Ferenc Arató – Aranka Varga:

INCLUSIVE UNIVERSITY

HOW TO INCREASE ACADEMIC EXCELLENCE FOCUSING ON THE ASPECTS OF INCLUSION

structures

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subsidiary

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HOW TO INCREASE ACADEMIC EXCELLENCE FOCUSING ON THE ASPECTS OF INCLUSION

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Content

THEORY

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A SYSTEM-BASED MODEL OF INCLUSIVENESS

The present paper assumes that mutual inclusion is equal to successful personal and collective progress, while continuous and targeted interventions serving it are collectively marked by the term inclusive. Inclusive model is understood in this paper as a complex system of interventions which is aimed in all its segments at a coexistence increasing individual success while it also supports planning and controlling efforts made for inclusion in different places, times and communities. The field of education is in a particularly favourable condition regarding inclusive model development as it is also highlighted by the historical examples brought in this paper. Within the field, the author focuses on higher education in which the idea of inclusion is being spread reinforced by the conception of Inclusive Excellence. According to the conception, Inclusive Excellence establishes a qualitatively new academic environment profitable for all participants by employing diversity to meet the challenges of the 21st century. Thus, an environment aiming to achieving academic excellence is able to undergo qualitative renewal if following an inclusive approach and becoming more and more inclusive. The paper creatively utilizes the author's one-and-a-half-decade research work related to inclusion, her practical experience and the general research model she based on her experience. These are completed by a system-based overview of the models of inclusion in higher education with which the author aims to support the work of the research and development team preparing the professional proposal titled "Inclusive University" in affiliation with the University of Pécs. The author hopes that there also are more and more Hungarian higher education institutions which adopt inclusiveness as a part of their academic mission in the spirit of recognized qualitative renewal.

Keywords: iInclusive university, inclusive excellence, inclusive academic excellence model

Introductory notes on inclusion

In recent decades, discourses on societal and educational issues have more and more frequently been addressing the approach and practice of inclusion as a desirable strategy of coexistence. Schools of the 1980s first opened their gates to disabled students that also initiated discussion about the necessary content-related interventions. The educational policy and practice of inclusion grown to a movement soon made it obvious that inclusion of other student groups is also important and that inclusive environment needs to be expanded outside the school (POTTS, 2002). Raising inclusion to a societal level expanded the areas of the equity-based approach to equal opportunity and, at the same time, it brought into the focus of attention that mutual inclusion is profitable for the entire community. Integrated education with inclusive contents continuously spread in public education and initiatives also appeared in higher education by the turn of the millennium. The conception of academic excellence is more and more harmonized with societal demands in higher education that has resulted in the emergence of Inclusive Excellence, that is, a campus environment model based on the value of diversity and aimed at a higher quality excellence. In this interpretive framework, inclusion is a collective term for continuous targeted interventions to sustain successful personal and collective progress. The countless variations of interventions outline a model developed by us whose components are aimed at achieving mutual and successful inclusion and coexistence while simultaneously maximizing the realization of individual potentials and performance. At the same time, the model supports planning and controlling efforts made for inclusion in different places, times, communities

and institutions by a process-based approach, a set of general principles and standard performance indicators.

We have articulated the process-based inclusive model both in a shorter and longer form in order to have a framework which provides a basis for assessing the measure of inclusiveness (VARGA, 2014, 2015a). To that end, we reviewed nearly a hundred works which provided scientific data related to the theoretical approach or practical experience of inclusion in recent decades. For model development, in turn, we used existing models which were established within specific thematic areas in order to provide a framework for the continuous development of inclusiveness.

> We examined the following models:
> 1. Successful integrated education of disabled students by applying the "Inclusion Index"
> 2. Introduction of the Integrative Pedagogical System (IPS) in Hungarian schools for disadvantaged students
> 3. Quality improvement of diverse higher education in the USA based on the principles of Inclusive Excellence and the Diverse Learning Environments (DLE) model

This paper creatively utilizes the author's one-and-a-half-decade research work related to inclusion, her practical experience and the general research model she based on her experience. These are completed by details which provide focused support for elaborating the conception of Inclusive University.

> The University of Pécs hosts a project in 2014 and 2015 titled SROP-4.1.2.B.2-13/1-2013-0014 Development of Education-Training Assisting Networks in the Southern Transdanubian Region. As a part of the project, a research-development team was established in May 2015 which aims to develop the conception of "Inclusive University" supported by scientific works and empirical studies.

The process-based model of inclusion

The reason for defining the model as process-based is the presently established scientific view that although the desirable form of inclusion may be approached at given points by planned and targeted actions, inclusiveness by nature is not a permanent condition, sustenance involves further tasks. Namely, inclusion requires a continuously changing and diverse environment where personal and collective success depends on flexibly adaptable, potentially renewing successive interventions for mutual inclusion. A process-based approach is further necessitated by the required knowledge of characteristics of the given area crucial for a successful intervention. These describe the area in respect of inclusiveness at certain points: either at the starting point or in a process phase. This actual situation assessment is supported by a set of inclusive criteria which is used for examining the measure of inclusion and serves as a "test paper" indicating the required development processes.

This dual aim of sustaining inclusiveness and analysing the situation in order to define development processes led us to the conclusion that the model of inclusiveness needs to be elaborated in a process-based framework. Each phase of the system, that is, input, process and output includes criteria, conditions and indicators which altogether support the assessment of inclusiveness and determine the directions of further development depending on whether and to what degree they are fulfilled *(Figure 1)*. At the phases of input

and output, individuals in the inclusive space are directly examined according to the aspects of equal participation (equality), access (equity) and efficiency equally applicable to all. Here the performed or missing actions as causes of successful or failed fulfilment of the assessment criteria may be revealed by a deeper analysis. Process is the segment of the model where primarily actions, their efficiency and development are brought into focus. Actions are not independent of macro-level effects, however, they are identified at an institutional level and therefore individual participants are examined through them implicitly. A horizontal approach is applied in all three phases which is based on the core assumption that the common aim of all action is the personal and collective success of those living in the inclusive space. That is, following the actions aimed at providing individuals with the opportunity to enter, development and progress of the institution is the second guarantee of personal success observed at the output including all participants.

The contents of inclusive development and progress are also approached at two levels. At a community level, contents include components which the institution exploits as potentials inherent in diversity, employs them to serve its multifaceted renewal and thereby establishes "inclusive excellence", that is, quality environmental conditions which successfully meet the challenges of the 21st century. At an individual level, contents of inclusiveness bring certain groups into focus with regard to equity and provide them with supportive services. Inclusive development is not restricted to that aim, however: it is aimed at influencing all individuals in the environment. Thus, it integrates a host of participant approaches, knowledge, competences etc. into its contents and strives for their personal interiorization by means of consciously shaped interactions. This eventually yields profit for all participants which combines inclusiveness with excellence.

Input	Process	Output
•Criteria of equal opportunity and equity	•Conditions in the running of the system aimed at providing Inclusive Excellence	•Efficient indicators applying to all participants
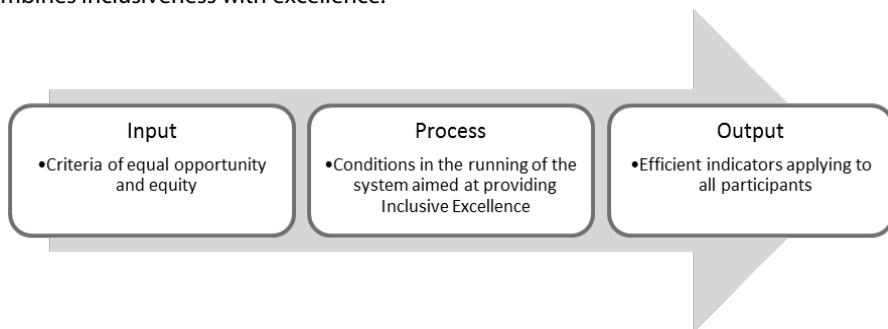
Figure 1. The process-based model of inclusion (source: VARGA 2015:66)

A short note on the models of inclusion

The previously mentioned political movement beginning in the 1980s in Europe initially brought disabled students into focus, then also turned to other specific disadvantaged student groups and articulated the objective of efficient integrated education. The movement named "Education for All" elaborated its principles and practical recommendations with support from the UNESCO which were adopted by several countries (Salamanca Statement, UNESCO, 1994). These also provided the basis for a proposed model which describes the conditions and steps of making an educational institution inclusive based on experience in inclusive education of disabled students (BOOTH–AINSCOW, 2002). The model introduced the concept of "Inclusion Index" suggesting that making an educational institution inclusive is a development process based on situation assessment in which the index provides support for self-evaluation. The index gives a picture of institutional work by assessing three dimensions required for inclusion development. All three dimensions

concern the institution; these are the inclusive approach, elaboration of the implementation project and organization of everyday practice (BOOTH – AINSCOW, 2002).

> *The first dimension concerns the inclusive approach whose development comprises two stages. The starting point is community building that includes as a component and content the articulation and consensual acceptance of inclusive values. It is held important that the impact of the approach should also reach the social environment beyond the institution. The second dimension focuses on planning inclusion projects whose first step is establishing a "school for all". According to the authors, it is crucial that both employees and students of the institution should actively participate in joint planning. Furthermore, the authors suggest that a multiplicity of activities should be mobilized in order to promote efficient responses to individual needs. The third dimension concerns the organization of everyday practice which includes the organization of learning and the inclusion of resources. This is supported by jointly revealed resources among educators, students, parents and the local community (VARGA, 2015a:72).*

Member states of the European Union devised and accepted the Lisbon Strategy (Presidency Conclusion… 2000) which assigned the development of social inclusion as a priority of the subsequent decade. This facilitated the continuous expansion of the target groups of inclusion and areas of propagation. These developments in turn promoted the spreading practice of inclusion in Hungarian schools after the turn of the millennium. At the same time, measures aimed at resolving the situations of segregation in Hungary also necessitated pedagogical interventions for a successful integrated education. In 2003, the "Integrative Pedagogical System" (IPS) was introduced in public education in order to make socially disadvantaged and multiply disadvantaged students' institutional environment inclusive. The IPS is based on an integrative approach concerning teaching arrangement while on a mutually inclusive approach with regard to contents (ARATÓ – VARGA, 2004, 2012). The IPS is a system-based model at the same time, which includes the criteria of input, process and output.

> *The introduction of IPS requires as an input criterion the formation of socially heterogeneous student groups across and within schools and the elimination of possible segregation. Furthermore, it requires a wide-ranging network of partnerships (including families) in order that the social environment of the institution can also actively contribute to the development processes of mutual inclusion and thereby the environment also becomes inclusive. The IPS defines the conditions of teaching and learning required for the implementation process. The pedagogical process determined by the conditions assumes an inclusive approach and demands professional knowledge and curriculum materials which constitute criteria of successful inclusion. At the same time, it ensures personalized development processes and horizontal cooperation among students, families and educators. The output of the IPS contains efficiency indicators of inclusiveness requested year by year from the institutions introducing the project. The indicators involve the state of inclusiveness development as a direct outcome. In addition, measures of indirect student success resulting from the inclusive environment are also expected (VARGA, 2015a:73).*

The model third in temporal order was developed in a new paradigm named "Inclusive Excellence" which was in large part based on the scientific and modelling description of Diverse Learning Environments (DLE; HURTADO et al. 1998). In the United States, where these innovative approaches came into usage, inclusion in the context of diversity refers to mutually enriching inclusion of individuals with different personal capabilities or different cultural and ethnic backgrounds (WILLIAMS et al. 2005:6). In the past ten years, the adjectival phrase „Inclusive Excellence" (IE; a quality indicator) appeared in the United States going beyond the concept of inclusion primarily in a higher education context (MILEM et al. 2005:5). The content of this concept development points out that diversity and excellence are inseparable. Regarding the content, inclusive excellence refers to the case of institution development when besides equal participation and access, the diverse learning environment becomes "friendly" as a result of conscious transformation; as a consequence, all participants share measurable efficiency and the transformation process results in a qualitative change for all community members and for the institution as well (BAUMAN et al. 2005:4). Inclusive excellence represents an open and inclusive approach based on which a high-level cultural and social competences may develop, providing everyone with means of mutual understanding and acceptance, which competences the participants may then profitably use after graduation as well (HURTADO et al. 2012:49-50).

