

# SIESC - TODAY

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## ÉDITORIAL

### Educating transforms us

Teaching, educating is for us a professional duty, we know it, but we can ask ourselves what makes a successful education. Beyond the immediate goals, educating has a humanistic objective that we must include in the concrete ones. We influence by our way of teaching and must take up the challenges of our world where everything is accelerating.

For a peaceful and happy coexistence, freedom cannot be the only value. Discipline is useful to make room for the other and it helps us to grow, not to remain perpetual adolescents. We have to find the right balance between the demands of the school community and the individual expectations of the students.

Our students teach us patience, strictness and discipline. In order to create good working conditions in the classroom, we are obliged to rise to the occasion, to behave like adults. We must know how to keep calm, find the right words to resolve conflicts. Thus teaching, educating transforms us, brings us more maturity and makes us more capable of new discernments.

The current challenge: "Europe today, how to face the turbulences", demands new discernments, which is possible with an attitude marked by our educational experience. SIESC also gives us the opportunity to work at building an open and welcoming Europe. We are different from one country to another, our professional practice is often different, but it is the same Lord who guides us and makes us discover in our students our brothers and sisters.

Agnès ROSE

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## Eduquer nous transforme

Instruire, éduquer est pour nous un devoir professionnel, nous le savons mais nous pouvons nous interroger sur ce qui fait une éducation réussie. Au-delà des buts immédiats, éduquer a un objectif humaniste qu'il nous faut inclure dans le concret. Nous influençons par notre manière d'enseigner et devons relever les défis de notre monde où tout s'accélère.

Pour une coexistence pacifique et heureuse, la liberté ne peut être la seule valeur. Une discipline est utile pour laisser sa place à l'autre et elle nous aide à grandir, à ne pas rester des adolescents perpétuels. Il nous faut chercher un juste équilibre entre les demandes de la communauté scolaire et les attentes individuelles des élèves.

Nos élèves nous apprennent la patience, la rigueur, la discipline. Pour créer de bonnes conditions de travail en classe, nous sommes obligés d'être à la hauteur, de nous comporter en adultes. Il faut savoir garder son calme, trouver les mots justes afin de résoudre les conflits. Ainsi instruire, éduquer nous transforme, nous apporte plus de maturité et nous rend plus aptes à de nouveaux discernements.

Le défi actuel : «l'Europe d'aujourd'hui, comment faire face aux turbulences?», nous demande de nouveaux discernements, ce que permet une attitude marquée par notre expérience éducative. Le SIESC nous donne aussi l'occasion de travailler à construire une Europe ouverte et accueillante. Nous sommes différents d'un pays à l'autre, notre pratique professionnelle est souvent différente mais c'est bien le même Seigneur qui nous guide et nous fait découvrir dans nos élèves nos frères et soeurs.

Agnès ROSE

## Erziehung verwandelt uns

Unterrichten, erziehen ist für uns eine berufliche Pflicht, wir wissen es, aber wir können uns fragen, was eine erfolgreiche Bildung ausmacht. Über die unmittelbaren Ziele hinaus hat die Erziehung ein humanistisches Ziel, das wir in das Konkrete einbeziehen müssen. Wir beeinflussen durch unsere Art zu lehren und müssen die Herausforderungen unserer Welt annehmen, in der alles immer schneller wird.

Für ein friedliches und glückliches Zusammenleben kann die Freiheit nicht der einzige Wert sein. Disziplin ist nützlich, um dem anderen seinen Platz zu geben, und sie hilft uns, zu wachsen, nicht ewig jugendlich zu bleiben. Wir müssen die richtige Balance zwischen den Anforderungen der Schulgemeinschaft und den individuellen Erwartungen der Schüler finden.

Unsere Schüler lehren uns Geduld, Strenge und Disziplin. Um gute Arbeitsbedingungen im Klassenzimmer zu schaffen, sind wir verpflichtet, uns der Situation zu stellen, uns wie Erwachsene zu verhalten. Wir müssen wissen, wie wir die Ruhe bewahren, die richtigen Worte finden, um Konflikte zu lösen. So zu lehren, zu erziehen, verwandelt uns, bringt uns mehr Reife und macht uns fähiger für neue Einsichten.

