Successes
and challenges

„According to her view, the host society is the basic source of community education, and education itself is more than schooling - it is an act with the community, in the community and for the community. In the inclusive school there is a heterogeneous group of students in focus, which takes into account the individual qualities of students in the student community. Inclusive pedagogy assumes a system that begins with recognizing and evaluating disparities between students, in which the student considers himself as an individual in his complexity, including his social, cultural, and individual abilities. The essence of inclusive pedagogy is the need and success of responding to the uniqueness of infinite variations of personal attributes and the need to respond to ever-changing individual needs. He is capable of continuous renewal because he realizes that he can not respond to changing needs without it."

„In the student college I found a new family, a real, supportive community. I've found friends that I can always count on. I have always looked forward to weekends at the student college, because I knew I would be among good people. This was the first community I really opened up to, where I could really be happy."

SZ

SUCCESSES AND CHALLENGES – SUMMARY OF THE ROMA STUDENT COLLEGE PROGRAM IN PÉCS

Successes and Challenges

Summary of the Roma Student College
Program in Pécs

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Editors: János Schäffer, Mariann Szemenyei

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Preface

In 2011, the Hungarian government established the Christian Roma Student College Network as part of an educational policy initiative in the higher education system. The aim of this decision was to strengthen equal opportunity in order to increase the success and intellectual development of students from disadvantaged socioeconomic backgrounds (i.e. primarily Roma individuals) during university years.

This volume reveals the structure, operation and results of the last major project operated by the Wlislocki Henrik Student College (WHSz) at the University of Pécs, which functioned as an integral partner in the completion of the initiative.

I will try to give a more or less objective opinion in this introduction, despite my involvement in the operation of the program over the years. I strongly believe that the Roma Student College Network and its activities in recent years are exemplary, and perhaps it is worthy of being replicated in other academic institutions.

WHSz is unique in many ways. For instance, it does not belong to any religious institutions, and it has been operating solely as a secular student college. It is even more extraordinary that WHSz had been established before the national concept of network building was conceived in 2001, and the program has functioned continuously since 2011. In this process, even from the beginning, the foundation of the main features, objectives, and support systems of the current project is visible. These were the basics of the professional work of the first project which began in 2013 and the second project which started in 2016. The experiences of the first one could be used during the second major project, which is also the focus of this volume.

The third – and perhaps the most decisive aspect of effec-

tiveness – is that the professional and human background of all the activities are the most prominent elements of the work of each professional student college. These features were present at the Faculty of Humanities of the University of Pecs at the same time.

The structure of this network of activities is presented in the opening study of this volume, and the subsequent writings provide detailed information about the operation and objectives of each element. Naturally, the main roles of a Roma Student College – community building, supporting student progress through personal needs, enhancing identity development, and supporting scientific advancement – were all prominent in WHSz during the period analyzed.

However, the program activities did not develop independently in a vacuum and our success was the results of cooperation with many partner groups. The program was built on the Department of Romology and Sociology of Education that has been in establishment for decades, as well as the work of the Romology Research Center operating in the background. The publicity of the annual Romology Conferences, extensive research activities, and the long-standing publications that represents the above-mentioned activities were also instrumental in the development of WHSz. The involvement and the cooperation of professionals from other institutes was also essential to the success of WHSz.

There were many impressive results during this Student College Project, which can be read in this volume, and hopefully the enthusiasm will not decrease in the future. Furthermore, hopefully the achieved results and experiences will continue to expand after the completion of this project.

One thing this book is less able to present, but can be seen in the stories of our students, is a word that always emerged in their interviews: community, in which all of them were important members. Besides scientific writings, conference presentations, language learning, and successful exams, perhaps the most important thing is that they loved belonging together and they felt at home at the university and in the realm of scientific research.

Tibor Cserti Csapó, December, 2018

ARANKA VARGA

Life Stories in the Community of Wlislocki Henrik Roma Student College (WHSZ)

"First, I thought of WHSZ as a place where I can get a scholarship. But soon enough, I came to realize that this place offers so much more. I found my second home here in this supporting community. I made plenty of friends that I can always count on. The college weekends, where we all got together, always filled me with anticipation because I knew it was going to be fun. It was the first place where I could really open up to others, where I could finally be happy. My friends and fellow students at the college took it upon themselves to make sure that I had a great time, although I never asked for this. When lost, they steered me in the right direction. Of course, there were times when that bothered me and I made sure that everybody knew it did, but not even then did they turn away from me or stop supporting and helping me. I did things I never thought I would: I gave presentations at conferences, I went to Portugal, I taught math at my old high school and took part in several research projects. These opportunities shaped me as a person and they helped me see what I am really capable of. This place and its

people have given me so much. I can never repay their love and support, but I will always be thankful for them and I will never forget my time here at WHSZ." *(WHSZ member, written response to What does our college mean to you, personally? Questionnaire, 2018).*

Preface

The establishment of the Roma Residential College network is a key education policy decision for the betterment and empowerment of the Hungarian Roma (FORRAY szerk., 2015). The network of 11 student colleges – funded by either higher education or churches – spreads across the country, supporting almost 300 underprivileged, primarily Roma and Gypsy higher education students. It is important to see that the support they receive from the college provide relevant answers to personal life situations and community needs. It is also necessary to think about the pedagogical principles and goals of the institution that provide a home-like educational center for the Roma/Gypsy intellectuals of the next generation. To address this, it is inevitable to discuss the issue of equal opportunities, and to clarify the interactions between inclusion, empowerment, resilience and intersectivity. The Roma Student College of the University of Pécs is presented in this theoretical framework, and it is thematised by its pedagogical objectives, which have been consolidated during its 15 years of operation. By analyzing the 27 life-space interviews of Roma students in the first semester of the 2017/2018 school year (32), through the lives of the interviewees, we get an illustrative picture of the goals and ideas of the Student College. This is complemented by the students' opinions from June 2018 on the college community.[1]

Starting Point – Equal Opportunity and Equity

The Universal Declaration of Human Rights (UN 1948) has been a starting point for seventy years and a legal basis for all questions and interventions concerning equal opportunities around the world. The need to create the Declaration is supported by the first paragraph of its introductory paragraph:

Recognizing the dignity and equal and inalienable rights of each member of the human race is the foundation of freedom, justice and peace in the world."[2]

The Declaration describes the requirements for ensuring equal and inalienable rights in 30 articles, pointing out the number of areas that need to be taken into account when correcting inequalities. All of this is based on historical experiences whose roots go back to the law of Hammurapi and the ancient democracies, and then later, during the French Revolution with the ideology of "Freedom, Equality, Brotherhood". The European revolutions in the middle of the 19th century got rid of birthrights (aristocracy) and "earned rights" (meritocracy) became a general social expectation. As a result of the wars and genocides that occurred at the beginning of the following centuries, by the second half of the 19th century, equality became the democratic requirement of The Rule of Law. The Declaration is intended to ensure equal opportunities for all persons regardless of their origin or situation. The Declaration demonstrates its universal influence to maintain its validity for every member of humanity regardless of whether governments have formally accepted its principles.[3] This way, it has a fundamental impact on the issue of equal opportunities because it legally guarantees that the principle of equal opportunities – fundamental rights and human dignity – is guaranteed to all without distinction.[4]

Roma vocational schools accept the principles set out in the Declaration as a guiding principle to ensure that

Roma/Gypsy students with social disadvantages have access to knowledge and education. Roma Student Colleges consider many conditions disadvantages, such as low family income, lack of education, insufficient living conditions or having to grow up without a family. These conditions were playing a huge role in the lives of the students of the Student College back in primary and secondary education. Classifying students as Roma or Gypsy is based on a voluntary declaration by the student. Roma Student Colleges also provide spiritual, academic, cultural and community support in addition to the financial security of successful progress in higher education. All this helps our students get the same opportunities as their peers with a higher social status (*equal opportunities*) and these institutions pay particular attention to equal treatment.

The pursuit of equal opportunities is a combination of two closely interlinked actions. One of the aims of the Roma College's work is to enforce the prohibition of discrimination, which is necessary to achieve equal opportunities. This requirement characterizes the Universal Declaration of Human Rights and can be used to prevent people and groups from being excluded from access to society. Equality, therefore, guarantees first and foremost the democratic social minimum so that no one can be at a disadvantage because of his or her real or perceived personal circumstances or belonging to a group. Ensuring equality is guaranteed by additional legal documents such as Article 14 of the European Convention on Human Rights (Handbook ... 2011) and Hungary's 2003 CXXV on Equal Treatment and the Promotion of Equal Opportunities. These legal documents identify a wide range of groups at risk of exclusion and focus on how to create interventions for the equal access of disadvantaged people (Varga, 2013).

The inclusion of the institution of Student Colleges in the Higher Education Act indicates that its students have a legally guaranteed opportunity to access higher education

in the same manner as others. Furthermore, the presence of Roma/Gypsy college students in higher education and the cultural values represented by their community have a continuous impact on changing the prejudices of the higher education environment towards Roma people, thus becoming more inclusive. The Roma Student College also provides advocacy in flagrant discriminatory cases.

The other side of equal opportunities actions is the recognition that exclusion of detrimental discrimination is necessary but not sufficient. The prominent support of Roma Student Colleges also indicates that it must create conditions conducive to real equality of opportunity for students in order to compensate for differences (injustices) in society. The diverse service system of Student Colleges includes the enforcement of equity, which aims to ensure, throught the inclusion of its students and, in a personalized way, that students from socially disadvantaged backgrounds can actually benefit from higher education (Trendl, 2015). In other words, the secondary approach of Student Colleges is a fair approach aimed at offsetting the difference between equal legal status and the actual social situation. Fair subsidies apply both to access to social goods and to the paths to social goods. In addition, the involvement of Roma/Gypsy minority students is a priority in the mission of Roma Student Colleges. The factor of social inequality of Roma/Gypsy students is the stigma associated with their minority affiliation, which hinders access to social goods (social level). This stigmatized situation (the group membership that is negatively assessed by others) affects the individual's social identity and, through it, self-esteem and emotional well-being individually (Smith et al., 2016). The Roma Student College, while facilitating access to social goods, has a decisive impact on its members at the individual level, with its activities that focus on reinforcing identity. Taking this individual level into consideration is essential to consciously support the development of resilience

needed to successfully overcome student disadvantages. The reciprocity of individual support, the responsibility for individual and group success, and preparation for action together lead to empowerment, which allow individual aspirations to make an impact on the community and society.

Differences in access to goods are also more transparent for students in higher education, some of which are easy to manage. Such is the lack of money, which can be compensated by a scholarship, or the difficulty with administrative paperwork when entering higher education, which can be solved with the help of a more experienced student partner. However, the lack of access to goods is often caused by a lack of processes (paths to goods) whose complexity requires a more long-term solution. There is an underdevelopment of learning or other key competencies among WHSZ students, a byproduct of public education (Jeney and Kerülő, 2016), as well as the lack of cultural capital due to settlement or social disadvantage. It is also characteristic that both the learning environment that is increasingly moving away from family socialization and the feeling of belonging to a minority (stigmatized) group have a significant and often negative effect on the self-esteem of students and these may ultimately hinder their successful progress.

Essentially, we face circular phenomena: the inequality of access to goods causes a difference in how many opportunities one is offered on its way to those goods, while the inequalities experienced on the roads leading to the goods will influence the degree to which the goods can be accessed (Figure 1). The similarity is that in both cases the same perpetuating factors are behind the inequalities. Student Colleges were aware of the mechanisms behind the inequalities when planning their fair interventions, and are constantly striving to break them down and offset them (Varga, 2015a; Jancsák, 2016).

Figure 1 - *Duality of equal opportunities/inequality*

The inequalities of acces to goods

Different opportunities of the inequality of acces to goods
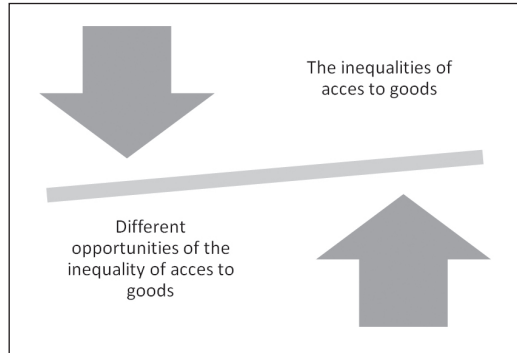
Focus group - Intersectionality

The majority of Roma students are in a situation that is described by the literature as a phenomenon of intersecurity. The complexity created by intersectionality is caused by a combination of two types of inequality. In a permanent situation, there are several categories of inequality that interact with each other, thus creating a new social category in which different causes of oppression cannot be separated (Asumah-Nagel 2014; Sebestyén 2016). Intersecurity is the sum of the various capital gaps (financial assets, cultural, social and symbolic capital) and negative social perceptions (latent or discriminatory) of each student in Roma colleges, which reinforce each other.

Bourdieu drew attention to the process of creating and sustaining the lack of capitals. According to his Theory of Capital, the school system becomes a legitimate tool for the reproduction of social inequality by ignoring the capital transfer processes that result from the social situation of the family. Besides the lack of financial capital, the difference in the possession of cultural and symbolic capital embedded in the family's disposition, as well as their ability to invest

these capitals in the educational progress of the child, is decisive (Bourdieu 1978, 1997). Coleman Bourdieu's theory was complemented by social capital, emphasizing the importance of capital available in the social network and convertible in the school system (Coleman, M, 1997).

Another factor that plays a role in intersectionality is the negative perception of Roma/Gypsy communities that is embedded in different social cohabitation strategies and that has a fundamental impact on the attitude and identity of a person belonging to a minority group (Varga, 2015b; Jancsák, 2016). It is also important to know that belonging to a stigmatized group affects individual self-esteem and emotional well-being. If a given group we belong to is perceived negatively, then we start doubting ourselves, too, leading to low self-esteem. This calls for negative emotions that permeate all aspects of life and threaten both physical and emotional well-being (Smith et al., 2016). In other words, stigmatization resulting from prejudices also affects personal identity elements (e.g. self-esteem) and not just social identity. One "symptom" of this is the form of attitudes towards social identity, which is more of a defense mechanism already (e.g. becoming unwilling to assimilate so as to protect its self-esteem).

The establishment of Roma Student College and the identification of its target group were fundamentally influenced by the fact that social disadvantages and belonging to a Roma/Gypsy community in Hungary form a cohesive category. Research has shown in the past decades that social disadvantages in Hungary are exacerbated by the negative social prejudice associated with the Roma/Gypsy minority group (Forray and Hegedűs, 2003; Forray and Pálmainé Orsós, 2010; Cserti-Csapó and Orsós, 2013; 2013). Educational focus studies have provided data that failure at school is a common phenomena amongst disadvantaged and Roma/Gypsy students, so educational issues related to these characteristics cannot be separated (Híves, 2015; Fe-

hérvári, 2015). When discussing the educational situation of Gypsies, researchers have been reporting gradual improvements, but it was also found that the distance (gap) did not shorten from the non-Gypsy population (Havas and Liskó 2002; Kemény et al. 2004; Zolnay 2015). This is also reinforced by the fact that Roma/Gypsy students are more likely to be early school leavers or to choose shorter education paths (Liskó 2003, Mártonfi 2013, 2015). Today, more research has pointed out that the deterioration of Roma/Gypsy students' school performance is exacerbated most by the coexistence of poverty and ethnic segregation (Kertesi and start of 2012; Bulb and Szucs ed, 2017).

Recognizing the phenomenon of intersecurity, one must be aware that, despite their interactions, conscious handling of intertwined group characteristics is important because their confusion leads to false conclusions and wrong interventions. One of the effects to be achieved is to reduce social disadvantages, to which equitable services for compensation should be provided. The institutional spaces of Roma Student College help to acquire cultural, social, and symbolic capital. By contributing to capital acquisition, they make access to social benefits easier. Another important area of intervention is related to belonging to a minority group and includes actions building on cultural values and fighting against racial prejudices (Arató 2007; Bigazzi, 2013). The community of Roma Student Colleges aims to strengthen their personal and social identity. Processes aimed at identity development are embedded in services that assist both the competence development of college students and the establishment of resilience and empowerment. At the same time, all these things have an impact on the sensitivity of the social environment and prejudice reduction.

The Conditions of the Study

The 15-year-old Wlislocki Henrik Student College (WHSZ) at the University of Pécs was set up to provide a scientific community for Roma and non-Roma students interested in Romology. WHSZ was established with the help of a significant amount of European Union funds (Phare program). From 2004 to 2013 with 10-12 students per year, it ran on university support. From 2013 onwards, it expanded its range of activities and student base with the support of the European Social Fund (TÁMOP), and it joined the network of Roma Student Colleges. At the time of this study, it also implemented a European-funded (EFOP) complex program, which was launched in 2016 with the participation of 30 students.

All members of the Pécs Roma College (32 people) were interviewed in the autumn of 2017, and 27 interviews were used for the analysis presented in this study. The in-depth interviews include the students' life histories, families and school memories. It took note of the circumstances and experiences of going to a college, with particular regard to the services provided by the college, and their views on identity, voluntary work and the community. Lastly, the students shared their future plans during the interviews.

The interview questions were aimed at exploring the external and internal effects and factors of the students' lives that can be linked to their successful educational progress. How intrinsic has their ability to own their narrative and take responsibility for the community become? What part does the inclusive environment of the Wlislocki Henrik College play in their lives? What is needed for students in a Roma Student College to become resilient?

The interviews were processed qualitatively, with narrative content analysis, using a pre-defined code system. For the analysis of the interviews, the data of the interviewed students related to college membership were also used,

which were treated as independent and dependent variables in the analysis: their age, place of residence, undertaken identity, social status, time of college membership, higher education degree, and grades. In addition to this, in the analysis we highlight short details that bring the general findings to life based on the interviews.In June 2018, twenty students evaluated their community as part of a Student College program. The evaluation of the individual and small group games and activities assists us in getting to know this community better. First, in an association task, students put words next to words associated with the life at the Student College. In small groups, they formed sentences from the words connected to the topic that the key words (*teachers* and *my university*) described. Next, students were asked about the types of support they received from the college and about all the things they gave back to the community. The individually written lists of the two topics were themed and they were converted into figures, which were displayed on a graph. Finally, in a brief essay, students answered what their college would mean to them without their community. These few sentence summaries were quantified by content analysis and compared with the answers given to the "received/gave back" question. Due to the expressive nature of the answers given by studens, we've decided to include a few quotes in this study and at the beginning of other studies in the volume.

Characteristics of the examined group

The founder of Wlislocki Henrik Student College in her study written in the year of 2000 began to reveal the characteristics of Roma students entering higher education (Forray 2003). In terms of their family background, they have identified three groups: "members of the Roma middle class, Roma from socially marginalized groups, and young people

raised in foster care (Forray, 2003: 262). For the latter two, she pointed out that they are usually older than their university peers because they often get back into higher education by restarting their school career. The road to higher education is way too long and rocky for these students to survive and graduate. Their educational decisions are influenced by school failures, lack of information, lack of self-confidence, and are often limited by the guidelines of their teachers. The analysis also discusses the lack of material conditions and the importance of scholarship support. She mentions that at the time of the study, a large number of Roma/Gypsy students chose correspondence trainings in order to be able to fend for themselves and their families, as in many cases they already had their own families to take care of. She also takes note of the fact that it is necessary to examine the socialization processes of young people who did not bring patterns of becoming intellectuals from their homes, and to get a clear picture of how they relate to their peers, their own community, and to see their relationship with the entirety of Hungarian society (Forray, 2003: 262).

Forray has been studying the above-mentioned topics since the founding of the college (Forray-Boros 2009, Forray 2014, 2015, 2016). The present study has many common points with the aforementioned research, using dominant contemporary theories for answering questions concerning Roma/Gypsy students.

Figure 2 - *Distribution of students in the sample of the examined Student College in the 1st half of the 2017/2018 academic year (N: 27)*
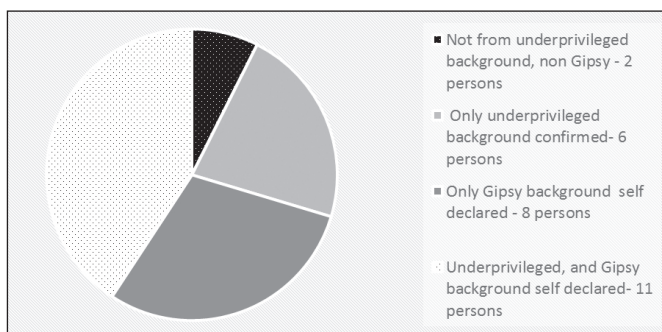
Almost half (11 persons) of college students who were interviewed in the autumn of 2017 are characterized by intersection (Figure 2). A further 8 people identified themselves as Roma/Gypsy, but no documents related to the legal criteria for the disadvantaged status were submitted. Overall, 70% of the respondents are Roma/Gypsy. Six College students confirmed their disadvantaged status, but did not classify themselves as Roma/Gypsy. This is how one of the students talked about his family circumstances:

> "Well, actually, what has made my life more difficult in general is our financial situation. And I think it also did not help that my parents only finished maybe primary school, and so they were not really able to help me in High School. I had no one to talk to about school and how it worked so I did not know what to expect at all. So everything was completely new and strange to me. Actually, after primary school, I wanted to go to a vocational school to learn a trade but I couldn't decide what to do, where to go. And since my sister went to Gandhi High School, I also applied there. Well, I think

getting into university was one of my greatest successes in my life. I do think that this is a big deal. Of course I still have to finish it, but no worries, I am on it." *(WHSZ member, Life Interview Excerpt, 2017)*

It is worth noting that social disadvantages for some Student Colleges are so severe that there are students for whom college means, among other things, the following: "I have not been hungry for the past half year." The following quote reflects similar difficulties:

"I have just recently taken one of my friends to our place." So far, I've taken five or six people to home all together. Well, they were shocked, that is for sure. The last friend I took home said that 'this is rock bottom.' But I think rock bottom is having absolutely nothing in this world." *(WHSZ member, Life Interview Excerpt, 2017)*

Some members of the community are young people (2 people) who do not belong to any of the above categories, but have joined the college because of their interest and disadvantages (e.g. broken home), seeking a supportive background.

The residency of the college students is also varied: half (14 persons) are from Baranya County and another 8 are from Somogy County. Only a quarter of them came from a more remote county. Six of them come from Pécs, 9 from small towns and 11 from small settlements. This distribution also signals social disadvantages. In terms of their family background, the examined college community is diverse, and its members were included in the test sample with five exceptions. Their common feature is that, without exception, they have disadvantages that have made their school career more difficult. Thus, we can provide examples from their interviews that can be categorized and analyzed.

Two thirds of the respondents (18 people) live in a dormitory. Students are from five faculties of the university, doing five types of higher education, mainly from the Faculty of Humanities and the Faculty of Sciences. About half of the students want to become teachers. One-third of students studying in the BA system are studying engineering and social sciences. One of them is a medical student and one is an art student (see Table 1 below).

Table 1 - *Differences in training levels among the members of the study group (N: 27)*

Faculty	Persons	%	Level	Persons	%
Faculty of Medicine	1	4	VET	2	7
Faculty of Humanities	11	41	BA / BSc	9	33
Faculty of Information Technology	4	15	MA	1	4
Faculty of Arts	1	4	Undivided Training	1	4
Faculty of Sciences	10	37	Teacher Training	14	52

The years of membership at the college are evenly distributed among the examined persons: nearly one third are new entrants and one third are old members. The "core" (more than a third) has been in the community for 2-4 years (see Table 2 below). This distribution is particularly good to study the impact of the college because there are three groups to compare. Gender distribution also provides an opportunity for further comparisons. The minority of the group are women (10 people) and the majority are men (17).

Table 2 - *Background information about the period of membership, age, and years spent at the university (N: 27)*

Years of membership	Persons	%	Age (y)	Persons	%	Years of study	Persons	%
4th year	6	22	20	2	7	1	3	11
3rd year	3	11	21	4	15	2	7	26
2st year	1	4	22	8	30	3	7	26
1th year	9	33	23	3	11	4	9	33
New entrant	8	30	24	3	11	5	1	4
			25	7	26			

The age is between 20 and 25 years, and ages are evenly distributed. It should be mentioned that for various reasons, the members of the group were older than the average university student. Some of the students (6 people) came from the János Arany Programs, so they were older because of the preparatory year. Some students started their Ba/Bsc studies after finishing their higher-level vocational training. Among the students of the Pécs Roma Student College, higher-level vocational trainings serve as a springboard for students to get into higher education, and a good way to get their first degree. It can also be seen that some of the students (currently 5 people) are only able to complete their training later, due to missing credits or other problems.

Looking back over five years with a large number of students (around 30 people), students were similar to those in the examined semester. Although there is a fluctuation among students, it is rare for students to drop out of their studies. Students leave the Student College program usually because they either finish their studies or they continue their studies somewhere else. Additionally, sometimes they leave because of the high workload of the program. For years now, students have been doing voluntary work abroad in the EVS (European Voluntary Service) network,

where they also get the chance to learn new languages. This is much more common among students than spending a semester at a foreign university via the Erasmus Programme. The reason for this might be that working abroad, even if it is voluntary work, is closer to our students than the unknown world of higher education. Furthermore, EVS is a good place for networking and getting to know new people.

In the following section, we examine the pedagogical frameworks and personal experiences of entering and staying in the college and long-term plans of students. Our analysis relies on the professional concept of the Student College and the student interviews, which are categorized into the following groups: inclusion, resilience and empowerment. The existence of external (supportive) factors at the Student College can be examined by the thematic aspects of the principle of inclusion. It helps to describe how the impact of an inclusive environment leads to personal success and reducing social disadvantages (resilience). Personal success in the college can be examined at a community level by examining the development of personal and social responsibility and the process of empowerment that take place when helping others. This is just as or more important than individual successes, and in this way students can contribute to the successful social integration of their community. This is the next level of an inclusive environment, when becoming a member of a Student College leads to genuine mutual community support, from personal "empowerment" to helping peers and social responsibility.

Getting into the Student College

Three-quarters of the current students joined the community because our members told them a lot about the Student College. New entrants were recruited partly in the course of career orientation activities carried out among secondary school students (mainly students from the János

Arany program), and partly through student friendships at other university faculties and courses. The interview excerpt below highlights a typical example of how students get into the Student College:

> "Student: I was in a mentor camp, where a (WHS) student-mentor mentioned it to me that I would love that place. I remember asking him many questions first, but then I made my decision very quickly. Interviewer: What made you want to come here in the first place?
> Student: I came from a disadvantaged background and so did all the others here. So I kind of found my place here with them. We are all equal here. I can really be myself. They understand me, sometimes better than I get myself. They really know what I am talking about because we came from similar backgrounds." *(WHSZ member, Life Story Interviews - excerpt, 2017)*

There are many young people who have applied because of a personal recommendation from their university or high school teachers. In some cases, applications were connected to some personal interaction with the college, such as an open program where they could experience our community and develop an appreciation for it.. There were only a few who got to know about the Student College thanks to the recruiting campaigns. The interviews give a clear account of personal motivation alwasys being a dominant factor in applying. Many students also spoke about the need for belonging to a community comprised of people from similar backgrounds. One quarter of respondents stressed that they would not be able to do their studies without a scholarship. Less frequently, in the interviews students also mentioned the importance of joining scientific circles and preserving their traditions. They also highlighted their need

for getting targeted assistance in their studies (see Table 3 below).

Table 3 - *Background information about the admission*
of the study group to the college (N: 27)

Topic	Source of information about the Student College			Motivation for applying				
	WHS / other teacher	WHS student	Flyers	Scientific activity	Scholar-ship	Learning assis-tance	Preserving cultural tradition	Community affiliation
Persons	13	21	2	4	7	2	4	17
%	48	78	7	15	26	7	15	63

Institutional Environment - Inclusion

Nowadays, when examining the institutional environment of learning, researchers emphasize that actions towards equal opportunities can achieve their full potential in a social environment that recognizes and adapts the values and needs of individuals and communities (Hurtado et al. 2012). An inclusive environment has the same character-istics. Mutual inclusion combines prohibition of discrimi-nation with equal treatment and access to reasonable services, enabling different groups and individuals to live together succesfully (in a way that creates opportunities). The category-free perspective of inclusion considers mem-bers of a community individually. It aims to maximize the individual's personal development by placing him in the intersection of his social situation, cultural characteristics and personal qualities (Varga 2015). Inclusion at an educa-tional level has primarily been realized only in public educa-tion for decades. Over the past two decades, research and initiatives aiming to make higher education more inclusive have multiplied. For example, the "Inclusive Excellence" movement in the United States aims to enrich student diversity in higher education to enhance university excel-lence (Arató-Varga szerk., 2015). Inclusion is the successful

management of diversity by effectively responding to the needs arising from uniqueness. It reflects openness, which is characterized by the positive attitude of people included and their attitude of assessing diversity. The professional skillset of responsible people is crucial in order to understand individual life paths and to provide personalized and effective support. It is a joint action, a partnership, and a fundamental condition to successfully respond to its inherent diversity is continuous renewal (VARGA 2015).

The student college in Pécs sought inclusion in its physical space first. The community space, located on campus, has been arranged by its everyday users – the student college members. In 2016, a cushioned seating area, study tables with computers and a kitchenette for having tea and meals together were established based on the needs of students. On the shelves there are student publications and important books and their portfolios, along with pictures of common experiences displayed on the walls (Varga, 2017). During opening hours of the university, college members can use this space at any time and organize their community meetings here. Among the student associations gathered in order to create "community," other words like "tranquility", "friendly", "comfort", "photographs" and "memories" also describe this shared space. Student associations were formulated, as described in the following quote: "For me, the student college is the place where I can always find peace, talking to Sefi (head of the community space), and sipping good coffee on the terrace" (WHSZ, Association task, June 2018).

The first element of inclusion is the attitude and preparedness of the person in charge of community space. Inclusive attitudes are an approach that determines the success of the actions to be implemented. Commitment or "good intention" as the foundation of any further action, can only hit it's "target" if the implementers are excellent "masters" in their profession, capable of reacting efficiently

to the many challenges of the diversity of inclusive community space. The research during two years of operation at the student college (VARGA, ed., 2015) revealed that besides attitude and professionalism, the reflectiveness of community space managers is also essential for inclusion, which is mainly directed at continuous knowledge building and practice. For describing the word "teacher", members of the student association attributed specific names and mostly positive values. The 20 words were put together into a general conclusion: "My teachers are helpful role models" (WHS, Association Game, June 2018). It is also imperative that those responsible for operation are embedded in a system of mutual cooperation with student college members and professionals involved from partner networks. The diverse activities are realized in parallel and through interactions so that they can only succeed codependently. In this system, everyone gets their own responsibility and accountability based on their roles, which is publicized in several forms. Further guarantee of equal participation and access criteria as well as the inclusive approach is a multifaceted activity system that is tailored to student college members in a personalized, differentiated manner. The pedagogical activities listed in Figure 3 above are part of the Student Colleges' Professional Program (2016).

Activities in community spaces and virtual platforms can be categorized into 3 main purposes. Participation takes place along demands and needs of student college members:

1. The operation of a student college is embedded in a community that is characterized by self-activity. Members of the student college develop their cultural and community programs according to their interests. Part of this are the programs aimed at strengthening identity, considering the Roma/Gypsy community as a positive value and internalization of

being an intellectual. The mentoring system ensures individuality. Older and more experienced student college members are mentors and the driving force of the community, helping to increase the activity of their younger peers. Mentors also gain self-confidence and personal empowerment (self-help mechanism) through successful community actions" (Varga, 2017).

2. One of the pillars of personal care is the tutoring system. Teachers recognized in higher education (university professors) will assist students personally and individually to help them advance. This role has a bearing on commitment of the tutors to make the university environment more inclusive. On the other hand, personal care means that student college members seek and receive services tailored to the individual needs from external experts, including support with academic studies, personal problems and language studies. The efficiency of individual care is enhanced by the fact that student college members develop their career plans with their own tutors, choosing from offered options. The interactivity of their support is enhanced by the fact that students record their progress in their portfolios and reflect on their development.

3. In the field of higher education, academic advancement gives student college members cultural capital that can be used in the labor market in the future. They receive coaching and many other opportunities for practice. They can receive support for individual and small-group student research, may participate in joint research with teachers, in conferences as organizers, and in student college study trips as lecturers and participants, both in Hungary and abroad. Every student college member can choose from a wide range of opportunities offered by the academic world

based on their degree, workload and interest. (See Figure 3 below: The three pillars of the service system of the examined student college. Edited based on the Professional Concept, 2016.)