> The objective of making higher education inclusive also came to the front in Europe in recent decades, focusing on groups whose participation is measurably underrepresented in this area, be they women, ethnic minorities, people with a low socio-economic status or migrants. The European Access Network (EAN) embraces those initiatives whose activity is focused on a unity of access, equity, diversity and inclusion (COOPER Ed. 2010). Causes underlying the differences among higher education developments in various countries stand in the differences of local conditions such as the economic and social conditions of the society or the specific groups prioritized according to the risk of exclusion. A common factor in European approaches is that these developments are closely related to the guiding principles and educational objectives of the Lisbon Strategy of the Council of Europe according to which the European Union has to become the most competitive and most dynamic knowledge-based society by 2010. Key components of this objective are equal opportunity and the prevention of social exclusion by making the society inclusive (LOWERY, 2012).

Below we refer to the model of disabled students summarized in the "Inclusion Index" as well as to practical experience of the Hungarian IPS taking into account relevant scientific research (VARGA, 2015b). We rely in part on strategic documents of the Inclusive Excellence movement completed by the description of the model summarized under the name Diverse Learning Environments (DLE) and renewed in 2012. Namely, these latter are directly aimed at making higher education more inclusive as is the currently developed conception of Inclusive University to which the present study wishes to contribute.

Name of model	Group in focus	Geographical region of development	Institutional area of development	Related literature
INCLUSION INDEX (II)	*disabled students*	England	public education	2002
INTEGRATIVE PEDAGOGICAL SYSTEM (IPS)	*disadvantaged students*	Hungary	public education	2003
INCLUSIVE EXCELLENCE (IE)	*national and ethnic minorities*	USA	higher education	2005
DIVERSE LEARNING ENVIRONMENTS (DLE)	*national and ethnic minorities*	USA	higher education	1998 2012

Figure 2. The reviewed and referred inclusive models

The student groups of Inclusive University

The conception of Inclusive University is being developed for Hungarian conditions. Thus, although it takes international experience into account, its conclusions are based on a conception adapted to Hungarian characteristics. This also applies to student groups that altogether cover the entire student body. The student body may be divided according to whether positive effects exerted on the individual come from the benefits of diversity alone or these are completed by equitable services as well. The narrower group of those brought into focus in a diverse environment with regard to equitable care may be further divided into three, in some cases overlapping, subgroups according to the difficulties each has when entering the institution and during successful progress (Figure 3).

One group brought to the focus of equity comprises those students who are underrepresented in higher education due to their social status. Socially disadvantaged young people from families with a low level of education are those who have less chance to enter higher education (also) in Hungary. Further disadvantages are imposed on those coming from Roma/Gypsy communities, most of whom are socially disadvantaged while also burdened with social exclusion (HAJDÚ – KERTES – KÉZDI, 2013).

> *Researchers also point out that disadvantages resulting from social status are aggravated by membership in a minority group because of the accompanying negative social prejudice (CSERTI CSAPÓ – ORSÓS, 2013:102). This double disadvantage is emphasized by the conceptual complex and analytical tool of "intersectionality" by which interactions between various social inequalities (ethnic, gender and class status) and the related forms of oppression (discrimination) can be examined (ASUMAH-NAGEL, 2014:11). Intersectionality is primarily characteristic to migrants in Western Europe and to Afro-Americans in the USA while researchers point out gender differences in all cases (VINCZE, 2012:76).*

The complex disadvantage referred to as intersectionality requires multifaceted intervention with regard to equal opportunity in order to ensure higher entrance rates and less dropout rates in higher education. Furthermore, it provides a wide range of opportunities to take action against racism, to learn about the values inherent in cultural differences and to develop strategies of successful coexistence.

> It has to be declared clearly that insufficient social status and the resulting disadvantages impose duties of compensation on society while cultural minority status requires positive identity affirmation and anti-racist action (ARATÓ, 2012). That is, a clear distinction needs to be made between disadvantages to be "left" or compensated and cultural benefits to be "kept" or affirmed.

The Inclusive University also prioritizes another student group, namely, foreign students, whose inclusion is highly probably not necessitated by social disadvantage but by their lack of information. Their successful progress is guaranteed if the inclusive institution is able to properly adapt to their cultural and linguistic differences and special personal needs while also integrating these to the educational system in a way supporting others' development as well.

Disabled students are also have to be mentioned among those requiring special attention with regard to equitable inclusion. Such students may come from either Hungary or a foreign country and may also vary in social and cultural background. Equitable care in their case is focused on the personal conditions causing "disability". At the same time, they provide a new perspective for community members which shows by going beyond the concepts and approaches of "disability" and "otherness" how personal strategies successfully adapted to certain life situations may be developed.

> Literature on disabled people increasingly emphasizes that personal conditions as being different from the conventional only create a "disabled" situation if the environment is unable to provide adequate conditions (DUNCAN, 2014:364). That is, the question to be answered from the aspect of inclusion is whether those conditions are provided which guarantee participation of a similar value for all irrespective of their personal capabilities.

In sum, it may be established that the conception of Inclusive University has to focus its complex impact on the entire student body aiming to promote all students' personal development by exploiting the potentials of diversity. Members of the three prioritized groups, whose special conditions the Inclusive University takes into account during building its system, are provided with equitable support according to their personal needs. These special conditions are equal to those which make, when entering the system, those approaches, knowledge, competences etc. available for all which then bring about qualitative renewal at both individual and institutional levels.

> The general part of our system-based description refers to the benefits of diversity available for all and, at the same time, it provides a set of principles applying to the inclusion of any individual or group entering higher education with a disadvantage. The examples brought from the referred higher education models primarily focus on the special conditions of socially disadvantaged groups coming from a minority culture.
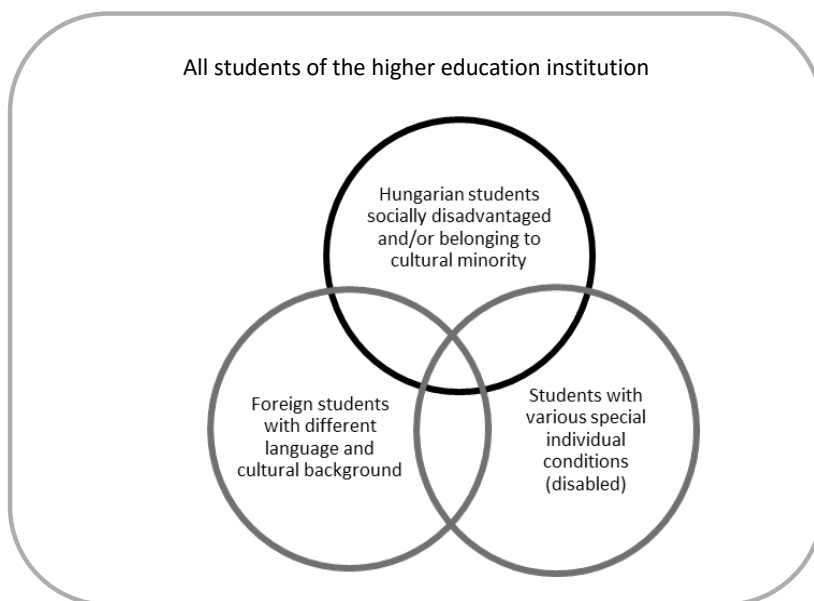
All students of the higher education institution

Hungarian students socially disadvantaged and/or belonging to cultural minority

Foreign students with different language and cultural background

Students with various special individual conditions (disabled)

Figure 3. The student groups of Inclusive University

Components of the system-based inclusive model

Below we present an overview of the model structured along the threefold unity of input, process and output. The description of each component presents the general approach, then research findings are presented integrating the relevant parts of the reviewed and referred models, practical experience and required actions interspersed with Hungarian examples.

Input: criteria of equal opportunity and equity

The basic democratic requirement and principles of equal opportunity are considered as the starting point. However, equal opportunity in the narrow sense (equal treatment without negative discrimination) is a necessary but not sufficient condition of ensuring equal opportunities. Social inclusion may only be ensured if individuals being together in a given place and time examine, recognize and take into account existing inequalities and treat differences with regard to inequalities. Otherwise, that is, in case of treating those under unequal conditions in the same manner, a situation of individual disadvantage will emerge and it will lead to the exclusion of the concerned individuals.

> *Equal opportunity emphasizes the provision of equal participation or, in other words, equal treatment as a social minimum guaranteeing that no one suffers disadvantage as a result of actual or supposed individual conditions or group membership. This also imply that different individuals and groups have access to information, activities, services, materials etc. in a shared space, in the same way and to the same degree. Besides all these, provision of equity requires having regard to differences existing in society and such compensatory measures and actions need to be applied which ensure actual*

access for individuals and groups under unequal conditions (VARGA, 2015a:50).

It is also obvious that the greatest inequality among people exists in social matters including inequalities existing in access to social goods and in the ways to access them. The underlying causes are differences in capital possession (including symbolic-cultural, relationship and social capital as well); a further cause is the discriminatory social judgment of different gender, ethnic and age groups and people with various disabilities (VARGA, 2015a:51).

The input is generally interpreted with regard to inclusiveness and in relation to higher education according to the proportions and ways in which Hungarian and foreign students with different social and cultural background and individual capabilities enter the given higher education institution. We are aware that admission requirements (learning outcomes and admission results) objectively determine entrance criteria, that is, anyone can enter the institution irrespective of their family background in case they fulfil these requirements. Besides the explicit fulfilment of equal opportunity, those means need to be examined with regard to the provision of equity by which the given higher education institution promotes the compensation of inequalities hindering entrance.

The simplest way to describe the opportunity of entrance is to examine the entrance rates of students from different backgrounds. Time series data and inter-institutional comparisons may further refine the picture.

> *Compositional diversity of the student body is an easily measurable data according to higher education models applied in the USA since students declare their memberships in various national and ethnic groups. In Hungary, students declare their disadvantages or disabilities in order to earn bonus points in the admission procedure. Proportions of foreign students are also accessible at Hungarian universities.*

However, disregarding the compositional ratios, it is necessary to examine what means the institution employs focusing on prioritized groups prior to entrance.

The strategic documents of Inclusive Excellence bring examples of equitable support provided for social groups underrepresented in higher education which forms of support are based on a proactive institutional policy aimed at a compositionally diverse student body (MILEM, 2005:31-32). The fundamental idea of such policies is that recruitment projects have to involve secondary schools from where low proportions of students apply for higher education projects. Such institutions are mostly situated in disadvantaged regions and they usually provide a below-average quality education. A common goal of secondary and higher education is to establish a culture of continuing studies as a fundamental norm in such secondary schools. Universities may contribute to the achievement of this goal by participating in the life of the secondary schools in a physical sense. For example, university employees provide frequently held meetings, consultations and information services for secondary schools.

> *Sporadic initiatives similar to the American example can also be found in the practice of the University of Pécs. Thus, for example, teachers and students of the Department of Romani Studies and the related Wlislocki Henrik College (WHC) participate in career guidance service provision of the residential high-school for Roma students in Pécs (Gandhi High School). In addition, student members of the college visited disadvantaged secondary students involved in the Arany János College Project all across the country. In this project,*

university students brought the opportunity to continue studies closer to secondary students by presenting their own cases in joint conversations. The same college members hosted a one-day project at the university supported by the National Talent Project where they received disadvantaged pupils attending special inclusive small-group courses.

In American recruitment projects targeted at disadvantaged secondary schools, universities inform secondary school teachers about current entrance requirements as well as they organize a visit to the university for secondary students and teachers. Through the developing relation between the institutions, they jointly elaborate the "curriculum" preparing students for university education which may serve as a norm for all students and which helps them adapt to university entrance requirements. Higher education can also support the preparation for university in many ways. The preparation for higher education projects is supported by involving secondary schools in a collaborative partnership network, providing them with tutorial and consultation services and involving students as well.

Involvement of foreign students may be examined through the ways higher education projects are made attractive and the modes of their publicity. Also in this case, a wide network of partners as well as teachers' and students' targeted work are beneficial.

