



Abstracts for Disabilities and abilities framed by context

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Dear Participants,

Welcome to the international meeting of professionals engaged in inclusion of people living with disabilities as researchers, educators, advocates, and service providers at a conference titled Disabilities and abilities framed by context, organised within the EDUC Share framework.

It is both an honour and a pleasure for us host this exceptional event, where dedicated professionals converge, all sharing a common belief in the importance of inclusivity and supporting students with disabilities.

The work you all undertake deeply influences the intersection of society and education, where equality of opportunity and inclusion become a reality in people's life. Such gatherings not only facilitate the exchange of professional experiences and knowledge expansion but also reinforce the significance of unity and collaboration. Researching and teaching inclusivity is not just an immensely important goal; it is a societal responsibility for universities to make the society more open towards people in need. Everybody has the right to receive the opportunities and resources necessary for achieving equal chances. Students with disabilities can bring unique abilities to scientific and social communities, and thanks to your efforts, these abilities can surface with the right support.

As participants in this event, you can not only enrich your knowledge but also build connections that may enhance the effectiveness of your work. By harnessing the potential and opportunities present in such international forums, we can all contribute to creating a world that is accessible and inclusive for everyone. The noble work you do serves as an inspiring example for us all.

May this meeting be successful, and we trust that the thoughts and experiences exchanged here will enrich and inspire all of us in our ongoing efforts. We thank you, and best of luck to all of you!

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Healing and Meaning Making

My research highlights the way communication and storytelling can heal a worried mind and make sense of life events. In greater extent than medical concepts, words connected to a person's personal story can tell us something important about culture, this specific person's life events and how to deal with it. For mental healthcare providers working with people who have lost the meaning of life, communication and storytelling can weave together scattered meaningless bits of life events into a coherent sense, and be an important source of healing. Three main focuses will be highlighted. First is the nature and quality of communication and storytelling and how it relates to meaning making and life events. Second, the healing power and freedom of the words used in subjective feelings and experiences. Third, how meaning making connects to imagination and everyday experiences. The relationship between meaning making, communication and storytelling is something neither determined by innate biological drives nor solely created in the individual mind. To speak of meaning making in first-person narratives, one must include the concepts of culture, politics, history, and living in the world with others. By weaving concepts from the field of art, philosophy, history, psychology, sociology, and anthropology, I want to explore how communication and storytelling deal with experiences and emotions that affect our understanding of life events. First-person narratives guide us back to people's everyday experiences and let us understand human experience and meaning making in the way that they are seamlessly lived. Meaning making through communication and storytelling are universal cultural activities that we need to understand oneself and others. They support our need to weave together scattered meaningless bits of life events into a coherent sense. To communicate meaningful history out of life events makes life whole, and to make whole is to heal.

Keywords: *Meaning Making, Healing, Experiences, Ethics, Culture*

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Holding Communities

I will explore the importance of the relational aspect when discussing inclusion. Often, both policies and interventions focus on target groups, such as people living with disabilities, rather than on the quality of the relationship between diverse and normative groups. This approach is less efficient and can be considered a "blaming the victim" phenomenon, as the expectations to create a more inclusive society are placed on the change and responsibility of the target group, without considering the symbolic power relationship that frames the effectiveness of these changes and also affects the construction of what we consider normal or normative functioning. Without a strong focus on the de- and reconstruction of the relationship between the normative and diverse population, potential changes are weakened.

I will also argue that strengthening inclusion is a benefit for the normative, privileged group. In this way, they are allowed to develop basic competences of relating, such as empathy, mentalization, flexibility, widening their armature of coping strategies, their ability to participate in a dialogue, and democratic participation.

Empowering the diverse population involves questioning power relations and dominant representations. However, this process can threaten normative and majority groups. Interventions need to create awareness of privilege, as only by accepting, understanding, and working with self-other differences can communities evolve towards inclusion. A basic condition for these transformations is forging community, where members realize they have common goals – a first step towards creating holding environments.

