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### Conference on Music Therapy



The Music Trolley

Dear Members,

The Nordic countries have taken over the baton for this issue of the HOPE Newsletter. As next it will be delivered to France.

With only two weeks to go before many of us meet in London we are of course very much looking forward to seeing you. We promise a good report of the gettingbetterconference in the next Newsletter for the many that have not been able to make it to London or otherwise have decided to stay at home.

The Board of HOPE

### The new network of workshops of H.O.P.E

The 15 workshops of the network around the theme "What do we learn in hospital?" have functioned for several years. Many members have expressed a wish to change the structure of the network.

Some workshops have continued to exist for several years and then have stopped (e.g. the threatened life, the newspapers, art in hospital...etc.) others still go on (e.g: the Rights, new technologies...) and some never started. (e.g: experience of transplantation...)

How can we gather these workshops around a central theme?

From a brief poll amongst our members "The new missions of the hospital teacher" is a theme that preoccupies most teachers throughout the countries of Europe.

The duration of stay of the sick child in hospital has been shortened due to economic demands, his/her stay is being made "profitable" and as a consequence there is less time available for the child to be taught.

Little by little we have seen new "profiles" outlined for the teachers in hospital.

It is around these new missions that the new network of Hope will be organised, the central theme would be:

"The teaching of sick children and adolescents"

The workshops that are actually running will fit in the different suggestions of the new themes  
Why a network of workshops?

Because it allows us to work together on a common subject of concern, to compare our experiences, to communicate our practices, to open up to other cultures, to benefit from the competences and expertise of each of us.

"The Networks give us what bureaucracies will never give us:  
The possibility to establish interconnected lateral relationships."

John Naissbitt –Economist

Elisabeth Cauchon, coordinator of the network. [pneumo.ecole@trs.ap-hop-paris.fr](mailto:pneumo.ecole@trs.ap-hop-paris.fr)

The 5<sup>th</sup> conference of the "Nordic Sound"

was held in Stockholm 15/6-18/6 2006. "Nordic Sound provides an opportunity to participate in the latest development within the current music therapy field in Scandinavia"

Trygve Aasgaard chairman of the Norwegian Music Therapy Association, Ilan Sanfi and Noomi Sáfsten had called for papers that would discuss the following themes: *How is "music therapy" defined? What do music therapists do in their job? With which other professionals do music therapists collaborate? Future perspectives?*

The participants were not only from the Nordic countries but also came from the Ukraine, the USA, the Faeroe Islands, Russia, Australia, Bosnia-Herzegovina etc. Many colleagues like me work in paediatric wards around Europe. Music is a language for everyone to understand.

Music Therapy is no longer a discipline at an experimental level. "today (it) is used within an increasing number of fields as a tool for mental processing, to influence psychological and physical functions, and to reach a better quality of life. Further development and exploration goes on. Meeting and exchanging experience in a conference is one way.

Wonderful weather added to the joy of meeting music friends from all over Europe. I had great expectations when going and returned home with them all fulfilled.

One outcome of the conference was the formation of a network. More are welcome to join.

Jonas Linge, Music Therapist and Hospital Teacher at Uppsala University Hospital, Sweden.

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(Quotations from the conference programme foreword)



Apple Tree in  
Donaueschingen

The hospital teacher in  
Denmark



An Education for Hospital  
Teachers



The short stays in hospital  
and the Role of the  
Hospital Teacher in a  
changing environment



### 111. European Workshop in Donaueschingen, Germany, May 2006

Paul Cartier, a member of the Bureau of H.O.P.E., managed to initiate and interest the Council of Europe (not to be mistaken for the European Union) and the Landesakademie Donaueschingen in collaboration to offer a European workshop on the profession of hospital teachers. The workshop took place in Donaueschingen 15-19 May 2006. 36 colleagues from 14 European countries participated. They came from Albania, Austria, Belgium, Bulgaria, Croatia, Denmark, Estonia, Germany, Hungary, Lithuania, the Netherlands, Sweden and Turkey. As you notice a composition of colleagues from countries that are more seldom present at conferences for hospital teachers.

