

Newsletter

Hospital Organisation of Pedagogues in Europe

International non-profit making association with scientific and pedagogical aims

<http://www.hospitalteachers.eu>

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Up to date information concerning the European Days

Dear Members, Sir /Madam

We would like to bring to your attention the additional details concerning the formalities to complete for the European Days in Rome.

1) The application form and all requests for additional information must be addressed to Marisa Crespina—
Ass. ANPO
Via Luigi Corti, 32 - I-00151 ROME
Tel:** /39/06/65 74 46 97 Fax:**/39/06/65 74 46 97
E-mail: m.crespina@libero.it - www.anpo.org

You can also enrol on line directly from the website of the association: <http://www.hospitalteachers.eu> column <<events>>

2) In order to pay your inscription fee, you are asked to proceed in the following manner:
By payment to account number: 200893 of ANPO
Rolo Banca 1473 – Filiale Roma 13 – Via Veeverino, 6-00168 Rome 1
For non Italians, the supplementary bankers code to show your agency is ABI 3556-CAB 3212

A copy of your payment document and your application form must reach Marisa Crespina by 20th September.

3) As regards accommodation: it is possible to extra nights at <Suore della Provvidenza Rosminiane > after informing Marisa Crespina as soon as possible.

When we receive the application forms, we assume that all nights are wanted in the same place (from the date of arrival to that of departure). If this is not the case, please inform Marisa as soon as possible. Thank you.

For reasons of organisation, the first forms received will be registered at the Suore Rosminiane – then at the Villa Letizia. Everything will be done in order of receipt of the application forms. There is the possibility of a third place of accommodation, situated about ¼ of an hour by foot, or two bus stops, (Hotel Benedetto),

Some of you have not completely filled in their application form (e.g. booking extra nights other than the nights of the 30 and 31st October – meals on the evening of the 29th and lunch on 1st November. Please check carefully your replies. Thank you.

For those who have indicated that they have not filled out the formal application form, we would be grateful for confirmation of their application.

- 1) We would like to emphasize that you must apply as quickly as possible, so that we can finalise the plans, especially the question of translations.

We also ask you to pay as soon as possible (we must balance the books)

- 2) We are putting the finishing touches to the organisation of the ateliers (the role of the coordinators, the personnel <resources>) You will find the details on the HOPE web-site. Please do not hesitate to make contact with the coordinators, to suggest any ways to improve the European Days. If an atelier wishes to meet on Wednesday morning or the Friday afternoon, please let us know. It will be a pity if we do not take full advantage of this occasion.
- 3) The cost of subscription for those accompanying is 130 euros and includes the accommodation for 2 nights (from 30th October to 1st November) with breakfast, 2 dinners, the social programme for Wednesday 30th and Thursday 31st.
- 4) It is planned to take an excursion outside of Rome (price to be arranged) for Friday afternoon, probably to Tivoli to visit the Villa of Este and/or the Villa Adriana.

Registration form to be returned before September 15th, preferably on-line at <http://www.hospitalteachers.eu> or by post mail to Marisa CRESPIA.

NAME: Ms, Mr

First name:

Professional address:

Tel/fax/email:

Function: (teacher...)

Home address:

Tel/fax /e-mail:

Food intolerance:

Special needs:

I'm a member of the atelier no and I would like to attend atelier: 6 – 9 – 13 – 14 – 15

I'm not yet member of any atelier and I would like to attend atelier no: 1st choice: ... 2nd:....

Language:	speak -	read -	understand
DE
EN
FR
IT

I would like to join the European Days

arrival: (if Tuesday 29/10, I wish to have dinner YES – NO)

The NETWORK of ateliers during the European Days in Rome

The role of the coordinator :

For memory

When the Network of ateliers was set up, some of our colleagues offered, or accepted when requested by the bureau, to take charge of the “launching” of an atelier, thus becoming the first coordinators. Some of the ateliers have had the opportunity to meet on the occasion of our major events (Congress, European Days) or in more “focussed” seminars (Birmingham, Dresden, Pamplona, Sète,...).

Some of the coordinators, having fulfilled the task they had undertaken (the organization of a seminar or the writing of a synthetic report on the group’s considerations for instance) have stood down and handed the coordination to a colleague, others have extended their role as coordinators.

Present/Future : The European Days are a privileged opportunity to establish contacts between ateliers, to take a bearing on the work done, to define new objectives, even to replace a coordinator or launch a new atelier – some ateliers being “dormant” and others having trouble starting.

