a school uniform, including even small four-year olds who at an early age get used to having ties, jackets and long pants that are uncomfortable during hot summer days. Boys are allowed a certain hair length that is regularly checked during morning assemblies, while girls are prescribed suitable hairstyles. An essential part of the uniform is a baseball cap protecting students against the scorching sunshine.

Ladakhi children are a bit tinier in comparison to European children, but nevertheless, it's a wonder how they squeeze themselves behind tiny desks. The classrooms are small, the desks one next to each other, in some cases it's just an iron construction missing the top board. The classroom doors lead directly to the school yard and can be shut with a latch both from the inside and the outside. Therefore it's not impossible that some joker locks you inside as it happened to us. There's no other way then to wait for a good guy who sets you free.

Two students sit next to each other, any swift hand or leg move seems to be impossible. The fact is that in a classroom of up to fifty children there's no extra space for school bags. Even these have to be squeezed into a tiny space confined with a desk, its working surface, if we call it that way, measuring less than half of what kids have in Czech schools. But Ladakhi students do it their way and leave the bags on the desk. Maybe you ask yourself now, where do they leave their books, pens

and other things? It's easy; they just put them on top of the bag raising the pile so high you can hardly see them behind it. It's surprising how pupils can keep attention to learning and the teacher in such conditions, but above all you'd be amazed by their neat handwriting.

As a strict Czech teacher I would see a big risk in such class conditions, particularly when writing tests. Cheating would be very easy in such an abundance of children and things; and it has not yet been mentioned that in winter there's no heating in classrooms, thus more space demand for warm clothes on top of the school things. What a hideaway for a small piece of paper with vocabulary or formulas. However, Ladakhi students don't cheat. Perhaps it's the physical punishment which is very strictly and in various forms practiced, but more likely it's students' nature and the values they're taught at home and school.

Before our volunteering in Ladakh, none of us teachers would think that every student entering the classroom will salute and politely ask whether he or she can enter. Few of us would expect students to stand up, despite the lack of space, when asked a question. And we all remained astonished when at the end of the lesson students, without any irony or sarcasm, came to thank us for homework. I dare to say that such moments move every teacher so that if they ever regret their choice of a profession, this would let them to forget all the doubts and enjoy a moment of appreciation and fulfilment. Two simple words, thank you! bear signs of civility and sincerity that have nearly vanished from Czech schools.

Ladakhis appreciate everything they have. Apparently it was true even for the students who were grateful for all the material we gave them during La Ngonpo lessons. They happily welcomed a change in teaching methods and were glad to try new activities, whether using modern technologies or not. The fact that lessons were taught by casually dressed Europeans who brought a lot of pictures, photocopies with exercises, a camera for shooting videos and who spiced up the lesson with funnily accented English, undoubtedly contributed to pupil's enthusiasm.

Just as we left impression in Ladakh, our Ladakhi colleagues made impression on us. Some of them stuck into our minds with their attitude, some with the behaviour. Whether a teacher or a student, they all leave imprints in you, provide you with priceless knowledge or surprise you. They'll provide you with an unforgettable experience which you'll enthusiastically share, and not only with your students in La Ngongpo lessons.



CZECH TEACHERS AND VOLUNTEERS PAVLÍNA HORÁČKOVÁ AND MARTINA DVOŘÁKOVÁ DURING A LESSON IN LADAKH PUBLIC SCHOOL IN LEH, JULY 2012
Author: Romana Vylitová

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**5) Out of Dreams
or what you
haven't even
dreamt about**

What are the dreams, desires and wishes of two students coming from completely different parts of the world? How different are the lives of the teenage boys and where do they see their future? Answers to these questions can be found in the time-lapse documentary *Out of Dreams*. During 37 minutes it takes you from the heart of Europe to the remote Himalayas and introduces you to Honza from Brno and Rinchen from the Indian Ladakh.

A team of Polish filmmakers standing at the birth of the document visited India several times over the years 2010–2012. In addition to collecting material for the film their task was to organize film workshops for students of the pilot schools participating in La Ngonpo project. And that was where they met Rinchen for the first time. “From the very beginning we wanted a student from a village in the remote areas of Ladakh. We found Rinchen's personal story very interesting – at the age of five he was chosen as the only one from the village to go to study in Leh. As the main character he reveals his own personal conflict: on one hand, he is very proud because he can study at a prestigious private school; on the other hand, it's very difficult for him to live in the city away from his family and closest friends.”

During the filming the Polish filmmakers Elwira Niewiera and Piotr Rosolowski appeared in Brno couple of times working on the Czech part of the document. They met the main protagonist Honza in the workshop they were holding there. They admitted it took some time to build a closer relationship with him. “Honza was in our opinion the most interesting character. He was the only one in Brno's workshop who immediately identified his own, role model', which was



Stanzin Rinchen, July 2011

the topic of students' documentary. It was his father. Honza wrote a beautiful short script and rang his dad telling him he wanted to make a short film about him. He was somehow afraid of the whole idea and refused. Honza was very sad about that and refused further cooperation. In the end he made a film about his mum,” explains the director Elwira Niewiera.

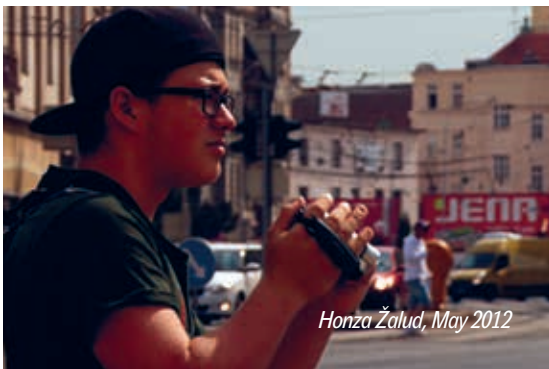
So what links both protagonists? The author of the document says: “We wanted to make a film about two cities, two cultures and two young people.” Rinchen and Honza were just about to finish their schools, planning the future and dreaming about a life on the farm. Father is the most important person for both of them despite the fact they've lived most of their lives without their fathers.

