



Introduction

Translated by Eszter Fórián

The “Roma student college project” (Roma szakkollégiumi projekt), which took place in the Wislocki Henrik Student college (Wislocki Henrik Szakkollégium, WHSz) of the University of Pécs (PTE) for underprivileged and mainly Roma students, played an important role in initiating the Romology Journal. Thanks to this, the first issue in the spring of 2013, whose articles were selected by Katalin R. Forray as a guest-editor, was thematically connected to the student college. In the last two and a half years, the quarterly published issues were compiled on topics of literary-art, antiracism, ethnography and linguistics. As the closure of the journal project, in the tenth issue we returned to the topic of the student college, making an even tighter bond. The first pages dedicated to the introduction – although it may be unusual in the case of an academic journal – are meant to introduce not only the articles, but also the authors of the journal to the reader, inviting them into the world of the student college and “behind the scenes.”

The study of Alappont is written by Julianna Rayman, psychologist, and Aranka Varga, head teacher of the student college. The title and the authors compare the approaches in the focus of two fields – psychology and pedagogy. By identifying of resilience (“flexibility of the soul”) and inclusion (“mutual reception”), they emphasize that an individual is more capable of “breaking through” the circumstances that put them at a disadvantage and succeeding in their course of personal lives (becoming resilient), if their environment supports them. The students from highly-educated families expect and get this support from their parents, but in the case of supporting other students the institutional environment (school and other organizations) characterized by the notion of inclusion has a pivotal role. The authors present a research in which they compared the life-path interviews of 16 WHSz students to those of 16 PTE students (not members of WHSz). It unambiguously turned out that the socially underprivileged students had to face much more difficulties during their school career than other students, and their supporters were primarily adults and teachers of schools and other organizations. Personal examples reveal the essential role of supporters and an environment with inclusive attitude in order to “break through” school failure, which is rooted in inequality of opportunities. WHSz aims at establishing such environment and has shaped its work for the last 10 years in accordance with these ideas.

In the *Ütköző* column, students of PTE WHSz talk about the last two years, present, and future of the student college with Anna Orsós, head of the Romology Department. The is the “Roma student college project,” whose members, students from different faculties, were included in the discussion. The project stimulated the students in many other fields in addition to supporting their university career, such as in the area of social responsibility, social


life, and academic work. Participants of the discussion give account of their experiences and future plans, and it emerges that student college community is a key factor in their lives.

In the first article of our Szélrózsa column, Katalin R. Forray – founder of the Romology Department and one of the founders of WHSz – shows the life stories of student college members. The author published many articles that analyzed Roma students in higher education and student colleges alike. This study takes us to PTE, where it analyzes the interviews of student college members participating in the “Roma student college project.” In this article, we can read about those coping strategies that resulted in the successful school career of university students affiliated with the student college. The author brings the students closer through interview excerpts – there are different types of students who rely on the church or are supported by their teachers.

The next author in the column is László Galántai, who deals with student colleges as the student of the Doctoral School “Education and Society” (“Oktatás és Társadalom” Doktori Iskola) of PTE. He reviewed the rules and regulations of six Hungarian Roma student colleges, looking for similarities and differences. Firstly he presents the legal setting and the conditions of tender support. It is followed by a qualitative analysis in which he describes the examined six student colleges by 14 aspects that are mentioned in the regulations. Based on this examination, we get an image about, among other things, self-nomination and goals, entry terms, admission requirements, rights of officials and membership, interdisciplinary fields, and economy. A longer version of the study will be available in a volume soon to be published, however, the extract published here similarly shows the diversity of organizational politics of Roma student colleges.

The next article was written by Kata Vezdén, who was the head of WHSz as a Romology-history student for many years, and now she is the member of professional management of the Roma student college project. Thus, she had no difficulties from a professional point of view in presenting the implemented project, supported by the figures right before the closure. This study helps the reader grasp the aims that have been set, and get to know the student college program thematically. Its starting-point is the Pedagogical Program and Educational Plan (Pedagógiai Program és Képzési Terv) of the student college, whose putting into practice is supported by the activities presented in details. The tutor, mentor and scholarship systems that serve as personal support, the personal services, and the Student portfolio (Hallgatói portfólió) – these all can be found among the activities. The author mentions the means of inclusion into academic life, which are supported by the researches and publications in this journal as well. The direct means of student development are represented by the various courses and community-strengthening programs introduced in the study. The author is presently also the head of the after-school programs (Tanoda) organized by the Faág Association (Faág Egyesület) in Pécs, so it is not a surprise that she mentions in great detail the voluntary work of student college members in the after-school programs, which prepares students directly to assume social responsibility.

The article written by Fanni Trendl is also about the WHSz, who – similarly to Kata Vezdén – was one of the heads of the student college five years ago, and then she continued her studies with a scholarship at the “Education and Society” Pedagogical Doctoral School (“Oktatás és Társadalom” Neveléstudományi Doktori Iskola). Presently she is an assistant lecturer of the Romology Department, and one of those who are responsible for the student college program. The author wrote her dissertation also about the student college, and the published study is an excerpt from it. We get to know the present students of WHSz in the article



from the data of a questionnaire: firstly their age, family background, ethnic belonging, and forms of education. After that the author presents the implementation of the student college program on the basis of the students' opinion: opportunities the students considered to be important among the ones provided for them, and the ways in which the student college helped them. The program took shape again on the grounds of the answers: now the means of fulfilment of the goals can be seen from the viewpoint of student college students.

