

SIESC - TODAY

English Edition

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EDITORIAL

Living in confidence

Even if the virus, this invisible enemy, threatens us, we must continue to live. In the face of the pandemic, distance learning was invented and we have seen its shortcomings. The innovation of summer courses has been able to complement it while allowing us to experiment with what is sometimes missing in our educational model. Life, always uncertain, had to be led even more in uncertainty. Caution is always necessary, even more so in the face of this invisible danger. It is therefore necessary to know how to analyse and evaluate threats correctly. This requires us to always learn, to recognize our inevitable ignorance, all the more sensitively the more we learn, the more we realize the limits of our knowledge.

We are not alone. We need others. Networks can provide information, but that needs to be examined carefully, which implies being trained. Education is really only possible in the presence of others; the difficulty of learning is easier to live with when it is shared. Overcoming together the harshness of certain school subjects gives rise to the joy of having done it together. It also makes it possible to make friendships and to have confi-

dence in those around us, each with his or her own function and diverse talents with one goal, our education.

Positive experiences in our learning increase our self-confidence without which we cannot feel secure. Our limits and difficulties are not removed, but they are easier to overcome. Time needs to be structured and often prioritized. And we are fortunate to live in societies regulated by law, by rights to be respected and debated. However, the danger is not eliminated. Let us analyse the situation and ask ourselves what we are really afraid of. Are we afraid of death or do we not have to receive it as part of life? What support do we have when we are in need? Let us trust in the One who always accompanies and protects us. Our total trust in Him will then strengthen our confidence in ourselves and our trust in others.

Agnès ROSE

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Leben im Vertrauen

Auch wenn das Virus, dieser unsichtbare Feind, uns bedroht, müssen wir weiterleben. Angesichts der Pandemie wurde der Fernunterricht erfunden, und wir haben seine Unzulänglichkeiten gesehen. Die Innovation der Sommerkurse hat es geschafft, sie zu ergänzen und uns gleichzeitig zu erlauben, mit dem zu experimentieren, was manchmal in unserem Bildungsmodell fehlt. Das Leben, das schon immer ungewiss war, musste noch mehr in Ungewissheit gelebt werden. Vorsicht ist immer geboten, umso mehr bei dieser unsichtbaren Gefahr. Es ist daher notwendig zu wissen, wie man Bedrohungen richtig analysiert und bewertet. Das bedeutet, immer zu lernen, unsere unvermeidliche Unwissenheit anzuerkennen, die umso empfindlicher ist, je mehr wir lernen und je mehr wir die Grenzen unseres Wissens erkennen.

Wir sind nicht allein. Wir brauchen andere. Netzwerke können Informationen liefern, aber sie müssen sorgfältig untersucht werden, was eine Schulung voraussetzt. Unterricht ist wirklich nur in Anwesenheit anderer möglich; die Schwierigkeit des Lernens ist leichter zu ertragen, wenn sie geteilt wird. Die gemeinsame Überwindung der Härte bestimmter Schulfächer lässt die Freude aufkommen, es gemeinsam geschafft zu haben. Sie ermöglicht es auch, Freundschaften zu schließen und Vertrauen in die Menschen um uns herum zu haben, von denen jeder seine Funktion und seine verschiedenen Talente hat, mit einem Ziel vor Augen, unserer Bildung.

Positive Lernerfahrungen steigern unser Selbstvertrauen, ohne dass wir uns nicht sicher fühlen können. Unsere Grenzen und Schwierigkeiten werden nicht aufgehoben, aber sie sind leichter zu überwinden. Die Zeit muss oft strukturiert und mit Prioritäten versehen werden. Und wir haben das Glück, in einer Gesellschaft zu leben, die durch Gesetze geregelt ist, ein Recht, das respektiert und diskutiert wird. Die Gefahr ist jedoch nicht ausgeschlossen. Lassen Sie uns die Situation analysieren und uns fragen, wovor wir wirklich Angst haben. Haben wir Angst vor dem Tod oder müssen wir ihn nicht als Teil des Lebens annehmen? Welche Unterstützung haben wir, wenn wir in Not sind? Vertrauen wir auf den Einen, der uns immer begleitet und beschützt? Unser volles Vertrauen in Ihn wird dann unser Vertrauen in uns selbst und unser Vertrauen in andere stärken.