Die aktuelle Herausforderung: „Europa heute, wie man den Turbulenzen begegnen kann“, erfordert neue Einsichten, was mit einer von unserer Bildungserfahrung geprägten Haltung möglich ist. Der SIESC gibt uns auch die Möglichkeit, am Aufbau eines offenen und einladenden Europas zu arbeiten. Wir sind von einem Land zum anderen verschieden, unsere berufliche Praxis ist oft unterschiedlich, aber es ist derselbe Herr, der uns führt und uns in unseren Studenten unsere Brüder und Schwestern entdecken lässt.

Agnès ROSE

## SIESC'S LIFE

### SIESC in TAINACH (AUSTRIA) 22-28 JULY 2019

The meeting at Tainach brought together 48 participants from 11 different countries. What a joy to meet colleagues from previous years, to pick up where we left off and to get to know one another, their countries and their cultures!



*In klagenfurt*

The topic of the meeting is “**The Contribution of Schools to Integration by Reasonable Inclusion**”, a rich theme that will encourage exchanges, sometimes lively, in language groups.

The first lecture “**The challenges of the integration of children with a migration background using the example of a secondary middle school in Vienna**”, given by Mr **Christian Klar**, director of a “Mittelschule” in Vienna, talks about integration, which for him is synonymous with assimilation. Migrants must not only respect Austrian laws, which is understood, but also the traditions of the host country even if they are opposed to their own. The discussion in my group after the conference was lively, many of us were shocked by some of the comments made and by the lack of an educational project for these young people. But we discovered during the final synthesis of the groups (4 in all) that some appreciated the frank and unfiltered comments of the speaker.



The second lecture **“Theory and practice of inclusion of children who need help for their integration”** by **Wolfgang Mazal**, Professor at the University of Vienna, focuses more on sociology with statistics to put the previous day’s lecture in perspective: Austria is, in 2017, at the top of the European countries receiving migrants. Mr. Mazal highlights the importance of integration, which, for him, is not assimilation but inclusion. Everyone must take steps towards one another.



*On the Magdalensberg site*

As the 3rd day’s lecturer could not be present, the **“Measures for the integration or inclusion of children with special needs in Slovenia”** were presented by two speakers. The group discussion then turned out to be rich as we discovered the practices of different countries for the inclusion of young people with special needs.

This meeting in Carinthia allows us to discover a particular region of Austria due to its history. As the President of the VCL (Austrian Association) of Carinthia pointed out at the opening ceremony, it is a suitable place for our meeting because Austrian and Slovenian culture meet, while traces of older Celtic and Roman civilisations can be found at the Magdalensberg site we are visiting. We visit the capital Klagenfurt and discover its history in connection with Slovenia. At two other times we meet this twofold culture: on an evening with an octet of men singing in Slovenian, German



*Rupnik mosaïc in the Sodalitas chapel*

and other languages, covering popular songs; on an evening with the inspector who is in charge of teaching Slovenian in Carinthia. The optional excursion takes us to Maria Saal and Gurk, the former seat of the bishopric, where we attend mass in the cathedral.

This first year with our new President Alin Tat continues the work of SIESC, connecting colleagues. It is also an opportunity to build Europe, an open and welcoming Europe in opposition to the one we know today, especially after the last European elections, even if we are different from one country to another, even if our professional practice is or was different. It is indeed the same Lord who guides us and makes us discover, in our students, our brothers and sisters. The moments of prayer and masses bring us all together in this same faith.

The leaving at the end is always full of promises to meet again the following year, in Poland in 2020.

Catherine LE COZ



## Invitation to Korbielow

SIESC and Marcin and Alexandra Sawicky invite you cordially to the 65<sup>th</sup> SIESC Meeting at Korbielów in Poland in July 2020.

**Date: Monday 20<sup>th</sup> to Saturday 25<sup>th</sup>**, which is also the day of the optional excursion.

**Topic: "Discovering details: invitation to neglected ways of learning"**. We deal with the development of knowledge and of the capacities of our intellect, with how we work and influence by our way of teaching. We should pay more attention to teaching skills by means of all five senses. In a world where everything is accelerating, students do not have time and the ability to pay attention to details. So, if we want to teach more, we should teach more slowly. In three lectures experienced Polish experts will focus on the following aspects: "Brains created to cooperation", "Drawing from nature", and "Forest education - finding relations". For the afternoons manual workshops are planned, e. g. calligraphy. In language groups we can draw conclusions from our experiences and develop proposals.