We get an insight into the academic life of the student college through the article of the next author. Júlia Csigi, a student with scholarship at the "Education and Society" Pedagogical Doctoral School, former WhSz member, is writing her dissertation on the analysis of after-school programs. She joined the student college program as leader of a research group, and together with PhD and student college students, she explored the nature of a community that began twenty years ago with characteristics similar to an after-school program (Amrita). In her article she leads us through the unparalleled research progress, in the course of which the students of the research group academically examined a student-community similar to theirs and its members. Moreover, we get an image about the results of the complex analysis, and we can see how this mutual research helped the participating students to obtain the means of reviewing social processes, community systems, and personal life paths in an academic way. The results of the published research will be also available in a separate volume.

The next study was written by the author on the basis of her activities considering career orientation in the course of the Arany János College Program (Arany János Kollégiumi Program – AJKP). Anita Oláh, member of the student college and a mentor, graduating from the pedagogy department, visited all the scenes of the program (AJKP) supporting underprivileged high school students on behalf of WHSz, and she presented university life through her personal example. She asked the students to fill out a questionnaire about their future plans and motivations concerning education each time at the end of discussions. On the grounds of these, she demonstrated the significance of the program support at the high schools level in the lives of those who come from families without an example of obtaining academic qualifications. The author wrote about her research in her thesis in more details, and in this study she summarized her main results and findings. She would like to continue her research on this topic as a PhD student in the fall.

The authors of the Kitekintő column are students of the student college and other university students, and a university teacher who follows their researches. The results of a series of activities of the student college in 2 years, which are called "student researches" (hallgatói kutatások) by the participants, are represented in this column. Helga Andl – assistant lecturer of the Romology Department, tutor of two student college members, and coordinator of the student researches – starts her article with the conference organized in the spring of 2015, called "Horizons and Dialogues" (Horizontok és Dialógusok), where seven researches of the students were represented in a collective symposium. This event was a worthy closure of the complex academic developmental process of the student college, whose vision is inclusive academic life. The study leads through the milestones descriptively, highlighting the goals, embedding those in history, and supporting the discussion with figures. Substantiating the study is the duty of the seven short research summaries following the study, which will be published in a longer form in a separate volume in the summer of 2015. We can read about the background of the summaries in the study written by Helga Andl, thus this short list just refers to the diversity which characterizes the content of the researches and the research groups working in WHSz. János Orsós, an undergraduate liberal arts student and student col-

lege member, presents the critical analysis of text corpus on the topic of Romology through examples with the help of his tutor, Zoltán Beck. He has further research plans on this topic, also together with his tutor. Dalma Petrovics is a freshman undergraduate studying history, who examined the local history of her village. The author is at the stage of “trying out” the field, and she would like to deal with the topic of Roma Holocaust in the future. Behind the next article, there is a whole research group, which worked together already in a second “cycle.” Attila Molnár, biology Bsc student, Krisztián József Kárász, Latin and history MA student, and Sándor Konkoly, a geographer, are not members of WHSz, but they carried out their research together with Bálint Rigó, geography Bsc student, who is a student college member. They brought in Zsuzsanna Horváth, student college member, freshman student in human resources, into the second phase of their research, and they analyzed together the influences of university advertisements on university students in Pécs. Evelin Greksa and Attila Szederkényi are student college members as well, and they both study to be nurses at the Faculty of Health Sciences. In their mutual research they surveyed the characteristics of knowledge about health, consciousness about health, and attitude towards health in high schools. Angéla Bogdán, senior Romology MA students and a member of the student college, examined the Program Against Child Poverty (Gyermeszegénység Elleni Program) through the example of a particular village, Kisvaszar. Norbert Dávid Csonka, civil engineer Bsc student, and Mária Kőszegi, geography Bsc student and a student college member, also present a supporting program by examining the implementation in György-telep (settlement) of the complex settlement program in Pécs. The authors of the seventh article are also all members of WHSz – Georgina Laboda, Hungarian-Romology student, Bernadett Tóth, Romology student, and Krisztián Kőszegi, geography and history student. In their research they examined what kind of knowledge primary and high school students have concerning the Roma society.

In the Napló column of the journal, there are reviews of two yearbooks that were published by the Greek Catholic and Jesuit student colleges. Melinda Bogdán, communications student, and János Orsós, liberal arts student, undertook the reviews of the volumes, looking at the functioning of a similar community through their own student college experiences.

We also have to mention the “Spots” published in this journal, which were selected by Tibor Cserti Csapó, editor-in-chief of the journal, from the student college discussions in the Ütköző column.

The Gallery is also an important part of the journal, which contains pictures selected from the moments of the shooting of a project in the 2014-15 academic year, performing a version of “We are the World” in Boyash language. The “souls” of this project, the product of which already can be seen and heard, were Anna Orsós, head of the department, and Zolt Mihajlovics, teacher and folk musician, Romology MA student, obtaining his second degree, and this project greatly contributed to the strengthening the identity of the student college community.

As the leading teacher of WHSz and editor of this issue I tried my best to arouse interest in the student college and the articles in this introduction. The articles are as diverse as the community of authors. Thus, I hope that every reader finds articles that will catch their attention.

The editor, June 3, 2015