Process: operating conditions of the inclusive system

Figure 4 provides an overview of that part of our model which contains the critical conditions of the successful implementation of the inclusion process. The conditions of inclusive environment are discussed in a different structure in the strategies of Inclusive Excellence and Diverse Learning Environments and they are summarized under the term "diverse academic climate". The below list reveals the general contents of the conditions whose implementation may be described in detail through the actions adapted to local conditions. The "hows" defined in each area may increase the measure of inclusion. This points out that inclusion is to be understood as a continuous sequence of actions gradually increasing the measure of mutual inclusion where the focus is laid on the development of different components of the environment.

Figure 4. Operating conditions of the inclusive system (source: VARGA, 2015:75)

1. The space reflecting diversity: material environment

The environment communicates a tangible value system through its material appearance informing those in the environment about their places and opportunities in manifest and latent forms. The question regarding equal opportunity is whether a functionally well-designed environment is permeated by a feeling of openness and inclusion. Among the requirements of equal opportunity, the needs of individuals with some form of disability are primarily taken into account when arranging the material environment. This is critical with regard to one of the three groups brought into the focus of inclusion, however, the environment should also be examined according to the needs of the other two groups. A common fact is that the function of the specific space determines the way personal needs related to the material environment and openness are realized in it. It is possibly those maintaining the environment who make it friendly for the individuals to be included, recognizing their needs and demands. Fundamentally, however, the environment becomes mutually inclusive if all participants have the opportunity to actively engage in its arrangement and maintenance and in the joint establishment of the usage rules. In this way, the environment brings about a tangible reality of multilingualism and cultural diversity explicitly demonstrating the values and expectations of all participants.

The strategic documents of Inclusive Excellence contain several references to the importance of inclusive space. These point out the need for "community centres" which may function as "home" and venues of general meetings. The authors suggest that such community spaces may serve as social anchors for groups whose members feel "strange" at the university thereby, being exposed to the risk of dropout (MILEM et al. 2005:33,35).

The WH College of the University of Pécs also has relevant experience. Disadvantaged university students of mostly Roma/Gypsy ethnicity hold essentially important the Community Space they have arranged and

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maintained at the Department of Romani Studies. That is the place where they meet each other, ask for help from fellow students and tutors, share their positive experience and organize cultural and other projects.

It is worth noting, however, that inclusion-based transformation of the institutional environment of the entire campus is not included in the recommendations of Inclusive Excellence while this might be the most demonstrative way to publicly communicate commitment to the campus. An inclusive university has to rely on local initiatives (experience of existing community spaces) and coordinate and expand them in order to make the material environment of the entire campus inclusive. An apparently suitable means to that end is the "campaign" appointed to the period following leadership commitment which calls for active engagement in a joint arrangement of the environment by mobilizing a wide-range of employees and students. At the same time, it means an excellent opportunity to identify with, and become involved in, the goals of the inclusive university.

2. Valuing diversity: inclusive approach

Recognizing diversity as a value is the cornerstone of inclusion ("diverse climate" in American models) that should pervade all levels and participants of the inclusion process. This approach is reflected in the positive attitude of those in the shared space replacing negative stereotypes. The core principle of the approach is that values inherent in diversity enrich all participants sharing the space. Research has proved that an inclusive approach results in an inclusive environment if associated with actions which have planned places and contents in the specific community (MILEM et al. 2005:16-20). Interiorization of the inclusive attitude in a diverse environment takes place if the environment exhibits a consistent view (value, norm, behaviour) which is consciously represented by the leadership and also consensually accepted by the participants. A further requirement is conscious development whose efficient form is the collective elaboration of personal experience (MILEM et al. 2005:21-22).

The studies of Inclusive Excellence and DLE conceive of inclusion as an approach permeating the entire institutional climate. The dimensions of diverse climate proposed by the DLE may be divided into individual and institutional levels. At an individual level, the model uses the concept of "psychological climate" to present individuals' attitudes toward, and conception of, perceived diversity and it points out that the majority and the minority often hold different beliefs about the same phenomenon. The behavioural dimension of climate shows the context, amount and quality of interactions at the university among individuals with different social identities. It distinguishes between interactions in formal (curricular) and informal (extra-curricular) projects and underpins by research findings that the latter are more effective (HURTADO, 2012:70-71). It is emphasized that individual attitudes are embedded in the history and structure of the institution and that their variability is strongly determined by the stability of diversity-related values, norms, rules, responsibilities and assessment systems of the given institution. The starting point of all these is the compositional dimension, that is, proportions of various student groups shaped by the institutional policy aimed at diversity (Hurtado et al. 2012:58-65). Hurtado and colleagues devote a separate chapter to the issues of social identity whose understanding and development is a crucial factor in establishing an inclusive university.

The DLE presents Tajfel's conceptual framework of "social identity" through related studies placing it in the context of higher education development.

Namely, the social identity theory suggests that individuals strive to maintain a positive identity based on their group memberships (TAJFEL, 1981; cited by BIGAZZI, 2013:18). Social identity comprises a conscious and undertaken group membership as well as the associated emotions and value system. The theory suggests that individual behaviour can be divided into interpersonal and intergroup behaviour that mutually influence one another. That is, group memberships influence thinking, emotions and behaviour (BIGAZZI, 2013:19, BIGAZZI, 2015). Hurtado and colleagues emphasize that the diverse learning environment they propose is applicable to the conscious development of social identity that shapes, by overcoming stereotypes, an inclusive community-oriented identity adopting diversity as a value (HURTADO et al. 2012:72-76).

The strategic documents of Inclusive Excellence apply a structure and principles similar to those of the DLE to detail the approach required for inclusion as well as they recommend specific actions under each dimension. They emphasize the influence of external forces including governmental policies and initiatives such as desegregation measures or targeted aids.

There have also been higher education projects promoting equal opportunity and diversity in Hungary during the past decades which started from governmental commitment. One of the most recent projects is the establishment of a network of "Roma Colleges" that contributed considerable EU sources to the academic progress of disadvantaged Roma/Gypsy university students.

Additional external influence is borne by sociohistorical forces such as large-scale events which shape the way people think about diversity (MILEM et al 2005:25-26). Internal forces comprise the five dimensions of compositional diversity, historical heritages, psychological and behavioural climate, and organizational and structural diversity. Development of an attitude based on inclusive approach is articulated in each dimension as a horizontal goal which the strategic document supports by specific recommendations (MILEM et al. 2005:30).

3. Interacting with diversity: implementers' preparedness

Our model distinguishes between two types of preparedness. The degree of domain-specific preparedness of those implementing the inclusive space shows the quality or level of services available to participants. This type of preparedness is based on qualifications and practice possessed in teaching. The other type gives a picture of the possessed set of instruments required for treating diversity without which the "good intent" of inclusive approach will not result in good practice. Besides high-level knowledge of the instruments, various pedagogical methodologies in this case, the aspect of everyday application is also important because it may guarantee the successful treatment of diversity.

The examples we brought from American higher education do not address teachers' domain-specific preparedness. The DLE places its conclusions about their methodological instruments in a curricular/classroom context. The authors suggest that interaction between students and teachers are based on their respective social identities and the extent to which teachers apply inclusive pedagogical methods also depends on their ability to exercise self-reflection. They underline that that students' classroom success depends in large part on whether teachers pay attention to

students' identities. Their view is that a dynamic interaction between teachers' and students' identities, (curricular) contents and pedagogical methods create a psychological sense of inclusion and belonging (to the institution; Hurtado, 2012:76) In addition, they provide a detailed analysis of the history and components of "inclusive pedagogy" interpreted as a teaching practice which embraces all students and thereby it is able to involve all in the learning process (Tuitt, 2003; cited by Hurtado, 2012:78).

> *Tuitt articulated the following principles of identifying the characteristics and practices of inclusive pedagogy: (1) positive student-teacher interaction for creating an inclusive educational environment; (2) distribution of power by which teachers and students become equally responsible for knowledge construction; (3) dialogue-based process of interaction between teachers and students which creates a respectful, challenging and cooperative educational environment; (4) activation of student contributions serving mutual recognition and elimination of "invisibility"; (5) Use of personal narratives to personalize the subject matter and to align learning in the classroom and through life experience (Tuitt, 2003; cited by Hurtado, 2012:79).*

Inclusive Excellence also addresses effective pedagogical practice which motivates activity and thereby provides opportunity for all students to cooperate and to be involved in the subject matter as well as it facilitates the development of a positive climate and reduces stereotypes. The model underlines that application of these methods requires the institution to be committed to renewal and to carry out the adaptation processes in a planned manner. It recommends the introduction of the system of incentives devised for university teachers in order to promote the acquisition of new methods (Milem et al. 2005:36). Both models point out the need for transforming the curriculum with regard to diversity in addition to methodological development.

4. Understanding and supporting individual life courses: personalized contents and actions

The approach to inclusive space valuing and focusing on diversity implies that efficiency requires the environment to take into account individual capabilities, demands and needs. Regarding the process, it means that diversity is integrated into the contents as a value bringing differences to the fore among those entering the specific space. Orientation in this subject may be based on experience of the development of personal and social competences as well as that collected in the thematic area of interculturality. Besides contents, actions also become diverse as a result of which participants' different ways of learning, coexistence and behaviour become integrated into the habitude of the institution. This qualitatively renews the approach to content and action based on one single perspective. Those who have often been excluded from contents and actions unknown to them also come closer to the institution and begin to see it as "friendly". At the same time, this renewal also enriches those who get along well in the institutional space but potential knowledge and actions offered by diversity have been far from them.

The DLE emphasizes the need for, and ways of, responding to individual differences by introducing the social identity theory into the model. In addition, it assigns by the expected results of its educational outcomes those areas which are the effects of actions efficiently responding to individual needs. These are the state of development of the competences required for lifelong learning and an intercultural approach as well

as performance improvement of groups underrepresented in higher education and prevention of dropout in these groups (Hurtado, 2012:51-56).

The above mentioned behavioural dimension presented in the strategic documents of Inclusive Excellence enumerates the options to manifest diversity (interactions among different groups, diversity within the institution and the classroom) which form the basic conditions of an inclusive institutional climate. Furthermore, it lays the focus on the manifestation of diversity in formal and informal curricula (in courses and other university projects) that ensures students' learning experience in the diverse environment., sensitizes them to the values of diversity and promotes the integration of these values into their social identities. The authors also highlight direct aids supporting students who start with disadvantage. These include personal trainings reducing learning barriers, building a tutorial system, developing community space and identity, and providing financial aids (merit aid; Milem et al. 2005:33)

> *A supportive project with similar components has been run by the Wlislocki Henrik College at the University of Pécs since 2002, its activity depending on the available financial resources. The "Roma College Project" implemented through EU funds in the past two and a half years provided personalized complex support for thirty disadvantaged students of mostly Roma/Gypsy ethnicity.*

5. Wide-ranging provision of inclusiveness through cooperation: partnership network

The aspect of partnership emphasizes the need for cooperation among individuals, groups and institutions inside and outside the inclusive space. It implies, among others, that inclusiveness is to be understood as a horizontal aspect which is present in all segments of the shared space instead of being isolated. Specific roles of those present in the space determine their respective responsibilities in the implementation of inclusiveness. At the same time, this individual responsibility restricts possibilities and determines whom to cooperate with and whom to mobilize in order to provide for areas beyond the sphere of authority. Furthermore, it consciously influences the social environment in which the institution is embedded, aiming to expand inclusion to a wider society through the cooperation among partners.

The DLE model points out that broader social forces and external communities may shape and sustain the dynamics working within institutional contexts. The model also elucidates that the institutions themselves also dynamically interact with these external contexts. The model presents in detail how local communities and institutions interact. The authors highlight the need for community-level commitment whose primary condition is information, outreach and recruitment; these are discussed in the section on supporting access to higher education. Here local communities and families are also considered potential partners besides secondary schools. Partnership in a different area is required by university students' inter-institutional mobility that has become a new social norm today. The authors suggest that higher education institutions should cooperate in order to ensure students' free movement. High priority should be assigned to supporting members of groups underrepresented in higher education since they are usually less willing to go to study tours promoting professional development. Further partnerships may support the prevention of their dropping out according to the authors who refer to several studies in this regard. They also mention their experience in the areas of community service and citizen commitment that institutions may utilize through the process of commitment to the community. Researchers pointed out that institutions would have to shift from the

charitable approach to one focusing on partnership (Mayhew and Engberg 2011; cited by Hurtado, 2012:91).