The excursion on the last day will take us to Krakow.

From the airports in Krakow and Katowice you can reach the meeting place by train and by bus. In the invitations the possible routes to reach the place will be shown.

The SIESC council and the Polish colleagues invite you cordially to Poland.

Alin Tat, Marcin and Alexandra Sawicky  
President of SIESC, Preparation team

## Drodzy przyjaciele, drodzy członkowie SIESC - EFCT

**SIESC wraz z Olą i Marcinem Sawickimi zapraszają Was na 65-te spotkanie SIESC  
Korbielowie w Polsce w lipcu 2020 roku.**

Termin: Od poniedziałku 20 do soboty 25 lipca, który jest także dniem wycieczki dla chętnych.

Temat: „Odkrywając szczegóły: zaproszenie do zapomnianych ścieżek uczenia się”. Zajmiemy się rozwojem wiedzy na temat możliwości naszego umysłu, wiedzą która wpływa na sposób naszego uczenia. Postaramy się zwrócić większą uwagę na nauczanie czerpiące z potencjału wszystkich pięciu zmysłów. W świecie, który nabiera niebywałego przyspieszenia, uczniowie nie mają czasu zwracać uwagi na szczegóły. Dlatego też, jeżeli chcemy uczyć więcej, musimy uczyć wolniej.

W czasie trzech wykładów skoncentrujemy się na następujących aspektach: „Mózg stworzony do współpracy”, „Rysunek z natury” i „Leśna edukacja - w poszukiwaniu związków”. W czasie popołudniowych warsztatów planujemy między innymi zajęcia z kaligrafii. W grupach językowych będziemy rozmawiali o wnioskach płynących z naszych doświadczeń i wysłuchanych wykładów.

Ostatniego dnia odbędzie się wycieczka do Krakowa.

Z lotnisk w Krakowie i Katowicach można się dostać do Korbielowa pociągiem i autobusem. W zaproszeniach zostaną przekazane szczegóły i możliwości dotarcia na miejsce konferencji.

Rada SIES i polscy koledzy serdecznie zapraszają na spotkanie w Polsce.

Alin Tat Aleksandra i Marcin Sawiccy  
President of SIESC zespół organizacyjny

## A few words from the president

### After Tainach

I would like to share with you some thoughts from the Tainach lectures.

First, on the theme of integration. Why is it important to integrate children from very different backgrounds into the school? Perhaps integration should not be sought for itself, as an end in itself, but the goal of integration is peaceful and happy living together for all the actors involved.

“Living by example and demanding an attitude is an important basis for a functioning coexistence at school.

It is not enough just to create laws and rules. Attention must also be paid to their observance. But teachers also need the appropriate skills and opportunities to do this.

Respect, esteem and tolerance have their value for society in mutuality. Therefore, it is not only important to live these values for oneself, but also to demand them from pupils and subsequently from their parents..” (Christian Klar)

How can we create or recreate a mentality where freedom is not the only value, where we realize that we must accept a discipline that helps us grow and without which we will remain perpetual adolescents, in the wrong sense of the word?

We live in societies where human rights are recognized and where there is a demand for their recognition. But this does not invalidate the existence of common rules and the expectation to recognize them as well. This leads us to one of the conclusions of Wolfgang Mazal’s lecture, on the search for the right balance between the demands of the school (and the community) and the expectations of the students:

“It becomes clear that it is not a question of accepting children in their own way, including them in groups and thereby seeing the demands of the groups as secondary, nor of merging the character of children in a majority group, but rather of achieving a balanced relation between individual development and communal ability: school and all educational institutions attached to it must react forcefully or mitigatingly in order to achieve a balanced result.”

The key word here is balance. But balance is not given from the outset, it is found if it is sought through discernment. It is also a sign of maturity in our school approaches. But the challenges of today’s world require new insights. And maturity is still to be acquired, isn’t it?

Alin TAT

## Three bereavements

On August 26, Dagmar Parohová informed us of the death in summer of her mother **Vera Bokorová**. Vera was the representative of the UKPCR, Union of Christian Pedagogues of the Czech Republic, an association she had founded, at SIESC. With her husband and daughter she organized two SIESC meetings, at Usti nad Labem in 1995 and in Prague in 2003.

