

# helios



**helios  
wishes you  
all the best  
for 1991 !**

COMMISSION OF THE EUROPEAN COMMUNITIES  
PROGRAMME FOR DISABLED PEOPLE

**1991**

**N° 7 - 3rd year**

**E**

Bureau de dépôt : Bruxelles X  
TRIMESTRIEL : JANVIER

# MERRY CHRISTMAS AND A HAPPY NEW YEAR

Glædelig Jul og Godt Nytår  
Fröhliche Weihnachten und ein glückliches neues Jahr  
Καλα Χριστουγεννα Ευτυχισμενο το Νεο Ετος  
Prettige Kerstdagen en Gelukkig Nieuwjaar



Feliz Navidad y Próspero Año Nuevo

Buon Natale e Felice Anno Nuovo

Joyeux Noël et Bonne Année

Feliz Natal e próspero Ano Novo

## Centres and experiences in rehabilitation and vocational training : transfer of knowledge inside and outside the network

**One of the main aims of the HELIOS programme is to promote technical co-operation between member states in the field of rehabilitation and vocational training for disabled people. The network of 50 centres and experiences has a programme of study visits, training sessions and theme-based seminars to achieve this goal (cf HELIOS magazine n°s 1, 5 and 6). These events are an important opportunity for specialists working in the field to exchange information and know-how.**

One example of this co-operation within the network of centres and experiences : the "Stichting Nieuwe Werkvormen"\* of Maastricht (Netherlands) and the Psychiatric hospital of Thessalonika (Greece). This hospital wanted to set up vocational proficiency courses for psychiatric nurses and the Maastricht centre, with considerable experience in this area, offered to help... Several training sessions have now taken place in the Netherlands for teachers of the forthcoming course. Through this collaboration, Maastricht's methods will soon be applied in Greece !

Alongside the 50 centres making up the network, there exists a much larger external network of professionals, centres, institutes, non-governmental organisations and other associations which are not direct members of the HELIOS programme. These are also involved in the exchange of knowledge, improvements and innovations, and their input is much valued. They contribute to the network activities and in turn profit from the work being done. If the vital experiences of HELIOS are to benefit all disabled people in the European Community, this outer network must continue to have access to the exchange of ideas taking place within the programme.

Here are two illustrations of this co-operation between members of the HELIOS programme and professionals in general :

- The Berufsbildungswerk\* of Worms (Germany) recently developed a concept of co-operation between vocational training centres and sectors of local industry /commerce as a means to improve vocational training, insertion and the follow-up of disabled people. This new methodology was transmitted to the HELIOS expert team so that it could be put at the disposal of other centres working in these fields. Thus, the research undertaken by the Worms centre can be used by all professionals, whether or not they are members of the HELIOS network.

- A further example of this technical co-operation: links between the Werkenrode centre \*\* (the Netherlands) and a Sicilian association for people with cerebral palsy (l'Associazione italiana per l'assistenza agli spastici). The latter launched a pro-

ject in agricultural and horticultural production and needed the advice of specialists. Two people from Werkenrode visited Sicily to contribute to the running of the project.

These collaborations within the HELIOS network and with the 'external network' reflect the responsibility and double mission of the 50 centres of the HELIOS network; on the one hand, an internal activity of exchanging ideas and experiences leading to a pragmatic evolution at Community level ; on the other hand, to efficiently associate all those responsible for rehabilitation and vocational training in Europe with this co-operation, enabling them to make increasing progress towards the socio-economic integration of disabled people.

**(\*) and (\*\*)** : centre of vocational training, member of the HELIOS network. ■



*Between the Associazione italiana per l'assistenza agli spastici and the Werkenrode centre, technical cooperation flourishes ! (Werkenrode/Netherlands)*

# HANDYNET

List of the national data collection and co-ordination centres for the Handynet system. Module : Technical aids for motor disabled people

The centres listed below have been appointed by the member states to co-ordinate the collection of national data on technical aids for motor disabled people for the Handynet system. An expert from each centre attends three annual meetings of the Handynet Technical Co-ordination Group; these meetings are designed specifically to assess the performance of the European system of data banks.