Keywords: *power, relationship, community*

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Working on Inclusive Excellence

Diversity is a fact of life in the world, in the workplace and, certainly, in universities (Milem et al. 2005). We also know that diversity alone does not guarantee acceptance, inclusion and collaborative working practices. Teacher education is in a special position in this respect, where the learning environment at the university is in fact a model for their future workplace. They will be the school workers, the teachers and the leaders of the school of tomorrow. They will be responsible for creating a democratic and equitable learning environment, and their transversal competences and inclusive attitudes is presumed to be a crucial component of this. If the pedagogy and practice of inclusion permeates the training of teachers at all levels, they are more likely to be able to identify educational inequities and their causes, and to act against them at the level of their own micro-organization - their school - by creating a diverse learning/working environment. I would like to draw attention to the fact that the theoretical knowledge and values on inclusion, the methodology presented in some university courses are still not sufficient to be implemented in teaching practice: an inclusive organizational culture experienced in all areas at university could strengthen the commitment. Acknowledging the outstanding work and initiatives of the Inclusive Excellence Research Group and the faculty of the Institute of Educational Sciences of the University of Pécs, I outline the need for changes in the disciplinary areas of teacher education concerning methodology, learning strategies and contents as well. I also highlight some useful institutional inclusive models from the international literature.

Keywords: *Inclusive teachers' training, inclusive disciplinary content, diverse learning environment, commitment to inclusive excellence*

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Disability, Health equity and Digital Health Equity: complex multidimensional causal models

Reflecting on the “right words to” address issues such as disability, equity, equal opportunities, is certainly not a simple task, also due to the rapid changes in the use of some terminologies and the easy obsolescence of others, as well as the ease with which some terms pass from a positive to a negative connotation. The twentieth century was a privileged observatory for the description of these phenomena, especially in the field of disability and health. One way to tackle this task could be to combine key words, general definitions and try to derive some ideas, to outline a common background. This is the path that was chosen in this short text which introduces the work of the male and female rapporteurs who took turns on the panel. And it is a path that will be addressed with the analysis of some specific constructs, as well as the identification of points of contact between these, through the perspective of the clinical psychology of disability. A first group of keywords concerns specific constructs in the field of disability, with an in-depth look at the concepts of interaction and universality. A second group of keywords concerns specific constructs and terms in the field of equity and equal opportunities.

Keywords: *disability, equity, equal, opportunities, terminologies, constructs*

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Differences between the attitude of the nurse and coach students towards disabled people

For the disabled people health-conscious lifestyle is important. There are many benefits of the physical activity, and it can be done in many ways. Such as physiotherapy, recreational sport activities and even in the competitive sport the disabled ones can find their place. To enjoy the benefits of the physical activity, disabled people often work with a physiotherapist or a sport coach.

Aim: We wanted to compare the attitude of the nurse and coach students towards disabled people.

Methods: We used the validated questionnaire MAS which was filled out by 47 coach and 86 nurse students. We used Mann-Whitney U test for the statistics. Confidence level was set at 95% probability level ($p < 0.05$), and results were evaluated by the authors.

Results: Both training centers provide their students with professional knowledge and skills, however there is no separate course which works with disabled people in the health sciences training area. Based on the results of the MAS, nurse students have significantly more positive attitude towards people with disabilities, $U = -7.473$, $p < 0.001$ (coach: 3.03 ± 0.37 vs. nurse: 2.24 ± 0.49). In accordance with the literature, there is a significant difference in gender attitudes (women: 2.35 ± 0.56 vs. men: 2.89 ± 0.48 , $U = -4.537$, $p < 0.001$).

Conclusion: It is important from our point of view that the university education imparts knowledge about rehabilitation and sports opportunities for people with disabilities. Furthermore, it is important for both professional groups that directly promote the support of people with disabilities to approach their work with the right attitude, therefore the transfer of knowledge on the subject must be of particular importance.