As we restated in the 1/2002 (p2) newsletter, the coordinator is essentially in charge of transmitting information among members of his/her atelier, stimulating exchanges and productions and establishing a link with the bureau of the association.

We also would like the coordinator to transmit information about the work done in his/her atelier to other members of HOPE and even to other interested parties. To this end, a specific page for each atelier has been set up on the association’s website <http://www.hospitalteachers.eu>. It is intended that the coordinator contribute directly to his page whilst retaining a strictly “private” space only accessible with a password to members of the atelier. If the direct input of information on the website is to be carried out without supervision and control, it requires certain skills and of course a serious level of trust. For this reason, the bureau does not wish its “contact people” to change too frequently, but understands the wish of a coordinator to stand down. This is why, as much as possible, we prefer changes to occur during European Days or Congresses, in order to redefine together – members of the atelier and of the bureau – the “working rules”.

Concerning the ateliers to be held in Rome, current coordinators are :

Atelier 2c : “Dream” – Hélène VOISIN (voisin.helene@wanadoo.fr)

3 : « New technologies » - Martine COGELS (cogels@pedi.ucl.ac.be) /
Gilles CEINTREY (gilles.ceintrey@free.fr)

6 : « Experience of a life under threat » - Elvire GRIMAL (Grimaux@aol.com)

8 : « Experience of a handicap to live with » - no coordinator as yet

9 : « Experience of psychological, psychiatric and emotional difficulties and child abuse »
Riitta LAUNIS (ekprila@info1.info.tampere.fi)

13 : « Coming out of hospital, experience after hospitalisation, integration » - Maryse GLANDIERES (GLANDIERES.M@chu-toulouse.fr)

14 : « Professional qualification: the role of the pedagogue in hospital, training » - Hans COURLANDER (j.m.courlander@amc.uva.nl)

15 : « The rights of the sick child » - Palle YNDAL OLSEN (pyo.rh@ci.kk.dk)

We invite them to mention specific requirements for their atelier concerning the work expected to be undertaken in Rome on the website in the section “NETWORK”.

Make sure to contact them for further information. It is clear that this meeting will be all the more interesting if everyone has prepared for it! It is not indispensable to be a member of an atelier to take part in it in Rome, but we advise newcomers to learn about the work already done and eventually to tell the coordinator about their area of specialty, their questions, etc.

However, we also wish to remind you that, to take part in an atelier, you have to be a member of HOPE. The low membership fee is unlikely to be an obstacle for you but it is a very useful contribution for the sharing of knowledge (paying for translations, etc.)

Concerning the theme of the European Days : We invite everyone to prepare the atelier keeping as a guideline the question of integration/inclusion of the sick student. We also invite everyone to use the opportunity of this meeting to make contacts with participants to other ateliers (for instance how can new technologies be of help when looking after young people suffering from an incurable illness). This may be relevant to members of ateliers 3 and 6, and if we consider the theme of the Days, it may also be relevant for atelier 13 (and even 14 and 15).

From a practical point of view : We intend to split ateliers 9 and 13 in order to avoid overcrowding the working groups. We will, of course, make sure that the coordinator of the atelier provides the same directions to each sub-group in which a person will be in-charge of the activities. We also hope that an “external expert” will take part in each atelier to shed a new light on the work in the prospect of the future of the ateliers after Rome. Atelier coordinators and external experts will meet late afternoon on Thursday 31/10 to underline – in the light of the work done and of the project of each atelier – the links between different ateliers. This will also be an opportunity to prepare their synthesis for the next day.

We invite anyone interested by the European Days to enrol as soon as possible in order to help us organise sub-groups and the translations needed for each atelier. There is still time to respond but don't leave it to the last minute and do it online on our website.

Finally, we hope that, following the example of Bill BAKEHOUSE in Barcelona, a synthesis will close our meeting opening on possible and desirable follow ups for the NETWORK.

For further information on the NETWORK please contact Elisabeth CAUCHON, member of the bureau and general coordinator of the NETWORK (gastro-pneumo.ecole@trs.ap-hop-paris.fr) whose major roles are to revitalise the ateliers and stand as a guarantor of the agreements made between the bureau and atelier coordinators.

For further information on the organization of the EUROPEAN DAYS please contact Marisa CRES-PINA Ass. ANPO - Via Luigi Corti, 32 - 00151 Roma - Tel: ++/39/06/65 74 46 97 - Fax: ++/39/06/65 74 46 97 E-mail: m.crespina@libero.it (write in IT, FR, EN)

From Integration to Inclusion

In seeking coherence, a common theme, between the ateliers that you wish to select for the European Days, we have had some interesting discussions on the subject of integration/inclusion. Within countries these terms, particularly the second, do not form part of a common vocabulary. These terms are often used and tossed around as if they are synonyms and yet there is a significant difference in meaning. (To integrate someone into a society = he/she must fit in with the majority; if we talk of including someone, the society must provide the specific means to make that inclusion possible).