## GERMANY

Institut der Deutschen Wirtschaft : Gustav-Heinemann-Ufer 54 - 5000 Cologne 51 - Tel. : 49/221/37.08.376 - Herr Dr.-Ing. PALME

## BELGIUM

Handynet Belgium : c/o Ministère de la Prévoyance sociale - 66, rue de la Loi - 1040 Brussels  
CEPIATH : Tel. : 32/2/344.25.34  
VLICHT : Tel. : 32/16/21.67.80  
- Mr Gilbert AERTS

## DENMARK

Sozialstyrelsen : Kristineberg 6 - 2100 Copenhagen - Tel. : 45/31/29.22.19 - Mrs A. HEINE

## SPAIN

Centro de Autonomia Personal y Ayudas Técnicas del Inerso : C/Los Extremenos 1 - 28038 Madrid  
Tel. : 34/1/778.90.61 - Mr D. LOBATO GALINDO

## FRANCE

Handynet France : c/o C.N.F.L.R.H. : 38, boulevard Raspail - 75007 Paris - Tel. : 33/1/45.48.38.00 and 45.48.90.13 - Mrs J. ROUX

## GREECE

Foundation of Research and Technology Institute of Computer Science : P.O. Box 1385 - 71110 Iraklio - Crete - Tel. : 30/81/21.00.25 - Mr C. STEPHANIDIS

## IRELAND

National Rehabilitation Board : 25 Clyde Road - Dublin 4 - Tel. : 353/1/68.41.81 - Mrs D. GILLIGAN

## ITALY

Fondazione Pro Juventute Don Gnocchi : S.I.V.A., via Capecelatro 66 - 20148 Milan - Tel. : 39/2/40.09.01.57 - Mr R. ANDRICH

## LUXEMBOURG

Ministère de la Famille et de la Solidarité : avenue de la gare 14 - 2919 Luxembourg - Tel. : 352/40.51.41 - Dr. U. VIDALI

## THE NETHERLANDS

Stichting Handynet Nederland i.o. : c/o Informatie-Voorziening Gehandicapten - Postbus 70 - 3500 AB Utrecht - Tel. : 09/31/20.87.26.73 - Mr A. KEUSTERS

## PORTUGAL

Centro de Reabilitacao de Paralisia Cerebral Calouste Gulbenkian : av. Rainha de Amelia (Lumiar) - 1600 Lisbon - Tel. : 351/1/759.58.18  
Mr A. PINTO CARREIRA

## UNITED KINGDOM

Disabled Living Foundation : 380-384 Harrow Road - London W9 2HU - Tel. : 44/71/289.61.11  
Mr C. PERRY

# HELIOS NETWORKS : CAGLIARI CONFERENCE (LMA I)

## Cagliari Conference on 'Handicap and Education' : European professionals act on the theme 'parents and teachers faced with integration'.

After the Rotterdam conference in October 1989, the Commission of the European Communities, in association with the Autonomous Region of Sardinia, held its second conference on the theme 'Handicap and Education' from 25 to 27 October 1990 in Cagliari (Sardinia). The occasion was the annual plenary conference of the Local Model Activities of the HELIOS school integration network (LMA I).

The Cagliari discussions focused on the activities - in the twelve member states - of teachers and parents as key actors in the process of integration for disabled pupils into mainstream education. The contributions considered in some depth the importance of information, training, the defining of roles and co-operation between all the partners concerned. Education is essential for the independence of disabled people; school integration is a necessary prerequisite for social and, ultimately, professional insertion. This is the objective targeted by the European Commission in organising this conference as part of of the HELIOS programme for the integration of disabled people.

