



University: University of Pécs (UP)
Country: Hungary

SDG10: REDUCED INEQUALITIES

10.6 Measures against discrimination

10.6.8. Does your university as a body provide support services for people with disabilities (e.g. personal assistants, interpreters)?

Yes, the University of Pécs has a Support Service which serves to facilitate the lives of students and teachers with disabilities through various forms.

University Support Service:

Since 2005 our university operates a Support Service, which is unique in Hungary. The service helps students and teachers with disabilities (dyslexia, dysgraphia, dyscalculia, mobility impairment, visual impairment, hearing impairment, etc.) to live their everyday lives more easily.

“Most of our work involves students with visual impairments, physical disabilities, speech impairments, and ADHD. Most of them are so-called ‘disabled’ students, e.g., those with learning disabilities, but we can also help those living with autism.” - the Head of Office of the Support Service.

Support Service’s work include:

- Transport service:
 - The aim of this service is to ease access to public services and education.
 - 17 electric cars are used for transportation between the sites of the University of Pécs daily, out of which one car is used by the University of Pécs’s Support Service to transport students with reduced mobility. The aim of this service is to ease access to public services and education.
 - The Support Service uses a special minibus as well, equipped to transport people with special needs. An electric lifting machine and special fixing equipment make transport possible especially for people using a wheelchair. (Of course, we are equipped and ready to transport students with other special needs as well.)
 - The minibus is available for:
 - approaching the University
 - visiting public services (hospitals, library, offices, etc.)
 - going home
 - or during other transportation tasks
- Office services:
 - Help during studies-related administration
 - Information, consultancy, administration
 - Digitisation of class notes
 - Lending special tools
 - Help during Library visits
 - Help in typing or editing or printing written documents (e.g. assignments)
 - Visual information “translated” into acoustic information, reading out charts
 - English conversation club
 - Printing, written materials enlargement



- General study administration
- Ensuring sign language interpreter if needed
- Career services
 - Find apprenticeship program
 - Consultation for study abroad and apprenticeship programs
 - Guidance for international volunteerism
 - Foreigner volunteers' employment (EVS program)
 - Personal consultation for job searching and for abilities needed to success
 - Job offers gathering, mediation
 - Sensitize employers
- Mental Health Service
 - We help you to keep contact with your environment (chats, common events, transportation, etc.)
 - Proper treatment for possible mental harm (finding the proper expert, if needed).
 - Preventing crisis situations, treating actual crisis.
- Studies related services (helping to study)
 - Students with visual impairments: reading out or digitising notes from lessons, converting visual information to verbal (charts, pictures), facilitate written material, typing, formatting, printing, facilitate library use, accompany the student outside of the university and among its buildings.
 - Students with hearing impairments: Ensuring sign language interpreter if needed, facilitate library use, accompany the student outside of the university and among its buildings.
 - Disabled students: Accompany the student outside of the university and among its buildings, lifting-mobilisation, helping in notetaking and making written materials, facilitate library use.
 - Students with learning difficulties (dyslexia, dysgraphia, dyscalculia): Helping to understand texts and visual information, correcting documents written by students, language clubs, facilitate library use, teaching learning methodology.
- Physiotherapy
 - The aim is to develop the condition and contribution to rehabilitation of the disabled students and colleagues of the University.
 - The two professional physiotherapists provide personalised gym after condition survey.
- Sound therapy for skill development: AIT/ Auditory Integration Training
 - AIT's goal: Strengthen the skills, increase attention retention, and reduce learning difficulties of university students who participate in the program.
- Learning to learn:
 - Aim: Treatment of learning disabilities, helping to develop and keep the level of learning outcomes focusing on the students having learning disabilities.
- Special Needs Education

'Inclusive University'

Based on the concept, scientific work and empirical studies of a project conducted in the region between 2014 and 2015, the 'Inclusive University' has been operating as an institutional improvement strategy at the University of Pécs (UP) since 2018. Our aim is to develop academic excellence through promoting and enhancing diversity, improving accessibility and



providing educational services for groups which are underrepresented in higher education in Hungary. These groups involve underprivileged students, Roma students, disabled and foreign students.

According to the Study and Examination Regulations of the University of Pécs, a student with disability is *“a student (applicant) who has a motor, sensory or speech impairment, multiple disabilities in the case of multiple disabilities, autism spectrum disorder or other psychological developmental disorders (severe learning, attention or behavioural control disorders)”*.



Equal opportunities for students with disabilities

Study and Examination Regulations of the University of Pécs, Section 77.

