**48 teachers, 11 European countries, 10 languages**

From 22 to 28 July the **64th SIESC Annual Meeting** was held at the SODALITAS House of Formation in Tainach/Tinje (and thanks the staff for their excellent and friendly support). The topic was **"The contribution of schools to integration through reasonable inclusion",** which is hotly discussed in all countries. The contribution of schools to integration into society is irreplaceable: for pupils who need special support because of disabilities, for pupils who, as children with a migrant background, refugees or migrants, have to acquire the language and content prerequisites for attending school and for vocational training, for pupils who bring back educational backlogs from an unfavourable educational environment.

**Director Christian Klar** reported on the **"Challenges of the integration of children with a migration background using the example of a secondary school in Vienna"**, his "focal school" with 70 to 90% of children with a migration background, his measures for faster language acquisition and for maintaining discipline in order to promote formation and education for 10-15 year-olds despite the immense difficulties. On the following day **Prof. Dr. Wolfgang Mazal** gave an overview on **"Theory and practice of inclusion of children who need help for integration".** He questioned the unrealistic expectations and regulations of the OECD and many school politicians. The different concepts of integration (through inclusion in the regular classes or in special schools) are strongly dependent on the concept of the human being and should put the best interests of the children in the foreground. He also stressed the obligation of parents to contribute to the educational success of their children. On the third day, extracts from the Slovenian country report on **"Measures for the integration or inclusion of children with special needs in Slovenia"** were presented, providing for financial support for parents confronted with disabilities and ranging from inclusion in standard classes with support measures (5.93% of the age group) to adapted educational programmes in special schools and special educational programmes to medical treatment programmes.

These presentations provided a lot of material for the language groups discussing in three languages.

In addition, the programme included getting to know Carinthia (Klagenfurt, Magdalensberg, Maria Saal and Gurk) and the situation of the Slovenian ethnic group. This was also served by a conversation with the expert inspector Miha Vrbinc about the Slovenian grammar school in Klagenfurt. Another highlight was the concert evening with Oktet Suha, who performed Slovenian and German Carinthian songs, but also songs in many languages from France to Ukraine.

This rootedness in their own culture combined with openness and interest in the diversity of European cultures, languages and educational systems has always united the members of SIESC.

Mag. Wolfgang Rank