

Thematic Article

The Mentoring's Role among Alumni Students of István Wáli Roma College for Advanced Studies of the Reformed Church

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Abstract: Colleges for Advanced Studies (CASs) are the oldest institutionalized talent development initiatives of higher education in Hungary (since 1895). The Act CCIV of 2011 on National Higher Education initiated the creation of a national network of denominational Roma CASs. In a CAS, students live in a dormitory, build a strong community, get scholarships and support from tutors and mentors. Important elements of Roma CASs are the following: religious education, social responsibility for society, and Roma identity empowerment (Godó et al., 2019; Kardos, 2013; Charta, 2011). In this study, we examined alumni (ex-university students) of a Roma CAS in Debrecen. Among other things, we were interested in how they relate to the mentoring process, how they feel about it, and how mentoring is perceived in their own lives. We are also interested in what types of mentors are mentioned and whether there is any form of mentoring in their current activities. Method of our research: qualitative interview analysis. Semi-structured interviews were conducted in 2018 with 17 alumni selected by snowball method. According to our results, the former students named 2 types of mentors who were next to them: layman and professional mentors, or they themselves can be typed as mentors on the basis of the following: layman mentors (layman persons involved in mentoring activities) and professional mentors. We consider it important to emphasize the role of the pastor in a Reformed institution, who has also been promoted to the professional mentoring category. In addition, our goal is to investigate the characteristics of networking patterns that emerge around specialist college students.

Keywords: mentoring, mentor, tutoring, role model, gypsy college

1. Introduction

In the present study, we are examining the mentoring process, operating in István Wáli Roma College for Advanced Studies of the Reformed Church, that is crucial element of the institution's vocational program and part of its student-supporting (reactivating) activities (Kőpatakiné-Mészáros & Mayer, 2004). It is very important to us studying the effect of mentoring as a complex activity, among college for advanced studies students, who are born into Roma minority and / or have a disadvantaged socio-economical background, considering that unfavorable family background and school records are correlating negatively.

We would like to examine, what kind of substantive relevance has a mentor in their life, and how can aid the students a relationship for integration (with their lecturers) becoming successful, that in the same time brings an opportunity to dialogue between different peer groups, because in this case, the mentors of the target group are university teachers (associate professors, senior lecturers, teachers

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with habilitation, professors, etc...) and the students are young adults. The mentee are those college students, who have undertaken the participation in the mentoring program simultaneously with their college for advanced studies membership. The goal of present study is to provide a relevant and broad picture of the mentoring program's effectiveness in the higher education operating Roma college for advanced studies.

1.1. About Mentoring

The mentoring process received the researcher's focus about 10-20 years ago (Juhász & Bencsik, 2017). Naturally, its existence is relatively not so recent, because prior to that, we know some kind of mentoring activities being present throughout history, but the expression we use later on as scientific term, originates from Greek mythology.⁴ Primarily in Hungary, the first mentoring programs came into being for supporting the integration into workplace environment, and only thereafter appeared in the field of education as well, their number is increasing unto this day, showing their presences' positive mode of action.

The widespread use of the term: "*mentoring*" was recognized far earlier on an international scale (Roche, G. 1979; Rhodes & Resch, 2000; DuBois & Karcher, 2005; Eby et al., 2007). They not only considered mentoring process as an alternative for corporate development, but as an essential component of developmental education too, and it was also suitable to motivate students for better performance, reducing hereby the selection rate of education (Gazsó, 1976). In Hungary, by the spreading of schools' mentor programs, proportionately grew the number of related researches as well, these were established by the work (Publication about the Theory of Mentoral Practice) of Juhász-Bencsik co-authors (Juhász & Bencsik, 2017).

We consider essential to analyze the role of mentoring in education as well, because possibly it affects greatly the school records and makes the student's integration into education smoother. It is important not only for the mentee student, but also a learning curve for the mentor likewise (Harvey-McIntyre & Heames Moeller, 2009). So the effect of mentoring process for the mentee and even the mentor is quite worthy of research, tough due to limited possibilities of this research, only the reports of mentee are available for us. However, we would like to highlight, that mentoring is a two-way process, in it both the mentor and the mentee affect each other, so they are interacting intentionally or unintentionally.

1.2. Target Group

Present study was born form a quantitative research carried out in 2018, concerning István Wáli Roma College for Advanced Studies of the Reformed Church, we are doing right now its secondary analysis. In this paper, we are undertaking to explore the utility of mentoring and we would like to attract attention to its importance. Our unconcealed intention is charting more than one best practices as time goes on, but that's beyond the limits of this recent study, so we would like to demonstrate only one in detail. As practical value of our study, our results provide strong basis for developing such mentoring programs, in them mentoring of youth with the same destiny (disadvantageous conditions) is going on, in the other hand, it is significant for laymen mentors, who takes up mentor roles unorganized (f.e. as a teacher, as a friend.) (Ceglédi et al., 2019).

