

CHALLENGE

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EVALUATION OF THE ROMA STUDENT
COLLEGE PROJECT IN PÉCS

University of Pécs
Faculty of Humanities
Institute of Education
Department of Romology and Sociology of Education
Wlislöcki Henrik Student College
Pécs, 2015

MADE UNDER THE SPONSORSHIP OF TÁMOP 4.1.1.D-12/2/KONV-
2012-0009 'COMPLEX SERVICE DEVELOPMENT FOR
UNDERPRIVILEGED STUDENTS PROVIDED BY
WLISLOCKI HENRIK STUDENT COLLEGE'

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ANDREA BÉKÉSI

Foreword

The Wlislöcki Henrik Student College that commenced its activities in co-operation with the Department of Romology and Sociology of Education at the University of Pécs in 2001 was given a unique opportunity of EU funding in January 2013 so that it would launch a complex project with the length of two and a half years to assist its wide range of activities aiming at the support of underprivileged, mostly roma/gypsy students in their progress in higher education studies. The project under the name 'Complex service development for underprivileged students provided by Wlislöcki Henrik Student College' with the serial number code TÁMOP 4.1.1.D-12/2/KONV implemented its activities between 1 February, 2013 and 31 August, 2015.

The most important aim of the college project was to compensate for the disadvantages of mostly roma/gypsy students who are underprivileged due to their low social status and different ways of socialisation in their families. It was also a remarkable goal that the project should provide opportunities for the students to develop those skills and abilities that enable them to progress successfully in their university studies and also ensure and stabilize their position at the labour market. We intended to rely on those efforts driven by strong individual motivation, personal and family sacrifices beyond strength that permitted the students to reach their desired aim: to study in higher education, many times for the first time in their families or small communities.

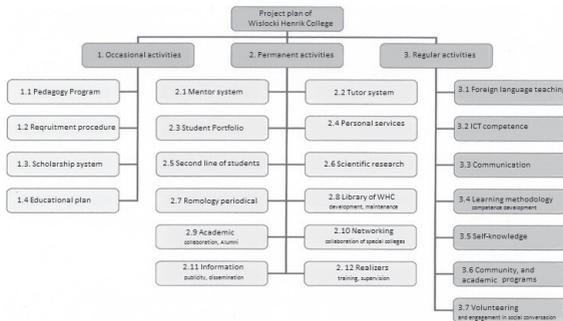
Besides the concrete purposes of the project, the implementors had an additional agenda: to form and generate a group based on mutual help and self-support where the

knowledge of the students interested in different areas could be added and accumulated, the participants could experience the advantages of belonging to a supporting community and the extra energies gained from functioning as a community. Last but not least, it would educate for social responsibility and engagement and also provide a role model for the upcoming generations.

The realisation of the basic objectives was implemented by various forms of professional tools and programmes, whenever possible, with the involvement of the supported students, all university units, governmental and non-governmental organizations plus committed professionals. Owing to this, during these two and a half years we worked with students, tutors, mentors and other professionals coming from nine different faculties of the university. The Márton Áron College of the University of Pécs provided accommodation facilities, although common boarding was not a condition for college members, only an option.

During the two and a half years of the project we implemented the professional programs seen in Illustration 1, maintaining the possibility that in a given situation we could make the necessary professional corrections, in cases with changing the emphasis, focusing on developing the activities deemed more important or more demanded by students at a certain stage.

1. Graph. A comprehensive illustration of the services detailed above is in the table below.



In addition to the individual and small-group size developing activities (tutorial support, mentor system, language classes, research work, learning techniques, career counselling), we put considerable emphasis on the cultural community activities based on student initiatives during the whole project. We fostered the evolution of these by all possible means (theatre performances, exhibitions, field trips, study trips abroad, participation in scientific conferences, organisation of reader-writer meetings). We also allocated tender funds for the support of these activities when it was necessary.

In the interests of project dissemination and ensuring the recruitment of resupply, we considered it crucially important to develop our external relations. In order to achieve this, we established a wide range of co-operations, among others with the secondary schools and student dormitories participating in the nationwide Arany János College Program. We visited the Roma College of Szeged as well. We formed a partnership with the Gandhi Secondary School in Pécs, where students also engage in volunteer activities. We work together with several civil organizations that run educational services or other supportive programmes in underprivileged settlements or settlement parts in Baranya county. Our students managed to travel to Gent, Trieste, Genova, Varazdin.

The co-ordination of the professional work was carried out by a team of five members led by the professional leader. The members of the team, who took key tasks and responsibilities in the project, had meetings on a weekly basis. During these meetings decisions were made based on a consensus concerning all issues about the project, the necessary corrections and the implementation of the operative tasks. In all cases decision-making was carried out with the involvement of the people in charge of the areas concerned.

During the preparation of the project we strived for finding the best professionals available for the various tasks. In the course of the implementation of the project we could work together with a considerable number of colleagues from the university and many outsider professionals with expertise about a certain area. Their conscientious work, flexibility, innovative approach contributed to the success of the project to a huge extent. Owing to this, we

managed to surpass the planned target numbers, exceeding the expectations of the tender caller (benefactor).

The college project lasted for a relatively long period of time, five semesters. Due to this, changes in membership were inevitable. There were students at the end of every semester who finished their studies. Some members obtained scholarships, student exchange opportunities abroad. Others continued their studies in other Hungarian higher education institutions. In spite of all our efforts, a couple of members did not fulfill the requirements and due to this they were not allowed to continue working with us. Each and every semester there were more and more new applicants, so the number of college members rose from the initial 19 to 33 in the last semester. The continuously increasing group number and the new members posed new challenges for the professionals working in the project, who adapted to the changing conditions and made all the efforts to ensure that the newcomers would also receive those quality services that the older members had been enjoying since the commencement of the project.

This collection of studies summarizes the accumulated experience, results and pitfalls, development opportunities gained during two and a half years in the life of the project under the name 'Complex service-development for underprivileged students provided by Wlislöcki Henrik Student College'. The summary study with the title 'As we see it- Roma Student College project seen from the viewpoint of the participants' written by Varga Aranka and Trendl Fanni analyses and evaluates the processes instigated by the increasing number of students and the broadening scope of activities, phenomena that we had not experienced previously in the history of the college. In addition to the complex research based on an analysis of the project from several viewpoints, the statistical report, the comparison of the plans and the results, the study provides a presentation on the project from the viewpoint of the participants and the implementors as well. It also makes an attempt to outline the results and the further potentials of the project from a personal approach. In our volume we also include the background studies that contain the evaluation of the experience and results gained in the subordinate proj-

ects carried out by the implementors according to evaluation guidelines determined in advance.

Please allow me to make a personal remark as the professional leader of the project. For several long years I have been working as a social worker and social policy expert in small, underprivileged settlements with mostly Roma inhabitants in the South of Baranya county. I generally deal with planning, establishing and running previously non-existent educational and social services together with fund-raising. I have always thought that the most important part of my work, the emotionally most engaging and rewarding activity is the provision of educational development projects. For an NGO-leader who has been responsible for running study halls ('tanodák'), family daycare centres, community houses, it is a joy to observe that the efforts invested during long years is bringing its fruit. There must be many teachers, social workers and other helpers who are also pleased to read the content of the book since in recent years many of us worked hard among primary school and secondary school learners to make it possible that in 2015 there are 33 mostly Roma/Gypsy students who progress in their university studies successfully at the University of Pécs. I am convinced that in the future our work will be encouraged by the awareness that the Roma/Gypsy students who gain admission to the University of Pécs will not be left to their own devices because in WHSZ they will be given personal and professional care and support. This assistance will not be of less value than the aid provided by an enthusiastic primary school teacher, study circle pedagogue, social worker or supportive family member during the years prior to the university studies.

It is a pleasure for me that as the professional leader of the project I could rely on my knowledge and experience accumulated during my previous activities and maybe with my work I could also contribute to the success of the project.

Pécs-Magyarmecske, 2015. július 31.
Békési Andrea szociálpolitikus, szakmai vezető

Pécs-Magyarmecske, 31 July, 2015
Andrea Békési social policy expert, professional leader

DÓRA PÁLMAI

The Wlislöcki Henrik Student College at the University of Pécs: aims and results

In 2002 a supportive organisation called Wlislöcki Henrik Szakkollégium (WHSZ) (in the following: Wlislöcki Henrik Student College) was founded at the Romology Department of the University of Pécs with the aim of assisting the UP (University of Pécs) students of Roma/Gypsy origin or interest in the area of Romology in their studies, scientific progress and participation in public life. In 2013, in the framework of the TÁMOP -4.1.1.D-12/2/KONV-2012-0009 project under the name 'Complex service development for underprivileged students provided by Wlislöcki Henrik Student College', the WHSZ decided to carry out a more complex and efficient programme to support the target group, building its activities upon the previously established institutional foundations. The theoretical foundations and the educational programme of the college, the tasks of the people responsible for the management of the institution and the outlines of the system enabling the daily functioning of the WHSZ were detailed in the fundamental document of the college, the Pedagogical Program.

This study intends to show how the objectives determined in the Pedagogical Program of the WHSZ were implemented in practice throughout the different elements of the projects. It will be presented how the students were assisted by different value-transmitting, community-forming, talent-nurturing and dropout-preventive means so as to enhance their academic success, scientific activities and participation in public life. In the focus of the document analysis we will scrutinize the Pedagogical Programme of the WHSZ and the background studies

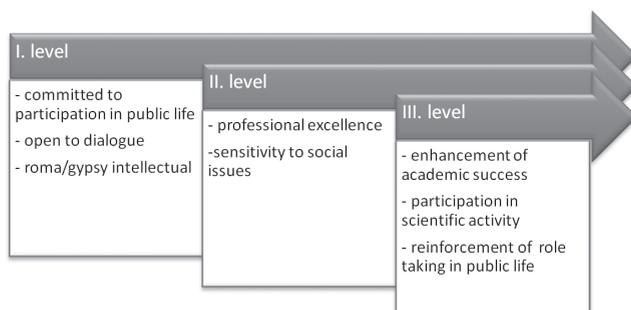
on the realisation of the various project elements. The study will present a simplified view of the practical implementation of the different elements, but it will be salient what a complex and many-sided training and support system was at the disposal of the college members.

The set of objectives in the Pedagogical Program of the WHSZ

In the Pedagogical Program of the student college the implementation of a multi-level set of goals was determined by the leaders of the institution. The different elements are built on each other and connected at several points.

The general and concrete aims of the project could be summarised in the following: 'The basic objective of the professional program is that the ensuing Student College should contribute to the formation of Gypsy/Roma intellectuals committed to active participation and dialogue in public life, who combine professional excellence with sensitivity to social and public issues' (Pedagogical Program, 2013. I.3).

1. Graph. Summary of the set of objectives determined in the Pedagogical Program of WHSZ



In order to achieve the goals mentioned above, the document determines the prevention of dropping out, talent nurturing community formation and value transmission as the most im-

portant aims of the project units. The project aims at the realisation of equal opportunities through talent nurturing, 'where some parts of the various pedagogical activities were created due to the accumulating shortcomings and insufficient knowledge of the students coming from families with low economic and social status or/and a socialisation different from the majority in the society (foreign language courses, development of ICT competences, learning methodology), and others were designated to endorse the students'efforts to develop the life career of open-minded, autonomous intellectuals committed to scientific activities' (Pedagogical Program 2013: 3/1).

In spite of the fact that the individual is in the focus of the objectives, it is important that the students should experience the support of the professional and the peer community, strengthening this way the academical motivation of the students. In addition to these goals, several other values considered highly important to convey were pointed out by the project:

- 'One of the most important preferred value is solidarity. The student college is determined to make a stand for the value that the students are responsible for each other, the mentors and the tutors have a responsibility for their students and the members are also responsible for the poverty-stricken community that they came from'
- A value of similar importance is liberty, the protection of human dignity, the right of the individual to self-accomplishment, and the right to the assertion of its rights and interests through the channels of democratic institutions. The implementation of these strongly related values of freedom is considered crucially important by the pedagogical program.
- A value of utmost importance is the appreciation of the cultural values brought from home
- The value of multiculturalism
- The representation of these values inherently means standing up against intolerant and discriminative views. The basic form of this is antiracism, the programme lays special emphasis on the acquisition of this value.

The tools of implementation

In order to achieve the determined goals, the leaders of the project required the following compulsory tasks from each member: documented co-operation, up-to-date preparation of the student portfolio together with the mentor and the tutor, active and obligatory participation in the activities of the community weekends and the professional programmes, academic (learning) progress without repeating a year in the major, a minimal average grade of 3.5, a documented involvement in scientific activities, 10 hours of monthly volunteer work in the framework of the project (Pedagogical Program, 2013). The established training and support system provided the students with the means and opportunities that enabled them to meet these requirements. With this assistance, the students were able to develop their personalities and improve their studies. At the same time they gained an insight and experience in connection with scientific research.

The elements of the training and support system that appear in the background studies:

- Scientific activities: Amrita research, Types of student research, International relations
- Community weekends: Learning Methodology, Career Planning, Self-knowledge
- Development of foreign language competences
- Tutorial system
- Mentoring system
- Community space
- Student portfolio
- The 'Romológia' journal

Academic (learning) success

The achievement of academic success was supported by several means in the course of the project. It is observable that the activities aimed at achieving success in several cases also served the purpose of the prevention of dropping out. The

students will not only be able to use the knowledge acquired in the different project segments during their university studies, but also all through their professional career.

The trainings organized during the community weekends helped the advancement of the students in their studies in many ways. It is important to mention the trainings on research methodology, communication, study techniques, intercultural competences. The aim of the latter was written as follows in the Pedagogical Program:

'These trainings aim at the establishment of an efficient system of learning habits and the development of the basic skills necessary for learning: the ability of concentration, self-expression both in speech and in writing, reading comprehension, memory, logical thinking, the ability of orientation in the world of knowledge. The relevant skills in connection with the aims should enhance the efficiency of learning. The advancement of the students should be measurable in the field of their basic skills, the depth and length of their attention span should increase, the skills of oral and written expression should become more refined, their memory should improve.'
(Pedagogical Programme 2013)

Talent nurturing was in the focus of the formation. The students became able to choose the learning styles, strategies, methods appropriate for them. This enabled them to acquire knowledge more rapidly and efficiently. The cooperative learning methods applied in the trainings promoted the formation of the community. Due to the increasing success in their studies, the self-confidence and self-esteem of the students developed, thus the community also contributed to the prevention of dropping out (Egerszegi, 2015).

The team-building games during the weekend programmes, the community-building training, the present-giving before Christmas, the Farsang ball, the bacon-frying event and several department parties all contributed to the shaping of the community and the establishment of a supportive community background. At the weekends the students also worked on two large-scale projects (the research 'Amrita before the turn of the Millenium', We are the world music hit), these also fostered the evolution of the community (Lakatos, 2015).

Assisting the career planning of students also formed a part of the community weekend activities. The students acquired knowledge that they will be able to take advantage of in their future professional career. The professional discussions offered by this project element that took place during the weekends gave the students the chance to ask questions thematically, corresponding to a certain job or employment area (Lakatos, 2015).

In the framework of the Career Counselling project element the students could avail of the opportunity to acquire new skills while participating in trainings. In addition to gaining theoretical knowledge about the labour market, job applications, communication, labour conditions, the students could test their skills and develop them in practice as well. With the preparation of their short-term, mid-term and long-term career plans, resumes, cover letters, application materials including recommendations and references, together with the aid of job interview simulations, the participants received feedback about the practical value of their acquired skills and knowledge. All these helped the students in the formation of their self-image and self-ideal together with the conscious shaping of their future vision. They were given the opportunity in a protected environment to bolster their independence, achieve their self-accomplishment, judge their abilities correctly, evolve a real self-image and at the same time they could also become aware of the role of their individual responsibility in the process (Izsák, 2015).

