

Eötvös Loránd University
Bárczi Gusztáv Faculty of Special Needs
Education

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Preamble



Péter Zászkaliczky, Dean

'With knowledge for an inclusive Hungary.' This motto represented on the wall of the largest auditorium of the Bárczi Gusztáv Faculty of Special Needs Education at ELTE is the ars poetica of our Faculty. The Bárczi was founded more than 110 years ago as the world's first special teacher-training institution in higher education. It both preserves its traditions and constantly modernises itself at the same time. It maintains its leading position among pedagogical training institutions in Hungary and in the Central – Eastern European region, while contributing to the outstanding performance of Hungary's most famous university. A variety of prominent representatives of diverse fields and disciplines, among others – special needs education, education sciences, psychology, sociology, disability studies, medicine, biology, and others – work here, continuing the dialogue of several scientific canons and schools while conducting teaching and research activities. However, there is a common aim: to train professionals who are well prepared and equipped with evidence-based knowledge, and who can contribute to a society where no one is segregated from services and communities due to disability or any other personal characteristics.



*Krisztián Kolonics
Participatory Researcher,*

*Krisztina Stefanik
Vice-Dean for Scientific and
International Affairs*

SCIENCE IN THE SERVICE OF PRACTICE

According to Albert Szent-Györgyi, to discover something means to see what everyone sees, and to think what no one has yet thought. The evidence-based research and exploratory scientific studies of Bárczi make it possible for us to enrich the theoretical foundation of special needs education and disability studies with facts and findings that no one has thought about before, as well as strengthen the effectiveness of its practical toolbar contributing to an improved quality of life for children, young people and adults with disabilities.

STUDENT REFLECTIONS

The decision to study special needs education has been almost immediately followed by my commitment to Bárczi. The eight specialisations, including the Education for Autism Spectrum, which is unique even in Europe, convinced me. Now I can say for sure that I have made a good decision. Besides learning from outstanding lecturers and participating in research as well as being involved in the Students' union, I have acquired a way of thinking and an approach at the Faculty that is difficult to learn from textbooks.

*Edina Stolcz
Traineeship Leader,*

*Fanni Varga
Student*



*Eszter Márkus
Vice-Dean for Educational Affairs,*

*Boglárka Sztreckó
President of Students' Union*

WHAT WE OFFER AT BÁRCZI

If you are interested in persons with disabilities, special needs education, or Disability Studies and related sciences, feel free to explore the continuously renewed training profile of Bárczi. From students in their last year at secondary school to university graduates, from educators to professionals in social services, everyone can find a Bachelor's, Master's, Postgraduate or further training programme or course to serve their further studies.



*Pál Nádás
President of the Foundation for the Development of Special Needs Education,*

*Andrea Perlusz
Vice-Dean for Strategic and Policy Affairs*

STRATEGIC PARTNERS

We seek an active and productive cooperation with persons with disabilities and their organisations, as well as representatives of the government and those of civil society. Based on the Faculty's values and importance in society, Bárczi continues its pursuit in securing its appropriate place and role in the legislative, planning and resource allocation and decision-making processes concerning persons with disabilities. Accordingly, we have to show a good example: as we won the Disability-friendly Workplace Award and we implement the principles of equal access to all aspects of an event at Bárczi.

VALUES

The values of special needs education are represented on an institutional level by the Bárczi Gusztáv Faculty of Special Needs Education. They are conveyed in the management strategy, the different boards of the University, the training of educators for special needs, the Faculty's scientific activities and its role in related support service systems, as well as in domestic and international bodies. The Faculty's role in promoting social inclusion and forming general attitudes is widely recognised in the Hungarian public life. Besides its continuously renewed training, research and development, it has an impact on human rights-based and supportive decision-making processes at various levels.