When asked what surprised her during the filming Elwira Niewiera says: “When shooting documents the reality changes every single moment. From the beginning many things seem to be difficult but this work brings a lot of surprises. I would say the time was the biggest obstacle. To get good material you need to spend more time with the main protagonists.”

Despite all the obstacles the film crew came across, they did a great job. They had a rare chance to follow Rinchen to his home village where he goes only once a year, and eventually they managed to break the ice with Honza's dad. “Towards the end of our shooting in Brno we talked him into filming and then he even invited us home for a beer.”

The world premiere took place in Ladakh in the city of Leh on 13th July 2012 and the Czech premiere in Olomouc at the opening of La Ngonpo exhibition on 2nd September 2012.

And what do the main characters do today? Stanzin Rinchen started a secondary school in Leh and after he's finished he would love to study to become a vet because he thinks the animals in Ladakh don't get enough proper care. Honza Žalud studies in a secondary school in Brno.



Honza Žalud, May 2012



STANZIN RINCHEN, THE MAIN CHARACTER OF OUT OF DREAMS DOCUMENTARY, ON HIS WAY TO HIS HOME VILLAGE
Source: Fundacja Nowa Ameryka



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**6) The exhibition,
or
A Meeting
Point**

LUCIE BILDEROVÁ

“La Ngonpo exhibition: A Meeting Point” was created out of the outputs of Czech and Indian students, and thanks to the cooperation of partner schools in both countries. The exhibition presents literary and visual works made by Indian and Czech children over the period of three years within the classes taught according to the La Ngonpo methodological manual. There are also photographs rendering the important moments of the project. The exhibition presents the views of Czech children about life in Ladakh, and on the contrary, the views of Ladakhi children about us. It should capture and portray the unique culture and the intercultural exchange between Czech and Ladakhi students, and provide the public in the Czech Republic with the results of this exchange.

It is a touring exhibition designed so as to be used outdoor. Using big-size panels, it presents photographs, texts and works of children. The themes of the exhibition (Circle, Heroes, Migration, Beauty, Water and Together) are discussed in the La Ngonpo methodological manual and are presented to its visitors from the viewpoint of children. The visitors can for example read the letters written by Indian and Czech children to their heroes.

From May to November 2012, the exhibition was touring the Czech Republic. The first stop was in the city of Pilsen where it was displayed in the Kopeckého Sady park from 9th to 25th May 2012.

The opening ceremony saw the participation of Cheers! and Poitín music groups and took place in the Buena Vista Club.

Then, the exhibition moved to Prague where it could be seen in the upper part of the Wenceslas



THE LA NGONPO TOURING EXHIBITION IN BRNO, CZ, SEPTEMBER 2012

Author: Anna Fischerová



LA NGONPO EXHIBITION IN LEH, THE CAPITAL OF LADAKH, JULY 2012

Author: Markéta Černá

Square from 1st to 22nd June 2012. The exhibition was also launched by Toxique and Lanugo music groups in the Lucerna Music Bar.

During the summer holidays, the exhibition was virtually moved to Ladakh, India. One of the volunteers, Kateřina Borovičková, has created posters, using the works of students, which made up for the big panels located in the Czech Republic.

From 1st to 15th September 2012, the exhibition could be seen in front of the Faculty of Science of the Palacký University in Olomouc city. The first Sunday of September saw a discussion concerning the themes of the exhibition and the film “Out of Dreams”, created by Multicultural Center Prague and Fundacja Nowa Ameryka (Poland); participants of the Summer School of Development Cooperation in Olomouc, could talk to Karoline Schulz, the editor of the film.

Another stop took place in the city of Brno, where the touring exhibition was opened on 24th September in Metro Music Bar. Two hundred people came here to see an improvisation theater Bafni and music groups such as Pavlík and a Jam Factory, Homoguru and Calambre.

The last city where the exhibition was shown was Vsetín. The exhibition was realized under the auspices of the mayor of the city, Iveta Táborská, and could be seen at Náměstí Svobody square from 1st to 19th November, 2012. The opening day was held in the local Integra Vsetín educational and community centre.

An interactive programme of about one teaching lesson was presented as a part of the exhibition, intended for students of elementary schools and for lower grades of secondary schools. The programme should deepen the knowledge about the world around us and encourage critical thinking in basic tasks.

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**7) Who took
part in the
La Ngonpo
project?**

Multicultural Center Prague (MKC Prague)

MKC Prague implements the La Ngonpo project, the center concentrates on questions associated with coexistence of people of different cultures in the Czech Republic and in other parts of the world. It offers educational, cultural and informative activities to students, teachers, and broad public, and arranges courses, discussions or film screenings. MKC also creates methodological materials and cooperates with schools, teachers and students in the field of multicultural, global and development education, which is an important activity of the center. Another crucial theme is migration and consequently research, expertise and also cultural-educational activities in this area aimed at the broad public.

www.mkc.cz

OnEarth

OnEarth is an organization that supports global development education (GDE) and fair trade; it also promotes corporate social responsibility and encourages companies to affect work conditions of their employees in developing countries. Through educational materials, programmes for students and workshops for teachers, the society spreads global development education both to schools and to public, and contributes to the comprehension of the interconnectedness between our own lives and lives of people in different parts of the world. In the La Ngonpo project, the OnEarth society works as the main methodologist, creating methodological materials for teachers.

www.nazemi.cz

Brontosaurus movement-Blue Stone

Blue Stone, a member of the Brontosaurus movement, focuses mainly on volunteering, international exchanges and environmental education. Its goal is to develop in children and young people a positive relationship to the environment, to encourage general development of their characters and to support a creation of positive interpersonal relations. Since 2010 and within the La Ngonpo project, it has been providing for the selection and preparation of volunteers and for the coordination of their work in Ladakh, where they have been working since 2006.

