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Wislocki Henrik Student College

An analysis of the efficiency of a complex service-development – in the light of the numbers

Translated by Júlia Ribiczey

Introduction

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

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

Sources of the analysis

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

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

The aims of the project

Within the framework of the project, the Wislocki Henrik College of the University of Pécs implements and develops complex services for students. These services nurture talents care in a supporting environment for the target group of underprivileged, mainly Roma/Gypsy students.

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

Actions taken during of the project

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

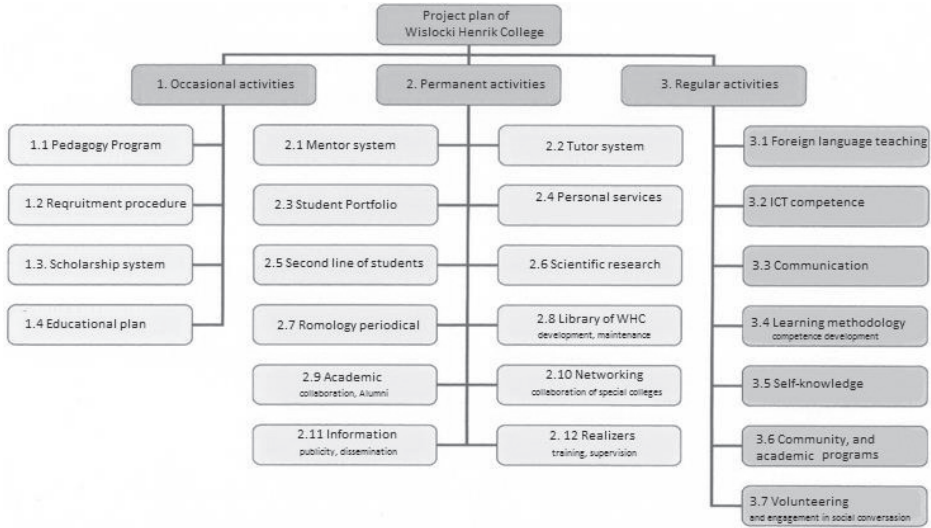
– Part of the module-bound actions was used once (in the beginning of the project) and was used as a basis for the rest of the modules. Thus the **Pedagogy Program** and the **Educational Plan** were used to assign the services for student who entered the program by the detailed **Recruitment procedure** and according to the earlier determined **Scholarship system**.

– Among the activities that persist throughout the duration of the project is the **Tutor system**; as part of this system, a teacher, chosen by the student, offers help with the student's personal problems and academic progress. A **Mentor is chosen** as a helper the same way too; a mentor is an older student who will offer guidance for the student concerning university life. The program strives to achieve **Personalized services** by the means of these two helpers. These services are documented continuously in the **Student Portfolio** alongside the career plan of the student. The **Scientific research** and the publication – the beginning of the **Romology journal** – and the development of the **Library of the student college** are obviously ongoing endeavors to encourage students to participate in scientific activities. Complementary to this are activities with the purpose of encouraging integration to professional communities: the creation of a wide-ranged professional interaction, **Networking** with other Romastudent colleges, forming a web of relations at the university, the **Alumni**, etc. Included in professional relations is the recruitment of a **Resupply**, the reaching out and preparation of high school Roma/Gypsy students for pursuing higher education. All of this can function properly, if the **training of the implementers of the program, workshop opportunities, and their supervision** are a permanent part of the program as well.

– The recurring elements of the program are the kinds of services that enable students to catch up, nurture their talent, and develop their competences. Thus undertakings on **Communication, Learning methodology, ICT competence,**

Language knowledge, and the **Development of Personal and social competence** are implemented. These developments are included in the community framework, during monthly-organized **three-day-long weekends**, in the Gandhi High School, offering an opportunity to participate for high school students. All of this is complemented with a connection to the civil sector, through which our students can **volunteer** in Roma/Gypsy communities and in underprivileged environments or areas. This, in turn, prepares them for future social engagement.

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



Indicators of project efficiency introduced and analyzed

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

Target group of the project

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

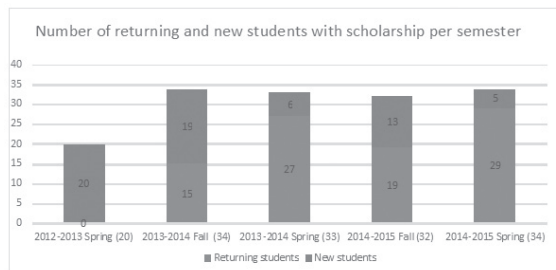
Although this restricted the drafting of the **Recruitment procedure**, further criteria

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

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

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

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



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

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

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

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

Those students who succeeded based on the assessment of Student Portfolios received a monthly scholarship, the amount of which was based on their performance. This does not involve the scholarship distributed in the first semester because there were no portfolios to examine yet, for the program has only just started. There was no basis for the creation of a performance-based scholarship system.

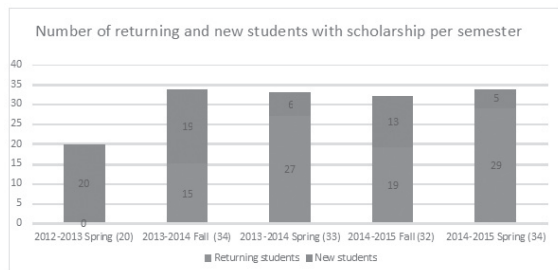
Regarding the whole of the project, the minimum amount of scholarship given was 22,000 forints, the maximum amount was 50,000 forints. There was also an option for distributing extra scholarship on the basis of additional performance: for taking part in the Recruitment Program, for performing as a presenter at a conference, and for participating as a researcher in a scientific research, announced by the project.