*Zsuzsa Mesterházi
Director (1998–2001),*

*Ákosné Szabó
Dean (2005–2012),*



*Csilla Cserti-Szauer
Coordinator of Research and International Affairs,*

*Zsuzsanna Szilvásy
President of Autism Europe*

INTERNATIONALISATION

As an active member of the European higher education area, Bárczi has been co-operating in a number of international research and development projects as well as innovation programmes in the field of special needs education and disability affairs. Regarding student or teaching staff mobility, the launching of joint training programmes with prestigious foreign institutions, the expansion of our own foreign language training or the research processes supporting the social participation of persons with disabilities – we believe in the power of internationalisation to provide quality and create opportunities.

A diverse and multi-level training portfolio for social inclusion

THE BACHELOR'S DEGREE (BA) PROGRAMME IN SPECIAL NEEDS EDUCATION

The BA programme is available as an eight semester full-time or correspondence training programme with 240 credits. After a general introduction to special needs education and associated disciplines (including human biology, theory of education, psychology, arts) students continue their studies in one or two specialisations from their third semester. In the last semester of the programme students participate in a long-term professional practice in institutions associated with the given speciali-

sation. Graduates of the Bachelor's degree programme begin their professional careers in public education institutions or in health care services, the child protection system, social care services, non-governmental organisations and institutions of the judicial system.

THE MASTER'S DEGREE (MA) PROGRAMME IN SPECIAL NEEDS EDUCATION

The *programme* may be based on a Bachelor's degree in Special Needs Education in any specialisation or an earlier college-level diploma in special education ob-



tained from any department, field or training programme of special needs education. The training programme is available as both a full-time or a correspondence course, lasts for three semesters and covers 90 credits.

The training programme currently offers two popular specialisations for students, namely, Special Needs Therapy and The Social Inclusion of Persons with Disabilities. In addition to becoming a specialist in the domestic professional discipline, MA graduates are also helpful for employment abroad.

THE DOCTORAL (PHD) PROGRAMME IN SPECIAL NEEDS EDUCATION

For students interested in a scientific research career we provide additional learning opportunities in the *Doctoral (PhD) programme in Special Needs Education* operating within the Doctoral School of Education at the Faculty of Education and Psychology of Eötvös Loránd University. Successful completion of the six-semester training programme, achievement of a pass in

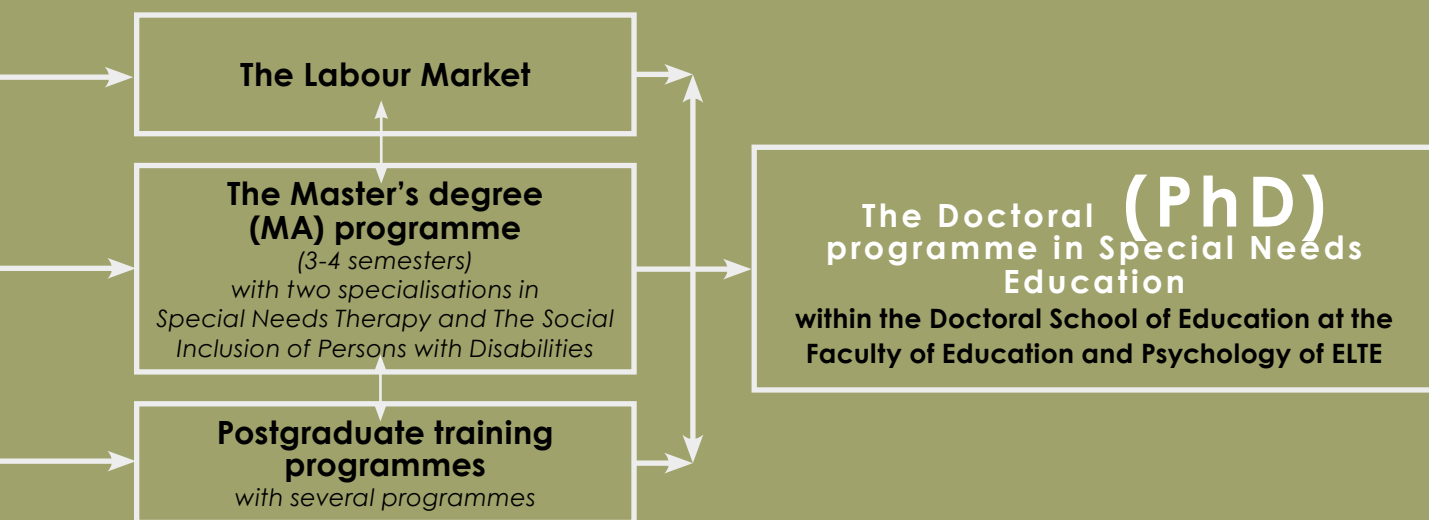
the final examination and a defended doctoral thesis are the requirements for obtaining a PhD degree.