On August 28, the UCIIM National President informed us of the death of **Cesarina Checcacci**. At the SIESC Council as a delegate of UCIIM and then as Vice-President from 1980 to 1999 under 3 successive presidencies, Cesarina supported and accompanied the development of SIESC. She became Honorary President in November 1999, but her health too quickly kept her out of SIESC’s life.

In mid-November, her daughter Agnès informed us of the sudden death of **Françoise Calais**. Discreet but effective Françoise was for her husband Yves, who died in January 2018, a constant support in his activities for SIESC.

Requiescant in pace.

## INTERNATIONAL LIFE

### PAX ROMANA

### If it isn’t in the news, then ... has it happened?

“If it isn’t in the news, has it really happened?” seems to have become our way of questioning reality and the way exploited by the media when selecting and arranging their news. It is also the way adopted by bodies and organizations which have their official sites to tell the public, especially their supporters and adversaries, what they should know about them and about the world. The *Bulletin* of Pax Romana (PR) ICMICA will be therefore presented with this concept in mind. The current site is putting the question of *Europe today – how to cope with turbulences* (Wolfgang Kautek) into focus, and, simultaneously announcing the conference in Padova (Nov/Dec. 2019). The theme of the event, written in big letters, certainly attracts the reader.

The first and the only (European) turbulence is presented in *The Statement of the ICMICA Federations of Catalonia*, which gives an inside view of the political situation in Catalonia. The subsequent contribution is the *Letter from the President of the conference of INGOs*, Anna Rurka, which touches on the appli-

cation of human rights in Syria. This letter reports on the past activities and presents a few future plans, connecting thus to *Reports on the fact-finding visits of the Conference of INOGs* to Romania (Dec. 2018), to Italy (May 2019) and to the UK (May, Oct. 2019). These visits are said to have dealt with the issues at stake, such as the lobbying regulations and participation in decision making. The *Chronological History over 70 years of the Council of Europe* (Philippe Grolleau), which follows, is an informative overview, inviting to the conference on (endangered) democracy in our information age (Strasbourg, Nov. 2019). One of the themes dealt with was freedom of expression, a real challenge for Christians even in Europe, as disclosed mainly from non-mainstream media. Just an example, in Sept. 2019, the Court of Human Rights had to reverse a decision of the Nottingham Students' Union (SU) at Nottingham University, claiming that the pro-life student group couldn't be a member of the Students' Union because the values of the pro-life group "did not align" with their own. However, with the help of

Christian NGOs, such as CitizenGo, Nottingham Students were able to challenge the decision, arguing that the Union had a legal commitment to represent all students if they agreed with their beliefs or not.

Since such cases are symptomatic and as the readers of the *Bulletin* are expected to be able to discern the signs of time, and, last but not least, because Catholics all over the world should be encouraged not to forget about their rights, couldn't the 'voice of Catholic Intellectuals' report on them? And if it reported also on other initiatives of individuals and NGOs, for instance, on the endeavours to stop the militant LGBT groups from indoctrinating children in kindergartens and schools, also PR would help to spread some of the news on events that really happened and thus shape a more complex vision of the world.

Darja MAZI-LESKOVAR

## NEWS ROM MEMBER ASSOCIATIONS

AUSTRIA - VCL

### The cooperation of Catholic schools at national and international levels

*In the VCL-NEWS Marie-Theres Igrac from the Episcopal Office for Schools and Education writes about the cooperation of Catholic schools at national and international levels.*

The difference between vision and reality also contains an obligation for those responsible for education, namely to repeatedly trace the actual humanistic goal of school education beyond its purpose and to include it in the concrete design. This is all the more true when educational institutions are committed to a certain founding ideal, as is the case with denominational schools. Anchored in the tradition and spirituality of an order (which has often already retired from school), built on a religious foundation, the vision is relatively easy to name. But what does it mean to see one's educational mission anchored in a Christian conception of man, to put wholeness and personality formation at the centre of pedagogical practice, to guide it to social practice?

In order not to lose sight of the initial vision, to reflect on one's own historical founding ideal and to agree on the profile and mission of denominational schools in the present day, stakeholders of Catholic educational institutions throughout Europe, organised in the CEEC (Comité Européen pour l'Enseignement Catholique), come together at regular intervals for meetings and conferences. The meetings, which last several days, offer space and opportu-

nities for exchange, networking opportunities, the organisation of transnational training opportunities and sometimes the adoption of (educational) political resolutions.