1.3. Our Research Questions

What type of mentors appear in the sample and regarding this, what type of mentoring do we have? Respectively, we are interested, in what forms comes into existence and realizes the mentoring among advanced studies college students. Besides, it's a high priority for us to examine, what sort of social capital can the mentee rely on, which increases their chance for success, just like their personal

⁴ When Odysseus set out fighting in the Trojan War, entrusted an old friend named Mentor with the protection and upbringing of his son, Telemachus. So he was the guardian of the son.

opinion of the mentoring process. We aim to provide a comprehensive picture of the advantages in a mentoring process, mainly of its active taking part in compensating the disadvantaged family background and the ability to optimize the social inconvenience originating from the student's social composition, while decreasing the unequal opportunities in higher education (Gazsó, 1976). In addition, we would like to know of such concrete fields, where a mentor is able to help.

1.4. Theoretical Background

1.4.1. Conceptualization

The term of mentoring in everyday language is equivalent there with the concept of "layman helper" (Ceglédi et al., 2019). This means a subconscious mentoring process, but the concept of everyday life also covers participating persons, just like the scientific term. Furthermore, it assumes, that the mentor has more knowledge (through many years of experience or higher qualification). Mentoring is also comprehensible as a way of knowledge transfer (Bencsik & Juhász, 2016).

Now in both cases it is about the active cooperation of two persons (DuBois, 2005). Russel & Adams (1997) defined mentoring as "*an interpersonal process, which is taking place between an experienced senior and a junior*". The definition highlights the relationship between persons with age differences, where the elder one represents the role of mentor, who guides the career plans and personality development of the mentee, using his knowledge and experience (Bencsik & Juhász, 2016). Here, the mentor makes an appearance as a leader (Fodor & Tomcsányi 1995, quoted by: Ceglédi & Szathmáriné-Csőke, 2019).

Besides that guide role, it's worthy to talk about the fellow-passenger role, because the former (the guide role) presumes mostly a hierarchical relationship, but the latter prefers partnership (Ceglédi, 2018). The German and English scientific literature favors the latter, so defines the tie between the mentor and mentee as a relationship with strong democratic foundation. Principally, it is dominant in peer mentoring (Raufelder & Ittel, 2012), because there isn't a notable generation gap between the participants, and the influence of social interaction aspects is remarkably dominant. The task of a mentor is not only the support in learning, he / she plays a far more complicated role in the life of the student, so we need a nuanced approach. The influence motivating personality development and supporting self-esteem might be vital. Rhodes (2002) early recognized this and described the mentoring process as a relationship, where the elder person gives continuous counselling, guidance and encouragement for the younger one for increasing his / her suitability, competencies and personality development (...) and promotes the younger persons conversion into adulthood. In this sense – usually typical in helping professions – a mentor works with his / her whole personality and affects the mentee in a very complex way with his behavior (how he / she speaks, acts, etc.). Moreover, there is other important function of mentoring, namely the mentor as reference person sets an example.

If the communication is incoherent and not congruent (f.e. acts differently than speaks), the credibility is lost. So failing as a human being leads to a fallen mentor. Therefore, the pedagogic competencies are essential for a mentor, who must be a motivated, congruent person, corresponding to the Rogers principles at all (Rogers, cited by N. Kollár & Szabó, 2004).

Furthermore, it's important to highlight, that mentoring means a continual contact the whole time, regardless of the tools of communication (mail, phone, internet, etc.) The constancy and regularity is far more important in the process. If this criteria (regularity, constancy) isn't fulfilled, the trust between the mentor and mentee is foredoomed to failure, so the successful collaboration (Fejes & Szűcs, 2009).

Tutoring is an akin term to mentoring in this case, but belongs to a slightly different category, because tutoring is more impersonal. The tutor is characterized by familiarity in academic environment. "*Tutoring is about gaining theoretical, academic knowledge and skills, result oriented activity, once in a while aims helping to catch up. Mentoring is a broader process of personality development.*" (Kormos, 2019) The tutoring is focused on talent management.

Apropos of mentoring, it is also worth mentioning the term of social capital (Bourdieu, 1978). Mentor-mentee relationships often involve people of different social statuses, and an organized mentoring program brings the two target groups closer together, who might not otherwise have met under different circumstances, moreover they bring their existing relationships with them on both side, so they extend each other's circle of acquaintance with their presence. This is important because in this way, a person with a high social status plays a bridge role (Simon, 2017), who is the mentor, and thanks to him / her, the mentee's resources and opportunities are increasing. Also, interpreting a mentor as an information base is appropriate, as providing information at the right place and time can have very important effects on the individual.