The candidates conduct research in the fields of integration, rehabilitation, theory of special needs education and disability studies with particular regard to multidisciplinary approaches.

POSTGRADUATE TRAINING PROGRAMMES

For graduate professionals, we offer our two to four semester, 60-120 credit *further training programmes* providing students with new qualifications covering the full spectrum of complex rehabilitation. We develop and innovate accredited further training programmes for professionals in educational or social services, based on the relevant needs. Thus professionals benefitting from lifelong learning with us are able to adapt to the challenges of the ever-changing labour market.

Eszter Márkus
Vice-Dean for Educational Affairs



'I feel lucky , because I am heading an institute which proves to be a creative community and not just an 'everyday workplace' -- thanks to my devoted and helpful colleagues. We are working together so that our students would not only participate in our courses with great enthusiasm, but also that they feel they can turn to us with any personal or professional dilemmas.'

Ágota Szekeres

Ágota Szekeres, Head of Institute



Institute of Special Needs Education for People with Atypical Behaviour and Cognition

Our goal is to train professionals with high theoretical and practical competencies in order to effectively support persons with atypical behaviour or cognition. We coordinate the different teaching, research and practical activities of our four specializations, namely the Autism Spectrum Disorders Specialisation; the Intellectual Disabilities and Learning Disabilities Specialisation; and the Emotional and Behavioural Disorders Specialisation.

EDUCATION PORTFOLIO

Our training has been carefully constructed so that our students will be able to fully cooperate with persons with all types of disability. We emphasize the importance of an up-to-date knowledge, as well as an evidence-based yet individualised practice and a comprehensive

approach to disability. We have active relationship with several national institutions that provide training practice for our students. This way we try to respond to the needs generated in everyday practice as well as in the labour market. We put special emphasis on developing special needs educators' competencies and we make our students aware of the opportunities for cooperation with associated professions.

We employ a diverse range of higher educational and educational methodologies in our training, including various digital materials and interactive tools. We support our students with individual attention on part of our staff. This leads their way to join the Institute's research projects later or means a successful future employment.



RESEARCH ACTIVITIES

We want to contribute to several fields with our research activities concerning special needs intervention programs and life-skills development: to the advancement of special needs education as a science; to the development of special needs educator training; and to the enhancement of practice in special needs education. We explore the characteristics of the development of the psychic functions, as well as the role of the societal, social and educational environment surrounding the child, the young person or the adult.

The following themes are in the focus of our activities: practical realisations of inclusive education; social integration; supporting the development of relevant skills; evidence-based approaches to autism spectrum disorders; nature of neurocognitive disorders; ICT and

web 2.0 tools in special needs education; the impact of birth of a special child on the family; provision of education in hospitals; cognitive functioning of premature babies.

PARTNERSHIPS

All our specialisations have an active relationship with advocacy organisations and other associated professions. Our lecturers regularly take part in Erasmus mobility programmes and we also support our students' mobility. We have a number of informal professional connections as well, which can serve as a future basis for later research and education partnerships.

AVAILABILITY

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Sociometry research with students supported by ICT tools

Institute for General Theory of Special Needs Education

Considering the long-term strategic objectives of the Faculty and the international standards on disability, our goal is to contribute to the social inclusion of children and youth with special educational needs as well as adults with disabilities. We involve our students and professionals of various sectors from education to disability issues to high quality scientific research and innovation activities.