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

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

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

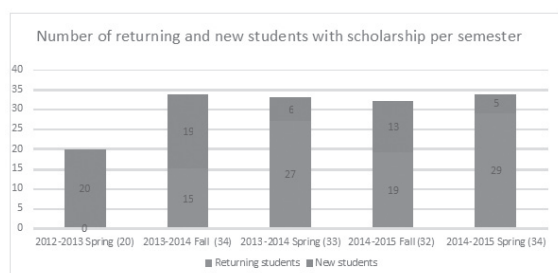
to take shape during the second semester. Thus, from the thirds semester, the mentors were chosen based on specific categories, which were the following:



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

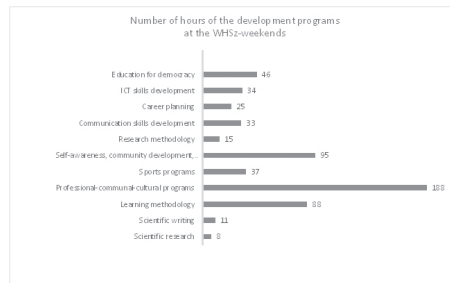
While the Mentor system strove to help integration into the general society of the university, the **Tutor system** tried to help furthering the academic-scientific progress. This kind of integration is facilitated with the help of the network of professors at the University of Pécs.

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



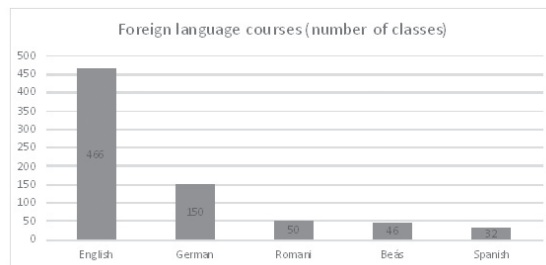
There were 43 teachers from 8 departments who participated in the tutor program during the project, for one or more subsidized semesters. The change in the number of tutors is due to the change in the number of students with scholarship. As the graph shows, the composition of tutors did not necessarily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

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



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

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



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

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

For the students of the student college, there was a chance to experience social life not only during the three-day-long weekends, but also at the Community Place created at the Department of Romology and Sociology of Education. This was available for them during the entire project for eight hours a day, offering the use of computers and Internet. The Student Portfolios were placed at the Community Place, and the mentor could be found here as well at certain times. A regular member of the staff was at the students' service in daily matters. The Community Place was open not only for daily informal meetings, but also for public cultural programs, literary evenings, and other thematic presentations as well.

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

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

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

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

The **Romology journal** that began during the project, aims at the wider distribution of scientific research results, publishing new academic work concerning the Roma/



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At first I wanted to join the program because of the scholarship, but then, as I got to know new people, I made new acquaintances. I have become good friends with many of them, and I would be glad to keep in touch with them in the future as well. There are many people whom I got to like, and the trainings also have given me a lot. Although I do not have a close friendship with everyone, I think I can count on them in life in the future as well. If I got into a situation where I need them, I think no one would say that they would not help, and I think it is really important. For me it was career planning that helped a lot. I am graduating this semester, and there was an opportunity to ask things about employment that I have not known about, which it was really useful.

Gypsies. More precisely, this unique periodical presents the workshops and the diverse branches of research concerned with Hungarian Gypsy communities. Research results by both professors and students are published here.

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

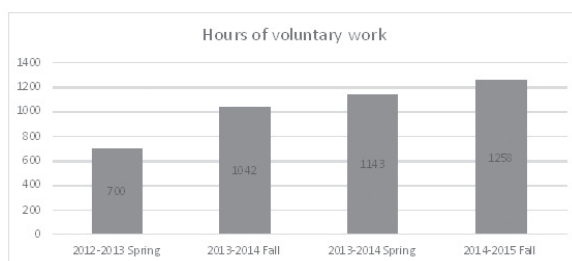
1. issue	2013. Summer	Romastudent colleges
2-3. issue	2013. Fall-Winter	Roma text presentations
4-5. issue	2014. Spring-Summer	Anti-racism
6-7. issue	2014. Fall-Winter	Roma collections in Hungary
8. issue	2014. Spring	Representation of Gypsies in diverse art forms
9. issue	2014. Summer	Gypsy language,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

With the **Networking** project unit, a special emphasis was placed on organizing meetings between the Wislocki Henrik College and other Romastudent colleges. During the project several meetings were held with the aim of exchanging experience: two meetings with the Christian Romastudent college of Szeged, and one with the Roma College of the University of Kaposvár and with the Wáli István Reformed Gypsy College. A series of events, called student college Days at Pécs gave room for meetings and mutual understanding of other student colleges of the University of Pécs. The students of Wislocki Henrik College represented themselves twice here in 2014 and in 2015, by presenting research about Roma/Gypsies.

Besides these, other **Academic collaborations** have also occurred during the project. The primary aim was to raise the academic research to an international level, thus students had the chance to go abroad to gain experience: to Varazdin, Gent, and Vienna. The Gandhi High School and College was featured as a partner in the project.

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

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



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

Final thoughts

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

References

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

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