Agnès ROSE

Vivre dans la confiance

Même si le virus, cet ennemi invisible, nous menace, nous devons continuer à vivre. Face à la pandémie on a inventé l'enseignement à distance dont nous avons perçu les insuffisances. L'innovation de cours d'été a pu le compléter tout en permettant d'expérimenter ce qui manque parfois dans notre modèle éducatif. La vie, toujours incertaine, a dû être menée encore davantage dans l'incertitude. La prudence est toujours nécessaire, elle l'est plus encore face à ce danger invisible. Il faut donc savoir analyser et évaluer correctement les menaces. Cela nécessite de toujours apprendre, de reconnaître notre inévitable ignorance d'autant plus sensible que plus nous apprenons, plus nous nous rendons compte des limites de notre savoir.

Nous ne sommes pas seuls. Nous avons besoin des autres. Les réseaux peuvent apporter des informations mais elles sont à examiner avec justesse, ce qui implique d'être formés. La formation n'est vraiment possible qu'en présence des autres; la difficulté des apprentissages est plus facile à vivre quand elle est partagée. Surmonter ensemble la dureté de certaines matières scolaires donne lieu à la joie de l'avoir fait ensemble. Cela permet aussi de nouer des amitiés et d'avoir confiance dans ceux qui nous entourent, chacun ayant sa fonction et des talents divers avec une finalité une, notre éducation.

Les expériences positives dans nos apprentissages accroissent notre confiance en soi sans laquelle nous ne pouvons nous sentir en sécurité. Nos limites et les difficultés ne sont pas pour autant supprimées, mais elles sont plus faciles à surmonter. Le temps est à structurer, à hiérarchiser souvent. Et nous avons la chance de vivre dans des sociétés régulées par le droit, un droit à respecter et à débattre. Cependant le danger n'est pas éliminé. Analysons la situation et demandons-nous de quoi nous avons vraiment peur. Avons-nous peur de la mort ou n'avons-nous pas à la recevoir comme faisant partie de la vie ? Quel est notre soutien lorsque nous sommes dans le besoin ? Confions-nous en Celui qui toujours nous accompagne et nous protège. Notre confiance totale en Lui renforcera alors notre confiance en nous-même et notre confiance dans les autres.

Agnès ROSE

SIESC'S LIFE

Invitation to Korbiewo

We hope that in summer 2021 it will be possible to travel and to meet one another in Europe and that's why

SIESC and Marcin and Alexandra Sawicky invite you cordially to the 65th SIESC Meeting at Korbiewo in Poland in July 2021.

Date: Monday 26 to Saturday 31 July, 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
President of SIESC
Marcin and Alexandra Sawicky
Preparation team



Korbielow

Drodzy przyjaciele, drodzy członkowie SIESC - EFCTSIESC wraz z Olą i Marcinem Sawickimi zapraszają Was na 65-te spotkanie SIESC w Korbielowie w Polsce w lipcu 2021 roku.

Termin: Od poniedziałku 26 do soboty 31 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
President of SIESC
Aleksandra i Marcin Sawiccy
zespół organizacyjny

A few words from the president

What kind of school?

We hope to go back to school, I mean to the school before, the one we knew and practiced, the one we thought was the only way to "make" school. But there are voices that say that a new form of school is being born, where the student no longer needs the physical presence of the teacher because he finds the information he needs in the global network, where everything can be found and which, moreover, is always at our disposal. But is it that simple? Does teaching only mean having access to information and possibly being guided, from afar, by a more experienced "companion"? It's good enough if we recognize our need to be accompanied on an educational journey.

I like the metaphor of the journey, which is similar to the more general idea of the homo viator, and which also shows the potentially infinite nature of our journey. And I am not talking here about the unwanted adventures of a Ulysses returning to his homeland, but about the necessary path to follow for our education as men or women. The Italian philosopher Luigi Alici proposes another beautiful metaphor for the purpose of school, that of the infinita-mente, the infinite intellect. And it must be correctly understood that it is not an absolute pride to know everything, but the humility to recognize our inevitable ignorance, at the beginning and along the way. The greater our knowledge is, the easier it is to recognize its limits. They say – don't

they? - that true scholars are humble and that those who are less humble are likely to forget it.