www.modrykamen.brontosaurus.cz

Fundacja Nowa Ameryka (FNA)

Nowa Ameryka foundation was founded in 2006; it takes part in projects aimed at intercultural exchange between Eastern and Western Europe and at improvement of the communication with supranational minorities in various European countries. Within the La Ngonpo project, the foundation organized film workshops and made a documentary film "Out of Dreams".

www.nowa-ameryka.org

SECMOL

Secmol - Students' Educational and Cultural Movement of Ladakh - was founded in 1988 by a group of young Ladakhis with the aim to reform the educational system in Ladakh. SECMOL arranges educational activities for Ladakhi youth, runs a campus for students who were not successful at final exams, develops projects supporting solar energy, etc. SECMOL took part in creating the methodology, piloting the manual and teaching lessons according to it.

www.secmol.org

Moravian Mission Welfare Society (MMWS)

This non-profit organization works by the private elementary school in Leh. It encourages new methods into India's educational system. The organization took part in creating the methodology and carrying out a pilot project.

Who is who in the project and in the book:

Romana Vylitová – coordinator of the La Ngonpo project, staff member of the MKC Prague

Lucie Bilderová – coordinator of the La Ngonpo exhibition and staff member of the MKC Prague

Anna Fischerová – La Ngonpo volunteer in 2010 and staff member of MKC Prague providing for communication with schools

Martina Pavlíčková – head methodologist of the La Ngonpo project, staff member of OnEarth Society

Linda Fidrmucová – coordinator of volunteers in 2012, worked at the Brontosaurus movement-Blue Stone

Vladimíra Regerová – coordinator of volunteers in 2010 and 2011, staff member of the Brontosaurus movement-Blue Stone

Pavína Horáčková – teacher at the grammar school in Šternberk, in 2012 went to Ladakh as a volunteer

Martina Dvořáková – teacher at the elementary school in Nový Rychnov, in 2012 went to Ladakh as a volunteer

Michal Korenčík – teacher at the Arcus comprehensive school in Prague, in 2012 went to Ladakh as a volunteer

Jana Sigmundová – teacher at the elementary school in Úvaly, in 2012 went to Ladakh as a volunteer

Radka Vejrychová – coordinator of educational activities in Nesehnutí civic association in Brno, in 2012 went to Ladakh as a volunteer

Lenka Sobotová – freelance instructor and researcher of global development education, used to work for People In Need civic association



LA NONGPO EXHIBITION IN LEH,
THE CAPITAL OF LADAKH, JULY 2012
Author: Markéta Černá



LA NONGPO EXHIBITION IN LEH, THE CAPITAL OF LADAKH, JULY 2012

Author: Markéta Černá

Week 25

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LADAKHI TEACHERS CHAMBA CHLACK AND CHOZANG NAMGIAL PERFORM A FOLK SONG DURING THE EXHIBITION OPENING AND CONCERT IN LUCERNA MUSIC BAR IN PRAGUE, CZECH REPUBLIC, JUNE 2012
Author: Kryštof Kříž

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**8) The view
of the project's
partners**

Improvisation as an important skill of a volunteer in Ladakh

The Brontosaurus movement-Blue Stone has been a partner of the Multicultural Center Prague over the whole period of duration of the La Ngonpo project, which is three years; the experience with this project helped to develop a quality volunteer programme. The development education project was started in Ladakh within the "Extreme limits" camp in 2006 and named as the Extreme limits project. Since then, we have been developing cooperation with our partners. In 2008, the idea of a long-term volunteering was created and implemented for the first time. After the La Ngonpo project (by MKC Prague) and the Extreme limits project merged, the Brontosaurus movement made its work with Ladakhi schools more systematic, focusing on development issues and enlarging its base of volunteers.

In the La Ngonpo project, the Blue Stone provided especially for matters concerning volunteers and their work directly in Ladakh. Our work included promotion, recruitment and the selection process, as well as preparation of activities and education of volunteers before their departure. Every year, we organized weekend programmes for this purpose. The coordinator of volunteers was responsible not only for the preparation of volunteers in the Czech Republic, but also for the support of volunteers in Ladakh. Linda Fidrmucová, working as the coordinator of volunteers in 2012, worked as a volunteer in India in 2011, and says: "When I was the coordinator, the experience was more intensive as the responsibility was bigger. Fortunately, I had a team of competent volunteers and was given support of the La Ngonpo coordinator. It is very difficult to organize something in India, if you come from the Western culture."

The view of the coordinator of volunteers

Ladakhi people are very hospitable and cooperative. They always try to comply and help with everything, which is exactly what their culture teaches them. However, they are not able to think in the same way we do in Europe, they agree with everything and pretend that there is no problem. But when you make sure that they have understood what you want, you often find out that the reality is different. If this happens, you can either apply what they come up with, or worse, resort to an improvisation.

For a European, improvisation is nearly the basic survival strategy in the local conditions. In Ladakh, everything is changing, everywhere and every time. "Both me and the volunteers could experience this when we were organizing the opening day of the La Ngonpo exhibition that took place in the Lamdon Model Senior Secondary School hall in the Leh on Friday 13th of July 2012. The superstition about the black Friday 13th apparently does not apply in this remote part of the world. The opening day, having a rich cultural programme, was more than successful, even despite the fact that the program consisting of performances prepared by the students of the individual schools, was according to Ladakhi style changing even in course of the event. However, it was no problem for Markéta Černá, the moderator of the event and a volunteer, who resorted to an improvisa-



PREPARATORY WEEKEND FOR VOLUNTEERS, 2012

Source: MKC Prague

tion and easily handled all the changes. I see this event as a successful climax of our organizational (and more improvisational) effort of the previous days. This experience convinced me that with a team of capable and determined volunteers, one can manage organization even in India," adds Linda, the coordinator.