Inclusive Excellence primarily details the system of internal cooperation distinguishing between its individual (student, teacher, other employee) and institutional levels (department, faculty, leadership). The authors also detail how connections among mostly formally organized societies acting in different thematic areas (e.g. sports clubs, cultural communities, talent nurturing workshops etc.) may be created with regard to diversity.

> *The WH College of the University of Pécs also strives to establish the widest network of partnerships possible within and across universities. Partners include college communities working in other thematic areas or places, student hostels and research teams dealing with equal opportunity. There are also NGOs among the partners which support academic progress of young people living in disadvantaged communities. College members take part in these nongovernmental initiatives as volunteers, in this way they have the opportunity to try themselves as helpers as well as they provide viable models for younger fellow students.*

The authors of Inclusive Excellence emphasize that inclusion has to extend to all individuals and organizational levels within the institution because it is the only way to reach real success. The strategic documents also detail the ways of cooperation. They point out that besides leadership commitment, a position responsible for diversity and permanent committees need to be established which have functions, roles and obligations serving Inclusive Excellence (Williams et al. 2005:23-24). External factors are primarily understood as influential forces such as political and legal obligations, shifting demographics, social inequities and labour market demands (Williams et al. 2005:15).

6. Understanding messages of a challenging diversity: continuous renewal

A condition of creating an inclusive environment is that the institution should have a development strategy based on inclusion-focused situation assessment which comprehensive plan extends to all segments. The local strategy is adapted to political strategies describing its institutional implementation. Furthermore, it is not a one-off intervention but a continuous renewal accompanied by regularly repeated measurement, assessment and by the mobilization of the most resources possible. This is the way of ensuring constant and targeted efforts for establishing and sustaining an inclusive environment.

All of the reviewed models assign high importance to the question of development. Both DLE and Inclusive Excellence presents diversity strategy as part of the organizational and structural dimension, emphasizing the need for continuous development. Both models rely on relevant research findings of the past twenty years in all of their conclusions and recommendations which findings underpin the necessity and profitability of the listed developments. Furthermore, the movement of Inclusive Excellence presents concretely written and detailed strategic documents and good practices for its implementation which may be profitably used for higher education developments. In addition, it maintains a higher education network (Association of American Colleges & Universities) which yearly shares in a public forum for mutual exchange of experience its knowledge and achievements related to the institutional development of Inclusive Excellence.

Output: efficiency indicators applying to all participants

An integral part of the process of establishing inclusiveness is the overall picture of the measure of progress towards inclusion at each stage of the development process. Countless existing methods are available for measurement from the macro-level to individual performance. The indicators and calculations selected for assessing institution-level outcomes are based on the vision of the given institution which is determined by its function and serves as the basis of its goals. Measurement results quantitatively indicate the degree of achievement of the goals. An institution aiming to become inclusive needs to assess its performance at each stage, that is, input (fulfilment of equal opportunity criteria), process (outcome of interventions made during development) and output (fulfilment of institutional goals with regard to all participants). Outcomes measured at each stage reflect achieved inclusiveness if the obtained values equally apply to all those in the shared space as well as inclusiveness is reflected in the threefold unity of quality educational environment including efficiency, achievement and equity (LANNERT, 2004). Naturally, local indicators alone do not indicate the actual achievement of inclusion but comparisons between institution-level data and measured or expected macro-level data is also important.

The above principles of assessing inclusiveness of educational institutions and the theoretical construction comprising the outcomes of actual measurements based on the principles are collectively referred to as "inclusive excellence index" in our model. The input indicator of the index shows the extent to which all participants have the opportunity to enter the given space irrespective of their backgrounds. The inclusion-related input success of available higher education means that entrance conditions and opportunities support social groups underrepresented at colleges and universities.

Efficiency may be assessed by segmenting the process to separate phases so that the endpoint of each phase serves as output where focus is laid on the progress of groups examined with regard to inclusion. In this case, a successful process is indicated by the similarity of the progress state of those in the shared space irrespective of individual backgrounds, provided that the obtained results fulfil national and international targets. Target group-focused performance assessment of the process is critical because revealing the lack of success at these points provides the opportunity of timely intervention in order to prevent dropout. It is also necessary, however, to follow up the inclusion process with regard to inclusive environment. Namely, this reveals those institutional characteristics which are able to reduce or bridge the achievement gaps among students from different backgrounds. The assessment of institutional characteristics also needs to point out the components deepening inequalities whose transformation is a crucial issue in the inclusion process (BAUMAN, 2005:12). The environment may be directly examined through the changes in the life of the institution following a certain period (e.g. academic year) which were resulted by the practical implementation of the detailed action plan based on the inclusion strategy.

Assessment of the output appears to be the easiest since it is primarily reflected in students' marks, but the aspects of progress (entering a higher level of education or the labour market) and retention (dropout) also need to be taken into account. Success at the output is also indicated by a small variability of the indicators broken down by to students' backgrounds both within and across institutions. It is less readily measured but unavoidable to assess to what extent those in the shared space have interiorized diversity as a value as well as what competences they use to successfully articulate these values in everyday life. This area may be assessed primarily through participants' actions and attitude shift as well as through their subsequent utilization of the acquired cultural and social competences.

Authors of the DLE model revised their conception after more than ten years in order to integrate new studies and results related to the development of a "friendly" environment. Furthermore, they aimed to elaborate a comprehensive model whose key component is that

it makes measurable the diversity-related aspects of campus climate, educational practice and students' academic outcomes (HURTADO et al. 2012:44). Accordingly, all parts of the DLE include guidelines supporting the elaboration of principles and practice of measurement and evaluation. The model description devotes a considerable part, the first quarter of the work, to the output performance indicators of the diverse learning environment development process. Two of the three prioritized areas, namely, lifelong learning and multiculturality concerns all university students: the model assumes that newly graduated students have high-level competences in these areas. The requirement of increasing performance also applies to all students while in this case achievement gaps among graduates from different backgrounds also reduce according to the equity principles.

One of the three papers advocating the introduction of Inclusive Excellence presents measurement of the outcomes through a case study by introducing the concept of "Diversity Scorecard" (DSC; BAUMAN et al 2005:24). The DSC clearly delegates compensation of the achievement gaps among students from different backgrounds to the institution's scope of responsibilities. At the same time, it provides a detailed description of a method based on mobilization of experts and a multifaceted system of measurement which reveals institutional deficiencies and then shares these with a wide public driven by an intent to improve. The development process and testing of the DSC is presented through a case study and this is the basis on which the strategies of Inclusive Excellence recommend its introduction. The framework of the DSC focuses on equity reflected in academic outcomes. The framework assesses access, successful progress and graduation, academic outcomes and the compositional index of the institution (BAUMAN et al 2005:26). These form the basis on which it draws conclusions on the progress state of Inclusive Excellence and defines development targets.

Conclusion

As the approach and practice of inclusion is spreading, models describing their systems are elaborated one after another. They have the aim in common to make the environment inclusive in order to achieve individual and community success. Their differences stand in that they were created in different periods and their authors advocate interests of various groups. They also share the aim to improve equal opportunity conditions of the groups brought into focus with regard to equity while creating equally favourable conditions for all. Namely, they view social differences not as personal problems to be solved but as a potential of the entire community to be realized that serves everyone's mutual development.

The strength of the models is that they are supported by political movements, that is, by experts who are committed to advocate the need for inclusiveness in their respective fields. This also enables that the models are properly embedded: they are supported by legal guarantees and leadership commitment as well as ample scientific evidence and practical experience.

The field of education is in a particularly favourable condition regarding inclusive model development as it is also pointed out by the examples brought in this paper. More specifically, the idea of inclusiveness is clearly spreading in higher education reinforced by the idea that academic excellence in a diverse inclusive environment is able to involve new approaches, knowledge and competences in the process of qualitative renewal. This guarantees a form of personal development which is reflected in competences and which extends beyond the institutional context.

The review of the higher education models of inclusion aims to support the conception of "Inclusive University" being currently developed at the University of Pécs. For this reason, the concluding thoughts need to be devoted to the risks existing besides potentials which may prevent success in practice in spite of the best intentions.

Inclusive higher education models embrace scientifically based comprehensive approaches that are able to support practical implementation step by step if turned into strategic documents. However, a strategic plan supporting the development of inclusiveness may not suffice with collecting targeted interventions but these have to be systematically and functionally connected to the university's mission to achieve educational excellence (WILLIAMS et al. 2005:36). Even the best plans may fail if they are not embedded sufficiently in the fundamental objectives of educational excellence at either an individual (student) or an institutional level (MOSES, 1994 in WILLIAMS et al. 2005:36). Likewise, problems arise without a comprehensive and widely accepted assessment framework for articulating and measuring inclusiveness outcomes (SMITH, WOLF and LEVITAN, 1994 in WILLIAMS et al. 2005:36). Development is hindered if the institution is unable to articulate the vision of change in a manner permeating all levels (COX, 2001 in WILLIAMS et al. 2005:37). Continuous development fails if a system of accountability is not established because in that case failures have no consequences (COX, 1993 in WILLIAMS et al. 2005:38). Successful inclusion is hardly imaginable without the top leadership's meaningful and committed support for the change process (COX, 1993 in WILLIAMS et al. 2005:38). Last but not least, resistance has to be faced regarding the reallocation of critical (material, human, technological and symbolic) resources required for changing the organizational culture (WILLIAMS and WADE-GOLDEN, 2005 in WILLIAMS et al. 2005:39).

Apparently, the models not only describe the positive sides of development but they also provide research findings which point out potential pitfalls. Learning about these may provide further help for higher education institutions which adopt inclusiveness as a part of their academic mission in the spirit of recognized qualitative renewal.

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SÁRA BIGAZZI:
SING-LES: DIVERSITY, DIALOGUE, KNOWLEDGE

This psychological approach aims to elucidate that the process of knowledge construction is essentially tied to the processes and structure of dialogical thinking and interaction. The basic condition of the intrapsychological and intersubjective space for dialogue is diversity, recognition and knowledge of different perspectives, revealing their similarities an differences, and their harmonization based on this knowledge. By recognizing differences, knowledge is associated with its perspective - "I think this about this from this perspective" - and thereby different perspectives may equally contribute to the subject of knowledge. In this way, we give scope to the definition of more comprehensive, more harmonized, new, innovative knowledges. The only possible way to realize such a psychological space leads through an inclusive social/organizational system which guarantees space and structure to potential contributors.

In the campus space, groups are moving, knowledge and information is exchanged among various participants with regard to all three principal functions of university, that is, education, research and participation in regional development. The efficiency of information flow and knowledge transfer depends in large part on the human factor, the psychological positions of participants of these processes. The present study lays focus on the importance of dialogue as a basic process of building complex and hybrid knowledge structures based on diversity in which diversity appears as a value being profitable for all participants in the system.

Business and finance columnist of The New Yorker Surowiecki (2004) articulates in a highly successful work of his that groups are remarkably wise, often wiser than any of their wisest individual members alone. The author suggests that the key component of the wisdom of crowds is diversity since it enables articulation of the most potentially good ideas and opinions possible. Four conditions determine whether a group (organization and/or community) will actually work wisely:

- *Diversity of opinions*: Each individual should form a genuine private opinion even if it is only a bizarre view on the already known.
- *Independence:* Each individual should be free from the influence of others' opinions, each should express their opinions freely without embarrassment and fear of consequences.
- *Decentralization*: Decentralization enables people (as elements of a system) to act freely and independently of others so that then they achieve a coordinated outcome through interactions. Decentralization enables diversity, independence and efficient decision making since it provides autonomy and responsibility for people.
- *Aggregation:* Collection of information and decisions so that various knowledge and information units are available for all. Sorting information paradoxically contributes to successful decentralization since knowledge and its hybridity results in autonomous and considered action.

The author also addresses factors which prevent the group from making good decisions reducing their performance and the quality of work: conformity and homogeneity of opinions, centralization and strict hierarchy, unequal access to information and knowledge,

strong uncritical emotional attachment to the ingroup all contribute to an increased conformity.