1.4.2. About the Christian Roma CASs

In order to get a more comprehensive picture of the students of István Wáli Roma College for Advanced Studies of the Hungarian Reformed Church⁵, it is necessary to mention the institution's past, student composition, spirituality, goals and principles. The István Wáli Gypsy College for Advanced Studies of the Reformed Church is part of the KRSZH (Network of Christian Roma Colleges.) The network, which has been in existence since 2011, is an exemplary and unique initiative even at European level to support disadvantaged students, mainly but not exclusively Roma, as a result of a joint effort of the state and the church to help the aforementioned group successfully graduate. The aim of the KRSZH is to facilitate the graduation of students and to educate Christian intellectuals who are committed to their profession, open to knowledge and interested in the Roma culture.⁶

Initially, there were five colleges operating in the eastern region of Hungary, which has been chosen due to the fact, that according to the data of the Hungarian Central Statistic Office, the LHH (most disadvantaged) micro-regions are mainly found and are the characteristic of the eastern regions (Ceglédi et al. 2018: 147, id. KSH 2008), so it's justified to create such institutions there, taking into account local circumstances, where they are more easily accessible for the target group students coming from unfavorable social backgrounds (Ceglédi, 2012). Mentoring programs are mainly orientated to the Eastern-Hungary, because *"a disproportionately great proportion of the Roma population lives in crisis regions and disadvantaged settlements of the country"* (Hajdu et al., 2014).

Among the historical churches, the Reformed Church of Hungary, the Greek Catholic Church of Hungary, the Hungarian Lutheran Church and for the Roman Catholic Church, the Hungarian Order of the Society of Jesus supported the implementation of the theoretical concept of the college for advanced studies, which has resulted in shaping institutionalized forms of Christian Roma CASs' best practice, at first in Miskolc, in Budapest, in Debrecen and in Nyíregyháza among Hungarian university towns of a Christian Roma college in Miskolc, in Budapest, in Debrecen and in Nyíregyháza.

By now, eight in total of such institutions are operating nationwide.

- Jesuite Roma College for Advanced Studies (JRSZ, 2011)
- Evangelical Lutheran Roma College for Advanced Studies (ERSZ, 2011)
- Greek Catholic Roma College for Advanced Studies of Miskolc (Miskolc, 2011)
- István Wáli Roma College for Advanced Studies of the Reformed Church (WISZ, 2011)
- Christian Roma College of Szeged (SzoKeResz, 2012)
- Saint Nicholas Greek Catholic Roma College for Advanced Studies (2015)
- Reformed Roma College for Advanced Studies of Budapest (RefoRom, 2016)
- Lutheran Roma College for Advanced Studies of Pécs (PERSZE, 2018)

In addition, some Roma CASs are non-Christian, but they also play an important role in changing the under-representation of Roma students in higher education.

⁵ Gypsy is a synonym for Roma in our study, we use both terms in the same meaning.

⁶ <http://krszh.hu/> (Accessed: 17 November 2019)

This includes:

- Henrik Wislocki Roma College for Advanced Studies (Pécs, 2002)
- Roma College for Advanced Studies of Eger (Eger, 2011)
- Balázs Lippai Roma College for Advanced Studies (Hajdúböszörmény, 2012)
- Roma College for Advanced Studies of the University of Kaposvár (Kaposvár, 2013)

The KRSZH endeavors to maintain association with these specialized colleges as well, which is why several jointly organized events and professional meetings facilitate joint thinking.



Figure 1. Roma CASs in different university towns

Thanks to CASs, the proportion of Roma young people has increased in higher education over the past few years (Hajdu et al., 2014).

1.4.3. Presentation of a Concrete CAS

Presently, we would like to introduce the István Wáli Roma College for Advanced Studies of the Reformed Church out of Roma CASs. Since 2011, WISZ has been dealing with talent management for Roma and disadvantaged university students. Its professional program is diverse, with mentoring as a key component. A document describing the common goals of the mentor and the mentee is the individual development plan, which systematically records the student's college and study activities for the semester. There are courses within the college, which usually take place within a college weekend (or modularly during the weekend). A college weekend is a full weekend of activity for a college student every month. Participation in courses for seniors and juniors is compulsory for everyone. Seniors are those who have been in the college for at least three years, and juniors the freshman students, who have spent lesser time than three years in the college.

The CAS's professional program is based on three important modules:

- cultural
- spiritual/religious
- public awareness

The cultural module includes workshops and trainings in which the teachers focus on the issue of Gypsy-Hungarian identity. Students learn f.e. gypsy folk knowledge, gypsy dance, sociology, gypsy art, history. Education is complemented by field trips, excursions, and cultural activities.

The spiritual module is *"a workshop for higher education in a Christian spirit."*⁷ The module includes bible classes, worship services, church conferences, meetings, missionaries, and religious courses of college weekends. College students have the opportunity to attend Bible study twice a

⁷ <http://krszh.hu/a-halozat/> (Accessed: 14 November 2019)

week, of which one is compulsory to attend, to experience the Christian community, to learn about Christian values and advance in faith. These common lessons are led by a pastor of the college, with a focus on God, ourselves, and each other. At the same time, it is also important that students are not expected to have a denomination or a religious belief, however, it is important to be open to Christian values and new knowledge as an actively involved member in the community.

*“The purpose of the public awareness module is to provide professional college students with a “solid foundation in the world of the intellectual elite. In addition, they should be able to solve complex problems, carry out quality work and express their ideas, even in a foreign language.”*⁸ This includes various personality development and skill development trainings and occupations. In addition, if a student becomes stuck in their studies, they can also use the opportunity to catch up with a specialist teacher or to prepare for advanced level school leaving exams in the case of a changing profession.