Some people who insist on favouring the usage of the term inclusive are those who put more of an emphasis on the rights of handicapped people. For others the term, of Anglo-Saxon origin, does not have a satisfactory literal translation in each idiom, making its use very difficult. No doubt in the exchanges during the days of work in Rome, we will be able to find a common language. To help us we invite you to begin the reflection from the following text, which has been prepared for us by Olga Lizasoain.

In this way the procedures will not be held up by you asking us what we have done, in practical terms, on the matter of integration – of inclusion, of reintegration of our sick pupils. How must our practices help the disadvantaged young sick people and why is there no way, which is accepted more globally for all young people with the situation of exclusion, of marginalisation?

From Integration to Inclusion

Olga Lizasoain

Member of the Council of Administration of HOPE
Spain

The Principle of Normalisation

The basis of this principle, which opposes the criteria of discrimination-segregation, has the conviction that all handicapped people must have the same rights as the rest of the population. They must be welcomed as themselves and they have the need for the ordinary services and features of the community, in order that they can live daily life as closely as possible to all others in their circle.

The principle of normalisation started in Scandinavia in 1959 with Neils E. Bank Mikkelsen, who succeeded to introduce into Danish law, this concept applied to the area of the physically handicapped. After that in 1969, Ben Nirje (director of the Swedish Association acting on behalf of handicapped children) had formulated this principle as the introduction into the life of a handicapped child, where the rules and conditions seemed the best for those who were considered ordinary and the same as every one else in their society. He defends also that normalisation signifies getting out of bed, dressing, going to school, to work, eating at the table, planning the weekend, going on holidays, choosing his/her games..... From this point, the concept has reached into all of Europe and North America.

Normalisation is not a technique, or a unified set of procedures, it follows instead a general philosophy, in accordance with which handicapped people must be integrated as much as possible into society (this is not a contradiction with the principle < from the adapt ion of society to the specific needs of handicapped people>). To a certain extent where the professionals and all society will accept more and more of this principle, the handicapped people will gain more benefits and will have more chances, educationally, residentially and professionally.

The Principle of Educational Integration

The application of the principle of normalisation on the educational plan is called educational integration. By educational integration, the child is welcomed into an ordinary school and has an educational life there, like any one else: to be social and have contact with other children. To integrate into 'different' subjects, he has to accept them and recognise them as essential parts of a whole programme.

A process of integration must be envisaged with relation to a pedagogical project leading to the readjustment of all the school's mechanisms. The presence of handicapped children in an ordinary school demands as a consequence, a modification of pedagogic structures (such as organisation, diagnostic testing, intervention, utilisation of resources and the permanent training of teachers).

Integration must not be considered as a fashion, a slogan or a panacea. It is not about being a recipe or a pre-fabricated programme. It is the principle of regulation of educational activity. To integrate is not to mix children by decree without discrimination, this does not give equality, and this does not take care of the deficiencies: this is not for all children and this does not consider the rejection of specialist centres. This demands a great effort from everyone and the results are generally not spectacular. Integration entails a social attitude of respect and the acceptance of differences, as well as an educational commitment offering what is needed to diminish inferiority (or superiority, if this is the case) for children having specific educational need and developing their possibilities to the maximum.

To be realistic, educational integration must include:

- Physical integration (to share the same space)
- Functional integration (to share the same activities)
- Social integration (to full members of the group)

(To be complete, without a doubt, one must add that educational integration must be seen in the long term and in a flexible way, sometimes partial, sometimes total)

It is by taking this view, that the European programme HELIOS II, on behalf of handicapped people has established that, to become effective, integration must include three levels: the educational, the professional and the social.

It is clear that simply to put children into normal schools or to tell the parents that they will be treated as ordinary children, will not be sufficient to overcome the inherent problems or lead to social integration. Perhaps, the question is not so much to know whether these children must be integrated or not, but rather how and when one must offer them the type of education and stimuli most appropriate to overcome their handicap. One must first identify the needs of the pupils, and then seek out the most normal conditions to respond to them.

A pupil will attend a special centre if the seriousness, the characteristics and the circumstances of his handicap require more specific attention than that provided in an ordinary centre. * The provision will depend on the degree of handicap and the state and stages of progression of the pupil, these will be decided upon in a report prepared by the psychopedagogic team.