Knowledge as a social construct

The social representation theory (MOSCOVICI, 1961; 1981, 1988, MOSCOVICI & HEWSTONE, 1983; LÁSZLÓ, 1999;2005; JOVCHELOVITCH 1996, 2002; WAGNER, 1996, 1998) is a metatheory developed in the early 1960s which anchors construction of knowledge of things, people, groups, science, objects (in short, everything that makes our world) to the social space. People who talk to each other, watch the same tv programmes, visit the same online forums, news pages, that is, those who are present in the same communication spaces think similarly about the world, rely on common information and construct similar ideas. This joint knowledge construction serves to make the unfamiliar familiar by meaning attribution in order to reduce fear and anxiety of the unknown, to participate in conversations about topics important for the relevant ingroups, to contribute to and understand the subject of conversation in the group. In this way, groups are organized by communication networks in a hazy manner; furthermore, the number of interactions increases within the group while decreases between groups. Shared representations and group boundaries are interrelated (representation and group).

At the same time, the quality of interactions determines the degree of group members' commitment and participation. Partnership, interactions guaranteeing equal status, the opportunity to express different perspectives, guaranteeing participation in interactions are all conditions of quality (ARATÓ, 2013, 2014). Enabling, increasing and structuring interactions, introducing cooperative structures into university education improves the quality of knowledge transfer. Since in this way students are involved in classroom work and their student identity is activated, they become committed to participate in knowledge construction, form an actual personal relation to the discussed subject matter and become attached to it (representation). As a consequence of activating student identity, they relate to the university as their own social space, making efforts for and actively creating the space (group; ibid. ARATÓ, 2013).

Increasing interactive spaces not only in education but also among educators and departments not only enables commitment to the university organization and deeper involvement but also articulating, discussing, structuring common goals as well as an opportunity of interdisciplinarity since the borderline between disciplines is the most fertile ground for new theories and cutting edge research. This is the field which enables innovation, revelation of ideas not yet articulated in science, articulation of new knowledge. Below I elaborate on the role of interactivity and thus dialogue in knowledge construction and knowledge transfer.

Dialogue and knowledge

Words (as well as any sign) are interpersonal. They compress meaning into categories and meaning is transmitted from one to another in a specific place and time. Their core lies in their interpersonal aspect. The meaning of any one word depends on the words uttered before and changes according to those uttered after. However, not only the textual context determines the meaning of the uttered words but also the broader social context in which they are uttered. We are born in a broader social context in which we adopt pre-existing forms of knowledge during learning to communicate. The primary aim of knowledge-generating communication is consensus that may never be brought to perfection (BAKHTIN, 1986:121-122).

Such signs are content categories in a dynamic interrelation: the underlying meaning of a category persists and changes not only in itself but also depending on other categories. These interrelated meaning categories compose the representational field in which we think. Changes of knowledge and representational fields are tied to communication situations, representation and communication are two sides of the same coin (LINELL & MARKOVÁ, 1993; MOSCOVICI, 1994; JOVCHELOVITCH, 1996, MARKOVA, I., 2003; DE ROSA, 2001). Knowledge-generating conversations, dialogues and often debates are aimed at information sharing, negotiation of different approaches, definition and recognition of the appropriate one, rejecting the options not "good" in the current situation which at the same time are indispensable for defining the adequate one (BIGAZZI, 2012).

Bakhtin (1986) suggests that uniform language, as it is also approached by Saussure, is a result of political and cultural uniformization. This centripetal force comes into antagonism with the centrifugal force of social stratification and diverse individual intentions by which language becomes a system of utterances originating in social groups' and individuals' perspectives. Verbal utterances cannot be neutral since they convey individual and group interests, perspectives of world hypotheses, and each utterance is a result of the antagonism between those two forces.

Such utterances are always dialogical by nature, their meaning depends on previous utterances, subsequent utterances respond to them and cohere with them. In Bakhtin's view, dialogue is not only a sequence of questions and responses but also that of agreement and disagreement (BAKHTIN, 1973). He argues with an example of two sentences: "life is beautiful" and "life is beautiful". While the sentences are identical according to the Aristotelian logic, they are different in a dialogical perspective since they are utterances of two individuals engaging in a dialogue. The first sentence is a statement while the second is more than that as it expresses the speaker's relation, agreement, therefore it is an approval. If the two sentences are "life is beautiful" and "life is not beautiful", then they exemplify *disagreement* instead of *negation* from a dialogical aspect.

Beginning from the 1970s, a branch of empirical research in developmental psychology linked the emergence of intersubjectivity necessary for engaging in an interindividual dialogue to the preverbal period in infancy. Some of these studies argue for innate dialogicity and intersubjectivity (BATESON, 1975, 1979; NEWSON & NEWSON, 1979; TREVARTHEN, 1974, 1979; 1980; STERN, 1985; BULLOWA et al., 1979) pointing out that newborn babies already show the motive for engaging in dialogue with the mother as well as the entire infancy period is characterized by intentional participation in the acquisition of the cultural codes of communication. Studies examining the first two years of infancy report infants' instinctive intention to negotiate which they develop during interactions with parents in order to better understand communicated meanings. Primary intersubjective dialogue as a set of primitive conversation structures and reciprocal sympathetic imitation emerges in the first few weeks of life. This reciprocal mirroring provides the basis of the sequentiality of adult verbal communication.

Following self and role theories (JAMES, 1890; MEAD, 1934), the Russian schools of dialogicity (BAKHTIN, 1973, 1981) and narrative psychology (BRUNER, 1986; SARBIN, 1986; LÁSZLÓ, 2005), Hermans and colleagues (1993, 2010) introduced the concept of "dialogical self". The authors based their theory on unavoidable internal dialogue as the starting point. When telling a story about the self, one takes a position and there is always at least one other position in the dialogue against which the narrator may define their own position. Since the internal and external dialogue are interwoven, the self is not a centralized container of ideas and emotions but a "society in the mind" characterized by a multitude of interrelated "voices".

As a dialogical process involving multiple voices, the self comprises several positions, voices and characters, all of which functions as a partly independent agent having private

memories, ideas, stories (HERMANS & DI MAGGIO, 2004). Any of these internal characters may take over control as the leading character of the given situation (ROWAN & COOPER, 1999). The question of pathology arises when dialogue and interrelation are disrupted among different internal characters.

Certain studies in brain research underpin the concept of dialogical self (e.g. SCHORE, 1994; LEWIS, 2002). Schore (1994) suggests that the functional development of various brain areas depends on the child's social existence, its relationship and interactions with its caregiver. First, the child learns to adaptively change its psychobiological states of different affective connotations (SCHORE, 1994:495); this adaptivity will then support multiperspective thinking, acquiring "different positions" and finally the emergence of dialogical self. The ability to change states is the most developed in securely attached children while it shows a drastic decrease in the insecurely attached.

Dialogical self begins to emerge around the age of 9 months when the infant is able to take a significant other's perspective on an object, joint attention and self-reflection emerges, the infant perceives external situations from the adult's perspective and detects when it is the intended receiver of the adult's communication and attention (TOMASELLO, 1993). The infant develops the ability of intersubjectivity during interactions with the caregiver (NEWSON, 1977; TREVARTHEN, 1980, 2001; STERN, 1987; XAIZ & MICHELI, 2001). As a result of this process, the infant not only detects and registers the partner's behaviour but also infers to the partner's subjective state, recognizes that they both are engaging in an interaction (imitation, joint attention, synchronization of facial expressions, turn-taking during interaction etc.), these forming the basis of subsequent social and communication competences. In sum, the ability of intersubjectivity is the basis of communication and social skills as well as it underlies perspective taking and multiperspective, innovative and critical thinking.

These latter abilities are improved in a diverse environment, in those social and organizational contexts which lay great emphasis on diversity (ADAMS & ZHOU-MCGOVERN, 1994; GOKHALE, 1995; GURIN, 1999; CHANG, 1999, 2001; PASCARELLA et al., 2001; HURTADO, 2001; HURTADO, & GURIN, 2002; HU & KUH, 2003; MILEM, 2003; CHANG, ASTIN, & KIM, 2004; LAIRD, 2005; PASCARELLA & TERENZINI, 2005; KUKLINSKI, 2006; GURIN, DEY, JAYAKUMAR, 2008; JOHNSON & JOHNSON, 2009). Diversity ensures that perspectives and individual ideas, arguments and opinions least subjected to conformity possible may be expressed in the widest spectrum possible thus not only increasing the opportunity of intersubjectivity but also the spectrum of perspective differences. In this way, the social environment we live in determines the dimensions of our ways of thinking; environmental diversity or, contrastingly, environmental normativization affects our psychological processes, achievements, performance. If individuals' subjective perspectives are similar to each other, based on the same information, then communication and dialogue may not produce development in content, innovation, emergence of new knowledge contents. The human mind uses the ability of intersubjectivity to examine and compare different perspectives. When perspectives and knowledges are similar, it is quite difficult to answer any question raised since the questioner's and potential respondents' normativized knowledge does not enable that. We are able to communicate with others as well as with ourselves if potential respondents' knowledge, opinion is qualitatively different. The greater the quality difference is, the greater the development potential is in deepening communication and dialogue aimed at consensus.

Social psychology deals with how and in what ways people's positions in this social space affect their thoughts, feelings and actions. Innovative constructivist approaches in the discipline such as social representation theory (MOSCOVICI, 1961; JOVCHELOVITCH, 1996; WAGNER, 1998; LÁSZLÓ, 2005) or discursive psychology (BILLIG, 1996; POTTER & WETHERELL, 1987; POTTER, 2010; HARRÉ, 1994) suggest that individual psychological processes (e.g. attitudes, opinions, stereotypes, memory, identity construction, decision making etc.) are inseparable from the

contents, knowledge, information they elaborate. Such contents are created, organized and sustained in interactions and in participation in communication spaces.

> "Individual and society are in an interaction in this intersubjective space. While society offers pre-existing meanings compelling the individual to use them, the individual may spark changes by questioning these meanings." (BIGAZZI, 2015:35)

Any symbolic sign, be it used in texts, arts, music, historiography, curricula or scientific publications, emerges in a dialogue, in front of imaginary or real receivers; the sign responds to them, polemizes with them, points out new or different alternatives to them. The assumption of dialogicity is essential not only because it presents a new perspective as opposed to that of the already uttered – played, written, created – whether confirming or falsifying this latter, but also because symbolic signs assume a receiver in their origin, one who will understand the content, who will process or interpret the transmitted meaning. In sum, a sign gains meaning if used in communication, thus assuming at least a triadic relationship among a subject, an object and a hypothetic observer (MOSCOVICI, 1984). The concept of observer as opposed to receiver elucidates this participant's highly active role in interpreting the sign. This activity covers the interpretation of the transmitted contents; the more implicit the meaning is, the more the observer needs to activate their own representations, knowledge, values in the interpretation process. The degree of implicitness is a function of the overlap between the subject's and observer's meaning constructions in use (BIGAZZI & NENCINI, 2007:92).
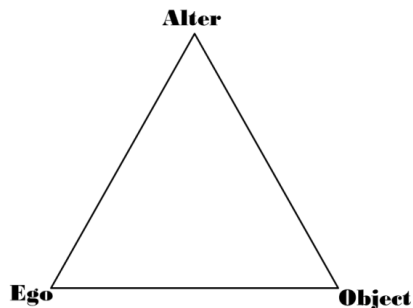
Figure 1. The semiotic triangle (MOSCOVICI, 1984)

We treat things, people and ourselves according to the meaning we attribute to them (*symbolic interactionism; James, Mead, Blumer*). If there are people who believe that witches exist, then this knowledge will be manifested in their behaviour (WAGNER). An object does not exist in itself but in its relation to us, in its attributed meanings that determine the functionality of the knowledge of, or information about, the object. As described above, such information and knowledge contents are not created in a vacuum but are based on pre-existing knowledges and become functional according to our relation to them in a spatiotemporal context interwoven with power relations. The relation to the object of knowledge and thus the functionality of knowledge lead us to the questions of the inseparable connection between knowledge and identity.

Dialogue and identity

Knowledge of any object exists in its relation to us. When creating its meaning, we rely on our pre-existing representations anchoring the object to ourselves, to our pre-existing knowledge negotiated with others and used through communication. This creative process serves as symbolic coping aimed at domesticating a wild and rough world (WAGNER, 1998). Knowledge and its users' identity are inseparable, that is, the object exists and gains meaning through the "observer's" perspective. Knowledge comes into general use in society when the represented content is functional in the given environment, people can use it "here and now".