As parts of the community weekends, the team-building and communication trainings played an important role in the development of the personal and interpersonal competences. The most important task of these trainings was to form a supportive peer environment based on the steps assigned in the Pedagogical Program (cooperation between the members, shaping the roles and the self-image of the group). The members themselves could feel the significance of this community.

During the training 'they could experience mutual interdependence, the importance of common goals, the efficiency and success of team work, the importance of involvement in the aims and interests of the group' (Bigazzi, 2015),

and together with these, the values of democratic assertion of interests, solidarity and liberty. The exercises of the communication trainings fostered the skills essential for the self-accomplishment of the students, emphasizing the values of self-identity, empathy, attention, trust, non-verbal communication, emotions and oral skills' (Bigazzi, 2015).

The system of tutors and mentors provided assistance of great value for the students in the enhancement of academic success, the efficiency of their studies. The person of the tutor was chosen by the college member from the teachers of the University of Pécs. The tutor gives continuous personal support to the student in the studies and in several other fields, thus ensuring the students' professional advancement and the prevention of dropping out.' (Orsós, 2015)

Personal contact and frequent meetings with the lecturer helped the evolution of an intimate relationship. During the semesters the college members could rely on the assistance of a person who was able to monitor their academic progress, treated them on an equal basis, gave a hand in solving their personal problems and scientific advancement, thus creating a supportive intellectual environment that reduced the possibility of dropping out (Orsós, 2015).

The personality, the supportive presence of the tutor played an important role in the preparation of the student portfolios as well. The students, as well as the tutors obtained help so as to compile this set of documents successfully. The new tutors and college members participated in a workshop that prepared students for preparing their portfolios. There they could set about to do their semester tasks together with the more experienced members of the college. In this workshop an experienced college member and a tutor also belonged to the team and provided the new members with useful information and valuable support for the compilation of their document collection. This enhanced the success of the portfolios and made the new members experience the importance of peer support (Trendl, 2015).

Students encounter the supportive presence of a peer person in the mentor system offered by the WHSZ. It is important to stress that the students of higher years who perform in

mentoring positions do not only provide professional aid, but also back the college members with their personal role model, counselling, psychological advice and any other type of necessary assistance (Schaffer, 2015). With this active presence the mentor did not only facilitate the integration of the assisted person into university life, but also gave support in academic progress, professional advancement and this way reduced the risk of potential dropout.

The primary goal of the language classes offered in the programme of developing foreign language competences was to provide the college members with assistance to obtain their basic or intermediate level language exams necessary for their graduation. It was obligatory to participate in this training. Based on the advance survey of demands, English, Spanish, German, Boyash and Romani language classes were offered at beginner, pre-intermediate, intermediate and advanced levels. Besides giving support for obtaining their diplomas and preventing their dropping out, the students acquired knowledge that they can put into practice during the project and their future professional career as well. The study trips abroad that were organized during the project gave the students broad choice to practice and develop their foreign language skills, so they could become active participants of conversations with professional topics (Schaffer, 2015).

With the help of the documents registered in the student portfolios the college members recorded their activities within and outside the framework of the project, creating this way the mirror of their personal development that served as feedback for themselves and for the leadership of the project as well. The feedback based on the document samples enabled the students to shape their self-image, realise their self-accomplishment and assert their interest in a democratic way. The monitoring of student performance between semesters permitted the tutor and the professional leadership to interfere immediately in the cases of deteriorating performance in order to prevent student dropout (Trendl, 2015).

It is apparent that several project elements promoted the academic success of the students in a complex way. The professional and personal countenance offered by the tuto-

rial and mentoring system, the professional and peer support community, the regular meetings ensured the feeling of stable background and personal care. The trainings and the success in scientific activities increased the self-knowledge, self-esteem and self-confidence of the college members.

Scientific activity

The support of the scientific activities of the college members was another means of achieving professional success. Talent nurturing could be considered the central activity in reaching this aim, but some means and methods of the practice also helped achieve better study results and prevent drop-out.

In the framework of the WHSZ project between 2013 and 2015 there were 28 researches carried out in 14 different fields. 20 studies were conducted by students, 29 conference lectures were delivered, 10 books were published along with 34 studies and other publications. 12 university lecturers, 6 PHD students, 40 college members and 9 other university students were involved in these research projects (Varga, 2015).

It is salient from this list that the professional leaders provided the students with a wide range of topics in order to reach one of the basic aims of the project, namely raising scientific interest. Having this large variety at their disposal, the students had the opportunity to opt for themes according to their individual demands. This bolstered raising scientific interest to a more significant extent. The college members were offered the opportunity to obtain scientific experience. As participants of research processes, they reached from the theoretical subject material to the practical realisation of a research and its presentation with the continuous improvement of their research competences (Varga, 2015).

Many college members were involved in large-scale researches so that their research competences would develop: 'WHSZ input research', 'WHSZ community', 'Scientific life in the talent nurturing college', 'Amrita before the turn of the Millenium', 'AJKP career orientation', 'Resilience and Inclusion'. The students were actively participating in data proces-

sion, resource management, document digitalisation. The training on Research Methodology, the Scientific Writing and Scientific Research courses, all of these offered among the activities of the community weekends, aided students to work on the research projects of their own (Varga, 2015).

The student researches and the corresponding tender system permitted the students to gain insight into scientific research. During the process the individual or group applicants acquired knowledge about the preparation of the application/tender material, the implementation of the research, recording and publishing the results, and filing the accounts (Andl, 2015).

As further support, the project assisted students in the publication of their research results, providing various platforms for publicity: the WHSZ conferences taking place every semester, the Romologist Conferences organised by the Romology Department of the University of Pécs, the 'Romológia' journal and several volumes. In addition to having the opportunity to be participants or lecturers at a conference, college members also gained insight into the necessary preparations for local or national conferences as organizers during the project.

Yet another opportunity for professional development was provided by the Romológia journal. 22 college members contributed to the paper as authors during the publication period between 2013 and 2015. The 'Spot' column of the paper opened the floor to get acquainted with editing tasks, and this was the column where students appeared most often as authors. The college members received free copies of the paper so that their professional knowledge would be expanded this way as well. The editors of the paper wish to involve more students as authors of articles in the future. The improvement of the study writing skills and source procession skills of the students have also been set as aims of further development in connection with this project segment (Cserti, 2015).

A system of tutors and mentors is connected to the project, having a vital supportive and monitoring role. This assisted students in their scientific activities as well. As it has been mentioned before, the tutorial system organised by WHSZ was based on the personal relationship between the college member and

the tutor chosen by this member. This offered a continuous professional support, the opportunity of common participation in projects and presence at conferences (Orsós, 2015).

During the continuous improvement of the mentor system, several new task areas were assigned so as to endorse the development of the students' scientific activities. In the first type of the system the peer mentors played the role of a counselor or a participant by the side of the college members during a research. Later on, one mentor gave two hours of weekly assistance about research methodology, played a monitoring role and helped the students in conceiving their research projects. In indirect ways, several other mentors fostered the commencement of the scientific career of the students. The ICT mentor, the spelling and ortography mentor, the foreign language mentor who organized speaking clubs in different languages, all contributed to providing the students with knowledge and skills that they could apply in the preparation of term papers, theses and research projects (Schaffer, 2015).

The segment of the project that aimed at establishing international relations persuaded the students to realise the crucial importance of the European and international networks regarding their studies and professional career. They were given the chance to take part in the development of the international relations of the college, obtain information about the mobility projects available for them and assistance for compiling their applications while they could build their networks of relations and practice their foreign language and communication competences. It should be stressed, however, that it would be an important point of development to involve students more actively in the phase of data collection and database building. The students did not really feel the importance of this project segment. Although students were more open about the individual mobility projects, a lot of them were discouraged by the length of the projects, namely staying abroad for several months. The study trip at the end of the project was significant both for the college and the network building of the students. Apart from extending their knowledge about inclusion and interculturality, the students were offered the opportunity to give presentations about WHSZ.

This increased the self-confidence of students in the course of communication in foreign languages (Bigazzi – Serdült, 2013).

This segment also encouraged the students to discover their merits, values, interests and motivation. This may have long-term effects on the professional and scientific life of the members.

Some parts of this unit also promoted the evolution of the community and the transmission of several values. The micro researches and group cooperation (certain student researches, Amrita before the turn of the Millennium) persuaded the students to get to know each other more profoundly and re-inforced their cooperative skills as well. The students could experience interdependence, the ability of autonomous action and decision, the tuning of the group members and the work phases. At the same time they could practice democratic interest representation, collective decision making, interest ranking and taking responsibility. The research 'Amrita before the turn of the Millennium' managed to highlight the strength of a contemporary community. Students may also find a similarly strong and committed group in WHSZ, whereas the ex-members of the Amrita could be taken as role models by the WHSZ students. Among the topics of the student researches there were issues related to the approaches of the educational policy and the social policy towards the Roma community, investigations of the prejudices in connection with the roma minority and many others (Varga, 2015).

The previous examples reveal that in the framework of the project we succeeded in establishing such a supportive system that enabled the students to take more confident steps in starting their research careers, taking into consideration their individual motivation. They enjoyed the support of a research community that may welcome them as its members in the future.

Social activism

The most important objective of the project was 'to contribute to the formation of Gypsy/Roma intellectuals committed to participating in public life, who combine professional excel-

lence with sensitivity to social and public problems.’ (Pedagogical Programme, 2013. I.3)

So as to achieve this aim, it was not only necessary to immerse into scientific activities, but it was also essential to deepen the individual and community identity of the students. As a part of this, it was indispensable to bolster the ability to appreciate cultural values, highlighting the cultural values of the gypsy community. The programmes organised during the community weekends, including the evenings with music and concerts (Pécsi Fiúk, Kanizsa Csillagai) followed by dance halls, the stage performance of the Szalánta Csehájá Traditional Roma Folk Dance Group, the thematic interactive training about romology, the film about Roma culture with a corresponding panel discussion all emphasized the values of the cultural heritage of the students (Lakatos, 2015).

The hit ‘We are the world’ was adapted in beas language with the incorporation of the beas anthem in one of the large-scale projects of the community weekends. The recording of the song further facilitated the moulding of the community. The college members could consider the product of their own, not only due to the tremendous amount of work and energy vested into it, but also owing to the values that it represents. The research ‘Amrita before the turn of the Millennium’ also flanked the reinforcement of self-identity and community identity. This drew the attention of the college members to the importance of conserving family roots and the respect of the home communities and surveyed communities.

The community space run by the WHSZ provided a location where college members could spend their free time in mutual contacts, continuous communication and without prejudice. (Schaffer, 2015). The programmes organised in the community space (movie club, evening events with music and literature) dealt with different issues (segregation, stigmatization, prejudice). Visiting outside events, exhibitions, theatre plays also provided opportunity for immersion into cultural activities and the expansion of cultural values and knowledge.

In addition to the cultural values, it was considered vital in the project that the students should understand the notions of open and latent racism, the opportunities of anti-racist citi-

zen actions, the basic human and democratic rights (Pedagogical Program, 2013).

The studies that revolve around the main topics of the 'Romológia' journal in several issues also advocated and conveyed the importance of these values to the college members in the narrow context and to the professional scientific community in the broader context. In the 'Spot' column the students were given the opportunity to express their opinion to the public about a certain hot issue of public life or a question about the roma community. Besides the contribution to the editorial tasks, 42 student expressed views in the column.

It is also worth emphasizing that 'the Roma intellectuals have an outstanding role in the representation of the minorities in the scientific field, and also play a principal part in enforcing minority rights and realising the inclusion of the ethnic minority.' (Bigazzi and Serdült, 2015). The college members will be able to act more effectively in solving social conflicts using their skills developed in the conflict resolution trainings, relying on their social sensitivity that was finetuned by the Sociopoly game and taking advantage of their knowledge about purposeful action gained in the 'Amrita before the turn of the Millennium' research (Bigazzi, 2015; Lakatos, 2015).

Voluntary activity was among the most important activities of the project in order to persuade the students to take part in social actions. The indirect target group of the project realisation was the group of secondary school learners having a disadvantaged, or multiply disadvantaged background, mostly of roma origin, which was also targeted by the partner institutions (5 public educational institutions, 10 civil organizations). The resupply of the WHSZ college is also selected from the members of this target group.

Thanks to the continuous monitoring of student activity and the mutual cooperation between the college members and the supportive background (project supervisor, institutional mentor, contact people), all the participants succeeded in providing quality work. As a result of this, the transmission of the values inherent in the project was successfully implemented both in the direction of the college members and the target group of the partner institutions. The social competenc-

es of the students were developed, their personal and professional relationships were extended. They gained professional experience that they could rely on in their future career as well (Pedagogical Programme, 2013; Vezdén, 2015a; Vezdén, 2015b).

It is apparent that a complex, detailed, feedback-based, publicity-oriented system was formed in order to reach the present purpose of the project, in which the students actively participated, fostering this way not only the progress of their own, but also the development of other young people.

Final thoughts

For the realisation of the interdependent objectives determined in the Pedagogical Programme of the WHSZ, the professional leaders of the project relied on their experience gained in the previous ten years of WHSZ existence and elaborated a training and support system that is well-structured, forms a complex entity, proves flexible enough to improve based on the feedback and reflections during the project and makes it possible to realise the opportunities of further development..

The different project elements bolster the quality and efficiency of higher education as they complement each other and build on each other. It is also salient that the objectives of the WHSZ cannot be achieved separately. In the various project elements the members were given the opportunity to gain knowledge and improve skills that could help them in their university studies and future professional career. They are in an environment where peer support, professional aid, liberty, protection of human rights, democratic assertion of interests, solidarity, anti-racism and the appreciation of cultural values brought from home are crucially important. They became parts of a community that provides them with continuous opportunity of their development, the refinement of their professional knowledge so that they would be able to represent the interests of the roma community in the society actively and efficiently.

The Romology Department of the University of Pécs, mobilizing the professionals of the Romology discipline, in the framework of the project under the name 'Complex service development for underprivileged students provided by Wlilocki Henrik Student College', with the serial code number TÁMOP-4.1.1D-12/2/KONV-2012-0009, established a training and supporting system for its students where success depends on the participants.

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FANNI TRENDL – ARANKA VARGA

'As we see it' – Roma student college project presented from the viewpoint of the participants

A great opportunity and a huge challenge were set for the membership and the supporters of the Wlislócki Henrik Student College (WHSZ) functioning by the side of the Romology and Sociology of Education Department at the University of Pécs in 2013. The WHSZ launched a complex project with the length of two and a half years relying on tender funds that aimed at spreading and running Roma colleges¹. With its various activities, the project intended to support the progress of underprivileged, mostly Roma/Gypsy university students in higher education and this way enable them to catch up with their peers coming from higher social position successfully.

The inclusive approach of the college community and the decade-long practice built upon this theory backed the new project that exceeded manifold the preceding period of the college both in terms of content and funding. An amount of experience unprecedented in the history of the student college was accumulated during the implementation of the large-scale project with an increased number of participants. This made it necessary to analyse and evaluate the events of the past two and a half years from several angles. In addition to the comparison of the plans and implementation and an added statistical report, this complex research scrutinizes the events of the project period from the viewpoints of the implementors and the participants.