EDUCATION PORTFOLIO

We provide a wide range of courses, including a number of multidisciplinary approaches while putting national and international disability policies and standards into practice. We focus on the following areas:

- General theory of special needs education: theories, history, institutions and services
- General pedagogical knowledge: education and the theory of education
- Art education, therapy and intervention: visual expression, skill development and therapies, crafts, drama and drama therapy, drama education, movement and body-awareness therapies, music and music therapy
- Languages for specific purposes: literature in English and German, international best practices of disability affairs, politically correct language
- Introduction to disability policy and advocacy: law enforcement, law education, advocacy and lobbying, project drafting and project management.





'Using works of art in education serves as a special driving force in my life. In the last ten years I have come to see how persons with disabilities discover their hidden abilities and how the creation of value becomes tangible for them. There are no differences in creating pieces of artwork. Art is available and accessible to everyone. Creation is good!'

Kata Sándor

Kata Sándor, assistant lecturer



14 Study on the effects of drama education within the project 'Defect Theatre' and drama for disability

Photo: Géza Talabér



RESEARCH ACTIVITIES

In line with evidence-based education we support our broad educational activities with individual and institutional research. At an international level we currently participate in research and curriculum-development on supported living and we have recently concluded projects in the topics of creative therapy for substance abuse and the European situation of young migrants.

Our research include the parenthood of persons with intellectual disability and service provision for persons with severe/profound and multiple disabilities, as well as the situation of women in the labour market raising children with special needs. Doctoral research studies include the following: inclusive education in nursery schools; the role of the school and parents in successful inclusion; visual art education and art therapy; psychodynamic movement and dance therapy; career guidance; persons with disabilities entering adulthood; the subculture of blind people. Future plans include the introduction of the Art-Based Research Working Group at an international level.

PARTNERSHIPS

In recent years we have been privileged to work with the 'Meg-álló Csoport' Foundation for Substance Users, the European Association Dance Movement Therapy, the National Association of Teachers and Researchers of Languages for Specific Purposes, the Equal Opportunities of Persons with Disabilities Non-profit Ltd., the Tempus Public Foundation, several national and international non-governmental organizations, as well as several universities.

AVAILABILITY

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Institute for Disability and Social Participation

Through the seven disciplines we represent – and mainly through our activity in Disability Studies & Critical Disability Studies – we contribute to the general academic advancement, critical thinking, and in-depth knowledge of social sciences involving, at the first level, university faculty and students.

The Institute operates as a constructive, open and autonomous terrain of general and professional educational progress: it especially aims at the interpretation of the diversity of late modern societies. We offer a transdisciplinary approach, which is beyond the individual disciplines, and incorporates theoretical and methodological approaches to the acquisition of knowledge.

EDUCATION PORTFOLIO

Our teaching and research breaks from the traditional interpretation of disability as a person-fixed category. We aim to address disability holistically, as a relation, a social phenomenon, and a complex form of existence. The Disability Studies Doctoral Workshop, underway for five years now, is an interdisciplinary centre of research and teaching.

We provide twenty courses in the Bachelor's degree programme, three in the Master's degree programme and four in the Doctoral programme, in Hungarian, German and English languages. In addition to the Erasmus courses, we also offer a Master's degree course in Disability Studies.





György Könczei, Head of Institute

'The task ahead has not changed much since Vic Finkelstein mapped it out. In spite of all our efforts not even the social model fully explains what makes us disabled. To explain it, we need the social theory of disability. It is on its way.'

György Könczei



Project meeting supported by the Hungarian Scientific Research Fund (OTKA 111917K)

RESEARCH ACTIVITIES

Within our diverse fields of study, the OTKA research project *'From equal opportunities to Taygetos?'* stands out. Our interdisciplinary team examines the prospects of a disabled person, encompassing a chronological range from foetus to live birth, to family life, to growing up and, in particular, to opportunities for parenthood with a focus on people with intellectual disabilities.