As we can see, the college has many advantages for its members, but it is also a disadvantage, because in addition to studying at university, many students demand more capacity to attend various events and trainings. Obviously, depending on this, it is worth making a decision about whether or not the student will take up college membership, and if so, enrich in various areas (networking, skills can be improved, and he or she will receive a lot of support in his or her studies, etc.) The students are awarded with college scholarship, but it's amount will be judged on a performance-based basis, taking into account the student's commitment and his or her academic results at the university.

Thus, for many disadvantaged students, the college institution is the only way and foundation stone to graduate from university where, in addition to scholarship, housing and educational catch-up activities (tutoring, language classes), the presence of a mentor plays a key role for the student to successfully complete university.

They are eager to support the student from multiple angles: focusing on mental / mental health (spiritual / religious module), professional career (public awareness module) and identity (cultural module).

2. Research design and Methods

The research conducted within István Wáli Roma College for Advanced Studies was carried out in 2018 with the assistance of the Institute of Educational Studies and Cultural Management at the University of Debrecen. Prof. Dr. Gabriella Pusztai, Dr. Tímea Ceglédi, Szabóné Dr. Judit Kármán and László Hamvas have set up a research club within the CAS to prepare the scientific foundation of the research. What is also special, that this research was done with the involvement of current students, also considering what they are curious about. This is how the choice was made for already graduated students. This is how a qualitative research was conducted by interviewing 17 people, and the current students of the targeted CAS themselves contributed to the research project by drafting of the interview scheme, by interviewing with the alumni and preparing the closure study.

The questions can be grouped into different dimensions: sociographic data, motivations, data about studies, supporters, etc. The result of the research was a volume, its title is Jumping Board with Dynamism - Resilient Students of Wáli CAS (Ceglédi et al., 2018).

2.1. About the Mentoring Program in the CAS

Within the college, each student receives a mentor who is either selected by him or her or contacted by the college leader.

It is important that the mentor is assigned to the mentee in each case: that is, the choice of mentor should be primarily based on the mentee's needs.

However, participation in the process requires the approval of both parties to establish a mentor-mentee community. The legal relationship between them is a so called agency contract, which is in effect for a specific period of time (this is a school year) and the goal of this contract is, that it should cease to exist, so shouldn't be needed after a while. The process should facilitate separation from the mentor (Bencsik & Juhász, 2016). It is important that if the mentor is not satisfied with the mentor,

⁸ <http://jrsz.hu/tanulmanyi-rendszer/> (Accessed: 14 November 2019)

the "contract" must be dissoluble. So, on the one hand, it has a formal framework, but the other hand, it is very important to create a climate of trust, which is primarily the responsibility of the mentor, who has greater adaptability and patience due to the above-mentioned pedagogical competencies that may be included among the mentor's basic skills, because without a climate of trust, the parties will be unable to fulfill their contractual obligations. However, the relationship between the two is primarily professional cooperation, which is not equivalent to any form of making friends or two pals just hanging out, but is significant to both of them.

Typically, both parties benefit from this productive relationship (*reciprocal mentoring*, Juhász & Bencsik, 2017): both the mentor and the mentee, either in terms of self-awareness (skills development) or in terms of social capital.

3. Results

In our results, the interview analysis is based on a type analysis, and we investigated the types of mentors emerging from the 17 interviewees. As far as the recruitment base of students is concerned, most of them come from disadvantaged families and are often first-generation intellectuals among their families. Roma and disadvantaged groups are primarily eligible for admission to the CAS, but at the same time, a percentage (20%) of those who do not belong to any of the categories can also be admitted. As the Roma identity is dominated by the majority, "access to and exclusion from CASs can also be interpreted as a segment of the internal selection structure of higher education." (Ceglédi et al., 2016).

At the same time, given the social disadvantage of the Roma people, the Roma CASs have a role to play in reducing the disadvantages and creating opportunities. We examined how many of those surveyed admitted to being Roma, considering that labeling ethnicity works on the ground of self-defining (Szabóné-Kármán, 2016). In total, 35% of the 17 people were non-Roma, compared to those who declared themselves to be Roma (65%).

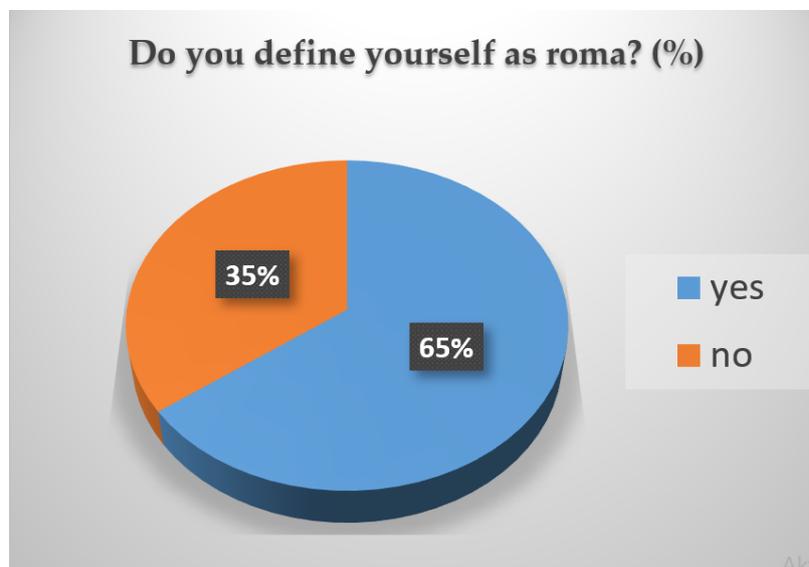


Figure 2. Do you define yourself as Roma (N=17)

Of the respondents who participated in research, 14 were women and 13 were men, aged between 21 and 29 years.