Figure 3. *The three pillars of services in WHSZ Student College for Advanced Studies*

Active Community
Establishing Empowerment

- Peer social activities
- Actions that develop identity
- Assisting the development of self-help
- Establishing Social Responsibility

Caring for others
Developing Resilience

- Providing help from Tutors
- Personalized services
- Help students with their carrier plans and their portfolio

Personal Academia
Increasing cultural capital

Preparatory courses

Providing scientific opportunities for academic advancement

Providing continuous positive feedback

The experience of a 15-year operation at the Student College at Pécs is that students are becoming more and more active in shaping the community as their membership time increases and they are increasingly aware of the services offered. Interviews that took place in 2017 also reflect this development. Older college members, especially those in the role of mentors, have a more reflective attitude towards student college opportunities and need more room for choice and self-organization. This is reflected in the following interview section:

"Honestly when I started at WHSZ, I looked at everything but what it actually offered. Because I couldn't realize it at that time…but the group that surrounded me was very good. And we did everything together. All the trainings were very useful to me. They gave

me that starting push. They gave me a lot, and most of it I use to this day. And now it's the professional community space, the professionals, who have been here for a long time. This is the thing that is good for me in WHS, and it's important to be here. Also the relationship itself, my connections in WHS, as it unfolds. To be able to get to many places on their behalf ... This is a good position to be in as part of the student college's mission. So these elements that are the foundation of my future and support me in the WHS – these are important to me today. Today, I'd rather teach the community. Now that I actually have to put this into words, I now see a lot of things from a different perspective, and I would rather pass on these things to others…" *(WHSZ member, Life Story Interviews - excerpt, 2017)*

Personal Success - Resilience

Interviews have been conducted previously among the students of the WHSZ college, which were analyzed in comparison with a control group of high social status (Rayman and Varga 2015). The focus of the analysis was on the difficulties that surround schooling and on coping strategies that could address them. In the interviews, students with higher social status experienced little difficulty with their studies. But the supporting family background managed to solve most of these difficulties. Roma/Gypsy students at WHSZ who came from disadvantaged backgrounds to higher education experienced significantly more difficulties during their schooling. These difficulties were primarily compensated by the school and external organizations. Although there were plenty of issues on campus too, supporters neutralized their impact and were able to outweigh the disadvantages. All this proved that the right amount of

inclusiveness helped the disadvantaged students become even more resilient.

Resilient students are often limited by their disadvantages (risk factors) that hinder their success, but they still manage to be successful in their school careers. That is, they are able to make successful capital investments on the way to goods and their access to goods is not limited. To do this, it is essential to have supportive (protective) conditions that can counterbalance risk factors in order to successfully adapt to difficult conditions and to develop resilience. Low socio-economic status (social disadvantage, negative social perception) and traumatic life events are all external risk factors. The external protective conditions (family, school, contemporary group) are available in the system of agencies of socialization (Masten et al. 2008; Czeglédi 2012; Homoki 2016). This is how the college student recalls the support of a teacher:

> „And then, after sixth grade, I started taking part in competitions. I was pretty good at literature at that time, and from that point on, teachers began to notice me. When it came to choosing a high school and I was preparing for the admission interview, I had my own teacher who helped me prepare. He stayed in after class so that he could tutor me and help me with Biology. I still have contact with these teachers to this day." *(WHSZ member, Life Story Interviews - excerpt, 2017)*

The majority of the members of the group in this study can be deemed resilient, as they have successfully moved forward in public education and are currently studying in higher education. Our college students had similar stories to those who were interviewed back in 2015. Every fifth student comes from disadvantaged backgrounds and they all have different strategies to cope with school expenses:

„I have dysgraphia. I write slowly, and dysgraphia has not been diagnosed because I was too ashamed to show anyone my exercise book until my high school. It was just way too embarrassing. I showed it to noone and I kind of got away with it so it was ok. When it was time for dictation, I put my exercise book in my lap and I was writing there. I only wrote down half of the words, and in the end I would complete it because I remembered the words. And when the teacher dictated the text for the second time, I completed the words." *(WHSZ member, Life Story Interviews - excerpt, 2017)*

Traumatizing life events are dominant (44%) in the interviews, and even if they are processed to some extent, our students still carry them around. Their life stories also include possible coping strategies, which show immense internal strength, struggle, perseverance, and willingness. External supporters who have a confidential relationship with these young students also appear in the stories. Otherwise, the difficult family background will become a burden to be carried for years, as in the following story:

„When the school was informed that my case got closed at the child-protection agency, I told my Professor, that I wasn't prepared to tell my problem to a stranger because this was something I was ashamed of back then. Especially, because we just haven't built trust in our relationship yet. I told the other teacher right away in tenth grade because she pulled me aside and saw that I was not feeling well. Then I told her that my mother was a drunk, and she had woken up at five in the morning, and that is why I did not do well on the test. She looked at me and said: 'No problem, I understand you and I am very sorry that you could not sleep enough.' I told her

because I felt like I could trust her. But the Professor wasn't like that. When the Professor asked for the class money, I lied because I thought that I could save up the money somehow, I would bring it eventually. I did not want to tell him why I didn't have the money, because I didn't want to confess what was going on at home." *(WHSZ member, Life Story Interviews - excerpt, 2017)*

The number of those who did not talk about their difficult financial circumstances – such as parents' lack of education, unemployment or orphanage – was small (see Table 4 below).

***Table 4** - The details of the study group's life paths (N: 27)*

Topic	Individual disadvantage	Family disadvantage		Family advantage	
	(e.g. dyslexia)	Traumatizing Event (Deviance/Family Tragedy)	Poor, orphan, many brothers, uneducated parents, foster children	Family member(s) helping with studying, continuous motivation coming from home	Siblings as role models
Persons	6	12	22	20	9
%	22	44	81	74	33

Topic	Primary School		Secondary school	
	Disadvantage - Bullying teacher and/or student	Advantage - Supportive teacher and/or student	Disadvantage - Bullying teacher and/or student	Advantage - Supportive teacher and/or student
Persons	15	15	2	23
%	56	56	7	85

It is also remarkable that, in addition to financial difficulties, three quarters of students mentioned that they have a highly motivating family background, such as parents or relatives who tried to create the conditions even if they were unable to help with studies, and who considered fur-

ther education important. A high proportion of students (one third) also mentioned having a sibling who served as a role model in important school decisions:

> "I have a bigger brother who went to the University of Pécs and has done a Master's in Budapest. So there is a relative tying me to the university because I have a brother five years older than me. But our parents did not go to school and I think somehow that generation created a gap. But now we do enjoy studying." *(WHSZ member, Life Story Interviews - excerpt, 2017)*

Apparently, there are family patterns of student college members - older siblings or parents – that provide extraordinary support in their narratives. One of the reasons behind this is that the family pattern has enhanced their self-efficiency as a role model because they have seen someone in a similar position to them and despite hardships through their efforts achieved success. This is a motivational force that helps build confidence (self-efficiency) of the observer in his own abilities (Bandura, 2008). It is also important to see that social comparison in the minority group works in the opposite way as comparison to a majority group. Self-esteem of those belonging to a minority group is not reduced, but rather increases by personal comparison to those with outstanding performances in their own group. In the case of a minority group, the individual shares the success of another, counterbalancing the self-confidence-reducing effect of stigmatization (Brewer and Weber, 1994 in Mackie).

The results confirmed the importance of school collaboration with the family, which is essential for joint efforts to motivate learning. It has also been confirmed that the Roma Student College, as a reference group, can provide accessible patterns for learning motivation. This supportive force is

complemented by the cultural and social capital available in the services and network of the student college.

> "Actually, the college is giving me a lot, personality-wise and at a personal level. You can turn to the community and their members with anything. And the core that has developed within the community is, I think, so precious and that it is very, very important. And this has become a fix point in my life, at least for a while." *(WHSZ member, Life Story Interview* - excerpt*, 2017)*

In 2015, external influences such as fellow students and teachers appeared in the 2017 narratives of student college member interviews (RAYMAN and VARGA, 2015), which either hindered or strongly supported the examined members during their years at school. Table 4 shows that when recalling elementary school, students remembered supporting and hindering external school events and persons in the same proportion. However, during high school, mentioning hindering causes were significantly reduced, and with a few exceptions everyone was able to recall positive experiences. There are many explanations for this change: the temporal distance of remembrance, age characteristics, and homogeneous studying environments in primary school. It is important to emphasize that the personal and long-lasting effects were the decisive (breakthrough) ones in the supporting relationships mentioned in high school education. This statement is of particular importance to teachers who have also become role models for supporting students and helping with career choices. An exemplary instance is the following quote, but similar quotes can be found in other student college member's narratives:

> "My goal is to become a teacher because I really like to deal with kids and people. And not only to give

them academic knowledge, but I'm also thinking about kids wanting to break out and give them spiritual support. Just like Mrs. Gabi." *(WHSZ member, Life Story Interviews - excerpt, 2017)*

Every fifth student spoke of an exclusionary event related to poverty or their Gypsy identity during primary school. The stories are not just "jokes", but there are some blatant accusations rooted in prejudice, all of which have left a profound negative effect on student college members' self-confidence and dignity.

"One of the turning points in elementary school was when one of the PE teachers called me "little black." That is when I realized something being different with me than the rest. And then I finally asked, but they did not make a big problem about it." *(WHSZ member, life interview excerpt, 2017)*

"Obviously, reputation of the János Arany program is negative in high school. In the hallways you could hear people say, 'They're from the János Arany program, their grade average is not as good as the rest of the school's and still they get everything.' So we got a lot of heat but we didn't care much about it." *(WHSZ member, Life Interviews - excerpt, 2017)*

"We couldn't play with toys in pre-school because we were Gypsies. That's why we changed our last name over time because we were Lakatos originally. And many times, the police mixed us up. They came to see about a fight looking for the wrong Lakatos family. And I was just a little kid around the age of 10 back then, and the police realized they were looking at the wrong place. Primary school was even worst. There teachers told me that nothing would become

of me, that I would become a con." *(WHSZ member, Life Interviews - excerpt, 2017)*

Many have also mentioned support programs or organizations that have helped their school careers and prevented them from dropping out. The János Arany Program, study room, and civil society organizations were mentioned in the interviews:

> "My mother and my father were both serious alcoholics, but luckily we went to school and did not drop out and thanks to the study room. I was in seventh grade when I started to go there. It gave me and my brother a safety net so we didn't end up dropping out. But other young people in our neighborhood who were the same age did not learn, instead they got involved in shady business and illegal stuff. Fortunately, since we did not go home after school, but stayed in study rooms, we didn't really meet these people. Yes, and then, after all, my childhood years went by with parents who were heavy alcoholics, but we still did very well at school." *(WHSZ member, life interview excerpt 2017)*

> "In our high school there was the János Arany Program. And more Gipsies choose that instead of other high schools, I think, because those who want to study further are the ones coming here to the János Arany Program. They come here because they don't have the supporting background, money, or financing. And this what the János Arany program is about. Teachers there helped me a lot." *(WHSZ member, Life Interviews - excerpt, 2017)*

It is interesting to examine advancement in higher education (see Table 5 below), which student college members

often talked about, discussing how they made their own decisions despite their preliminary fears. The latter consisted primarily of monetary hardship and higher education being unimaginable, which was the result of the lack of cultural and social capital in an uneducated family environment. This kind of fear did not appear in narratives where there was a sibling's pattern in the family or, to a lesser extent, to those who received strong support from friends or teachers. In other words, role models that enhance personal identity (self-efficiency) became an important supportive force. It is also important that around half of the student college members have stressed that their family has done their best to help further education. The importance of the type of career guidance activity that "opens up" higher education opportunities for young people from disadvantaged backgrounds is evident, and this has been practiced by student college members for many years in Pécs. Most recently, in the academic year 2017/2018, nearly all the institutions implementing the János Arany Program (38 locations) were visited by student college members. A self-developed board game (Live my Life) and interactive lessons helped to guide the career orientation of over a thousand senior AJP high school students.

Table 5 - *Progress in Higher Education (N: 27)*

Topic	Motivation for entering Higher Education				
	Support from a teacher	Parental support	Encouragement coming from a friend	Intrinsic motivation	Following in a Sibling's Footsteps
Persons	10	12	5	18	6
%	37	44	19	67	22

Our study also focused on the internal factors that influence the life of student college members and the personal side of coping with difficulties. We have seen that almost half

of the students, in addition to their social disadvantage at some stage in their lifetime, also recalled traumatic events. In addition to external support, the internal factors of their resilience is essential for successful coping with many difficulties and this is exemplified by past narratives. These included the following, points which all appeared in the interviews at an extremely high rate: conscious and long-term career planning, motivation, self-confidence and a positive perception of the future. All the above-mentioned internal features constitute the positive psychological capital characteristic of student college members. Positive psychological capital is a term used in organizational theories, which should be interpreted as a predictor of efficiency in the world of labour. One element is self-confidence, which increases self-efficiency. This provides a sense of "hope" for students, acting as a positive motivational force that motivates students to achieve goals (willpower), and make plans to achieve these goals (waypower). Another element is optimism, characterized by permanence, interoperability, and resilience (Luthans et al., 2004). It can also be observed that some of these attributes were assigned to an external support person (parent, friend, teacher) at an earlier stage of life.

In several interviews, we could see how the narrator had chosen a strategy against initial difficulties, most of which were exclusion or failure at school. A common point in them is the conscious will to change and the intention of proving themselves in the social environment, as can be seen in the following interview section:

"I don't care about it anymore. I rather listen to some good music and try to prove them wrong. Now, I have not gone back to primary school yet to tell them that I have graduated since then, and that I'm going to college now. Somehow I dare not to go there yet. I am not sure why. Although it would feel good to get back

at them, to have them look at me now to see who and what I've become. There is a classmate from that time who is not a Gypsy, and they all had high hopes for him but now he is in prison. And now I would just like get back at them, to show them who ended up in jail and who has gone far in life." *(WHSZ member, Life Story Interviews - excerpt, 2017)*

In most cases, student college members say a change happened in the beginning of their senior year, which they best described as an internal impulse. But there was always a person in school who provided decisive support in this process. The external person usually had some kind of talent-grooming activity to reinforce their confidence (self-reinforcing mechanism) through direct feedback of his/her personal value (talent), leading to direct and immediate success in an environment (school) where socially disadvantaged students are usually lagging behind, waiting for someone to help them catch up.

Talent management in this sense has a positive Pygmalion effect. The pygmalion effect or „self-fulfilling prophecy" phenomenon was first discovered in classroom relations (Rosenthal et al., 1968). Studies have shown that a teacher's negative or positive attitude towards a student, regardless of the student's ability, motivation, or knowledge, has a decisive impact on student performance. Later studies in Hungary highlighted that leaders and teachers of schools participating in the practical implementation of educational policy interventions, which form the basic principle of integration, have very different views on educational issues of Gypsy children and a number of restrictive attitudes can be identified among them (Arató, 2015, Rayman, 2015). Talent management, in contrast to a "catching-up" approach, strengthened many aspects of emotional intelligence in student college members. In the division of emotional intelligence, we rely on Goleman's classification and

research (Goleman, 2000). One aspect of emotional intelligence is personal competencies that determine how we can deal with ourselves. This includes self-consciousness (knowledge of our own internal states, preferences, resources and intuitions), the ability to self-regulate (to manage our internal states, our impulses and resources) and motivation (those emotional endeavors that stimulate and control the achievement of the goals set). The other side is the system of social competencies that define how we handle our social relationships. Empathy can be used to recognize feelings, needs and beliefs of others, and obtain social skills that enable us to trigger the reaction we want. The elements of emotional intelligence are essential for the development and maintenance of resilience. That is why talent development is a high priority at WHSZ. To illustrate the above point, the following is a highlighted life event dating back to a student's last years at primary school:

> "My teachers discovered I was talented. So I started to recite, for example, and started to learn acting, and here I had my first taste of success. I started to develop in almost every subject, started to get interested, and the school sent me to every existing competition since the fifth grade. So there was a big change in my school career. But there was this duality because my behavior was still considered bad. I know that I projected home grievances at school, I'm absolutely sure this is what happened. What finally changed at the end of the sixth grade is that one of my classmates became an excellent student and then I decided to be that the following year. And to this day, I remember seeing him getting that certificate, and the classmaster praised him but not me, and it felt very bad. From that point on I became excellent all the way through school." *(WHSZ member, Life Story Interviews - excerpt, 2017)*

Interviews confirmed that inclusive environmental support has a decisive impact on individual development. They managed to achieve long-term impact if they were able to reinforce the values inherent in the individual with external influences, and develop the ability to shape their own growth and careers. One of the important characteristics of resilient students is that they have played an active role in their own development and lives.

Social Responsibility – Empowerment

The connection between inclusivity and resilience can be seen through the stories of student college members. However, the mutual strengthening effect of the two processes multiplies when the individuals become more and more active and consider the interests of the community above their own. Empowerment, identified in the field of social policy and social psychology, is the process of gaining power, during which the individual and later the community become capable of self-determination and formulation of their common objectives. The individuals recognize their position of power and have the courage to use this power for the sake of the community. They also have the power to change their own and their community's social inequality situation and turn their lives around for the better (Adams, 2003; Lakatos 2010). During the development of empowerment, individuals gradually recognize the factors of power structure affecting their circumstances in a negative way and they use support tools to bring about change, acquire elements of competence and organize community activities. The resulting minority influence rewrites the mechanisms of the reproduction of social inequality and gives a chance to share social goods despite structural vulnerability.

The phenomenon of empowerment in educational context, linked to the concept of inclusivity and resilience, creates a new perspective. This more complex approach

highlights the necessity of the conscious development of individual empowerment. With the aim of developing empowerment, the inclusive environment becomes more interactive, thus providing supportive conditions for the individual. The inclusive environment that builds upon self-creation and mutual cooperation presupposes the goal of achieving the resilience of people within it. The positive experiences of cooperation (gaining motivation and competence) contribute to the inner integration and maintenance of empowerment on a personal level.

Consequently, empowerment is a process (see Table 6 below), the first stage of which takes place on the individual level and extends from self-respect to the formation and maintenance of resilience. This leads to the development of a sense of responsibility for the community, with action and the resulting changes (Travis - Bowman 2015). Community empowerment also has an impact on resilience, as bearing responsibility for others encourages self-help mechanisms (Varga 2015).

Table 6 - The framework of personal and community empowerment (Travis - Bowman 2015)

Personal empowerment			Community empowerment	
SELF-RESPECT	RESILIENCE	DEVELOPMENT	COMMUNITY	CHANGE
Feeling better	*Doing better*	*Being better*	*Better sense of belonging*	*Better community conditions*

In the case of WHSZ students, the starting point for the attitude towards their own identity are the commitment of the Roma/Gypsy community and the related social responsibility as the main element and the highest degree of empowerment. The diversity of this attitude appears in differences between the members of the student college (19 people) belonging to the Roma/Gypsy community (see Table 7 below). About half of the students experience a

strong sense of identity in their family (e.g. parents). Also, they rarely mentioned preserving traditional Gypsy habits or using Gypsy language at home. In most cases, the question of identity has not yet appeared in children who attend elementary school. Public education was considered generally neutral by them in relation to their identity. The reason behind it is the phenomenon of ethnocentrism. The individuals do not feel discrimination based on their identity, since the hegemony of the majority culture is considered natural by them in an educational context. As a consequence of implicit impacts on the individuals, such as colorblindness, the sense of assimilation grows stronger in them. Later this sense gets broken down every time the individuals are discriminated against because of their racial features. And since they have formed an ethnocentric identity in the school system, they typically do not have the means to respond constructively, either based on positive identity or self-defense mechanism (Arató, 2012).

> "I was teased a lot in elementary school. They weren't that rude to me, but I was hurt pretty bad still. So I had friends but they made fun of me anyway. Because of my skin, because I'm a Gypsy."
> *(WHSZ member, Life Story Interviews - excerpt, 2017)*

This mechanism is supported by the life path interviews, as we encountered one or two similar examples to the ones mentioned above. However, in the narratives, the student college members say the issue of identity mainly appears during high school and it is associated with implicit or explicit racist attitudes. Also, nearly all of them could list occasions of discrimination based on their race but some of these stories were affecting their environment rather than them. This mechanism typically appears in research dealing with the strategies of the minority shifting towards assimilation, which ultimately contribute to the maintenance of racism (Arató, 2012).

It is also worth mentioning that two-third of the respondents emphasized the opportunity to embrace their Roma/Gypsy identity as one of the greatest virtues of WHSZ:

> "I never dared to say that I'm a Gypsy before the special college, but now it feels better to say it outloud because I see that we're in this together. And I was brave enough to say it outloud even when I was judged because of it. But now it feels so much better to do so in the special college because it is ordinary and accepted here." *(WHSZ member, Life Story Interviews - excerpt, 2017)*

Social psychological studies of empowerment have demonstrated that the positive experience of group identity reinforces the sense of belonging to a group, which is the first level in the development of empowerment (Travis and Deepak, 2011).

Table 7 – The life path details of the studied group – identity (N:19)

Mentioned topics	Relation to Roma/Gypsy identity							Discrimination of Roma/Gypsy group		The positive identity forming role of WHSZ
	Family		Public education			Individual				
	strong	weak	positive	neutral	negative	positive	neutral	school	labor market	
Number of people	8	8	2	13	1	14	5	10	2	13
%	42	42	11	68	5	74	26	53	11	68

By examining the duration of the membership, it is apparent that the newer members are more „identity-neutral" because they do not neglect their minority identity but consider it a determinant factor. In their case it is more noticeable that they are performing excellently in other areas (e.g. learning) as a form of compensation. The "avoidant" attitude can also be observed, which is more negative than

identity-neutrality, and it often appears in the form of denial. In this case, the compensation mechanism is prominent as well:

> "Actually, it wasn't specifically stressed for us that as Gypsies we should do this or so that. There was one thing they told me to pay special attention to. It has always been emphasized I should be aware of the fact that compared to others I always have to go the extra mile for the exact same thing. I've always been a little angry about this. I think it is unfair that because I'm a Gypsy, or perhaps someone else, I have to do more to prove myself. Now I can understand why. One can see the reasons, of course. And now I think it was completely alright. They were right and everything. So I accept that this is public opinion but I also see my mother, what she does, how hard she works for everything. I know that it was the same for her as well. She has to work twice as much to get what she wants. I've gotten used to it through all those years while I was at home with her. She talked about these things and I saw how things are so it became obvious to me that I need to do the same. The fact that it annoyed me is a different story." *(WHSZ member, Life Story Interviews - excerpt, 2017)*

However, the importance of belonging to the community of young people of similar background is expressed by almost everyone, which is the sign of the strength of their social identity. Some members, who have been at the student college for two or more years, are somewhat more conscious of their Roma/Gypsy identity, and they are also involved in shaping the future values of the WHSZ community.

One of the ways to inspire social responsibility at WHSZ is to support children by doing voluntary work in Roma/Gypsy communities, institutions, elementary and high

schools. The majority of WHSZ members was first involved in voluntary work through the college. However, there is no difference in the age of membership when assessing the necessity of volunteering. All respondents consider this duty important and useful. Some of the interviewed members mentioned that they were initially frustrated and afraid of volunteering but along with personal experience, ultimately this feeling has transformed entirely:

> "And when I got into the student college, they immediately sent me to a study hall and dropped me right into the deep end to tutor children, especially the unprivileged ones. Actually, I really enjoyed doing it. Those children truly have become dear to my heart. And now that I'm out in the ghetto, where we have 20-30 children with especially disadvantageous backgrounds, I would not only like to tutor them, but also mentor them. I like talking about things and organizing different programs because I know that if I had such opportunity, I would have taken advantage of ir. I could have used a study hall program similar to this one." *(WHSZ member, Life Story Interviews - excerpt, 2017)*

Three-fourths of the students would like to do voluntary work in some form even after graduation. The answers of WHSZ members reflect that they are committed to volunteering in Roma/Gypsy communities and most of them explicitly formulate their own role for others to follow.

> "With my current knowledge and mindset, I think I want do voluntary work in places where my presence is needed the most. To show the majority of Gypsy children that they can do it… because I could do it." *(WHSZ member, Life Story Interviews - excerpt, 2017)*

The newer members can only use volunteer opportunities offered to them by WHSZ, whereas the older ones, based on their own decision, are allowed to take on duties in other places as well. This demonstrates, that as opposed to the assimilative resilience of the Roma community in our society at large, WHSZ has a distinctly positive effect on individuals members of the student college, because they are willing to undertake, prepare for role of the *translator*. It is like the process of imprinting, where new members follow the footsteps of previous role models. The role of the *translator* was discussed in a multicultural approach in the diverse society of the United States. The differences in family and school socialization, called bicultural socialization, have been defined and facilitated by characters and actions that helped the two socialization spheres overlap. In this context, a *translator* is a person who came from similar minority environment, succeeded in school and became a credible mediator for his community between the mainsteam middle-class culture and the ethnic minority culture (Adler, 1975).The majority of the members of the student college emphasized that beside the importance of the translator role, voluntary work further expands the social network and provides opportunities to competence development, preparing them for the labor market to use the acquired skills.

Summary – Future Vision

At the end of the life path interviews, the answers to the question "Where will you be ten years from now?" are much more specific regarding professional plans when compared to personal (residence, family) plans. This kind of focus is characteristic of the students in higher education. However, for those living in a family environment, student college members live in the period of starting a family and employment at this age. Therefore, it is especially

important to have a supportive community where WHSZ members provide each other with a sample of prioritization needed in long-term education and in the construction of professional careers. This is fundamentally different from the socially disadvantaged, diminished survival strategies and from the "perspective of the moment" as it includes strategies that will lead to wider and more solid future development (see Table 8 below).

Table 8 - *Future plans (N:27)*

Mentioned topics	Work (specific)	Work (general)	Family/ children	Home, finances	View of the world	Relation to the Gypsy community
Number of people	25	2	12	11	9	13
%	93	7	44	41	33	48

Half of the WHSZ members included activities in and for Gypsy communities as part of their professional plans. This is proof for the existence of social responsibility and indicates a high degree of empowerment, self-sufficiency and also willingness to empower a community:

> Student: "I've been thinking about it for a while now that I would like to put my profession into practice so that I can help these people somehow. I mean I don't know about specifics yet, but I was thinking about doing house renovations or something, I just don't yet know how. This is what I've been thinking about lately..."
> Interviewer: "But why? How did this idea arise?"
> Student: "Where did it come from? Well, what do you think? We help people here at WHSZ, I think. I also want to do good things. I wish to give back what I was given. That's all." *(WHSZ member, Life Story Interviews - excerpt, 2017)*

One-third of the respondents mention traveling and seeing the world among their desires. This shows that higher education provides a window into the world, but many student college members have not had the opportunity to cross the border:

> "Well, yes. One of my greatest desires is to feel I'm mature enough to see things from a different perspective. So I want to quit my life as it is right now and travel the world instead, visit a bunch of places, see how things work there. To try different things. Anyway, I know these are big wishes. Yeah. I would love to...I don't know...travel by plane for example. A Gypsy child from the same village that I grew up in can't even imagine such things now but I think I've reached a certain level when I am able to say, it is not impossible..." *(WHSZ member, Life Story Interviews - excerpt, 2017)*

An important point in most professional plans for the future is the expectation of a secure living standard, which is included in almost all of the answers. It is interesting to see that financial appreciation is in most cases closely connected to professional excellence and the desire for appreciation is also a characteristic expression. As the following example shows, supporters who are involved in the students' lives, including dedicated teachers, appear in the plans:

> "Well, 10 years means we would meet in 2027. Even saying it feels terrible...I would like to teach by all means. So I imagine myself as a teacher who has a room where we handle business of our own with the students, just like our class teachers, physics and math teachers, used to do. So everybody would come in to tell what their problems are. I would help them and so on. We used to have this back in high school as well.
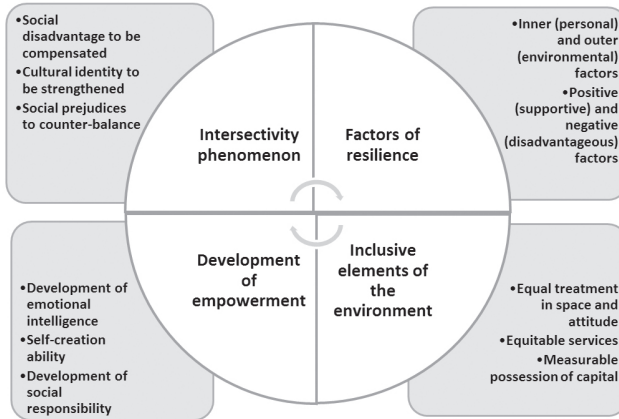
> I went to meet a teacher on Friday at 3:30 PM. I was the last to leave the school on Friday. We did physics exercises because that was when we could practice advanced physics, so I loved it. I loved being with my teacher when no one else was in the school except us."
> *(WHSZ member, Life Story Interviews - excerpt, 2017)*

Most of them mentioned that they would stay in touch with other members of WHSZ for 10 or more years because this community is in many ways significant for them for a long time to come:

> "Well, you know we are all different and we come from different fields of study, so what we have is not even a simple friendship. It is really more like the kind of friendship that if there is something wrong, by all means we certainly like to keep in touch. In fact, just yesterday, someone said 'You know what? I finish in one and a half years. Maybe I will invite you all for something, I don't yet know for what. You all finish much later and I will be working by then, so I can afford these things.' We will meet occasionally and have, let's say, a seafood pizza or something. There are plans. Even if we drift apart and move to different places in the country, we have plans. Plans together."
> *(WHSZ member, Life Story Interviews - excerpt, 2017)*

Through the example of the Roma student college in Pécs, we have seen that the concept of equal opportunity requires a complex approach and practice in everyday life. Related to the issue of equal opportunity, other concepts such as intersectionality, inclusiveness, resilience and empowerment have emerged. Their reciprocal influence has been seen through the analysis of life path interviews with Roma student college members, underlining their importance in social actions to counteract inequalities (see Figure 4 below).

Figure 4 - *Factors affecting equal opportunities*

- •Social disadvantage to be compensated
- •Cultural identity to be strengthened
- •Social prejudices to counter-balance

Intersectivity phenomenon

Factors of resilience

- •Inner (personal) and outer (environmental) factors
- •Positive (supportive) and negative (disadvantageous) factors

Development of empowerment

Inclusive elements of the environment

- •Development of emotional intelligence
- •Self-creation ability
- •Development of social responsibility

- •Equal treatment in space and attitude
- •Equitable services
- •Measurable possession of capital

The self-consciousness of the student college members and their profound vision for their future are both outstanding. The stories also demonstrate the "internal force," which is the catalytic "engine" of conscious actions to overcome difficulties with the help of outside supporters.

> "Well, I know now that the education wasn't high-level enough to prepare me for medical school. This is why I did not get into medical school in the first year. Paramedic school was my plan B. I started it. For one and a half years in university, I retook the school-leaving exam every semester and applied for admission yearly. But I didn't manage to improve my AP exam results. For one and a half years I thought it was as good as it gets and I didn't get into medical school. We started learning sociology and that was when I discovered that Gypsies can usually work their way up to the undergraduate level. And then I somehow reconciled with this during that one and a half years. And then something came over me and

finally I said 'I will prove you all wrong.' I don't even know why but thank God it happened. And I got very angry with the education system there in Budapest and also with the paramedic training. I got so angry and then I said I do not want this. So I thought I know more than this, there has to be more. Because of this I was disappointed and that was why I became passive during my fourth semester. But right before I took the semester off, I went to see one of the high school teachers whom I had a good relationship with but never taught me. I asked her to help me with chemistry at least once a week, and she agreed to help me for free. Well, I still can't find the words to thank her enough because even though I'd been working since ninth grade, I could not have afforded to pay the amount that she could have normally expected. So she taught me for six months while I was also working. Eventually, I did the chemistry exam and my result improved by 20%. It meant 20 points in medical school, which was a huge deal. And right now I'm in medical school. I've been here for one and a half years." *(WHSZ member, Life Story Interviews - excerpt, 2017)*

Typically, the longer they have been members of the student college community, the greater the number of student college members turn towards the community. Their narratives reflect the duality of the community's strength and how they can contribute to the progress of others:

"Well, during my first year I wasn't so active, because I was new back then, there were others in the group who were more charismatic than me. An then they started leaving the student college because they began working or they had other reasons. At the same time I started to become more active, now that I

felt they needed me, I wanted to do things." *(WHSZ member, Life Story Interviews - excerpt, 2017)*

Table 9 - *Contribution of the student college to the implementation of future plans (N:27)*

Topics mentioned during the interviews	Foreign language learning	Motivation for learning	Intercultural competence	Financial support	Community support
Number of people	3	15	7	4	21
%	11	56	26	15	78

In response to the closing question of the interview, the students explained how the college contributed to their successes (if it contributed) and what they would look back on 10 years from now. The professional services provided by the student college briefly appeared in the answers (see Table 9 above). This does not refer to the indispensability of services but to their distinct appearance. *The affirmative nature of fair support services should go "unnoticed" and not "pointed out" in an inclusive communit*y. The disadvantaged access and the limited opportunities to the goods are sought to be counterbalanced by the services of the student college. All this is done in a community in which these benefits are part of everyday life, just as for students from higher socio-economic backgrounds. Therefore, it is only natural that the responses in every topic area particularly apply to the community of the student college. Motivation for learning is the most important driving force in higher education, which is an important social network:

"I don't think that in 10 years I will think back on the what really helped. But I will remember the community. WHSZ has done so much to help develop personalities that inspires dedication to teaching. For instance, voluntary work is so helpful. Taking part in

conferences was important too, and the list could go on and on. But 10 years from now I think I will only talk about the community. Many of us have the same interest and there is so much to learn from each other." *(WHSZ member, Life Story Interviews - excerpt, 2017)*

We have seen that the diverse members of the Roma student college are resilient. They are getting a higher education and breaking through the difficulties of their family backgrounds. In their life stories one can discover the external factors for the formation of resilience. Most of them reported to have supportive families (parents, relatives) and some of them mentioned having role models to follow in their immediate vicinity (siblings, close friends). In their wider environment (school or organizational), many referred to adults (mainly teachers) who provided support for progress far beyond the expectations of the school. The strengthened inner features and the positive psychological capital, helping the formation of conscious, positive self-image as a counterbalance to the negative effects, could also be observed in the narratives of the student college members. These positive features were recalled by the narrators through concrete life events and people, often linked to their own, life-changing decisions. In addition, the importance of empowerment for their social integration into the community is clearly acknowledged, which is also reflected in their everyday and future plans, even if in different ways. Reflecting on the student college, the members emphasized that the college plays a decisive role in their present lives. The power of community life, in which the activities of college students were embedded, was especially highlighted in the narratives. The creation of community capital has led to the integration of student college grants as investments in each member, and remain so in the forms of personal success (resilience) and social responsibility

after completing their higher education. This has enabled them to become useful members of society for themselves and their communities.