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Keywords: *attitude, disability, nurse students, coach students, education*

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Patterns and determinants of attitude towards people with disabilities in a university students sample

Educational environment is one of those living spaces that provide opportunities for inclusion, but success of inclusion depends to a significant extent on the attitude of fellow students towards disabilities. Accordingly, the aim of our study was to examine (1) how young university students relate to people with disabilities and whether subgroups can be separated based on their attitudes, and (2) how sociodemographic variables and basic personality traits are related to their attitudes.

Methods: 382 university students between the ages of 18 and 25 participated in our cross-sectional, questionnaire-based study (27.2% men, age: 20.53 \pm 1.52 years). We collected information about sociodemographic characteristics, disability-related studies and experiences. Furthermore, they completed the Multidimensional Attitude Scale toward Persons with Disability for measuring attitude toward wheelchair users, and IPIP-50 for measuring Big Five traits.

Results: Hierarchical cluster analysis identified 3 subgroups within the sample based on dimensions of attitude. The largest group consisted of 187 students (48,95%) who were defined by a positive attitude on all four dimensions. Subgroups were characterized by specific personality profiles and significant differences were found in Extraversion ($F(2,361)=5,548$; $p<0,05$), Neuroticism ($F(2,368)=3,935$; $p<0,05$) and Agreeableness ($F(2,368)=3,156$; $p<0,05$). Regarding sociodemographic variables and disability studies, gender and participation in disability sensitivity training were significantly associated with attitudes toward people with disabilities.

Conclusions: Our results confirm that examined university students do not form a homogenous group in terms of attitudes towards disability, but clearly separable and easily interpretable subgroups can be identified within the sample. However, most sociodemographic variables and past interactions with people with disabilities had no effect on attitudes, so further studies are needed in this regard. Practical implications of the results are also discussed.

Keywords: *attitude, disability, sociodemographic variables, personality traits, disability studies*

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Who needs accessibility?

Society basically thinks that accessibility is only needed by people with disabilities. However, this is far from the case. No other topic has such a broad target group. If we think about it a little bit who they might be: accessibility is a basic need for people with disabilities. It is also essential for most of the elderly, but very important for many. It is equally important for families with small children. Don't forget about the temporarily injured, because they are the ones who suddenly understand how important it would be to have an accessible world. But a travel suitcase or shopping bag on wheels is also very demanding of an accessible environment.

Social inclusion and especially the independent living of people with disabilities need to be developed in Hungary. Therefore, People First-HU Association has created an Barrier-free Pécs Database, unique in Hungary. It includes truly accessible locations explored by a disabled team, free of charge, in Hungarian and English.

Closely connected is a city walk called Hidden City Tor-Tour, which shows the city from a different perspective. This is a kind of practical addition to the Database, showing how to reach the most interesting tourist sites in Pécs without barriers.

Both aim at positive reinforcement, empowerment and job opportunities.

Both projects provide a great opportunity to cooperate with the city administration, improving the accessibility of the city and barrier-free tourism.

Keywords: *accessibility for all, social inclusion, independent living, accessible tourism, partnership*

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Technological Empowerment of Individuals with Disabilities: An Examination through a Human Rights Lens – Opportunities and Challenges

This paper explores the multifaceted relationship between technology and the empowerment of individuals with disabilities, emphasizing a human rights perspective. The opportunities presented by technology are substantial, including advancements in assistive devices, the facilitation of inclusive communication and education through digital platforms, expanded employment opportunities, and enhanced social inclusion. However, challenges persist, ranging from digital accessibility barriers and privacy concerns to economic disparities in accessing high-tech solutions and the exacerbation of existing inequalities. This study offers nuanced insights to address challenges and optimize the positive impact of technology on the rights and abilities of individuals with disabilities. It advocates for the implementation of universal design principles to tackle digital accessibility barriers, emphasizes inclusive technological design with robust privacy safeguards, and proposes policy measures to enhance affordability and equal access. Recognizing the pivotal role of digital literacy, the study underscores the need for tailored training programs. Additionally, it highlights the importance of fostering inclusive policies and legislation aligned with human rights principles to create a technologically proficient and inclusive society. The research provides intricate insights and actionable recommendations, guiding stakeholders toward a more inclusive and technologically proficient future for individuals with disabilities.