The two basic, underlying ideas of the conference were :

- Teacher training plays a vital role in the quality of teaching, which in turn determines the quality of integration.
- The parents are a child's first teachers; their role, which is of fundamental importance, is enriched by the subsequent contributions of various professionals.

These two aspects were analysed and discussed at the plenary and parallel sessions and can be summarized as : the integration of disabled children and young people into mainstream education highlights the need for a qualified training, flexibility and respect for the individual (the child has needs : just the same as everybody else, whether teachers, parents or other professionals).

### Teachers ...

To obtain a qualified training, we must rethink and change basic teacher training, incorporating, for example, modules on special education to facilitate the integration of disabled pupils. This training must also make teachers aware of the need for parents to be involved in education. Special training must take account of preparations for assuming two very specific tasks : firstly, to take charge of the education of a group or an individual; secondly, to provide support for the teachers involved in the integration process. Technical advice by specialised teachers is essential; genuine educative teams must be created.

Continuous training is not in question; it must be made available to all teachers to provide a perma-

ment updating of their skills.

### ... and parents

If disabled pupils are to be integrated into mainstream education their families must have access to professional advice in the form of parental guidance facilities. Co-operation between parents, teachers and other professionals is vitally important. This consultation must be facilitated by clear information.

Information also permits a suitable division of responsibilities, a delineation of the role of professionals and families in order to avoid any confusion.

Finally, at the political level, the Cagliari conference stressed the need for member states to promote the training of special teachers in a mainstream environment — or the inclusion of special education modules in mainstream education — in order to step up the process of integrating disabled pupils into schools. This new training principle should be the subject of the approximation of diplomas at European level and result in a better appreciation of its function.

**helios**

EDUCAZIONE ED HANDICAP  
Giuristi  
e Insegnanti  
di fronte  
all'integrazione

**SECONDA CONFERENZA  
DELLA COMUNITA' EUROPEA  
SU HANDICAP ED EDUCAZIONE**

organizzazione  
**Commissione delle Comunità Europee**

in collaborazione con  
**Ministero della Pubblica Istruzione  
Regione Autonoma della Sardegna  
Provincia di Cagliari  
Comune di Cagliari**

e la partecipazione della **FUNDACION ONCE**

CAGLIARI, ITALIA  
GRAND HOTEL CHIA LAGUNA  
25-26-27 OTTOBRE 90

the Council of Ministers for Education of the twelve EC member states.

(\*) the Rotterdam Conference led to the resolution of 31 May 1990 on the integration of children and young people affected by a handicap into mainstream education systems (cf HELIOS magazine no. 5, page 16)

### **Cagliari : springboard for a new political act ?**

In conclusion, this second European conference on the theme : 'Handicap and Education/Teachers and parents faced with the integration of disabled children and young people' has made it possible to develop the reflection of the European Commission and the HELIOS programme with a view to intensifying the promotion of school and social integration.

It is to be hoped that the Cagliari conclusions will bring the same result as those of last year's Rotterdam conference\*, namely, that they will be taken into account — in the form of a political initiative — by

## General comparative graph : mainstream education systems/ special education systems

Many comments could be made with respect to this comparative graph. We will try to pick out the essential elements which warrant further explanation, while accepting that this will be insufficient for the teaching specialist.

Firstly, it must be said that the graph does not include all the possibilities at secondary level, focusing only on the principal options.

For special education in the different countries, the graph refers to non-integrated special education only.

### Key

Some of the terms used in the key also require a few words of explanation :

The *extended period* between the transfer from one level of education to another is necessary to ensure stability at the same level for educational reasons.

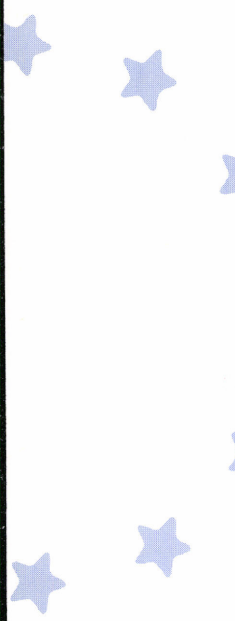
By contrast, other factors come into play when we look at *compulsory education*. In **Belgium**, compulsory education can be extended to the age of 16 if a child has not completed his/her first two-year cycle of secondary education; and there is compulsory part-time education for pupils aged between 16 and 18, principally those who will not be following secondary education. In **West Germany**, the variations stem from the different systems applied in the individual "Länder".