Moreover, spread of knowledge is embedded in power struggles; different perspectives attributing different meanings to a given object can communicate their version of reality to others more or less effectively, using or possessing more or less communication space depending on power relations (JOVCHELOVITCH, 1996).

In sum, any knowledge is related to our knowledge of ourselves. Self and non-self exist in their relation to one another. Consequently, a diverse context implies that different identity constructions underlie different knowledges; people thinking about the world in different ways necessarily think about themselves in different ways as well.

Identity as our knowledge of ourselves is a result of the objectification process in which one thinks about oneself in the same way as thinking about others. At the same time, the development of self-consciousness requires the feedbacks of others (MEAD, 1934). The self is constructed through interactions with others, through social experience and its symbolic transmission. Mead suggests that first we acquire the ways others around us (family, peers, ethnic groups etc.) relate to us, to others and to themselves, and then, beyond these individual and particular attitudes, we acquire the attitudes of the Generalized Other, an abstract and internalized other who conveys social roles and norms assigned to the social position one occupies; (MEAD, 1934).

When people perceive differences between themselves and others, the perception of difference as well as the contents of perceived diversity are related to their identity. Contents and functionality of differentiation can only be understood in the dimension of the interwoven content and identity (from skin colour and other supposedly innate or naturalized attributes to cultural or opinion differences). The importance attributed to the perceived differences often (and most often in threatening situations) leads to their abstraction or naturalization. The degree of importance of the differences depends on our identity. The more abstract and naturalized one conceives of a difference, the less one can question or revise it. To be unique as an individual and to belong to a distinctive group is a basic identity-related motive. People strive to maintain a positively distinctive identity differentiated from others. This motive is most characteristic to group memberships (TAJFEL, 1981) and differentiation is based on the cognitive process of categorization. The more we value (hold important) a group membership (e.g. to be Hungarian) and the more we value (hold important) the dimension on which judgment is based (e.g. pride), the greater the psychological distance is between the perception of the ingroup and outgroup in this dimension (TAJFEL, 1981).

Consequently, creating diversity, building a diverse context alone is not sufficient to activate its positive outcomes at a systemic level. This case may be exemplified by cold school integration when children of different ethnicities are enrolled in the same class without any support process or systemic intervention. In such cases, intergroup conflicts aggravate, children become more prejudicial, conflicts become strained. By contrast, if interventions promoting the benefits of diversity and the establishment of an inclusive system accompany the development of a diverse context, then diversity as well as perspective differences become values thus increasing the amount of interactions among participants and the

spaces of intersubjectivity, dynamizing knowledge construction, activating critical thinking, reasoning and the need for expanding consensus-based knowledge.

Perceiving difference in itself generates evaluation, results in defining perspectives and necessitates dialogue. Among neo-Kantian philosophers, Rosenzweig refers to this as *the polyphony of voices in a community*. As described above, dialogue is based on a lack of perfect consensus, that is, opinion/identity similarity. At the same time, these dialogue-generating differences provide the opportunity of change, innovation. Polemization and fusion of different perspectives and knowledge contents may bring about the new that promotes the transformation of pre-existing knowledge contents.

Joint acquisition of meaning takes place together with other participants of the dialogue. At the same time, it is important that individual participants do not give up their individuality, do not assimilate their opinions to others', do not shyly hide their individual knowledge and ideas. People are able to influence each other's opinions if they treat each other as partners and each contribute their individual opinions to the dialogue. They do not provide revelations but utterances, they do not question others following from opinion differences but offer the contents they contribute to this joint knowledge construction.

If they unconditionally accept others' knowledge as valid, then only the currently dominant knowledge pieces can spread instead of innovative knowledges offering better explanations. An actual dialogue actively involves all participants and all of them change. Erring during utterances, responding inadequately, falling into self-contradiction is a part of the process that supports finding the "adequate" answer (Bigazzi, 2012).

Dialectical reasoning was used as a form of dialogue as early as the age of the ancient Greece (most used by Socrates), creating real situations between people by means of language. Dialogue provides the tension, openness and continuous renewal characteristic to dialectics, a restless progress and not abstract but concrete and humane contribution. Dialectics provides conflicted dualism, mutual tension, creative negation, participation in a never completely dissolving dispute and partial, informal and open conclusions. To practice dialectics is to progress through contrasts in a mental or intersubjective space. Opposition, negation, differentiation leads to more but never complete "truth" while truth is always changing since all our knowledge of the world is a result of symbolic meaning attribution and as such it is an indirect experience of reality. Thus, while dialectics is able to construct new and more or less consensual knowledge through dialogue, we change our relation to such knowledge as we become involved in the construction process, thereby changing our relation to ourselves as well.

Dialogue and community

Involvement is a condition of the construction process. Csíkszentmihályi (1975, 1988, 1990) refers by the terms flow and optimal experience to the case when one is fully involved in the activity one is doing. In such cases, one is characterized by maximal focus on the goal, an altered sense of time, extremely strong intrinsic motivation and profound satisfaction when achieving the goal. This experience emerges when self-perception and competences required by the task are in a state of equilibrium, when one tries the limits of one's physical and/or mental abilities. The flow experience may also develop in a creative group process. The joint achievement of the group and commitment to the group depends on group members' optimal experience, and, *vice versa*, the more committed group members become and the more positively they judge group performance, the more optimal experience may develop during the creative process.

Similarly, involvement in a group or community develops during joint problem solving or creative activity when group members feel needed so that the group or community performs well. Increasing the amount of interactions, assigning roles (structured

interactions), distributing and assigning responsibilities (decentralization), leader's commitment to group members and goals are all factors which increase group members' commitment to the community.

Among studies focusing on communication networks within the group and group performance, classic studies conducted by Leavitt (1951) suggest that performance of groups working based on centralized and decentralized communication networks depends on task quality. People involved in centralized communication networks perform better in easy and simple tasks whereas decentralized communication networks enable better performance in complex and difficult tasks. Decentralized communication networks always enable more interactions and information transmission as compared to centralized networks as well as members' satisfaction is always a consequence of decentralized communication networks. The amount of time required for task completion and the number of errors depend on the intersection of task quality and quality of the communication network.

Interactions within the group and particularly dialogue and debate aimed at reaching consensus promote participation since thus group members feel free to publicly express their individual interests being aware that their opinions, ideas and goals will be taken into account by other members of the community. Such dialogue deepens consensual knowledge contents, information, clarified goals and methods whose discussion lead group members to jointly accept them as the optimal solution. Jointly constructed "knowledge" develops community; group members participate in knowledge construction therefore they become committed to its contents and since they feel others also share these contents, they more strongly identify with the community.

One essential aspect of constructive debate and dialogue is that participants treat each other as partners. The subject of criticism is not speakers themselves but the contents of their utterances. Content-focused criticism is constructive criticism enumerating arguments and counter-arguments in relation to the communicated position. Any utterance requires an underlying personal view (self-statements) and content-based arguments (embedded in perspective) in order that participants become involved, do not feel threatened and do not quit the knowledge construction process.

Treating each other as partners in a community dialogue may be based on focusing on shared points such as establishing those contents which all participant identify with. Public clarification of concepts making the core elements of the debate and defining the common language and verbal communication style such as, for example, the lowest level of conceptual abstraction that enables all participants to understand the others and to articulate their personal views without anxiety.

In sum, knowledge is not only a question of competences but also a question of participation; knowledge construction is tied by nature to action and existence in a broader social context (WENGER, 1998). Success of an organization depends on the extent to which it is able to conceive of itself as a system of social learning and participate in other wider learning systems (on the need for expanding the partnership network, see VARGA, 2015).

Wenger (1998) distinguishes among three forms of identification by which people may join social learning systems through local interactions and global participation. During „engagement", we learn in joint creative activities and in interactions with others what we can do and how others around us respond to our actions. „Imagination" is another form of identification serving to form a representation of ourselves, our society and community which governs our behaviour and functioning in various social situations. This conception determines our self-image and participation in social life. Finally, "alignment" is the process in which we harmonize our actions with other processes. This is a process requiring coordination of perspectives, interpretations and actions so that we can achieve superordinate goals by their alignment. Wenger (2000) suggests that all these three identification forms are in action but every learning system prefers one form to the others.

For example, nations are based on imagination (see the concept of *imagined communities*; ANDERSON, 1983) while organizations are rather based on engagement in everyday interactions. Wenger specifies three factors of core importance in the development of learning processes of the systems:

- *Enterprise* (the level of learning energy): How much initiative does the community take in keeping learning at the center of its enterprise? A community must maintain a spirit of inquiry, it must recognize and address gaps in its knowledge as well as remain open to emergent directions and opportunities.
- *Mutuality* (the depth of social capital): How deep is the sense of community and mutual engagement? A community must know its members' strong and weak points and develop the optimal structure according these capabilities in order to maintain the community and achieve its goals. Community members must trust each other, not just personally but also in their ability to contribute to the enterprise of the community, so they feel comfortable addressing real problems together and speaking truthfully.
- *Repertoire* (the degree of self-awareness): How self-conscious is the community about the repertoire that it is developing and its effects on its practice? Being reflective on its repertoire enables a community to understand its own state of development from multiple perspectives, reconsider assumptions and patterns, uncover hidden possibilities (WENGER, 2000:230).

Systemic values of the community enable commitment to the community, identification with its goals, taking individual responsibility for those goals and manifestation of actions required by them. The inclusive approach considers diversity as a value, builds it and communicates it to community members as well as it repeatedly reconsiders the quality of the most inclusive environment possible by continuously reflecting on community members' diversity (on the need for continuous renewal of inclusive systems, see VARGA, 2015). This continuously renewed, both physical and psychological environment enables community members to feel that their individuality contributes to community life, that they can not be replaced, on the contrary, the community needs them. Activation of this feeling is a process that requires time: community members have to realize that their abilities are recognized, their and others' individuality is a value. Recognition of these abilities improves community members' self-confidence, stabilizes their identity, increases their level of activity and their courage to engage in innovation.

Community decentralization not only increases but qualitatively changes horizontal interactions among community members. Decentralized functioning of a community assigns responsibility to community members in goal achievement, allocates performance and decision making, thus members' contribution to community goals do not need to be controlled, control and evaluation become internalized as a result of a stable identity and they function at a horizontal level embedded in interactions.

The inclusive approach guarantees and expands scope for interaction among *ability*, *activity* and *responsibility*. Definition, knowledge and recognition of abilities stabilizes community members' identities, increases their self-confidence, promotes utterances, activity and contribution. Knowledge of abilities (and their recognition by others) and action (practicing abilities) are interrelated. As the awareness of abilities results in action, so the freedom of action enables trying, reinforcing and improving abilities. In this process, our identity becomes stronger, we can feel development and the plasticity of the limits of our competences, we recognize our shortcomings and potentials. The success of our actions and the continuous monitoring of our competences (both self-reflectively and based on feedbacks from others) are both conditions and causes of the stability and complexity of our identity. Responsibility taken for our action, our repeatedly renewed knowledge of our

competences depend on the perceived freedom of the action field and on the stability of our identity. Perceived freedom of the action field depends on how normativized, externally regulated the social context and community existence is in which we live, to what extent it enables alternative functioning and undertakes changes and renewal.

Obedience or dialogue

When people have to face a completely uncertain situation having no clear prescriptions as to how to behave appropriately, they rely on the wisdom of crowds as a source of information instead of their uncertain intuitions.[1]. This is called informational influence. By contrast, normative influence occurs when people comply with the group, compliance results in conformity, their actions and opinions do not correspond to their convictions but originate in the situation.[2]. This is called normative influence. Low self-esteem, the need for social support and recognition, the need for self-control, anxiety, self-blame, feeling inferior are all factors increasing conformity. Highly normative and punitive social and community contexts also result in high conformity.[3]

Thus majority influence depends on power relations, it has an immediate and wide-ranging impact. This impact is social by nature based on obedience to authority and groups. It is a unidirectional process serving agreement with the contents of pre-existing dominant power perspectives, therefore it does not enable innovation and change.