## Summary – Evaluation of the Student College Community

In June 2018, as part of a community program, 20 student college members thought about what WHSZ meant to them. First, they expressed their thoughts along the lines of their free associations to buzzwords, from which we have already quoted. When they heard the buzzword "WHSZers," four members associated the word "friend," while three members associated "community." The word "good" was listed four times when rating "team," "people," "mood" and "community." The student college members who linked characteristic thoughts to the words expressed themselves in the following way:

> "WHSZers form a diverse, cohesive community, each member of which contributes to the good mood and good programs with good people, mostly coordinated by Aranka and Fanni. Their memory will forever remain in our hearts, as well as karaoke nights by Norbi Csonka." *(WHSZ, Association task, July 2018)*

The 20 student college members individually considered what they received from and what they gave to the college. The thematic and numerical table (see Figure 5 below) of their written enumerated lists shows a picture of the mutual cooperation system of the student college. The community provided financial security, a calm environment, acceptance and trust to the members of WHSZ. In return, the members gave their attention, time, energy, and themselves. The help and support, as well as the friendship and

love when giving and taking appeared in similar proportions, with data that reflects a cohesive, reciprocal community. The offered opportunities for experience, education and knowledge tip the scales in favor of the student college, verifying the effectiveness of the objectives designed by the community.

Figure 5 - *What I received from and what I gave to the student college community? (N:20)*
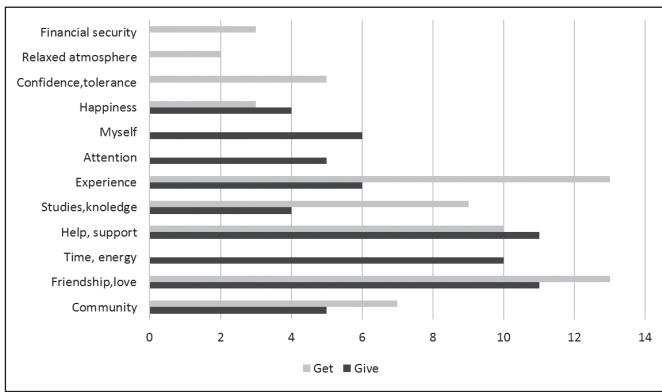
The summarizing thoughts of WHSZ members are quantified, indicating the effect the college had on their lives, as shown in Figure 6 below. Their thoughts were categorized and designed to match the answers to the received/gave questions. The two approaches are visibly consistent: the rate of the themes and statements. All considered, the result is evident, as it was also indicated in our previous research: personal assistance and support services are especially prominent compared to financial resources. This does not mean that the scholarship granted by the college would not be vital for the students. Rather, it indicates that financial support, even though it provides some sort of security, is outweighed by the many other things offered by the student college. Personal attention in addressing arising

problems (help, support) and university-related activities (essays, knowledge, researches) also appear in high rates. Self-reflection (self-development) and personal experience (adventures, memories, experiences) were also prominent in the responses, indicating the strength of the resilience component. In the narratives, the emergence of community power (friendship, love, connection, and belonging) is eminent, which undoubtedly justifies the decisive impact the college had on its members.

***Figure 6** - What the student college means to me and how my life would be without it? (N:20)*
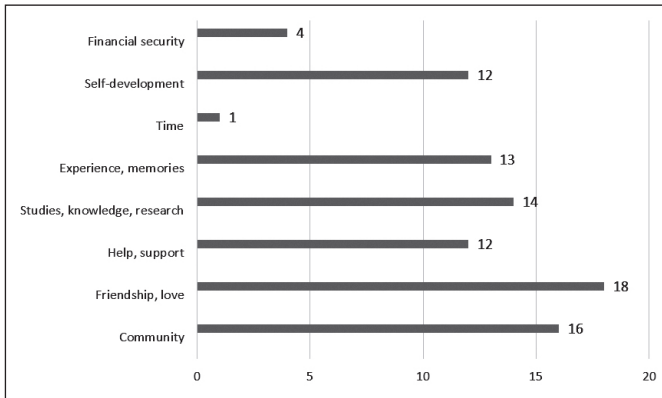
We started the study with the thoughts of WHSZ member about the significance of the college. As a closing quote, framing all that has been written, we sum up the community formed by the members of the Henrik Wlislocki Roma Student College, with the thoughts of another member:

> *"I'd been in university for a year when I decided to apply to the student college. I didn't regret it. In the beginning I was often restless and critical because I couldn't understand why we spend days expressing*

what we feel for each other and what our opinions are about things. But later when talking in front of people didn't stress me anymore, I finally came to understand. I realized they had taught me when it took me five minutes to write my CV and motivation letter for an application. People were always patient, kind, and intense. I think this recognition has helped me to be even more interested in being here, in being a part of something complete, new, and instructional. Thank you for the patience, time and strength I was given while others around me outside of this community did nothing but demand things from me, take advantage of me, and question me. Thank you for the peers and friends here who helped and encouraged me every day. Thank you to the management who stood by us, believed in us for no apparent reason and waited until we realized that the student college is what we make of it. It is what we give from ourselves. It is what we are. WHSZ taught me that I matter. Even if just a little, but I matter." (WHSz member, written answer to the question "What does the student college mean to you?", 2018)

Notes

1. The theoretical framework of the study and the first analysis of student interviews were published in the Autonomy and Liability journal. (Varga 2017) The expanded version of this article is complemented by additional interviews and with the opinions of the students from 2018.
2. http://www.ohchr.org/EN/Countries/Pages/HumanRightsintheWorld.aspx (download time: 2018/01/16)
3. http://www.menszt.hu/index.php/informaciok/emberi_jogok (download time: 2018/01/16)

4 http://monda.eu/hu/modules/rights/5 (download time: 2018/01/16)

5 Classification was difficult because university graduation is not tied to years but credits. VET is calculated as 2 years, BA/BSC is 3 years, undivided teacher training is 5 years, the MA is the 4th and 5th year. The classification of the students in the sample was based on the number of years that is the minimum required for graduation for them based on their credit calculations.

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NIKOLETT MÁRHOFFER

The History and Major Milestones of Wlislocki Henrik Student College

Introduction

In the late 1990s, an academic community of teachers and students started its journey at the University of Pécs (PTE). This community was open, sensitive and enthusiastic about including disadvantaged students – primarily Roma/Gypsy students – in a supportive and inclusive environment. In 1997, the Department of Roma Studies and Educational Sociology was established at PTE's Faculty of Humanities under the leadership of Katalin R. Forray. After a few years in 2000 and with the co-operation of active and enthusiastic teachers, the first bachelor's program in Roma Studies was launched by the department in Hungary. Two years later in 2002, funds from a European Union grant created an opportunity for a student college to be organized around the Department of Roma Studies and Educational Sociology, paving the way for Wlislocki Henrik Student College (WHSZ) to be born. The student college has become more than a place for acquiring scientific knowledge and now it has become a service aiming to support disadvantaged Roma/Gypsy students in developing their talents, finding their sense of community and supporting their academic lives (Forray-Boros, 2009; Bíró, 2012; Trendl, 2013).

Henrik Wlislocki Student College is not a separate legal entity and has no independent funding, so creating resources for its proper operation is a constant challenge for management. The primary aim of the student college was to create an inclusive environment as the foundation of a growing community. The objectives and results of the student college have enabled the organization to apply for grants and take part in projects that have created the resources needed for operation and development.

The history of Henrik Wlislocki Student College can be examined by taking a closer look at its projects.

The First Project

In 1999, under the framework of a European Union grant, the Phare Program Office of the Ministry of Education announced the program called *Supporting Social Inclusion of Disadvantaged Minorities and Roma Youth*. This program created the opportunity for the Department of Roma Studies and Educational Sociology to apply for the establishment of a student college. The department was awarded nearly 33.5 million Hungarian Forints to provide regional support for Romani students and to enhance their success in the labor market. Conditions and rules were set for the operation of Henrik Wlislocki Student Colleg, which provided the governing and operational framework for the first project (Trendl, 2013).

The aim of the project was to find and establish a community consisting of Roma/ Gypsies graduates, seniors or other students who were accepted in the program in 2001/2002. They sought to create a collective that could actively cooperate in an autonomous, self-organized form. The student college started as a tutoring system where a senior tutored up to a maximum of three freshmen. This meant that tutors helped students navigate academic and

community life at the university, overcome obstacles, and learn about financial, professional and contact resources available in higher education and at PTE. They tried to pair tutors and students in such a way that both would study the same subjects. A tutor would be required to have a minimum of 3.5 grade point average, so he or she could be a role model in the eyes of the students. A tutor was also a friendly supporter of the younger companions. In this system the tutor and student both received a scholarship. Tutors could turn to a lead tutor (teacher) with their questions (FORRAY - CSERTI CSAPÓ, 2002; TRENDL, 2013). There were 33 students, 14 tutors and 1 lead tutor working together at the same time (CSAPTI CSERTI, 2002b).

The first project's leader was Katalin R. Forray. Her financial coordinator was Tibor Cserti Csapó, and together with the members of student college they developed its organizational and operational rules, electing Zoltan Beck as the head WHSZ. During the first project, the student college community organized language courses and mini conferences, edited a journal and created an opportunity to practice academic writing and set up courses. They also set up a summer camp to promote team building. These resources also provided the opportunity to create an office room with furniture and computers (CSERTI CSAPÓ, 2002a; BÍRÓ, 2012). The student college did not have any room suitable for cohabitation, but it did offer housing.

Reports made it apparent that WHSZ inspired the majority of members from the start, and additional demands emerged in the first years (e.g. preparation for student conferences, networking with other student colleges, organization of department parties, and facilitating student research). The first project was completed in November 2002. With a decrease in financial support, the main task of the student college was to retain a newly-formed, but active and forward-looking community (BÍRÓ, 2012; TRENDL, 2013). The results of the first years were evaluated

by senior management of WHSZ in a self-reflective way, without denying initial difficulties and room for improvement (Cserti Csapó, 2002b). At the same time, they also collected the project elements that could be maintained and worked well even after the project was closed. These include the maintenance of professional sustainability, the tutoring system, and the established network of contacts with NGOs and consortium partners (Cserti Csapó, 2002c).

After the First Project

After completing the Phare program, WHSZ was operating as a standard student college for approximately ten years, where students formed a self-organized community based on common interests (Varga, 2014; Trendl - Varga, 2018).

From 2002 until 2004, in the absence of financial resources, the main goal was to maintain the tutoring system, to continue working on the periodical, and to retain a sense of community at WHSZ (Orsós, 2013).

During the period (2004 – 2007), self-organized projects that did not need significant resources were realized by the student leaders of WHSZ. These projects were based on the interest and commitment of student college members. The purpose of this initiative was to organize exhibitions and mini conferences, screen films, write the WHSZ magazine, prepare for competitions and get involved in academic research (Forray - Boros, 2009; Orsós, 2013).

In 2007, social responsibility became the central focus for student college members. Everyone at the time who was a member of the student college did volunteer work in civil society organizations with disadvantaged Gypsy/Roma children (Forray - Boros, 2009; Orsós, 2013).

The organization had ever busier years from 2008. Every year at least one or more grant programs were running at the same time at WHSZ.

In 2008, they won the Student College Support grant issued by the Ministry of Education and Culture which made courses about the Gypsy/Roma population available for students. In the same year, the student college created a photo exhibition entitled Vurdona. The theme of the exhibition was the everyday lives of Dutch and British traveling people (Orsós, 2013).

In 2009, the Ministry of Education and Culture issued a new grant for student colleges. After winning the grant, students conducted research in the Barcsi Micro-region. The aim of the research was to examine the complex remedial program of the most disadvantaged micro-regions and to assess and analyze the social, educational and labor market situation. The results were summarized in studies published in the *Gypsy Studies*[1] periodical *(Orsós, 2013).*

The first large conference entitled *Equal Opportunities in Higher Education* was organized by WHSZ in April 2010. The event was made possible as part of the University of Pécs *TÁMOP 4.2.3. Open University Academic Dissemination* project. Several presentations were given at the event about the research and organizational structures implemented in the Barcsi Micro-region from the previous year. From materials of the presentations in November 2010, a conference book was published as part of the *Gypsy Studies 1* periodical. In the spring of 2010, WHSZ organized a weekly film club to promote cultural and community life. The films were usually concerned with the discrimination and troubled lives of Roma individuals. The screenings created a good opportunity for the participants to share their thoughts and feelings. In the autumn of the same year, in addition to publishing, WHSZ received other rewards. Thanks to the support of the National Talent Program, they launched a mentoring program. Within the framework of the program, senior students in the Department of Roma Studies and Educational Sociology helped freshmen find their way in the academic and community life at the uni-

versity, in order to strengthen the basic principles of the student college (Orsós, 2013).

From 2011-2012, WHSZ cooperated again with the Department of Roma Studies and Educational Sociology and jointly organized the conference *Roma Studies „Then and Now"* . Research was presented at the event by students who graduated from the Roma Studies program. Following the presentations, there were many publications [2] and the conference gave new impetus to the students' academic interest *(Orsós, 2013).*

The Milestones

2013 was a milestone year in many aspects for WHSZ. In 2012, the European Union issued a new grant supported by the National Development Agency targeting student colleges supporting Roma/Gypsy students. Leaders of Wlislocki Henrik College knew they had to apply for this opportunity. After winning the grant, the project was launched on February 1, 2013, titled *Development of Complex Student Services for Disadvantaged Student at Wlislocki Henrik College (TÁMOP-4.1.1.D-12/2 / KONV-2012-0009).* The project's framework and financial resources allowed for some of the ad hoc activities to be implemented routinely. In addition to this work, further intensive academic research could be conducted, transforming WHSZ into a professional center.

As a long-term objective, the management of WHSZ has also stated that special services like reducing dropout rates of disadvantaged youth and increasing talent services and social engagement support would be implemented. Numbers in the student college have increased, and not only Roma Studies and Teacher Education students have become involved but also students from other fields at PTE. There are now more than 50 students, 27 tutors (university professors) and 20 mentors (university seniors) at WHSZ.

Requirements for recruits were the same as before: the students had to be disadvantaged and primarily of Roma/Gypsy origin (Trendl, 2015).

The special and general project activities were realized in a modular system, and the support of students was realized in a tutoring system similar to the previous student college operation. Students recorded their work for WHSZ in a portfolio and reflected on their studies and learning regularly.

WHSZ has taken an important new direction through building multilateral networking. On the one hand, they contacted other Romani student colleges in the country examining the work they have done. On the other hand, they sought to address secondary school students, and also formed the alumni system for student college graduates, attempting to reach them in the widest way possible. In addition, relationships with foreign partners have been established. In the spring of 2013, members of the WHSZ visited the Charles University in Prague and signed an agreement with the Roma Studies Seminar there. In the summer of 2013 students in the seminar came to Pécs through a student exchange program.

The college also started organizing regular and ad hoc trainings, including digital competence development, language courses, and development of learning methods. Three-day joint weekends presented an opportunity to develop social competences. Students and project leaders were also given the opportunity to undergo self-development and training in professional workshops (Orsós, 2013; Vezdén, 2015).

The WHSZ community offers mentoring for members' individual research as well as pursues joint, large-scale national research. During the research period, participants visited various parts of the country to investigate and analyze how Roma/Gypsy student colleges are functioning and developing. The research focused on student college

members. They studied the students' demographic and ed-ucational data and were also interested in how they think about particular student college programs (TRENDL, 2015).

The project lasted for more than two years, ending on August 31, 2015. Scientific results have been prepared by members of WHSZ, and lessons learned can be read in the *Testimonies*.[3]

Meanwhile, in the spring of 2014 WHSZ applied for the National Talent Program's support project again and after securing the grant, the talent-care project called *Student College Members for the Dissemination of Roma Studies* could be implemented. The project aimed to support and promote scientific activities of students and led to the or-ganization of the *III. Roma Studies Conference* with several volumes containing the presentations.[4]

Just as in previous years, in the spring of 2015 WHSZ applied for the National Talent Program, securing their sup-port. This provided resources for creating the project enti-tled *WHSZ's Past and Future - Supporting Professional Ac-tivities at Henrik Wlislocki Student College*. This year, WHSZ also had the goal of analyzing the operation of the organi-zation. The activities in the student college were examined and analyzed, and a draft was prepared to set future direc-tion and plans. During the course of organizational review, interviews were conducted, documents were reviewed, and analyses were carried out. The results were presented at conferences and in various publications.

After the closing of TÁMOP projects between 2013 and 2015, management at WHSZ sought to keep student schol-arships permanent. The grant issued by the Ministry of Hu-man Resources established the *Application for Individual Support for the Henrik Wlislocki Student College* program from September 2015 to February 2016, enabling students to receive a performance-based scholarship. Students could apply for individual scholarships with individual work plans and commitments during this time period.

In the autumn of 2015, the National Talent Program announced a regular grant specifically for student colleges. After securing these funds, the *Community Development and Talent Management at Henrik College of Wlislock* program was established. This program's framework enabled WHSZ to provide students with a tutoring and mentoring system during the 2015/2016 academic year, which was the basis for the operation of this academic institution. They were able to pay scholarships for students, organize a language course, and support academic, professional and community activities. The professional careers of college students could also be supported, as well as futher community development.

WHSZ Today

From the summer of 2016, a new large-scale project requiring significant resources (EFOP-3.4.1- 15-2015-00009) was implement by WHSZ. The program was called *„TESZ-WHSZ" An Active Community, Personal Care, and Personal Science at the University of Pécs, Henrik Wlislocki Student College*. This was a project launched by the Ministry of Human Resources.

The community of WHSZ has put the focus on students' academic success, involvement in research, and active social engagement. Lessons were learned from previous operations and programs, and now using the model of inclusive community development consciously, perhaps the most complex cooperation and program was set as a goal by management.

A differentiated scholarship system was developed, in which students could get a scholarship based on several criteria. After the recruitment process, students had to keep their individual portfolios and career plans on track and develop them, which allowed them to track individual

progress and provide personalized improvements. In the tutoring and mentoring system, the cooperation was continuously documented. In addition to individual care, WHSZ also paid particular attention to joint activities of the community during this project. Existing high school relationships were further maintained and regular career guidance sessions were held. During the joint get-togethers, they created an opportunity to experience and develop identity, culture and social relationships. Students continued with volunteer work in non-governmental organizations, thereby strengthening social engagement. In addition to gaining valuable experiences, the active community continued to build professional and friendly relationships on foreign trips. Immersion in academic studies was the third, most important pillar in the operation of the student college system. Students had the opportunity to engage in research with the guidance of more experienced researchers and instructors. Research, experiences and achievement were mostly reported in academic presentations and then later these results were published. Students also contributed frequently to the editorial work involved in publications, thematic journals, and study volumes.[5]

With the help of this project (concluding at the end of 2018) both individual and community developments were deemed effective. Both leaders and inspectors studying these milestones are looking to the future with great hope and excitement.

WHSZ's initial goal – to support disadvantaged students in higher education in terms of both academic and social development – was realized and exceeded. Operating as an academic program, it has now shaped more than one "higher education generation." These cohorts have successfully graduated, and left the university not only with scientific curiosity, but with the tools and skills necessary to become members of scientific and academic communities internationally. (*Varga, 2014*)

WHSZ has created a community that has been able to reach out to high school students, high school graduates, and other interested individuals, as well as to Roma student colleges throughout Hungary. Several major international connections have been established during a number of foreign trips. It can be stated that the student college has not only started, but has progressed dynamically over the years in networking.

WHSZ represents a model-oriented cooperation approach. The mentoring, tutoring and program activites based on modules of learning all support initiatives implemented at individual and community levels and combined with mentors. The inclusive supportive environment helped members of WHSZ become academically educated adults, aware of their identities and committed to social responsibility (Varga, 2014).

Jegyzetek

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3   Varga Aranka (szerk.) (2015) : Próbatétel: A pécsi roma szakkollégiumi program értékelése. Pécs: PTE BTK NTI Romológia és Nevelésszociológia Tanszék, 344 p.

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5   Source: A PTE Wlislocki Henrik Szakkollégium „TESZ – WHSZ" EFOP 3.4.1. 15-2015-00009 Projekt komplex struktúrája és Tevékenységterve

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DOBÓ TIBOR – KŐSZEGI KRISZTIÁN – VARGA ARANKA

An Academic Community at Wlislocki Henrik Student College

Wlislocki Henrik Student College (WHSz) was founded in Pécs with the aim of bringing together young people interested in Romani studies. In the 15 years since the founding of the university, students from various departments have joined the WHSz community.. Many of them came to the university from Roma/Gypsy communities, and many of them grew up in a disadvantaged family environments. Therefore, it is understandable that the original purpose of the college was to establish an academic community where students receive compensation for disadvantages. The activities at WHSz, aim to achieve predetermined goals and provide an environment for nurturing student talent. Most WHSz students require personal support through which they can successfully integrate into the higher education setting. This is particularly necessary because the vast majority of WHSz students are the first to obtain degrees in their families. Although these students come from loving, supportive family environments, they often lack basic experiences, role models and certain elements of cultural capital which would help them be more confident about their academic abilities at the university. Many of them are also struggling with serious financial problems, so besides studying they also have to provide for themselves monetarily. The

Student College is trying its best to help students with these difficulties by offering them the help of tutors and peer advisors. Moreover, WHSz offers additional opportunities for support by involving students in academic life. WHSz students receive individual and community grants not only for completing their university studies, but also to join higher-level academic activities that contribute to their professional development and talents (Trendl-Varga 2018).

In 2013, Wlislocki Henrik Student College entered the Roma Student College system within the framework of a TÁMOP funded project. Roma Student Colleges are currently located in 11 counties across Hungary. Their founding and operation is governed by the Higher Education Act. In addition to financial support, some pedagogical services (e.g. competency development sessions, language exam preparation classes, etc.) target compensating students who are disadvantaged and supporting talent development (e.g. research, independent projects, volunteering, etc.) (Jancsák 2016, Jenei-Kerülő 2016). This takes place in a physical community space that reflects openness and acceptance, which students can freely use for their own personal development and needs. Community spaces provide the tools (computers, books) needed for learning (Trendl 2015). These are the constituent elements of an inclusive environment, which help students from disadvantaged backgrounds become more resilient (Rayman-Varga 2015, Forray 2016).

The strength of external aid is strengthened when peers are involved. A mentoring system in the college is formalizing this assistance, but contemporary help also provides informal support, which at the same time builds self-help mechanisms. These measures enable the college to become a supportive model environment for young people of different ages, providing a family-like atmosphere (Varga 2017). Volunteer work is an integral part of the community that WHSz in Pécs has adopted to foster social responsibility and academic life.

This study demonstrates WHSz's talent development activity with the help of the research made by it and the student activities made in cooperative research groups. We will examine the types of individual scientific studies that are being carried out at the college. Also, we will get a glimpse into how they relate to their peers or to more experienced researchers that have prepared for the tasks, formed the subject of research and the research tools, and worked together on publishing their findings.

The Framework for Scholarly Preparation

In the field of higher education, scientific progress gives professional colleagues a cultural and social capital that can later be used in the labor market. For this, they are provided with trainings and traineeship opportunities. They can acquire the knowledge required for scientific research in research methodology trainings, and there are targeted classes for different research. In addition, they can receive support for individual and small group student research, they can join the research of teachers and other researchers, they can participate in conferences as organizers and lecturers, and they can attend study trips. Students can choose from a wide range of opportunities from the scientific world to suit their professional careers, skills and interests.

The experience of the 15-year operation of the WHSz in Pécs illustrates that students become more active members of the community and also conduct more scientific and scholarly research.

Student Research and Academic Participation

Since the establishment of WHSz, the school has provided opportunities for scientific research by sponsoring students in individual and small groups. It helped students with their

research and contributed to their academic growth with conferences and publications. It is important to mention the Conference on Equal Opportunities in Higher Education in 2010, which was organized by WHSz .Students presented their research results over several and a volume of writings was prepared from the lectures of the conference (Varga ed. 2010). From 2013, with the help of the TÁMOP and then EFOP application resources, several independent and small group student research projects were designed and conducted by WHSz students, whose implementation was their full responsibility. In addition to the scholarship, WHSz provided additional resources for conducting research, and through consultations they monitored and supported the implementation (Andl 2015, 2018).

WHSz students have been organizing „House Confer-ences" for years to show their academic achievements, helping them to reach a wider audience. Following the House Conferences, they present their research results at prestigious conferences such as the Horizon and Dialogue Conference, the HERA Conference, the National Confer-ence on Pedagogical Education, and the Conference of Pro-fessional Associations, as well as at other conferences. It is possible to get published in the conference volume, in the Romology journal, in publications related to research and in other scientific forums. Luckily many of our students embrace these opportunities. Many have also presented and received awards at the National Scientific Student Con-ference. One student received an MTA award and another student won the National Excellence Program scholarship (see Table 1). Students participating in scientific activities regularly apply for and receive institutional, professional and academic scholarships at PTE.[1] *As a result, the Wlislocki Henrik Student College is currently the only academically qualified Roma college in Hungary.*

Table 1 - *Statistical data of research results at WHSzBelow you will find a detailed description of the research results achieved in the last 10 years at WHSz.*

YEAR	OTDK / TDK works	Awards	Number of publishers	Conference presentations
2009	1			1
2010.	1		6	6
2011	1			1
2012	1			1
2013	1		3	4
2014.			6	2
2015			42	15
2016.	1/5.	3	5	24
2017.	2/1.	5	28	41
2018	5/1.	2	48	28

2009

• OTDK**:** Ildikó Molnár (Special Award): The story of the school closure in Matraszőlő - Narratives about a conflict in education policy.

• Conferences: National Conference of Scientific Students' Associations

2010

• TDK**:** Fanni Trendl: Regional development and equal opportunities in the Barcs micro region.

• Conferences: Equal Opportunities in Higher Education (organizer WHSZ), Conference of Scientific Students' Associations (Pécs)

• **Conference presentations:** Beáta Gyurgyovics (1), Izabella Kramarics (1), Györffy Miklós (1), Julianna Szilágyi (1), Trendl Fanni (1), Vezdén Kata (1)

• Publishers: Beáta Gyurgyovics (1), Izabella Kramarics (1), Györffy Miklós (1), Julianna Szilágyi (1), Trendl Fanni (1), Vezdén Kata (1)

Place of Publications: Volume: Equal Opportunities in Higher Education

2011

• OTDK**:** Trendl Fanni (Special Award): Regional development and equal opportunities in the Barcs micro region.
• Conferences: National Conference of Scientific Students' Associations (Budapest)

2012

• TDK**:** Anita Oláh: On the way to a successful career
• Conferences: Conference of Scientific Students' Associations (Pécs)

2013

• OTDK**:** Anita Oláh (Certificate of Appreciation): On the way to a successful career
• Conference Presentation: Anita Oláh (3), Eszter Gergye (1)
• Conference: „Education and Society" Conference, National Scientific Conference of Students (Eger), Romani Conference, Hungarian Institute of Tallinn
• Publishers: Laboda Georgina (1), Anita Oláh (1), Zsófia Sztranyovszki (1)
Place of Publications: Romology Journal, Romology „Then and Now" II. Conference volume

2014

• Conference Presentation: Anita Oláh (2)
• Conferences: "Cannot do it alone - it is easier together" conference, Romani Conference
• Publishers: Eszter Gergye (2), Regina Oláh (1), Anita Oláh (2), Melinda Orsós (1)
Place of Publications: Volume: "Window on the World" , Romology Journal

2015

• Publishers: Melinda Bogdán (3), Géza Buzás (2), Dávid Norbert Csonka (1), Eszter Gergye (1), Greket Evelin (1), Ivetta Horváth (1), Judit Ignácz (2), Mária Komáromi (1), Kőszegi Anita Oláh (3), Róbert Orsós János (8), Dalma Petrovics (2), Bálint Rigó (2), Máté Kőszegi (3),Georgina Laboda (2), Lilla Laboda (3), Attila Szederkényi (2), Bernadett Tóth (1)

• Place of Publications: Volumes: "Past, Present, Future", "Overview", "Amrita Before the Millennium", Romology journal, Volume of Abstracts

• **Conference presentations:** Melinda Bogdán (1), Géza Buzás (1),Norbert Dávid Csonka (1), Eszter Gergye (1), Greket Evelin (1), Krisztián Kőszegi (1), Márió Kőszegi (1), Georgina Laboda (1), Lilla Laboda (1), Attila Molnár (1) Róbert János Molnár (1), Dalma Petrovics (1), Bálint Rigó (2), Attila Szederkényi (1), Bernadett Tóth (1)

• *Conferences: Horizons and Dialogues International Conference, WHSZ Home Conference, Scientific Conference of Students*

2016

• OTDK**:** Henrietta Kismarci (3rd place): Using presence-absence data of small mammals for nature conservation monitoring purposes

• TDK**:** Melinda Bogdán: Roma identity identification in the 2011 census

• *Eszter Gergye: Inclusion in higher education by the example of WHSZ*

• Renátó Mogyorósi: The dynastic relations of East-Central Europe explained through the example of the Visegrád's kings meeting

• *Bálint Rigó: International Conflicts in Geopolitics*

• *János Orsós: Literary representation and self-representation in the 19th century*

• Publishers: Renáta Mogyorósi (3), János Róbert Orsós (2)

Place of Publications: Romology Magazine, Abstract Volume

• Awards: Bálint Rigó - Conference of Scientific Students' Associations (Pécs): Special Award, 2015

Renátó Mogyorósi - VIII. International and XV. National Interdisciplinary Grastyan Conference: Best Scientific Performance Award (1st Place), IX. International and XVI. National Interdisciplinary Ph.D. and TDK Conference: Best Scientific Performance Award (1st Place), IX.

• **Conference presentations:** Tibor Dobó(1), Henrietta Kismarci (4), Lídia Kis-Bogdán (1),   Krisztián Kőszegi (1), Renátó Mogyorósi (6), János Róbert Orsós (4), Bálint Rigó (1)

• Conferences: Horizons and Dialogues International Conference, WHSZ Home Conference, Scientific Conference of Students , VIII. International and XV. National Interdisciplinary Grastyan Conference, III. Youth in Europe Conference, Hungarian Scientific Student Conference in Vojvodina, Móra National Conference on Humanities, Scientific Conference of Students

2017

• OTDK**:** János Orsós (1st place): Roma literary and self-representation in the 19th century

• Bálint Rigó (Certificate of Appreciation): International Conflicts in Geopolitics

• TDK**:** Bálint Rigó (Section Special Award): Ukrainian-Russian conflicts at the Eurovision Song Contest

• Publishers: Norbert Dávid Csonka (1), Tibor Dobó (2), Gabriella Gaál (1), Rajmund Horváth Zsolt (1), Gabriella Gaál (5), Krisztián Kőszegi (2), Renátó Mogyorósi (6), János Róbert Orsós (3), Bálint Rigó (3), József Szegedi (2), Zoltán Végh (2)

Place of Publications: I know a lot already -Technology. Volume, Abstracts Volume

• *Awards:* Renato Mogyorósi - New National Excellence Program scholarship

• János Róbert Orsós - Recognition of the Hungarian Academy of Sciences and the National Science Student Council: Pro Scientia Medal

• Bálint Rigó - Transylvanian Scientific Student Conference: *Special Award*, 2017

• Gabriella Gaál - 16. Hungarian Scientific Conference of Vojvodinian Students. Novi Sad, Szekcióelső (1st place) and best scientific lecture; audience prize (1st prize)

• **Conference presentations:** Dóra Azizov (1), Norbert Dávid Csonka (1),Tibor Dobó (3), Gabriella Gaál (6), Gergye Eszter (1), Rajmund Zsolt Horváth (1), Péter Kalányos (1), Dalma Kátai (1), Krisztián Kőszegi (3), Lilla Laboda (1), Renátó Mogyorósi (7), Bálint Rigó (4), Róbert János Orsós (4). Balázs Tratnyek (1), József Szegedi (1), Zoltán Végh (2)

• Conferences: Horizon and Dialogue International Conference, Grastyán Conference, WHSz Home Conference, National Educational Research Conference, HERA Conference, Forum for Young Researchers, IV. Youth in Europe Conference, Móra National Conference on Humanities, Scientific Conference of Students

2018

• OTDK: National Scientific Conference of Roma Student Colleges, Szeged

• Tibor Dobó: Live my life - a roleplay to overcome social inequalities

• Gabriella Gaál: The Pixel labyrinth of text fragments.

• Renátó Mogyorósi: The image of the students of the University of Pécs who participated in Double Major Teacher Training based on a questionnaire survey.

• XXI Transylvanian Scientific Student Conference in Natural and Human Sciences

• Renátó Mogyorósi: Russia's place under the Sun - an analysis of the three levels of the geopolitical chess game for Ukraine.

• Gabriella Gaál (3rd place): The instant glue of text segmentation Krisztina Tóth: Superglue

• TDK: Gabriella Gaál (2nd place): The insecurity of the text separation in Krisztina Tóth's Barcode short story collection.

