

**THE "SENSITIVE UNIVERSITY" CONCEPT OF THE
UNIVERSITY OF PÉCS**



**INTEGRATED EDUCATION AND SERVICE STRATEGY FOR
STUDENTS WITH DISABILITIES**

Pécs, 31st August 2014.

1. Goals, mission

The University of Pécs strives to create equal opportunities for education, research and participation for all people with disabilities. To this end, it intends to pursue a policy that enables any disabled student to participate in the official programmes and activities of the University and to prevent any student from being excluded or excluded from any activity or programme because of his/her disability. In order to implement this policy, PTE seeks to remove all existing physical, activity, behavioral and other barriers that may result in the exclusion or exclusion of persons with disabilities from any degree of University programs or activities. With the above principles in mind, the University will continually strive to ensure that no barriers of any kind, whether physical or based on social value judgments or attitudes, are placed in the way of equal access for students with disabilities generally.

In ensuring the rights of persons with disabilities, efforts should be made to achieve the goals set with the full participation and integration of the persons concerned, in the spirit of Act No. CXXV. of 2003 on equal treatment and the promotion of equal opportunities. It is necessary to avoid discriminatory character of the opportunities for people with disabilities through the segregation or duplication of programmes or activities, i.e. to seek to ensure that the rights of those concerned are primarily complementary and supportive, through their full integration and equal participation. Ensuring full participation can only be achieved through the combined efforts and commitment of all citizens of the University, be they teachers, researchers, students or administrative staff, and all its departments. To this end, the University will make the objectives of its policy on the inclusion and support of people with disabilities fully known to all University staff and will expect them to demonstrate the behaviour necessary to achieve these objectives without compromising the high quality of their activities and services.

To achieve these objectives, the University of Pécs defines itself as a "Sensitive University".

"Sensitive University"

The "Sensitive University" focuses mainly on students with disabilities and special educational needs, but also on staff with disabilities (PTE currently employs 50 staff with disabilities). PTE is at the forefront of social responsibility, particularly for students with disabilities; we currently have over 300 students with special needs. This number is the highest of any higher education institution in the country, thanks in no small part to the services we already provide. In order for PTE to become a national example as an inclusive and inclusive university, we consider it important to reach out to students with special educational needs in as many parts of our

country as possible. In order to further increase the number of students with disabilities, we will raise awareness among public educational institutions, with the help of the Klebelsberg Institution Maintenance Centre, of the services available at PTE for students with disabilities, and extend the career guidance programmes provided during the enrolment campaign to students with special educational needs. We promote the placement of students with disabilities abroad and of foreign students with disabilities at our universities through various funding opportunities (EVS, Erasmus). There is a need to expand the special services of the PTE, the PTE Support Service. If a disabled student has access to leisure activities in addition to education, he or she can become a full university citizen, making the disability itself a secondary consideration. To this end, the Support Service should provide extended services for disabled students throughout the day and at weekends, in order to ensure equal access to cultural and recreational programmes at the university and in the city. We will continue to make our university physically and infocommunication accessible. We will also help students with special educational needs to find a job, by providing information and labour market services within our Support Service. To this end, we are reaching out to employers in the region, informing them about the benefits of employing highly qualified people with disabilities. In order to integrate our former students, we will organise experiential sensitisation training sessions with disabled people at the employers who employ them, and in parallel, we will provide training to prepare our graduates for employment in the open labour market. Our labour market services not only cover employers in the region, but also help us to expand the number of people with disabilities who can do valuable and creative work at our university through job analysis and job preparation.