Moscovici (1976, 1985) proposes three different processes of influence acting in different ways. Conformity as complying with others' expectations (Asch experiment), normalization as compromise leading to converging contents (Sherif experiment) and innovation referring to the case when a minority raises conflict by advocating an alternative point of view, and if they are able to elicit dialogue and clarification, they will influence the majority. While majority influence stabilizes the prevailing system and power relations, social or collective change is a result of minority influence. The theory suggests that active minorities generate conflict by representing something else than the majority. People try to either avoid or resolve the conflict. One common solution is excluding or discrediting the minority. The impact of minority influence also depends on the applied behavioural strategy. The most important such strategy is temporally consistent behaviour among minority members (all members share a specific view) as well as flexibility, sometimes approaching the conflicting opinion, idea represented by the majority (that reduces the success of efforts made for discrediting the minority). If the majority cannot resolve the conflict by discrediting the minority, then a certain kind of dialogue is generated by the debated positions. This dialogue

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[1] A good example of informational influence is a study of Sherif (1936) in which he used the autokinetic effect as stimulus. Subjects estimated the perceived distance (illusion) a flashing dot took in a dark room in such a way that they could hear other subjects' previous estimations. Estimations converged over time since no one was certain in their estimations and therefore they took into account what others said previously.

[2] Asch (1956) attempted to examine the abnormal extremes of norm-following behaviour, the risks of social influence. In his experiment, he asked subjects to indicate which of three lines is equal in length to a standard line. The correct choice was obvious. However, subjects responded after 6 other respondents who were confederates of the experimenter and uniformly chose one of the incorrect answers. Naive subjects conformed to the confederates and gave the same incorrect answer in more than 30 percent of the trials

[3] The phenomenon of obedience is also related to conformity that means performance of the instructions of those in power (e.g. the well-known Milgram experiment in which subjects gave electric shock to their partners following the experimenter's instructions and 65 percent of them reached the maximum voltage of 450 V; Milgram, 1974). Obedience to authority results in the externalization of responsibility as it is reflected, for example, in the plea made in speeches for the defence at the Nuremberg trials: "Befehl ist Befehl", that literally means "an order is an order".

does not result in manifest obedience but it may bring about permanent albeit latent change in beliefs and attitudes of those actually participating in the dialogue and recognizing arguments of the minority. Further studies revealed that minority influence and social innovation is more likely if minority is perceived as a subgroup of the community and not as an outgroup (DAVID & TURNER, 2001).

Change and innovation are related to content and identity differences. Diversity enables change as opposed to closed and homogeneous community existence in which airless conformism provides illusory security. Normativization and conformity, the need for a homogeneous community are responses to states of subjective threat manifested at a societal level. These lead to provincial knowledges and behaviours, freeze the community and prevent change. The feeling of security restricts the above mentioned free action field being accompanied by reduced participation, action and responsibility. While diversity of opinions, knowledges, idea are public goods, the opposite alternative may only be an interest of a few people in power. Diversity supports the development of empathy and tolerance, the recognition and experience of multiple perspectives, the development of (working, social, learning) communities; all this is supported by negotiation of differences through dialogue. At the same time, certain conditions need to be met in order to start an actual dialogue in a community or group.

The conditions of dialogue

The core element of dialogue is the effort we make for considering the partner's perspective and recognizing to it legitimacy. Polemization of opinions is based on the principle that participants' utterances contribute to possible tensions, conflicts and similarities, coalitions between opinions. Participants aim to mutually understand each other in a specific issue by paying attention to each other's opinions and approaching each other's perspectives as much as possible. Ensuring that none of the participants' individual knowledges or perspectives is overvalued as opposed to others, partners may recognize and work on their status inequalities, on the conditions of participation equitable to all participants. Due to the nature of dialogue, a debate, negotiation enumerating arguments and counter-arguments may yield new knowledge to all participants developing their pre-existing knowledge (JOVCHELOVICH, 2007:124).

Starting an actual dialogue within and between communities is not an easily done. How able are people from different social, ethnic, cultural backgrounds to participate in a dialogue in which they are all concerned and how able are they to come to a shared position regarding what will happen and/or what to do.

The first step may possibly be defining superordinate or common goals of the community involved in the dialogue. This enables participants to become involved and interested. At the same time, these goals may change and transform during the dialogue and through sharing knowledge structures thus adapted better to the articulated interests and different perspectives. Collecting and discussing superordinate or common goals enable people to feel involved in the developing process and to define those common points in which they can show solidarity with other participants, thus such primary common points elicit identification processes. Discussing common points, defining and elaborating goals and means may evoke the first differences of opinions, "tensions" and "coalitions" on which participants need continuous feedback and which need to be dissolved in order to sustain joint community experience. During the first dialogical sessions, coalitions embody similar and already known lines of thought and perspectives which are prone to reproduce those systems of social stratification whose dissolution is the aim of the process.

One basic concept of the conflict resolution approach (ABU-NIMER, 1999) is superordinate goal (SHERIF, 1958). Superordinate goals are those established by parties concerned in a

conflict, in this case by people representing different stratification systems or groups, based on which psychological reservedness and boundaries may be diminished. Such goals require that participants and coalitions examine and weigh options during the dialogue before responding to each other. We must actively listen to others' perspectives, trying to understand their motivation, interests and possibly reformulating them in other words in order to ensure adequate understanding.

All participants have to continuously monitor the equity of the dialogical process (e.g. the number and duration of each participant's utterances, their level of linguistic abstractness, specificity of the applied concepts may all have exclusion effects; clarification and explication of these latter is critical). Regarding the dynamics of debate and controversy, it is important to focus attacks on the addressed problem and to continuously diminish the affective charge of the dialogical process since it stimulates personal offences. Moreover, it is important that participants do not accuse each other in conflict situations but, on the contrary, they examine and potentially undertake their own responsibility. During definition of superordinate and common goals, it is essential to also clarify the reasons for, and underlying interests of, the goals being collected and discussed as well as to clarify why we think these are profitable for all. Importantly, definition of the goals should evoke the feeling of mutual benefits in participants.

Another basic condition of dialogue is guaranteeing equal statuses for participants. Even though it may not be achieved in practice, participants must still strive for that. Thus, the aimed state of equality requires the most monitoring from participants. Actors of the dialogue enter into contact with each other through their pre-existing knowledge and identity hierarchy. Quitting these hierarchized roles is impossible essentially because they are not only interwoven with role-takers' actions but also with those of role-senders. Identity-related causes of intra-dialogical hierarchy (status, position, individual character) may be reduced by assigning and continuously changing roles structuring and supporting interaction (encouraging, time master, scale etc.) Dominant, knowledge-based and communication-based hierarchy involves the alignment of verbal communication styles. Level of abstractness has to be adjusted to the participant speaking in the most concrete terms. The used concepts have to be continuously clarified. The communication space has to be made the most explicit possible, knowledge represented by each participant have to be articulated, the amount of information flow embedded in interaction is worth regulating for each participant, this may also be supported by cooperative structures (e.g. round robin in verbal or written form; ARATÓ, 2013). Reducing status differences may be supported by articulating the need for different competences, encouraging low-status participants to participate (COHEN & LOTAN, 1995). Besides equal access to knowledge, another basic requirement of the dialogical process is participants' involvement through personal actions and utterances.

Ensuring active cooperation (ARONSON & PATNOE, 1997) promotes participants' involvement and community development. Participants may feel anxious particularly during the first utterances but it may ease up over time and repeated utterances. We disclose a part of us in each utterance, undertaking our relation to, or perspective on, the currently debated knowledge content. At the same time, we become visible and stronger by such actions, especially if other participants of the process comment on the publicly articulated knowledge contents rather than on us personally.

Finally, it is important to note that the interaction structure has to be adapted to participants' culturally embedded implicit communication rules. Participants' different implicit norms and rules originating in their diverse social, cultural, organizational backgrounds have crucial importance in the outcomes of the dialogue (CARBAUGH, NUCIFORO, SAITO & SHIN, 2011).

Dialogical debate is a process requiring time to develop, in which the self and the other "survive" difficulties and recognize their profit embedded in their being together and other

participants' perspectives. Transformation of knowledge through dialogical communication in this content-focused debate results in simultaneous development and social inclusion of different knowledges which possibly leads to hybridization of the knowledge structures. New knowledges are developed through the hybridization process. By and large, all of our knowledge structures are hybrid transforming and blending elements taken from different sources. Such knowledges differing in their aims and functions are possessed by both the community and individuals through their coexistence based on social inclusion (Jovchelovich, 2007:124).

Academic excellence based on inclusiveness

The university system is founded on the duties of constructing and sharing the knowledge it represents. The platforms of these processes such as research communities, education, organizational operation, cooperation with other systems, institutions contribute to three fundamental functions of the university, namely, education, research and participation in local, regional developments. Its excellence depends on the quality of fulfilment of these duties.

The present paper laid the focus on the psychological dynamics of knowledge construction and sharing that applies to all above mentioned platforms. Ignoring this perspective, we could think that knowledge construction is a strictly unemotional individual cognitive process in which the amount of specific bits and information units determines the quality of knowledge, as well as we could think that knowledge "transmission" means a unidirectional flow of information units from the store of knowledge to its receiver such as a "student", for example. As opposed to this perspective, knowledge construction processes are in fact dialogical, they are based on differences and similarities among various perspectives (identities, scientific approaches, interest groups etc.) they define and reconsider the involved perspectives confirming one and rejecting another.

Consequently, diversity is the basis of knowledge construction and successful sharing, thus it is a basic requirement of academic excellence. The wider the range of the otherwise interwoven differences among knowledges, that is, perspectives, the wider the pool of potential new knowledges. The wider the pool of potential new knowledges, the more necessary and the more creative the negotiation and the greater the chance to innovate knowledge structures. Moreover, paradoxically, the wiser to be a conformist in such a community.

The only way to develop the greatest diversity possible is a continuously renewed inclusive system which provides its components, that is, individually valued members of the organization forming a community, with a structured material and social environment serving creativity and sharing, that is, interaction and dialogue.

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FERENC ARATÓ:
DECONSTRUCTING EXCLUSION:
A POST-STRUCTURALIST APPROACH TO INCLUSIVENESS

This study aims to present a new approach which may open a new horizon of understanding various models of diverse and inclusive educational environment. It may elucidate again that the basic principles of cooperative learning do not only apply to classroom contexts but they also add important aspects to institutional and systemic approaches. The first part of the study argues that the questions raised in the contemporary discourse on higher education diversity and inclusiveness are similar to those first brought into the focus of a wider scientific attention in the 1970s in a public education context. Although the scales and major research questions appear to be different, their concordant questions and outcome goals and expectations may complement each other. The second part is based on a paradigmatic approach, namely, the cooperative learning discourse, which starts from a structural approach and proposes post-structuralist aspects to jointly articulate new questions and answers. The third part presents the practice of cooperative deconstruction through examples in order to demonstrate in relation to various components of inclusiveness models how the post-structural aspects and basic deconstructive principles may enrich the conception of inclusive university as well as the research and development of diverse and inclusive educational environment in general. Summarizing the most important message: when taking a process-based approach to inclusion or diversity, it is important to view and sustain inclusion as a deconstructive process with regard to hierarchical exclusive structures during which participants restructure cooperations and social interactions in order to prevent oppressive power structures from being sustained and reproduced in education.

Keywords: cooperative learning, basic post-structural principles, educational deconstruction, subsidiarity, inclusion

Different discourses, concordant questions

This study aims to elucidate the conception of inclusive university by borrowing an aspect of inclusiveness in higher education from discourses in Hungary (VARGA, 2014, 2015a, 2015b) and in the USA (HURTADO et al., 2012; WILLIAMS et al., 2005; MILEM et al., 2005; BAUMAN et al., 2005) which aspect may contribute to the implementation of development-focused research aspects while it is not an emphasized aspect in either discourse. This aspect is the theoretical framework or approach to learning which is discussed as the cooperative paradigm in the pedagogical discourse (KAGAN, 1990; JOHNSON-JOHNSON, 1999; ARATÓ, 2011a, 2013, 2014).

Equity as an aspect of quality and excellence

One trend in discourses on higher education excellence is the endeavour which considers the questions of equity and inclusiveness in the context of academic excellence both in the Hungarian and international literature and, moreover, as a condition and integral part of achieving quality education and as a factor affecting academic and social outcomes (LANNERT, 2004; VARGA, 2006; ARATÓ-VARGA, 2005, 2012; WILLIAMS et al. 2005; MILEM – HAKUTA, 2000).