Table 1. Age distribution of students (N=17)

Indicator	Age
Mean (Average)	25,59
Median	26,00
Minimum	21

Most students are recent graduates or have been on the field just for a few years, and two Roma people devote themselves to raising children.

“Right now I’m at home with our 11-month-old girl, who is a real little fairy. Later on, I would like to teach again later.” (teacher)

“I worked there until November 2016, since I had a baby in December 2016, so I’m currently with him on child care benefit.” (social worker)

3.1. First Graduates in the Family

Many of the students are first-generation intellectuals in their families; and so they are the first to graduate in their own environment, breaking the pattern they have seen at home.

„I have the highest education in the family. Mommy only finished the eight grades of elementary (and middle) school, brother and dad finished a trade school. There weren’t many examples in front of me, but I needed an incentive, otherwise without this, I would have been a shop assistant in Rago at best.” (social worker)

“Both of my parents’ highest qualification is their eight year elementary (and middle) school. My sister was the first in the family, who passed the high school’s school leaving exam, then my brother achieved the same, and finally I. Sister acquired three professional qualifications above the school leaving exam.” (social worker and youth assistant)

„They typical educational background in the family is vocational school. Even for mother, mommy is a seamstress, well, what kind of qualification my father has, I do not say, maybe a locksmith (a little laugh), but I do not know anyway, but he also has some tradesman education.” (social worker)

“No one in my family has a diploma, my parents have learned trade. My father’s brother has finished a technical school, he had the highest education in the family.” (economist)

“That was the idea back then. It was a bold idea, because not...It was and can be said recently as well that no one in my family graduated from university. Ooo...dad..., daddy passed the school leaving exam. Mother finished a vocational school as a seamstress.” (pastor)

In total, 13 out of 17 respondents are the first to graduate in a smaller family (parents, siblings, grandparents), which is 76.3% of the respondents. Students need ample ammunition, perseverance, will and dedication to overcome their difficult situation. It will be discussed later on, what is the ability they possess.

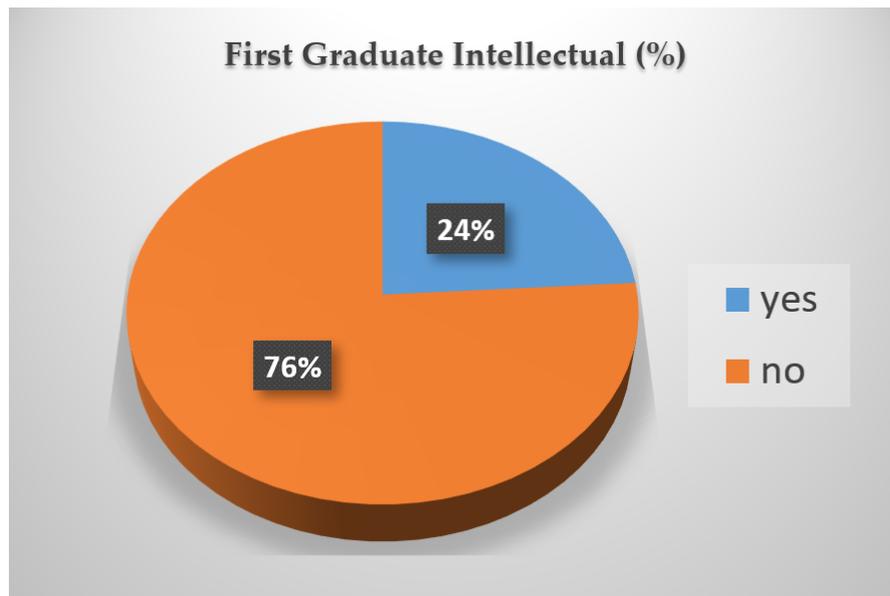


Figure 3. The ratio of first graduate intellectuals among the respondents (N=17)

4. Creating Mentor Groups

In the light of the results, we have created various concepts and types of mentors that help to classify the supporter persons close to the students into different categories. Distinguished one from another, we distinguished layman mentors and professional mentors (Ceglédi et al., 2019).