"I see all my coordination work in Ladakh as positive. All the activities I was responsible for within the La Ngonpo project were more or less successful. I am grateful for the opportunity to support the volunteers in their activities and thus help them to gain unforgettable experience. Equally, I thank to them for their support, as without the support of many people around none of these great and meaningful things, that I helped to realize in Ladakh, could not happen," sums up Linda Fidrmucová her experience and the overall activity of the Brontosaurus movement-Blue Stone in the La Ngonpo project.

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The view of OnEarth Society



LA NONGPO SEMINAR FOR TEACHERS, AUGUST 2012

Author: Anna Fischerová

MARTINA PAVLÍČKOVÁ

For the OnEarth Global Development Education Center, La Ngonpo project was unique in many ways. It was the first time we could cooperate with partners outside Europe and it brought us precious experience with a long-term and systematic cooperation with involved teachers. The project also helped us to look into the practice and thinking of teachers, and, through the methodology, gave us an opportunity to encourage the relationships between students and teachers in both parts of the world.

How it all began

The OnEarth Society was responsible for the creation of the La Ngonpo methodology for schools. It was made by both our colleagues and external experts. At the beginning of the project, we defined the goals of the methodology and analyzed the possibilities of the future La Ngonpo web site, this was done in accordance with the global development education and multicultural education goals, and in cooperation with our Ladakhi partners. It was important to consider the situation in Ladakh, and thus prevent disappointment of students and their expectations, and avoid disruption of their motivation.

In spring and summer 2010, we were making the first three themes of the methodology – Circle, Heroes and Migration. In summer, there were the first workshops intended for Czech and Ladakhi teachers

who assumed the role of students during the La Ngonpo lesson and tested the work with a new web. Thanks to a pilot project in autumn 2010 and spring 2011, we were continuously gaining feedback from students and teachers, which we included into the final version of the methodological manual. The version designed for the partnership between Czech and Ladakhi schools was printed in August 2011, available also for schools for newly included from September – that were 10 schools in the Czech Republic and 7 in Ladakh in a new school year.

In spring 2012, the so-called “universal version” of the methodology was issued that can be used by the partner schools in any place of the world, making the project sustainable in the future. At the same time, we started cooperating with a new partner in Nepal, thus expanding the partner cooperation with a new country.

The La Ngonpo project brought about many challenges and new areas of learning to the methodological team of the OnEarth Society. From the very beginning, we were trying to ensure that when creating the methodology both sides are equally represented, which was not always easy due to the great distance between the countries. The methodology was being developed mainly in the Czech Republic and the creation of individual modules brought up many questions on what is important for whom, what we have in common and what are the differences between us. Thanks to this, we could develop more sensitive approach to the intercultural differences and diversities among people.

As the methodology has both Czech and English versions, we could present it at international workshops and conferences and obtain often positive feedback from foreign teachers, coordinators of global development education and academic experts.

Reactions of teachers

Teachers and students involved are a separate issue full of joy and surprises, on both sides. Although teaching, methods and the atmosphere at the Czech and Ladakhi schools may seem to be different at the first sight, all teachers agreed on priorities of the present-day education – all teachers found it important to lead student towards tolerance and learning about oneself. We were pleased by the enthusiasm of teachers, who can share the project lessons with their colleagues and also share their feelings, impressions and also responsibility. The concept of “cooperation” was often mentioned in the feedback from teachers who noticed and were interested in the fact that students could or could not cooperate during lesson.

We hope that the La Ngonpo project has helped and will help many teachers and students to explore their own views of the world and will contribute to the mutual respect and reciprocal learning. The involved school can be situated anywhere in the world, as the need to learn about oneself, to think critically and to be able to cooperate is unlimited.

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NUBRA VALLEY, LADAKH
Author: Vítězslav Nový

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9) The view of evaluator

An external evaluation of La Ngonpo project took place from July to December 2012 with the attendance of project partners, schools, teachers and volunteers. As I was the external evaluator I analyzed the documents of the project and outputs, I visited both, the schools in Ladakh (India) and in Czech Republic, monitored the tuition, discussed with students, teachers, school directors and with volunteers as well, participated on awareness events and researched the opinions through the questionnaires.

The evaluation confirmed that La Ngonpo, the partnerships among the schools through the specially developed methodology and through on-line communication, is a unique project in Czech Republic, which raises the interest of students in the global issues. The project works best at the schools that support innovative approaches to teaching, critical thinking of the pupils and have had some experience of using modern methods or project teaching. The key positions have teachers that coordinate La Ngonpo in schools.

By the end of the school year 2011/2012 the project successfully completed six schools in the Czech Republic and two schools in India. Other schools realized a few introductory modules, usually two. With the new school year 2012/2013, the project will involve eighteen schools in the Czech Republic and the six schools in India (and seven schools in Nepal), yet cannot say how they will be active during the school year.

Besides the benefit of communication with students in India (and Nepal), Czech schools appreciated the methodology also because it allows the integration of cross-cutting theme "Thinking in European and global context" into different subjects at basic schools, e.g. civic education, maths, chemistry, geography etc. Because the technical background in Ladakh did not allow parallel teaching of the same topics and on-line discussion among students, MKC Praha enabled to schools the possibility of watching the main outputs, for example collages presenting the hobbies of the pupils, flowers presenting their personalities and so on.

An international volunteering was another part of La Ngonpo. Short stays rather augmented self-knowledge and self-development of participants who can be further involved in the global development education and awareness in the Czech Republic. In case, the cooperation with Ladakh will continue, it is necessary to modify the volunteering so that it better fits to the needs of participating schools and adjusts it to the school year program in Ladakh.