(1) “Students have the right to pursue their studies in a safe and healthy environment at higher education institutions, and to receive assistance with their studies and career start-up in accordance with their talents, abilities, and interests, and in particular to receive care appropriate to their condition, personal characteristics, and disability.

(2) Students with disabilities must be provided with training and examinations adapted to their disabilities, and assistance must be provided to enable them to fulfil their obligations arising from their student status. Where justified, they shall be exempted from the obligation to study certain subjects or parts of subjects or to take examinations. Where necessary, they shall be exempted from the assessment of their knowledge of foreign technical terminology or part thereof, or from the level thereof. During the assessment, they should be given more time to prepare, and they should be allowed to use aids (typewriters, computers, etc.) for written assessments. If necessary, written assessments should be replaced by oral assessments, or oral assessments should be replaced by written assessments.

(2a) The provisions of paragraph (2) shall apply mutatis mutandis to the foreign language requirements specified in Section 40(6) and Section 53(5) of the Nftv. and to doctoral training.

(3) Exemptions granted under paragraph (2) may only be granted in connection with the circumstances on which the exemption is based and may not lead to exemption from the basic study requirements necessary for the acquisition of the professional qualification certified by the diploma.

(4) Students who received extra points during the admission process due to their disability are required to appear before the faculty disability coordinator for data verification within 30 days of the establishment of their student status. The University will notify the person concerned of this. In justified cases, the student may be granted an additional 30 days for data verification.”

Disability coordinator and personal helpers are provided

A disability coordinator and personal helpers from the university’s Support Service provide help for the student with disabilities and special needs.

Study and Examination Regulations of the University of Pécs, Section 78.

(1) “The rector of the University appoints an institutional disability coordinator to assist students with disabilities. The duties of the disability coordinator responsible for the faculties (faculty disability coordinator) are performed by the head of the Support Service.

(2) The duties of the disability coordinator:

- a) participating in the assessment and registration of applications submitted by students with disabilities for assistance, exemptions, and discounts in the first instance,*
- b) maintaining contact with students with disabilities and their personal assistants,*
- c) ensuring that assistance is available to students with disabilities during their studies and examinations, and organizing consultation opportunities requested by students with disabilities during the semester,*
- d) making proposals for the use of normative support to assist students with disabilities in their studies and for the purchase of equipment necessary to provide assistance.*



- e) *keeping a continuous record of the number of students with disabilities in compliance with data protection regulations and ensuring the use of the data for statistical purposes,*
- f) *recording the statistical data of students with disabilities in the register within 60 days of enrolment or registration.*

(3) The institutional disability coordinator is responsible for participating in the assessment and registration of appeals submitted by students with disabilities for assistance, exemptions, and discounts.

(4) The work of the disability coordinators, as well as the academic activities and daily lives of students with disabilities at the University, are supported by the Support Service.

Benefits are available for students with disabilities, in correlation with the type of their disability

Study and Examination Regulations of the University of Pécs, Section 79.

(1) “In view of the student's disability, based on the expert opinion referred to in Section 81, the student may request partial or complete exemption from academic obligations and examinations, or permission to fulfil them in another manner, as well as other study-related benefits specified in Section 80.

(2) Requests specified in paragraph (1) shall be submitted to the Faculty Study Committee or, in the case of doctoral training, to the doctoral school, addressed to the Faculty Study Department or the doctoral administration. The application must be accompanied by an expert opinion certifying the type and degree of disability, as specified in Section 81 of these regulations. Upon receipt, the head of the Study Department or the doctoral administration shall immediately forward the applications to the faculty disability coordinator in electronic form. Applications shall be evaluated by the TB or the committee appointed by the doctoral school, with the faculty disability coordinator as a member, in accordance with the procedure set out in Section 8 of these regulations, provided that 50% student participation must be ensured in this case as well with regard to the composition of the TB or the committee, Furthermore, this power of the TB cannot be delegated.”

(4) The decision may be appealed in accordance with Section 12 of these regulations. Appeals shall be assessed by the Second-Degree Study Committee, with the institutional disability coordinator as an additional member.

(5) In addition to the benefits specified in paragraph (1), students may notify the Support Service of any other assistance they require due to their disability (e.g., personal assistant, sign language interpreter).

Process, verification

Study and Examination Regulations of the University of Pécs, Section 80.