4.1. Layman Mentor

We called layman mentors such persons, who help the student unconsciously. They are usually parents of disadvantaged college students who are not characterized by formal knowledge transfer. Their main motive and drive is to provide their children with a reverse vision, that is contrary to their own. Although they have not been given the goal they desired, learning from that, they are trying to support their children and are trying to give them what they have not been given. Parents do not want to reproduce through their children their current poverty, which would also serve as a mirror to where they got to. Every parent wants a better life for their predecessors. This natural desire drives them too. Let's take a look, how they support the students! Sometimes this means the last forint, emotional support, or even mastering the "art" of writing and reading. Interview details also include the interpretation of knowledge as a kind of valuable legacy inherited by layman mentors for their children in the absence of "tangible assets".

Interviews also show that parents believe that the abundance of knowledge can lead to material abundance, while unconsciously recognizing the potential form of social mobilization in education.

"I was always motivated at home. This has happened, because, for example, neither mother nor father could achieve the purpose they really wanted, because they were not motivated by the home, so obviously, they are intending to achieve through their child, what they couldn't." (economist)

"So it is mainly my parents who are the kind of motivator I could say. Definitely my parents, because they always said, that it's only possible through learning to break out from this situation. One needs a secure job, a secure environment, and most of all, being able to provide for my family, my kids, a calm and normalized atmosphere to learn, to become successful in life. This is what mother always told me and drives me as well." (judicial administrator)

„My biggest motivation was my dad, he always said, "learn my son, what you learn, no one can take it." (social worker)

In addition to parents, other family members and relatives who have set an example or direction or supported the student through verbal encouragement, may also belong here.

Among other family members, one of the interview brought up a touching case of a grandmother, giving her granddaughter everything.

„One is that my grandmother taught me to read and write in kindergarten, and so I went to school. In that respect, I just remember her telling me that she has absolutely nothing in the world (she really did live on his 28,000 pension), we won't be able to inherit anything from her, but she will give me the most important thing in the world. Thus taught me how to read.” (molecular biologist)

But other family members (such as a cousin) can be important in a person's life. See the following interview section:

“Well, there were other decisive persons among relatives, f.e. my cousin Robi (...) he also said, it would be a shame if I didn't go on to study.” (judicial administrator)

It is also important to highlight the role of each community. As we know, the role of peer relationships are becoming more and more valued among young people today. In one such case, the pulling function of the friends and peer group appears:

„The fact that really every one of my friends submitted their applications also motivated me to submit mine, and in essence they always pestered me with following questions.” Where are you going to submit? What are you going to do with your future?” (youth worker)

Based on these results, it can be clearly seen, that the people in one's environment sometimes consciously, the other times unconsciously influence a person's life, and these factors should not be underestimated. The student's parents, environment, relatives, and direct relationships are all sources of impulse, and it is not known when they are able to bring about a new kind of change in one's life or even influence one's career orientation decision.

4.2. Professional Mentor

A professional mentor is a person beside CAS student, who follows with attention his / her education, development and help him / her professionally, humanly either. It is of paramount importance to support the student's integration into higher education.

According to Huebler (2014), one of the causes of drop-out among university students is the ineffective student socialization (Huebler, 2014, cites Pusztai, 2018).

A mentor within a college is a university lecturer from similar area of expertise to the mentee student, a recognized lecturer on that field, and at least as important is the attitude of the helper and facilitator, openness, as the mentoring is a helping profession in which the mentor works with his or her personality. His / her personality is a working tool for the mentor. This kind of mentor can help the student's career with his / her social network, knowledge and motivational conversation. It depends on the individual and the situation, in which area he / she needs help in the first place, by the way, this is also related to the mentor's competence and relationships.

Some mentors also carry out tutoring tasks, which means that they help the student succeed in his or her academic life. This is mostly inherent among PhD students, where professional mentors already appear as tutors in the specific contract. However, sometimes roles can be blurred.

As this is a secondary analysis of a research, we were not able to collect data for all 17 participants regarding the question under study. However, we have found some cases, where mentoring was mentioned. Let's look at the text on professional mentors, where a student reports how much a mentor has meant to him, provided by the CAS:

„A mentor was provided me, who I could contact at any time. And there was a teacher who was not a stranger and stood by me during my university years. I owe him a lot of help, preparation for exams and a lot of help in my thesis...“ (judicial administrator)

In addition, the mentor proved to be professionally useful as well, who helped organizing the student's internship in the following cases:

“ ...in the framework of mentoring program. After all, as you know, I worked for 2.5 months in the Debrecen Regional Court in the summer, and I would not have been able to do that without the CAS.” (judicial administrator)

4.3. The Pastor's Role as a Professional Mentor and God's "Mentor Presence"

As we've just mentioned previously, experiencing religion and faith plays an important role in the CAS. This CAS of the Reformed Church is a religiously open, inclusive community that welcomes religious and non-denominational students either. Worship services carry a very important, deep psychological message and also play an important role in conveying Christian values.