But why support the "classical" model of the school in physical presence - so to speak - where students and teachers meet every day and where we advance so painfully in subjects that are often difficult and seemingly useless. To answer this question, we can look for other images. First, that of the community, then, more deeply, that of the body.

School teaches us the sense of community. It is necessary to be trained and not only to be informed. To form oneself, but this is only really possible if one is in the presence of others. For education we need to be many: the student, the teacher, the friends. There is hard work to learn, but also the joy of being with others at school. We saw it these days when our students told us again and again how good it was to be together at school before.

And the body means more than the community, it clearly shows the unity of the members, each one with its function for the good of all. The talents are diverse, but the finality is one: our education.

Alin TAT

INTERNATIONAL LIFE



Pax Romana

The right to be respected, the right to be debated, the LAW to be followed.

The key words that resound in the media with increasing frequency seem to be right, law, information. The pages of the Pax Romana Newsletter are also proof of this. For example, one only has to read the minutes of various international meetings, see the minutes of the World Democracy Forum that took place in Nov. 2019. This meeting is still present among the contents offered to readers. It is true that the importance of this Forum is not diminished because it has dedicated itself to the great challenges of legality and support for quality journalism. The law and rights and with them the terms belonging to this sphere of discourse will once again be at the centre of discussion in the workshops dealing with the rights of immigrants that will take place in Manila in November 2020.

Legal terminology also characterises the discussion on racism in the June 2020 issue of Pax Romana. Certainly, if one tries to talk about the facts of destruction caused by the "Black lives matter" movement, one cannot do without the evocation of law and democracy either. Kevin Ahern is the author of the contributions in which Catholics' positions on these events are presented, such as various attempts at reconciliation with the parties that denounce "the evil in the legal system".

Ahern also provides an interesting list of resources that testify to the efforts of Catholics to fight for justice, see [//www.icmica-miic.org/2020/06/catholic-anti-racism-resources/](http://www.icmica-miic.org/2020/06/catholic-anti-racism-resources/).

Also published is the letter of apology for injustices committed within the Pax Romana movement, signed by Ahern and President Ravin Tissera. As the call to Pax Romana members to detect injustices is quite reasonable, some comments are also sought on the "all lives matter" and therefore at least one article on the innocent victims of those who claim to be supporters of justice and equality before the law. However, there is no contribution on the damage to the cultural heritage of the Western world and not even a word on the vandalism against churches, buildings intrinsically linked with the Christian faith and therefore with the identity of the Newsletter readers.

The legal context also marks the Brazilian newsletter, written by Frei Betto (Carlos Alberto Libânio Christo). He calls on Pax Romana to disseminate information on the health crisis, caused by covid-19, because "only pressure from other countries will be able to stop the genocide that is afflicting".

Even if it might seem that it is the content related to jurisdiction, to the political sphere that prevails in the pages of the Pax Romana newsletter, for me, at the heart of all the editions published in 2020 is the message of Antoine Sondag, the former ICMICA chaplain. These are lines he wrote after accepting the divine law of life, love and hope. This testimony of the "herald of solidarity and human rights" (www.secours-catholique.org/ladieu-dantoine-sondag) is the revelation of the true Law of the world (www.icmica-miic.org/fr/2020/11/pere-antoine-sondag/).

Darja MAZI-LESKOVAR
Nov. 2020

NEWS FROM MEMBER ASSOCIATIONS

Austria - VCL

SUMMER SCHOOL AT THE AKADEMISCHES GYMNASIUM SALZBURG

On the last day of August this year the summer school started for some pupils. Here at the Academic Grammar School, 39 pupils from a total of six different grammar schools in Salzburg have registered. Four of them did not show up on the first day, the remaining 35 stayed. They were divided into three groups with different levels of achievement and students took over, partly alone, partly in teams of two, one group each, coordinated and supported by a teacher from AkadGym. The Ministry's guidelines were relatively short and left us plenty of room for individual implementation. We, at the Akademisches Gymnasium Salzburg, focused on enabling the students to increase their self-confidence through positive learning experiences, to improve their German language skills and also to make new, cross-school friendships.