(2) “If an applicant with a disability has received preferential treatment during the admission procedure in the form of concessions in the secondary school leaving examination or the entrance examination, he or she shall be obliged to report this fact to the faculty disability coordinator within 30 days of enrolment and provide evidence thereof; these concessions shall also be granted to the student during the course of his or her studies.



(3) The committee specified in Section 79 (2) may grant students with disabilities the following accommodations based on the expert opinion issued by the body specified in Section 81, depending on their individual characteristics and with regard to Section 77 (2):

- a) oral examinations instead of written examinations, or written examinations instead of oral examinations,*
- b) longer preparation and response times during examinations than those set for students without disabilities,*
- c) the use of assistive devices and equipment appropriate to the disability during the student's studies and examinations,*
- d) providing personal assistants, sign language interpreters, oral interpreters, or note-takers during the student's studies and exams,*
- e) enabling the simultaneous display of what is said in lectures and exams in writing, audiovisual illustration, braille, and magnification for the sake of clarity and understanding,*
- f) minimizing the student's waiting time during exams, holding longer exams in several parts, or allowing breaks without leaving the exam room,*
- g) during oral examinations – at the request of students – describing the questions, clarifying expectations and questions, specifying the wording of questions and instructions,*
- h) allowing individual examinations,*
- i) exemption from tasks requiring manual skills, provided that theoretical knowledge is required,*
- j) partial or complete exemption from practical requirements, or fulfilment of such requirements in another form, or*
- k) exemption from language proficiency assessment, or part thereof, or exemption from the level thereof.*

(9) The longer preparation time that may be granted for preparation shall be set at a duration that is at least 30% longer than the duration set for students without disabilities.

*(11) * In justified cases, at the request of the student and based on expert opinion, the University may grant the student additional or other concessions other than those regulated in paragraph (3).*

*(11a) * Based on the decision of the committee specified in Section 79 (2), the University may provide personalized assistance to students with health impairments or chronic illnesses that are not related to disabilities, based on the opinion of a medical specialist.*

(13) Former students with disabilities who have taken their final exams and whose student status has been terminated but who have not fulfilled the language exam requirement necessary to obtain their professional qualification are entitled to exemption from the language exam or part or level thereof.

(14) The dean is responsible for ensuring that the benefits provided to students with disabilities are observed.”



Study and Examination Regulations of the University of Pécs, Section 81.

(1) "The type of disability of a student (applicant) with a disability shall be certified by an expert opinion.

(2) The following rules apply to the issuance of the expert opinion specified in paragraph (1):

- a) if the student's (applicant's) disability or special educational needs already existed during secondary education or if the disability arose later, special educational needs shall be assessed by the county (capital) pedagogical service institutions and their member institutions acting as county or national expert committees*
- b) if the student's (applicant's) disability or special educational needs did not exist during secondary education, the disability can be verified by an expert opinion issued by the ELTE National Pedagogical Service.*

(3) The provisions set out in paragraph (2) shall apply to expert opinions issued after September 1, 2020, with the proviso that expert opinions issued before September 1, 2020, shall continue to be used to determine the type of disability of students (applicants) with disabilities. That is, if the expert opinion was issued before September 1, 2020, then

– if the student's (applicant's) disability or special educational needs already existed during secondary education, the disability or special educational needs can be verified by the county (capital) educational service institutions, their member institutions acting as county or national expert committees, as well as their legal predecessors, the learning ability assessment expert and rehabilitation committees, and national expert and rehabilitation committees, except for studies in adult education that are not conducted on a full-time basis, in which case the disability or special educational needs can be verified by the expert opinion of the ELTE National Pedagogical Service and its legal predecessor, the Eötvös Loránd University Special Education and Speech Therapy Service, Expert and Rehabilitation Committee and Special Education Professional Service Institution.

- if the student's (applicant's) disability or special educational needs did not exist during secondary education, the disability can be verified by an expert opinion issued by the rehabilitation expert body or its legal predecessors.

Equal treatment and rights

University Ombudsman

Equal Opportunity Plan, University of Pécs (01/01/2024 - 31/12/2024), Section V, point 3

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"In addition to the above, the University of Pécs has a university ombudsman based on Annex No. 55 of the University's Organizational and Operational Regulations, whose general task is to support the non-discriminatory treatment of university citizens in accordance with the requirement of equal treatment, and to facilitate the peaceful settlement of their related conflicts in the university during operation."

The ombudsman can be approached by any citizen of the University, if they experience any of the following on the part of another citizen, decision-making forum or organizational unit of the University in connection with the operation of the University:

- a) violation of equal opportunities,
- b) discrimination,



- c) violation of the right to a fair trial,
- d) violation of human dignity,
- e) abuse of power,
- f) violation of privacy,
- g) harassment,
- h) violation of the right to sexual self-determination.