• Publishers: Norbert Dávid Csonka (1), Tibor Dobó (5), Zoltán Gábor Drubina (1), Klaudia Kata Farkas (4), Gabriella Gaál (8), Dalma Kátai (1), Henrietta Kismarci (1), Krisztián Kőszegi (3), Christopher Kristály (1), Georgina Laboda (2), Lilla Laboda (2), Renátó Mogyorósi (10), Szeverin Oláh (1), István Orsós (1), Mihály Palásti (1), Bálint Rigó (1), József Szegedi (2), Zoltán Végh (3)

Place of Publications: Volume: Overview II., Romology Journal, Resilience and Inclusion in Volume: AJP, Volume: Testing II., Abstracts

• *Awards:* Gabriella Gaál - National Excellence Scholarship

• Renátó Mogyorósi - National Excellence Scholarship

• **Conference presentations:** Dóra Azizov (1), Géza Buzás (1), Norbert Dávid Csonka (2),Tibor Dobó (2), Klaudia Kata Farkas (2), Gabriella Gaál (6), Rajmund Zsolt Horváth (2), Dalma Kátai (1), Christopher Kristály (1), Georgina Laboda (1), Renátó Mogyorósi (7), József Szegedi (1), Zoltán Végh (1)

• Conferences: National Scientific Students' As-

sociations Conference in Vojvodina, Horizons and Dialogues International Conference, WHSZ Home Conference, National Scientific Conference of Roma Secondary Schools, XI. International and XVIII. National Interdisciplinary Grastyan Conference, XXIII. Bolyai Conference, New National Excellence Program 2017/2018. Institutional Conference of the Year, XXI. Transylvanian Scientific Student Conference in Natural and Human Sciences

Partner Research

A method of cooperative learning implemented at WHSz and utilized by the participants has been an important supplement to the program operations listed above. WHSz operates a complex research system based on heterogeneous „partner studies," which are organized around topic areas and result in a cooperating micro-group structure. A team of researchers of different ages (academics, researchers, PhD students, senior students) works together, finding their roles in accordance with their competencies in the research process as well as studying and exploring the research as a whole. The research team members use co-operative principles (Arató-Varga 2012) to formulate their research questions on a personal level. They formulate thematic groups to develop their own research tools or to create a common tool with other thematic groups. The next step is to conduct the research in consultation with their thematic group and with the whole group. Finally, individual and joint papers are written and edited in a common scientific volume. Throughout the entire process, the individual responsibility of each participant applies, but constructive interdependence allows multiple viewpoints on the analysis through parallelism. Everyone (faculty, PhD students and WHSz students) becomes an indispensable creator of the research team in a personalized way. The re-

search process generates reliable results during the study, but it also helps develop the scientific research capabilities of the participants, namely the WHSz students.Below is a study of three complex research models in which mostly Roma/Gypsy college students participated as described above. The selected test areas are also closely related to the social and life backgrounds of WHSz students. The chosen research topic, the cooperative micro-group structure and the multilateral scientific approach allowed academics as young researchers to implement their work and begin their careers.

AMRITA Research - 2014/15[4]
At WHSz, there have been several research projects about the lives, supporting backgrounds, and reasons for the successes/failures of these young academics with similar social backgrounds as WHSz students. The first such study was the exploration of the Amrita Association, an inclusive community and a nonprofit organization that operated an after school support program 20 years ago. We were interested in this community because the „Amrita" students, similar to the College students of the research group, were socially disadvantaged, primarily Roma/Gypsies who were determined to break the cycle of disadvantage and obtain a degree in higher education. Another similarity between the Amrita Association and WHSz was that both programs are based on the power of peer community and the many extra services that complement it. The strength of the "Amrita" community was shown by the fact that about half of its members responded to WHSz's inquiry in 2014. An important point in the research was the meeting where the college students could spend two days with the former "Amritas". About 40 people attended the „20-year-old Amrita" meeting, where they shared their lives with the WHSz students who organized the program. It became apparent that these people, even after twenty years, fondly remem-

bered past events, former teachers and friends. This complex research highlighted how a community of this type can be essential in the lives of disadvantaged young people and Roma/Gypsies by supporting their successful social mobility and integration. The results of the research were published by the University of Pécs (Varga eds. 2015) in a study called Children Of The System Change (2016/17).

"Children of the Regime Change" Research 2016/17[5]
The experience(s) of the follow-up research in 1995 and 2003, which were jointly implemented by „amrita" students and teachers, showcased at the Amrita meeting. The Amrita Research Group examined the language competences of primary school first graders, with different social backgrounds and mother tongues (1995), and they also examined the career plans of the same students at the end of primary school (2003). The results of the research showed that there were significant differences between the students of different backgrounds in the first grade, and these differences were only exacerbated during the eight years of primary school, depending on the quality of the school. The idea of continuing the investigation came up at the Amrita meeting. It was determined that it would be exciting to find the adults who took part in the research two times already (2003, 1995), to see how their lives changed over the years. As a result, in 2017 follow-up research was carried out with the active participation of WHSz students. The fundamental question of the 2017 study was whether the school system could mitigate or amplify social disadvantages. This issue is particularly interesting for communities and students who overcame their disadvantages and found success in school, such as the students at Wlislocki Henrik College. The results of the three research phases illustrate the different influences (place of birth, subsidies and hindrances) on today's life situation of Roma students in Hungary (Varga 2017a).
Research of János Arany Program – 2017/18 [6]

The complex examination of the Arany János Programs (AJP) can be regarded as a continuation of these two successful investigations. The national research on "Resilience and Inclusion in Arany János Programs" took place in 2017-2018, with the cooperation of the Ministry of Human Resources, the Institute for Educational Research and Development and the University of Pécs' Wliskolcki Henrik Student College. The study's objective was to provide a comprehensive examination of the Arany János Programs (AJTP, AJKP, AJKSZP) operating in Hungary since 2000. The focus of the research was on the development of the personality of the disadvantaged students from Roma/Gypsy communities and the exploration of the students' success (presence of resilience) and supportive programs (inclusive environment). The research team carried out macro-statistical analyzes and spatial representations, and collected and reflectively processed the research and resources available on this topic, and it also examined its educational policy and legal context. In addition, an on-line questionnaire survey was completed by all AJP students. During field work, focus group and life history interviews were recorded and completed with AJP students at 38 locations in the country. At the same time, structured interviews were made at the AJP institutions (college) with the local program manager. The exploration of the educational policy background, fieldwork processing, evaluation of the questionnaires, preliminary research results and statistical data together provide a comprehensive view on the topic (Fehérvári-Varga szerk. 2018).

Action Research with Student Initiations

All three of these research initiatives are characterized by scientific examination and mobilization of the community in question. This resulted in a personal relationship between the students conducting the research and the members of the communities being studied, which had several

benefits. The initiations stimulated the „subjects" of the research in a way that goes beyond the framework of the research. This strengthened their direct relationship with the researchers and contributed significantly to the exploration of research questions.

1. Amrita meeting

Locating members of the Amrita Association from twenty years ago took nearly six months, using the snowball sampling method carried out by WHSz students. The idea of having a personal meeting came up in a Facebook group conversation with the founding Amrita members. This two-day long meeting was organized by WHSz students, where the "Armitas" shared their experiences from 20 years ago, some of which were included in the materials to be examined. Questionnaires were used and interviews were conducted at this meeting. Additionally, WHSz students gained personal experience through the experiences of the "Amrita" people about the significance of a collaborative student community similar to the Amrita Association.

2. Tiszabő Project

At the end of January 2017, the Henrik Wlislocki College organized fieldwork in Tiszabő, which was intended to continue the follow-up research mentioned above. In the third phase of the 22-year-long study, the teachers and students of WHSz mapped what role the social environment, families, and educational opportunities played in their lives. Part of the fieldwork was carried out in Tiszabő, which was not just research. It also served as an opportunity for experienced researchers to share their expertise, teach students from WHSz, and work together. The research team spent several days in the Tiszabő Gypsy community using two research tools. On the one hand, they filled out a datasheet that included the interviewees' most important data and well as residential and interview-related observations.

On the other hand, an interviews were conducted to pro-vided deeper insight into the subjects' lives, and which was later processed using narrative content analysis.

The management and students of Wlislocki Henrik College organized a three-day children's camp extending the Tiszabõ research, where about 150 students could gain new experiences. The campers were preparing for the camp for several months. Collections were organized, resulting in a lot of donations to the segregated Gypsy community. In addition, the professors developed and implemented an "Indian Camp" project that involved educational games and community building tasks for the Tiszabő schoolchildren and their families. The camp was held during a weekend in June. In addition to the many new experiences, the camp helped the research team to get acquainted and to examine the target group so the presence-based information gathering could be successfully completed.

3. AJP's Career Orientation sessions - „Live With My Life"
For years, senior students have been providing career guidance for students in the Arany János Program to aid them in their high education studies. As a result, one-fifth of the members of WHSz are from AJP. The close link between WHSZ and AJP led to the idea that, besides career orientation, scholarly research should be carried out with other researchers. The fieldwork consisted of two main components in which all the colleges taking part in the Arany Janos Program were targeted by the research team. The first component was an interview with program leaders; the second was a focus group conversation with 5-6 students about AJP. WHSz students participated actively. Before the focus group interview, the students started with a career orientation session, where they played an interactive board game and then talked with WHSz students to find out who could help them when experiencing difficulties. They also learned about how to get accepted into the university and

how how to be successful once a full-time student. In the career orientation session, the interactive board game developed by the WHSZ students made it possible for students to work in groups to explore different life situations, choices, and paths. The average number of Arany János classes was 24, so with the bent opinion line method, teams of six were formed with high school and college students. Most of the students played actively and with interest with the „Living My Life" board game. After the 20-minute game and the small group tasks, all the students sat in a circle and reflected on the events. The majority participated actively, but there were students who were socially sensitive and watched their peers passively. One WHSz student moderated, and another WHSz student directed the conversation that lasted about 30 minutes.After the session ended, interviews with volunteering students were conducted where they talked about the Arany János Program from their own point of view. Honesty was an important aspect. This is why WHSz students asked the questions because they were able to focus on relevant topics being closer in age and from similar family backgrounds. This segment was, in contrast to career orientation, much more serious with the students talking about the Arany János Program and about themselves. Many of them claimed that the Arany János program had too many compulsory elements and sessions, resulting in little time left to learn. Nevertheless, they also claimed that it was a huge opportunity, with several segments that were useful to them.

> "It was interesting to see how the students opened up, forming whole, well-phrased sentences. In many cases, such deep conversations took place that many students were struggling to hold back tears. Honestly, the hardest part about it was keeping it together, not getting emotional. And it is not just m - I think I speak for all of us when I say this." –WHSz student.

Conclusion

At the end of June 2018, the students evaluated the last two years during a weekend workshop. The twenty participants reflected in a variety of ways on the activities and community of the college, recalling the memories. In a free associative task, the number of words gathered under the umbrella term "Academic life at the Student College" showed how many students at the college characterize the given activity with the word.

The most common words with 3-3 references were „useful" and „interesting". Both words have a positive connotation: one is for gaining experience and the other refers to the experiences gained. The word "experience" was mentioned explicitly as well by a student. The words associated with experience and learning were "development", "knowledge", "new information", "practice", and "achievements". It is interesting to note that none of the words are negative. The individuals (two people) who did not participate in the activities used the words "unconcerned" and "passive," which are both neutral. „Tiszabő", the emblematic location for the survey "The Children of the System Change", was mentioned and after the interviews students organized a project for young people living in the segregated Gypsy community. In the association games, such names were identified (Aranka, Tibd Derdák, AJTP), which can be associated with specific WHSz research.

In sum, a common phrase was created from the associative words of WHSz students characterizing academic life:

"This challenge is interesting and useful, with new knowledge, experience and progress, and if you are persistent in research, you will sooner or later get results."

Notes

1　Until now, the gathering of scientific activities at Henrik Wlislocki College has not been carried out in detail. Data collecting, as part of the study, was conducted by interviewing the relevant professors and by reviewing the conferences and publications of WHSz. Thanks to the help of our students we hope we can provide a complete picture.

2　*This number does not indicate the number of publications, as several publications have been produced by the* students that have been jointly drafted. When giving this number, we counted students as many times as they appeared as authors in a publication.

3　All students giving a lecture are listed among the conference presentations. If more than one lecture was held, each lecturer was counted separately, or if a student had several lectures, the lecture number was added to the sum. We also included the scientific lectures on the TDK and OTDK works.

4　Team members, researchers and PhD students: Julianna Boros, Júlia Kovács, Dóra Pálmai, Boglárka Pápai, János Schaffer, Sára Serdült, Dóra Szabó, Fanni Trendl, Dr. Varga Aranka, and Kata Vezdén. Participating students from WHSz: Géza Búzás, Melinda Bogdán, Eszter Gergye, Ivetta Horváth, Krisztián Kőszegi, Márió Köszegi, Sándor Kőszegi, János Orsós, Dalma Petrovics, Bálint Rigó, Lilla Laboda, and Zoltán Végh

5　Team members, researchers and PhD students: Tibor Derdák, Nikolett Márhoffer, János Schaffer, Karolina Szucs-Rusznak, Boglárka Pápai, Julianna Rayman, Fanni Trendl, Aranka Varga, Kata Vezdén. Participating students from WHSz: Tibor Dobó, István Orosz, Gabriella Gaál, Rajmund Horváth, Krisztián Kőszegi, Lilla Laboda, József Szegedi, and Zoltán Végh

6　Team members, researchers and PhD students: Dr. An-

ikó Fehérvári, Dr.Tamás Híves, György Mártonfi, Anita Oláh, Boglárka Pápai, János Schaffer, Karolina Szűcs-Rusznak, Fanni Trendl, Dr. Aranka Varga, Kata Vezdén, Kitti Vitéz. Participating students from WHSz: Dóra Azizov, Tibor Dobó, Zoltán Drubina, Rajmund Horváth, Péter Kalányos, Krisztián Kőszegi, Christopher Kristály, Georgina Laboda, Lilla Laboda, István Orsós, Mária Siftár, József Szegedi, Zoltán Végh

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KITTI DELI

Language Teaching at WHSZ

Introduction

The objective of Wlislocki Henrik Student College, as a promoter of social mobility, is to support underprivileged, mostly Roma students in their academic progress. Students from disadvantaged backgrounds often get accepted into universities without language certificates. Most of them only gain access to language courses in school because they don't attend private language schools or take private lessons. "Those parents who can afford and who consider foreign language knowledge important strive to give their children the chance to study a foreign language by either enrolling them in language courses or by hiring a private teacher, thus giving them an edge on the labor market. Therefore, foreign language teaching does not contribute to achieving equal opportunities; on the contrary, it favors those who can afford it (ANDOR 2001). Furthermore, it is important to note that a considerable percentage of our students from disadvantaged backgrounds have never been abroad before their university years. (Most students' first time abroad was with the help of the Student College, when they went to Lisbon and Geneva). Accordingly, they could not internalize the importance and relevance of language learning. They have a hard time dealing with this disadvantage since most university do not offer free or lev-

el-appropriate courses. So these disadvantages will cause difficulties later on, in the long run, when these students enter the labor market.

In order to overcome these disadvantages, the Student College creates equal opportunities by offering foreign language courses, trainings and programs that promote personal development. Students can choose from a variety of languages at beginner, intermediate and advanced levels. Language teachers can be of assistance in helping them get their language certificates, write their CVs or make presentations for conferences and study abroad. The usual requirement for qualifying for the bachelor's degree is to have one certified language exam certificate. Master's degrees usually require two certified language exam certificates. Students' human, social and cultural capital increase when attaining a degree or a language certificate, making their academic and career advancement more successful.

This study summarizes the evolution of language teaching at WHSZ using statistics and showcasing the methods by which language skills are developed and activities deployed both iniside and outside class. It also provides a detailed account of an English camp that WHSZ organized in 2017. Finally, it sums up the results of language exams and the lessons learned from quality surveys.

The evolution of language teaching at Wlislocki Henrik Student College

Language learning is supported by a motivating environment that can be either the family or a more wider community, such as the internet, movies, books or experiences abroad. The objective of Wlislocki Henrik Student College is to ensure a supportive community spirit, which not only stimulates motivation but also provides regular opportunities for students to learn foreign languages. Since 2013,

students can learn various languages at different levels and in different ways. This same year WHSZ also launched a project (TÁMOP) to primarily support Roma students from disadvantaged backgrounds. Language learning has been an ongoing activity at WWHSZ, with the intention of supporting the success of students' studies.

In the spring of 2012/2013 it became a requirement to take language courses. Students identified their needs, levels and their objectives, and the teachers assessed the language skills of the students. As a result, English language courses were launched from beginner to intermediate. Students could also choose Spanish, Boyash, German and Romani. 33 lessons were available for students for nine weeks.

Table 1 *– Language groups in the spring of 2012/2013 (SCHÄFFER 2015).*

Language	Level	Number
English	Beginner	5
	False-beginner	4
	Intermediate	4
	Advanced	1
German	Beginner	1
Spanish	Beginner	1
Boyash language	Intermediate	5
	Advanced	1
Romani (Lovary) language	Beginner	7
	Intermediate	2
	Advanced	1

Based on the evaluation of language teachers, 5 students did not attend classes regularly; however, this is not surprising because 6 students had noted previously that they might not be able to attend classes. The ones who did come to classes improved their vocabulary and speaking skills. The

semi-annual evaluation shows that reading comprehension was the main area that needed improvement, both in Hungarian and in English. In the case of students from disadvantaged backgrounds, "language learning success is jeopardized by their mild deficits in their native-language and communication skills (FEHÉR KÖNYV 2012-2018, 2012:17). The same idea has been expressed by Hajdu-Kertesi-Kézdi, who argues that "different professional skills – low level of foreign language, information technology, critical reading and writing skills – make academic success more difficult for students from disadvantaged backgrounds" (VARGA ed. 2015:37).

In the fall of 2013/2014 the number of students on a scholarship increased, which resulted in the increase of the number of students engaged in language courses. Much like in the last semester, the College offered three English groups. 12 students attended English classes while 7 students attended other classes (Spanish, German, Boyash or Romani). Students whose class attendance was uncertain in the semester are listed in parentheses.

Table 2 *– Language groups in the fall semester of 2013/2014 (SCHÄFFER 2015)*

Language	Level	Number
English	Beginner	5
	False-beginner	4
	Intermediate	3
German	False-beginner	2 (4)
	Intermediate	1
Spanish	Beginner	1
Boyash language	Beginner	1 (9)
Romani (Lovary) language	Beginner	2 (3)

The Boyash language courses got the best feedback. They were the only courses where the language teacher was fully

satisfied with the extra work and time students invested in studying at home. In the semester, students were engaged in revision of previous knowledge about content addressed in school because teachers said students had relatively large but passive vocabularies. The reason for this is that since high school students did not practice foreign languages. Language learning is usually regarded as the job of public education. Nevertheless, at the university "if we look at three years, in general 30% of the students could not get their degrees in the absence of their language certification" (BALÁZS, KOCSIS, VÁGÓ 2011). That is so because 90% of Bachelor's studies require at least one language certificate but in many cases higher education does not offer students the possibility of gaining access to language courses.

In the fall semester of 2014/2015 the language teachers did not change the division of groups. New students got accepted into the Student College, so there was an increase in the number of students studying foreign languages. 17 students studied English in this semester and only 4 studied German.

Table 3 – Language groups in the fall semester of 2014/2015 (SCHÄFFER 2015)

Nyelv	Szint	Létszám (fő)
Német	Haladó	2
Angol	Kezdő	3
	Álkezdő	7
	Haladó	7

Student participation and regular attendance was highlighted by both teachers and the actual attendance records, which show improvement from previous semesters. The teacher evaluation raised criticisms concerning the composition of the group. Despite the fact that all students took

a placement test, the group was too heterogeneous, which made lesson planning and implementation more difficult.

In the spring of 2014/2015, 33 students at WHSZ were on scholarship. 17 students studied English and 4 studied German. Later, four students chose not to learn any languages.

Table 4 – Language groups in the spring semester of 2014/2015 (SCHÄFFER 2015)

Language	Level	Number
German	Intermediate	4
English	Beginner	6
	False beginner	8
	Intermediate	3

This semester, beginner and advanced Romani and Boyash language courses were advertised by the Romology Department. The semi-annual teacher evaluation points out that students' drafting skills improved the most. Reading comprehension was still one of the most important skills to be improved. Students also still lacked the motivation to practice their language skills outside the classroom, either by doing their homework, revising vocabulary at home or watching movies. Working outside the classroom is of utmost importance when it comes to learning languages.

In the fall of 2016/2017 it was not obligatory to take language courses. That was the same year when the EFOP'S European Union tender was launched; however, it was in its early stages. In the semester, one student enrolled in a 30-hour language course. The objective was to be awarded a language certificate.

In the spring semester of 2016/2017, 30-hour beginner courses were made available. This group only had 5-6 members. Students all started from scratch, with the intention of improving their communication skills, learning ba-

sic vocabulary and writing coherent sentences. In class it became clear that from time to time, reading comprehension, understanding English demands and task descriptions proved to be problematic. In the semester, some took language learning seriously and improved a lot, while others missed many classes, which made following the curriculum more difficult.

In the fall of 2017/2018 all students on a scholarship took one of the language courses. In this semester 8 groups were formed (out of which 7 were English, based on the oral placement test). During this semester 4 English teachers taught 140 hours. Beginner I was a 24-hour course, Beginner II and False-beginner were 30 hours, Intermediate I was 22 hours, and Intermediate II was 24 hours. Both German groups took 30-hour courses.

***Table 5** – Language groups in the fall semester of 2017/2018 (own summary)*

Language	Level	Number
English	Beginner I.	5
	Beginner II.	3
	False beginner	5
	Intermediate I. Exam Preparation Course	3
	Intermediate II.	5
Német	Intermediate Exam Preparation Course	1
	Intermediate	3

Teacher evaluations show that some students took language learning seriously and took advantage of this opportunity, while some did not even attend the classes regularly. Students with a clear objective and understanding of the usefulness of learning languages were more persistent learners, driven by such external factors as the acquisition

of language certificates or foreign grants. Although they were not intrinsically motivated, the external motivating factors such as travelling and working abroad and obtaining a foreign grant or a better job in the future were enough for them to succeed.

In the spring semester of 2017/2018, language learning was not obligatory. Nevertheless, 20 students attended English classes for 10 weeks. Due to this high number and in order to achieve the registered objectives of the students, 8 different groups were formed differed both in level and size.

Table 6 – *Language groups in the spring semester of 2017/2017 (own summary)*

Language	Level	Number
English	Beginner I. (A1)	4
	False-beginner (A2)	3
	False-beginner (B1)	2
	Intermediate I. ECL Exam Preparation Course (B2)	2
	Intermediate II. ORIGO Exam Preparation Course (B2)	2
	Intermediate III. ECL Exam Preparation Course (B2)	1
	Intermediate IV. Exam Preparation Course (B2)	1
	Intermediate II. (B2+)	5

Students had the opportunity to learn a language not only in small groups, but individually as well. This semester more Exam Preparation Courses were launched, which prepared students for their chosen language exams (ECL, ORIGO). Smaller groups had 20 English classes. However, those groups preparing for language exams attended 30 to even 40 English classes. This year, altogether, 190 English language classes were held by 3 different tutors.

A summary of needs assessment processes and group scheduling measures in the 2017/2018 semester

The number of language learners, the groups and even the goals of teachers and students go through changes every semester. Consequently, for the purpose of assigning students to the appropriate courses, we conducted a needs assessment and a placement test. Before 2015, there were many occasions when written placement tests were used as tools for assigning students to their appropriate courses, and there were also times when language group levels were set based on students' self-assessment. Unfortunately, that eventually led to teachers being unable to follow the curriculum due to the language skill differences between students.

In the 2017/2018 semster, an oral placement test was introduced for the first time, and three teachers assessed students on their speaking skills. Students first indicated their needs, named their objectives and determined the amount of time they had available for language learning. Teachers assigned students (based on their previous knowledge on students' language skills) to three groups: beginner, intermediate and upper intermediate. The oral placement test was tailored to students' levels. Beginners were asked to introduce themselves in English and then they had to describe a picture, which are all standard elements of Hungarian language exams. Intermediate students were asked to initiate a dialogue with the teacher on randomly selected topics. Beginner and intermediate students were not only required to talk extensively on a chosen topic, but they also had to understand and react to the teacher's answer. This type of assessment focuses on spontaneity and creativity, but teachers were mainly focused on students' vocabulary and their ability to talk continuously. Upper intermediate students were asked to engage in debates with teachers on chosen topics, such as limits to the driving age and free

public transportation. Student were either for or against such thought-provoking topics. They were to engage in discussions with teachers on the given topic. Students were pre-assigned to one of the groups based on teachers' prediction on their level, which made the process faster. Naturally, students who exceeded teachers' expectations had to showcase their skills on the next difficulty level. Students' average language performances were compared, which resulted in more homogeneous groups in the end. This way teachers were expected to have an easier time following the curriculum throughout the semester.

In the second semester of 2017/2018 students were also assessed using a written placement test. Based on Hughes' (2003) theory we make a distinction between 4 types of tests. We regard the last one relevant, as we used this type of test when placing our students in different groups based on their skills. Test types:

- *proficiency test*
- *achievement test*
- *diagnostic test*
- *placement test*

Another categorization distinguishes two other assessment types. These are *norm-referenced* (used to compare students' progress to others in their peer group) and *criterion-referenced* (designed to measure student performance against a fixed set of predetermined criteria or learning standards) tests. We compared students' test scores as a basis for assigning them to their appropriate group.

This year, everyone completed a written test, which served both as an achievement and a placement test. Two tests were made, one for beginners and fake-beginners and one for intermediate and upper intermediate students. The tests focused on assessing students' reading comprehension, grammar skills, vocabulary and writing skills. Based

on the results, 4 groups were formed: one beginner, one fake-beginner, one lower intermediate and one intermediate. Naturally, students' objectives also had to be taken into consideration. Those planning to take their language exam in spring had the opportunity to have one-on-one classes with the teacher if they considered that the most effective way of preparing, or they could get into small group classes. Taken that into account, there were four groups with a higher number of classes (40), where students were preparing for their language exams. In these groups, students' communication, listening, lexical and drafting skills were assessed one more time so that teachers could find the most appropriate language exam for each student based on their language competences. Students wrote sample tests provided by the respective language exam. Language exams such as TELC, ECL, ORIGO, EURO Exam, and BME were used. Students' performance and their first impression on the tests narrowed down the exams to two possible types. The teacher planned the classes for the semester (see Annex), paying special attention to students' strengths and areas for improvement, as well as the structure of the language exam. Besides preparing students for language exams, classes also dealt with bringing students closer to the culture, habits and values of the target language. Consequently, during the semester, teachers did not only discuss the most common language exam topics, but they also went to great lengths to make students better understand the language and its culture. As time went by, more and more emphasis was put on doing mock language exams and sample tests taken from previous language exams during the lessons. It also became more and more important to encourage students to incorporate English in their everyday lives and watch movies in English, take part in study trips abroad, talk to foreigners in English and also study at home.

Assessments were conducted at the end of the spring semester of 2017/2018 as well, to keep track of students'

progress and to compare their performance to that of last semester. Not everyone took a test, but only those who were not preparing for a specific language exam. The test results provided sufficient data on their progress. In the three fake-beginner groups, students took a B1 language exam (BMA), where they scored 56%, 46% and 30%. In the fall of 2017/2018 they started studying English again, after years of not using the language. Those scoring the highest and second highest were unable to put together coherent sentences at the beginning of the semester, but by the end of it, their writing skills matched the requirements of the A2 level and was acceptable at the B1 level as well according to the CEFR. Three intermediate students passed their language exams on the following level on the following exams:

- ECL B2, complex
- ORIGO, B2, complex
- ORIGO, B2, oral

English language development in the classroom

English teachers' teaching practices and methodology focus on the **four basic skills of language** – reading, writing, listening, and speaking. They use flash cards, pictures, board games, language learning software (Quizlet, LyricsTraining, Kahoot), computer games, YouTube videos and songs in their teaching. The aforementioned applications and games develop different skills at once. Students prefer and need activities that not only develop their language skills but also teach them something about themselves and the world they live in. But of course, the most important thing is still to help them develop their competences, for which a language class is a perfect place. Teachers aim at showing students learning techniques and sources that they can use even at home. Teachers guide, inform, and

create structure and opportunities for students. They create an environment in which students can thrive.

Students were learning from level appropriate course books (Oxford-Grammar in Use, Oxford-Word Skills) between 2013-2015, but teachers were mainly **using their own materials** and materials from different sources between 2016-2018. The fact that teachers were using their own materials made students more motivated, as they could see how much effort the teachers put in every day by taking the time to design creative tasks for them. The language of the instructions, the exercises and the chosen texts were all tailored to the level of students, and students appreciated this. A drawback of giving out such materials was that some students did not bring these printed papers to the next class by organizing them in folders. Fortunately, most students did collect them systematically and they even practiced English at home using the materials that the teacher gave out. It is important to note that when constructing these exercises, the teachers relied on Krashen's **input hypothesis**, which states that learners progress in their knowledge of the language when they comprehend language input that is slightly more advanced than their current level (i+1). If the input is too advanced, the students may experience failure and lose their motivation to learn. If the input is too low, students will not be challenged and eventually they will become unmotivated. This is why teachers thought it best to construct the materials themselves. Students had studied English before but they had not used the language for quite a while. Therefore, they are not real beginners, which means that the beginner book would be too easy for them and the course book that comes next would be too difficult, especially the listening comprehensions and the writing tasks, so the i+1 principle would no longer apply.

At WHSZ where there are many students from disadvantaged backgrounds, it is even more crucial to create a **positive, family-like, stress-free environment in class**. These

conditions are extremely important provided we want students' anxiety levels to remain low and their willingness to communicate to increase. The needs assessment indicated that many students would rather work with only 2-3 other students and there were some who requested one-on-one classes with a teacher. Students don't open up easily but if they take a liking to a teacher who they think is professionally qualified and easy to work with, they are not likely to want to work with someone else next semester. This idea is supported by the fact that almost half of the students requested to continue working with the teacher they had last semester. This idea is also supported by **The Affective Filter Hypothesis** by Krashen, who says that successful language learning is positively influenced by feeling secure and having a relationship based on trust, including students understanding their own learning process and eliminating obstacles to learning (BÁRDOS 2000, HOLLÓ 2006). This is especially true to students from disadvantaged backgrounds, since in many cases the lack of family support, failure at school and hardships they face every day make the need for a stable relationship with teachers even more important.

English language development outside the classroom

Between 2016 and 2018 the WHSZ provided students **a native English teacher** to maximize their chances at developing their language skills. The native English teacher came from Georgia, United States with an extensive knowledge of working with students from disadvantaged backgrounds. She was responsible for students at B2 or higher level (based on CEFR). She helped students prepare for their language exams, apply for foreign scholarships, write their CVs in English and prepare them for their job interviews in English.

In the summer of 2017 the professional management

of WHSZ organized an **English camp** for the students and teachers of WHSZ, where they could improve their English language competency. Summer camps and cultural and social programs have been important project elements from the beginning (TRENDL, VARGA 2015). The camp's main objective was to bring the American culture (its holidays, habits, and foods) closer to students outside class. The camp's language was English so the teachers only talked in English thought the whole experience, with the objective of creating a native-like environment for students where they could improve their communication skills. The English camp took place at Árpádtető (a place not far from Pécs) from July 7-13. The camp's programs were all constructed around a significant American holiday. Traditional, holiday meals were served throughout the day, which really set the tone for a native-like environment. The foods were prepared by a cook from Chile with the assistance of students. There was a different group of people responsible for preparing the food and cleaning the kitchen.

Table 7 – English camp weekly schedule

Date	Holiday	Traditional foods
07.07.	Halloween	*Lunch:* BLT Sandwiches, jack-o-lantern orange Pasta Salad *Dinner:* Meat Loaf Green beans Pumpkin pie: (after carving)
07.08	4th of July	*Breakfast:* Oatmeal *Lunch:* Chef Salad *Dinner:* Hotdogs, Hamburgers, Smores Robin's Specialty (Gop's p Gop's bread) Potato Salad

Date	Holiday	Traditional foods
07.09	Easter	*Breakfast:* Yogurt, fruit, toast *Lunch:* Spaghetti Salad Garlic bread *Dinner:* Easter ham Sweet green salad Sweet Salad
07.10	New Year's Day	*Reggeli:* Oatmeal *Lunch:* Egg salad Sandwiches Potato chips *Dinner:* Black-eyed peas Collard greens Corn bread
07.11	St. Patrick's Day	*Reggeli:* Bacon and cheesy scrambled eggs *Lunch:* Tomato soup Grilled cheese sandwiches *Dinner:* Corn beef and cabbage Green beer
07.12	Thanksgiving	*Reggeli:* Oatmeal *Lunch:* Reuben sandwiches Cucumber salad *Dinner:* Turkey + Stuffing Gravy Mashed potatoes Cranberry sauce
07.13		*Breakfast:* American style pancakes

The camp's schedule included three 1.5-hour English class-
es a day, with three groups including 20 people. The three
groups had their classes at the same time with three differ-
ent teachers. Weekly Schedule:

Table 8 – English Camp Schedule

7:00		Group begins making breakfast
8:00	BREAKFAST	
9:00	Yoga, meditation, sports	Group cleans up
9:30	*Session 1 (language courses)*	
11:00	BREAK	
11:30	*Session 2 (language courses)*	
13:00	BREAK	Group begins cooking
13:30	LUNCH	
14:30	ACTIVITY	Group cleans up
16:00	*Session 3 (language courses)*	
17:30	BREAK	Group begins cooking
18:00	DINNER	
19:30	BREAK	Group cleans up
20:00	HOLIDAY POSTER PRESENTATION	

The three language teachers spent weeks together before
the camp to construct a complex and coherent set of pro-
grams. The beginner group called for **the Total Physical
Response** approach, which is based on the coordination of
language and physical movement, using music and sensory
activities: *Point at the...., show me the... Simon says: stand
up, turn around, sit down*. In TPR, instructors give commands
to students in the target language with body movements,
and students respond with whole-body actions. Students
learn language through commands and instructions rather

than from grammar drills (ASHER 2009). With this group, the goal was to improve their vocabulary skills and restart their language study with the help of games and lots of activities.