2. Areas covered by the " Sensitive University " concept

a. Academic activities, education

All students with disabilities have the right to equal access to educational opportunities under the law. This can only be ensured on an individual basis, and therefore each student must individually document or prove the nature of the disability with appropriate documentation so that special or additional services can be provided. The University, with the assistance of qualified professionals, should consider determining the scope of special treatment or procedures. Special or supplementary services may include the following traditional areas and classroom resources:

- learning counselling
- tutoring
- cooperation in learning
- individual consultations on learning, planning and assessment
- identification of specific learning difficulties and help in overcoming them
- individualised assessment arrangements or modes
- extension of the time available for assessment

- breaks during assessment (fatigue, hunger, health needs, etc.)
- use of a computer or laptop with a word processor in classroom written examinations
- use of alternative media during the examination
- use of auditory aids □ reduced workload, occasional absences
- use of sign language interpretation
- use of a computer for transcription after listening
- use of a computer for reading
- use of a digital pen and digital paper
- etc.

The advantage of using special equipment or assistance in the classroom is that it ensures the integration of the disabled student to the fullest extent possible, avoiding segregation. At the same time, teaching and learning methods that provide remote access, which can be considered innovative, can be used effectively to teach students who are confined to a particular place due to mobility limitations and other factors:

- recording of lessons on video or audio
- online streaming of lessons via the internet
- online courses
- online tutoring and consultation
- online forms of assessment
- alternative media centre (provision of electronic materials instead of printed or vice versa; aids printed in special large print, documents in Braille, computer programs for Braille conversion, Braille printers, reader devices, etc.)

If the student's disability is justified, an advantage in the use of administrative or supplementary services may be justified:

- possibility to book a course in advance in order to set up a suitable timetable
- online contact and administration for study matters

Access to extra-curricular programmes and services indirectly linked to education is also necessary to ensure full opportunities for people with disabilities. Experiences outside the classroom are a specific and important part of the higher education process. Attendance at various university events, meetings of student groups and access to various programmes in the city is possible with the help of the Support Service, which can be accessed electronically, and which can organise services throughout the day and at weekends, and which can provide the student with access to the venue and the appropriate facilities on the basis of prior booking.

b. Daily life

While ensuring equal access to the educational process, it is essential that students with disabilities are supported in their daily lives and in making life choices that enable them to lead independent and responsible lives. This can be achieved in particular through specialised counselling in various areas, partly by specialised professionals and partly by student volunteers. Sport and other activities and programmes organised by the University are also part of the fullness of daily life.

The range of advice and specific activities may include, but is not limited to:

- Financial resources and day-to-day financial management (identification and information on special scholarships, grants, discounts, financial solutions, financial management advice, etc.);
- Personalised help and support (personal lifestyle, health and psychological, conflict management advice, possibly regular health check-ups, medical treatment, loan of aids, etc.);
- Mentoring of senior students;
- Special needs sport and physical education programmes (in addition to organising regular physical education programmes, providing special sports facilities, organising competitions, possibly setting up a system of Paralympic preparation for active and retired students of PTE Paralympic athletes);
- Targeted web information service (information covering everything from disability legislation, disability organisations and advocacy, available resources to programmes);
- Career counselling, post-graduation life planning (providing information on post-graduation job opportunities, lifestyle options, preparation for independent living).

c. Flats, accommodation

The daily life of people with disabilities often requires special housing conditions. These specialities can range from the layout of the home to the ability to communicate from it. If the University's aim is to integrate students with disabilities as fully as possible, it must provide them with housing that both integrates them into the student community and meets the specific requirements necessary for their smooth daily lives. This is best achieved through specialised, but not segregated, accommodation in dorms.

- It is necessary to examine how, under current conditions, suitable accommodations can be made for students with certain types of disabilities in the dormitories (from accessibility without thresholds, to appropriate door widths, to special toilets, to a properly equipped emergency call system, including night assistance.)
- A support network should be set up to help people with disabilities in their daily activities (shopping, rubbish collection,

use of certain household appliances, etc.) or in specific situations that are difficult for them, with particular emphasis on the possibility of requesting assistance at night in the dormitories.

d. Mobility, change of location

A significant number of students and staff with disabilities have mobility problems that make it difficult or impossible for them to access certain University facilities and programmes without appropriate accommodations. In order for such students to be truly integrated and to live a full student life, it is essential that the University's accessibility is addressed as fully as possible. Despite the fact that accessibility of public institutions is required by law, our University is no exception in that accessibility is often far from complete due to a lack of resources, but often only due to a lack of attention.