* We note that in the majority of specialist centres, the teams work on favouring or organising activities which aim at least social integration of their pupils – this is particularly true in short term centres and in hospitals in general.

The Concept of Inclusion

Recently, it has been observed an evolution in the concept of integration, towards that of inclusion. We have moved from thinking of the individual who is integrated to thinking of the concept; inclusion puts the emphasis not on the child who is integrated but on the educational centre which must be prepared to respond to the needs of those who attend it. The defenders of inclusion assert that if the school does not have the necessary resources, a child having a specific educational need, can easily be excluded.

Inclusion is not the only aim to help a handicapped child in an ordinary school. Attention must be centred on each of the members of the school (teachers, pupils, parents) to succeed together in reaching their objectives.

Integration is considered then, as a more individualistic viewpoint of the theme. In integration, the pupil is at first excluded and then he comes from the outside. Inclusion does not imply exclusion because the child is already in the system. The term inclusion indicates with greater precision and clarity, that the aim is to include all children in an educational and social life in their schools and not simply place them in ordinary classrooms.

Inclusion is more a way of life, as opposed to exclusion; it takes the idea of 'living together'. It is a matter of educating with quality all children in the classrooms and ordinary communities within the educational system. Thinking further, one could say that inclusion implies the disappearance of specialist centres.

News from the Committee

We want to inform you about our new contact person in New Zealand. After a long collaboration Helen Chesterfield asked her colleagues to continue the work.

Liana Johnston has accepted. Liana is Assistant Principal of the Southern Regional Health School, one of three recently restructured Hospital Schools in New Zealand. In her current position she supports teachers in Otago and Southland. (liana.johnston@southernhealth.school.nz)

We deeply hope to continue to receive news from such « far away country » very closed on a pedagogical point of view. The board would like to thank Helen and Liana for their collaboration.

News from Australia

We are having the Australian National Hospital Schools Conference in October 2002 for one day, which is backed to the Australian Federation of Special Educators and Administrators (AFSEA) 3 day conference here in Adelaide at the

Hilton International. Would you like more details on these options? As President of AFSEA and conference convenor for both events I am currently calling for expressions of interest in presenting workshops.

Best wishes to you, Margot Radford. radfordm@hospitalad.sa.edu.au

General Assembly

Dear Members,

You are invited to attend the forth **General Assembly of HOPE** on **Friday 1st November 2002 from 9:00 to 10:15 in the main room of "Suore della Provvidenza Rosminiane"** - Via Aurelia, 773 – 00165 Rome

This invitation concerns any member who paid his subscription !

A proposal for the agenda is given below. Any items you wish to raise at this meeting should be sent to the President 15 days before the General Assembly.

In the next Newsletter which should be sent in September, you'll see proposals for modifications to the Statutes and to the Internal Regulation. It was necessary because of the evolution of our schools, hospitals, ... Thank you to pay attention to those proposals. May we remind you that in case of problem to get the newsletter, you may find it on our website <http://www.hospitalteachers.eu>

The success of the association depends on the support of its members, we urge as many members as possible to attend. If you are unable to attend, please give a proxy to a member who will represents you. You are reminded that a member can hold up to five proxy votes (please check with your Committee representative to be sure that both are regular members).

Versus article 6 of our statutes, 2/3 of the members must be present or represented. If the quorum is not reached, a second general assembly will meet on the same day and same place (at 09:15) and will settle definitively and validly the proposals concerned.

Yours sincerely

Christian LIEUTENANT
President of HOPE

The Forth General Assembly of HOPE, Rome, Italy

Friday 1st November 2002

AGENDA

- 1) Apologies
- 2) Welcome and Address by the President
- 3) Introduction of the present Board and Committee Members
- 4) Approval of a Conductor for the General Assembly
- 5) Approval of the recorders and vote counters for the General Assembly
- 6) Minutes of the last General Assembly – Barcelona
- 7) Matters arising from the Minutes
- 8) Report of the Committee meeting
- 9) Report of the board (activities since Barcelona)
- 10) Financial report of the treasurer
- 11) Modification to the statutes and to the Internal Regulation (details in the next newsletter)
- 12) Presentation of candidates for the board
- 13) Election of the board
- 14) Election of the President
- 15) Newsletter, Website, Network
- 16) Members Proposals
- 17) Any other Business
- 18) Venue and Date of next General Assembly
- 19) Summary of Decisions made during this Assembly
- 20) Approval of the Summary

Reactions and/or proposals for the agenda must be sent to Christian LIEUTENANT