The teacher teaching the intermediate group promoted **associative and cooperative interactions.** Learners were required to use their creativity and imagination and to show their own personality in the activities. One very unique and versatile task was based on the picture book "ZOOM" by István Bányai (https://www.slideshare.net/zarthustra7/zoom-by-istvan-banyai-23329406).   Students got one laminated picture. First, they were asked to tell the others what their picture depicted (without showing it to them), and then after having listened to everybody, they had to put the pictures in the right order. This activity proved to be very complex and challenging, so students had to be very precise and careful when describing their picture. This activity improved students' communication, debate and problem solving skills as well because together they had to agree on a final order at the end. Another popular activity was when students had to solve a bank robbery. Students were briefed on the evidence which served as clues to solving the robbery. The investigation part of the game was very complex, so students had to examine the evidence and take into account every clue they had to solve the mystery, which developed their inference and deduction skills. Students could only solve the crime when everything fell into place. This activity was very challenging, so it was a huge success with the students.

For the advanced group, each day the third English class revolved around writing their CVs, learning about the process of writing resumes, and the words and phrases associated with it. By the end of the camp all students in the advanced group had their proofread, English CV available for them.

During the camp, the teachers did everything to provide a positive, stress-free environment for all participants.

Team building activities contributed a lot to creating such an atmosphere. These activities required no or very little English, so nobody felt left out when playing these games. Weather and other circumstances made it possible to play games outside (water games), but there were also races, ball games, music recognition games and quizzes.

A core issue in language teaching is whether students acquire or learn the language. Acquisition usually refers to first-language acquisition, where children acquire language through a subconscious process during which they are unaware of grammatical rules. This process is unconscious and informal, as it takes place in a family where children are not formally instructed to learn the language they are being exposed to. Krashen's Acquisition-Learning Hypothesis (BUDAY 2010) makes a distinction between these two approaches. Language learning usually refers to second-language acquisition that takes place in a formal setting, such as a school. However, when learners "pick up" the target language in an informal setting, such as in the country of the target language where they are exposed to the target language through conversations and daily interactions, we talk about language acquisition. The camp tried to create such a native-like environment with the same kind of interactions. Students acquired the language of the kitchen when they were helping with the preparations, the language of sport when they were playing sports, and so on.

Table 9 – The Acquisition-Learning Distinction
(KRASHEN – TERRELL 1983: 27)

Acquisition	Learning
Native like acquisition	Formal knowledge of the language
Picking up a language	Knowledge about the language
Unconscious	Cconscious
iImplicit knowledge	Explicit knowledge
Formal education does not help	Formal education helps

English language development abroad

The English Camp was not the only instance in which learning outside the classroom took place. The WHSZ also conducted many study trips abroad. In the summer of 2015 and 2018 the WHSZ paid a visit to the pedagogy and psychology department of the University of Genoa. The trip was a perfect opportunity to strengthen the bonds of international partnership with Paola Alessia Lampugnani and Andrea Traverso. Students also had the chance to get to know the city better when they were shown around by a local English-speaking guide. In the fall of 2017, the WHSZ went to Lisbon, Portugal. The main purpose of the visit was to take part in the "Opening Up to an ERA of Social Innovation" conference, organized by the Portugal Prime Minister's office and the Calouste Gulbenkian Foundation. Thirteen people represented the WHSZ at this conference, students and teachers alike. They visited the Embassy of Portugal and two civil organizations, the Iniciativa Cigana and the Loures Arte Pública, which is the project of Quinta deo Mocho, near Loures. Naturally, besides sightseeing, eating traditional foods and getting to know the culture, the visit also focused on an introduction of the Student College and the description of its operation and philosophy.

WHSZ students on a scholarship also tend to apply for Erasmus scholarships and take part in international volunteer programs, such as the European Voluntary Service. One student spent 9 months in Portugal, another spent 10 months in Italy, while a student on scholarship spent 12 months in Albania and one year in Brussels taking part in an Erasmus internship.

Results in numbers

Throughout the years, the available languages to choose from and their popularity have undergone significant changes. In the spring and fall of 2013 students could choose from five languages. The demand for English and German courses increased in the spring of 2014 and Gypsy language courses were also available through University of Pecs's online registration system. German and English was equally popular at this time, but by the semester of 2017/2018, English clearly became the most popular language. This popularity might also have something to do with the fact that some English teachers have been teaching lessons at WHSZ since the very beginning of the project. Generally speaking, each teacher spent at least two semesters with the students. It is not that other languages are less-preferred because of the frequent changes in staff, it is just that English has become a lingua franca over the years and it is gaining more and more popularity.

The size of classes changed considerably during this period. In the beginning, groups of 4-8 were very common, but this number decreased constantly. Based on the requests of the students, the management of the project thought it best to provide one-on-one and small group language classes for those wanting to take their English Language Exam and for those who were simply interested. In the spring semester of 2017/2018, WHSZ started five classes for this purpose. Offering such personalized learning has proven effective, as out of six students who attended Exam Preparation Courses three have already passed their language exam and two will have taken their exams by the end of next semester. Due to health issues, one student stopped taking language lessons.

The number of successful language certificates can be seen in the table below:

Table 10 – *Language exam result between 2013-2018*
(own summary)

Date	Romani/Lovary: Intermediate Level	English: Intermediate Level	German: Intermediate Level
2013. 11.		1	
2015. 10.		1	
2016. 05.	5		
2017. 05.		1	
2017. 09.		1	
2018. 03.		1	
2018. 04.			1 (oral exam)
2018.06.		1 1 (written exam)	

Regarding the results of the language exams, it is important to note that those getting their language certificate in 2013 and 2015 did not exclusively rely on the language classes provided by the WHSZ. If we do not count these two students, students started taking language exams when one-one-one and small group language courses were made available in 2017. By the second semester of 2018 English language learning became undoubtedly more successful based on the number of successful language exams. All students received their language certificate from Lovary in the same semester.

The project called "APT-WHSZ" (Active community, Personalized services, Tailored Knowledge at the Wlislocki Henrik Student College) at Pécs University (EFOP-3.4.1- 15-2015-00009) entrusted the Pro-System Bt. to record and assess data from the **quality control questionnaires** made on a bi-annual basis. The purpose was to assess the needs and satisfaction of the project's participants (students, leaders, tutors and other professionals) based on predetermined criteria. The results of the assessment of the spring and fall semester of 2017/2018 regarding language courses are the following: "Students, when asked which service contribut-

ed the most to their personal development, highlighted the scholarship system, language courses, attending conferences and community programs" (4th quality control report). This was the first semester, according to the quality control reports, when students highlighted the service that helped their personal development the most. Out of 24 students, 13 highlighted language courses, which represents 54% of all respondents. Here are two sample students responses on the questionnaire:

> *"The one-on-one classes were the best. The teacher helped me a lot and eventually I managed to pass my language exam."*

> *"The language courses and the trainings are the best, where my skills and social competences can develop simultaneously."*

Summary

Having had a look at the operation and diversity of language learning opportunities at WHSZ, we can see that language teaching has gone through fundamental changes and development over the years, mainly because there was a shift in the needs and goals of students. Students started developing a preference for one-on-one and small group language classes. The methodology, tools and forms of language teaching have also gone through changes, although the objective remained the same: to make students' language development more effective in accordance with their needs and preferences. The number of students who successfully passed their language exams indicate that we were successful in achieving our goals as an organization. The successful language exams help students get their university degrees and serve as supporting tools for students to enter the labor

market. Our other successes include the establishment of the English Camp, the foreign scholarships, the voluntary work, and the results of the quality control report, which claims that more than half of our students considered our language courses helpful in the second semester of 2017/2018. Our students would also like to learn one of the foreign languages more intensively in the future.

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Annex. Thematic lesson plans

Időpont	Az óra témája
2018. 02. 20	Introduction Discuss the aims... Talk for a minute about... Synonym of adjectives
2018. 02. 22	Present Tenses (gap filling, sentences...) Family 50 years ago and now Your family
2018. 02. 27	Being married has more advantages than being single (+,-) Everyday routine (reading, talk)
2018. 03. 01	Family relations (reading comprehension) Family (listening)
2018. 03. 06	Home, Housing Country–city (+,-) Flat-detached house (+,-) Your dream house (writing) Past tenses (simple, continuous, past perfect)
2018. 03. 08	Exam excellence (home) Picture description: practice Lettersà homework
2018. 03. 13	–
2018. 03. 20.	–
2018. 03. 27	Picture description: practice Job Ideal job Present Perfect– Present Perfect Continuous, Past Simple Language exam sample test 1 Listening
2018. 03. 29.	Learning Language learning Degree or trade (+,-) Lifelong learning Future: will, going to Language exam sample test 2. (homework) Listening
2018. 04. 10.	Free time Books, cinema, theatre Films Watching films at home or in the cinema (+,-) Language exam sample test 3. (homework)
2018. 04. 12.	Health Healthy lifestyle Sport Diet Should, could, may, might, must Language exam sample test 4. (homework) Listening

2018. 04. 17	Doctors Injuries Alternative medicine If (1, 2, 3) Language exam sample test 5. (homework) Listening
2018. 04. 19	Food Cooking Ordering meal Going to a restaurant Language exam sample test 6. (homework) Listening
2018. 04. 24.	Shopping Online shopping Problems Passive Language exam sample test 7. (homework) Listening
2018. 05. 03	Travel Dream holiday The best holiday Abroad-Hungary (+,-) Individual-package (+,-) To/ing Language exam sample test 8. (homework) Listening
2018. 05. 08	Transport Car, bike, train, plane (+,-) Language exam sample test 9. (homework) Listening

ANNA ORSÓS

Tutor And Mentoring System: Project Efop 3.4.1-15 Supporting Roma Student Colleges At Wlislocki Henrik Student College (Whsz), Pécs University

Summary: *For disadvantaged (primarily Gypsy/ Roma students) in higher education, this project (EFOP 3.4.1-15) has provided complex services for five semesters, including personal and community support aimed at assisting students in academic progress and success, as well as preventing students from dropping out of school. Below we present an important component of this project: the tutoring and mentoring system. In addition to describing the activities carried out in the course of the project, we present the results of the micro research completed by the tutors. The students were also given the opportunity to evaluate the project as well as the tutors and mentors.*

Keywords: tutor support, help from a peer, professional workshops for tutors

Purpose of the Project's Tutoring and Mentorin Component

The systematic implementation of this initiative started in the summer of 2012 during the development phase of the pedagogical program of the TÁMOP project. We considered it necessary even back then for students to select their own tutors for providing personal, academic, and professional support and preventing them from dropping out. The immediate objective of this system component was allowing students to self-select tutors from the University of Pécs to meet every week in or outside class, making it possible to maintain regular contact.

Besides personally supporting their student, another aim is for tutors to create a professional workshop for exchanging experiences to support students' progress.

We assumed that a professional workshop with teachers from various faculties at the University of Pécs achieved its primary goals and contributed to reducing the divide between faculties, allowing experts from different departments and fields to get to know each other's work.

The experiences of our first project and feedback from the students involved in the project confirmed that it is necessary and important for their personal support to involve university lecturers, who can help students nurture their talents, look after their mental health, find their careers, and write their portfolios (Orsós 2015). Without exception, every student considered it important to have a tutor to turn to, who could personally support him, responding to his individual needs. Personal attention is a kind of guarantee for preventing students from dropping out and promoting career development.

Both the students and teachers of the previous project evaluated this project component as very successful and important, so it became clear that we should keep providing this service in the new EFOP project as well.

The Framework for Implementing the Project Component

The implemented project, much like our previous project, consisted of modules and thematic areas. But unlike the previous project (TÁMOP 4.1.1.D.), the activities were structured not according to their repetition over a period of time but their common points. As a result, the program had essentially three levels of support. It was fully operational on its own as well, but the combined power of all three levels was essential for fully achieving the predetermined goals and promoting students' success.

The first part of the structure included activities aimed at caring for students individually. These included tutoring activities that were meant to guarantee academic success, which were complemented by a mentoring network in this project.

People Involved in the Project

Our students came from almost all departments of PTE: BTK (Faculty of Humanities), Faculty of Science, Faculty of Humanities and Social Sciences, PMI (Technical and Faculty of Informatics), ÁJK (Faculty of Law and Law), MK (Faculty of Arts) and the Faculty of Medicine (Faculty of Medicine). Likewise, their tutors also came from these faculties.

Based on their own criteria, each student in the project chose a teacher from the group of lecturers at the University of Pécs who personally monitored and supported their progress. Any university teacher/lectures could become a tutor if they were chosen by a student involved in the program and if they voluntarily undertook the tutoring of the student, participated in the program, and met all its obligations.

Given that this activity was implemented within a framework of a grant, it was possible to legalize this student-tutor relationship formally, so the college created a tutoring con-

tract at the beginning of the partnership with the university instructors (*see Annex 2*), which contained a description of the activities of the tutors and the expectations placed upon them, such as helping students to participate in studies and other activities (e.g. community, academic, etc.).

The content of the tutoring contract was based on the tutoring system (*see Appendix 1*) so that the tutor could get to know its content when the student asked him to become his tutor.

Supporting Activities Provided by Tutors:

Mapping the student's knowledge and competences with the help of personal conversations, and the input measures of the services provided by the Student College.

> • Supporting the preparation of the Individual Progress Plan of the student in possession of the information detailed in the previous section.
> • Monitoring the documentation of the portfolio that is continuously updated by the student and following the individual progress of the student.
> • Documenting and describing the relationship between the student and the tutor in the CASEBOOK.
> • Facilitating orientation discussions to help students choose from professional services in the project.
> • Supporting the preparation of the student to be able to participate in the professional conferences, summer camps, and trainings.
> • Participating in the community workshop organized at the department every month in the Community Space, for training tutors and establishing the exchange of experiences.

The tutors and students' activities were adapted to the academic year, so the joint work was evaluated every six

months, which was based on the review of the activities undertaken by the tutors on the basis of the tutors's semi-annual professional reports. In the report, tutors described their work and their developing and supporting activities, as well as evaluated the joint work with students, gaving descriptions of students' six-month progress. The summary reports were certified by students' signatures (*see Appendix 3*). The certified summary report, which is located in the Student Portfolio, was submitted to the Project Tutoring Manager. Submission and acceptance of the summary reports is required for the duration of the tutoring grant.

The Mentor System

During the implementation of our first project, we also included advisors and mentors into the program. At that time, their activity was predominantly to provide services assisting students in activities, either periodically or on a regular basis. They were mostly older, outside advisors in the project and not members of the target group. They supported the students occasionally when faced with bigger challenges, such as offering intensive language training and preparation before language exams. Mentors, however, did not participate in all the elements of the project as the members of the college did.

In our ongoing project, mentors are university seniors and graduate students who help college students adjust to academic life, find their way and develop individually and professionally in the community. Mentors are suggested by the management and after a personal interview a decision is made if they can become mentors. The semester program plan drafted at an earlier date is executed by 6-7 mentors who assist in the work of the project with 4-5 students each. Mentors have the freedom to integrate their own ideas into the plan.

Supporting Activities Provided by Tutors

The personal mentors of the students who participated in the program each were responsible for supervising 4-5 students.

The following is an overview of the mentor's tasks and responsibilities, based on student needs:

> • Observing the progress made by the students: Individual Competence Development (tutoring, preparation for language exams and mid-term/end-term exams, helping with thesis writing, outlining its related points).
> • Promoting the integration of new students into university life.
> • Monitoring activities carried out via grant funding and searching for new grant opportunities that students could apply for. Assisting in the preparation and submission of grant applications.
> • Providing psychological assistance to their students and finding specialists as necessary (to promote mental health and balance).
> • Coordinating and organizing program-related activities. Supporting, improving and implementing the programs the students put forward and keeping the needs of the students in focus. Promoting both scientific, academic, and cultural programs as well as cultural diversity and the representation of the Roma culture in topics addressed during program activities.

In our project, the work of the tutors and mentors followed the methodology of interpersonal relationships. The mentors regularly summed up and reviewed their activities in group meetings, where they also had the opportunity to share their personal experiences. The mentors met every

two weeks, while the tutors met every month and made bi-annual reports on the progress of their students in their communiies and small group activities.

Developing Cooperation between Tutors and Students, and Monitoring the Student's Career and Academic Studies

When evaluating the first objective of this program, it became apparent that both the students and the tutors consider the tutoring system one of the most successful and most important components of the program.

Students choose their tutors from their list of current teachers, which enables so that the students to meet their teachers during class. This allows the tutors to keep track of their students' learning progress without any extra effort. Students choose their teacher based on preference so their relationship is based on trust. This allows students to communicate freely and keep in touch with their tutors using many different sorts of media, as their reports indicate. They meet regularly at an agreed date and they also exchange e-mails on a regular basis.

Personalized support helps to guarantee that students do not give up and drop out after the first difficulties they experience in school. This is a very common phenomenon for students coming from low socioeconomic backgrounds and families, who are often socialized differently than the majority of society. For many of these students, there is insufficient motivation to continue studying due to the lack of academic role models available. Therefore, the self-selected teachers help their students through personal problems and assists them in their academic work to ensure that they stay on track. Students learn to cooperate with each other as well as with their mentors and tutors who assist them. During this joint relationship and the implementation of the pro-

gram, we have experienced several times that the principle of equal partnerships prevails, which means that in order to achieve the common goal, students were regarded equal partners in the learning process by their tutors.

Additionally, the relationship between students and tutors has a strong influence on the students' sense of responsibility, which was not necessarily due to systematic monitoring and feedback, but because of personal relationships based on trust. Thus, the continued availability, professional and human support of the tutors all helped many students. The supported students got into a safe community, where they could experience many things, such as what it means to be an academic.

The project provided opportunities for tutors and students to participate in programs together, but there were not too many such occasions, the feedback indicates. During this grant period, although teachers and a students participated in conferences and they worked together on several joint projects, there were not many such cases.

A Professional Workshop as a Second Objective of the Project Component's Effectiveness

In the final semester of the project, 28 tutors assisted the work of the students. In addition students and tutors meeting on a regular basis, we also considered exchanging experiences with the tutors important, and we also hoped that there would be a need for this among teachers who work at different departments. However, the experience of the five semesters has only partly justified our hypothesis.

There has never been a workshop that all tutors attended. The workshops, organized at least once a month, could usually only offer a few times for such meetings. The timetable of teachers at eight different university faculties did not allow for a common date to be found on a monthly

basis that would have been appropriate for everyone in the given semester. At these workshops, in addition to current information on the project, we always gave tutors the opportunity to talk about their experiences and collect common information. The failure of the professional workshops during the first semester was justified by the fact that the tutoring staff was too large, so we could not find a suitable time for everyone. The work done at the workshops was important even though it could not include all tutors. A permanent group of 7-8 people was formed, who regularly attended these meetings and discussed their current student-related experiences. They were happy to share their opinions on our current programs and discuss matters related to students. They were also interested in the work of other tutors. This, in fact, is a very important result in many respects. The employees of the various faculties of the university, who had very few opportunities to engage in activites like this because of their heavy workload, were provided the opportunity to get to know some of their colleagues working in other faculties, which strengthened and developed a sensitivity towards Roma students and other disadvantaged students. The result is that these colleagues are now happy to tell their students about the work we do at WHSZ, encouraging them to join us.

Since not all tutors attended these workshops, we provided the points discussed in the form of written minutes to teachers and mentors who couldn't attend.

The Motivations of the Tutors Based on the Results of Small-scale Research

At the end of the project, the tutors provided 9 questions in writing regarding the tutoring tasks undertaken in the project.

Tutors had different reasons for becoming tutors. 35% of the tutors responded that this job gave them the oppor-

tunity to learn from others. They were nearly as many who became tutors because this work gave them the opportunity to help students in a way that was tailored to their students' individual needs and to advance their academic achievements. 20% of the respondents said they participated in the program because it provided a professional challenge.

There are many student colleges in various faculties at the university, but since 78% of our colleagues do not participate in the work of other colleges, we cannot determine whether the financial, personal, and community support our students receive from WHSZ are better or more personalized than the support students receive from other student colleges.

Those individuals who have had the opportunity to work at other student colleges claim that the programs of Wlislocki Henrik Student College are high quality and the services and scholarships provided help students concentrate more on their university studies.

Tutors believe that the support they provide helps students in their academic progress. Nightouts and programs on weekdays were also considered important, as well as the importance of language learning, learning methodology and development of computer and digital skills. Many emphasize that the administrative task required from the students. The monthly management of their portfolio has had a positive impact on the students. They learn about regularity and it makes students more reflective on their studies and academic work. Several tutors also note that, unlike our first TÁMOP project, students now have their portfolios available in electronic format, which they can access anytime and anywhere.

The following opinions were expressed by a tutor about the importance of their work:

"The support tutors provide helps students in their academic progress. A tutor/mentor helps students in the everyday life of their university life. Beside the fact that this work is a source of additional income, I can become a part of a community with the students, and we can even research together."Although the small-scale research that the tutors made is not representative, as only half of the instructors involved in tutoring were involved, it is still important feedback for us at WHSZ.

During the project we also asked the most important target group, the students, about their opions on the program. We spent our last weekend together at Orfu, providing the opportunity for students to evaluate the project. Every student described how WHSZ has had an impact on their lives so far. Below you will find a sample of the program evaluation reviews:„The college has greatly changed my life. I was not a people person at all during high school. It has totally changed: At WHSZ, I organized programs and got many new friends. I think these friendships are for a lifetime. With the help of my tutor, I worked on research that I would not have done otherwise and he helped me a lot with my thesis. Community programs, teachers and other staff members have greatly contributed to my personality" *(4).*

„My life has changed completely. Two years ago I would not have thought I would finish the university. WHSZ and its people, such as tutors and mentors, played a major part in me being able to finish on time. I would never have thought that I would ever become an academic, but this community has even helped me achieve that. I participated in joint research and there was research that I carried

out myself and I even presented it at a conference. WHSZ opens up new horizons for me. I came from a family that values traditions so I never got to try out many new things.

I feel like I'm a completely different person and that my life is moving in the right direction. WHSZ made all these things possible. I'm glad to have met the teachers, doctors, and professors who taught me. Had I not been a member of this community, I could not have gotten to know these people. I hope I will keep in touch with everyone from WHSZ" *(12)*.

„When it turned out that I got into the University of Pécs, I got worried because I did not have any housing there and I didn't know where I could get money from for my studies. I felt lost until the end of the first weekend when we stayed overnight at school. The community and the management quickly accepted me into their group, but they gave me so much more than that. They also informed me about all kinds of events, programs and opportunities that were available for me outside my faculty, such as research opportunities, field trips and so many other things.

I am really grateful for the college because I have grown both as a person and as an academic. There are many things that I never could have done without WHSZ. I want to say thank you to all the members of the management, the teachers, other associates, and my peers.

They provided many opportunities for me to take advantage of if I wanted to. Thanks to Henrik Wlislocki Student College, I have grown to become more self-reliant, responsible and empathic, and I have gone though a positive personality development altogeher."

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Annex. A tutoring system

Compiled by Dr. Anna Orsós

The tutoring system is in line with the founding charter, the Organizational and Operational Regulations of the Wlislocki Henrik Student College (hereinafter referred to as "the Student College") and the winning tender of the Department of Romology and Educational Sociology (hereinafter referred to as "the Department") of the BTK NTI at the University of Pecs, with the serial number code TÁMOP-4.1.1.D-12/2/KONV-2012-0009 (hereinafter "TÁMOP tender").

Professional Background
The present TÁMOP tender aims to support disadvantaged, primarily Roma/Gypsy students. In addition to providing a student grant, we would like to assist students with personalized services.

We believe that the involvement of university instructors for the personal support of students in the project to be implemented by the TÁMOP tender will provide support in talent development, catching up in school, the development of mental health, finding the right career, and making a professional portfolio. We consider it necessary to work with dedicated people (university lecturers) who are

able to both support students personally and continuously monitor their studies, thus ensuring students' successful academic progress and the prevention of dropping out.

Objectives
The primary goal is for all students involved in the program to have self-slected tutors from the University of Pécs who personally monitor and support their progress.

Another aim is for tutors to create a professional workshop providing an opportunity for exchanging experiences to support students' progress.

Who Can Be a Tutor?
Any university teacher/lecturer can become a tutor if they are chosen by a student involved in the program and if they voluntarily undertake the tutoring of the student and participate in the program in accordance with regulations and obligations.

How to Become a Tutor
The student and the tutor submit the following documents to the project leader of the 2.2. "tutoring" project component: The student or the teacher responsible for the tutoring sends a written request letter to the prospective tutor.

The tutor's Curriculum Vitae is submitted
A tutoring plan is developed together with the student, tailored to the student's individual progress plan.

Teachers Involved in Tutoring

March 2013	4 Months	18 people
September 2013	5 Months	33 people
February- June 2014	5 Months	33 people
September-January 2014	5 Months	33 people
February- June 2015	5 Months	33 people

The tutor will receive an additional amount of compensation as long as the tutored student receives a scholarship. The monthly amount for tutoring is 15,000 Hungarian Forints for each tutored student. An instructor can teach up to three students in a given period.

As a condition for the transfer of the tutoring fee, the tutor will be given a tutoring contract at the beginning of the work, which includes the conditions:

> • Signing a contract is multilateral: In addition to the tutor and the sponsor (PTE), the student also authenticates the contract.
> • The contract details the terms of the disbursement and the criteria for possible contract termination.
> • The contract includes the description of the activities of the tutor, the expectations placed upon him/her, such as helping the mentored student to participate in studies and other activities (e.g. community, academic).

The contract must cover all the areas listed below – Supporting Activities Provided by Tutors:

> 1. Mapping the student's knowledge and competences with the help of personal conversations, and the input measures of the services provided by the Student College.
> 2. Supporting the preparation of the Individual Progress Plan of the student in possession of the information detailed in the previous section.
> 3. Monitoring the documentation of the portfolio that is continuously updated by the student, thus following the individual progress of the student.
> 4. The relationship between the student and the tutor, documented and described by the CASEBOOK.
> 5. Orientation discussion, which helps the student choose the professional services of the project

6. To support the preparation of the student to be able to participate in a professional conference, summer camp, training, etc.

7. To participate in the community workshop organized at the department every month in the Community Space, for training tutors and for establishing the exchange of experiences.

The tutor collects documentation about the student's progress and any developing and supportive activities, and summarizes the performance of the work together with the student every six months in a professional report. The summary report is verified by the student. The certified summary report must be submitted to the sponsor. Submission and acceptance of the summary report is required for the tutoring grant and its duration.

Total Length of Tutoring Activity
The activity is adjusted to the academic year during the project.

The disbursement of the tutoring fee may be terminated even before the expiration of the grant period granted, in exceptional cases. The reason for termination may be:

- Termination of the student's scholarship.
- The tutor's legal relationship is terminated with the University of Pécs.
- Due to the deterioration of the relationship between tutor and student, tutoring becomes cumbersome.
- At the written request of the student and/or tutor.
- The student initiates the termination stating that the tutor has not been meeting his commitments as a tutor.
- The tutor initiates the termination stating that the student has not been meeting his commitments as a student.

• The tutor does not participate in more than 20% of the professional workshops that is meant to help with his tutoring.

○ Any member participating in the program can initiate the termination of the tutoring program based on conditions referred to above.

○ In each case, a consultation is required, which involves the student on a scholarship, the person who initiated the termination of the tutoring, the student's mentor and tutor, the project leader and the professional leader of the program.

○ The fee for tutoring can only be terminated if consensus is reached on the consultation. (The primary purpose of consultation is the restoration of performance and not exclusion.)

BOGLÁRKA PÁPAI

"Together, we can do more!"

Summary: *The purpose of this study was to present the ways in which the community programs implemented within the framework of the EFOP -3.4.1-15-2015-00009 project at Henrik Wlislocki Student College contributed to the strengthening of Gypsy identity. During the project period, the self-organizing power of the community and the role of social engagement in everyday life were emphasized. The project helped to establish the "Community Area" at the Department of Romology and Educational Sociology of the University of Pécs, serving as a central location for community programs and experiences.*

Keywords: *inclusion, identity, resilience, engagement, community*

"A couple of years ago, before I started university, I was told by one of my relatives to cherish my memories from high school because it will never be like that again. I was told that there is no sense of community at the university. Yet secretly I was still looking forward to being at the university and I was sure I would have a community to belong to. Then days turned into weeks and months and I found myself in university hallway, in classrooms fitting a hundred

people, but I did not know anyone and I did not feel a sense of community. But then something happened. I became a member of WHSZ and not only did I find the feeling I longed for, I also found friendships, connection and experiences."

Elements: Inclusion and Identity

Inclusion

At the beginning of this study, it is of utmost importance to consider the concepts I am building my argument upon.

The first such term is inclusion, which we consider to be a process that takes into account and responds to the different needs of children, young people and adults in order to increase their participation in learning, in cultures and in communities. At the same time, it reduces and eliminates their exclusion from education. This process assumes changes based on mutual ideas affecting content, approaches, structures, and strategies. As defined by UNESCO, "The inclusive school along with the changes can successfully involve every child in the right age group as its view is that the education system should be truly accessible to all children*"(2009)[1]*. Creating this environment cannot end at the lower levels of public education. For example, the Arany János Programs (Arany János College Program, Arany János Talent Support Program, and Arany János College Vocational Program) are all prominent examples of creating an inclusive environment for high school education, and this form of a supporting environment is established by a similar discipline in student colleges within the framework of higher education.

Student colleges are meant to promote their students' involvement in academic life and, above all, prevent them from dropping out. An example of such a student college is

the Henrik Wlislocki Student College, which has been operating since 2002 at the Univeristy of Pécs' Department of Romology and Educational Sociology. The Student College was initially formed by likeminded academic students interested in Roma studies. Jointly organized programs and professional workshops in a supportive environment all promoted professional development and access to academic life.

Inclusive School Environment

Inclusion does not only have social dimensions, but it is also connected to education because education is one of the most important areas where it can be put into practice. Aranka Varga summarizes the criteria for inclusive education as such: "The host society is the basic source of community education, and education itself is more than schooling - it is an act with the community, in the community and for the community. In the inclusive school there is a heterogeneous group of students in focus, which takes into account the individual qualities of students in the student community. Inclusive pedagogy assumes a system that begins with recognizing and evaluating disparities between students, in which the student considers himself as an individual in his complexity, including his social, cultural, and individual abilities. The essence of inclusive pedagogy is the need and success of responding to the uniqueness of infinite variations of personal attributes and the need to respond to ever-changing individual needs. He is capable of continuous renewal because he realizes that he cannot respond to changing needs without it" (Varga, 2015).

> "In the student college I found a new family and a real, supportive community. I found friends that I can always count on. I always looked forward to weekends at the student college because I knew I would

> be among good people. This was the first community I really opened up to, where I could really be happy. My companions and friends in the student college always had my interest in mind. They always pointed me in the right direction. There were times when I was not happy about it and it showed, but that did not deter them from supporting and helping me. I received a lot of recognition and encouragement. I became a part of things I could not have dreamt of. I have come more and more to know myself and what I can do. All in all, I received so much from the college and from the community that I can't even list it all."

When enrolling in a student college project, each student was interviewed with a personal in-depth interview, which determined the set of needs for the program to adapt to. Accordingly, we started organizing language lessons and tutoring.

> "The community, friends, programs and the opportunities gave me a lot, and I feel that it was a good thing that I joined this community at the time, and that I could be part of everything."

Identity

First of all, I would like to take into account two definitions of identity relevant to the everyday life of the Student College.

> "The search for self-image is the center of the concept of identity. Erikson regards the development of identity as a lifelong process" (Erikson 2011). Student life at college determines two key factors: the search for identity and the lifelong continuous presence of this searching process as one of its main goals.

In many cases, new students are still at the beginning of this searching process. In this process, supportive and inclusive environment can be provided for everyone to have the opportunity to become acquainted with themselves and their surroundings, as well as to experience their Roma way of living.

This cognition process is in the center of Olson's concept of identity, which states that "identity is mostly related to personal attributes that the individual feels as his own and is bound to the attributes he thinks he is determined by as a person, that makes him a person" (Olson, 2017).

> "I met many people with the help of WHSZ and my experiences there enriched me as a person. It taught me mostly about confinement and how different we are, yet we have to accept everyone."

From the point of view of identity search, students arriving at the college may be divided into three groups. Some of them belong to a family of Gypsy nationality living according to their traditional cultural characteristics. They have learned some of the Gypsies languages, customs, and traditions, and they organize their daily lives accordingly.

The second group includes students who identify themselves as Roma people, but they have not, or have hardly brought any Roma habits and knowledge from their families. They are those who joined the student college to find, understand and confirm their Roma identity.

The third group consists of students who do not belong to the Gypsy nationality at their own discretion but at the same time show interest and commitment to getting acquainted with the topic and researching it.

> "I never thought that I would ever attend any event at the WHSZ student college, but since I've been to many programs there, I had a lot of fantastic experi-

ences. In fact, I've never been a member of such a bigger community. At first I was very scared about how I would fit in. Fortunately, the team accepted me quickly and easily. The community has given me many things and has taught me a lot. I was able to overcome my inhibitions. I've made many new acquaintances and friendships. The student college helped me develop personally. All the programs gave me a lot of laughter and happy moments. Thank you for allowing me to be a part of it. "

Following the multilateral definition of the concept of identity, it can be observed how in practice the support of a person's identity was promoted, reinforced, or recognized throughout the project period of the student college. Many students openly (voluntary statement) embraced their Gypsy identity, which played a key role in the project and the operating principle of the college.