Context

There have been supportive programs with the purpose of increasing the educational level of the underprivileged and Roma/Gypsy population with the consequent improvement of their integration and social mobility in Hungary for several decades. During the socialist period, before the change of the political system the help given for obtaining secondary education and university degrees was primarily provided for young people coming from manual worker or peasant families with low educational background. (Forray 2013) Concerning the Roma/Gypsy population, the achievable target was the completion of primary education and involvement in (mostly vocational) secondary education due to the extremely low level of schooling that characterized this group in this period (Havas-Kemény-Lisko 2002, Kemény-Janky-Lengyel 2004).

The transition to democracy and market economy reshuffled the opportunities of mobility and social integration in Hungary. With the strengthening of minority rights (Law on Minorities, 1993)², the Roma minority did not appear exclusively as a socially underprivileged group, but as a community with a reinforced identity and the intellectuals of its own. Furthermore, as market economy started to replace the socialist planned economy that used to employ huge masses of workforce without appropriate schooling, education gained higher esteem since obtaining higher qualifications resulted in significantly better positions and chances at the labour market. As a consequence of these processes, obtaining the matura exam and university graduation were gaining more and more importance among the measures and projects striving for the provision of equal opportunities for underprivileged and especially Roma/Gypsy youths.

Among the available support for Roma/Gypsy students in higher education the scholarships offered by the Soros Foundation, the Foundation for Hungarian Gypsies (MACIKA) and now the Roma Education Fund (REF) should be mentioned. Since 2000 the Arany János Program has been receiving special funding. The financing of the EU has supported spreading the network of the Study Halls (Tanodák), a program of study centres

organised by civil initiative for 15 years. The complex support of the target group of Roma/Gypsy students was commenced by the Romaversitas Foundation in school year 1997/98 and the Wlislöcki Henrik Student College at the University of Pécs in 2001 (Varga, 2013) Later on other institutions of higher education (for instance Gödöllő, Kaposvár) started supportive communities with different features (Forray-Boros, 2009).

However, the relevant studies carried out in the past fifteen years up to present day have reported that in spite of all the supportive programs the Roma/Gypsy youth is still underrepresented in the institutions providing matura exams, and the situation is even worse in higher education. This called for launching the 'Network of Roma Student Colleges' in 2011. The christian churches of Hungary took part in this work with the aid of the government. (Forray-Martón 2012) The goal of these colleges is to support the underprivileged Roma/Gypsy youth to obtain university degrees. In addition to the achievement of personal success in studies and academic progress, this assistance also contributes to the formation of intellectuals committed to their communities. The Hungarian educational leadership ensured the development and management of the network from EU funding between 2013 and 2015³, and also expressed its commitment about further development in the future, also relying on EU funds.

Precedents

In 2001 the foundation of the Wlislöcki Henrik Student College at the University of Pécs was driven by the intention that the students of the university who are interested in the discipline of Romology could form a scientific community. The pre-accession fund provided by the EU (PHARE) that ensured the financial background of the project required the complex support of underprivileged Roma/Gypsy students. This expectation was in accordance with the plans of the college since the students who gained admission to university and the Romology major demanded various types of aid⁴ so as to progress in their studies successfully. (Trendl, 2013)

The essence of the assistance was the college community itself. With the involvement of teachers and other professionals, it was possible to mould a community where the mutual help of the students having different age and experience, but struggling with similar social disadvantages in their families was achieved. According to experience, this familiar ambience, shaped by the peer community and extended with the supporters, gives the students a scaffolding that boosts their success in studies, academic advancement, individual and group identity, scientific and cultural engagement.

The period preceeding the examined project in the life of the student college relied on small tender funds (mostly offered by the university) and plenty of volunteer work to shape the characteristic features that were expanded and multiplied by the following project. The relevant experience in dealing with underprivileged and Roma/Gypsy students and the well-tested methodology were advantageous in the phases of planning and commencing the project. However, a considerable difficulty appeared with the involvement of a new generation, the majority of the students joined the community in the period of tender support, knowing little about the activities of the preceding period. There was a new challenge about opening for all the underprivileged students of the University of Pécs. This way, the small community grew to be far more diverse from the viewpoint of demands, opportunities and motivations.

The aim of the scrutinized project was to develop and run a complex support system that is capable of adjusting to the personal demands of the underprivileged students, mostly of Roma/Gypsy origin coming from different majors of the University of Pécs so that they would become successful individuals in their studies, scientific activities, social commitment and identity. The action research wishes to reveal the extent to which this objective was realized in the course of the project. We will do this by showing the pitfalls and highlighting the potential development options gained from the experience as well.

Demands and services

The socially underprivileged students who get into higher education are in a difficult situation from many viewpoints. Apparently, most of them had been in a disadvantaged position compared to their peers before they gained access to higher education. According to scientific and practical evidence, they attended primary schools and secondary schools that offered services of lower quality. Moreover, they are usually the first people in their families and communities who set on the path to obtain a university diploma. These drawbacks are also shown by the proportions of starting higher education studies. (Hajdu-Kertesi-Kézdi, 2014:296)

In most cases of underprivileged university freshmen problems usually occur at the very beginning of their higher education studies. A part of these difficulties are due to the backlog accumulated in their primary and secondary education. For instance, weak performance in the various professional competences, shortcomings of reading comprehension and writing skills, insufficient knowledge in the fields of foreign languages and informatics make it more difficult to absolve the university courses successfully. (Hajdu-Kertesi-Kézdi, 2014:290) International studies have also pointed out that the gap of performance⁵ between the students with different social background widens during the university years owing to the lack of supportive environment in higher education. (Bauman et al. 2005:22) Besides these factors, the social isolation of these students also poses a significant problem during their university studies. Researchers observed assimilative, separative or segregative strategies and emphasized the increased danger of dropout in the case of these students. In order to offset these tendencies, they suggested forming a consciously inclusive higher education.⁶ (Milem et al 2005)

Knowing all these facts, the objective of the scholarship program organized by the Wlislöcki Henrik Student College was twofold: compensating for the different types of disadvantages together with the strengthening of the community relationship network. In order to achieve the goals, the student college offered program elements aimed at the develop-

ment of skills and knowledge. On the other hand, the college provided activities for talent nurturing and encouraging social commitment. These efforts wished to prevent dropout and reinforce the position at the labour market. It was essential to lay the foundation of the project, an interactive personal network of support (tutor, mentor, community) that is continuously accessible for the students in their everyday life. Moreover, the seasonal trainings focused on developing competences. The system of tutors and mentors also contributed to talent nurturing and professional advancement. However, the project unit about preparation for scientific life was the one which has made the students feel that they are also capable of taking part in academic life. We will treat the scrutinized project and the various project segments in the following chapter.

The scrutinized project in a nutshell

Some project modules implemented by the student college differ if we classify them based on their duration. Some of them functioned continuously, others had varying timespans and there were actions performed only at certain points during the project. They also vary as some of them intended to target the college members directly, others wished to have an effect indirectly. Some project elements were tailored to the individual demands of the college members, others worked with mobilizing the community as a whole. In terms of locations, the project was implemented in the community space and Terrace (Terasz) of the WHSZ at the Romology Department of UP. The community weekends organized on a monthly basis took place in the premises of the Gandhi High School and Student Dormitory. On some occasions other external locations and buildings of the partner organizations were also used as venues for project activities. (Graph 1)

Spreadsheet 1. Content of the project elements

TIME	SUMMARY	MODULE	PARTS
CONTINUOUS ACTIVITIES	<i>Personalized attention was provided by the supportive assistance of the tutors chosen (university teachers) by the students, mentors (older students), the student portfolio (ensuring planification and monitoring of individual progress), individual professional assistance and the continuously open Community Space.</i>	PERSONALIZED SERVICES	<ul style="list-style-type: none"> – System of tutors – System of mentors – Portfolio – Individual professional assistance – Availability of community space
	<i>Plenty of research activities encouraged student involvement in scientific life in different phases of the project. Fostering international relationships aimed at establishing contacts with other universities and organizing study trips.</i>	SCIENTIFIC RESEARCH	<ul style="list-style-type: none"> – Wide range of topics – Investigations about Roma minority and the WHSZ – Thematic research with the involvement of the students – Opportunity of research at international level
	<i>Based on individual demands, students attended language courses in small groups (English, German, Gypsy languages) and scientific/formal writing courses.</i>	SEMESTER COURSES	<ul style="list-style-type: none"> – Foreign language teaching – Scientific writing
	<i>The college members did voluntary work with the amount of 50 hours per semester in civil organizations in order to increase their social engagement and accumulate useful experience for improving their position at the labour market.</i>	VOLUNTEERING	<ul style="list-style-type: none"> – Study hall tasks (giving classes, projects, cultural programs) – Activities at partner organizations
MONTHLY ACTIVITIES	<i>23 three-day-long thematic community weekends were organized during the project to ensure the development of personal and social competence, together with the complementary movie and theatre visits, sport activities to foster community spirit</i>	COMMUNITY WEEKENDS	<ul style="list-style-type: none"> – Learning methodology – Career planning – Community-building training – Democracy trainings – Research methodology – ICT training – Communication trainings – Romology courses
QUARTERLY EVENTS	<i>A quarterly scientific journal was founded in the framework of the project that gave students the opportunity to contribute as authors and editors</i>	ROMOLÓGIA JOURNAL	<ul style="list-style-type: none"> – 10 thematic issues during the project period
	<i>Quarterly events of professional co-operation and publicity in connection with scientific life mobilized the students to share their scientific results with others</i>	SCIENTIFIC WORKSHOPS AND CONFERENCES	<ul style="list-style-type: none"> – WHSZ miniconferences – Conferences on romology
IRREGULAR ACTIVITIES	<i>Cultural and community activities were arranged due to student initiative, with active student participation and according to relevant interest</i>	CULTURAL AND COMMUNITY PROGRAMS	<ul style="list-style-type: none"> – Events on the premises of the Community Space and the Terrace – Cultural activities at the weekends – Sport events – 'We are the world' clip – Excursions to Budapest
	<i>The programs realized together with the Roma student college network and the other student colleges at the University of Pécs established a system of professional co-operations between college members. The results were disseminated through press channels, web pages and publications.</i>	NETWORKING AND DISSEMINATION	<ul style="list-style-type: none"> – Common activities with other student colleges – Web page – Press coverage – Publications
	<i>End-of-year project work with the duration of several days with the attendance of the majority of the college members and the invited aspiring secondary school students</i>	SUMMER CAMPS	<ul style="list-style-type: none"> – 2 thematic summer camps (Balaton, Sellye) organized during the the project period
	<i>The members of the student college reached out for 200 students of the AJKP project and gave them assistance for planning their higher education studies</i>	CAREER ORIENTATION	<ul style="list-style-type: none"> – Visits to 13 venues of the Arany János Boarding School Program

Framework and viewpoints

The whole investigation could be interpreted as an action research since it pries into the concrete development experience of a project at the end of the implemented activities⁷. This

way the research primarily aims at recording the results of the project based on the given data and reflexions. A further goal is to receive feedback about the strengths and weaknesses of the program together with the new ideas during the project. We assume that the results of this scrutiny will contribute to the elaboration of the scientific foundations for the next project of the student college. We hope that the college project, as a practical example analyzed and described in detail, may expand the scope of those developing programs available in the education system that strive for providing equal chances.

Considering the aims and features of the action research, the members of the research team were selected in a way that they should have a relevant connection with the implemented project. Consequently, among the scope of the researchers there are university lecturers, PHD students and external professionals (all of them worked in one of the modules of the project), and college members who also carried out tasks of implementation besides being benefit receivers of the project.

As a first step of the action research a plan was outlined. According to this, the research had to scrutinize the project between May and August in 2015 with the analysis of documents, collection of numerical results and photo documentation and data recording based on questionnaires and interviews. (Graph 1)

To begin with, a PHD student⁸ active in the field of student research scanned the text of the tender winner application and the Pedagogical Program that summarize the theoretical approach of the project. Based on these, he suggested points and guidelines of analysis. Following this set of viewpoints, the studies presenting the various fields of the projects were prepared in June 2015. These studies show the events of the project in detail, helping the reader familiarize with the theoretical approach, timeline of events, achieved results, suggestions of further development. The reports written by the implementors of the given fields provided the basis for document analysis as well. During the process of the document analysis, the theoretical foundations taken from the text of the tender application and the Pedagogical Program were compared to the practical implementation presented by the

studies. The summary of this analysis, being a part of this research, is published in this volume as a separate chapter.

The quantitative results of the project were collected by a former college student, a member of the professional leadership of the project⁹. The indicators were calculated based on the assessment of the project documentations submitted by the implementors and college members. They present an overview of the project period in the light of the numbers. The data and the graphs shown for their illustration outline an objective picture of the project as a part of the research. The author presents these results in a study published in this volume, and also in an abbreviated version in the *Romológia* journal (Issue Number 10)

The photo documentation was carried out continuously through the two and a half years of the project. At the end of the project activities it was thematized with the selection of a collection that may highlight the events and help us view the project from a more personal angle. This task was carried out by the leader of the community space¹⁰.

Meanwhile, in May 2015 the research team also prepared for recording the empirical data. The principal viewpoint of the questionnaires, interviews and focus group talks was to obtain the highest possible amount of data from the broadest possible scope of participants. It was essential to survey the opinions of the professionals working in the project (in the following: the implementors) who received a questionnaire containing open and closed questions and a SWOT analysis. These questionnaires were sent out electronically in June and implementors were asked to fill them out in two weeks. (N:22)

It was also indispensable that the college members who took an active role in the project would also express their opinions as a part of the research. All college members filled out a detailed questionnaire about all the activities of the project in the community space or during the three-day-long final event of the project in June.¹¹ (N:31) At the same time and place the so-called focus group talks took place, where students could express their views about the project orally as well. (N:14). A PHD student member¹² of the research team carried out additional in-depth interviews with different participants of the project¹³.

Graph 1. Elements of scrutinizing the project

Studies about the main areas based on project approach (N:15)	→	Summarizing follow-up study based on document analysis
Creating a database based on the quantitative results of the project	→	Study with the analysis of the quantitative results
<ul style="list-style-type: none"> – Questionnaire among the implementers (N:22) – Questionnaire among the college members (N:31) – Focus group interviews with the college members (N:14) – Interview with the participants (N:12) 	→	Presentation of the project in the light of the opinions of the implementers and the participants
Thematic collection of the photo documentation of the project	→	The process and events of the project through photos

The first-round procession¹⁴ of the empirical data was done by three college members¹⁵ with the support of a PHD student¹⁶ and a university teacher. This did not not only mean a technical, but also a scientific task, so the college members also contributed to the analytical part of the action research.

This study carries out the further analysis of the focal group talks, the questionnaires submitted by the implementors and college members from two viewpoints.¹⁷

According to the implementors

In this part we scrutinize the project history based on the analysis of the questionnaires filled out by the professionals involved in the project implementation for different time spans. Complementary to this, we present the views expressed during the in-depth interviews so as to confirm the results of the questionnaire assessment.

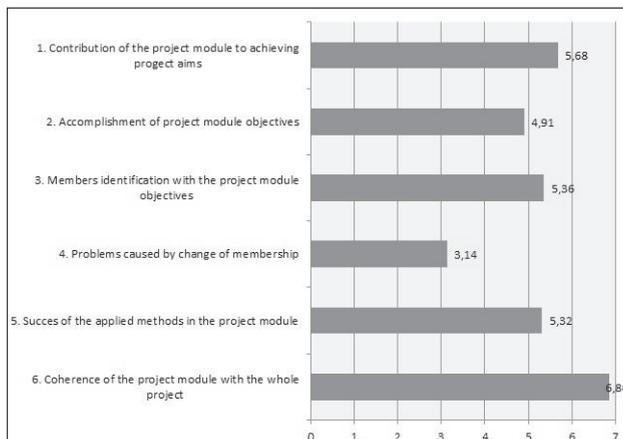
Due to its complexity, the student college project under scrutiny consisted of thematic parts, so-called project modules. (Graph 1) The implementors of the separate project elements worked in micro-group structures with the involvement of college members, tuning the tasks of participants working on a certain field by continuous communication directed by a leader. The leaders of all areas received our questionnaire,

as well as other implementors who performed a key role in the project. All questionnaires were filled out with analyzable data so we may claim that we relied on the opinions of a wide range of implementors in our scrutiny. Answers were given in connection with the project modules the implementors worked in. With the assessment of these we wish to present a view on the whole project.