In many cases, students draw strength from these in difficult times and overcome the ordeal with prayer. There are many, for maintaining connection with God and pastoral conversations with the CAS's pastor matters a lot:

„Of course, the religiosity I received in the dorm helped me achieve my goals. I looked at things differently and took the obstacles easier.“ (social worker)

„As for tertiary education, I feel that the CAS is such an indispensable experience for a young person. So whoever can do it, give it a try. There were pastor conversations.“ (museologist-ethnographer)

„My identity, I don't know exactly, but is definitely in religious life. And it comes from the cultural environment I've come from that I experienced here in Debrecen, in the CAS or at the university.“ (pastor)

„It really added a lot to the religious life. It was good for me, and it was a positive thing that this is a Christian CAS. It could be far more purer sometimes, this simple belief, in contrary of the complexity, what we possibly represent here in theology. And it also gave me a lot of strength through the people, increased my faith and kept me in hard times. So much for that point. I still want God and will serve God, which has been greatly contributed by the CAS.“ (pastor)

The student in question just points out that he / she sees himself / herself through the mirror / glasses of God, which is free of prejudice and discrimination, furthermore the *"social barriers are dissolved"* in relationship with God (Pusztai, 2004):

„For me, the most important sense of identity is Christianity, uh ... to draw from there, who I am, how God sees me.“ (youth worker)

4.4. Turning into Mentor from Mentee

Then the circle turns around and we reach there, where the former mentees will become mentors themselves, and they are dedicated to helping those, who they can. Obviously, what their former mentor on campus meant to them is also considered by them as important antecedent.

Based on how the former mentees practicing their mentoring activity, we can also distinguish:

- Mentoring in layman way. They had an individual career, but they are still present as role models and help in their local community.

- We call mentoring in professional way the activity of those professional mentors, who are doing it as their main job, working for different organizations.

Former CAS students show up in many different field of expertise and in many places as mentors. Some of them are with the Snétberger Foundation, some with the Czinka Panna Association, some with the Romaversitas Foundation, some are of them mentoring in after school support programs, and some of them are pastors who are helping locally.

4.5. Layman Mentoring – in the Light of Dissemination

The dissemination as one kind of public awareness activity of the CASs, may also be linked to lay mentoring, during which the students visit different institutions (schools, after school support programs), while they demonstrate and expound the CAS, then talk about their course of life. They compare the situation of the representatives of the young society (youth) sitting in the audience with their own life situation, thus setting an example for them and glimpsing at a different career model, that may lead to a change in one person's situation (f.e. gets admission to the CAS, didn't even know existed). CAS students convey the opportunities offered by the CAS as a source of information and an example of how is there another way.

In this case, the role of credibility is crucial, and who could represent better than them, that poverty is not a surely inevitable and drastic outcome to life. They explain, what kept their motivation alive and how they were able to cope with the difficulties. These can all be very important for students who do not have intellectuals with disadvantaged and / or Roma background in their environment.

In connection with the dissemination, we present some interview details to give a sense of what the public awareness activity within the college is about, which is available to all college students and performing at least two dissemination in a semester is even mandatory for college students).

“In 2016, we were in a reformatory in Debrecen and talked to the boys about our life. Need to know about them, that it has not yet been decided whether or not they have committed a crime, the court has not declared them guilty or innocent, so by then, they were kept here in the Reformatory of Debrecen and most of them will be released, so they will have post-institutional life, don't really know, what to do with themselves. We told them, this could be one way back to school.” (molecular biologist)

Interview excerpt:

- *„Have you ever tried reassuring and encouraging others to learn?*
- *Yes, of course.*
- *Also in my former high school and with whom I have a personal relationship, either from the village, from high school or from Debrecen. You have to learn because nobody can take away your acquired education.”*
- *Also in my former high school and with whom I have a personal relationship, either from the village, from high school or from Debrecen. You have to learn because nobody can take away your acquired education.”*

4.6. CAS Students as Professional Mentors

At the same time, graduate college students are there as professional mentors in a child's life, utilizing the intellectual capital (knowledge, gained at the university and CAS education) accumulated over the years, and using the kind of experience that comes from their own disadvantages. In addition, they can „configure” those skills, which have been acquired by them as a mentee during their own earlier mentoring:

“In addition, I am the secretary-general in an association, named Czinka Panna Community College Association, that was founded in 2014 but was registered in 15. One of my main goals is to deliver the message

about where I come from, what difficult circumstances I had, but still what they have access to" (molecular biologist)

„I am currently working at St. Paul's Marista in a mentoring program, that aims to prevent Roma girls from dropping out of school, especially dropping out of high school, so I guess, I'm doing do the right thing (added with a smile). I'm working with 7th grade schoolgirls. Always felt, that I need to help people, and I really enjoy working with Gypsy kids.“ (social worker)

„I can't imagine stopping this, obviously dealing with Gypsies (...) I'm out at the Gypsy Quarter. After college, God has plagued me until I said, that I want to serve the poorest people, because this is where I'm needed them most.“ (pastor)

4.7. The Role of Negative Course of Life

It is important to emphasize, that the following factors also play an important role in mentoring: the negative course of life and career path. Mentors bring their own experience back into mentoring, and so the knowledge from the layman path becomes professionalized.

By doing so, they can help more effectively integrate knowledge from their own careers into the mentoring process, share their coping strategies, and the difficulties they faced, from which they were able to take advantage. This is based on the resilient approach (to be discussed later) (Ceglédi et al., 2019).