The workshop was extremely well organised and well performed and set in a very friendly and helpful atmosphere. Many good contacts were made, which is of great value to hospital teachers, who quite often operate more or less isolated surrounded by hospital staff. Very competent keynote speakers and moderators had been found.

There is no formal formation for hospital teachers in Denmark. There is a special needs formation at the Pedagogical University of Copenhagen. It has 10 branches, none of them on the education of sick children. Many hospital teachers are trained for children with other special needs. Less than 75 hospital teachers are left in Denmark. We still have a small organisation for hospital teachers. It organizes a 3-day course on subjects of relevance to hospital education every year. It is the only possibility in Denmark for training designed especially for hospital teachers.

To my knowledge it is only Austria and France that have a formal formation for teachers in hospital and home tuition. It is therefore essential that a European formation for hospital teachers be established. H.O.P.E. and its members in atelier 14 have been working on this matter for some years - a most welcome initiative.

The conditions for hospital education vary all over Europe. They differ from country to country, region to region and even from hospital to hospital within the same region. Quite well developed hospital school systems existed at an early stage in a number of Central and Eastern European countries. It was e.g. not for nothing that the first European Congress for hospital teachers was conducted in Ljubljana, Slovenia. With the introduction of liberal political and economical systems in these countries, hospital education has come under severe economic pressure. In many places in Southern Europe hospital education is in a phase of development and even a new phenomenon in some places. Sometimes there are no regulations and it may happen that untrained staff perform the teaching in hospital – at times hospital education is a matter of interest for the parents who engage private teachers. It also happens that teachers must pay their materials themselves.

In Western Europe the situation in many places is as in Denmark – schooling in hospital is in a process of down building. The reasons are manifold: The time of admission into hospital has been reduced dramatically due to improved techniques of treatment and strategies of nursing. Children with chronic diseases, who used to be a major group of pupils in hospital education are only admitted for a very days.

There is a changed concept of disease. In the WHO-definition it now includes social, emotional and other factors. In many charters for the rights of sick children it says that children should only stay in hospital if the treatment can not equally well take place on a day-to-day basis or at home.

In his contribution in Donaueschingen Frieder Schmitt said that the degree of development and the formal recognition of the hospital school within the hospital underline the necessity of developing a theory for the educational care of the sick child. This is important but not at all a matter of course everywhere – e.g. in Copenhagen where much work is still wasted and enthusiasm being spoiled in a simple struggle for acceptance, not to speak of acknowledgement. It is not going too far to say that in the eyes of the hospital-administration the education of sick children has become a disturbing element on their success-barometer. If children stay so long in hospital that education becomes a necessity, then this in itself is in contradiction with the success-criterion of the quick flow through the health-system.

Another aspect, which also became very clear to me from this workshop, is that we might speak of a continuum in the perception of the teacher's role in hospital. There is a gradual change from being strictly teachers to becoming advisers and even spiritual guides. This is surprisingly not only a matter of a stage of development. In my opinion we may see the Heilstätten Schulen of Vienna and the Klinikschule of Tübingen as extreme poles, both long time established and high level schools. For me this is really a key point in the development of our strategies that need to be put under the magnifying glass. Once again I like to refer to Frieder Schmitt: *If we begin to refrain from regarding ourselves as teachers, our days in hospital are counted. But even so the content of the teacher's role remains to be specified.*

Finally I would like to draw the attention to the Pestalozzi programme, a training Programme for educational professionals organized by the Council of Europe: [www.coe.int/Training](http://www.coe.int/Training) It offers a number of European workshops completely free of charge.

Palle Yndal-Olsen, Copenhagen 04-08-2006, [pyo.rh@ci.kk.dk](mailto:pyo.rh@ci.kk.dk)

### The hospital school in Iceland



In Iceland we have only two hospital schools. We are three hospital teachers that teach at the children's hospital "Barnspítali Hringins". There is another hospital, "Barna- og unglingsgeðdeild", for children with psychological problems. Both places are part of the Icelandic state hospital "Landspítali University Hospital".