### Mainstream education

For mainstream education, nursery school is compulsory only in **Luxembourg**. In some countries people speak of the 'right to education'; in others, it is totally optional. In **Spain**, a new education law will come into force in 1991, bringing major changes at all levels.

### Special education

Special education varies, depending on the country, from a very diversified form of education, based on the educational needs of pupils, to education provided for several kinds of disability and special education for severely disabled people. In **Belgium** there are six types of special education at nursery level, eight types at primary level and seven at secondary, grouped into four categories. In **West Germany**, special education is organised into ten different types and in **the Netherlands** into fifteen. In other countries - **Denmark, France** and **Luxembourg** - schools and centres are provided for motor, sensory and mentally disabled children and young people and provide a very different kind of education in each case. For example, special establishments in **France**



are governed by the Ministry of Education, Health or Social Affairs, depending on the type of disability. In many other countries, special education provided before the age of 6 lies outside the national education system. In other countries again, special education is primarily designed for severely disabled children and young people.

### **Integration : national differences**

This diversity also applies to integration. All the member states are responsible for and promote integration, but to varying degrees. The integration may be provided for any form of disability or for certain kinds of disabilities only; or again, the policy may be to expand and strengthen pioneering integration experiences which could subsequently serve as models.

These many options give rise to different forms of integration in the educational establishments : individual, special part-time or full-time classes in mainstream schools, social integration through joint activities other than schooling ...

All these combinations are possible. Thus, in **Luxembourg**, visually impaired children and young people are individually integrated at every stage of education. In **Belgium**, integrated education exists for motor and sensory disabled pupils, and pupils with instrumental or behavioural difficulties. In **the Netherlands**, priority in integration is given to those with learning difficulties or behavioural problems. In all these cases, social integration will be sought for the other types of disability. In **Italy**, integration is essentially individual. In **Greece** and **Portugal**, the system of special classes in mainstream schools is the most usual, as it is in **Ireland**, but with individual integration experiences.

Individual integration is also generally favoured in **Spain, France, the United Kingdom** and **Denmark**. For these last two countries, and also for **West Germany**, there is an added ingredient : educational decentralisation.

The organisation and management of education vary between the different "Länder" in **West Germany**, the LEA (Local Education Authorities) in **the United Kingdom**, and the districts in **Denmark**.

The work done by the Local Model Activities of the school integration network (LMA I) is always directly related to the respective local and national situation, but with a commitment to improving initiatives in the field of integration. The objectives, strategies and means vary from one Local Model Activity to another, but a common, fundamental ambition motivates the network as a whole : to pursue the right to the most complete education for all and the one most adapted to the specific needs of the individual.

## "Teacher training" histograms

At the various meetings of the Local Model Activities (LMA I network) in the framework of the HELIOS programme, certain remarks were made on the particular subject of deficiencies in teacher training. This aspect of the general question of school integration was not forgotten in the discussions at the Cagliari conference.

The two histograms below - together with the accompanying comments - summarize the situation in the respective member states regarding basic and special teacher training.

### Basic training

This histogram refers to the length of the basic course of training for teachers who are subsequently employed in schools and centres providing infant, primary and lower secondary cycle education. Secondary school teachers are trained at universities, polytech-

nic or advanced teacher training centres. The length and content of courses vary widely depending on the chosen special subjects.