In addition, we conduct research on the history of disability, the self-determination of persons with high support needs, adults with ADHD and the female body vs. feminist Disability Studies themes. Within a European partnership we research the opportunities for employment for persons with disabilities, focusing on public and for-profit actors at present.



PARTNERSHIPS

We liaise and work actively with numerous notable higher education actors and research and development professionals in Europe and beyond including Chava Baruchal (Yad Vashem Institute), Rosi Braidotti (Centre for Humanities, Utrecht University), Rosemary Garland-Thomson (Disability Studies Initiative, Emory University),

Dan Goodley (The University of Sheffield), and Adolf Ratzka (Independent Living Institute, Stockholm).

AVAILABILITY

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Institute for the Psychology of Special Needs

Our ambition is not less than to support people with disabilities and all those who want to act for their dignity and autonomy by collecting, disseminating, and innovatively utilising up-to-date psychological, biological and educational knowledge, based on the best available evidence.

EDUCATION PORTFOLIO

The teaching profile of our Institute is composed of courses in psychology, biology, medicine, rehabilitation, research methods, and in the application of info-communication technologies – all in the context of human disabilities and other atypical human conditions. In the Special Needs Education BA programme, we teach introductory courses in psychology, psychodiagnostics, and the biomedical aspects of disabilities, within all of the eight disability-specific learning tracks. An important test of both colleagues' and students' efforts is a comprehensive exam in the psychology and psychodiagnostics of disabilities in the 3rd year of the BA programme. We put a special

emphasis on our practical courses aimed at developing psychological skills in future special needs educators; these are especially popular among students. We see our participation in teaching research methods as of key importance for establishing the future of evidence-based practices in special education and for providing foundational knowledge for the next generations of researchers in this field.

On the MA level, our colleagues teach advanced courses in psychology and in psychodiagnostics, as well as practical courses in therapeutic methods. On the doctoral (PhD) level, members of our Institute teach courses and supervise students in several doctoral programmes, within and outside of ELTE University. Our share in the training of future scholars covers various topics within psychology and education.

On the international scene, we provide a number of courses for students in the Erasmus programme, and plan to open a new international MA programme in research methods in human disabilities in the near future.



*'On great traditions, with the
autonomy of knowledge, for
the dignity of all...'*

Miklós Győri

Miklós Győri, Head of Institute

RESEARCH ACTIVITIES

Our research activities are facilitated by our great traditions: Pál Ranschburg, an experimental psychologist, and Lipót Szondi, one of the most innovative psychologists of the 20th century, were outstanding figures not only in the history of our Institute, but also in the history of Hungarian and European psychology of disabilities. The overall aim of our research and innovation activities is to understand those patterns better that characterise disabled and/or atypically developing people, their environments, and their support opportunities, using the tools and methods of psychology, special needs education, biology, and info-communication technologies. We are pleased to have renewed our research laboratory, which operates under the name of 'Pál Ranschburg Research Laboratory' from 2016, and is excellently equipped for various kinds of behavioural studies.

Our key research foci are: atypical cognition, language and communication; psychological aspects of assistive, diagnostic and educational technologies; disability and the family, quality of life, psychological well-being, cop-

ing; psychological aspects of the helping professions and the institutional contexts of disability; psychological assessment and diagnostics; methodologies of research in human disabilities.

PARTNERSHIPS

Our members regularly play roles in organising and running international research, development and teaching projects within and beyond Europe, and are active in several international professional organisations. Within Hungary, we are in close partnership with 11 service institutions which offer placements for our trainees. Within the ELTE University, we cooperate especially closely with the Institute of Special Needs Education for People with Atypical Behaviour and Cognition, the ELTE University National Pedagogical Service, and the Neural Information Processing Group of the Faculty of Informatics.

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Demonstration of the development of a computer-based game for diagnostic purposes at the European Researchers' Night

'Being the head of the Institute for the Methodology of Special Needs Education and Rehabilitation is a real challenge in several aspects: taking responsibility, cooperation with innovative, young colleagues, debates and synergy of interesting professional viewpoints.'