As our project, we chose to design a LapBook in which the pupils collected creative essays, important grammar points, helpful spelling rules, lyrical haikus, an info quiz and much more. Once they had achieved their learning goals, they were given a label for the respective topic, which they could then stick on the front of their LapBook. It was a bit like with the Boy Scouts, and the atmosphere was sometimes almost like in a holiday camp. "That you can learn a lot during the lessons, but you can have just as much fun" was one of the many positive responses from the pupils when asked what they liked. In general, the atmosphere was very positive from day one. Instead of being annoyed that they now have to start school

two weeks earlier, most of the pupils were rather happy to have some variety and structure in their everyday life again. "At home it was actually just boring," said one pupil on the first day. Another one was a bit surprised, he assumed that he had been registered here for maths support, in German he had had a Two anyway, he said. Nevertheless, he stayed. But other projects were also implemented: a photo story of a day at a dream school, an advertising spot for a SciFi product and a newspaper from the future with articles about themselves, and of course there were grammar units, but somewhat spiced up by a variety of methods, different media and motivating games. With a lot of motivation and original ideas, the students put together great lessons and made their debut as teachers with flying colours. A good cooperation, which started one month before the start of the summer school, and a constant exchange within the whole teaching team is of course also very valuable. For example, according to their feedback, the preparation of the students is not practice-oriented enough, a supply of teaching material, tasks at different levels of proficiency, motivating reading texts etc. would be desirable and a clear, timely communication of the essential guidelines to teachers, parents and students would be desirable. Even if it was a little bit tight this year and therefore had some teething problems, the concept of a summer school has potential in any case, so our common conclusion.

Mag. Ute FELLNER

FEAR AND TRUST

The first wave of the epidemic frightened many. We faced the unseen enemy against which we wanted to protect ourselves by all means. We hid ourselves in our homes. Life numbed. Fear expresses the feeling of endangerment. When we are physically or psychologically endangered the light "fear" is switched on. A strong energy that makes us run, attack or defend ourselves appears. We sometimes stiffen because we feel weak.

We found out that closing in within the four walls is not a solution. Even though the virus threatens, we have to live on. We have to earn our living, attend school, visit a medical doctor, have an operation, and cooperate with people. Permanent doubt and mistrust wear us out. In extraordinary circumstances only a few percent live in a normal way, but the majority with a feeling of uncertainty. When there is no trust, suspicion and fear are born. Consequently, we need the feeling of safety. If we trust, we feel safe.

Because of fear we hid ourselves in our homes. Nevertheless a home can become a prison when children do not feel safe, not because of an unseen virus but because of the lack of warmth, severe punishment, too great demands, aggression, abuse. In such a home it is torturous. Children are frightened by people who have difficulties with themselves. These are people who cannot supervise their addictions, aggression, sexual impulse; drug sellers or people who use children for the sake of propaganda. Who will measure how much additional fear the fear of the virus brought to a "safe home"?

The virus is among us. Viruses are among us. Danger is among us. Life is dangerous. Jobs are precarious, roads are dangerous, relationships are shaking, nature is polluted, the spirit is polluted. Caution is needed but even more facing the danger is needed. We have got psychological sensors, feelings that transmit information. Fear informs us about danger. Assessment of the correctness of the perception of a threat is the skill of emotional intelligence. Incorrect, too sensitive perception urges us to headless protection against little or even non-existent danger. On the other hand too little sensibility pushes us towards careless or even impudent behaviour. Consequently we run into a trap that is set. Real perception demands struggle for cautious handling which protects us against real danger.

Francis Wilks recommends the exercise of five sieves to sieve one's fear. We ask ourselves: What are we afraid of? Then I wonder what would happen if what I fear happens. After a few

steps we come to the real reason of fear and we have to face it. Let's try.

Sieve no. 1. I am afraid to go to school/work. I am afraid of infection.

Sieve no. 2. I go to school/work. In spite of caution I get infected. I undergo a test that is positive. I get medical treatment and I recover. I go back to life.

Sieve no. 3. I am infected and I am afraid of falling ill severely. The symptoms of the disease are strong. I am very ill. I have to go to hospital. I leave it to the doctors and diligent nurses. I recover and go home.