The questionnaire of the implementors pried upon the realization of the objectives from several angles. The implementors were asked to complete the six sets of question areas based on their personal viewpoints and share their experience gained in their project units by filling out the SWOT summary. Scores were marked on a scale of seven grades and it was possible to add opinions in a text form. The SWOT analysis gave the opportunity to the implementors to express their views in the context of strengths, weaknesses, opportunities and threats. In our analysis we evaluate the results on the scale first, then we take into consideration the textual answers and sum up the affirmations given according to the SWOT chart.

First of all, we should take a look at the assessment of the scales in order to have a complete view of the implementors' opinion about the most important factors (Graph 2). It is salient without elaborate analysis that the implementors formed positive judgments about their field and its relevance in connection with the whole project, the involvement of the students, the applied methods and did not draw attention to significant backlog or shortcomings. We will come back to evaluate and compare the data presented in Graph 2 after a detailed analysis of the separate question areas.

Graph 2. Summary of implementors' opinions on a seven-grade scale (N:22)

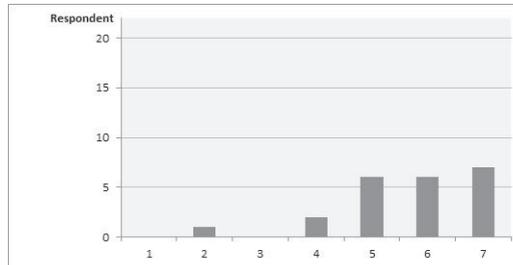


1. Contribution of the project elements to the whole project

In the questionnaire the first question was about the contribution of the project unit to the implementation of the general aims of the project. We attached a summary of the project aims taken from the text of the tender call application (the professional background of the project).

Project objectives: The Wislocki Henrik Student College at the University of Pécs as a supportive environment sets the immediate objectives of fostering students' progress in their studies, involvement in scientific and research activities and strengthening their public engagement, hoping that this way it would contribute to the formation of Roma/Gypsy intellectuals committed to active social participation and dialogue. To sum up, the project objective is to develop and provide complex development services that enable students to finish their studies successfully, decrease student drop-out and bolster participation in public life.

Graph 3. *The contribution of the project module to the project objectives on a seven-grade scale (N:22)*



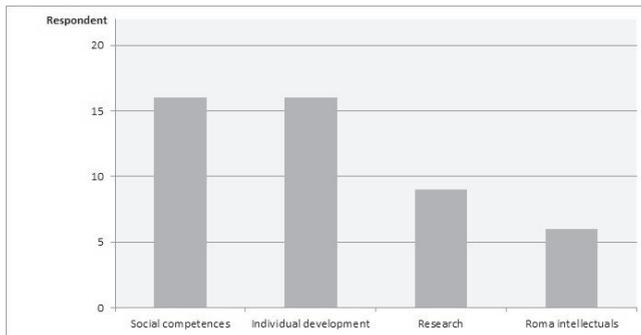
To sum up, Graph 2 shows that on average the implementors gave high scores (5,68) about the contribution of their project module to the purposes of the whole project. In Graph 3 we may observe that this evaluation shows a little deviation. Most implementors assumed that their project elements helped the implementation of the project. In the attached reasoning in text form we may read about the network of relationships established during the project, with the student college membership functioning as its core, complemented by other university students, tutors from the teaching staff and other professionals working on target tasks (language teaching, trainings, community activities). According to the implementors, the social engagement of the participants also intensified. They could take more active social roles and responsibilities during their voluntary activities in the study halls (tanodák) of underprivileged communities. They gained a broader vision and deeper insight through their scientific research and the corresponding publications and conference lectures. The activities of the project encouraged students to take action in various fields and implementors are convinced that the college members will be able to take advantage of the accumulated experience all along their future careers. The community programs ensured the bolstering of the feeling of identity: partly indirectly, through the mutual share of experience among students coming from similar life situations, partly through direct programs such as the Romology courses or cultural events of Roma/Gypsy topics.

2. Realization of the project module objectives

In the next step we asked the implementors to sum up the aims of their project modules in a couple of sentences and mark the extent of their realization on a seven-grade scale. In this case there was an opportunity to give a short text answer about the factors preventing the achievement of the aims.

By naming the sub-goals, the implementors of the certain project modules outlined the fields where the project as a whole wished to have an influence. (Graph 4) The development of social and individual competences was indicated as a purpose by the highest number of the responders. The development of the social competences was facilitated by different community activities and trainings. At the same time the personal improvement can be observed through the services of the student college: student portfolio, systems of mentors and tutors, courses of learning methodology, foreign language teaching. On several occasions familiarizing with research management was mentioned as a goal. Furthermore, the responders stressed that they had united the would-be Roma/Gypsy intellectuals at the university and provided them with a platform.

Graph 4. Sub-goals of project modules (N:22)



One of the obstacles of reaching the aims seems to be the fact that the college members were overloaded and tired due to their university obligations. The weekly schedules of the

students coming from different majors were completely different. This made it extremely difficult to organize common activities. The level of identifying with the project aims varied considerably among the college members, some of them showed lack of motivation in connection with certain compulsory activities. The lack of perseverance or self-esteem also prevented some students from developing continuously. The personal support of the instructors in tutor positions managed to counterweigh these tendencies to some extent. However, the quality and quantity of tutorial activities also differed considerably. In certain areas (methodology, writing skills essential for scientific activities, skills indispensable for personal initiative) the implementors had to face serious deficiencies of student competences, so some project elements had to be restructured with the provision of more intensive complementary support.

The whole project was affected by the recurring problem that during the implementation period the group of the college membership was constantly changing (due to graduation, leaving the project, increase in the number and scope of membership). As a consequence, development had to be started again and again in some areas. Lack of time was mentioned in almost all responses as a problem factor. Besides the occupation and overload of the students, this referred to the planned timespan of the activities as well.

To sum up, it is observable that the shortcomings about reaching the aims were primarily caused by the details and techniques of the implementation (level of involvement, lack of student competences, overload, time schedule, different approach of supporters to tasks), not the project plan

3. Identification with the aims of the project among college members

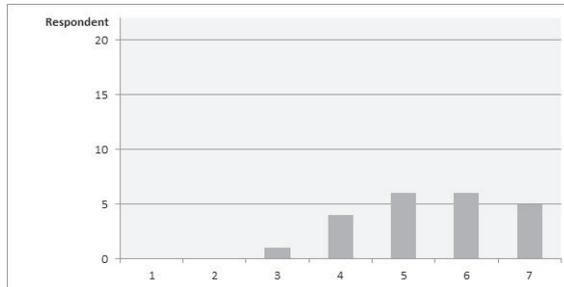
There is no doubt that the intentions of the implementors can only be transformed into successful practice, if the students forming the target group identify with the determined objectives. That is why we were curious how the implementors evaluated the extent of member identification with the proj-

ect module goals. We expected answers on the seven-grade scale again. The average result is above 5 (5,36), which shows a tendency towards the affirmative about identification with the aims of project module. Observing the diversion in Illustration 5, it is salient that the identification with some project aims was apparently more successful than with some others. If we classify the data on the identification with the project aims, it becomes clear that the highest extent of involvement was measured about the community activities (cultural events, evenings of community weekends), the courses based on an interactive methodology with longer duration (learning methodology, career planning) and the activities bringing quick and spectacular results (short research projects, small publications). The personal services based on the individual needs of the students also belong to this group (psychologist, developing teachers).

In the second group we may find the activities demanding more effort and perseverance closely connected to the university studies (scientific life, foreign languages), and services aiming at assisting long-term personal progress (tutors, mentors, portfolio).

The lowest rates of identification are shown in connection with scientific writing (publications, the Romológia journal) and some random development efforts that did not become inherent parts of the project. Apparently, activities embedded in community framework or actions taking individual needs into consideration are among the most demanded. It seems that more attention should be paid so that some other forms of student support would similarly become student demands (tutors, portfolio). This could be achieved either by the improvement of service quality (tutors) or decreasing administration (portfolio). It is also important to consider how student motivation and initiative could be boosted about other activities such as scientific life, learning foreign languages, or publication.

Graph 5. *'Implementors' assumption on students' identification with the project objectives (N:22)*



4. The problem of the changing membership

The next set of questions investigates whether the continuously changing target group caused problems in the area represented by the respondents, and if yes, how these problems occurred. All implementors emphasized that the continuous change in the scope of participants hindered the process of student identification with the project aims. A concrete example was given about the viewpoint of moulding community identity and belonging, in connection with this the change of members meant a serious hindrance. The implementors also stressed that in many areas it would have been important to develop college members consciously and continuously during several years, but owing to the change of members the project did not completely succeed in implementing this. Nevertheless, the implementors added that there was an apparent positive tendency of the formation of a core group of long-time participants who increasingly identified with the aims and became involved in the activities.

The answers highlight a weighty and unavoidable issue, the problem of the involvement of input and output students which was not solved completely during the project. According to our experience, a longer period of development could facilitate higher levels of involvement or small groups of the whole community may help relate to the overall project aims with their involvement in particular areas.

The participants could comment on whether they managed to carry out all the planned activities, and give reasons for the possible failure to do so. A third of the responders (8 people) were able to implement all planned actions, two-thirds (14 people) reported activities not yet realised. According to three members the effects of the results will be observable on the long run in the future. There was a significant number of responses (6) stating that owing to the continuous change in membership and the overload of the students several activities had to be repeated and there was no time for certain further steps.

In the case of the volunteering project element it was principally the high quantity, 50 hours per semester that caused insufficient performance, and not the objection to this form of social engagement. The student portfolio still seems to be an administrative tool, instead of being a content-based career facilitating tool, so it failed to play its role completely. Three responders mentioned that some college members did not identify with the aims of the project segment and considered the obligation of fulfilling the requirements of the segment unnecessary. These observations help the program development where differentiated treatment of the college members (overload, attitudes, demands, expectations) should be given more emphasis. More attention should be paid to activities supporting active self-development with self-awareness with emphasis on the essential increase of personal commitment.

Besides noting the activities that have not been implemented completely, it is important to observe the organic development of the project, so the questionnaire searched for information about new ideas and activities that had been not parts of the project originally. About half of the participants (10 responders) mentioned that based on the demands of the students it was necessary to include new elements into a certain activity. Some complementary elements were added to the project so as to help and control students, such as the process of monitoring in the research projects. The reorganization of the mentoring system according to thematic areas wished to provide more efficient personal support for the development of the members. The process of volunteering

was also modified during the project, making it more simple, easier to schedule and follow. The library was expanded to facilitate better access to information. The community space also improved. An electronic system was started to help students keep up-to-date. The topics of scientific research were selected according to the needs and demands of the students, lectures and publications were organized as a response to the achieved results. Apparently, all new elements were included in the program to adjust to the individual student demands, thus encouraging the members to participate more efficiently and fruitfully. The high responder activity in the topic area of changes shows that despite its size, the project managed to modify the original plans continuously and flexibly according to the practical experience and the demands.

5. Success of the applied methods

The questionnaire also pried into the area of the methods. The implementors could evaluate the suitability of their methods and could suggest the application of some other methods in the future. The average score about the applied methods (5,3) can be interpreted as a high value reflecting the opinion that the applied methods were basically appropriate for the realisation of the project aims. The details of the additional suggestions reflect, however, that while the project aims were deemed appropriate, the practice of implementation provides a wide range of further development.

A third of the responders assumed that with the greater involvement of the students and the expansion of the places and opportunities the program could be more interactive. According to a third of the response providers the methods were appropriate, but the amount of tasks and the subject material proved to be too much, so next time more time or less tasks should be scheduled. More focus should be given to improve students' lacking self-confidence and the feeling of belonging to the community, as these provide the basis for the other activities (25 % of the responses) A third of the respondents mentioned the necessity of more adjustment to the demands of the students and developing their competences (Graph 6).

Graph 6. New suggestions

Field		New suggestion
Foreign language teaching	→	Both pleasure reading and professional reading in foreign languages should be encouraged, perhaps in reading clubs, the lectures of the net-based TED forum www.ted.com should be used frequently
Romológia journal	→	The journal should be introduced into commercial sales channels, the electronic version should be developed.
Community programs	→	College members should be involved in the planification of the programs right from the beginning. More community programs should be organized so as to strengthen students' identity and foster a more profound community spirit.
Student portfolio	→	The development of critical thinking is necessary to enhance the usage of the portfolio as a career-building tool
Personal assistance	→	More emphasis should be put on individual development together with continuous and direct personal contacts with the students. More attention should be paid to students' deficiencies and shortcomings, more efforts should be made to offset these disadvantages. A differentiated and personalized system of requirements is necessary, adjusted to the individual development plans. Some activities of personal assistance should be arranged as courses and not as weekend activities due to their higher efficiency.
Public relations	→	More connections with press channels and more press coverage would be essential.
Volunteering	→	Small groups of students should be formed according to their specific interest in volunteering, and at least 1 volunteer action would be necessary with high-profile publicity.
Development of personal and social competences	→	Trust, self-confidence, communication skills, a positive approach to conflicts and changes would help students in their studies and in their private life together with the behavioural patters connecting the two. Raising awareness about solidarity could enhance the integration of competitive and cooperative strategies. If students could experience in groups that they are not alone with their problems, then they would not only see themselves through the eyes of the therapist and receive feedback about their age group.
Synergy	→	Embedding project modules into context, adjusting to other modules, structural upkeep of the project objectives at system levels were missing for the success of some project modules.

6. Coherence of the project unit with the whole project

At the end of the first set of questions the respondents could elaborate on the extent of the coherence of their project units with the objectives of the whole project. We wished to be informed about the coherence level of the different aims of the activities and intended to map whether it was necessary to add new sub-goals to the list of those planned for the next stage. The numerical score (6,86) to this question is near the maximum value, which confirms the observation that the implementors agreed with the general purposes of the project

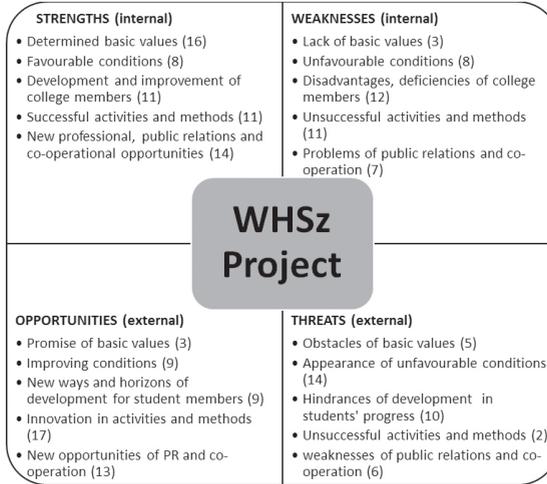
and were convinced that their area was an inherent part of the whole project and they contributed to the achievements of the project. The revealed deficiencies may be countervailed by the changes that were deemed necessary based on the experience of the practice.