TESZ-WHSZ[2]: "The Busy World of Student College"

In the "APT– WHSZ" EFOP -3.4.1- 15-2015-00009 project, we implemented a diverse support system based on many years of professional experience and achievements in educational science and supported by three pillars - individual care, active community, personal science.

In the "Active Community" pillar, activities are focused on bringing together the community of the student college to develop an open attitude and recognize the value of multiculturalism. We considered active participation important, so building on students' initiatives and their active participation during the implementation was of key importance. Moreover, it was also important to create full compliance with the intercultural approach, in which personal fulfillment and the development of Gypsy/Roma identity

were supported by community activities and where open dialogues with other students were always available to students. This way students could get integrated into the community of the university more easily (Trendl, 2018). Volunteering is an opportunity to form communities and to develop social engagement. Volunteering was linked to institutions and organizations where support had to be provided for children and pupils coming from very similar backgrounds as students came from at WHSZ. Individuals from the student college were gladly involved in such volunteer work.[3]

A key issue for disadvantaged and Roma/Gypsy students is to develop and strengthen their identity. The programs provided opportunities to facilitate and further recognize this goal. Through the project, their general knowledge about Roma identity expanded. They learned about the linguistic diversity of their own environment, culture, traditions, and customs, and they also gained insights into the individual and collective rights of such groups in Hungary and knowledge about civil organization.

In the case of each program and cultural event, students from the student college have had the opportunity to participate in the organization and the implementation process, thus becoming able to carry out the organizational tasks related to cultural and professional programs on their own.[4]

"The guarantee for equal participation and access, as well as the inclusive approach is a multifaceted activity system that is tailored to needs of students in the student college in a personalized (differentiated) manner. Participation is formed by the demands and needs of the student in the student college " (Varga, 2017).

Social Inclusion - Empowerment

"During the emergence of empowerment, the in-dividual gradually recognizes the power-structural factors that adversely affect his or her life, and uses means of support to change these, then acquires competence elements, organizes community ac-tions, and so on. The resulting minority influence rewrites the mechanisms of repatriation of social inequality and gives a chance to share social goods against structural vulnerability " *(Varga, 2017).*

"In the case of a student college, the commit-ment to the Gypsy community and the related social responsibility - as the highest degree of empower-ment - is the starting point for their own identity, the diversity of which can be attributed to the students counting themselves as a part of the Gypsy commu-nity" *(Varga, 2017).*

"The operation of a student college is embedded in a community that is characterized by self-activity. Stu-dents in a student college develop their cultural and community programs into which they are interested themselves. This is part of the programs aimed at strengthening identity - considering the Roma / Gypsy community as a positive value and making internali-zation of being an intellectual. The mentoring system ensures personality. As translocations, older, more experienced college students, as mentors, are driving forces of the community, helping to increase the activ-ity of younger peers. Mentors also get self-confidence, personal empowerment (self-help mechanism) through successful community action " *(Varga, 2017).*

"I cannot even think of this small town without thinking of the student college. There are plenty of

things the programs, members, guests and responsi-
bilities thought me."

"Community Space"

> The Department of Romology and Educational So-
> ciology has always provided room and opportunity
> for the functioning of the student college. Initially, a
> training room was established for the work that was
> organized by the students according to their needs.
> Equipment (furniture, computer equipment, mugs)
> was obtained with the help of grants the department
> applied for. In 2013, however, thanks to the "TÁMOP
> project", infrastructure development was also possi-
> ble, which enabled the Student College to receive a
> larger place and better equipment. This room is called
> the "Community Space". It's a place where students
> can visit any day of the week if they need to look at
> e-mails or just talk. This space is not only a room, but
> also the birthplace of the community programs, a
> location to develop ideas, and the place for project-
> related discussions. *(Trendl-Varga, 2015)*

> "The community? I do not have to write a lot about
> this, just that life-long friendships were formed there."

In the Community Space, we have the opportunity to meet
students in a regular, informal way. Students can use more
than one computer at the same time, and students tutor
each other and interact on a daily basis. A colleague of the
Student College is always available to the students who
come here to ask for help with photocopying, printing or
library rental.

> "I've got to know many people who have since became
> really good friends and support me in difficult times."

"Inclusion was also sought after in the physical space of the student college. In 2016 a cushioned seating area, a study table with computers and a kitchenette for having tea and meal together were designed according to the needs of the students. On the shelves there are students' publications and important books, they can reach their portfolios in the closets, and pictures of common experiences are on the walls " *(Varga, 2017).*

"I became part of a community. They formed me and I formed them. I've got to know my best friends here. Memories that will stay with me forever. "

With the involvement of students and their demands and needs, this special place for rest and connection know as the Community Space has been set up. Students are happy to spend their free time here between classes, and they are happy to organize meetings and preparations for lessons with other students.

In this place, invaluable literature became available to students recently because we are continually expanding the available literature and journals in response to students' emerging needs.

Thematic Weekends: Romology Preparation

During the project period, each professional weekend was built around a particular theme and subject. For example, the agenda for a weekend program would include topics such as the methodology of learning, antidiscrimination, social engagement, personality development, career guidance, re-organization and a special emphasis on Hungarian Roma identity. The aim of the weekend program revolving around Hungarian Romas was to expand the knowledge of students in the field of Roma identity as well as to generate

thoughts and ideas related to the area, to promote joint research, and to strengthen identity.

> "I'm grateful for the companions and friends who helped me in everyday life. They encouraged me. The Student College is as much as we give from ourselves. It is what we are and I count, if only a little bit. But I do count "

During the weekend program, the participants worked in five groups during the day and elaborated in more detail on each topic by group. Using Power Point presentations they showed the history of the Hungarian Roma population, as well as the characteristics and differences of the Romungros, the Oláh Gypsies, and the Boyash Gypsies. They developed insight into nationality rights.

In preparation for the program, many historians, theologians, and social workers dealing with the topic were of great help. With their guidance, a cheerful, but substantial and knowledgeable program was realized.

> "I was not into communities at all in high school. This has changed here completely. I have organized programs and made many new friends. I think these friendships will last for a lifetime."

The community of a student college works together and develops together, sharing common activities and different opinions. These experiences reinforce their identities.

> "I can also thank the WHSZ for the development of my personality. The tasks I was assigned have increased my autonomy, my creativity and my self-confidence. Overall, I think all these many experiences, programs, and tasks in the past five years

have contributed to making me feel I'm on the right track in my life. "

At the end of the program, the college students decided they wanted to have a Gypsy dance, so they organized a dance club for themselves.

The Romani-themed, day-long program contributed to the fact that the students were more courageous and open to the topic of Roma identity, increasing the number of students focusing their research on the issues and problems of the Roma people.

Gypsy native speakers used one of the Gypsy languages more frequently in their free time, and encouraged their peers to use and learn languages. The language level of the students is different, so learning from one another is definitely useful to them. But at the same time they do not feel the compulsory nature of language learning when using the language in an unobtrusive way compared to a high school class.

Self-organization of the Community

During the project period, the community organized a number of joint programs that would help to respond to societal problems while strengthening their social presence. Such an operation was when a collection involving NGOs operating at universities and cities was organized to collect toys, clothes, shoes, books, perfumes and small electrical appliances that were no longer used at home. Thanks to the enormous success of the initiative, it was impossible to make the delivery with the car originally planned for this task, so the delivery of donations had to be done with the full support of the University of Pécs.

> "I have a feeling of autonomy, responsibility, empathy and positive personality development, thanks to the Henrik Wlislocki Student College."

Students organized the collection themselves from design to completion, and they sought advice from the board only when needed. However, giving up was never an option.

> "With the Student College the world opened up for me. I have gained a lot of experience and got plenty of new friends. I have been a member of a wonderful community that I will always be proud of. "

According to their own words, they have learned a lot from realizing such ideas. Even if we could talk about well-designed actions, there have always been tasks emerging that they did not consider before. During these actions, it has been shown that their persistence and adaptability have become enormous and they became exemplary, resilient people[5].

> "I was a member of a funny and very understanding student college community. I feel that WHSZ has had a positive impact on my life in organizing, in getting friends, and in learning."

Should we Talk about It? Stories about Prejudice

Students and other contributors at the college had the idea of creating a book about individuals and their personal stories about being affected by discrimination. Some students took part voluntarily in collecting stories and also contributed to the creation of the book with personal experiences. When collecting stories and using them for a book, we decide not to focus primarily on putting negative stories on paper and or exclusively on the Roma individuals. There, the book is heterogeneous in terms of topics. In addition to dealing with gypsies, it also includes the experiences of non-nationals and disabled people, as well as the topics of religious beliefs, sexuality, appearance, the elderly, and poverty.

The collected stories, entitled "Neked 8 - Nekünk 28 (8 for You[6], 28 for Us"), will be published in the autumn of 2018. The idea to compile these stories into a volume was inspired by the expression *we fear what we don't know*. If we hear these stories, we usually know only one side of the story, which is usually not the side of the victim. However, while reading this book, we will inevitably think about the feelings of both parties, as well as the cause and effect in the stories' outcome.

Participation in Civil Society Organizations and Local Communities

Most of the active members work voluntarily in NGOs dealing with Roma and disadvantaged people. Additionally, members spend much of their time having a positive impact on the lives of individuals of gypsy origin and other marginalized, disadvantaged people living in Pécs.

Compulsory voluntary activities are built into the VET project, and several people contribute to the programs of the UCCU Foundation, focusing primarily on the importance of social engagement and the reduction of secondary schoolchildren 's prejudices against Roma, as well as developing role models for Roma and other disadvantaged children.

Creation of a Civil Organization

In the autumn of 2017, the students of the Student College decided to create a civil organization to strengthen social diversity of nationalities, subcultures, LGBT communities and socially excluded groups.

The association aims to strengthen social diversity as a value by addressing these groups and developing their activities. The aim is to bridge the above-mentioned groups with the majority society, especially among young people.

12 students from the Student College officially registered with the *Diverz Youth Network* in March 2018, These students have since been actively featured at national and international events both as rapporteurs and listeners. In July and August 2018, they organized and led their first round table discussion.

Summary

The Henrik Wlislocki Student College of the University of Pécs has the goal of supporting students and promoting their academic success. It supports students' involvement in scientific research and promotes active citizenship in the community. By achieving these goals, some of the students at the Student College are committed to public service, politics (e.g. a Roma minority self-government representative), the important task of giving voice to the demands and needs of local communities. By establishing a non-governmental organization (*Diverz Youth Network*), they started their own way of thinking, shaping their own future, and representing themselves and their immediate communities.

The day-to-day work of the project's professional management and tutoring staff was a constant example for encouraging and motivating students. As the project is coming to an end, it can be said that conferences, workshops and various professional events were popular for professional development, both for students and presenters. Continuous development and learning has become part of their everyday lives.

> "I would never have thought that I would be on a scientific journey, but this community has even managed to lead me this way. I have had the opportunity to participate in joint research and individual

projects, which I also presented at a conference. The WHSZ managed to expand my view, even though two years ago I went to university as someone coming from a family of traditions. I feel like I'm a completely different person and that I am moving in a good direction. I can continue on honorably. All these good things I got from the WHSZ. I'm glad that I have got to know teachers, doctors, and professors. If I wasn't a member of this community, I wouldn't have gotten to know these people. I hope I will also have a good relationship with this company in the future,"

The objective of the project has been fully realized, to contribute to the formation of a group of Roma intellectuals engaged in active social dialogue. This is indicated by the fact that the Student College successfully achieved the goals of continuous volunteering, taking the first steps in the science field, and establishing a civil organization.

Through this study, I wanted to provide insight into the Gypsy identity and community building activity of the Student College. One of the conditions for getting into the Student College and project was to be a Roma and to be interested in this topic. In accordance with this requirement, the three-year project period was compiled. Incorporated into thematic weekends, students had the opportunity to get to know more about their cultures and lives from home in a more scientific, academic manner. Community programs were always organized in accordance with the needs of the students, and they found Roma dance houses and traditional music evenings essential.

Notes

1   Policy Guidelines on Inclusion in Education. United Nations Educational, Scientific and Cultural Organization. UNESCO, Paris, 2009. 8-9.

2   The subtitle „TESZ-WHSZ" is a reference to TESZ-VESZ, which was the Hungarian translation of Richard Scarry, the American-Canadian-French animated series.

3   The complex system of the project weekend http://wlislocki.pte.hu/content/projectheets-complex-system [20.08.2018]

4   Excepts from the development plan for each project elements: http://wlislocki.pte.hu/sites/wlislocki.pte.hu/files/files/whsz_-_projektelemek.pdf [2018.08.20.]

5   "A resilient student is characterized by a successful career spite the disadvantages (risk factors) that inhibit their successful progress. In other words, he/she is capable of making capital investments on the road to obtaining goods, and the access to goods is not limited either. To this end, in order for resiliency to develop, it is essential that there is a supportive (protective) environment that will help counteract the risk factors for a successful adaptation to difficult conditions." (Varga, 2017).

6   The idiom, "*Neked 8*" from the title of the short story collection is a pun intended because it means "You don't care" in Hungarian. Its etymology is rooting in that fact that 8 can be turned upside down, it's still going to be 8. (Magyar Nyelv/Hungarian Language Vol. 100., 2004.p.192.)

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Project by element development plan http://wlislocki.pte.hu/sites/wlislocki.pte.hu/files/files/whsz_-_projektelemek.pdf [2018.08.20.]

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SZILVIA LAKATOS

Volunteering and Social Responsibility

1. The Active Community Project Element

The Henrik Wlislocki Special College (Wlislocki Henrik Szak-kollégium) has put a great emphasis on the voluntary activities of their students in the period preceding the current EFOP-3.4.1.-15-200009 project. With the previous grant, the aim of the **Volunteering and Social Responsibility** project element was to encourage students to be socially responsible, particularly those from Roma/Gypsy and other underprivileged communities. In this context, the development of the social competences of the involved students could be predicted in accordance with their studies and later success, as well as seen in the increase in their social capital with particular regard to the personal and professional relationships acquired. In addition, volunteering also provided an opportunity to gain professional experience. At this time there were essentially five cooperating partners who set the scene for volunteering: Gandhi High School and Dormitory, Faág Baráti Kör Association, Saint Marton Caritas Foundation, Száma dă Noj Association, and Khetanipe Association for Roma Partnership (Orsós és mtsai 2006:10).

The profession principle did not change during the current project, while the number of cooperating partners have expanded. Nonetheless, in the current tender one of the three pillars supporting the achievement of the objectives (the pillar called **Active Community)** provides the profession background for the voluntary activities.

The project is based on three pillars: Individual Care, Active Community and Personal Science. Volunteering is part of the **Active Community** pillar as well. The pillar is made up of four project elements which are specifically designed to promote the students' formation into a community, as well as their development into engaging, committed intellectuals. Voluntary Activity at the Special College offers the possibility for development of community formation and social engagement. Volunteering is fundamentally linked to institutions and organizations where support for children and students coming from a community similar to a special college is ongoing. Special Collage students become voluntarily involved in this work, serving as inspirational role models for their younger peers and becoming stronger themselves through self-help mechanisms. Under the planned project, students in the Arany János Program and Tanodák secondary school will take part in career guidance sessions by professional students and do voluntary work in civil organizations (Orsós és mtsai 2006:24).

2. Organizations Hosting Volunteers

During the project period, nine cooperating partners provided volunteering opportunities for students at the Special College: *With the Power of Humanity Foundation; Baranya County Child Protection Center's Reception Home on Szikla Street; Bártfa Street Elementary School; Faág Baráti Kör Association; Gandhi High School, Dormitory and Elementary Art School; Khetanipe Association for Roma Partnership; Hungarian Red Cross; UCCU Foundation; Számá dă Noj – Vigyázz Reánk Association; and Saint Marton Caritas Foundation.* It is a novelty that the current grant has also made it possible for students to carry out voluntary activities at Henrik Wlislocki Special College.

2.1. With the Power of Humanity Foundation (Az emberség erejével Alapítvány)

With the Power of Humanity Foundation was formed in 2006 by enthusiastic young individuals in Pécs to promote the ideas of human rights and solidarity. The principal aim of the organization is to strengthen social inclusion by endorsing oppressed, discriminated groups and by the majority to be more sensitive and empathetic toward minorities. The foundation started its work in 2010 in Gyárváros, a segregated district in the eastern part of Pécs. Out of the initial after school free-time activities, Shelter Youth Club (Menedék Ifjúsági klub) was established, followed by Adventure Store Special School (Élmény Tár Tanoda) in Spring 2013. The special school's profile includes learning assistance, learning projects, regular workshops (crafts, media, football, experiential education, etc.), recreational activities and camps. The mission of the school is to make it accessible both for Roma or non-Roma children, most of whom live in extreme poverty, to have experiences that are commonplace for their more affluent peers, such as horse riding, visiting museums, going to the theater or roller skating. The basis of the programs is experiential, informal learning. A community development project was started in 2015 for the children's parents with regular meetings, personal mentoring, recreational programs and local interest promoting such initiatives. In 2007, the organization launched its first human rights education programs in cooperation with local primary and secondary schools. From spring 2015 until spring 2016, the foundation's professionals conducted eight long-term human rights education programs financed by the EEA/Norway Grants which were based on the national curriculum frameworks, making these adaptable throughout Hungary. The syllabus, lesson plans and observations of these programs are summarized in a publication entitled 'egyMAStan' available for free download.

With the Power of Humanity Foundation manages two online human rights education platforms: Humanity Free Online University (E.SZ.E.) provides e-learning courses, while Humanity Playground (Emberség Játszótér) contains games which can also be used for educational purposes. In order to spread human rights and democratic citizenship education, the foundation's educational staff is involved in numerous courses (for social workers and teachers) and entire seminars at the University of Pécs. Many of the training programs available for professions are also accredited.

With the Power of Humanity Foundation believes in the cooperation of civil organizations; therefore, they initiated the Human Rights Education Alliance of Pécs (PEJNM), which now has seven member organizations with different human rights education programs. Furthermore, the foundation is a member of the Hungarian Anti-Poverty Network and also has experience in international cooperations such as Youth In Action (Fiatalok Lendületben Program) and Erasmus+ (emberseg.hu).

2.2. Baranya County Child Protection Center's Reception home on Szikla Street (Baranya Megyei Gyermekvédelmi Központ Szikla utcai Befogadó otthona)

The Baranya County Child Protection Center and Regional Child Protection Specialized Service (Baranya Megyei Gyermekvédelmi Központ és Területi Gyermekvédelmi Szakszolgálat) was established on 1 September 2003 by merging the Directorate for Group Homes and the Child Protection Specialized Service of Baranya County. The institution provides child protection areas of expertise: home care, foster parent network, operation of children and group homes, and child protection specialized service.

The Baranya County Child Protection Center and Regional Child Protection Specialized Service provides home care for children in temporary and foster care, compre-

hensive care for children requiring specialist care services for other reasons and after-care services for young adults, ensured by child protection units. It is also responsible for regional child protection services.

The children's homes and group homes of Baranya County Child Protection Center and Regional Child Protection Specialized Service create an organizational unit. Within the framework of the organizational unit and after considering all needs, it ensures comprehensive care for children taken into state custody by placing them in specialized children's homes essentially fitted for the accommodation of children with normal needs, but also authorized to integrate children with special needs. The work takes place with a sense of professionalism and unity, conducted and coordinated by the leaders of the organizational units.

In the framework of the personal care provision, child protection provides a professional service network as defined by relevant legal stipulations. These child protection services include but not restricted to: specifying the place of care, the appointment of care givers, operation of the temporary placement service, the professional preparation for the process of adoption, the temporary custody and education of children, counseling and keeping records required by the Act (Gyvt.), the operation of a county committee and the tasks related to assistance and mediation.

2.3. Bártfa Street Elementary School (Bártfa utcai Általános Iskola)

Being child-centered is the ethos of their pedagogy. In school life everything is organized and applied based on and adjusted to the children's needs.

They believe every child is different. Each child has a unique and unrepeatable identity. This diversity is what children need to accept, and they also need to be provided a helping hand to grow and develop. In order to make

it possible, such favorable circumstances are ensured in which every child is able to develop themselves even if they possess entirely different abilities than what is demanded by an ordinary school. They believe that the school can only be successful if it takes into account all of the above points and cooperates with its partners in an open-minded environment, providing opportunities both for children and adults to think, work and create together.

The institution applies an inclusive, practical approach, as well as a variety of methods and programs that are appropriate for coeducation.

2.4. Faág Baráti Kör (Tree Branch Friends' Association)

The *Faág Baráti Kör* (Treebranch Friends' Association) was established in 1998 for Roma/Gypsy youth living in child protection care, with the intention of creating a community for children and youth in order to ingin these conditions. It was also designedprovideing a self-help program to compensate for the limitations in their socialization and other deficits that the child protection system can't completely provide or make up for. They started operating in a family-like environment with the involvement of more and more children and youth, for which they also acquired community space with the help of the local government of Baranya County. The target groups of the association are people whose families have expanded over a period of time. They are primarily disadvantaged children and youth. [1]

2.5. Gandhi High School, Dormitory and Elementary Art School

The Gandhi High School Public Benefit Nonprofit Organization was founded on 29 July 2011 with the goals of its predecessor, the Gandhi High School Public Foundation. Its mission was to continue this work, perform its duties, and maintain

and operate Gandhi High School and Dormitory in Pécs. This is the first Roma/Gypsy nationality institution in Europe providing a high school diploma for students, which has been carrying out their educational program for two decades.

In 2015-1016, utilizing EU funds, the organization renovated most of the properties they manage, reconstructed storage rooms in the school building to make them suitable for educational activities, and developed the infrastructure needed to operate them.

Following the completion of this investment, the organization continued with its developmental plans set out in previous years and its continued to grow with the support of the Roma Nationality Methodological, Educational and Cultural Center (NeRok) and the Ministry of Human Resources.

The main priority of the organization, working alongside the high school, is to assist the emergence of open-minded Roma youth who are interested in the sciences and who deeply relate to their people and their mother tongue. It promotes breaking the cycle of poverty that comes with being socially disadvantaged, and it focuses on the preservation and continuance of the values of nationalities. Their ultimate goal is to operate an innovative, Roma-centered methodological school and center that is recognized across Europe.

The company is fully owned by the State of Hungary, while the rights of ownership are exercised by the Ministry of Human Resources (gandhikft.hu).

2.6. Khetanipe Association for Roma Partnership (Khetanipe a Romák Összefogásáért Egyesület)

The Khetanipe Association for Roma Partnership was founded in 1999 by Roma university students with the aim of addressing social and individual problems of disadvantaged Roma people through their voluntary work.

Based on the memorandum, the main guidelines of the association are organized around educating and teaching Roma/Gypsy children and youth, strengthening their identity, promoting the learning of various Roma/Gypsy languages, cultivating their culture, enhancing their social life, improving Roma/Gypsy people's living conditions, protecting their rights, preventing drug abuse and encouraging a healthy lifestyle. Since the beginning, the association has cooperated with other Roma/Gypsy and non-Roma/Gypsy organizations and governmental institutes in order to bring together the Roma/Gypsy communities, underprivileged families, children and youth who live in slums in large numbers.

The organization's activities are indeed wide-ranging and diverse, but members strive to make the different programs work in organic unity despite their complexity, and towards common goals. In recent years, many significant programs have been realized. From 2004 the number of realized programs have expanded considerably, either at county or regional level, which is the result of the hard work of skilled, mostly Roma/Gypsy colleagues.

Since the establishment of the association, Open Society Institute has been among our supporters. In addition to their operational support, within the framework of the Roma Participation program it has established international relations and thanks to their assistance, members have also had the opportunity to attend various trainings frequently. Alongside the activities mentioned above, the association is also represented in conferences, seminars and trainings set up for civil organizations. Continuous training, building relations, information flow and exchange of experience are all very important.

2.7. Hungarian Red Cross

The Hungarian Red Cross was established in 1881. It was recognized by the International Committee of the Red Cross in 1882. Since 1921 the Hungarian Red Cross has been a member of the International Federation of Red Cross and Red Crescent Societies.

It carries out its activities based on the four Geneva Conventions, "for the protection of the victims of war", as well as additional protocols due to the fact based on the that the Republic of Hungary is still currently a member statety and part of the Red Cross and Red Crescent Movement. It cooperates with the International Committee of the Red Cross and supports the development of international humanitarian law.

The Hungarian Red Cross has the following objectives:

- To protect life and health.
- To respect human personality.
- To alleviate human suffering and social problems.
- To prevent illnesses.
- To provide assistance to the wounded of armed conflicts or catastrophes.
- To contribute to the responsibilities deriving from the Geneva Conventions.
- To disseminate international humanitarian law and the principles of the Red Cross.
- To teach social solidarity.

2.8. UCCU Foundation

The main aim of the foundation is to combat prejudices and negative stereotypes in society related to the Roma, so we can all live in a more tolerant and open world. According to their mission, the lack of acceptance often derives from a lack of knowledge. In Hungary, those who express

anti-Gypsy attitudes usually know very little about the group they reject. UCCU The UCCU Foundation provides an opportunity for primary and secondary school students to meet and engage in a conversation with Roma youngsters.

2.9 Számá dă Noj – Take Care of Us Association

The association was established by teachers, social workers, and other people working in human services, together with the Saint Marton Caritas Foundation in 2002. They believed that for people in the Sellye micro-region (most of them living in extremely difficult circumstances), the organization of a civil organization could be a turning point. Their objectives include:

> • Creating community spaces: a place or several places are needed where people can share their problems, organize programs and make decisions together so that they can feel greater responsibility for their surroundings.
> • Helping effective empowerment, solving the problems of those who are marginalized.
> • Social, health and culture programs, continuous presence.
> • Operating legal assistance and social advisory service in the villages of affected regions.
> • Encourage the social integration of young Roma people through learning by means of alternative educational programs.
> • Keeping in touch with the children of socially-marginalized families and the educational, supporting institutions and social organizations teaching them.[2]

2.10. Saint Martin Caritas Foundation

The Saint Marton Caritas Foundation was established in 2000 with the mission to give institutional support to the social and community development activities in Alsószent-márton, as well as to expand its outstanding programs to other regions of South-Baranya, where mostly disadvantaged Roma people live. The goals of the foundation are the following:

> • Facilitating and enhancing the social equality of people living in the region with low assertiveness skill and marginalized groups that include Roma, permanently unemployed and vulnerable young people.
> • Social, health and cultural support for those who live in multiple disadvantaged areas.
> • Operating mobile legal assistance and social advisory service in the villages of the affected regions.
> • Encourage the social integration of young Roma people through learning by means of alternative educational programs.
> • Keeping in touch with the children of marginalized families and the educational, support institutions and social organizations that assist them.

3. Voluntary activity at cooperating partners

The Special College students were given the opportunity to choose among a wide range of organizations; therefore, each one of them found a role appropriate to their skills and interests.

Many of the cooperating partners have their own study rooms and after school support programs (Khetanipe Association for Roma Partnership, Faág Baráti Kör Association,

Saint Marton Caritas Foundation, Számá dă Noj – Vigyázz reánk Association, With the Power of Humanity Foundation) where students were able to do voluntary work in the field of education, and also took part in organizing and conducting afternoon recreational programs.

Bártfa Street Elementary School benefited from the assistance of Special College students during the afternoon day care. Their main duties included tutoring and helping children catch up on the subjects they had fallen behind in. At Gandhi High School the students also had similar duties with the high school students.

UCCU Foundation involved volunteers in preparing their various social projects and promoting the foundation's activities.

At Henrik Wlislocki Special College, volunteers were primarily involved in the day-to-day work of the Department of Romology and Educational Sociology, and they represented the department and the Special College at various conferences and when foreign students visited.

Baranya County Child Protection Center's Reception Home on Szikla Street offered the possibility to implement various club activities that mostly centered around topics related to health. It also conducted recreational activities and organized excursions for children residing there.

At Hungarian Red Cross volunteers participated in arranging and conducting health programs, mainly blood donation events.

Certain organizations also provided opportunities for students to gain insight into the operations of a non-governmental or governmental organization, to get acquainted with the application system, to review their documentation, and to be involved in office administration tasks.

Figure 1. *Voluntary activity during the TESZ-WHSZ (The Busy World of WHSZ) Project*
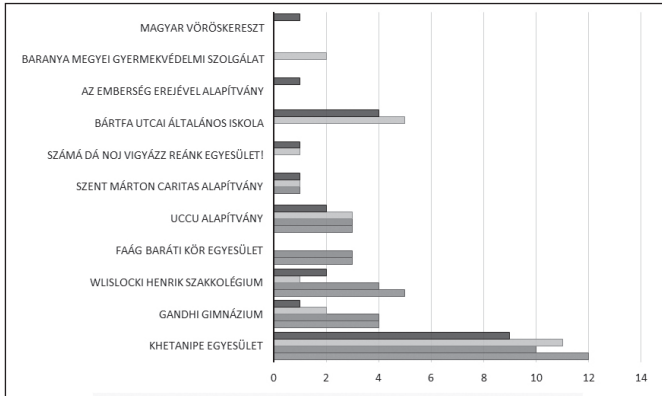
Figure 1 shows at which organization Roma student college members spent their 20 hours of compulsory voluntary work during the four semesters of the project. The Khetanipe Association stands out from the rest of the organizations because the vast majority of the students willingly volunteered at this organization. The figure also shows that there are some organizations which were involved in volunteering for only one year, or only one or two students spent their mandatory time there.

The chart makes it clear, that the majority of Special College students preferred organizations where they could practice their skills, especially by working with children.

3.1. Mandatory documentation – feedback on voluntary activity

In accordance with the requirements of the project, students were obliged to verify which organization they worked at, what their responsibility was, and how many hours they completed. They had to keep a volunteer di-

ary of this information which was verified by the head of a given organization or a designated contact person.

The cooperating partners filled out an evaluation questionnaire of each of their volunteers, which provided them the opportunity to summarize their experiences and impressions about students and their duties in a few sentences. Every semester, Special College students also wrote reports evaluating their own work and the organization where they carried out voluntary work.

The evaluation and feedback of these questionnaires and reports were important for the leaders of the project as well as the leaders of Wlislocki Henrik Special College, as they provide opportunities for further thinking, innovation and possible changes in a later project.

3.2. Evolution of the number of volunteer hours performed

Figure 2. Volunteer hours per semester
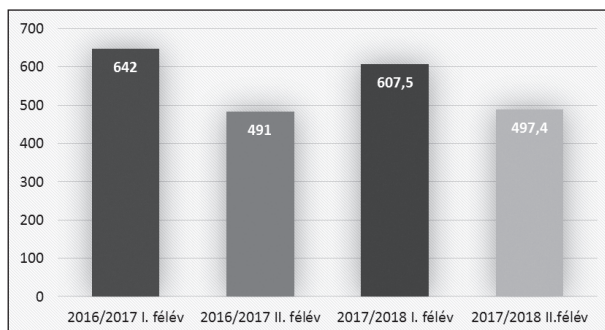
Figure 2, based on the data available at the time of the study, shows how the volunteer hours performed by students developed each semester. An uneven performance can be seen in the chart, which unfortunately highlights the fact that there were some students who did not complete the compulsory number of hours. The number of graduates

grew every six months, and the number of hours worked should have increased as well.

4. Summary

By summarizing the experiences of all project elements, we can conclude that the interest in Wlislocki Student College members and the requests for their help have increased. When comparing data from the previous project, it is clear that there has been significant growth in the number of partner organizations and Student College members. This reflects the fact that organizations dealing with disadvantaged Roma/Gypsy children and youth welcome Special College children who are able to contribute to the success of the organization not only by their voluntary work, but also by serving as role models for children and young people.

In the future we should place more emphasis on motivating Special College students. It is important to raise awareness among the students about the usefulness, importance and rewarding nature of volunteering in order to be more enthusiastic about these duties and to have more interest in performing them.

Notes

1   Hivatlanul.com/wp-content/uploads/2015/.../faag_es_tanoda_bemutat_20150328.docx
2   http://www.szmca.hu/szama2.html

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Graduation and Dropout Data at Henrik Wlislocki Student College (2013-2018)

Summary: *The scholarship program at the University of Pécs' Henrik Wlislocki Student College (WHSz) started five years ago in February 2013 and ended in the summer of 2018. In 2011-2012, a support program based on European Union funding was set up by the Deputy State Secretary for Social Inclusion to support graduation and prevent school dropouts of disadvantaged and Gypsy/Romani students at universities. The examination of how these goals have been fullfilled is the subject of this study. We make the assumption that student college members who do not leave the community successfully graduate. But we also discovered that there are still some students who dropped out of the University of Pécs.*

Keywords: *dropping out, graduation data, Gypsy/Romani students, disadvantaged situation, Romani Student College*

Introduction

The emergence of social inequalities at various levels of schooling and its examination in educational studies has been in constant focus from the turn of the past century. In-

equalities still exist, they just appear in different ways and at different levels of the school system. Further research and solutions are needed. While elementary education is now a general expectation among younger generations (Széll-Nagy 2018: 64), there are significant differences between different social groups in obtaining secondary education. Children who come from families with a lower social-economic status or families from disadvantaged groups (especially Gypsy/Romani origin) have significantly less chance to continue their studies and graduate from higher education institutions (Kertesi-Kézdi 2016, Fehérvári 2015). A direct conclusion is that children of poor gypsy families are less likely to make it into higher education. In this study, however, we will see that there are some disadvantaged and highly disadvantaged Romani children who have made it into the University of Pécs. Our aim in the study is to examine a well-defined target group by presenting their qualifications and dropout data.