We three teachers at Barnspítali Hringins work in close contact with the pre-school teachers who are also stationed at the hospital. Together we try to make the children's stay as comfortable and educational as we can.

We also work in close contact with the child's parents and the child's home school. We start with introducing us to the pupil and his/her parents. We try to make a personal contact and to get to know them and their skills.

If the child stays more than a day or two, we contact the pupil's teacher at his/her home school, and get information about the pupil's status at school.

The hospital school has a reasonably big classroom, where the students can come for their lessons. If, for some reason, it is difficult for the patients to leave their own room, the teaching takes place there. We are fortunate enough that the school is well equipped with computers and laptops which are gifts from various firms and organisations.

The students can even borrow a laptop from our school and have them in their room, in the ward. There they have wireless network connection, which help them to keep contact with the world outside the hospital.

Apart from conventional teaching, we plan various entertaining activities in collaboration with the pre-school teachers. We bake pancakes with the pupils, play bingo and various games.

Teachers from the Barnspítali Hringins [skb@isholf.is](mailto:skb@isholf.is)

News from Norway

Further education

On being the coordinator for HOPE

The Hospital School in Oslo



We used to have a national organisation for Hospital teachers in Norway. Today instead the directors of various hospital schools throughout the country have formed a network. As a result two conferences for hospital teachers have been organised, the latest this year in Bergen. More than 90 hospital pedagogues from all over the country met and we spent an interesting two days together.

We listened to the following themes: "School for all, also in hospital", "Meeting children and their parents as a unity", "Children and pain", "Boss in your own life", "Overall guidelines for tuition in medical institutions".

I'd like highlight the "Boss in your own life" talk. The speaker runs a clinic for hypochondriacs, and their exaggerated stories gave "food for thought" to us as well. Here's one quotation: "The things in your life that have gone wrong – do not sweep them under the carpet or try to forget them– they are part of your make-up. Put them on a shelf – you recognise that they are there, but they have no influence on your daily life any more."

Even if we are glad that our directors organise these conferences I DO wish us teachers would have our own organisation all the same – HOPE work is very difficult without it – it is difficult to spread information. I was allowed a few words on the last day to at least tell about the conference in November and give the HOPE website address.... (Well done! Editor's comment)

During the good ten years that I have been working as a hospital teacher we have gone from 30 - 40 teachers to 9, from six hospitals to three, Ullevål Hospital, the National Hospital (Rikshospitalet) and the National Radiotherapy Hospital. Earlier hospital teachers were also involved in the home tuition of the sick children.

Classfronter- is a website that all schools in Oslo are connected to and where our pupils can enter to find information about what goes on in their home school while they are away. They send tasks they have done with us directly to the home school

When possible we teach according to the plans from the home school in the mornings, and in the afternoons we work with a theme – one theme for each month where we incorporate both formal subjects, and arts and crafts and cooking – and do a lot of work via ICT. This autumn our themes are: "Autumn joys" (fruits and berries in art, in cooking, songs/music learning about plants/mushrooms, autumn equinox....) "Children's Rights" (United Nations, children in other countries – Middle East etc. Working on our hospital homepage...) "A Newspaper for our Hospital School" – paper and internet edition "Christmas and Christmas traditions" (The winter solstice the darkest time of the year – old Norse mythology too)

Ragnhild Hypher [www.sykehusskolen.qs.oslo.no](http://www.sykehusskolen.qs.oslo.no)

News from Sweden  
Children's Rights

An Ombudsman for Pupils

Following the new law against discrimination and other degrading treatment Lars Arrhenius was selected to take on the office as a special Ombudsman for Children and Pupils in May this year. (The first Ombudsman for Children came in 1993). The new law pressurises schools to work harder on the environment in order to create a preventive climate against bullying etc. Arrhenius, being a lawyer, says he hopes that the possibility of using the right to legal aid in case of a lawsuit pupil versus municipality will not be used too often. Already now though one municipality was sentenced to grant a student 5000 Euros for having done too little to solve the suffering she had to go through as her bullies were not sufficiently warned and stopped. Arrhenius intends to visit schools and municipalities to inform about the new law and the office he holds.