Observing Graph 2 it is salient that the implementors viewed their project units in coherence with the whole project and considered its implementation a success. The lower scores given for evaluating the project elements of their own indicate that the professional implementors wish to achieve more with the students. In order to reach this, they enumerated the unfavourable conditions and gave suggestions for better practice in the future.

SWOT analysis of the project elements

In the second part of the questionnaire the responders could name the most important features of the projects with highlighting 3-3 elements. The internal factors were assessed according to strengths and weaknesses, the external factors based on opportunities and threats. This way we obtained a summary about the project segments based on SWOT viewpoints. Together with its content analysis and the observation of the data, this may provide a more complete view on the events of the past two and a half years (Graph 7). In connection with all the four given viewpoints we collected the statements about the fundamental values, then the responses concerning the personal and material conditions. We classified the opinions about the college members and separated the scope of the activities and the applied methods. Finally, we gathered the remarks about professional issues, public relations and co-operations. The opinions classified in these 5 topic areas were assessed numerically with the analysis of the content. In the following we will scrutinize the appearance of these 5 topic areas by skimming through the 4 SWOT areas and we intend to form conclusions about the whole project based on the numerical data and the content.

Graph 7. Summary of SWOT-based answers of implementors (N:22)



The basis of the perceived strengths of the project is the variety of fundamental values, which were mentioned by most of the implementors (16). Among these openness, scientific erudition, authenticity, trust, motivatedness, professionalism, devotion, empathy, co-operation, motivation, provision of faith, persuasion, encouragement are the values that reflect the individual and social competences essential for the implementation. These values referred to the theoretical approach of the project, the characteristics of the implementors and the existing and desired personality traits of the college members. Facts in connection with favourable personal and material conditions were given 8 times. The purchase and usage of useful books, the continuous technical help and counselling, the professional background and flexibility of the tutors, lecturers and trainers were mentioned here together with highlighting the multitude of personal relationships formed in the protective and supportive environment of the inclusive pedagogical setting of the 'Community space'. The development of the college members was indicated 11 times as a strength.

The responders stressed that the students had become

accustomed to the continuous documentation of their programs and started to view their activities at the university, in the WHSZ and other fields more consciously. In addition, the college members gained positive and useful experience during the meetings with other student colleges. According to the responses there is an increasing extent of student involvement in this project module. The development of the students is observable in many respects, which is also shown by the decrease of dropouts to the minimum. The implementors are convinced that besides the target-based courses, this improvement of the students is also due to the experience gained in the practice of democracy and the involvement in research work. This process is characterized by improved self-reflection, increasing need for self-awareness and a more positive approach to the solution of conflicts.

Among the successful methods and activities the experience-based teaching (trainings), the complexity of practical and theoretical approaches (scientific research), a large variety of tasks (language teaching), provision of various means for gaining professional experience (volunteering, career orientation of secondary school students) were mentioned. According to one of the responders the WHSZ functioned as a learning community with its complex service as seen for instance in the implementation of student research projects.

The tutorial system was pointed out as one of the main facilitators of success. With the help of this system problems were revealed immediately about the professional or private life of the students and more attention was needed. This personal tutorial support monitored the progress of students and was complemented by various services. The implementors indicated the development of social and individual competences and team building as strengths.

The new opportunities of co-operation provided by the project were mentioned 14 times. The community of the college members (together with the graduated students) as a network contributed to strengthening the social capital of the participants (expanded by the implementors). At the same time many new horizons were opened for them thanks to the project. The scientific opportunities including

research, conferences, publications were mentioned several times. The project facilitated the further expansion of the relationship network built by the Romology Department, the continuous dissemination of the publications, the creation of a web page of its own, the usage of UP (University of Pécs) channels and the establishment of relations with various organisations and institutions. The possible organic extension of the diverse project units according to the changing demands was also a strength.

Among the weaknesses the lack of values was mentioned only three times. 'Lack' referred to the underdevelopment with the uncertainty of the determination of certain aims and the shift of focus in some cases. Among the unfavourable conditions the question of time was pointed out (6 indications). The students were overloaded, owing to their various occupations it was difficult to schedule the activities and in some cases mobilizing the instructors was also problematic. The concentration of certain courses to the weekends also hindered project efficiency. The changing group number and membership was indicated as a problem only once. Lack of detailed and formalized project administration was considered a weakness by one respondent.

The shortcomings of the college members (11 indications) were mostly taken from the scope of the individual competences (lack of perseverance and self-awareness, low level of motivation, weak reading comprehension skills, insufficient knowledge and work experience). The overload of the students was mentioned as an unfavourable condition. It was considered as a weakness of the project that the students did not take advantage of some opportunities due to lack of motivation or background knowledge.

The unsuccessful activities and methods are indicated with the highest number (12) among the list of the weaknesses. Among the many different statements there is reference to the failure of a differentiated approach to the students. According to some responses the empathization of the students was not achieved in connection with certain activities (scientific life, portfolio). Several responders marked the lack of synergy between the different project units as one of the main

causes of the problems. The difficulties of co-operation can be divided into problems outside the project and within the project. Some participants felt that the isolation of the student college made it more difficult to establish contacts and real co-operation with other organizations. It was also revealed that the absolute refusal of other student colleges to form relationships hindered the mutual share of experience. Some responses noted that inadequate communication with the public and within the project was also a weakness.

When enumerating the opportunities, the implementors mentioned the development of three fundamental values. The strengthening of esteem and trust is the natural way of development in an existing community. It is also taken for granted that the members of the community should possess their autonomy and self-direction at a higher level. Among the provision of more favourable conditions the expectations of more time, a higher number of occasions to meet, the involvement of more professionals and a more widespread service development offer appeared in the answers.

The arrangement of smaller groups may enhance the quality of education, so does the mutual emphatization of students and teachers. Increasing the number of organizations that accept students as volunteers may also open new horizons. The responders have an optimistic view on the development opportunities of the college members. They expect that a higher amount and frequency of both pleasure and professional reading may result in the improvement of reading skills. The increase of identification with the project aims may be achieved by more interactive involvement in the project modules. Implementors believe that it is important to make students understand the transgenerational connections and use their portfolios more consciously in order to assist their career planification. Immersion into scientific life and taking advantage of the volunteer activities may help students acquire essential competences and pre-experience about the labour market.

The respondents gave several suggestions in order to improve methods and activities. There are concrete proposals such as the development of debating culture and techniques

in foreign languages and the frequent usage of the TED online forum (www.ted.com). The implementors are convinced that there are broad chances to take advantage of the personal development opportunities more consciously and intensively. They assume the WHSZ could be interpreted as a learning community and consider it possible to have methodical innovations resulting in wider self-accomplishment through creativity, assertive communication strategies, active attention, experimenting with various types of scientific writing skills and publications. They believe it would be necessary to start courses on the development of self-esteem, learning methodology, research methodology. The requirement of differentiation and offering courses at different levels also appears here.

Co-operation and publicity also offer countless chances of development according to the respondents. They consider it a realistic purpose to broaden the scope of activities with organizing thematic voluntary actions for the public, expanding the electronic space with new functions, sharing the professional experience, discussing the 'good practices' and establishing contacts and co-operations with more professionals and organizations all around the country.

Concerning the external threats, the responders hinted at the dangers of indifference, prejudice and discrimination. Besides problems with the basic values, the lack of student motivation and distrust were considered threats. Among the unfavourable conditions the unstable financial background, the lack of time and differing student timetables were mentioned. They assume that with the cessation of the financial support the attention between students and teachers may also break up and without political support the established complex service system will be deprived of the chance of further development. They highlight that an anti-democratic social and institutional environment at the university may also hinder further progress. They also stress that the long-term positive effects of the results may be blocked by the lack of appropriate potentials of the economic environment and the labour market.

Regarding the college members, the personal problems of finances and private life may cause difficulties in everyday life. Student inactivity caused by overload and failure of involve-

ment also appears here as a threat. The respondents highlight the situation when students do not identify with the objectives of the project unit and do not see their benefits on the long run. These responders stress that this lack of interest and preparation may prevail if there is no activity among the aims of the project to offset these tendencies. The portfolio may become an unsuccessful activity if the WHSZ does not lay more emphasis on the education for critical thinking. Several responses mention that from the methodical viewpoint there is a danger due to the lack of role models for the students, plenty of them do not have appropriate chances of learning from experience.

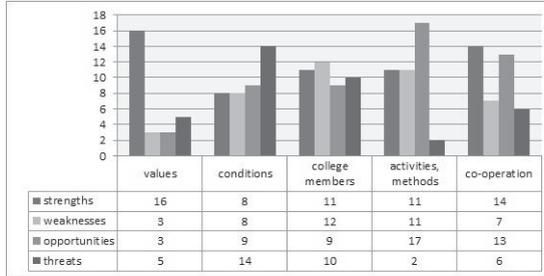
Problems in connection with co-operation may occur according to the responders if there are very few connections of the student college with organizations and institutions outside the university, for instance other Roma student colleges. This situation may lead to isolation and the organization may be deprived of sources as well. They assume that if there is no real co-operation between Roma student colleges, then valuable relationships and experience will be lost for the students and the development of student colleges may also come to a standstill due to the failure to share experience.

The lack of appropriate communication may result in the isolation of the project and the students and induces a formal contact between students and teachers. From the viewpoint of the organizations providing the field for voluntary activities it is a threat if they do not take advantage of the abilities of the volunteer students appropriately.

Summary of implementor feedback

The thematized numerical summary of the SWOT-based feedback reports submitted by the implementors confirms the content of the first six topic areas of the questionnaire. It is salient that the aims of the projects are clear for all implementors and appear with many indications (16) among the strengths. (Graph 8)

Graph 8. Numerical summary of SWOT-based answers of implementors (N:22)



The responses about opportunities also indicated those values that were considered weak. Among the threats mostly different forms of external pressure were mentioned (prejudice, discrimination). Personal (HR) and material conditions provide the foundation for putting the values into practice. References to conditions appear with a similar mid-range frequency among the strengths, weaknesses and opportunities. To conclude, a part of the conditions is available and there are possible ways of development to solve the problem of the revealed deficiencies as well. However, external threat is emphasized here, which is not surprising in a finalizing phase of a project when it is doubtful whether the appropriate sources will be granted again.

The affirmations about the college members show almost similar values from the four investigated viewpoints. The implementors see the results of the development in the past period. They are aware of the areas where improvement is needed and also the obstacles of development.

Concerning the activities and methods there is considerably more divergence. The number of strengths and weaknesses is relatively high, which testifies that there were plenty of diverse activities in the past project period. Nevertheless, implementors experienced the same number of weaknesses. The number of the listed opportunities is also spectacular (17). Apparently, the implementors are convinced that with the application of new methods and activities they will get closer to reaching the objectives.

It is salient from the answers, especially when comparing them to the feedback on the college members, that the implementors undoubtedly rely on multiplying their resources and they do not use the strategy of 'blaming' the students. The features of professional co-operations and publicity are also on the positive side, they show values two times higher on the fields of strengths and opportunities than on the sides of weaknesses and threats. Implementors seem to have expressed their commitment about continuous publicity and better management of external and internal co-operations.

All in all, we see a picture of a committed staff of implementors who identified with the approach and objectives of the project and have a realistic view about the results and shortcomings. They are willing to have a positive attitude about the tasks of the upcoming period and rely on self-improvement instead of blaming the college members for failures. This positive approach is also confirmed by the SWOT analysis, where there are 111 indications on the positive side and only 78 on the negative side. The data presented on graph 2 about identification with the project aims and the analysis on graph 7 also shows this commitment, a principal value of the project.

According to the college members

We were also curious about the experience and the suggestions of the members of the Wlislöcki Henrik Student College in our research at the end of the project. We approached the students with various types of research tools. The first way of detecting the views of the students was a questionnaire touching upon all the details of the project. 95 % of the scholarship receiver members, 31 students filled out this questionnaire. We also made focus group interviews at the final event of the school year in Orfű. In this discussion 12 students took part who had actively taken part in the life of the college and had participated in most of the events and activities of the student college. Thirdly, we made in-depth interviews with 6 members. This chapter primarily follows the structure of the questionnaire and uses the two other methods to provide a more exact picture.

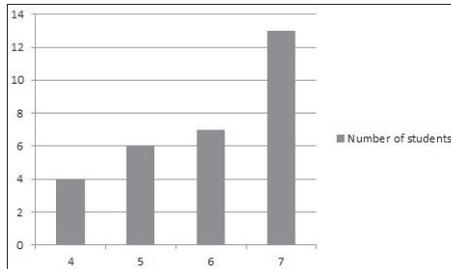
The aim of the student questionnaire was to obtain a comprehensive view about the two and a half years of the project from the students' perspective. It was our aim to map the importance and benefits of the various professional services. Moreover, we were particularly interested in about those elements that the students missed, felt unsatisfactory or considered too much.

The questionnaire went through the main units of the project thematically. In all case the students had to indicate on a 7-grade scale how satisfied they were with the service provided by that project segment. After that we asked the students to write their most relevant experience and their suggestions about the given service. We used a different approach about the complex project units and the scientific and community programs. In connection with these we were eager to know about the factors influencing the level of involvement in these activities according to the evaluations of the students.

Let us proceed to investigate the results in detail. We will present the scores of the numerical evaluation and add the opinions in text form. We will sum up the feedback and highlight the suggestions for development.

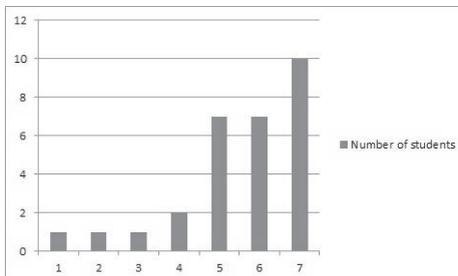
Firstly, the questionnaire asked about the process of admission to the student college. The entrance procedure received a high score, 6 from the maximum 7, calculating the average of the results on the scale. There were 16 responses that praised the friendly ambience of the oral entrance interview that facilitated the almost immediate direct contact between the professional leadership of the college and the would-be college members. 9 responders mentioned the importance of the oral part in the selection process. 9 members noted that the admission process was informative and they received all the necessary information for a successful application. Suggestions emphasized that the community of the student college should play a more significant role in the selection of the new members and more information should be provided about the obligatory elements of the program.

Graph 9. scale, Entrance procedure



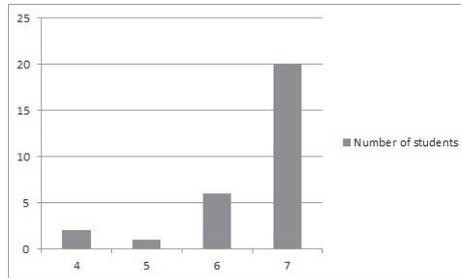
The first large thematic part in the questionnaire dealt with the personal and community development programs. The mentor, the tutor and the community space belonged here. The second round of questions enquired about the project module of the mentors. Students gave a score of 5,5 points for this activity, so they were basically satisfied with it (Graph 10). The most important feature that the students stressed was that they could always count on their help. Most of the members underlined the support received in connection with their studies, foreign language acquisition and application procedures. 10 members remarked that the presence of the mentors in the community programs was important for them, as a more personal relationship formed between them. The 11 suggestions mostly express the wish that in some cases individual mentoring would be necessary with a 1 mentor/1 student setting.