The project promoting and awareness events of La Ngonpo were intensified especially in 2012. It is appropriate to use both, the exhibition and the movie *Out of Dreams* for the purpose of awareness events, not only in big cities, but at school activities as well.

The existing partnerships among Czech schools and the schools from developing countries are focused mainly on financial support and donations (e.g. distance adoption, collections, etc) or exchanging the letters among students. Through this kind of charitable approach children get rather stereotype point of view about their partner country – they stand up for improving the poor conditions or for reclamation of other problems such as limited approach to education. "The recipients of help" get financial bonuses, but nonfinancial benefits, e.g. knowledge about partner country or personal raise, are limited. On a contrary, the participatory approach of the project La Ngonpo focuses on non-financial aspects of the partnership.

The topics of methodology manual were chosen by Czechs (after the consultation with Indian partners), still they allow local view on the general topics and their interactive form supports full engagement of pupils and development of their communicative and other skills.

It is difficult to evaluate the impact of the teaching at the end of the project. Pupils got some knowledge about their partner country, but some stereotypes still predominate, for example their thinking of India as undeveloped, poor country without technologies. As an evaluator of the project I recommend further works with pupils, therefore ideally multiannual program. I saw it as positive, that teachers use some tools or exercises of the project in other lessons. On the other hand, the deeper training of the teacher in new teaching methods would be benefit. Methodology was created relatively universally, it is appropriate to share it, not only in this country but in other countries and to further develop the project.

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A LITTLE STUDENT AT SPRING DALES PUBLIC SCHOOL IN MULBEKH, 2011
Author: Blanka Ježková

**10) On the
methodology**

Inspiration for teachers

The La Ngonpo methodology is not limited to knowledge, it provides teachers with a range of ideas aimed at the development of students' abilities (e.g. when working in groups, with texts, etc.), and emphasize the creation of positive approaches both towards oneself and the surrounding world. The methodology is complex, the individual modules are freely linked, they freely develop students' perception and comprehension of local and global problems and stimulate them to think about and act against these problems.

The methodology provides the Czech society with a new perspective on how to fulfill global development education and MCE goals. It is an inspiration for teachers and schools and also other institutions working in formal and informal education. Moreover, the La Ngonpo methodology puts emphasis on partnership and cooperation between school, without evaluating culture, geography, religion or other special characteristics of the partners. Through the project and its activities, the methodology enables students to create their own views, and strengthens mutual understanding and cooperation.

RINCHEN DOLKAR

Teaching with it is a pleasure

The La Ngonpo methodology was designed to serve as a basic teaching manual for every teacher. I personally enjoyed using the manual in my lessons. The planned lessons were funny and very interactive. The lessons are prepared so as to involve students in lessons as much as possible, and at the same time, to provide all the opportunities for learning. I think that La Ngonpo project can help young people realize global problems that hit Ladakh as a consequence of tourism, modernization and development.

The La Ngonpo project is dedicated not only to students, but can also be used as a teaching model for everyone who wants to learn more about global problems, to spread the information and to take active part in finding solutions to these problems.



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FROM THE TOP: STUDENTS FROM SECMOL, LADAKH PUBLIC SCHOOL,
MORAVIAN MISSION SCHOOL AND DRUK PADMA KARPO SCHOOL
Autors: Romana Vylitová, Jan Pipek and Blanka Ježková

11) About Ladakh

Life Behind the Blue Pass

"If the valley is reached by a high pass, only the best of friends and worst of enemies are its visitors." This ancient Tibetan saying is just true for Ladakh, one of the highest inhabited regions in the world. To reach it one has to fight the harsh weather and climb high passes. And that requires motivation and courage, even though today's technical achievements make lot of things for us easier.

Ladakh lies in the far north of India, close to the Tibetan border. The mountains here are so high that you get easily dizzy by looking at them and Sněžka (at 1,602 meters, it's the highest mountain in the Czech Republic) seems like a molehill at your grandma's garden. The Karakoram and the Himalayas clutch Ladakh so tightly that hardly any raindrop can slip through them. During the summer months the temperature climbs over 30 degrees and the sun scorches mercilessly; winter can bring freezing temperatures well below zero and great deal of snowfall. For up to seven months the snow often cuts off this region from the outside world.

Despite its location 'somewhere at the end of the world' Ladakh was never quite isolated. Over the centuries the trade route between India and Central Asia led through Ladakhi high passes and unwelcoming desert landscape. It took almost two months for caravans carrying spices, tea and other goods of daily use to travel from Amritsar in the Punjab to Khotan in China. No wonder that the city of Leh served as a pleasant stop on this long journey and made a pretty good profit from it. Tiny Ladakhi kingdom flourished until the mid 19th century when it was attached to the Indian state of Jammu and Kashmir sealing its fate. Endless dispute over this strategic territory resulted in the closure of the border with Tibet, which meant the end of the thousand years of trade route between India and Central Asia.

In contrast to one of the most populous countries in the world India, Ladakh has just over a quarter of a million inhabitants in the territory similar to the Czech Republic. Most people are of Tibetan origin and Buddhism became the main religion. It's double the truth in Ladakh that the more inhospitable the environment, the more hospitable the people. They always find time for guests, offering a cup of tea, talking with them and

are willing to share those few things they have themselves. Ladakhis love their children, worship family life and don't hesitate to give a hand when needed, whether it is a neighbour, a random passerby or a lost tourist.

With the exceptions on the trade route the Ladakhis had lived isolated from the outside world for a long time. Life in inhospitable conditions taught them to be food self-sufficient. They make use of everything the nature has to offer, without disrupting it. The system of sophisticated channels brings water from the mountains and irrigates terraced fields. Dried yak dung serves as fuel and mud and stones which are all around are used for building of the houses.

Barley is the staple food used for traditional ngam-
phe (barley flour mixed with tea), but you'll find potatoes, beets, carrots and peas on the fields as well. As for fruits, different variation of apricots it is: freshly picked from the tree, sundried, added to lassi (refreshing yoghurt drink) or in the form of homemade jam.