Gabriella Papp

Gabriella Papp, Head of Institute



Institute for the Methodology of Special Needs Education and Rehabilitation

Our goal is to train professionals whose activities focus on the provision of lifelong, complex services based on individual needs and demands, as well as those who work with an evidence-based approach to science and multidisciplinary.

EDUCATION PORTFOLIO

Within our training activities we prepare future special teachers for the professional educational assessment

and provision of children and adults from early intervention to complex rehabilitation in four fields: hearing disabilities, visual disabilities, physical disabilities and voice, speech and communication disorders.

In addition to theoretical training, we familiarise students with the latest practical experiences of group and individual therapies in special and mainstream institutions.

RESEARCH ACTIVITIES

Our colleagues conduct research in the following specialisation-specific and multidisciplinary areas:

- the speech development of hearing and children with hearing disabilities, school and social inclusion, special needs rehabilitation after cochlear implantation, development of the identity of deaf and hard of hearing persons, modern pedo-audiological and early intervention procedures, hearing impairment and associated disabilities;
- in the field of the education and therapy of people with physical disabilities, emphasis is placed on the following: motoric learning, adapted physical education and sport, the testing of upper limb movement, the reading and writing of persons/students with physical disabilities, occupational therapy, research in multiple disabilities, complex special needs psychodiagnostics and employment options for persons with disabilities;
- in speech therapy research activities range from basic research to exploration supporting speech pathology, assessment and therapy (including sound analysis, acoustic analysis of speech, the formation and solidification of the phoneme system, early vocabulary acquisition, assessment of speech development

disorders and domestic adaptation of international findings on assessing school readiness). The research objectives include the creation of a Hungarian-language speech database with recordings of persons with atypical speech development;

- the most important research themes in the specialisation of visual disabilities are the coping strategies of families with children with visual disabilities, the cognitive background of Braille reading disorder, sports and leisure activities of persons with visual disabilities.

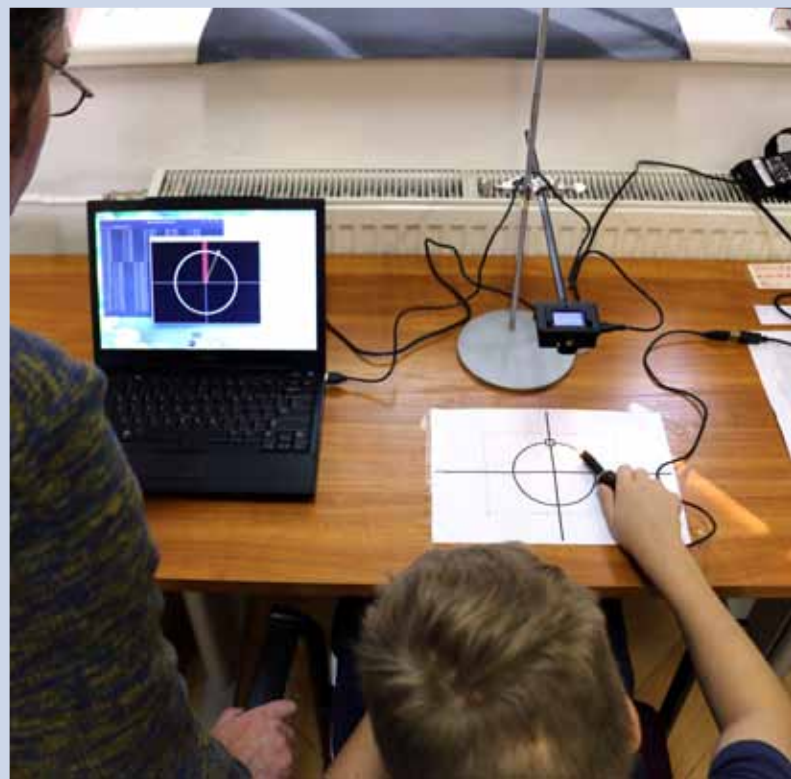
PARTNERSHIPS

The specialisations of the Institute are in contact with several national and international organisations and institutions of higher education and research centres. In a number of international initiatives we have collaborated with experts from the Nazareth College, Rochester (USA), Technische Universität Dortmund and Comité Permanent de Liaison des Orthophonistes-Logopèdes de l'UE. One of our colleagues is Associate Editor at the International Journal of Rehabilitation Research.