Graph 10. scale, System of mentors



The third set of questions pried upon *the importance of the tutorial (university teacher) project element*. This received a score of 6,5 points (Graph 11), the grades are between 4 and 7. Based on this we may state that this element was successful from the viewpoint of the target group. It should be noted, however, that there were tutors who did not prove to be suitable for the students in all respects. When we asked the students to describe the most significant elements and features of the tutorial support, 20 members mentioned that they had received valuable assistance for the advancement in their studies. Writing the first seminar papers, working on the thesis and research projects, preparation for the OTDK were some of the forms of this aid. Most of the mentioned activities belong to the category of talent nurturing. This way in this case we do not only speak about making up for insufficiency and disadvantages, but activities that enable students to be involved in academic life. There were 11 responses that mentioned the direct, personal relationship that characterized the student-tutor relationship and helped solving personal problems of the college members. During the in-depth interviews the students commented on the tutorial project module in a positive connotation, which revealed that this relationship was substantial and useful for them in finding their way at the university.

16 proposals were made in connection with the tutorial project module. The most important of these was the lack of common activities (7 indications). This reflects that the students feel that their relationship with the tutor is too formal and it would be important for them to spend more time with the tutors in less formalized environments, such as the community weekends.

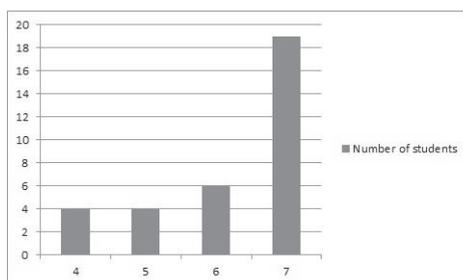
Graph 11. scale, Project module of tutors

In 2013 we opened a community space for the students at the Department of Romology and Sociology of Education. Students may come on any day of the week to have a chat or a discussion, check their e-mails, receive help from each other. This space (in the following: Community Space) was not only a room, but the place of planning the community activities, the venue of the project meetings, the location of the student portfolios. The library of the Department of Romology and Sociology of Education was also open for the college members with the assistance of Schaffer János, caretaker of the Community Space.

We were curious how students evaluated the services provided by the Community Space and to what extent they felt involved into the programs offered by the Space. To sum up, we may come to the conclusion that the students were satisfied with the Community Space with the average score of 6,4 (Graph 12). In the light of the responses it is salient that this is the venue where students do their administrative tasks, assignments and prepare for their classes and exams. Besides this, there are 14 responses remarking that this is the principal source of information, the meeting point where it is possible to discuss the everyday events with the other college members. 8 responders noted that they could always rely on the help from the caretaker of the Community Space to find solutions to their problems. There were 8 suggestions, partly about the improvement of the informatical background with more and better computers, partly about the demand that the

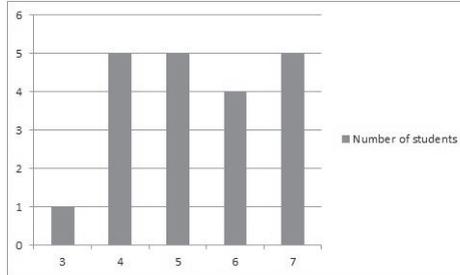
students would be happy to meet the implementors on more occasions in these premises.

Graph 12. scale, Community Space



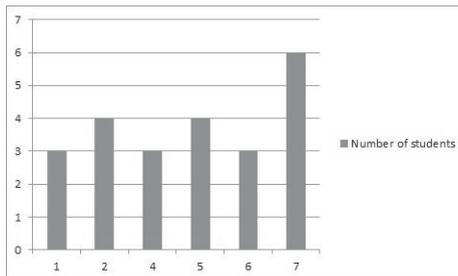
In the following block we will assess the opinions of the students on the services provided by the project. Those activities and community programs belong here that served purposes of assisting the professional and personal development of the students, decreasing their shortcomings and disadvantages and strengthening their engagement in public life. We are evaluating the following elements: foreign language teaching, team building and conflict resolution trainings, learning methodology and ICT courses, voluntary work. The students were rather satisfied with the foreign language courses, they gave an average score of 5,4 points (Graph 13). College members unanimously consider this service essential, as obtaining language exams is indispensable for graduation and finding employment both in Hungary and abroad. The majority of the suggestions about development referred to the technical arrangement of the courses: smaller groups, higher number of classes, more favourable timetable. There were two proposals about content, one about more precise grouping of students according to knowledge and one about organizing study trips abroad.

Graph 13. scale, Foreign language teaching



The views on the infocommunication studies showed more divergence. According to the score given on the numerical scale students were less content with this training than with foreign language education (Graph 14). Nevertheless, the importance of this formation was not doubted by the students, most responses mentioned the acquisition of computer skills connected to the university studies. There was a suggestion to make this training obligatory, which also reflects its importance. Besides, they proposed a higher number of classes with constant members.

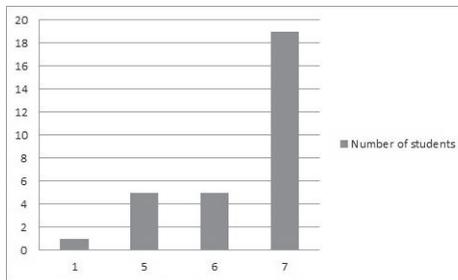
Graph 14. scale, ICT training



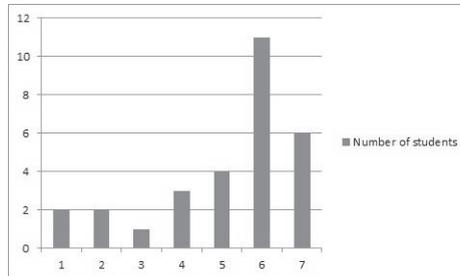
The learning methodology trainings formed the core of the community weekends. This received a high score on the numerical scale: 6,3 (Graph 15). Most of the members (21) noted about this experience-oriented training that it facilitated their

preparation for exams, helped them develop their concentration skills and they obtained a lot of new information about the process of learning. In the interviews the college members commented on the new methods and techniques acquired during these trainings and stressed their importance in an easier and more efficient preparation for an exam. 10 suggestions were made about development, all of them expressed absolute satisfaction (10) and wished to have a higher number of sessions.

Graph 15. scale, Learning methodology



The team-building, self-knowledge and conflict resolution trainings took place during the three-day long community weekends in the premises of the Gandhi High School. We asked the students to evaluate these as one unit. All in all, it may be stated that the members were rather satisfied with it (5,1) (Graph 16) In their textual answers students mentioned 17 times that these trainings bolstered the moulding of the WHSZ community through gaining knowledge about themselves and their peers. Four responders added that the topics proposed by the trainers were useful and interesting. However, five respondents reported negative experience. Most of these referred to the necessity of the training itself or the number of the group as an unfavorable factor. The responses include 13 suggestions about development, the majority of them would change the rigid, unflexible schedule, another part would alter the timing and the tasks in order to facilitate a more intimate ambience in these sessions.

Graph 16. *scale, Community building trainings*

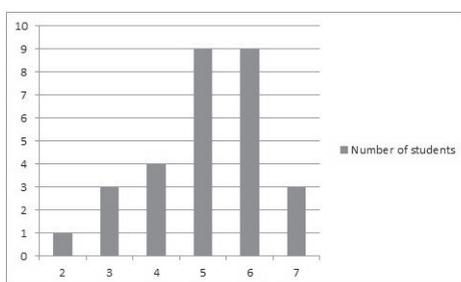
The trainings, developmental sessions were implemented during the so-called 'stay-in weekends'.

The members of the student college spent three days together every month. These occasions proved to be decisive events in students' life. It is shown by the fact that the highest number of experience descriptions (47) and suggestions (30) were written about this project part. In terms of satisfaction, students gave a score of 5 (Graph 17), they were rather content than discontent.

Positive remarks about the weekends spent together with the community appeared with the highest number (20). This is crucially important for the professional leadership and in connection with the future projects because the establishment of a supportive community, with members providing mutual aid to each other, is the vital key element for the success of development programs for underprivileged youth and also for long-term social mobility. The mutual support that members provide each other was observable in the long discussions all through the nights, sharing problems, helping at the labour market. Students noted the experience gained in the sessions, the choir, video clip preparation, trainings, sport games with positive values in their descriptions ('I liked it, it was very good, the best thing was that...'). Similar positive values were present in the interviews: 'I would mention the evening community-building programmes that contributed to the development of my personal and social competences'.

There were 12 proposals about the organization of the weekends: different location, better conditions, higher quality food service. Four students indicated that it would be worth involving the students into the content planification of the weekends. We should stop here for a moment. We could not have reached a more important result in two and a half years. We can see here that this community characterized by an unstable, fluctuating membership (new members come every semester, some members leave) reached that point in its development when they were able to express at the level of the community their wish to have more say and influence in the organization of their event. Actually, reaching this level of self-organization was the explicit objective of the project. Eight students said that they would be pleased to participate in more events organized by themselves as this would mean the real common experience. Four students complained that the programme schedule of the weekends was too rigid, tiring, exhausting. With more careful preparation and arrangement this may be evitable in the future.

Graph 17. scale, 'In-stay weekends'



Preparation for active engagement in social life was a key element of the project tender. The college members were required to do 50 hours of voluntary work per semester in a partner organisation of their choice.

We asked the students to elaborate on their positive experience and also the difficulties that they faced all through their volunteering. In the summary of the positive comments it is

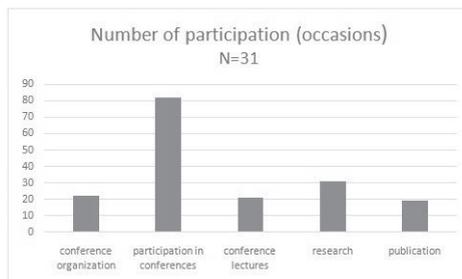
observable that most responses (12) stressed giving support to others, offering help, gaining experience and establishing relationships (11). A member stated in an in-depth interview that 'volunteering was the most important benefit of the program.' This project module managed to achieve the aim of forming a relationship network outside the student college. Another 10 respondents claimed that with the help of this project segment they could gain insight into the functioning of an institution, develop their personality and received positive feedback about their work. Among the difficulties the high number of hours appeared most often (9 indications). Some students had difficulties with fitting the voluntary activities into their schedules on a weekly basis owing to their study responsibilities and the other activities required by the student college. Four people remarked that they had a problem of principles with the fact that voluntary work was obligatory. The responders suggested decreasing the number of compulsory voluntary work hours, preparing the institutions more accurately and changing the obligatory feature of the activity.

As a summary, we asked students to make suggestions about the services, trainings, developments about the project. 22 suggestions were handed in, the highest number of these (8) expressed the satisfaction of the students. Perhaps the following sentence reflects this feeling the most apparently: 'Luckily, all the services and trainings were at my disposal to progress in my studies successfully.' 10 responses expressed the view that it would be worth providing services more tailored to individual needs and that some students need individual remedial tutorial in certain subjects connected to their majors at the university. Other respondents mentioned the need to have more trips abroad and inside the country, psychological help and more sport activities. We classified these indications as 'miscellaneous'.

The next bigger thematic unit of the questionnaire enquired about experience in connection with scientific life. The tender call did not require the preparation of students for scientific career. However, as this is the principal task of a university student college and the professional leadership of the project is convinced that involvement in scientific life could result in

real social integration, this field was an indispensable part of the program. *Firstly, we were eager to obtain data about how many times the students participated in the scientific activities implemented during the project. This is illustrated in Graph 18.*

Graph 18. scale, Participation, scientific activities

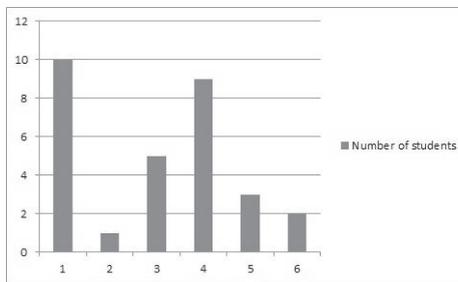


It is easy to observe that the majority of the students have already participated at some kind of conference. Naturally, there is a huge divergence as some students have taken part in five conferences and some others have never been present at a scientific event. 19 students, more than 60 % of the college members have already been involved in 2 or 3 scientific research projects actively. There have been few students who could reach the final phases of a scientific task, conference lectures and publications. It should be noted, however, that 21 scientific lectures and 19 publications can be connected to the members of the Wlislöcki Henrik Student College.

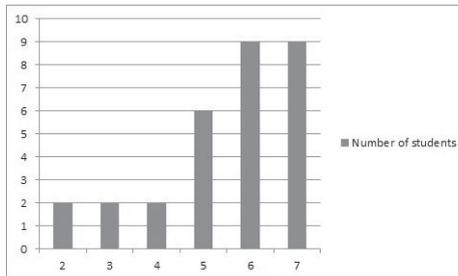
We wished to obtain information about the extent of involvement based on the perceptions of the students themselves. We used our numerical scale to obtain data. We measured scores that are in accordance with the proportions of participation. Participation at conferences received the highest score (5,5), research and lecture around the mean with 4,3 and 3,8 respectively, with publication and organization at the bottom with average scores of 3 and 3. (Graphs 19-23) During the interviews several students described participation in research and at conferences as a crucial milestone experience. In addition, one of the main questions of the focus group in-

interviews asked the college members whether they planned to be involved in scientific work in the future. The answers reveal that the initial reluctance about scientific activities have disappeared by now, the end of the project. Students with experience would like to continue their scientific career owing to the rewarding experience. The positive feedback of these members also encourages the yet unexperienced students to become involved in scientific work.

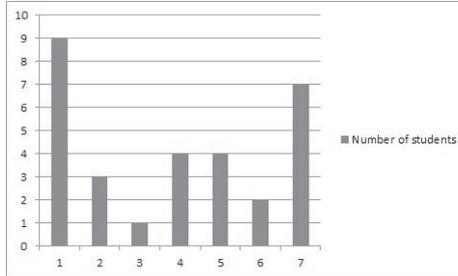
Graph 19. scale, *Involvement in conference organization*



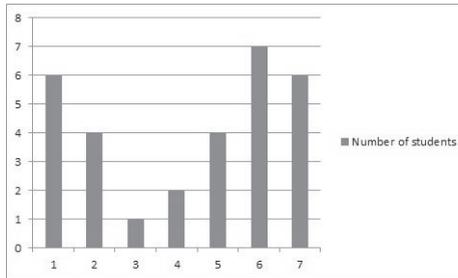
Graph 20. scale, *Involvement in conference participation*



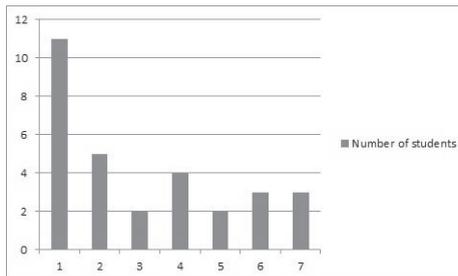
Graph 21. scale, *Involvement in conference lectures*



Graph 22. scale, *Involvement in research*



Graph 23. scale, *Involvement in publication*

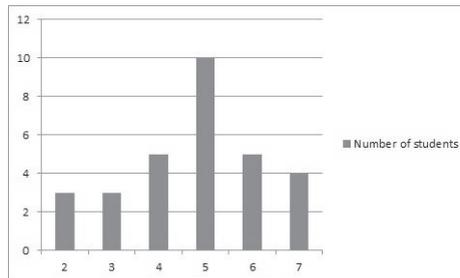


We were eager to know what would make it more attractive for the students to participate in scientific life. Five members mentioned that they would take part in research if there were

not only topics about social sciences available but a wide range of options. Six responders decided that they would immerse into science in the future because they had observed the positive experience of their peers. It is observable that involvement into scientific life requires a longer developmental period and a gradual approach. However, a positive tendency is salient in the answers.