LEH, THE CAPITAL OF LADAKH
Author: Vítězslav Nový

Although Ladakh is now a very popular tourist destination, it was not until 1974 when it opened for foreigners. For those who appreciate traditional Buddhist culture there are over 30 monasteries scattered throughout the area. Many of them rise on the steep rocky spurs so that they appear as colored gems among stony greyness. Trekking, mountaineering, mountain biking or white water rafting on Indus and Zaskar are activities for those seeking some adventure.

However change is coming to Ladakh or Little Tibet as it is often called. Television, internet, mobile phones and other modern accessories have big impact on today's generation. With the arrival of globalization, family togetherness and traditional values are slowly being replaced by modern way of living so typical of Western society. But deep inside people remain friendly, humble and tolerant - it's their way of life.



PRAYER FLAGS ARE A TYPICAL FEATURE OF LADAKH

Author: Jan Dušek

More information on Ladakh:

www.wikipedia.com - Ladakh

www.culturalsurvival.com - The Ladakh Project

www.reachladakh.com

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12) Media about us

The La Ngonpo project connected students coming from different cultures – Czech and Indian.

Prague, 4th June (Czech Press Office) – As a bridge between two cultures should serve La Ngonpo Project that has been joined by almost twenty Czech and Indian schools this year. The international educational program, based on the parallel teaching according to the same book in the classrooms thousands of miles away, is accompanied by a touring exhibition and a summer stay for volunteers in the Indian villages.

The project was founded two years ago, when 12-16 years old students from four Czech elementary schools began cooperating with their peers of the same age from two schools situated in the Indian part of the Himalayas, the area of Ladakh.

“Today, we have 10 Czech and 6 Indian schools. The partner classes learn according to the same book, they work on the same topics nearly at the same time. When they finish a theme they always share its outputs on www.la-ngonpo.org,” explained Romana Vylitová of the Multicultural Center Prague the idea behind the project. It is taught across the curriculum, a number of teachers is involved.

As the project coordinator puts it, the project is not intended to show the differences between children and their places of living, it focuses rather on what they have in common. “Children as personalities are similar, both here and there they have a favorite sport, for example hockey, they listen to similar music, have similar heroes. Although Ladakh is a very poor area in the mountains and suffers from electricity blackouts, people there put a great emphasis on education,” said Ms Vylitová.

Children do not meet their internet schoolmates from India in person, but they can learn about their culture through the adult volunteers who teach children in India during holidays. Fifteen Czech teachers have travelled to Ladakh this year.

The project is summed up in a touring exhibition “La Ngonpo – A Meeting Point”. It will be displayed until 22nd June at the Wenceslas square. In autumn, it will move to Olomouc, Brno and Vsetín. The exhibition shows photographs and works of children from both parts of the world. The visitors can for example read letters written by both Indian and Czech students to their heroes – an Indian boy write for example to Dalai Lama, a Czech boy to Albert Einstein.

In Ladakhi language, La Ngonpo means a blue mountain pass or a road across the mountain. “It is a synonym to the Ladakhi proverb saying that a journey across a mountain pass situated in the high mountains is taken only by the best of friends. Or the worst of enemies,” explained Ms Vylitová.



STUDENTS FROM LAMDON MODEL SENIOR SECONDARY SCHOOL
DURING A PHOTOGRAPHIC WORKSHOP, LEH, JULY 2011

Source: MKC Prague

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Media about us (5th September, 2012)

MARIE TĚHALOVÁ

Friends from India

What do Indian students like? Who are their favourite heroes? And what do Ladakhi children do in their free time? Czech children whose schools will take part in the La Ngonpo project will learn about that.

"The project is about meeting, even if at a great distance and via the internet. It has been running since 2010 and has included schools in the Czech Republic and India, precisely in Ladakh situated in the Indian part of the Himalayas. At the beginning of a new school year, schools from Nepal were included as well. The idea behind the project, its motto, is mutual learning about ourselves," says Romana Vylitová of the Multicultural Center Prague. "The project is based on the internet partnership of schools. The partner classes can use the methodological manual that describes individual lessons in detail. Over the period of six months, once a week, the partner classes spend some time working on the same theme. At the end of every lesson, children have to upload the outputs of their work on the internet. They can see what children in the partner school were doing. The methodology is drafted so as to encourage children to think on their own about things discussed in the themes," explains Romana Vylitová. "Children discuss the themes, find out the contexts. It is the exchange of information and communication not only within the class but also with children from the remote part of the world that enrich all the participants so much," sums up Romana Vylitová the benefits of the project. It is the possibility to compare one's own opinion with the opinion of children coming from the other end of the world that helps children to develop their set of values and understand the relation and connection between developed and developing countries.

Úvaly - Ladakh

Jana Sigmundová of the elementary school in Úvaly joined La Ngonpo Project with her students of the

9th grade last year. During the summer holidays, she even visited her partner school in India as a volunteer. What did the project bring to her and to her students? "Definitely, the exchange of experience and also the improvement in English which is the language of the project. I am an English teacher, and the subject I teach is naturally the most important," smiles Jana Sigmundová. "Now, English means more than just textbook exercises to children, it is something they can use in practice."

I could also speak to Jana Sigmundová's students who took part in the project. What did the project bring to them? "I was much surprised on what I had found out about their lives," comments Terka, a former student of the 9th grade. "I could never imagine how they live up there in the Indian mountains. Now I can imagine what their priorities are, what their school is like."



LA NNGONPO CREATIVE WORKSHOP FOR STUDENTS

Author: Anna Fischerová

How does Kuba, Terka's schoolmate, perceive the difference between children in the Czech Republic and Ladakh? "We come home and switch on a television or a computer, but they come home from school and work, they help their parents, take care of their animals." Thanks to the project, the country that was seen only as a place on a map now becomes for children a country with real people. Students from the remote Ladakh, India, perceive it similarly.