Keywords: *Technological Empowerment, Individuals with Disabilities, Socioeconomic Disparities, Disability Organizations, Human Rights Perspective*

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Gamification exercises in disability sensitisation

In my presentation, I aim to provide an insight into an important part of the activities of the College for Advanced Studies on Social Inclusion (CASSI) that has designed several play-based trainings in disability sensitisation. The primary objective of CASSI is to sensitize and inform members of the society in majority about the conditions of people with disabilities and to strengthen their inclusive attitudes within the theoretical framework of community education. Our secondary objective is to use non-formal learning methods and tools, including a variety of play-based methods, to make this serious topic more tangible and experiential for the participants. Our main target group is secondary school students, our games are mainly designed for their level of moral development, but they are also educational and enjoyable for other age groups. Our third objective is to ensure eligible conditions for our gamified training developers to serve as a research base to pursue an academic carrier. In my presentation, I will present and analyse four disability sensitisation games at different levels of development, based on external and internal validity criteria. By taking these criteria into account, we aim to increase the effectiveness of the games and at the same time to develop scientific quality in the field of gamified community education.

Keywords: *disability sensitisation, community education, gamification*

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Recreational habits of people with disabilities

Recreation, as a culture of spending free time, as a means of restoring the ability to work, is playing an increasingly important role these days. All of this is no accident, in our globalized world, the changes in leisure habits, whether active or passive recreation, have become understandable. It is not a problem for able-bodied members of society to participate in a leisure activity or a branch of intellectual recreation, but a part of society with disabilities assumes that they can make limited use of the wide range of recreation.

The purpose of our research is to explore and present the recreational opportunities for people with disabilities in Hungary.

Material and method

Literature research and presentation of its results.

Our search terms: disabled people, recreation, free time, disadvantage.

Expected results

In our work, based on the available Hungarian literature, we review the recreational and leisure habits of people with disabilities. All of this forms the basis of our later research, which would create a comprehensive picture of the topic based on a wider questionnaire survey.

Keywords: *Recreation, disabilities, fair play*

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Student or expert: Who knows best? Disability services at HEI

In higher education, catering to students with special needs involves two primary models: the medical and social approaches. The medical model relies on students to identify and communicate their needs, advocating for personalized services. In contrast, the social approach positions the institution as an active partner, taking responsibility for determining and implementing reasonable adjustments.

Advocates of the medical model argue that students, being experts in their conditions, can provide nuanced insights, leading to tailored accommodations. However, critics point out potential challenges, such as variations in students' self-awareness and communication abilities.

Conversely, the social approach envisions institutions playing a proactive role in support. It emphasizes creating an inclusive environment where all students, including those with special needs, can thrive without constant self-advocacy. Proponents believe this ensures equitable and consistent support, independent of individual advocacy abilities.

As these models unfold, a shared dialogue is crucial to understand their merits and limitations. Stakeholders, including educators, administrators, students, and advocates, need to collaboratively explore experiences, challenges, and success stories. Balancing student agency and institutional responsibility is crucial. Acknowledging the complexities of both models is essential for fostering a holistic approach that addresses diverse student needs. Ultimately, an inclusive higher education environment should integrate the strengths of both models, creating a synergistic system that champions student agency within a proactive and inclusive institutional framework.

Keywords: *inclusion, accessibility, mobility, higher education institution, SDGs*

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What health challenges do people with autism spectrum disorders face?

Individuals with autism spectrum disorders also require personalised intervention strategies in health care due to their symptomatic characteristics. In addition to communication difficulties, anxiety about social interactions, stigmatisation and the lack of a predictable environment can lead to further behavioural problems. Delays in seeking medical attention are seen in the international literature and are associated with more severe health outcomes. Prolongation, interruption and rejection of the care process are also reflected in the research material. Healthcare costs are also higher compared to other disability groups. The physical and mental health status of the mentioned population is less favourable compared to the general population. Life expectancy is also found to be lower, with higher rates of unmet needs. Research also points to gaps in staff knowledge, identifying negative emotions in the care process. Inequalities in health care for people with autism can be reduced by understanding their health experiences and barriers to access. Reasonable accommodation is a legal and moral imperative.