The Henrik Wlislocki Student College (hereinafter referred to as WHSz) was established in 2002, after realizing that young people who entered the University of Pécs are leaving campus after a 6-12 months. The Faculty of Romology and Educational Sociology at the Faculty of Humanities recognized this and started pursuing an initiative (Forray-Boros 2009). All teachers involved had prior experience with the difficulties of schooling disadvantaged Gypsy/Romani students, and perhaps more importantly, they had strong dedication to examine this issue and to find practical solutions. For the above reasons, WHSz was established and open to students interested in Roma studies, but it was also open to serve students from Gypsy/Romani families. Establishment of the organization was made possible by a grant issued in preparation for the accession to the European Union (PHARE). The primary goals set out in this grant were to support university studies and students entering the labor market, but these goals were relevant

to WHSz members as well (Trendl 2013). After completing the grant, between 2004 and 2013 WHSz operated as a classic student college: a professional community of university students and teachers working on a voluntary basis using sources dedicated to the student college. They implemented various professional and community programs, made publications, and supported individual academic and professional growth (Márhoffer's present volume).

In WHSz, the turning point occurred in 2013 when the government dedicated a significant amount of European Union funding for these types of student colleges in order to support as many disadvantaged Gypsy/Romani students in graduating as possible (Forray 2013). The scholarship program launched on February 1, 2013 and required a completely new organizational structure and functionality compared to previous operation of the student college. In the first round of grants (2013-2015), WHSz received nearly 240 million forints of funding primarily to prevent students from dropping out of the student college. In addition, the funding was for supporting students in completing their university studies with the highest grades possible, enriching their academic life. The 2015/2016 academic year was a temporary transition period for WHSz as the previous grant expired and the second round was not yet secured. The next significant funding received 2016-2018 granted WHSz nearly 128 million forints for the same goals above. Over the past five years more than a hundred students attended the student college, taking part in the scholarship program for various lenghts of time and to various degree of success. This study intends to present education, graduation and drop-out data of students who were enrolled in this period.

The Appearance of the Dropout Phenomenon in Hungarian Academic Publications

The concept of dropping out or abandoning school before graduating is currently the most focused on phenomenon in public education and in higher education both for the European Union and for Hungary. The term refers to the examination of the proportion of young people between 18 and 24 who do not have a level of education according to their age group and are not formally or informally educated at the moment of data collection. They are the so-called NEET[1] youth. The proportion of these young people in Hungary was 12.4% in 2016, and the average for the 28 EU member states was 10.7%[2]. In terms of domestic data, it is also worth considering the trend. In Anikó Fehérvári's paper published in 2015, the figures show that between 2000 and 2014 Hungary was able to show a significant drop from 13.9 to 11.1 in terms of early school leavers, but as seen above this figure rose above the EU average to 12.4% by 2016 (Fehérvári 2015: 36). In terms of this study, it is important to see whom exactly we are looking at and if they really are those who are most likely to fail to reach higher education. Another important aspect to be taken into account is that in the EU 2020 Education Framework Strategy, the EU Member States have committed to bringing this rate to below 10%.

To prevent school dropouts, the educational government places a strong emphasis in public education on the following: developing a strategy[3], an action plan[4], a legal background[5] a signaling system[6] to address the problem, and dedicating significant resources[7] to the development of public education system.

As in the public education system, the phenomenon of dropping out is also increasingly emphasized in higher education. In this process too, the EU 2020 framework benchmark plays an important role. In the 30-34 age group

state members committed to increase the proportion of those with higher education to 40%. Hungary has also undertaken this goal that by 2020 the ratio of young people with a corresponding higher education qualification in the mentioned age group will be 40%. According to the latest 2016 data, this ratio is 39.1% in 28 EU member states, while in Hungary it's 33%. The higher education policy strategy called "Fokozatváltás a felsőoktatásban" (Acceleration in Higher Education), was developed in 2014 for the first time, and it is already addressing the issue of student dropouts and more importantly, aims to reduce the rates from 35% (2013) to 25% (2020) (Fokozatváltás… 2014:27). Unfortunately, neither the 2014 document nor the more recent and more detailed material published under the same name in 2016 defines dropping out in higher education, so it is possible to conclude from the documents that in the higher education all students are dropouts who were admitted to a higher education institution but did not obtain the required qualification. The rates are troubling: in the 2009/2010 academic year, 37% of those who started their studies dropped out according to the Higher Education Information System (FIR) data (Fokozatváltás ... 2016: 4-5). This is more than one-third of the students. The results are more encouraging for the same period in the master classes, as the rates are only 14-17% for dropouts (Fokozatváltás ... 2016: 5) .

The cited professional policy paper specifically discusses the access of disadvantaged student groups to higher education. In this chapter, the participation of Roma students is mentioned separately, in which the summary concludes that since there is a high dropout rate in public education and because few Roma students graduate, their proportion is very low in higher education. At the same time it notes that Romani/Gypsy students who graduate from high school have a high chance of getting into universities or colleges (Fokozatváltás ... 2016: 5).

In 2016, the Hungarian Rectors' Conference set up a work group to examine the phenomenon. In her 2018 study, Judit Kerülő describes how 30 representatives of higher education institutions in Hungary participated in the work group. Their task was to map out the dropout data of institutions, to present steps for preventing dropping out, and to share best practices. From the material summarizing the group's work, Kerülő points out that there was no agreement between the institutions about the precise definition of dropping out. However, in general, institutions consider dropouts who gain access to some kind of education, but don't finish it within the prescribed time and leave without qualification (Kerülő, 2018).

The Academic Conceptual System of Higher Education Dropouts

The processes and changes caused by global expansion in higher education have been monitored and followed by international research (Tinto, 1975; Braxton, 2000; Merill, 2015 id. Fenyves et al. 2017). Even with the increase in student numbers that can be expressed in relative and absolut terms, researchers also found that a significant proportion of enrolled students do not get the required qualification. The dropouts in higher education, which was 51% in the 1950s, did not decline significantly (Berei, 2018). As an explanation of the large dropout rate, we can see several models with many common points.

***Figure 1.** Tinto's model of the path to high school dropouts*
Source: Tinto, 1993, p. 114.
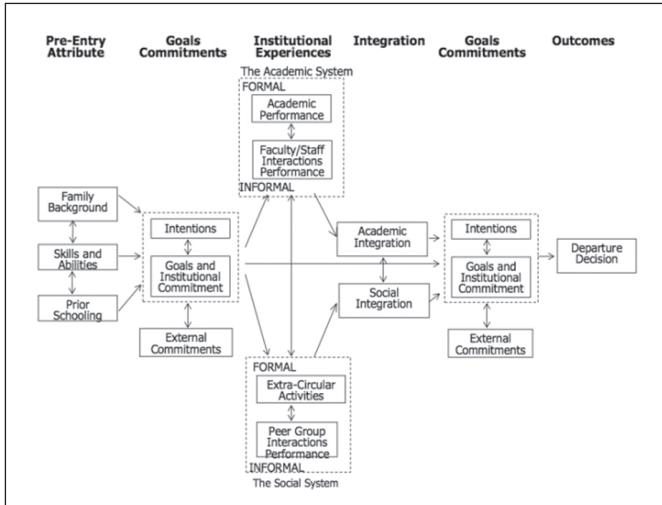
The first figure shows Tinto's basic model developed in 1975. Basically, we can see a representation of a process. The figure shows the factors that can play a part in the individual's dropout process. In Tinto's model, he studied individual characteristics such as pre-school career, family background, commitment towards institutional goals, and intent. The middle part of the model shows institutional features that affect the results seen in the last third of the model. Institutional features can be divided into formal and informal categories. Within these features we can find academic performance, extracurricular activities, performance of the institution's staff, and interaction with peer groups. According to Tinto, the quality of the attributes listed above determines academic, professional and social embeddedness in a higher education institution. If, however, the individual's attachment to the institution is weaker, it has a negative effect on commitment and obtaining a qualifica-

tion, and therefore the student is more likely to decide on leaving the institution. Tinto says the stronger this embedding, the lower the likelihood of dropping out (Tinto 1993, id: Kovács et al., 2018). Pusztai also emphasizes the importance of institutional embedding, which is a powerful indicator of the level of success of a particular higher education institution (Pusztai 2011). In Figure 2, Bean published his 1985 study of the main factors for dropping out. It is quite clear that besides the factors in the Tinto model (family, institution, internal qualities), Bean supplemented the model with psychological factors and other background variables: family income, contemporary relationships, etc.

Figure 2. Bean's factors affecting dropping out
Source: Judith Kerülő (2018) quotes Bean (1985)
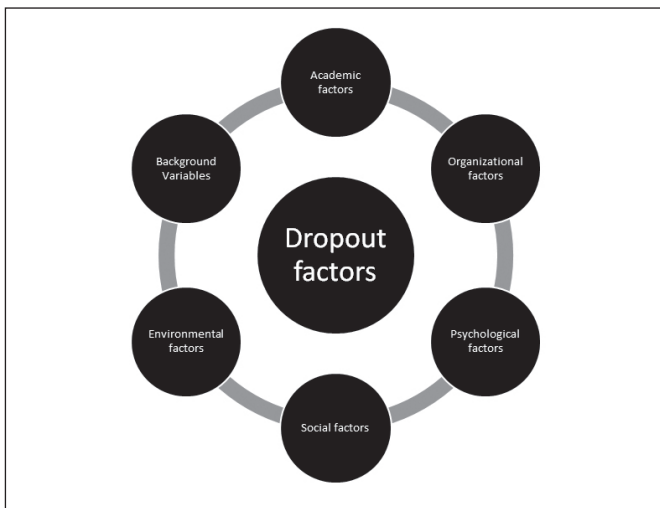
Thirdly, Bennett's (2003) investigations should be mentioned. In his cited paper, he describes the results of research that has studied higher education dropouts along several variables. Like Tinto and Bean, he studied students'

satisfaction and commitment to the institution, studied the relationship of students with peers and university staff, studied student self-esteem, motivation, learning habits, and support from their families. The examined characteristics were compared with indicators such as age, working beside learning, parents' financial support, and parents' highest educational qualifications. Based on his results, dropping out is most likely to be predicted by external financial and personal problems along individual life paths (Bennett 2003, id.: Dusa et al. 2018). This is somewhat contradictory to previous models, which emphasized the importance of institutional embedding and organizational factors. Based on the operation and the pedagogical attitude of the Romani Student College of Pécs, it can be said that the professional management also sees the solution in the development of institutional features presented in the first two models, i.e. striving to create an organization at the University of Pécs to enhance students' institutional bonds (Arató-Varga 2018).

An explanation for drop-out rates in higher education is very limited when we look at domestic literature. The University of Debrecen and the University of Dunaújváros are at the forefront of such research. A group of researchers working at the University of Debrecen (hereinafter referred to as DE) started their investigations at the Faculty of Economics. The study was looking to answer what the reasons are behind terminating a student status without obtaining qualification. The study collected data from the study system of the DE. This data, however, only recorded the fact of terminating student statuses, which is only the end result of the process. How the students get to dropping out remains unclear. The study also concludes that there is a need to build an information system in which students' lives can be monitored based on objective and subjective events such as student social background, student career cycles, results of competence tests, high school achieve-

ments, etc. (Fenyves et al., 2017). Research is still ongoing at this institution. In 2018, parallel with this study, a whole volume of studies was conducted in which different authors approach the issue of higher education dropouts in other ways. Some of the volumes present the interpretation of dropping out and results of broader data extracted from different databases (Pusztai-Szigeti 2018).

After recognizing difficulties, the University of Dunaújváros took action and launched it's HASIT[8] project in 2014. On the institution's website, details can be read about this program under the menu for students, the main objective of which is to promote student success and in particular, to reduce the dropout rate. To this end, the University has launched several programs: developing an information system, developing a mentoring system, training mentors, developing student motivation programs, and developing a system of student counseling. So far, the success of this project is illustrated by the dropout rates decreasing by 20% in the engineering, IT and science disciplines. From the initiatives listed, it seems that the Dunaújváros institution is thinking about the challenges of dropping out in a complex way and plans to involve all stakeholders. The results of the project are discussed at professional conferences from time to time, but unfortunately the presentations are not available in written form so we can not rely on this information.

Dropouts at the University of Pécs

In the case of students who have been admitted but have not completed their qualifications, different reasons for termination of a student's legal relationship can be categorized by the CCIV. 59. § law on National Higher Education: student terminates their own status, student misses registration for a given semester several times, student exceeds

the allowed number of failing corrective examinations, student fails to complete obligations towards the institute, or student can't pay tuition after state funded education status changes to self-funded. At the University of Pécs (hereafter PTE), drop-out data is not available publically, but one member of the Directorate of Education has dealt with this topic in his thesis[9], so data on the University of Pécs and its branches are quoted from this source. Vaszari examined the situation of students enrolled in the 2013/14 academic year in the spring of 2018. From the examination of data it seems that the dropout rate compared to national data (bachelor 37%, Master course 14-17%) is 29% at PTE (Vaszari 2018). It is also apparent from the thesis that the highest drop-out rate is observed on the general medicine faculty (35%), and the lowest on the Faculty of Arts (16%) (Vaszari 2018). The leadership at PTE also started to improve in this area. First, an academic information system was developed similar to what the University of Dunaújváros established. Currently, we do not have more information about this system, so we have to work with the "raw" data which does not give us insights into the factors influencing student decisions.

Dropouts at Wlislocki Henrik Student College

During the 2013-2018 scholarship program, 102 students at the University of Pécs signed a scholarship agreement with the Wlislocki Henrik Student College. They were the ones who received regular support through the program for at least one semester. Training, education and dropout data of 102 students were studied in PTE's Neptun Academic System.[10]

Figure 3 shows the distribution of student college members among the faculties.

Figure 3. *Distribution of students with scholarship at the Wlislocki Henrik Student College by faculties between 2013 and 2018. Edited by the author (N=102)*
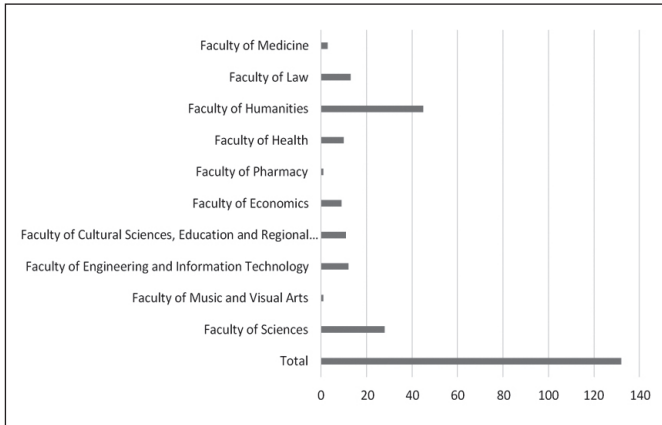
From the chart it is easy to see which faculties are popular among Romani students. In first place is the faculty of Humanities. When examining subjects, we can say that 13 of 45 students chose Roma studies, 15 chose some sociology-related subject and the others have mostly studied pedagogy. Second place goes to subjects related to natural sciences. Geography, biology, mathematics and physics are the most popular in this category. Among the BTK and TTK students there are 23 who are attending or were attending pedagogy subject. In the summary, we can see almost 130 units in the diagram altogether. This is due to the fact that several students have started different types of subjects as a result of subject chaning and re-enrollment.

Figure 4. Graduation and dropout data at the Henrik Wlislocki Student College between 2018 and 2018. Edited by the author (N=61)
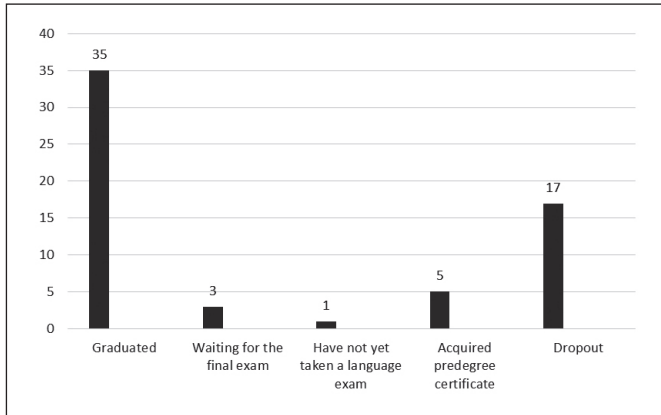
An illustration of graduation and dropout data shows that 61 students successfully completed their studies at Wlislocki Henrik Student College from 2013-2018. In this study, unsuccessful performers (dropouts) are considered those whose student status was terminated at the University of Pécs without graduation. Those students who exceeded their studies completion period but still have legal status are considered to be „in the system" and have a chance to graduate. It is evident that 35 are those who graduated and 9 were those who completed the graduation exam but did not complete the terms for final examination and diploma (thesis, language exam). According to our data, there were 17 people who, for some reason, lost their student status with the University of Pécs without obtaining qualification.

We can examine the cause of students' termination, but these explanations and reasons can mostly be described as administrative categories.

Figure 5. *Reasons for termination of student status. Edited by the author (N=17)*
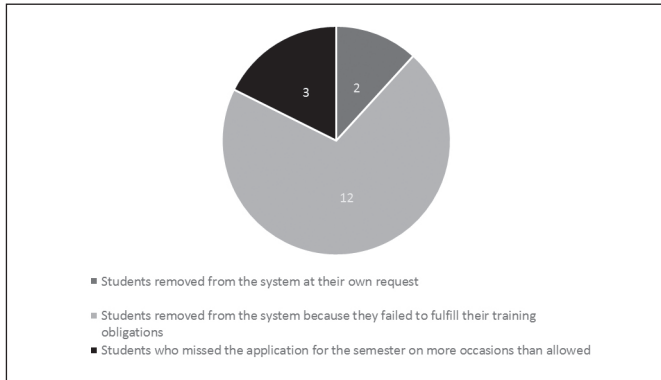
The pie chart depicts the reason why the status of former WHSz students was terminated. It is obvious that for most of them, the university terminated their status in the academic system because they did not fulfill their academic obligations. This is most commonly due to failing their obligation to meet course requirements three times or exceeding the allowed number of semesters, which is twice the originally allocated study time. For the other 5 students in the gray and blue fields, the reason is probably a complete loss of interest in obtaining their qualification. We did not get names of students from the central university system, thus is would require more qualitative research to follow up with the individuals and verify the reasons behind these dropouts. It would be particularly important to evaluate and discuss these explanations from the student college's point of view, as it means that the scholarship program does not provide a suitable service for everyone who wants to gain a university degree.

Graduation Data

In the next part of our study, the type of courses and future educational opportunities are presented during the period under review. The details of graduation data are summarized in the following figure:

Figure 6. The type of qualifications acquired at Wlislocki Henrik Student College in 2013-2018. Edited by the author. (N=35)
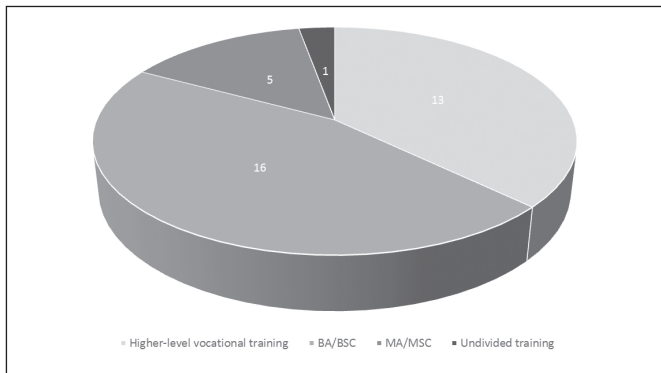
From the diagram it is easy to see that WHSz members with scholarship have received degrees mostly in bachelor and vocational training during the period reviewed. Five have completed master's degrees and one completed training in pharmacology.

Of those who completed lower education (FOKSZ, BA / BSC) many have studied more. Three students started a new higher level vocational training, one student went on to complete a BA, and three students continued in training programs. After completing Bachelors studies, seven students attended a master's degree course and one person managed to start a doctorate degree.

Further Research Directions

In addition to the information presented above, we can continue investigations in several directions. Reasons for dropping out would be worth investigating on two levels. From WHSz's point of view, it would be important to find out using interviews what the individual needs and factors are that the scholarship program could not address adequately. Working on this issue could significantly contribute to increase the persistence and determination of student groups at a higher risk of dropping out (Pusztai 2011, Berei 2018) as well as increase their desire to acquire qualifications (Pusztai 2018). We can continue to support Roma Student Colleges because they provide resilience to their students and possibly reinforce the "springboard phenomenon" (Ceglédi 2018). The second issue is to find out what reasons lead to completing university studies or permanent termination of students' legal statuses. In order to respond in more detail to the above issues, it would be necessary to conduct interviews and set up a follow-up system on students' academic lives. Similarly to the University of Dunaújváros, a complex service system[11] is being developed at the University of Pécs to emphasize the prevention of dropouts.

Summary

In our study we examined graduation and dropout data for the 2013-2018 period in a Romani student college. The purpose of this study was to summarize and designate further research directions. The study shows that 83% of students have obtained the required qualification or are "in the system" and have an active legal relationship with the University of Pécs or are at different stages before obtaining qualification: they have completed the graduation

exam, they are awaiting final exams, or they have no language certificate to obtain a diploma. 17% of students at WHSz dropped out of the University of Pécs. We've looked at what this means by administrative categories. We then highlighted what the next steps would be to bring us closer to the question of what factors could lead to dropping out and what approach and institutional environment would be required to eliminate these factors.

Notes

1 Not in employment, education and training. Source: http://www.europarl.europa.eu/RegData/etudes/etudes/join/2011/460048/IPOL-CULT_ET%282011%29460048%28SUM01%29_EN.pdf
2 https://ec.europa.eu/education/key-indicators_hu?field_country_csec_key_tid%5B%5D=213&field_country_csec_key_tid%5B%5D=264&field_year_key_value%5Bvalue%5D%5Byear%5D=2015
3 http://www.kormany.hu/download/5/fe/20000/V%C3%A9gzetts%C3%A9g%20n%C3%A9lk%C3%BCli%20iskolaelhagy%C3%A1s%20.pdf
4 http://www.kormany.hu/download/7/6a/e0000/ESL-Cselekv%C3%A9si-terv_20161109.pdf
5 2011 CXC. §§ 37 of the Act
6 https://www.oktatas.hu/pub_bin/dload/kozoktatas/lemorzsolodas/OH-EMMI_lemo_tajekoztato.pdf
7 https://www.oktatas.hu/kozneveles/projektek/efop315 ; https://www.oktatas.hu/kozneveles/projektek/efop312
8 Supporting Student Success Project
9 Vaszari Csaba: The Role of the Study Feedback Service in the concept of the ‚Inclusive University'. Thesis. Pedagogy BA. University of Pécs Faculty of Humanities, Institute of Education, 2015. pp. Pecs, 2018.

10   In this study, the data of the students at PTE Wlislocki Henrik Student College were issued by the PTE Educational Directorate. Special thanks to Csaba Vaszari and Péter Vancsik for their research.

11   HABIT modul: Hallgatói Bennmaradás Intenzív Támogatása: http://pii.pte.hu/content/efop-343-16-2016-00005#

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DÓRA PÁLMAI

The presentation of student portfolios from Wlislocki Henrik Student College

The central student documents of the "APT– WHSZ" EFOP 3.4.1. 15-2015-00009 project are portfolios, created twice a year by students as a part of WHSC's scholarship program. The main objectives of the portfolios are to promote self-reflection and self-improvement, as well as to monitor and record the process of scholars' personal development. Portfolios were not only helpful to students, but also to mentors, tutors and project management. Certain documents and the bi-annual evaluations served as feedback and they also provided constructive criticism.

The documents are based on the Student Portfolios made in the project under the title *Complex Service Development for Underprivileged Students Provided by Wlislocki Henrik Student College* with the serial number TÁMOP 4.1.1.D-12/2/KONV2012-0009. However, due to quality assurance, certain documents were revised and altered.

The structure of student portfolios

The portfolio contains all the documents to be submitted monthly and at the beginning and end of every semester.

**Documents to be submitted at the beginning
of the semester:**

> • Personal Profile: This section contains the personal and academic data of the student and the tutor's name and contact information.
> • Student Career Plan: This plan identifies the student's future and career plans and it also names the services that can help the student achieve these goals. When completing this document, the student reflects on his skills that need to be developed and his contribution to realizing his goals.
> • Agreement between Tutor and Student: An agreement between tutor and student, in which student identifies expectations and goals for academic career, the programs of the Student College and the collaboration between student and tutors.
> • Student Status Confirmation Form: A central document issued by the university confirming that student has an active status each semester.

Monthly documents:

Documents to be submitted monthly, in which students reflect on the academic events happening that month and their personal development:

> • Monthly Report 1: A quantitative and qualitative report on the communication between student and tutor.
> • Monthly Report 2: A report on the voluntary and obligatory duties undertaken by student, including regular attendance at Get-Togethers organized on a monthly basis, the standby duty in the Community Area, and voluntary activities. In the report, student is required to specify the competences developed and the ways in which these competencies were used throughout the implementation of the career plan.

• Personal Development Sheet: This document is meant to record the personal development of the student for reporting on the achieved goals set at community weekends and at language courses and the development of competences.

• Report on Other Activities: In this document, the student provides an account of the ways programs outside the framework of the Student College (such as conferences, publications, study trips, attendance at the Scientific Students' Associations Conference, theatre plays, exhibitions, book launches, etc.) contributed to the progress of his/her career plan.

Documents to be submitted at the end of the semester:

• Academic Report: In this document, the student writes an essay on the activities and services offered by the Student College that contributed the most to his/her career plan. In the second semester of the project, the student retrospectively analyzes the first report to see how much they achieved from the goals set in the previous semester.

• Academic Plan: This document contains the student's goals and plans for their upcoming university and student college semester, in which they specify the services that could be of assistance to them in achieving their goals.

• Neptun Excerpt: A certificate for the semester that contains all the courses taken by the student, including their course credits and grades.

• Voluntary Logbook: A certificate of completion of voluntary work, issued by the host entity that certifies the activity undertaken by the student and the number of completed hours.

• Evaluation Sheet of Voluntary Activities: An evaluation sheet filled out by the host entity, in which student's job performance is evaluated on a scale of

1-5 with a short performance review. The evaluation contains questions on the student's performance on the job, including their accuracy, independency, accountability at work and their communication with their coworkers.

• Tutor Report: The evaluation of the collaboration between the student and his tutor in the given semester. In this report, the tutor evaluates the extent to which the student managed to achieve the goals they agreed on in their contract, regarding the student's academic studies, their work at the Student College and their collaboration with the tutor. In the qualitative assessment, tutors described the successes and failures of their collaboration, by making a list and providing a detailed review.

Students filled out and submitted their portfolios on our online interface, called the "Virtual Space" every month. The interface of the portfolios was only fully accessible to the members of the management. Students could only access their own documents. In the first semester of 2016/2017, students had one week to write their portfolios. If students missed the deadline (after the 5th of every month), they could request a deadline extension by submitting an official and reasonable request from the project management team. In the next semester, students had the entire month for submitting their portfolios, but this did not increase the number of students meeting the deadline.

We provided trainings on portfolio writing for students, where they learned about the objectives and structure of the portfolio, the questions in the documents, and how to use the "Virtual Space." These trainings were held at the weekly "get-togethers" at the beginning of each semester.

Despite the fact that students were provided preparatory courses and detailed instructions for writing their reports, student still struggled to complete the required ma-

terials. Therefore, we created a "Guide" for students that was made available on paper, in electronic form, and on the "Virtual Space". The "Guide" provided sample questions that helped students determine whether their reports were complete with all the necessary information.

The report was heavily influenced by the tutor's role as well. After the deadline of the submission of the reports, tutors were not only informed if the reports were submitted, but they also received feedback on the quality of the report.

The evaluation of student portfolios

The documents are based on the Student Portfolios made in the project under the name *Complex Service Development for Underprivileged Students Provided by Wlislocki Henrik Student College* with the serial number TÁMOP 4.1.1.D-12/2/KONV2012-0009. However, due to quality assurance, certain documents were revised and altered. The core elements of the evaluation are the completeness of the recruitment materials, their content, the student's learning outcomes, the completeness and content of the portfolios, the attendance of language classes, taking part in weekend works, the on-call time spent in the Community Space, volunteer activities, and tutor evaluations. Students received extra points for writing reports on other activities. During the evaluation of the documents, we sought to approach them from a qualitative and quantitative point of view as well for evaluating the portfolios' content and structure.

I would like to point out three major evaluation criteria:
1. The academic progress of students and the follow-up of their results throughout the semester were priorities for tutors and management because they could assist students in need by giving them advice

or by finding them the right tutor. Upon signing the scholarship contract, students were responsible for complete 70% of their courses, and they promised to ask for help from tutors when needed. To verify compliance with these requirements, students had to upload certificates of their completed courses to Neptune at the end of the semester, confirming their results. In addition to passing over 70% of all registered study courses, they received additional points based on their grade point average, and the management team had the opportunity to reward individual performances with extra points.

2. The compulsory hours of voluntary work changed during the semester if students felt overloaded. Instead of the initial 30 hours, students had to spend 20 hours at a social organization. In many cases, students volunteered more than the compulsory hours, and in such cases these extra hours were registered. The evaluation sheet for volunteering was used only in the first two semesters of the project. Collecting the evaluations from the host organizations proved to be very problematic at many points; therefore, we did not include these documents in the last two semesters of the project period in the evaluation process in order to assess students equally.

3. Students were rewarded extra points for writing reports on other activities. These reports were assessed on form and content as well, as we distinguished between reports on the basis of the quality of the provided reflection and the quality of students' active or passive participation. Moreover, students were rewarded with extra points in the event of exceptional performance.

Difficulties

Many difficulties arose over the entire project period in connection with student portfolios. However, the management did their utmost to resolve these issues in a constructive and cooperative way. It caused a problem for students to meet the submission deadline. In the beginning scholars had one week to submit the documents, but upon request, the management extended the deadline. Although the templates for reports were available online throughout the month, the majority of students only started writing their reports the day before their deadline, or sometimes they did not manage to submit anything at all. In such cases, students could submit a request to the Board in which they had to justify their need for a deadline extension. It was also a common problem that students had a hard time including their reflections in the documents, despite the fact that they took a course on how to write their portfolio and they were even assisted by their tutors and mentors. The portfolio was considered not only as a collection of documents but also as a means that allows students to consciously reflect on their university studies, their career prospects and the impact of the training courses and programs provided by the College for their personal and professional development.

The results, in brief

When reviewing the results of the portfolios, it is worth comparing the number of students to the overall portfolio results and the scores they gained on content and form. Thanks to recruitment procedures held every six months between September 2016 and June 2018, a total of 53 people were included in the scholarship system, 12 of whom were full-time students throughout the project period.

Table 1. *The number of students from Wlislocki Henrik Student College between 2016 and 2018 (number)*

When comparing the scores they received on content and form, it is clear that students scored lower on content. In this graph it is possible to see that students got the highest scores on form in the first half of the 2017/2018 academic year, while their scores on content was the lowest this year. The reason for this trend is that a record number of 12 new college students joined the program that year. At the beginning of the marked semester, the management appointed mentors from among the students who mentored old and new colleague students as well. During the semester, the mentors provided assistance to their counterparts in completing the portfolio documents. On the first weekend of the semester, the management held a portfolio-related training. Trainings had been held in previous years as well, but this time it resulted in real changes. Students were able to learn how to complete the documents through group work and situational games, which was supported by the "Guide" that I mentioned earlier. In most cases, thinking reflectively on the usefulness of individual trainings and services and incorporating what they learned into their career plans were the major difficulties that students faced.

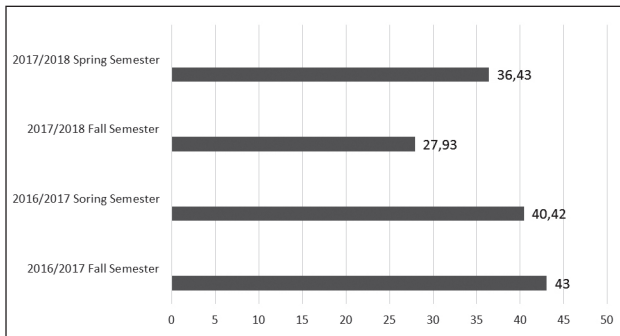*Table 2.* *Summary of students scores on form (%)*

2017/2018 Spring Semester	63,5625
2017/2018 Fall Semester	72,064
2016/2017 Spring Semester	59,571
2016/2017 Fall Semester	57
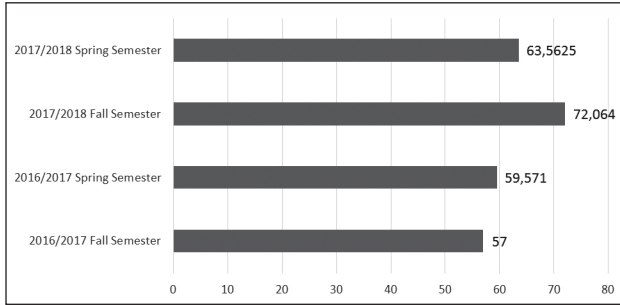
Table 3. *Summary of Students scores on content (%)*

2017/2018 Spring Semester	36,43
2017/2018 Fall Semester	27,93
2016/2017 Soring Semester	40,42
2016/2017 Fall Semester	43

Final Thoughts

The system of student portfolios used in the project origi-
nated from a review of a previously used and tested feed-
back system. During the project period, students seemed
to have been the most excited about our transitioning from
a paper-based documentation system to an electronic doc-
umentation system. In many cases, however, the quality of
the portfolios on "Virtual Space" suggests that completing
them online was considered to be a chore by our college
students rather than an opportunity for growth.