In the last block of the questionnaire we intended to detect what would make the students feel more involved into the community programs of the WHSZ. There were 22 responses containing a wide range of ideas. Five people mentioned personal motivation as the key factor, five people needed more information in advance, four members argued that there was no time for community programmes due to their workload. We received eight answers that we could not classify thematically.

Graph 24. scale, Involvement in community programs



Summary of the student member feedback

We carried out an action research project as the final phase of the complex service development scholarship program implemented by the Wlislöcki Henrik Student College. This part wished to map the experience, feelings, suggestions of the target group, the students. We prepared a questionnaire that intended to collect student opinions concerning all the important segments of the project. We may conclude from the results that the participants were generally satisfied with the

services offered by the project. However, they also expressed strong criticism and made proposals about development. Based on this we may claim that a huge amount of information was obtained for the use of the professional leadership or the reader to start planning a similar project. The diverse opinions of the students also serve as a moral for us. This shows that the past period of two and a half years was not spent in vain. We managed to provide a platform for a community that views its development responsibly and critically, demands a say in its activities and at the same time suggests more intensive participation for itself.

The author of this study part, the assessment of student opinions, used to be a member of the Wlislócki Henrik Student College community and other scholarship programs with similar goals. The participation of a former college member, presently university lecturer as an implementor in all the phases of the presented WHSZ project is perhaps the most salient evidence that these programs aiming at the support of underprivileged, Roma/Gypsy student are necessary and on the long run though, but they bring their results.

Summary

The complex scholarship program (project) scrutinized by our research was implemented for the support of the underprivileged, mostly Roma/Gypsy student members of the Wlislócki Henrik Student College with their active participation between February 2013 and August 2015. Apparently, the project did not only wish to compensate for the disadvantages of the college members supported by the tender, but also intended to lay emphasis on talent nurturing and creating an active community life. The most spectacular results of these efforts are the increasingly successful participation of students at scientific and professional events or the strengthening demand of self-organization.

We believe that for reaching the project aims from beginning to end (planning, implementation, evaluation) it was indispensable to form a group of committed and respected

professionals. Furthermore, it was important to involve former students of the college with assigning them several tasks in project implementation in order to enrich the project with their experience.

22 professionals belonging to the group of implementors shared their experience and opinions about strengths, weaknesses, opportunities, threats. The analysis of this is presented in the first part of our study. To conclude, we may state that the implementors working in the different project modules did their tasks with commitment and taking into consideration the individual and community interests of the students conscientiously. They drew the conclusions of their common activities and meetings objectively, without 'blaming' the students. In addition, they outlined methodical, practical and formal ways of development in connection with their project segments. These are valuable sources for planning future projects.

Of course, the other target group of the action research was the membership of the student college, the active participants of the scholarship program. The results of the personal and group interviews made with them and the questionnaires filled out by them are decisive elements for the planification of the next college project. The feedback received about the parts and the whole project show positive results and point out ways of further development that are not surprising in the case of such a large-scale and complex project.

As a young community, the students of the WHSZ pinpointed the importance of the community as a strength of the project. Besides, in many ways they made positive references about the wide range of services that they could take advantage of in order to assist their studies or find solutions to their private problems. They made suggestions about the improvement of organization that could be easily implemented with the involvement of more human resources. As an additional weakness, they commented that they did not have enough say in the management of the project. It is worth considering this critical remark in the future. The professional leadership of the WHSZ strove for establishing a community based on real democratic principles. It seems that the methodology of involvement into democratic processes should be

improved considerably so as to put the theory into practice more successfully. We may also consider this critical feedback as a strength since one of the most important purposes of the project was to raise awareness and need for personal engagement in the life of the community.

All in all, we may consider that the scrutinized project was successful. This is reflected by the reports of the project unit leaders, the numerical data and the opinions of the members who took part actively in the project. Nonetheless, we should not forget about those problems and difficulties experienced during the implementation of the project that were reported by the participants. The collection of these weak points complemented by the suggestions for improvement reveals that the people connected to the program have an optimistic and constructive view on the project. By the end of the project the student college community, complemented by the supporters, reached a point of progress when it does not only identify with a large-scale scholarship program, but wishes and knows to contribute to further development actively based on its diverse experience.

We hope that we succeeded in sharing useful and important information and experience both for the reader and the professional leadership of the WHSZ that may provide assistance for similar programs aiming at the provision of educational and social equality of chances.

Notes

- 1 Determination of the notion of Roma Student College based on the criteria of TÁMOP 4.1.1. tender call
- 2 Law LXXVII/1993 on the Rights of National and Ethnic Minorities
- 3 TÁMOP-4.1.1.D-12/2/KONV-2012-0009 'Complex service development for underprivileged students provided by Wlislócki Henrik Student College
- 4 Apart from the financial support, personal attention was the most demanded form of support expressed by the students. The personal attention generated a wide range of services (language teaching, ICT education, development of communication

- and scientific writing, common arrangement of daily practices, cultural and community activities) could rely on
- 5 Performance gap is the scientific name of the phenomenon that is characterized by the continuous and increasing difference in performance between people of different social background, starting in childhood and getting deeper in adulthood. It is manifested in the difference between school results, difference in the development of competences and the increased exposure to risks of failure and dropout
 - 6 American researches introduced the notion of Inclusive Excellence, stating that the excellence of academic life cannot be separated from the quality of the inclusion. They proposed a concrete model of development of Inclusive Excellence based on scientific evidence, listing arguments for the necessity of implementation and describing a model in detail
 - 7 other researches were carried out during project implementations parts of the action research, we will refer to these in the summary of our analysis
 - 8 Pálmai Dóra
 - 9 Vezdén Kata
 - 10 Schaffer János
 - 11 Orfű, 21-22-23/06/2015
 - 12 Csigi Júlia
 - 13 Békési Andrea professional leader of the project, Buzás Géza, Kis-Bogdán Lília, Kőszegi Krisztián, Mihály István, Oláh Anita, Orsós János college members, Egerszegi Andrea, leader of the learning methodology course, Pusztafalvi Henriette and Szigeti Eszter university lecturers, tutors, Szabados Péter language teacher, Vázsonyi Ottó Faculty Principal of the Faculty of Humanities at the University of Pécs
 - 14 Preparation of Excel charts with coding, typing the interviews, outlining graphs, charts
 - 15 Bogdán Melina, Orsós János, Szederkényi Attila
 - 16 Szücs-Rusznák Karolina
 - 17 The studies in this volume present the project thematically. that is why we considered it interesting to view the project from the angles of the implementors and college members separately

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KATALIN VEZDÉN

An analysis of the efficiency of a complex service development in the light of the quantitative results

Translated by Ribiczey Júlia/ Szabados Péter

Introduction

Year 2013 was a milestone in the history of Wlislócki Henrik Student College. The project with the serial number of TÁMOP-4.1.1.D-12/2/KONV-2012-0009 began on the 1st of February, 2013, under the project name “Complex service development for underprivileged students provided by Wlislócki Henrik Student College.” It offered a chance for the college to realize a large-scale developing program based on its achievements and academic experience accumulated through the decade of its previous existence that is adjusted to the identified and assessed needs of the target group. Because of the complexity of the program, it is highly important to examine closely the features and introduce the numerical data that may show its efficiency for us and for the public as well.

The aim of this study is to present the most important quantitative results of this program, and to evaluate them in the light of the input ideas – found in the Pedagogical Program and Educational Plan – and the professional concept, with regards to possible modifications. Besides offering a complex picture in terms of project efficiency for those who implemented as well as participated in the project as target groups, the study also offers help in disseminating the results

of this project for the professional audience by describing the progress and the experience gained.

A brief introduction to the history of the WlislOCKi Henrik Student College

The WlislOCKi Henrik Student College was founded in 2002 in the framework of the PHARE pre-accession funding project of the European Union. From the beginning, the aim of the student college was to unite and integrate the students of Roma/gypsy origin or with interest in the discipline of Romology from all the different faculties at the University of Pécs.

The PHARE project provided the students with a mentor system and several training facilities. In addition, it enabled the WHSZ to start its college journal. The student college strove for maintaining the achieved results after 2004, the end of the PHARE support as well. Relying on application for tender sources of varying amounts, but also independently from financial resources, the WHSZ continued to assist the increasing membership with services and developmental programs in accordance with their individual and community demands.

The members of the student college carried out plenty of research projects with diverse topics and various lengths in the past decade. They also became involved in the implementation of research projects led by their teachers. They were given the opportunity to present their research results at conferences and in study volumes.

Besides scientific activities, considerable emphasis was put on developing the community, primarily in the framework of cultural and community events. The student college also opened its doors for all the other students of the university and intended to show its activities for the public. Thematic movie clubs were organized on a regular basis in the community space of the WHSZ at the Department of Romology and Sociology of Education. Exhibitions, lectures, university courses also provided publicity for the activities of the student college.

The engagement in public life is also significant in the life of the WHSZ. In the beginning, students joined civil initiatives as

volunteers, later they began to be involved in activities of civil organizations where the target group mainly consists of underprivileged, or Roma/Gypsy children or communities. Later, the students of the college became leaders or decisive personalities of civil organizations, or pioneers of new civil initiatives. The professional experience, social capital and relationship network gained through the volunteer activities also enabled the member students to strengthen their positions at the labour market.

Since 2013 the WHSZ has benefited from two TÁMOP projects. TÁMOP 4.2.3. assists the international relationships of the students with Romology workshops. The co-operation with the University of Prague will mean mutual visits and a research project carried out with the involvement of both universities. The project in the framework of TÁMOP 4.1.1. serves the purpose of a complex development of services for underprivileged students provided by the Wlislöcki Henrik Student College. The aim of this study is to present the results of this project based on the quantitative data available in the tender documentation.

Sources of the analysis

The sources used for content analysis are submitted documents describing the professional concept, the Feasibility Study, documents on the foundation of the professional work with the description of the fundamental principles and the means connected to them, the Pedagogical Program, as well as the Educational Plan.

The source of the quantitative results is the complex project documentation, where each project unit contains an abundance of numerical data.

The aims of the project

Within the framework of the project, the Wlislöcki Henrik Student College of the University of Pécs implements and develops complex services for students. These services nurture

talents in a supporting environment for the target group of underprivileged, mainly Roma/Gypsy students.

The Wlislócki Henrik Student College considers educational success of the target group, involvement in scientific research, and the importance of assuming a social role as immediate aims, hoping that with these goals the project can contribute to the formation of Roma/Gypsy intellectuals, who in turn would undertake the tasks of public life and engage in an active social dialogue.

Actions taken during the project

The project consists of modules that are in connection with one another. They can function on their own, but they are also closely linked in content to the other modules. The individual modules might be successful on their own, but for the maximal efficiency of the project, each module is needed.

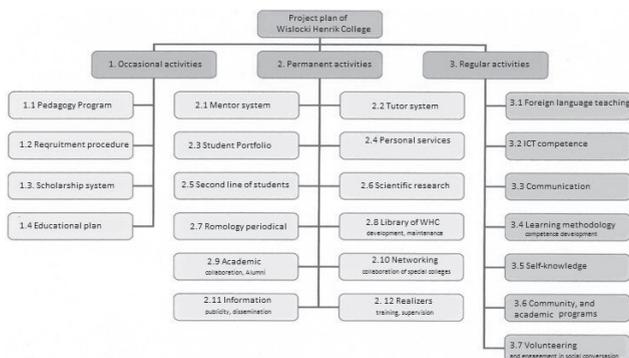
– A part of the module-bound actions was implemented once (at the beginning of the project) and was used as a basis for the rest of the modules. Thus the **Pedagogical Program** and the **Educational Plan** were taken as a basis to assign the services for students who entered the program by the detailed **Recruitment procedure** and according to the earlier determined **Scholarship system**.

– Among the activities that persist throughout the duration of the project there is the **Tutor system**; as part of this system, a teacher, chosen by the student, offers help with the student's personal problems and academic progress. A **Mentor is chosen** as a helper the same way too; a mentor is an older student who will offer guidance for the student concerning university life. The program strives to achieve **Personalized services** by the assistance of these two forms of personal helpers. These services are documented continuously in the **Student Portfolio** alongside the career plan of the student. The **Scientific research** and publication – the foundation and continuous edition of the '**Romológia**' journal – and the development of the

Library of the special college are obviously ongoing activities to encourage students to participate in scientific activities. Complementary to this, there are activities with the purpose of encouraging integration to professional communities: the creation of a wide-ranged professional interaction, **Networking** with other Roma special colleges, forming a web of relations at the university, the **Alumni**, among others. Included in professional relations there is the recruitment of a **Resupply**, the reaching out for and preparation of high school Roma/Gypsy students for pursuing higher education. All of these can function properly, if the **training of the implementors of the program, workshop opportunities, and their supervision** are a permanent part of the program as well.

– The recurring elements of the program are the kinds of services that enable students to catch up, nurture their talent, and develop their competences. Thus undertakings on **Communication, Learning methodology, ICT competence, Language knowledge**, and the **Development of personal and social competence** are implemented. These developments are included in the community framework, during monthly-organized **three-day-long weekends** in the Gandhi High School, offering an opportunity to participate for high school students as well. The project is also complemented by a connection with the civil sector, through which our students can **volunteer** in Roma/Gypsy communities and in underprivileged environments or areas. This, in turn, prepares them for future social engagement.

1. Graph. A comprehensive illustration of the services detailed above is in the table below.



Indicators of project efficiency introduced and analyzed

Next, we are going to take a look at the ongoing and recurring activities in the project that were described above. On the one hand, we discuss what modifications—under what circumstances and for what reasons—were needed concerning the basics and the input inventory, and how they were executed during the course of the project, in comparison to the original input aims, written in the Pedagogical Program and the Educational Plan. On the other hand, in each case of the activities, we provide an analysis using relevant quantitative data that reveals the efficiency of the given module.

Target group of the project

The composition of the immediate target group of the project was restricted – on the level of who is considered to be the underprivileged – by TÁMOP 4.1.1.D “Supplying Romany Special Colleges,” which ensured the financing of program.

Each present/future member of WHSZ belongs to the legally determined scope of the target group who does not

receive regular work income and in addition to the criteria according to Law CXXXIX/2005 §147, Part 10,

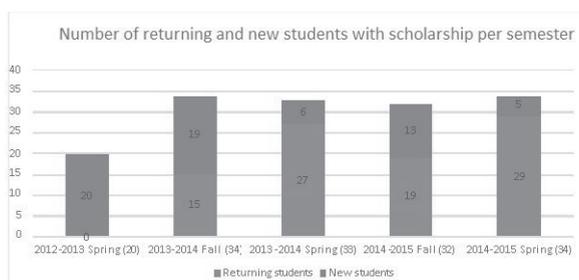
- a) whose parents do not possess regular work income, or their monthly income does not exceed the legally determined minimal wage
- b) or whose parents do not have higher school qualifications than primary school, or have qualifications that do not demand a matura exam
- c) or grows up in a one-parent family
- d) or several generations live together in the household where the student lives on a regular basis
- e) or whose parents or one parent suffer from constant illness or handicap
- f) or who has a permanent dwelling in one of the 94 underprivileged regions
- g) or who live in a segregated environment

Although these conditions restricted the drafting of the **Recruitment procedure**, further criteria concerning content were added to the administrative input criteria: curriculum vitae, motivational letter, and research plan were a requirement for the applicants. Those whose applications conformed to the basic criteria were invited for an interview. This recruitment procedure was held at the beginning of every semester, and five times during the project altogether.

The benefactor required four indicators in connection with the monitoring of the project. We consider the quantitative representation of two indicators to be relevant and significant concerning the target group.