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## Hospital Schools In Sweden

### Linköping



### Uppsala

"The emergency school"

- a help for pupils that  
don't go to school



## First Hospital School in Sweden?

Hallo Berck sur Mer!



## Spring Art Exhibition by students in hospital school

The sixth Spring Art Exhibition at the Psychiatric clinic in Linköping took place the first week in April. Twenty-two fantastic pieces of art were exhibited in the clinic for all employees and patients to admire. All pieces were sold within the hour to the artists' and of course also the buyers' satisfaction. At the opening ceremony the crowd was so dense that it was almost impossible to enjoy the pieces or to get the glass of wine. In the background The Beatles were heard playing their old hits. The success of the Spring Art Exhibition is growing by every year. The great expectation from the employees puts an increasing pressure on the teachers and the artists.

The theme this year was "the sixties". Every artist started out from a slogan well known from that period. The teachers are of the age that made them perfect to come up with slogans like Make Love – Not War, Power to the People, Peace, Love and Understanding. A visit on the web contributed as well.

All artists were given the same material; broad brushes, clear colours and large paper. The teacher gave a quick introduction to the technique. The aim was to paint a poster similar to the ones in the sixties and to have it completed in less than an hour. The task is designed in such a way that makes it possible for every student to create a piece of art that he or she can be proud of. The current state of the student makes no difference. It is a difficult pedagogical challenge to find the right method of technique and material.

For exchange of ideas please contact [Nina.Lindberg@lio.se](mailto:Nina.Lindberg@lio.se) who will also be in London for the Conference.

In the community of Uppsala there are about 40 pupils who for various reasons do not participate in the compulsory schools for at least a full period of four weeks without a valid reason. Looking behind the causes for their absence you find social phobia, depressions, anxiety and bullying. Schools have in many cases done their best to help these pupils but resources for endurance are lacking.

At the beginning of this school year a new programme to help these kids was launched. The community of Uppsala and the University Hospital of Uppsala in collaboration allow a Special Teacher and a Therapist to make daily visits in the homes of these kids.

Apart from the regular school work that is being done much time is spent to motivate the kids to find different solutions to their problems. To give a structure to our common future work we use a workbook that is handed out to our students.

At a later stage of the programme the pupils are invited to work in small groups in an environment that resembles a school. It is our sincere belief that this programme will motivate our students to return to their ordinary class rooms.

[Lars.jagemar@externa.lul.se](mailto:Lars.jagemar@externa.lul.se) whom you also can meet in London

Driving down south from Uppsala the hot weather made us long for a sea bath. We decided to use the far stretching sandy beach of Vejbystrand for our rest. Vejbystrand is a municipality that has grown from a sanatorium for scrofulous children established in 1903. After the refreshing bath we visited the small museum. And what did we find? Not only the quotation (cited below) from the information the founding doctor, Ernst Lindahl, sent out but also a link to Berck sur Mer. Doctor Lindahl had found the architectural model for his sanatorium in Berck which dates back to the 1890's. In the little museum there was a book on the history of Berck. It says that the first maritime hospital was founded in England in Margate in 1796, then in Italy in Viraggio in 1841. Now the question is were there also hospital schools? Who can write the history of hospital schools in Europe?

Here follows the quote from the Swedish doctor who didn't want his patients to interrupt the treatment in the beginning of the school year: "The intellectual needs of the children will also be satisfied to the best of our ability and with close individualisation. Tutorial will be given while learning their school tasks if their condition allows such studies...." Quite modern! It seems that the first teachers were only employed in 1919. Till then he or other members of the staff functioned as teachers.

Source: <http://get.to/kvsmuseum>

Gerd Falk-Schalk

## Hospital Organization of Pedagogues in Europe

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