Three comments must be made concerning this table :

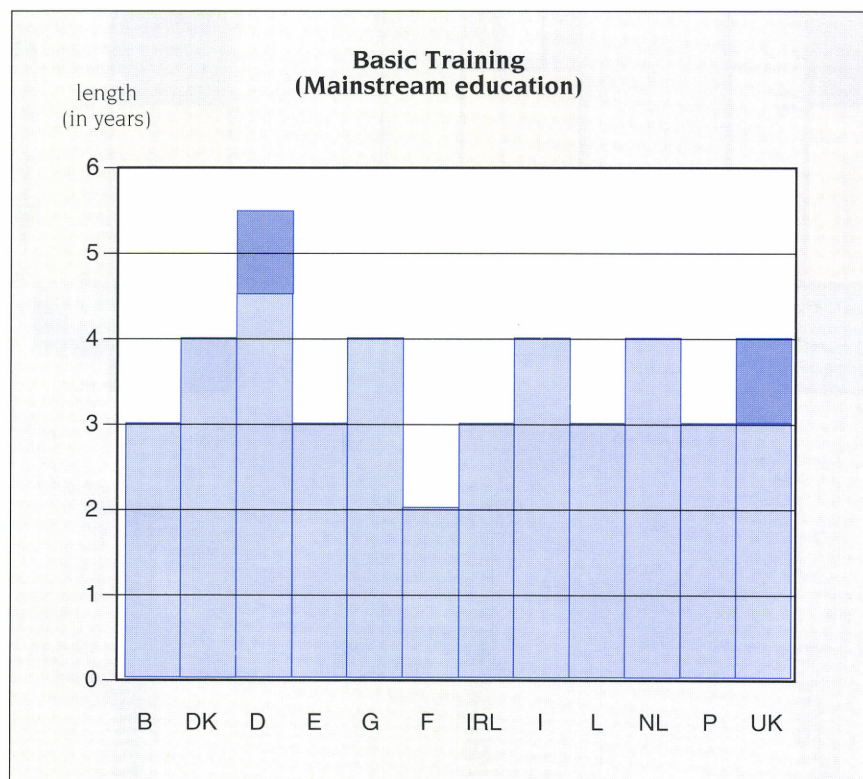
- *Admission* : in all the member states admission to teacher train-

ing centres follows secondary school, at pre-university or equivalent level. The length of study varies slightly from one country to another. In **Italy**, for example, future teachers can commence their studies on completion of the first cycle of secondary education. In **France**, on the other hand, admission to the Ecoles Normales\* must follow a general university education of at least two years.

- *Length* : taking account of the above, the training is, on average, between three and four years. In **West Germany**, the length varies from four and a half years to five and a half years depending on the "Länder".

In some countries an extra year can be added to the course; this is the case in **Ireland** and the **United Kingdom** (three or four years).

- *Content* : this is the element which varies the most. Globally, all the countries organise the studies on the following model : theory courses running parallel to or preceding compulsory teaching practice. Within this formula, each country has its own organisation and content, although certain subjects — such as psychology, sociology, didactics and the theory of education — are common to virtually all the countries.





As regards disability and education, only the **United Kingdom** and **France** include modules on 'special education' and/or 'integration' in their programmes. In **Denmark**, a knowledge of general notions of special education is compulsory.

### Special training

In most countries special training commences after an initial period in mainstream education. In **Spain**, for example, it depends on the choice made by trainee teachers in their basic training, which covers several options, including 'special education'.

There are no major differences between the countries as regards length of courses. On the other hand, the general organisation is very varied. In **West Germany, Italy, France, the United Kingdom, Portugal** and **Luxembourg**, the training is given in compulsory courses throughout the year. These may be general courses on disability, or special courses for specific types of disability (visual or hearing impairments for example).

In other countries, training is given in optional courses which teachers are usually strongly recommended to follow but which do not constitute the sole means of access to work with disabled children and young people. This is the case in **Greece** and **Denmark**.

Finally, there are special education programmes organised on a voluntary basis and based on training periods or seminars.



(\*) : Teacher training colleges; these are administered by the Ministry of Education.