Promising themes and interesting surprises

What does a single particular lesson within the La Ngonpo project look like? Kuba, a former student of the 9th grade, explains: "One of the themes we were doing was called Beauty. It was divided into several lessons. The first lesson addressed the body decorations; we were looking at pictures of tattoos and various African rituals. In the other lesson, we should choose a thing we liked, and model it. The group I was part of made an interactive board; other students chose a basin... I have no idea why," laughs Kuba. "They were happy to have a basin in the classroom," adds Terka, smiling.

I was also interested in how Czech students assess the outputs of their peers in Ladakh. "They have some difficulties connecting to the internet, so we did not see all of their outputs," says Terka. "But from what we saw, we found out what their hobbies are. They mentioned mostly nature, but we had mostly electronics and clothes," she recalls.

One of the themes focused on heroes. "Their heroes are their parents, but our heroes are various singers, actors or sportsmen. I was very surprised that they mentioned their teachers as their heroes, we would not think of that," says Terka. She adds that thanks to the project she realized what a good life she has and that she should be grateful for what she has. "I can also see that I should respect my parents and teachers much more. These people are very important to me," she adds. Kuba also says that children in Ladakh live for the others. "But we care only for ourselves. That somebody is hungry, does not interest us."

What did surprise Terka and Kuba most about the Indian children? "That they have hockey as a national sport!"



MORNING ASSEMBLY AT LAMDON MODEL SENIOR SECONDARY SCHOOL,

JULY 2012

Author: Markéta Černá

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A TYPICAL VIEW OF A GREEN VALLEY IN LADAKH

Author: Vítězslav Nový

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Bulletin of the Frýdlantsko-Beskydy micro-region (October 2011)

DAVID MAREČEK

India – the second most populated country in the world, of size of a continent, the cradle of several world religions, unbelievably rich and disastrously poor, practicing customs of remote past, uses the most modern computer systems, known for Ghandi on-violence and for nuclear weapons. In India, the literacy is quite low, some 59.5%, especially in remote areas and small villages. Education in India corresponds with the financial means of its inhabitants, the educational system is obsolete, and most schools are private...

“And exactly in this Asian country, the T. G. Masaryk elementary school has found its partner school. Besides the German Radeburg and Slovak Turzovka, the Moravian Mission School in India was included. We joined the Czech-Indian educational project La Ngonpo that focuses on multicultural and global education of students attending the 6th–9th grade at elementary school.

Our partner, Moravian Mission School, is from Leh, which is the capital of Ladakh situated in Jammu and Kashmir area in the northern part of India. As the title of the school indicates, Czech, or if you like Moravian, traces refer to the presence of Christian missionaries from Moravia who founded the Moravian Mission in 1885. If you want to get from New Delhi, the capital, to Leh by land, you need to cross several mountain passes reaching an altitude of 5300 meters. Leh itself is situated in an altitude of 3500 meters. The whole area is called “Little Tibet”, as the prevailing religion is Buddhism.

Together with other volunteers, our teacher Mgr. David Mareček took part in a two-month stay in India. During the first month, the goal was to contact new schools, meet their headmasters and extend the number of Indian schools involved. The second month saw creative workshops for teachers and students from local schools. Mgr. David Mareček says: “When comparing Czech and Indian schools, I was pleasantly surprised by the quality of local schools. As for equipment, our schools are still a bit better, but as for students’ knowledge of English, for example, the Indian students of the 8th grade (14 years old) can speak English as if it was their mother tongue. Moreover, a teacher in an Indian school is a very respected and recognized authority. Students are disciplined and always thank their teacher for homework – students see homework as an expression of a teacher’s interest in their further education!”

And what are other impressions of an Indian “elementary school”? In Moravian Mission School, the classes begin at 9.30 a.m., all students gather, sing the national anthem and pray together. Students, all dressed in uniforms (trousers, shirt, suit, tie – see photo) then move to their classrooms, each class usually consists of 35 students. The school ends at 4 p.m., students are taken home by school buses. At home, students usually have some work to do; they help on the fields or take care of the cattle. The school takes place also on Saturday and there are some holidays in winter (part of December, January, and February) when the temperatures in Ladakh fall even to minus 30 degrees.

Within the La Ngonpo project and through a web portal, our students from Frýdlant are in a direct contact with their peers in India. Children have many interesting lessons taught within the classes of English, civics, geography, art and so on. The project consists of six themes that are addressed at Czech and Indian schools at the same time, with the outputs being shared at the La Ngonpo web pages.

Better understanding of relations between two countries, realizing values of local communities, and encouraging communicative and media abilities in students at partner schools are the main goals of the project. The project gained the patronage of the Ministry of Foreign Affairs of the Czech Republic, of the European Commission and also of the 14th Dalai Lama who visited the partner school in Ladakh. And why La Ngonpo? It is a phrase from Ladakhi language meaning “blue mountain pass”, it is a virtual place where students from different parts of the world can meet and share their experiences. We wish them as many enriching experiences as possible.

If you want to learn more about this project, simply go to www.la-ngonpo.org and find plenty of interesting information.



MORNING ASSEMBLY AT MORAVIAN MISSION SCHOOL IN LEH, JULY 2010
Source: MKC Prague

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Web pages of the Krhanice elementary school

(September 2012
www.zskrhanice.cz)

LENKA NOVOTNÁ

La Ngonpo Diary (I) – the first impressions of project lessons

This year, our 8th grade has joined La Ngonpo Project. Fourteen girls and boys have an opportunity to find out about their peers living in very remote and culturally different place of the world – in Nepal, which is well known for its mountain that is perhaps six times higher than our highest mountain Sněžka and that all climbers in the world wish to conquer.