AVAILABILITY

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Diverse research activities in the Institute

'To begin something is always a risky venture... There were those who dared to take this risk, because they believed that what they strove for was useful and good, and advances the cause.'

Flóra Kozmutza-Illyés

AVAILABILITY

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Heads of the Centre for Further Training in Special Needs Education:

Anett Maléth (2015-)

Péter Horváth (2010-2015)

Hajnalka Szerencsés (2015-)

Erika Cser (2006-2010)



Centre for Further Training in Special Needs Education

With regard to the needs of people with disabilities and the related professional demands, as well as labour market conditions, our mission is to provide a comprehensive and high-quality further training portfolio for providing professionals, in particular special need educators and rehabilitation experts, with the necessary theoretical and practical background to meet the strategic goals of the Faculty.

POSTGRADUATE TRAINING PROGRAMMES

Our training profile includes:

- two-to four-semester vocational training programmes based on a Bachelor's or a Master's degree certification,
- accredited training programmes for educators,
- further training programmes for professionals from social or health care as well as public employment services.

The majority of our further training programmes are unique in the country. Since 2012 we have made all specialisations of the Bachelor's degree programme in Special Needs Education available in the form of specific further training courses. In the course of our training, we pay attention to the acquisition of new professional

trends and the creation of opportunities for specialisation through selectable modules as needed. Our accredited training programmes for educators fill a niche in the domestic training market. Besides refreshing and expanding knowledge, we place emphasis upon developing competences demanded by the labour market. All our courses make use of practical teaching materials. Our staff of instructors consists of well-known and respected experts in their given fields.

The Centre, in collaboration with the Faculty, reviews and updates the training programmes on a regular basis. We provide all courses with updated and practical knowledge continuously controlled with satisfaction questionnaires. Our goal is to design courses that focus on experience-based learning, to ensure an appropriate on-line support environment and to introduce new, 'blended' courses.

PARTNERSHIPS

In recent years, we have successfully cooperated with the Equal Opportunities of Persons with Disabilities Non-profit Ltd. and the 'Educatio' Public Services Non-profit LLC, as well as several national public and higher education institutions and a number of civil organization applying best practices.

Our services



*Boglárka Szűcs
co-worker of the Office for
Scientific and
International Affairs;*

*Vanda Katona
Erasmus-coordinator*

THE LIBRARY OF THE FACULTY

Our Library has a collection of national importance in the fields of disability affairs, special needs education and its bordering disciplines. With the ongoing expansion and exploration of our collection we aim to contribute to the quality of education and research at the Faculty.

Foreign language academic databases are available on our computers, for which we support lecturers and students with training courses. We provide the conditions for in-depth study in the reading room and for group work in the newly designed study room, in which a workstation designed for students with visual disabilities is also available.

THE HISTORICAL COLLECTION OF SPECIAL NEEDS EDUCATION

Gusztáv Bárczi had the idea to form a collection for research as well as permanent and temporary public exhibitions in 1944, and finally in 1965 the collection has been formed. In particular, documents for the historical exploration and preservation of special needs education and Disability Studies are collected, processed and published. At present, the digital recording and processing of the collection's materials is taking place.

SERVICES FOR STUDENTS WITH DISABILITIES

These services are organised and provided by the University Disability Centre, the Disability coordinator of the Faculty and the Students' Union. Based on the students' needs, the services include personal assistants and note takers, an accessible computer workstation in the Library, borrowing of equipment and personal counselling.