#### Correction - Helios n° 6

Our apologies for an omission: in an article about the Horizon initiative (issue n° 6, page 12), "Ireland: the whole country" should also have been listed as a Priority I European region.

## ECS/EUCREA booklet presents projects for all...

**Have you ever thought of training to be an actor or dancer, becoming a musician, or exhibiting your paintings professionally? What about making a film or even producing computer generated art ...?**

**The E.C.S. (Expert Team Creativity and Sport) and EUCREA (the European Association for creativity by and with disabled people) currently support initiatives that provide all these activities — and many more! — for disabled people within the European Community. Details are available in a new 40-page colour booklet published by the Commission.**

With national representatives in every member state, EUCREA maintains a Europe-wide commitment to promoting the arts. This is reflected in the 1989/90 projects which range from the highly original — an exhibition of paintings by mentally handicapped people, displayed on full-size public advertising hoardings — to the highly

functional — a European arts and disability database and resource centre.

For those of a musical disposition, there are projects in the full range of styles, from light classical to hard rock: for example a training video featuring the explosive work of Dutch rock band "Atomic Voodoo", whose members are both disabled and non-disabled. The video offers music therapist, Alex Hanssen, the chance to share his working method — integrating modern dance, drama and music — in an educative and entertaining way.

Theatrical expression can deliver an important message about integration. Projects include a European festival, celebrating the unique, innovative theatre of six companies of mentally handicapped actors, and an exciting multi-media drama event, run by Carousel (UK), integrating students with severe learning difficulties and able-bodied young people.

Creativity and the arts can also be used in highly specialised ways, such as in helping people to develop perceptual skills. A notable example is Workshop Hannover in Germany which uses creative expression — fine art, drama, music and dance — in work with blind and partially sighted people.

General projects supported by EUCREA include a lively exchange magazine, ATRIA, which acts as a voice for the many disability arts projects around Europe, offering a forum for debate and a place to share ideas. Subscription details can be found in the booklet.

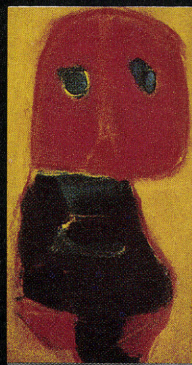
We finish with a look to the future and a project which explores how new technology can be used to help the communication and creativity of disabled people. Computer generated art is not just exciting, it offers a valuable creative tool for those disabled artists not able to manipulate more traditional materials. Common to four countries (Denmark, Spain, Portugal and the UK) the project is based at the Technical University of Lisbon. It includes short training courses and "hands-on" experience for disabled people; the results will be spread Europe-wide.

E.C.S. and EUCREA are there to ensure that creativity is facilitated for everyone who wants to be involved. Disability is no handicap for the creative mind and these projects provide the opportunities for that creativity to be expressed ...

*The ECS/EUCREA information brochure on the "1989/90 Projects" can be obtained free of charge in the nine Community languages from :*

**E.C.S. / EUCREA  
32 Square Ambiorix - Box 47  
B-1040 Brussels  
Belgium**

*In this brochure you will find some original artistic projects ... designed for every taste !*





Modern dance and rock music unite to express beauty, grace and sensuousness. (Atomic Voodoo - the Netherlands).



Tactile expression using clay can help blind people to form internal images. The resulting sculpture can be shared by everyone. (Workshop Hannover - Germany)



Advertising hoardings offer a huge opportunity for exhibiting paintings : 20 metres square in fact ! Multiply this by twelve for each member state and you have a massive international exhibition! (CREAHM - Belgium)

## Rehabilitation International - European Communities Association (RI-ECA) in brief ...

We would like to present a major worldwide organisation working in the field of disability - Rehabilitation International - and in particular, its European branch - RI-ECA.