In addition to the regional meetings, every four years, the OIEC (Office International pour l'Enseignement Catholique), the supra-regional umbrella organisation of the Association of Catholic Schools, organises worldwide networking meetings of delegates from all regional associations, for example last June at Fordham University in New York. The image that was presented to the visitors there could not have been more colourful and lively. 520 delegates from 77 member states of all continents, lay people, religious, school owners, directors, teachers and church officials discussed in plenary conferences and working groups the self-conception and the task of Catholic schools in the present. The awareness that they were not alone in their efforts to strengthen their identity and profile and to meet current challenges gave support; a look beyond one's own nose at the manifold fields of activity of Catholic schools, especially in the southern hemisphere, broadened in an inspiring way the horizon for the mission and significance of the denominational school system. The list of social projects presented, especially in the poorest and most politically unstable countries, the innovations in the development of specific pedagogical concepts, the efforts to train teachers in the spirit of a certain vision were promising.

In 212 countries of the world there are Catholic schools where over 62 million children and young people are educated. The tendency is rising. The spectrum of schools covers all age groups and school types, the most diverse educational profiles, focal points and social compositions. There are schools with and without tuition fees, schools with high performance expectations and success rates, with

intensive cooperation between parents and a rich offer of extracurricular activities, and there are other schools which do not perform so well in terms of performance, but which very consciously and primarily enable children to attend school who would otherwise be completely denied access to their country's education system for economic reasons.

FRANCE - CdEP

## Educator where we live

I have often thought about the meaning of the words related to my profession: education, transmission, instruction, teaching. In institutions, we have the impression that we educate spontaneously. But the issue of what makes a successful education is still a delicate one, whether you are at the beginning of your career or more experienced.

Teaching and educating students is a permanent objective, a choice but also a duty related to my profession. Through instruction and education, we transform ourselves; and we end up automatically transferring certain techniques to other environments.

This is sometimes unpredictable, such as explaining to a family why it is better not to give too much bread to the geese and ducks in the Vincennes woods. It is also more deliberate or reflective, such as reminding a neighbour once again that racist remarks or sexist jokes are neither appreciated nor acceptable, even at a drunken neighbourhood party. I point out to my students when it is necessary that racism or sexism are not opinions and are punishable by law. I am happy if I have been able to find the right words to resolve conflicts, or to prevent a cruel or unjust act. Educating, it seems to me, is first and foremost about working towards a more just society, towards positive changes.

I avoid conflicts and fear violence. It's complicated, because conflicts are common in my profession. I take it upon myself to force myself to act or react and I feel exhausted after each confrontation. There are many tensions between students in my school, including violent altercations and sometimes fights. In class, students get angry easily, you have to keep calm when they cry or become aggressive because of a bad grade for example. You have to teach them to accept a failure. To tell them the truth in a diplomatic way.

Outside the professional context, I notice that family, neighbours and strangers do not appreciate the references to rules of life, the reminder to the law. So the parents of a child who was trying to overtake everyone in line for a lift in the Alps did not appreciate my "lecturing him". For them, his young age (about 10 years old) justified the desire to "enjoy the day of skiing", even if it meant passing in front of 20 other people. Students tolerate behavioural remarks better than adults. But it's true that you have to hold back sometimes! I don't want to become a "lesson giver".

My way of educating has evolved through contact with students and colleagues. I also listened to and read several specialists in child and adolescent psychology. I learned the importance of finding the right words which describe the behaviours but do not attack the person. For example, never say "You are all dead losses" in a class, or "You'll never make it" to a student. But we must say what is admissible or not, such as "It is not acceptable to arrive in class 15 minutes after the bell rings", or "This assignment is not successful, there is an off-topic in question 4". A personal remark hurts and does not educate. A proven remark on behaviour or occasional breaches finally makes its way.

Too high or too low scores, as well as collective punishment, are also poor pedagogical choices, because injustice has counterproductive effects.

The students taught me strictness, patience, discipline. They ask many questions, make remarks that cannot be ignored, see the details that we want to hide. If we want to be respected and create good working conditions in the classroom, we must be up to the task, we must behave like adults. We have to find answers, keep our word, get organized, be punctual.

Behavioural or language differences are badly tolerated. Disrespect and injustice are considered as "major crimes" by young people. We must constantly monitor and control ourselves: difficult when the news gets complicated, or when we encounter major personal problems.