MENTORING FOREIGN STUDENTS

Our system of mentoring is part of the Exchange Student Network. We provide assistance to students who arrive at the Fac-

ulty with Erasmus scholarships. In addition to providing them with information on accommodation, travel and the University, we support their integration into the new environment with cultural and other events so that they may not only practice their Hungarian but also form new relationships.

ERASMUS OFFICE

One of our main activities is the coordination of the Erasmus+ mobility programme, establishing and maintaining relationships with foreign universities and institutions in the spirit of internationalisation. This includes the organisation of the English and partly German-language programme for Erasmus and the management of student affairs, as well as the calls for proposals and the administration for outgoing students. The Erasmus+ programme also offers mobility options for Faculty employees, which is also subject to the Office. The Scientific and International Office seeks the support of Faculty staff and students to achieve their scientific and professional goals and international ambitions..

OTHER SERVICES

- Students have the opportunity to access computers and the internet at the desks in the corridors and Wi-Fi is also available in the building.
- For mothers the baby changing room gives the opportunity to attend to the needs of their babies.
- The students can apply for a dormitory place in the Damjanich utca University Hall of Residence, where in addition to basic services, internet access is also available.
- The affairs of students are administered at the Office for Educational Affairs.

Why Budapest



*Huba Hegedűs
BA student*

PROFESSIONAL BUZZ AND THE QUIET WORLD OF CAFES

'The University years are milestones in everyone's life. Beside the much-wanted degree, what can motivate students more than spending these decisive and yet still carefree years in a bustling metropolis? The quality of the training, the trainers' expertise and the opportunities offered by the city make the capital truly irresistible. After a tiring lecture where could a student really relax other than in a quiet Boulevard cafe?'

FROM A SMALL VILLAGE TO THE CAPITAL AND BÁRCZI

'When I decided to study special needs education, there was no question: Budapest and Bárczi. In addition to the Faculty's good reputation, the distance was also an important factor, so that at weekends I could easily get to Bernecebaráti, my home village. At first I was afraid that I would feel lost in the city, or perhaps even within the University, but my fears quickly disappeared. I am surrounded by people who like going on outings and we enjoy wandering in the Pilis, Buda or Börzsöny hills.'

*Eszter Bezeczky
MA student*



and Bárczi?

AGAIN AND AGAIN AT BÁRCZI

'For me, Bárczi has actually always meant a lot. In fact, I have been „visiting" it since I was three years old, because of my hearing disability. It was the excellent professionals of Bárczi who advised my parents and who regularly visited the elementary school, where I was learning in an inclusive way. Then I spent my college years at Bárczi and since 2014, after a short gap, I have had the honour of working here. In the Doctoral Programme the Bárczi lecturers share their knowledge and experience with me. This is not a question to me that this is a decisive 'contact'.'



*Eszter Loványi
PhD student*



*Velink Marjan
Erasmus student
(Groningen, the Netherlands)*

FREEDOM OF CHOICE

'I arrived at Bárczi in the autumn semester and I was free to compile my professional programme. As opposed to my experiences in Groningen in the Netherlands, I was also given an opportunity to receive some insights into practice as well. At Bárczi I had the chance to work in small groups, and the lecturers were interested in knowing who I was and where I came from. The city is friendly and has many interesting features.'

How to proceed?

At the **BGGYK.ELTE.HU** website we strive to provide up-to-date information for those interested in the activities of the Faculty, to present and future students, regardless of age.

For more information on student activities in the Faculty, see the **BARCZIHOK.ELTE.HU** website edited by the Students' Union.

If you wish to improve the quality of life of persons with disabilities and are interested in special needs education or Disability Studies, we are pleased to welcome you as one of our students. To gain direct information about our courses, visit our annual open day, on which our instructors give an insights into the training programmes at Bérczi and application details. For more information on application deadlines for the training programmes see felvi.hu.

Feel free to contact us. The Dean's Office and the Office for Educational Affairs are happy to answer any questions sent to the following email address: **BGGYK@BARCZI.ELTE.HU**.

Mária Losonczi, Head of the Dean's Office

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