Good Practices

EDUC conference, Disabilities and Abilities Framed by Context (Jan 2024)

The conference, hosted by the University of Pécs, was held as part of the EDUC-SHARE projects WP1 focusing on fostering cooperation among researchers interested in the field of disability. The conference provided an opportunity to bring together a panel of experts who, by presenting their unique perspectives, stimulate dialogue and identify common ground and further opportunities for cooperation.

This conference aims to explore this dynamic relationship, emphasizing the contextual nature of disabilities and abilities and how these conditions are influenced by various factors. While the medical model views disability as a personal deficit or impairment, the social model shifts the focus to societal and environmental factors that contribute to disabling conditions, understanding disability is not solely a result of an individual's physical or mental condition but also socially constructed, seen as a product of societal attitudes, policies, and physical barriers.

"One measure of civilization is how a given society treats its most vulnerable members, people with disabilities" emphasized the Head of the Support Service, Csaba Magdali, in his opening speech.

"Diversity alone do not guarantee inclusivity, acceptance, and tolerance. Teacher training must be designed in such a way that students have the opportunity to experience an inclusive attitude, which they will be able to put to good use many times over after graduation." - said Erika Csovcics.





The first Youth Integration Lab program of the EDUC alliance (July 2024)

A visually impaired student, Bendegúz Pisch from the Faculty of Humanities of the University of Pécs, represented the university at the event. For international travel, it is recommended that visually impaired participants to be accompanied by at least two companions, so Csaba Magdali, (Head of the Support Service), and Márk Macanko, (co-chair of the Collegium for Social Inclusion) travelled with Bendegúz.

The event focused mainly on solving problems faced by people living with disabilities and looking into the institutions and systems that serve them. Two different programs ran at the same time: one for experts such as PhD students, university teachers, disability coordinators and others working in the field and one for students who care deeply about these issues and are trying to find solutions through interactive workshops.

At the event, we had the opportunity to meet another organization that works with university students with disabilities, with whom we hope to establish some form of cooperation in the future. Since UP will also be organizing a similar program in 2025, the event was also very helpful in gaining experience.



Exemplary teachers in a 'Sensitive University'

The University of Pécs has previously developed the Sensitive University strategy, which specifically aims to promote greater integration and more successful university experiences for students with special needs. The University of Pécs' Online Magazine (UNIV Pécs) has started an interview series on sensitive teachers.

We would like to introduce **our teachers who showed sensitivity and helpfulness and made a special effort to provide assistance with learning difficulties in terms of methods, teaching materials, and assessment. Who devoted more energy, time, and opportunities to students in need, and treated them with understanding, acceptance, and empathy in order to ensure their successful learning.** Our goal is to showcase good examples and thereby make the university environment more inclusive.

Teachers who had been interviewed: Tímea Dr. Eisner (adjunct, Faculty of Sciences), Olivia Pribéli (lecturer, Faculty of Health Sciences) and Georgina Dr. Mucsi (adjunct, Faculty of Humanities)





Parasport life at the University of Pécs

The University of Pécs has a PTE PEAC Parasport Department. Lectures and video summaries are held, where you can get to know the sports from the representatives of the sports of racketball, boccia and wheelchair basketball. The undisclosed goal of the department is to recruit more members to their teams, in addition to raising awareness, who can apply regardless of age and gender, and even healthy people are welcome to join.



Awards of the University of Pécs for the work considering Equal Opportunities

The University of Pécs came second in the "Responsible Employer of the Year 2024" competition. The National Employment Non-Profit Ltd. (OFA) announced the competition in five categories, in which organizations engaged in a wide variety of economic activities could participate. Its objectives include gathering and recognizing companies that value human resources, presenting their best practices, connecting like-minded organizations, and creating a long-term employer community. The UP's application focused on the health promotion program within the framework of the "For Families" project.



Previously, the university has won the “Family-Friendly Workplace” title and the “Disability-Friendly Workplace 2020”, title in 2020. This means great feedback, that our efforts to achieve the UN 17 Sustainable Development Goals - especially SDG5 Gender Equality, SDG8 Decent Work and Economic Growth, and SDG10 Reducing Inequalities - are noticeable, rewarding and worthwhile.

The University of Pécs has a social responsibility towards the citizens of the university, but it also extends to the urban population outside the university.