To address this problem:

- to assess, with the help of experts from disability organisations and people with disabilities themselves, the need for accessibility throughout the University,
- to consider architectural/technical solutions and and at what cost,
- plan a timetable for accessibility by setting appropriate priorities,
- consider what tendering opportunities are available or what tendering procedures are needed to address the issue.

Another challenge for people with disabilities can be the fact that PTE is geographically dispersed, with many buildings located far apart from each other. Most of the teaching, research, medical practice and administration. The issue of mobility between buildings must therefore necessarily be resolved. To achieve this:

- create and provide an electronic access map of the University's buildings in an accessible format for people with reduced mobility, including web and phone applications, and in printed form
- create a map of the University's outdoor areas with important information for people with reduced mobility (including stairs, slopes, obstacles and recommended routes)
- where appropriate, organise a personal assistance system and explain how to use it, their contact details should be indicated on the map
- In cooperation with the City of Pécs, efforts should be made to provide mobility facilities for people with disabilities between different sites, complementing the existing facilities of the Support Service (appropriate buses, bus stops, voice information, Braille information boards, guide lanes, wheelchair friendly taxis.)

3. Organisation, communication

Without an appropriate organisational framework, the above objectives cannot be achieved. However, it is not necessary to create a new organisational unit, in order to make progress, as most problems can be solved by assigning tasks to job descriptions, by assigning responsibilities or by creating voluntary networks, mainly of students. At the university level, it may be necessary to employ at most one person dedicated exclusively to disability issues, who would liaise with internal representatives and volunteers, external advocacy organisations and possibly the competent authorities. The existing Support Service could be expanded and its experience could be used.

In developing our organisation and operations, we seek to improve and develop our services based on feedback from students (and staff) who use our services, as part of our university's quality management system.

All university citizens have a very important role to play in integrating people with disabilities and making their lives as full as possible. Thus, without a change in the attitude, attitude and behaviour of the students and staff of the University, it is often not even possible to use the physical facilities that make life easier for people with disabilities, let alone the conditions that make for their physical well-being and mental balance. In order to develop the right attitudes and behaviours of university citizens, it is necessary to make staff and students aware of the aims, principles and procedures of the PTE disability policy and to bring them closer to the everyday world of people with disabilities by organising awareness-raising programmes.

4. Cooperation with the City of Pécs and the economic actors of the region

Establishment of a National Para-Sports Centre One of the perhaps most ambitious, but at the same time most worthy goals of a university wishing to serve national causes may be to become the para-sport centre of the country, or at least of the Transdanubian region, under the name of the National Para-Sports Centre. We need to find amateur and mass sporting opportunities for our students with injuries and future students with injuries, in which They should also have access to full sporting opportunities, and para-athletes already participating in competitions should be given the opportunity to learn and play sport at PTE. We support the creation of a parasport department. Our intentions can be communicated to primary and secondary schools through the educational network of the Klebelsberg Institutional Support Centre (KLIK), and after a survey, the target sports and competitors can be identified. Special services are provided for students who are also good at parasports. The scientific background to parasport is education and research in the fields of medicine and health sciences, sports medicine, physiotherapy and recreation.

To expand relations with the organisations providing basic and specialised social services in the City of Pécs, and with the associations of disabled people. We wish to join the Local Equal Opportunities Programme of the City of Pécs with County Rights and its Action Plan on the Equal Opportunities for People with Disabilities, thus strengthening the cooperation between the City and the University in programmes concerning people with disabilities and people with reduced working capacity.

The University also attaches great importance to helping its students with disabilities to find employment, and to examining its own employment structure in order to increase employment opportunities for people with disabilities. To this end, we carry out ongoing job analyses at our University to identify suitable jobs and reach out to employers in the region, informing them of the benefits of employing highly qualified people with disabilities. In order to integrate our former students, we organise experiential sensitisation training sessions with disabled people for employers who want to employ them, while at the same time providing training to prepare our graduates for the open labour market.