4.8. Taking Responsibility, the Driving Force Behind Becoming a Mentor

In many cases, we observed a sense of responsibility on the part of students, and there is an internal need among them for helping and mentoring others. In addition to helping the family and mentoring their own parents, brothers and sisters, many dedicated CAS students would like to do something to improve other persons' quality of life outside of their family, because they are driven by solidarity of common fate towards people with disadvantaged background. Related interview sections:

„Perhaps my responsibility towards others has increased. I started thinking about how to help others from the state I'm in right now.“ (physiotherapist, health promoter)

“If I were in a position appropriate for that, as a little help, I would like to teach children with disadvantaged background to music, that's my thought. I'm only able to help them learn music, that's my plan to support them.“ (violinist)

„Right now, the most important thing in my life is getting back to work as soon as possible. I think, I feel good there and I can really help Gypsy families there.“ (social worker)

„Yes, I feel like my mission to help students of similar background, and that was one of my declared goals when I applied to university, so that no one else should have to follow the same curvy path as I did.“ (social worker)

4.9. The Retention of the Community

The college as a community plays an important role in students' lives, which is also a kind of "safety net" for young people (Ceglédi, 2018).

“The strength of the community helps us through all kinds of difficulties and can provide us with professional and spiritual support.“ (museologist-ethnographer)

„But the college really has become a very decisive part of my life and still is part of my life, because there was a community here. What I got here is community and human relationships and I think that is very, very important. Later, I became a co-worker of the CAS.” (physiotherapist, health promoter)

“I don’t have a community at home and I don’t go home so intensely. Here in the CAS, I really got valuable human relationships and the community experience.” (physiotherapist, health promoter)

„Mom always encouraged me to learn in order to get out of here. When Mom died I felt like I had no one left to prove and I didn’t want to go on (struggling with tears). Outside of my family, the college students persuaded me not to quit university, they helped me through this period.” (social worker)

4.10. Resilience in Mentoring

In order to be able to report positive results, it is important to talk about the concept of resilience, which manifests itself in many ways, because a resilient student can develop meaningfully and truly only besides resilient professionals, in a resilient community. The concept of resilience is very nicely summarized and grasped by one of the social workers, when describes the obstacles in his / her life and explains, how he / she can resist them (Ceglédi, 2017):

„As the biggest disadvantage in my socialization I would mention, that I grew up with no electricity, no tap water at home, and I never had a computer. Since then, I have overcome these obstacles and have turned my disadvantages into advantages.” (social worker)

In the Hungarian educational sciences, the term is applied for a few years. Researchers considered resilient such students, who despite their disadvantages, have a successful careers, although it is not encoded in their careers, because many inhibitory and hindering factors appear in their lives (Ceglédi, 2012; Ceglédi et al., 2018).

The concept of resilience can be a guiding principle in mentoring if the mentor and mentee know what is available (internal and external resources) and integrate them into the mentoring process in a timely and appropriate manner. They recognize, what they lack and replace it (Ceglédi et al., 2019). Adding to that, we could say, equal participation is necessary, respectively willing to do the same thing with the same effort: neither can do better: if only the mentor wants change and development, the mentoring process won’t work, and in contrary if only the mentee wants it, but the mentor doesn’t, also undermines the effectiveness of mentoring process.

The mentoring process is personalized: the choice of the mentor itself is strongly dependent on the mentee’s personality, needs, faculty, goals and ambitions. Within the CAS, from the first year of the university, the student is accompanied and assisted by a mentor as long as the legal relationship between the CAS and the student exist.

5. Conclusions: The Reproductive Impact of the Mentoring Process

Within the CAS, layman and professional mentors stand by the student, helping him / her achieve his / her goals. The motto of the college also suggests that the student's interest comes first: „A WISZ a céldhoz visz.” This Hungarian phrase means: “The WISZ CAS brings you to your goal.” We are confident, that based on the above, it outlines for everyone, what is meant be the examined CAS, how it differs from a non-denominational and non-Roma colleges, and what could the advantages and disadvantages.

In summary, we could say, that for many college students, the best practice of the college is a kind of springboard (Ceglédi et al., 2018): the presence of both the community, the pastor, the religion, and

the layman and professional helpers support the mentee in rising from the depths aloft. For this, a resilient personality is essential, as the existence of opportunities alone won't guarantee the graduation. It is necessary to be able to use and exploit the opportunities offered.

One of our observations is that those peer educators, who once were mentored and experienced what it is like to have a mentoring and support person next to them become mentors themselves, thus reproducing the mentoring process themselves when becoming mentors from mentee.

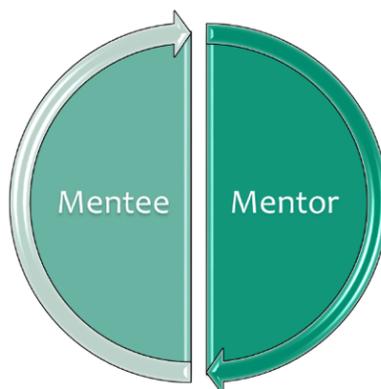


Figure 4. The reproductive process of mentoring (N=17)

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