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TIBOR DOBÓ – ZOLTÁN GÁBOR DRUBINA – KLAUDIA KATA FARKAS – KRISZTIÁN KŐSZEGI – GEORGINA LABODA – LILLA LABODA – ISTVÁN ORSÓS – JÓZSEF SZEGEDI – ZOLTÁN VÉGH

Is it Worth Being a Part of a Student College?

Introduction

The Henrik Wlislocki College (WHS) launched its scholarship program „TESZ-WHS" at the beginning of July 2016. The aim of the project, which ended in July 2018, was to form an active community at the University of Pécs of socially deprived students. The involved teachers aimed to promote student success, advancement, involvement in academic research and help becoming an active citizen at a community level. Achieving these goals can contribute to the formation of Gypsy / Roma intellectuals committed to active public engagement and who can start a social dialog.[1] In this student research we wanted to examine the student college from several segments. On the one hand, we were curious how student college members appreciated the services and community life of the past period. The second segment of our research is organized around fluctuation.

The focus of our interest was on the circumstances in which students drop out, which will be further elaborated later. Finally, we measure the importance of volunteering among teachers in undivided training.

First and foremost, we were curious as to which courses were considered useful or less useful by students, and what kind of positive and negative aspects were found during college membership. The title of our research is also the question we asked ourselves, we want to find out how much it is worth being a member of a Roma student college. In the demographics block, we looked at basic data for to get the most accurate picture, such as gender, age, beginning of university studies, what kind of studies they had and in which semester they joined the Wlislocki Henrik Student College of Pécs. In our research, a total of 27 people participated in different parts of the research. Going forward we want to analyze our questionnaire, looking to answers our research question.

Benefits of Student College Services

General data

A total of 27 people completed our questionnaire, of which 14 (51.9%) are men, 11 (40.7%) women, and 2 (7.4%) did not disclose gender data. The average age of scholars is 23 years. Based on the responses of student college members who fill out the questionnaire, we know that their college membership began in the following semesters:

Table 1. College Membership Starting Year (N: 27)

Semester	2013 Autumn	2014 Autumn	2016 Autumn	2017 Spring	2017 Autumn	2018 Spring	Unanswered
How many people	4	2	3	4	10	2	2

Based on the data in the above table, the largest number of entries were in the autumn semester of the 2017 academic year. We cannot and do not intend to draw far-reaching conclusions from this. The table provides us with general information about how long it takes to complete the student college membership. A separate part of our research deals with the case of drop outs in more detail later.

Table 2. Student College members divided by their studies (N: 27)

Studies	How many people
Medicine	1
Biology	1
Hungarian	1
Engineer	3
Undivided Education	14
Slavic (Croatian major - Romology minor)	1
Social work	2
Social Studies	1
Unanswered	2
Total	**27**

When examining the table, the first thing to note is that student college members with a scholarship form a heterogeneous community in terms of their university studies. The 27 graduates are involved in 8 different studies, which we believe is a very positive indicator for the integration of different university faculties and students. Our personal experience also supports the fact that the more students are involved from different study fileds, the more a student college becomes diverse and livable.

Table 3. *Student College start their academic year (N: 27)*

SEMESTER	2011 Autumn	2013 Autumn	2014 Autumn	2015 Autumn	2016 Autumn	2017 Autumn	Unanswered
How many people	1	6	4	3	7	4	2

The results of the research

The table above shows when student college members with a scholarship start their academic years. It is quite clear that there is a minimal difference between the number of students entering the university every year. From our research's point of view, this data also serves only as demographic data.

We asked students (questions 6, 7, 8 in the questionnaire) how useful they found student college membership. Among other things, we were curious where the students heard of the student college.

Figure 1. *Details of where student college members learned about the college (N: 27)*
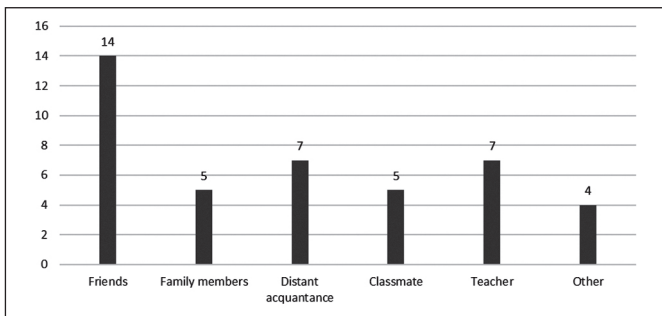
Based on the data in the chart above, most (14 people) heard about the Wlislocki Henrik Student College from their friends. The results highlighted the fact that the ad-

mitted members decided to apply because of their personal contacts. This is certainly a positive indicator. 4 people heard about the program through the internet and joined the community because of it. This may be an area to be developed in the near future, with the aim of having as many students as possible applying to the college.

In our seventh question, we asked the respondents to evaluate the usefulness of their participation in the student college, 24 out of 27 people (88.9%) appreciated it's useful activities, and 3 people (11.1%) did not feel that the student college was useful .

Figure 2. *According to student college members, how helpful was the college (N: 27)*
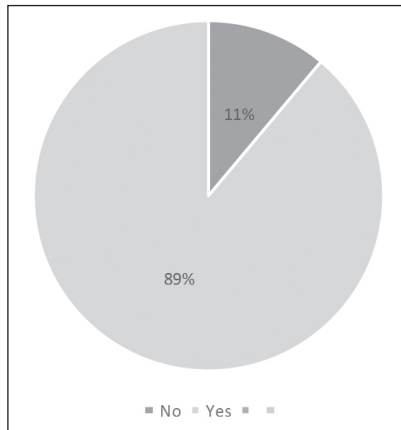
From the above data, it is clear that the highest percentage of respondents were satisfied and considered their years spent in the student college useful. This is also a feedback value for us as to how their peers felt about the issue. We will explain in more detail what the student college has given them. What services were most useful and what positive or negative experiences they had over the years.

Figure 3. *Usefulness of services provided by the College (N:27)*
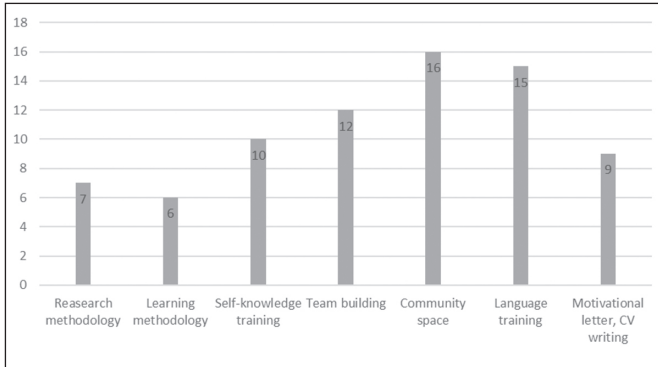
One of the focus of our research is the services provided by the student college. The chart above shows the students' assessment. In the questionnaire, they had to rate the listed services from one to five. This evaluation takes all rated five into a chart. Based on this, the best evaluation was given to the Community Space, which was awarded to the Department of Romology at the University of Pécs. The Community Space has many functions. On the one hand, it provides students a space to relax at any time, either before or after a harder exam. There is always someone with whom you can talk. On the other hand, it is equipped with all digital devices that are essential for the successful completion of semesters nowadays. By that we mean printing, computer access, scanning and copying. However, there is also the library of the Romology Departemt students can use at any time. To sum it up, the Community Space is a secure place we can visit whenever in need of help with university studies or with our private lives. From the above chart, we would also like to highlight language training, which has proved to be the second most useful based on student evaluation. Foreign language skills are essential in a globalized world. Many jobs and qualifi-

cations are subject to at least a medium level knowledge of a foreign language. Therefore, the language service provided by the student college both on individual basis and in groups, must be highlighted. In addition to these two services, we have received many other help from the student college. Self-knowledge training is also worth mentioning, which served to develop our personality and identity. Team-building trainings helped stabilize community relationships and in getting to know each other. In addition to this, we have received a lot of support to successful complete our university studies, through learning methodologies, research methodologies, making motivational letters and CVs.

To our ninth question (Highlight and detail your preferred service), the answers given are very much the same as in the chart above. We would like to highlight some of the services mentioned by the students that have not been mentioned before. They highlighted travel options as a preferred service. In recent times, we have been given the opportunity to travel to other cities or even to other countries. We were able to visit two major research projects in different cities and villages of the country. One of the major researches was in 2016, led by Dr. Aranka Híves-Varga and supported by the Wlislocki Henrik College. During the course of the research work, we became part of a linear research that began in 1996. "[2]*Our aim was to see what benefits and disadvantages students start with when entering school according to which social group or ethnic group they represent, and what their mother tongue is. The lessons of the completed material were compared with experiences of other age groups. We studied linguistic performances of students who, at the age of six, would probably not have been able to solve a tale interpration tasks just like a kid from Tiszabő. The quoted text comes from the results of the ,96 research. In the second round, eight years later, a research was done with the same pattern in which school dropouts and educational careers were examined. So, as we*

have already mentioned, this research continued in 2016 with people who had been involved in the previous research and made an autobiographic interview with them. Our goal was to assess where people currently are with their lives. What kind of social background, educational background, status in society they have.

The other big research in 2017 looked at the country's János Arany programs and examined the effectiveness and deficits of the program. As a culmination of this, many students were able to visit different settlements in the country and carry out their research. In addition to these studies, the Student College also supported the participation of students in conferences within and outside the country, which also provided travel opportunities to them.

In the year 2018, we went to Italy for a study trip where we learned about the structure and methods of pedagogical education at the University of Genoa. Nonetheless, we have gained insight to the city's cultural values and architectural attractions. We also learned more about Italy's cultural diversity. The subjective opinion of our research team also suggests that the Wlislocki Henrik College provided us with a wealth of travel opportunities in the recent past.

The next service to be highlighted is the tutoring system, the essence of which being that every student with a scholarship must select an instructor for his / her degree and must cooperate with him in the framework of a contractual agreement for his academic success. The specificity of the system is in it's personal care. There is an agreement between the tutor and the student, in which both parties commit to the next semester. These commitments essentially serve to provide the student with all the help deemed important for a successful semester closing during his university studies. Opinions differ on the usefulness of this service. There are some students who have succeeded in establishing a close relationship with their tutor and have been able to cooperate easily, to them it was more useful than to students who

for some reason could not properly co-operate with their chosen instructor. There were several reasons for this, and in extreme cases, there was a possibility to change the tutor.

Finally, we would like to highlight the scholarship given by the Wlislocki College of Henrik, which we think is one of the most outstanding support in all our lives. It is important to mention that the overwhelming majority of students came from disadvantaged or multiple disadvantaged families. For this reason, it is essential to them and to their families to be able to provide material resources. By providing us with financial support, the Student College has made it easier for students to succeed in life. It also contributed to their independence, and gave opportunity to direct their attention to their studies.

In the following we will analyze the last three questions of our questionnaire. Our first and second questions asked to highlight positive and negative aspects of the student college. And our third question, considering the future, wanted to find out if students intend to keep in touch with the participants of the program.

Table 4. *Rated positively by Graduate Students*
in the Recent Times (N: 27)

Subject	How many people
Professionalism	6
Contacts	3
Language Training	4
Opportunities, Growth	**13**
Tutor	2
Management staff	3
Community	**16**
Diversity	4
Scholarship	9

The data in the table presents the elements considered positive by the students in the past period they spent at the Wlislocki Henrik Student College. Most mentions were made about the community. The community [3]"Is primarily for common human interests, values and goals, however it is not sure that it works effectively. For efficient operation it is absolutely necessary to have the co-operation of members in the community, because joint decisions and joint actions can only be done by cooperation. Of course, community members do not participate in cooperation to the same extent and in the same way: there are those who play a key role in the community's operation, and there are those who only contribute to it. " In our opinion, it is also important to mention that the community of the student college has turned into a cohesive team over the years. We think that we have managed to create an inclusive community. Everyone can become an equal and full member of the program. As in every community, there were active and passive members, but we think that students who have drifted to the periphery are also part of community life. Opportunity and development were also rated very positively. Indeed, the student colleges have tried to provide us with development opportunities on many fields. Such as student researches, conference presentations on both international and national level, the possibility to publish, or to assist in professional practice, etc. These elements all meant to advance the progress of members by providing an academic and professional background. Students who have taken advantage of the opportunities have been able to progress effectively towards an academic career. The Student College has provided them with the necessary background. The other listed positive things like professionalism, relationships, language training, tutor, management, diversity and scholarship have been mentioned earlier.

Going forward we would like to look at the other side of the coin, so we analyzed what students highlighted as negative.

Table 5. *Rated negatively by Student College members
in recent times (N: 27)*

Subject	How many people
Time-consuming	10
Discrimination	2
Duration of programs	4
There are only a few male leader	2
Associates attitude	2
Other	10

We came to the last-but-one question of our research. In this question, we were interested in what kind of negatives can be highlighted by student college members in the past period. The table presents the results well. First, we would highlight one of the most highly marked negative element, which is the program being time-consuming. In more detail, it meant that there were a number of mandatory programs where participation was very important. Often, however, the university curriculum and its expectations overlap with those of the student college. These dilemma situations often resulted in conflicts. Since the maintenance of the student college was done through a tender (EFOP-3.4.1), it was necessary to meet various indicators, which resulted in the kind of strict rules that the students had to follow. This became a kind of negative result of the student college program, which was difficult for students to deal with. The other most highly rated negative is the other category. We would quote the results from our questionnaire. "Sleepins, unnecessary elements, lack of voice, accommodation in Gandhi High School, delaying information, lack of training". Regarding sleeping in, we spent a weekend every month at the Gandhi High School College to meet the condition of living together. Unfortunately, sometimes hygiene and comfort conditions did not meet the expectations of the students. During the program, we sometimes

felt that some items were unnecessary for us and took time out of our more important tasks. During the student college project, students had complained about the lack of say in the development of programs. To correct this, student mentor-mentoree groups were formed in the previous two semesters, each group could develop programs every month. Typically, groups choose a prominent day for these programs like Halloween, Christmas and Carnival. In addition, they also had the opportunity to design and run other cultural and academic programs such as conference organization, film club organization, readers' evening, etc.

Figure 4.The answers of the students when asked whether they will keep in touch with their fellow student college members in the future. (N:27)
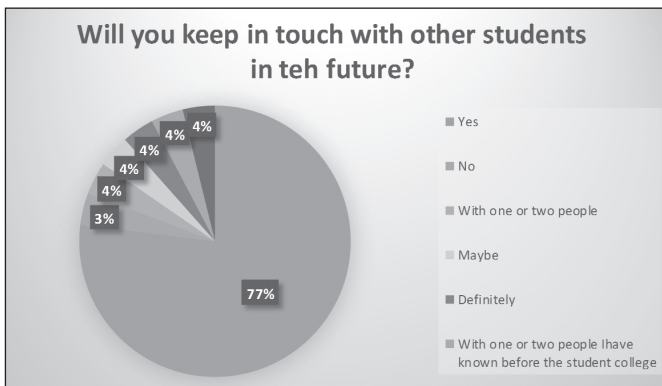
The diagram above clearly shows that 20 out of 27 students (77%) think they will keep in touch with other students from WHSz. This is definitely a positive indicator of effectiveness. The fact that the students stay in touch after the end of the program gives the impression of a cohesive community.

Summary

The students believe that it is worth being a part of a community such as Wlislocki Henrik Student College. It is important to realize that when people get into university they are left to fend for themselves. Advocacy and independence are essential to successfully finish university. A student college system can help students in several ways. It helps them with the enforcement of their interests, dealing with official matters, provides them a professional background and a community they can belong to. Our research reflects the usefulness and importance of each service. It is quite clear those things that help students in university most effectively have also proven to be the most useful elements of the student college program. Nevertheless, it is necessary to mention that, beyond professional and scientific assistance, paying attention to the social background and mental health of the individuals are just as important. The former is ensured by the scholarship scheme while the latter is provided by the tutoring and individual mentoring system of the student college.

Student fluctuation at
Wlislocki Henrik Student College

The scholarship program offers a great opportunity for the student. Still, 16 of them dropped out of the project prematurely. This part of the study seeks answers from university dropouts about their experiences at WHSz, what their relationship was like with the community, why they left the program and what they currently do.

Research tools, methods

In addition to examining relevant works of academic literature, the other tool of our research was a quantitative re-

search method, the online questionnaire, which was filled in by 56% of the target group (9 people). Almost as many women as men: 5 men and 4 women. The subjects of the research were the students who dropped out of Wlislocki Henrik Student College between 2016-2018. We were curious to see in which academic year, semester and field students started their studies in higher education. The questionnaire focused on their student college membership. In addition to the objective factors (e.g. when they joined the college, from whom they heard about it), we also asked questions about the subjective opinion and experience of the previous students to have a more detailed and comprehensive picture (e.g. how they felt in the student college community, which training they found useful or the least useful, what difficulties they encountered over time). As for the way they left we considered it important to know why the membership ended and what the alumni (studying, working) are doing.

Figure 5. Date of admission to university (academic year) - Percentage of students leaving WHSz (N:9)
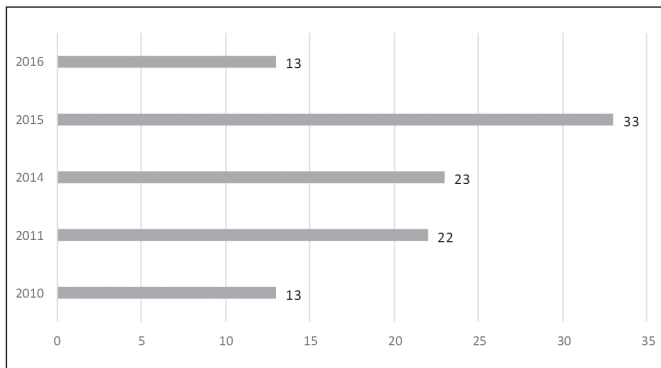
10% of the respondents who had left the student college were admitted to the University of Pécs in 2010 and another 20% were admitted in 2011. Interestingly, in the

2012/2013 academic year, none of the students leaving the student college applied to the university. In 2014, 22% of the students, while in 2015, 33% of them applied, which is the highest number. In 2016, at the start of the project, 11% of students who had previously left were admitted. The figures show that the majority of students leaving WHSz were enrolled in university between 2014 and 2015 before the start of the project.

Figure 6. The students' residence at the time of their application (N:9)
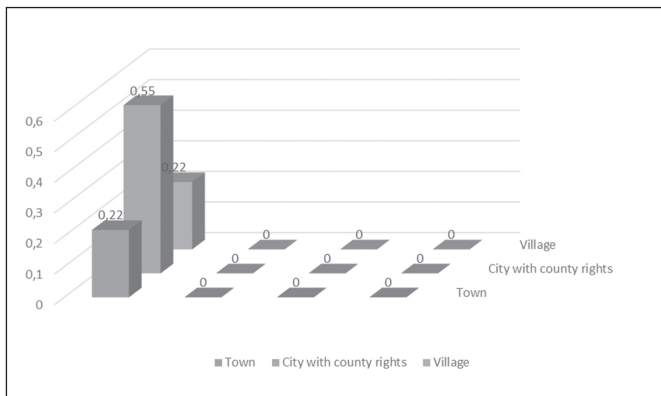
At the time of applying for the university, 55% of the students who left the university in the meantime lived in a city with county rights. Our research suggests that they lived in Pécs. 22% of the students lived in other towns and villages, while there were also students who arrived from outside Baranya County. Their choices of academic programs paint a diverse picture. Among the members we can find Geography, Romology, Undivided Teacher Training, Sociology, Paramedic and Electrical Engineer students. So there is no connection between the chosen program and higher drop-out rates.

Figure 7. *Students joining Wlislocki Henrik Student College who dropped out early, broken down by semesters (N:9)*
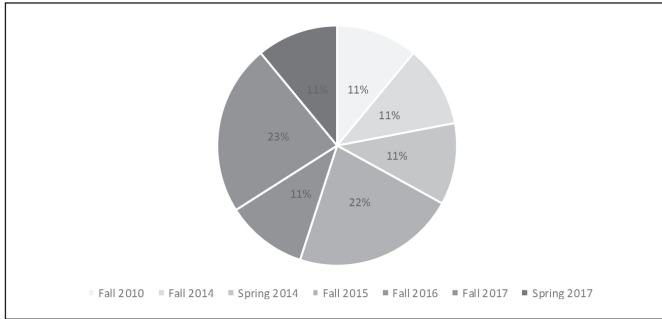

The diagram clearly shows dropout rates. Most of the students had been members of WHSz before the program started in July 2016, as between 2013-2015 a European Union project had been in operation in the student college.[4] Most of the early dropouts joined Wlislocki Henrik Student College in similar numbers in different semesters but in autumn 2014 and 2015 the number of applicants rose above the average. 22% of the students heard about the program from their friends, 33% from distant acquaintances, while most of them from their teachers.

Figure 8. *The most useful programs and services according to students leaving Wlislocki Henrik Student College between 2016-2018. (N:9)*
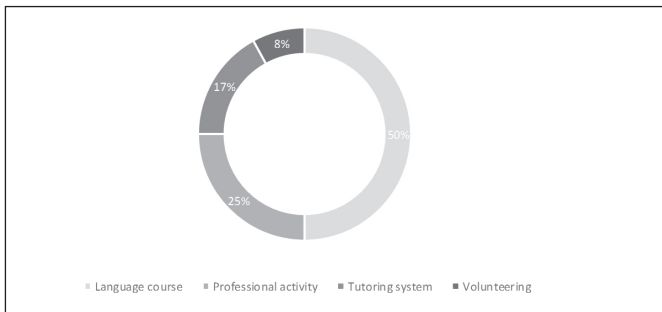
To one of the questions in the online questionnaire *'Which student college services and trainings were useful and important?'* the answer is clear in the diagram. The students who had left in the meantime said the most useful part of the program was the language course they could attend at least twice a week at the Department of Sociology of Romology and Education. They learned in different groups depending on their level of English. The second most popular segment of WHSz is the professional activity, which includes scientific research, conference presentations, home conference management and publications. The tutoring system occupies the third place, which typically provides help and mentoring from a university teacher who works in the student's field of study. Voluntary activity as a useful element of WHSz was mentioned by 8% of students. Among other things, students also mentioned CV writing, community trainings, trips, competence development, solidarity and adjustment. Overall, each student mentioned a program or service that was useful for both their existential development and their university studies.

Figure 9. Useless programs and services according to Wlislocki Henrik Student College members who left between 2016-2018 (N:9)
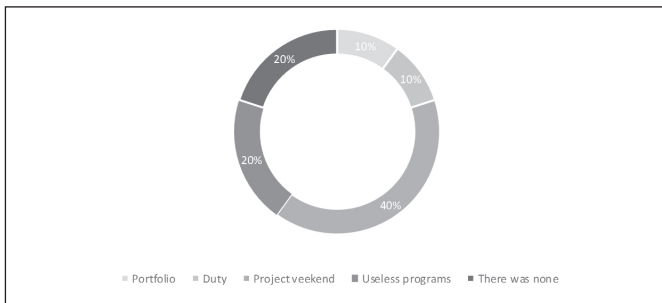
Most of the former students said that the most useless element of the program was the project weekend. On these occasions, members of the community spent two thematically structured days together. Many topics came up on these weekends, such as career counseling, self-knowledge training, CV writing and cover letter writing, etc. Most likely, the main problem was that they could have spent this time learning. 20% of the respondents said there were no useless trainings during the weekends, while 20% said there was too much useless training. Duty in the Community Space, the main purpose of which was community building and the meeting of students, reached 10%. The filling of a mandatory portfolio was similarly 10%. All in all, the highest percentage of respondents considered the monthly project weekend to be the least usable element.

Figure 10. *The feelings of former Wlislocki Henrik Student College members about the community who left between 2016-2018*
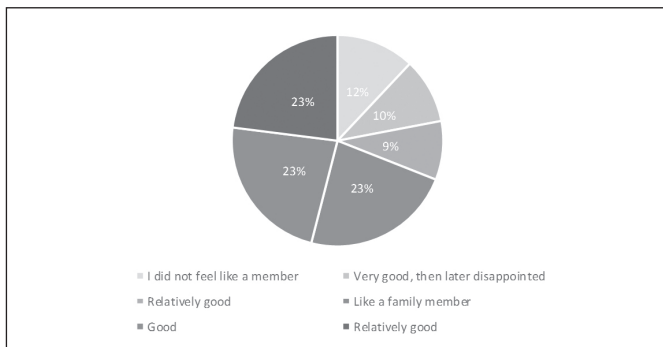
Most of the students look back positively on their time spent in the student college, and 23% of the respondents "*felt like a family member*". I would like to support my statement with the following quote: *"I loved being a part of the community, I considered them as my second family."* Also, 23% said that they felt "*d*". Similarly, 23% stated that they initially

felt good but later became disappointed at Wlislocki Henrik Student College. *"The first year was great. In the second year I had much more problems at WHSz. I felt it did not give me enough to ensure me it was worth staying."* Presumably the students who said they felt *"relatively good"* were indifferent about their time in the student college, while the student who said *"I didn't feel like a member"* experienced the student college in a negative way. When asked "*Did you fit in?*" 44% of the student said "absolutely", while 33% said they "rather yes". 11% said they did *"rather not"* and only 11% said they did *"not at all"* fit in the community.

Figure 11. *Difficulties students faced with (N:9)*
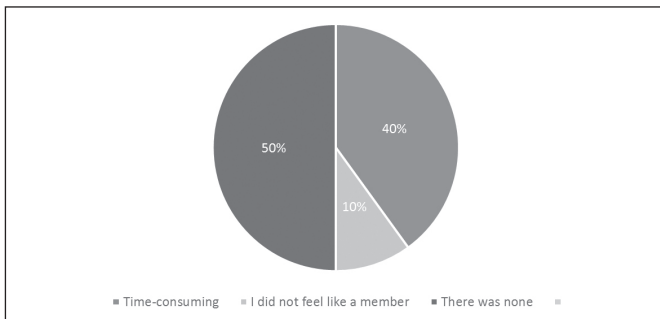
The relative majority, that is, 50% of the students, did not have any difficulty during their time spent in the student college. According to 40% of the students, the greatest difficulty is the time-consuming nature of the program, which has already been discussed above. "I did not feel good in the student college. *The weekends when I had to sleep there were a burden for me. My professional knowledge was not expanded. I was looking for a job where I could apply specialization but the two were not compatible so I had to choose. I think it is a great opportunity, I received so much help. However, I think it can offer opportunities primarily for Faculty of Humanities students."* 10% of the

respondents said their main problem was not being able to fit in, thus they did not feel a sense of belonging to the community either.

Figure 12. *End of WHSz membership between 2016-2018 (N:9)*
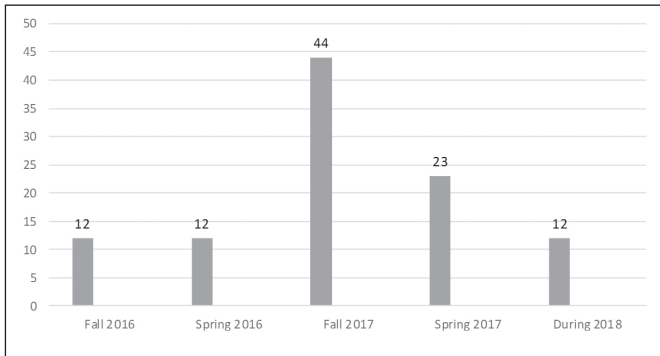
Most of the respondents (4 students) left the student college in autumn 2017, the reasons such as applying for another scholarship, ending student status, moving or experiencing life in the student college as a burden. In one more case, we can also mention the termination of the student status, in two cases the completion of the training, another case moving, and there is one case where the student college was perceived as burdensome. 77% of the students who have left the school are already working or they took a job while in university, as 66% of them are still studying.

Volunteering at Wlislocki Henrik Student College

Introduction

The third topic of our research is volunteering in the student college. Wlislocki Henrik Student College essentially consists of disadvantaged and cumulatively disadvantaged

students for whom the organization provides community, support and career progression. Among its activities we can find community-enhancing occupations, trainings, learning, tutoring, language courses, and labor market preparation. Based on several surveys and feedback from students, volunteering is considered to be one of the most important aspects of the student college membership. Furthermore, in our research we tried to come up with a result that provides information to what extent volunteering plays a decisive role among students. We would like to unfold in our research what volunteering has given to the students, how useful it was to them, what sort of negative and positive impact it has had on the them.

Goals and Hypothesis

The aim of our research is to prepare a comparative study that reveals how important it is to Wlislocki Henrik Student College members with a scholarship to carry out voluntary work alongside their studies. Can we talk about added value, change in their career prospects, and, in general, change in their lives and their outlook on life motivated by volunteering? Furthermore, our aim is to provide a comparative analysis of teacher and non-teacher students.

    We assume that volunteering among students is an important service and is therefore considered a useful activity that contributes to their individual development. The other part of our hypothesis is that students are less likely to evaluate volunteering negatively and have mostly gained positive experiences during their participation.

Evaluation

The questionnaire was filled in by 18 people: 6 women and 12 men. The average age of the respondents is 23 years. 14 people has done voluntary work for at least one year. It is

also important to mention that about half of the respondents, 8 people are student teachers. In our research, our preliminary assumptions and experiences have been confirmed, as volunteering was considered a useful element by 16 people. There were only 2 students who said that volunteering is not useful.

To the question "what has volunteering given you?", two-thirds of the respondents emphasized the acquisition of experience and the development of competencies. Gaining experience is a very important element especially for students who, after finishing their studies, would like to pursue a career in the field of teaching or social work. It is relevant to mention that we could mostly do voluntary work in civil organizations and schools. For this reason, we were able to gain professional experience mainly in the human field through teaching and assisting. We got a similar result about the usefulness of volunteering. The vast majority, that is, two-thirds of respondents found volunteering useful and one-third deemed it useless. 17 respondents would recommend volunteering to another person, whereas only 1 person would not recommend it to others. Most of the respondents recommended the location for volunteering where they carried out voluntary work themselves. Summarizing the above, we can say that that volunteering, which is a mandatory requirement for the students, has achieved its purpose. It was beneficial for students as they gained experience, employability skills and additional knowledge. So volunteering can be considered useful in the student college.

The last question of our questionnaire focused on the positive and negative aspects of volunteering. Again, providing help and gaining experience were listed on the positive side. "Engaging in something that helps others is always a great feeling, it has brought a sense of responsibility, better communicational skills, a broader perspective, life-changing experiences and friendships into my life." This quote is a striking illustration of the impact volunteer-

ing has on competence improvement. Be it the development of communication skills, the sense of responsibility or a broader vision. As a negative, more than half of the respondents pointed out the lack of time. Although, there is a difference in the curriculum of different university programs, we can say that most students are overburdened. Preparing for classes take up a lot of time throughout the whole semester. For this reason, time spent doing voluntary work is often a burden and a time-consuming activity rather than a positive experience.

All in all, our present micro-research reflects the thoughts about volunteering, agreeing that it is very useful and developmental activity. Although, opinions vary on the schedule, especially among undivided teacher training students as well as students studying in different university programs, but they all agree that volunteering is an essential part of Wlislocki Henrik Student College.

Summary

Our research is made up of three components. In the first segment, we examined the benefits and drawbacks of the different services provided by the student college. The students considered the operation and services of the Community Space, funded by the scholarship program, to be significantly important. Furthermore, language courses and various training and travel opportunities were highlighted as a defining experience for them during their student college years. Our research also drew attention to the fact that, despite all efforts to make the system flexible, the fulfillment of mandatory requirements, which is a prerequisite of the application, often placed a heavy burden on students during their studies. In the second research we assessed how the dropout students felt about the services the student college provided for them and examined the

cause of their fluctuation. The student community is re-flected in the sense that our research did not only cover those who had completed the scholarship program but also included those who left the student college. Most of them think back positively on their time in the student col-lege community but they could not participate in the man-datory activities such as the project weekends. They also mentioned language courses as a positive aspect of the scholarship program. The third study covered the subject of volunteering as a mandatory requirement in the student college with special attention to the undivided teacher training students. All students agreed that volunteering is useful but many found the extra activity to be burdensome.

Notes

1   http://wlislocki.pte.hu/content/projektrol
2   DERDÁK TIBOR - VARGA ARANKA Az iskola nyelvezete - idegen nyelv (forrás: http://epa.oszk.hu/00000/00036/00025/pdf/07.pdf, letöltve: 2018.08.18.)
3   Szécsényi István: A közösség szerepe az egyén szo-cializációjában   (http://www.osztalyfonok.hu/cikk.php?id=182) Letöltve:2018. augusztus 22.
4   Forray R. Katalin, Galántai László, Trendl Fanni: Gypsy Students in Higher Education. University of Pécs, Fac-ulty of Humanities, Institute of Education, Department of Romology and Sociology of Education, Henrik Wlis-locki Student College, Pécs, 2015

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Forray R. Katalin, Galántai László, Trendl Fanni: Gypsy Students in Higher Education. University of Pécs, Faculty of Humanities, Institute of Education, Department of Romology and Sociology of Education, Henrik Wlislocki Student College, Pécs, 2015

Szécsényi István: The community's role in the socialisation of the individual *(http://www.osztalyfonok.hu/cikk.php?id=182 Download: 08/22/2018)*

University of Pécs, Wlislocki Henrik Student College: http://wlislocki.pte.hu/content/projektrol