I find it extremely satisfying when disadvantaged students or those originally with little interest discover and appreciate English culture, literature, cinema, museums or theatrical practice.

From a text by Biljana Île-de-France (May 2019)  
published in *Lignes de crêtes*.

## Educating children from abroad

Slovenia has become a crossroads of many political, economic, social, and cultural flows that are typical of the modern world. These changes impact the formation of new social relations that particularly affect young people. Slovene primary and secondary schools are attended by students whose mother tongue is not Slovene.

The state co-finances the education in Slovenia's international schools to public servants' children who lived abroad. Their parents must pay one half of the tuition fee, while the other half is equally shared by the Ministry of Foreign Affairs and the Ministry of Education. Children of public servants who are posted abroad mostly attend schools with an international programme, since they cannot attend public schools in their host country for linguistic, educational or security reasons, etc. Some countries do not allow for foreign citizens to attend public schools.

Enrolment to schools with international programmes is limited, subject to tuition fees and intended for elementary and secondary school students under special conditions.

As agreed with their parents, children whose mother tongue is not Slovene and who reside in the Republic of Slovenia are subject to an adjusted knowledge assessment and grading. Their progress is monitored in terms of achieving goals and the required knowledge standards. Individualized curricula are prepared, grading and testing are subject to adjustments and children are offered tutoring. Lessons in Slovene language and culture are envisaged upon enrolment to primary school in the Primary School Act as are, in collaboration with their country of origin, lessons in their mother tongue and culture.

Granted the status of a foreign student, students have the possibility of adapted testing and grading for a maximum of two years.

In secondary schools, i.e. gymnasias, technical and vocational schools, intensive courses and additional lessons in Slovene are offered to students whose mother tongue is not Slovene or who did not complete their primary education in the Republic of Slovenia. At the beginning of their secondary education in the Republic of Slovenia, students must present an A2 proficiency level certificate in Slovene in line with the Common European Framework of Reference for Languages.

The school organizes an intensive course in Slovene at the beginning of the school year.

Having passed the exam on the basic level, candidates demon-

strate their ability to communicate in routine situations.

The secondary school in Domžale houses a gymnasium, as well as a vocational and technical school. It is attended also by students who are not Slovene citizens. This year, the school is attended by students from Portugal, Brazil, Guatemala, China, the Syrian Arab Republic, as well as students from Yugoslavia, namely Bosnia and Herzegovina, Kosovo, and North Macedonia. Years ago, the school was attended by students from Russia because they trained basketball in the Domžale basketball club. We find working with students from Bosnia and Herzegovina to be the easiest due to similarity of languages. Some students can communicate in English; however, we have also had students writing in Cyrillic or Chinese characters.

There are 14 foreign students attending classes in this school year. They have been given extra lessons and were divided into two groups by their teachers; the first group consists of students with a command of Slovene and the second one with those who do not speak Slovene. Students attend a course, which consists of 6 lessons a week. Their knowledge will be assessed occasionally; however, the tests are used repeatedly, which is not ideal. The command of language at A2 level does not suffice for students to obtain adequate knowledge to achieve minimal standards required to reach the minimal passing grade in Slovene. Teachers' hands are tied; we do not know how long this situation will last. If foreign students' schoolmates speak the same language as they do, the problem is even worse because they converse in foreign students' native tongue, which hinders their progress. Instead of giving a foreign student a chance to practice Slovene, they help them with translation.

Unfortunately, their parents and friends do not speak Slovene at home, so that they acquire knowledge slowly. Immigrants (foreigners) fight for acceptance, for a certain status in a foreign environment. Children are often used as a tool for establishing oneself. Parents expect them to help them acquire a certain status.

Secondary school students who have been living in Slovenia for several years and were taught Slovene in primary school can learn to speak the language without accent, dialectal words, fillers, etc.

Written by Karmen Koprivec

### A NOTE FROM THE EDITOR

SIESC-TODAY publishes articles of two types :

- 1/ It provides information concerning the life of SIESC and international affairs : for this SIESC governing body takes on full responsibility.
- 2/ On their authors' own responsibility, it publishes information coming from member and partner associations as well as from guests to allow them to put into dialogue their own positions and to lead readers to think about these positions which can not be shared by everybody.

### OUR BEST THANKS TO OUR TRANSLATORS

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