Rehabilitation International (RI) is a worldwide network of organisations, institutions and associations of and for disabled people offering their services in 81 countries and in different fields: the prevention of disability, rehabilitation and harmonization of opportunities for disabled people within society, in the fields of education, employment, social and cultural life. It is present - via its international Commissions - in seven major regions of the world: the Arab countries, Africa, Asia-the Pacific, the Caribbean, Latin America, North America and Europe (RI-ECA). In these regions, Rehabilitation International achieves its objectives by supporting and coordinating activities — at grass roots level — of the member organisations through an ever-present technical assistance and an active information policy (numerous publications, meetings of experts, conferences, congresses etc.)

### A brief history of RI

Founded in 1922, Rehabilitation International has a long line of achievements to its credit. Here are just three of them:

- Drawing up of the 'Charter for the Eighties', a declaration on global priorities in preventing disability and rehabilitating disabled people. This charter formed the basis of the United Nations world Action Programme for disabled people.
- Development with UNICEF of a programme of technical aids in order to integrate measures for disabled children into its basic services. This programme is at present implemented in over 35 developing countries.
- A study, on behalf of the International Labour Organisation, of the impact of new technologies on the employment of disabled people.

### Rehabilitation International - European Communities Association (RI-ECA)

In order to effectively co-operate with the Commission of the European Communities, Rehabilitation International set up RI-ECA, a non-profit making European association at the level of the EC countries, with independent legal status and financial autonomy. After many years of informal existence, RI-

ECA was officially founded on 18 November 1988 in Madrid. Its objectives are the same as Rehabilitation International, but its activities focus on the disabled citizens of the Community: to promote the rehabilitation of the disabled person without regard for nationality, race or religion.

RI-ECA is a permanent member of the HELIOS Liaison Group and works in close co-operation with the European Commission in applying this second Community action programme for disabled people.

### A European mission

In order to achieve its missions, RI-ECA is committed to:

- organising and co-ordinating co-operation within the European Community between national associations of RI members of the E.C. and other associations and organisations of the member states.
- serving as a link between the European Community, the various RI organisations and institutions worldwide and the national associations of RI members of the E.C.

For this, RI-ECA offers advice and proposes technical measures concerning initiatives to be taken in conjunction with the national associations. It acts as a body for reflection and deliberation, the exchange of ideas, experience and information.

Within this general context, different European seminars have already been organised by RI-ECA on the following themes:

- Mobility, accessibility and housing
- Arts, leisure activities and sports for disabled people
- Education and school integration
- Housing and transport
- Social security
- Personal assistance, a key to independent living?
- The professional qualification of the multidisciplinary rehabilitation team

For further information on RI/ RI-ECA:

B.P. 30  
B - 6061 Charleroi (Montignies)  
Belgium

## CONTENTS

■ **Best Wishes** (p.2) ■ **Helios Networks** - Rehabilitation and vocational training centres and experiences (p.3) ■ **Handynet** - List of co-ordination centres ■ **Helios networks** - Cagliari Conference on 'Handicap and Education' - General comparative graph: mainstream educational systems/special educational systems - Teacher training histograms (p.4-9) ■ **Creativity** - The ECS/EUCREA brochure presents its projects for everyone ... (p.10) ■ **Non-governmental organisations** - Rehabilitation International: RCI-ECA in brief (p.12).

## HELIOS MAGAZINE

HELIOS

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HELIOS is a four-year programme of European co-operation to promote the educational, economic and social integration of disabled people. Its main aim: to spread good practice and professional expertise Europe-wide; for example, by co-ordinating 'model' local activities and arranging study visits, seminars and conferences.

The HELIOS magazine is published quarterly free of charge in the nine Community languages - Danish, German, Greek, French, Italian, Dutch, English, Spanish and Portuguese. We welcome short articles (maximum 800 words), photographs, illustrations and details of European events for publication in the magazine: texts may be submitted in any of the nine Community languages.

Views expressed in the HELIOS magazine are those of the authors, and not necessarily those of the HELIOS expert team or the Commission of the European Communities. We cannot accept responsibility for mistakes originating from translation.

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