

## ABSTRACTS

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**HOFFMANN, RITA – FLAMICH, MÁRIA: Inclusion! Concept? Paradigm? – Inclusive Education and its Contexts**

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**Keywords:** *inclusion, cultural disability studies, disability in literature, disability memoirs, personal narrative*

Numerous mainstream primary and secondary school teachers as well as university professors admit they are unable to "handle" students with disabilities in their classes. These were the key words at a roundtable discussion on Inclusion at the Hungarian Federation of the Blind. If it is so, the question arises "Who and what is inclusive Education about?" However obvious and simple the question may sound, the answer is much too complex, as

inclusive education is about teachers, special educators, classes, accessibility, families, but first of all and most of all, about students with disabilities. The formula that consists of so many components may seem like a labyrinth, consequently understanding the essence of it may prove difficult. Our essay focuses on the various components, their understandings as well as interpretations, and proposes approaches throughout the disabled person's lense.

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**VARGA, ARANKA: The Wlislöcki Henrik College of Pécs, as an Inclusive Academic Community**

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**Keywords:** *inclusion, Roma college, higher education*

This study examines the topic of inclusion in higher education. It is based on definitions of concepts and descriptions of models prevalent in international literature, which expand inclusion to all such individuals and groups who would otherwise be excluded from various segments of society. Using a wider definition of higher education, we have examined the tools for assuring successful inclusion into academic life. We have examined this amongst the students of the Wlislöcki Henrik College of the University of Pécs, the majority of whom are from

socially underprivileged background and arrived into higher education from Roma/Gipsy communities. The group of students that we have examined are currently realising their program with the support of the Roma College, and academic results and successful integration into the academic world are of highlighted importance. By using the questionnaire and focus group methods, we were interested in finding what really supports the college students in achieving these goals. Our findings indicate that the programs of the college targeting academic inclusion

(conferences and research) provide a wide range of possibilities for students to actively participate, which result in a successful move when accompanied by individually tailored further support (having a tutor and a mentor, and programs for development). The results also show that besides opportunities and support, it is very important to strengthen the inner motivation of the college students for

academic commitment. The fact that students could experience individual success through the secure community of the college and through reflecting on their own situation in life has a very important role. Our research indicates that the continuous sustainment of the complex support activities that we have examined transform the academic circle as well to become more inclusive.



*Dornyay Béla Múzeum, Salgótarján – A helyszín a Salgótarjáni Közművelődési Nonprofit Kft. Bányászati Kiállítóhelye volt. Mi, helyiek csak Bányamúzeumnak nevezzük, hiszen tudjuk, ez volt Magyarország első földalatti bányamúzeuma. Ezen a délutánon nem a múzeummá alakított tárnába, hanem a föld feletti részbe voltunk meginvitálva.*



*A program első részében a Bányászati Kiállítóhely egyik munkatársa, Szilveszter Tibor tartott rendhagyó tárlatvezetést az épületben. Mintha időutazásban vettünk volna részt. A kiállításához feladatlap készült, azt is kitöltöttük. A kérdéseket és feladatokat megvitattuk, egyszerűek, jól használhatóak 4–8. osztályos korig.*



*A múzeumpedagógus eszmecsere-t kezdemenyezett. A múzeum tárgyai kézbe vehetők, ezek a tárgyak jelentik nekünk, salgótarjániaknak a gyökereinket, hiszen itt a legtöbb családnak volt (jó néhánynak még ma is van) köze a bányászathoz. A múzeum kiváló helyszíne, segítője lehet rajzversenyeknek, várostörténeti vetélkedőknek, honismereti pályázatoknak, vagy akár kézműves foglalkozásoknak. Sajnos, városon belül is jellemző, hogy az iskolák azért nem hozzák a gyerekeket a múzeumba, mert a 45 perces tanóra nem elég az oda-vissza utazásra és a foglalkozásra is. Probléma a buszjegy és a belépőjegy is.*

*Boros Istvánné, magyar-ének szakos tanár*