Indicator	Starting value	2013. 06.30.	2013. 12.31.	2014. 06.30.	2014. 12.31.	2015.06.30. End of the project
Members of the special college (person)	0	18	18	28	28	28
Those who performed successfully the activities included in their individual progress plan (person)	0	0	0	0	0	23

The number of special college members, in the light of the required monitoring-indicators in the application (in the Contract of Support), has changed as shown below:



During the project, there were 63 students from eight departments of the University of Pécs participating in the scholarship program. Twenty students entered in the first semester, and 15 of them continued to participate, alongside 19 new students. The tendency of the change in the number of participants in the following semesters is shown in the diagram. Thus, it is apparent based on the indicators concerning the number of students engaged each semester, that the project exceeded expectations each semester and by the end of the project.

According to the project call, the percentage of Roma/Gypsy students of all participants had to be at least 60 percent. According to a voluntary statement upon entering, 52 from 63 students have considered themselves a member of the Roma/Gypsy minority. This is 82 percent of all participants.

Although we were required to measure for the monitoring-indicators **the number of those who performed successfully the activities included in their individual progress plan** only at the end of the project, we measured the rate of success during the entire duration of the project. The basic document of this measurement is the system of **Student Portfolio**. During the project, students who received the special college scholarship benefited from personalized services, personal support, and social programs. This participation and the personal progress achieved are documented in this portfolio. It may also prove that the student met the expectations in diverse fields. However, the primary aim was that the student could follow his or her progress by this self-controlled action of documentation and could modify or change his or her course by reflecting on various actions. Assessing Student Portfolios each semester measured the extent of students' performance. There has been assessment in terms of formality and content; the received points in percentage points, given the maximum number of points also in percentage points, had to reach at least 75 percent, which was the lowest rate of requirement for successful participation.

At the beginning of the project, we considered it a basic rule that the differentiated **scholarship** given to the students of the special college cannot be based on social matters; it had to be merit-based and given on the basis of a measurable outcome of professional research – as it was stated in the call for application. The amount of this scholarship could not surpass 1.5 times the annually fixed amount of scholarship granted by the Republic, as required by the program.

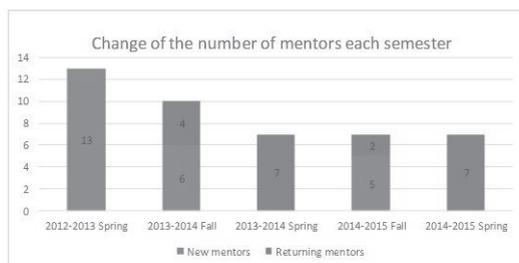
Those students who succeeded based on the assessment of Student Portfolios received a monthly scholarship. Its sum was based on their performance. This does not involve the scholarship distributed in the first semester because there were no portfolios to examine yet, as the program was at its commencement and there was no basis for the creation of a performance-based scholarship system.

Regarding the whole project, the minimum sum of scholarship given was 22,000 forints, the maximum amount was 50,000 forints. There was also an option for distributing extra

scholarship on the basis of additional performance: for taking part in the Recruitment Program, for performing as a presenter at a conference, and for participating as a researcher in a scientific research, announced by the project.

Apart from the performance-based financial support of students, the project paid close attention to supporting students in personal matters as well. This includes the Tutor system, the Mentor system, and Personalized services.

The **Mentor system** is based on the idea of helping the incoming students by offering peer support in orientation on campus, in coping with the hardships of university life, to minimize the chance of dropout due to lack of success caused by insufficient knowledge concerning the university system.

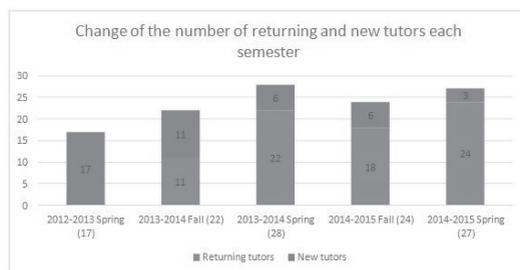


There were 25 people in the mentor program during the project. In the first semester of the project, there were 13 students who acquired a mentor position through the mentor recruitment procedure. The pairings of mentor and mentored student were based on the choice of the students with scholarship; in other words, it was based on mutual choice. There was a drop in the number of mentors in the second semester, mostly because some of them had finished their studies and thus finished the program as well. The problematic areas, where students usually required their mentors' help also began to take shape during the second semester. Thus, from the third semester, the mentors were chosen based on specific categories, which were the following:

- Mentor of language competence (grammar, spelling, comprehension, composition, etc.)
- Mentor of teaching foreign language, and helper of building international relations
- Mentor of sports
- Mentor of recruiting a new supply (resupply) of students
- Mentor of socializing
- Mentor of networking, and ensuring publicity
- Mentor of university administration

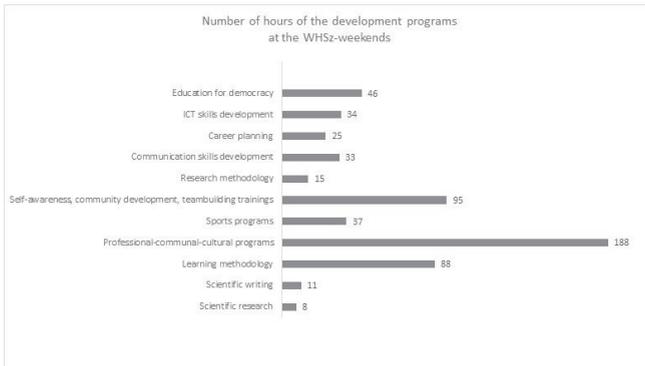
While the Mentor system strove to help integration into the general society of the university, the **Tutor system** tried to help further the academic-scientific progress. This kind of integration is facilitated with the assistance of the network of professors at the University of Pécs.

The tutor – chosen by the student, preferably according to his or her major – after mapping the initial competencies of the student, helps him or her to choose between services that are offered by the special college. The tutor and the student create a plan for personal progress together for each semester, and the tutor follows the documentation of the progress in the portfolio with attention. With the support of their tutor, students perfect their knowledge of the university system, they become able to make decisions themselves concerning their scientific and academic research, and they fulfill their duties at the university, thus decreasing the chances of dropout.



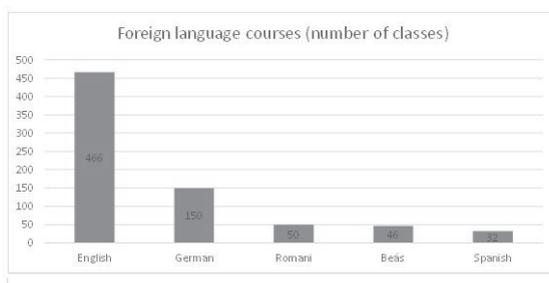
There were 43 teachers from 8 departments who participated in the tutor program during the project, for one or more subsidized semesters. The change in the number of tutors is due to the change in the number of students with scholarship. As the graph shows, the composition of tutors did not necessarily change with the composition change of students. This is because upon a student leaving the program, his or her tutor did not automatically quit as well, for the tutor had a new opportunity to build a relation with another incoming student, and if the new student agreed to have him or her as a tutor, they could start working again. For this reason, by the third semester, we had an experienced and committed group of tutors, with little change in tutors' composition.

While the mentor and tutor systems serve as a regular and constant source for personal help, the circle of **Personal services** was shaped by the immediate needs of students.



The graph above shows that from the circle of Personal services, students chose social-hygiene in the highest number. During the project, there were seven students who asked for this service. Three more students asked for assistance in preparation for final examinations (they wanted to apply to a university): two of them in History, one of them in Health Studies. Two other students were assisted for university exam in Mathematics.

Apart from the Personal services, the project offered a range of **Skill and competence development programs**. These were mostly available on the monthly occurring three-day-long academic and social events, when students stayed in the college. This happened 23 times during the project, each time in the Gandhi High School dormitory. The diagram below illustrates these weekend programs with academic and social activities, indicating the number of classes held.



Besides the three-day-long weekend activities, on weekdays, **Foreign language courses** were held on a weekly basis at the Department of Romology and Sociology of Education. There were 774 language classes in five languages on three levels (beginner, advanced-beginner, intermediate) during the project. Attendance of a language course was made obligatory by the program for those students who did not have the necessary exam certifications initially.

The aim of the **Library development** project was, on the one hand, to increase the academic equipment of the college development activities, and on the other hand, to improve the number of volumes in the library. With this project, the substance was increased by 253 copies (books, periodicals, other academic journals) from a wide range of themes (foreign language, learning methodology, romology, pedagogy, social psychology, literature) reflecting on the needs of the students.

For the students of the special college, there was a chance to experience social life not only during the three-day-long weekends, but also at the Community Space created at the Department of Romology and Sociology of Education. This was

available for them during the entire project for eight hours a day, offering the use of computers and Internet. The Student Portfolios were placed at the Community Space, and at certain times the mentor was here as well. A regular member of the staff was available so as to provide assistance for students in daily matters. The Community Space was open not only for daily informal meetings, but also for public cultural programs, literary evenings, and other thematic presentations as well.

The project unit called **Scientific research** has a special emphasis in the program; the aim of this project is to offer a chance for students to have a basic understanding of how to carry out scientific research and to gain experience in this field by the means of training and having individual and group researches.

This course of research theory and methodology was organized many times during the project, which also enabled students to improve their academic writing skills. They also had a chance to use this knowledge in practice, for each semester (overall, three times) they could apply for a support of scientific research. The students could work out a detailed research plan and apply alone, or even by using the help of tutors, mentors, or other university students. There were 20 researches all together with the involvement of 35 students during the three research occasions.

Scientific research projects carried out by students (Phase 1)

Language use of Vlach Gypsy children and its effects in the nursery school environment

Investigation of the knowledge and attitudes of Gypsy/Roma women about medical screenings

Prejudice in education and the health care system

Research on the social mobility and access into higher education of the AJTP (Arany János Talent Nurturing Program) students in Leőwey Klára High School, Pécs

Collection of Boyash Gypsy folk tales in Baranya county

Efficiency of programs aiming at the support of underprivileged settlement parts in the light of the program in Györgytelep district, Pécs

Policy on Gypsy minority in Hungary in the era of dualism

Scientific research projects carried out by students (Phase 2):

Breakthrough opportunities of secondary school students and their vision about the future

Level of awareness about human papilloma virus among Roma/Gypsy women and the frequency of participation at HPV screenings among 18+ population

The Cserdi program and the extent it could be followed as a role model

The success and drawbacks of the preparatory year in the Arany János Student Dormitory Programs

Geography of advertisements- the possible effects of the spatial distribution of advertisements on the university students in Pécs

Supportive programs for underprivileged areas in Pécs, with special focus on the Györgytelep district

Scientific research projects carried out by students (Phase 3):

The history of Szalánta at the turn of the 19th and 20th centuries

Survey of health-related knowledge among secondary school students

Geography of advertisements- the influence of advertisements on the university students in Pécs

Comparison of the knowledge of primary school and secondary school students on the Roma/Gypsy minority

Scrutiny of the Program Against Child Poverty- the example of Kisvaszar

A critical review of the textual corpus of Romology

Presentation of a complex program based on the example of György-telep

Besides student research, we must mention the research of the professors as well. Workshop meetings of the Research Institute became regular platform for the support of these types of research during the project. These workshop meetings were organized under the egis of the Romology Research Institute, focused around three workshops and inviting experts: Language Workshop, Social Studies Workshop, and Sociology of Education Workshop. Besides these, there were three major researches with the support of the project, done by professors but with the contribution of special college students.

We should draw attention to three large-scale research projects directed by university teachers with the involvement of the WHSZ student members:

- Dr. Orsós Anna: Gypsy minority education
- Dr. Varga Aranka: Amrita-investigation of a talent nurturing community

– Pr. Dr. Forray R. Katalin-Trendl Fanni: Roma/Gypsy students in higher education

The scientific research results of the students were presented at small student conferences, organized twice during the project; some of these researches were presented at the the Romology Conference as well, also organized twice during the project. Some of the researches were published in a collection, titled “Window to the world” (Ablak a világra).

The **‘Romológia’ journal** that began during the project, aims at the wider distribution of scientific research results, publishing new academic work concerning the Roma/Gypsies. More precisely, this unique periodical presents the workshops and the diverse branches of research concerned with Hungarian Gypsy communities. Research results by both professors and students are published here.

During the project, the published and soon-to-be-published thematic issues are the following:

1. issue	2013. Summer	Roma Special Colleges
2-3. issue	2013. Fall-Winter	Roma text presentations
4-5. issue	2014. Spring-Summer	Anti-racism
6-7. issue	2014. Fall-Winter	Roma collections in Hungary
8. issue	2014. Spring	Representation of Gypsies in diverse art forms
9. issue	2014. Summer	Gypsy language, politics of language, and teacher training
10. issue	2014. Fall	Approaches of sociology of education

With the **Networking** project unit, a special emphasis was placed on organizing meetings between the Wlislöcki Henrik Student College and other Roma special colleges. During the project several meetings were held with the aim of exchanging experience: two meetings with the Christian Roma Special College of Szeged, and one with the Roma College of the University of Kaposvár and with the Wáli István Reformed Gypsy College. A series of events, called Special College Days at Pécs gave room for meetings and mutual understanding of other special colleges of the University of Pécs. The students of Wlislöcki Henrik Student College were present here twice

in 2014 and in 2015, by giving lectures on research about Roma/Gypsies.

Besides these, other **Academic co-operations** took place during the project as well. The primary aim was to raise the academic research to an international level, thus students had the chance to go to gain experience in Varazdin, Gent, and Vienna. The Gandhi High School and College was featured as a partner in the project.

The aim of creating **Resupply of students** was to motivate the students of Gandhi High School to aspire towards higher education, and to reach out to other high school students coming from an underprivileged environment. Students of the special college fulfilled the personal requests of 11 institutions implementing the AJKP program by organizing career counseling sessions. On occasions of visiting other institutes, we reached 170 eleventh- and twelfth-graders. During summer camps and open days held at Wlislöcki Henrik Student College, we reached out to further 25 high school students, and introduced university special college life to them.

Another branch of Academic collaborations was in close relationship with **Voluntary work and Engagement in social activities**, aiming at encouraging students to engage in social activities, with special attention to Romany/Gypsy and underprivileged communities. Consequently, it is expected that the social competences of students would improve, which in turn would help them in successful studies and better achievements later in life, as well as growth of their social capital.



There were five places for voluntary work: Gandhi High School and Dormitory, Faág Circle of Friends Ensemble, Saint Martin Caritas Foundation, Száma dă Noj Ensemble, and Kethanipe – Ensemble for the Collaboration of Roma people. During the project, other civil organizations and institutions have requested voluntary work: besides the five main partners, 10 other organizations have been reached by social work.

Final thoughts

The project presented here has several indicators worthy of analysis and further research due to its complexity; in this essay, we went through the basic quantitative data of each project element. Later on, a more thorough and detailed analysis concerning quantitative data of the project units may give room for an analysis of the mutual effect of the projects units on one another. For this reason, we find it important at the end of the overall project to carry out a large-scale summarizing research as well. In the future, the Wlilocki Henrik Student College will aspire to keep up the services that were commenced and conducted effectively during the project, as well as paying attention to and supporting the target group.

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Sources

Documents drafted for supporting the project with the serial number of TÁMOP-4.1.1.D-12/2/KONV-2012-0009 “Complex service-development for underprivileged students provided by Wlislócki Henrik Student College”:

- Feasibility study
- Pedagogy Program
- Educational Plan
- Detailed academic documentation of the units of the project, administration of the project