Only two project lessons took place in this school year, but the experiences gained from discovering and learning about our partners inspired 8th grade students to find out more about the common life in Nepal and perhaps find new good friends.

It is obvious, that not all 8th grade students can fluently speak Nepali language and that Nepali partners do not speak Czech as good as our Czech language teachers and even not as good as our students who get the worst marks for their knowledge of Czech. Naturally, it was necessary to choose a common language for both friendly classes. English was chosen; from the existing correspondence it seems that it is perfectly suitable for Nepal participants. Our 8th grade students must practice the vocabulary, carefully follow (and not to depart from, please) once learned grammar rules, and try to talk with delight, as this is definitely a great opportunity to learn the language.

Until today, the reciprocal communication has proceeded without any problems. One day, students prepared a few tricky questions, the other day, the partners sent the answers.

And what have Czech students learnt about teenagers in Nepal? For example the fact, that they can eat beef meat, but prefer lamb or chicken. The holidays in Nepal last a month at maximum (but they take place perhaps more frequently). They use Facebook, as almost every student above 12 years and with an access to a computer does. Girls wear high-heeled shoes and they do not

know (and do not play) Minecraft. Unfortunately, the drug abuse exists in Nepal as well as it does in the Czech Republic. We could also learn from their flowers (activity focused on learning about one's self) that they are very self-disciplined and wish to become writers, cardiologist.



STUDENTS OF SPRING DALES PUBLIC SCHOOL IN MULBEKH, 2011

Autor: Alice Koudelková

See you soon!

Students of the 8th grade and Lenka Novotná

The motto for all our students could be: "Follow what you wish to reach in your life, no matter *how remote your goal is, there is always a road to it.*" (Even if the road leads to the very top of the world).

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LENKA KADERÁVKOVÁ

La Ngonpo Project shows Czech students how their peers in India live.

Do you consider Jaromír Jágr, a hockey player, Václav Havel, a former Czech president, or Lakshmi Niwas, Indian steel tycoon, to be heroes? And why? 12-16 years old students discuss this theme at the same time but at two far-away places in the world, in India and in the Czech Republic. Their schools agreed on an internet partnership within La Ngonpo Project aimed at putting the life in developing countries nearer to Czech students, and also putting the life in central Europe nearer to Indian students.

Development themes

The project is coordinated by the Multicultural Center Prague, and supported by the European Commission and the Czech Development Agency. "Over the period of six months, two partner classes thousands of miles away learn according to the same book and address the same topics at nearly the same time. When they finish the given topic, they always share the outputs on the internet web pages of the project - www.la-ngopo.org," explains Romana Vylitová, the coordinator of the project (Multicultural Center Prague). The project took place from 2010 to 2012 in the Czech Republic, in the Indian part of the Himalayas, in Ladakh area, and this year also in Nepal. Schools from all round the world can take part in the project.

"The aim of the project is mainly to awake in students the interest in development themes. It is the opportunity to compare one's own opinion with an opinion of a friend coming from the other side of the world that helps students to understand the relation and connection between developed and developing countries, and to create their own sets of values," explains Romana Vylitová.

Migration, Beauty, Water...

The project includes 10 Czech schools and 6 schools in India. All schools can use detailed methodology that

comprises six different themes: Circle, Heroes, Migration, Beauty, Water and Together. The lessons are lead at least partly in English and are based mainly on discussions, active participation of students and creative work. The themes are usually integrated into the curriculum of given subjects. "Indian lessons are funny and I learn not only about India, but also about my schoolmates," says one of the Czech students. "Our lessons mostly look like - open your books, read this... but Indian lessons are kind of discussions, I think it is good," adds another student.

"I appreciate the La Ngonpo project for the fact that it forced my students to think thoroughly about their own country, region, village and life style in general. The La Ngonpo methodology forced them to think about their values, goals and future direction," commented Chamba Ghlack, a teacher at Spring Dale Public School in Mulbekh, India. "The lesson was very good, both me and my students liked it and I think that is the most important thing - when not only I as



A PROGRAM PREPARED BY CZECH VOLUNTEERS AT MORAVIAN MISSION SCHOOL IN LEH, JULY 2010
Source: MKC Prague

a teacher can see the results, but when also students have fun and a good feeling after the lesson. Great activities," commented Lenka Dvořáková, a teacher at the Tyršova elementary school in Brno.

The Multicultural Center Prague is still looking for other schools that would like to join the project. "All interested parties will be given for free the original

methodology and the methodological support, they will be provided an opportunity to consult it with the authors and will be put into contact with a partner class in a developing country; we also offer a workshop for teachers and an introductory workshop for children," says Romana Vylitová.

Exhibitions, concerts and a film

The La Ngonpo project will present a series of exhibitions, concerts and other events held at several places in the Czech Republic during the spring and autumn of 2012. Open-air exhibitions will take place at the main squares of the major Czech cities, introducing works of art and other outputs created by individual classes during the project. In May, visitors could see the exhibition in the city of Pilsen, enriched by the concert in Buena Vista Club on 16th May. The exhibition at the Wenceslas square in Prague will follow, together with a concert taking place in Lucerna Music Bar on 4th June. In autumn, the events will move to Moravia, exhibitions will be gradually presented in the cities of Olomouc, Brno and Vsetín. The public will also have an opportunity to see a documentary film that captures the course of the project and that was made partly by the students themselves.

Czech volunteers are helping to implement the project in India, and a group of Indian teachers involved in the project is coming to the Czech Republic at the beginning of June.



STUDENTS OF DRUK PADMA KARPO SCHOOL, JULY 2012

Author: Romana Vylitová

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Handwritten text in Tibetan script on a large rock, including the word "འཕགས་པོ་" (Akhpo).

LANDSCAPE IN NUBRA VALLEY
Author: Linda Fildmucová

Notes

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LA NONGPO DIARY OR WHO WE'VE MET IN THE BLUE PASS

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