Sieve no. 4. I am in hospital afraid of worse symptoms. They really show up and they give me a respirator. I can hardly breathe. After a while I feel better. They transfer me to a regular ward. Then I recover and go home.

Sieve no. 5. On the respirator I am afraid I might die. They can't help me. I die. What now? Where does my soul go? What does it bring to the other world? A lot of good deeds and it goes to "Abraham's lap". Or ...?



What am I really afraid of? Losing my job, income, suffering, death, damnation? How do I handle existential fear? Am I afraid of death or do I receive it as a part of life?

What is my support when I am in need? People find different tools. Religious people find prayer, blessing, sacraments, faith, and fundamental confidence that somebody always accompanies us and protects us.

The symptoms disappear and I come back to life strengthened by faith and trust, by faith in yourself and by faith in the goodness of your neighbour.

In the need I learn to trust myself, people and the Almighty.

Father Silvo ŠINCOVEC
Introduction to Vzgoja, September 2020

MOTHER OF CONFINED STUDENTS

Mother of confined students: this is an unprecedented role! During this confinement, we had to learn it... and quickly.

A small glimpse of a lambda day:

My husband is in a meeting with Portugal, helmet screwed on his head, gibbering in English about instructions to finalize a project. At his side, he has as a new colleague, our son in 6th grade on an old computer (fortunately I didn't throw this one away!!) because his history teacher is doing a virtual class this morning.

He takes care not to put on the video because he barely got out of bed (9 o'clock – keep cool!), in T-shirt and underpants. He has his headphones on and yet seems to be attentive to what the teacher is saying, taking the floor from time to time to answer questions and giving us the strange impres-



sion that he is talking alone, like a madman.

At their side, my daughter in fourth grade has taken her place in the open space of what used to be the dining room, in a sweet and carefree past life. She also has a "virtual class": math, every morning at 9am (Thank you, teacher, for giving a reason for my child to get up and thus supporting parents in their difficult mission of keeping a pseudo work rhythm! She too, helmet and screen... Ah but which screen? ... Quickly, quickly, find a device that works... the tablet? Phew, it works!

Regularly, the last born still in kindergarten comes to propose to play "Uno" and is then quickly turned down because

"We don't have time indeed!", "Don't you see that we are working?", "I have something else to do.", "But shut up, my teacher hears you!!! What a shame!!!"... Hard, hard to find your place and occupations when you are the smallest!

For my part, I've moved into the kitchen - with the utensils hanging on the wall and the huge braid of garlic cloves that I bring back from Gers as a background for my virtual classes – semi-professional, but the cable of my computer forces me not to go too far from the electric socket. In short, the kitchen is the only place where I can have quiet to teach and talk without disturbing the others!

Between the morning and afternoon virtual classes, I have to prepare the meal, but what to do for the meal? ... In three weeks, I've already exhausted all my secret notes and I'm running out of ideas. Search on the internet? ARGH! My eyes are dry from being glued all day long on the screen, I'm close to an allergy. It's decided, we're going to use the children: salmon pasta / bacon pasta, so much the worse for the diet!

Finally, the day seems to be over: the children have attended classes, done their homework, meetings or finished classes ... Ah, but I forget the homework of the little one in kindergarten. I read the teacher's email: 6 pages of instructions and links galore - inner weeping - ... Well, let's roll up our sleeves and let's go. And here we are, looking for round objects in the house to make a "family". Then we will have to count them, make their prints, colour them, then make balls with modelling clay - we will have to find something else because we don't have any more modelling clay !...

It's late, we will finish this tomorrow, with a rested mind.

Before going to bed you fix on the living room wall the timetable of each one with the courses, the important meetings - the ones where nobody has to speak - the homework to be done with their imposed deadline... Just so that you don't forget to teach your children how to structure their time!

Yes, you're going to get there: all you have to do is get organized, right? ! ? ... and to prioritize, often!

Slowly, this line comes back to me to reassure me: "Nobody's perfect, right?"

ACA
Île de France

Last minute:

We have learnt that Gérard Fischer, President of Paroisse Universitaire, then Vice-president of CdEP, has died on January 3 th. We join Simone and their near relatives in their grief and promise to be with them in our thoughts and our prayers. We will pay tribute to Gérard in the next edition.



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.

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