Keywords: *Autism, health care, challenges*

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Autism-specific social work

Society rightly expects social workers to advocate for and lobby on behalf of marginalised groups. In the empowerment model, the task of social work is to equip clients with special needs with the skills and abilities necessary for autonomy, independent living and the elimination of dependency. Representing the subpopulation of people with autism spectrum disorder (ASD) is a particular challenge for the Hungarian social sector in the absence of targeted, specific training. Through studies in Hungary, foreign practices and the operation of Hungarian foundations and support services, it has become clear that social work as a profession and discipline can have the competence and knowledge to effectively represent the interests of people with ASD in the future, in coordination with the services that affect them and are needed for them. For such a specific task, social work needs to be motivated and interested both at the level of training and practice. This is the first time in Hungary, this year that a move is being made in this field, in the Central Transdanubian region (Somogy County), within the framework of the MRSZA - FETE (Programme of Inclusive Settlements), introducing autism-specific coordination activities as part of disability counselling. Only in this way will social work, as an interdisciplinary bridge between the helping professions, be able to play its role in accompanying people with ASD, as an active and effective member of interdisciplinary teams, catching up with the western trend and good practices, where ASD-specific social work is increasingly present in the literature and in the themes of university courses.

Keywords: *ASD, Autism, Social work, ASD coordination*

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Increasing the Inclusive Character of International Mobility Projects

In our project we wanted to ease both for organisations and young people with disabilities the participation in international mobility projects, mainly within the Erasmus+ Youth Chapter. The partnership of organisations working with disabled young people and on the other hand organisations active in international mobility projects worked on giving very handful, experience based information to these 2 target groups.

As a not planned result we have implemented 3 youth exchanges with the participation of disabled young people, both with mental and physical disability, and we got out a great result which was also integrated in the project results.

The conclusions of our project are the following:

Financial support alone is insufficient to increase the participation of young people with disabilities in the Erasmus+ programme!

a. More efforts should be made to sensitize organisations engaged in international mobility projects.

b. New forums should be established to facilitate the interaction between organisations engaged in international mobility projects and those working with youth with disabilities.

c. Integration should be the primary message in the involvement of young people with disabilities.

d. The request for financial support for special needs should be approached differently to facilitate the involvement of young people with disabilities in the later stages of a project, following the submission of the application.

The launch and acceptance of the European Disability Card should be urged by the Erasmus+ program coordinating authorities.

More visible distinction should appear on the online surfaces of the program.

Keywords: *Erasmus+, youth mobility, integrative approach, cooperation*

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EDUC European University Alliance - Introduction

The EDUC European University Alliance is a long-term strategic partnership involving seven countries and eight universities, formed in 2019.

The consortium is led by the University of Potsdam (Germany), with members including the University of Cagliari (Italy), Masaryk University (Czech Republic), University of Rennes (France), University Paris Nanterre (France), and the University of Pécs (Hungary). The higher education institutions participating in the alliance are establishing a new, modular, and flexible management system while coordinating and making their training structures interoperable. As of January 1, 2023, the EDUC (European Digital UniverCity) Alliance has expanded its partnership with two new members: Jaume I University (Spain) and the University of South-Eastern Norway (Norway).

The alliance aims to unify and harmonize its partners' resources, knowledge, digital tools, and opportunities to create a unified European university. Another objective is to achieve the long-term mobility of the alliance's approximately 200,000 students, 17,500 scholars, and 13,500 staff members by developing an online campus and a unique blend of virtual and physical mobility. A crucial aspect of the ongoing work is integrating the languages and cultures of the seven countries into each other's curricula, thereby strengthening the development of a common identity.

The presentation focuses on showcasing the educational, training, technical, and financial opportunities the alliance provides.

Keywords: *EDUC; digitalization, European universities,*