Questions raised by desegregation efforts

In response to the segregated existence and institutional conditions of education of groups with various disadvantages exposed to discrimination, a series of efforts started in the USA, as early as the late 1960s and early 1970s, aiming to achieve equal opportunity in education and eliminate segregative, exclusive systems and institutional conditions in public education (ARONSON, 1972, 2007; ZSIGMOND, 2005). Studies on the heterogeneous institutional and classroom conditions created as a result of desegregation efforts found positive outcomes in several domains (for example, in pluralistic and tolerant attitudes, that is, positive effects of a heterogeneous learning environment were reported) while truly effective changes in student efficiency were not found in these studies. Moreover, mixed-race relationships only showed significant positive changes in the preadolescent age group (SLAVIN, 1979; ZIEGLER, 1981; KAGAN et al., 1985). Achieved diversity, heterogeneity and desegregation in classroom contexts posed further challenges to teachers since normative power-relations of a society may be reproduced in compositionally heterogeneous classrooms or in a diverse educational institution that creates a hostile climate (COHEN – LOTAN, 1994; JOHNSON, 2005; ADAMS et al. 2000; TATUM, 2000).

The post-structuralist turn of cooperative learning: new puzzles and new types of answers

The above discussed insights led to the post-structuralist turn that may be described as the cooperative paradigm (ARATÓ, 2011a, 2014). This paradigm analyses the structural level of learning and proposes the establishment of learning structures which are able to prevent the reproduction of power relations in micro-level contexts. Achievements of cooperative learning in the past decades proved the effectiveness of the paradigm in front of the arising challenges (KAGAN – KAGAN, 2009; JOHNSON – JOHNSON, 2009). Apparently, the contemporary higher education discourse has to face similar questions at universities and colleges. These questions correspond to those having been addressed since the early 1970s in the public education discourse at the level of everyday teaching practices. This revived confrontation is in part due to the antagonistic changes beginning in the 2000s which compelled the actors of education to reconsider measures of, and approaches to, positive discrimination (ARATÓ, 2007; LONG – TIENDA, 2008, 2009; MORFIN et al. 2006; SANTOS et al. 2010). In sum, our impression is that the articulated questions are similar while the contexts and discourses are different. Contemporary discourses elaborate their conceptions fundamentally in the context of campus climate and diversity (MILEM – HAKUTA, 2000; MILEM et al. 2005; HURTADO et al. 2005) a well as in the context of academic excellence (WILLIAMS et al. 2005) while also addressing the questions, conditions and practice of inclusiveness (WILLIAMS et al. 2005, VARGA, 2015a).

Problems raised in public education (such as achievement gaps among groups from different backgrounds, low rates of further education in disadvantaged groups, segregation and discrimination in the learning environment, in evaluation etc.) are similar to those raised in the contemporary higher education research discourse since the 1990s. However, while public education and teacher education discourses focused on micro-level complexity and multidimensionality, studies on higher education are fundamentally aimed at a complex multidimensional examination of the mezzo- and macro-levels (MILEM et al., 2004; MILEM et al. 2005; HURTADO et al. 2012). Research-focused approaches of the two discourses based on different scales may favourably complement one another.

The cooperative paradigm aspect

Expanding the concept of diversity

The higher education discourse defines diversity as a certain kind of commitment which includes a process of cooperation among racial or ethnic groups based on comprehensive and diverse activities and initiatives affecting the entire campus climate (MILEM et al. 2005). Diversity is also discussed as a context of intercultural competences which competences may help a diverse society solve the most pressing problems of our age (HUBER – REYNOLDS, 2014). DEZSŐ (2015), for example, attempts to expand the concept of diversity by means of the concept of neurodiversity which goes beyond the traditional approach based on cultural and social diversity and establishes a more pluralistic approach to diversity at the level of individual differences, pointing out that the complexity of neurodiversity is at least as important as that of social identity (RENN, 2004) even in a socioculturally diverse educational environment.

Benefits of a diverse and heterogeneous learning environment

Authors in the higher education discourse point out, referring to studies conducted by CHANG (2001, 2003), that significant differences have been found in thinking about social and political topics among groups from different backgrounds since a more diverse composition of the student body is accompanied by a wider repertoire of thoughts, ideas and opinions and thus the diverse campus environment creates an intellectual atmosphere (e.g. MILEM et al. 2005). Relatedly, they also point out that a diverse environment different from that known by students has a larger impact on the development of their cognitive complexity and identity (MILEM et al. 2005). Hurtado and colleagues refers to a number of studies related to the compositional dimension of campus climate which suggest that a certain critical mass of underrepresented groups is required in order to have the mere opportunity to implement organizational change. That is, compositionally heterogeneous, diverse groups are actually needed to achieve changes. Sufficient representation of such groups facilitates social interaction among groups (CHANG et al. 2004; PIKE – KUH, 2006; SÁENZ et al. 2007) and the higher frequency of interactions reduces prejudice (DENSON, 2009; ENGBERG, 2004). The authors also emphasize that although diverse environment may be considered a context which enriches all students' development, it is not a sufficient condition alone. Students' need to be confronted with challenges and opportunities which reflectively thematize the phenomenon of diversity as well as provide students from different backgrounds with the opportunity to interact with each other leading to a certain kind of cultural consciousness (MILEM et al. 2005). Reducing prejudice and equitable social judgment may be improved particularly if the learning process requires active information processing from students and there is an opportunity to contrast pre-existing and new knowledge (CHANG, 2001). This is the point where the cooperative discourse may relate to the raised questions, that is, how structural guarantees may be built in order to face these challenges and opportunities at a micro-level including each individual student or participant of learning.

Importance of the structural approach at micro-, mezzo- and macro-levels.

Recognition of the importance of the structural approach is reflected, among others, in the fact that higher education researchers introduced the organizational/structural dimension into the dimensions of institutional or campus climate, moreover, they brought it into the focus (MILEM et al. 2004; MILEM et al. 2005; HURTADO et al. 2012), primarily examining it with regard to diversity and fundamentally focusing on the structural components of the

organizational approach in this dimension. In the pedagogical discourse, particular emphasis was laid on examining micro-level structures, conditions influencing learning processes besides the organizational dimension that was primarily due to social psychological and sociological findings. That is, the approach based on the structural dimension also extended to two other domains of the campus climate model, albeit analysing these in the context of the public education system, namely, the behavioural and psychological dimensions. This is the horizon on which, starting from the micro-level, the post-structuralist approach of cooperative learning developed, that is, the need for dissolving the prevailing, everyday, inherited, hierarchical, antidemocratic structures by means of structures generating partnership cooperation.

Structural guarantees required besides diversity

It is important to assign a central significance to the organizational/structural dimension on the interpretive horizon of research and development, however, it would also be worth expanding this horizon by introducing the post-structuralist approach of the cooperative paradigm, considering the above mentioned problems related to achieving diversity as a necessary but not sufficient condition. This is also underpinned by Hungarian studies on integration. While these revealed little increase in mutual acceptance and academic commitment in diverse institutions established as a result of desegregation measures, they did not find considerable differences between desegregated and segregative institutions (KÉZDI – SURÁNYI, 2008). Although no effective means were employed to establish to what extent institutional and classroom practices were restructured, still only little change may be inferred from the reported results of classroom observations. A similar conclusion may be drawn from a 2014 study assessing leadership attitudes of institutions participating in integrative institutional development (ARATÓ, 2015a). While leaders' vision of the future was fundamentally articulated on the horizon of integration and inclusion (successful integration - positive vision, segregating institution - negative vision), a high frequency of discriminative and restrictive prejudice characterized leaders. At the same time, little evidence was found for changes made in institutional or classroom learning structures. Among cases of restrictive prejudice, performance reduction, social reduction and blaming the victim are all attitudes which negatively affect the behaviour and psychological disposition of the participants of learning (students and teachers), moreover, they can as well consolidate in a diverse environment, generating inefficiency by way of the Pygmalion effect paved with stereotypes (MERTON, 1948; ROSENTHAL, 2003). Power relations become reproduced, albeit in possibly different forms in an educational context, even in diverse learning groups if power and process structures regulating interpersonal relations do not change (COHEN – LOTAN, 1994). This aspect of diversity may not only be improved in classrooms since involving parents, for example, in school life in an interactive manner by programmes offering participation in an informal partner role (e.g. joint cooking in the schoolyard, involvement of unemployed parents in the everyday school life, joint training workshops, social actions etc.) was in most cases associated with a reduction or elimination of restrictive prejudice among leaders (ARATÓ, 2015a). The more personal the interactions are in which diversity develops, the more able the teachers are to form a refined picture of children from groups unknown to them thereby dissolving their own and each other's restrictive prejudice. These schools typically release Gypsy/Roma children coming from difficult conditions who continue studies at institutions providing a maturity certificate while schools with a leadership reinforcing prejudice and formal relations with parents do not. Thus, Hungarian studies appear to confirm, in relation to both participants of learning and institutional leaders, the position of the cooperative paradigm suggesting that structural intervention is required for changing restrictive attitudes (KAGAN, 1990; ARONSON, 2007). That is, a heterogeneous, diverse

composition alone does not guarantee the transformation of the dynamics influencing social mobility although it provides a suitable ground and it is a necessary condition. Still, it seems necessary to provide structural guarantees to transform discriminative power relations.

More secure achievement of the required outcomes

The required outcome competence components listed, for example, in the Diverse Learning Environment (DLE) model by HURTADO and colleagues (2012) as relevant competences in a diverse society are also addressed in a public education context. Such components are lifelong learning including curiosity, reflective and critical thinking, self-expression ability, recognizing credibility and relevance of information, the ability to draw relevant conclusions, problem solving ability etc. The ability to develop the lifelong learning competence of the participants of learning was also included for a few years as a separate teacher competence domain in the outcome requirements of Hungarian teacher training programmes. Hurtado and colleagues refer to EDWARDS when they underline the role of reflectiveness in the training and development process and in developing the competence components required for lifelong learning (EDWARDS et al. 2002). The Hungarian adaptation of reflective and critical thinking development was implemented in teacher education and in the public education practice by the Pécs education sciences workshop, among others (BÁRDOSSY et al., 2002, 2007). The competence components required for a constructive and successful life management to be realized in pluralistic democracies are also emphasized in the public education discourse as pluralistic orientation, citizen commitment to democratic rights, interest towards matters of social justice (HURTADO et al. 2008). The programme of the Council of Europe dealing with teacher training and development, that is, the Pestalozzi Programme recently published a volume for use in teacher training (MOMPOINT-GAILLARD – LÁZÁR, 2015) which presents a model developed by an international expert team for a systemic examination of transversal attitudes, skills and knowledge (TASKs – *Transversal Attitudes, Skills, and Knowledge for Living in Democracy*). For a detailed introduction, see Pascale MOMPOINT-GALLIARD in this volume. The third outcome dimension besides lifelong learning and successful life management in a democracy is obviously the dimension of academic, professional outcomes. The aspect of cooperative paradigm may apparently be harmonized with the requirements included in the models of inclusive university, inclusive learning environment (VARGA, 2007, 2015), Inclusive Excellence (IE) or DLE.

> „Cooperative learning discourse renders hundreds of research studies the results of which show evidence that cooperative structures can provide more effective, efficient and fair development in education (Aronson, 2007; Cohen & Lotan, 1994; Johnson & Johnson, 1989, 2005; Slavin, 1995). Hundreds of studies teach us how cooperative structures of learning can reduce the academic gap between learners, increase educational equality, boost achievement, improve mixed-race relations, replace racism with understanding and empathy (Kagan & Kagan, 2009). Cooperative learning promotes a more constructive management of conflicts than competitive or individualistic efforts, it develops a basic self-acceptance as a competent person, it results in higher level reasoning and critical thinking competences, it enhances a more frequent generation of new ideas and solutions, and higher levels of student achievement and deeper retention (Johnson & Johnson, 1999)." (ARATÓ, 2014)

Cooperative structures deconstructing hierarchical relations

However, achieving the referred outcomes requires deconstruction of the inherited learning structures (Arató, 2011a, 2013, 2014), that is, establishment of learning structures which follow the basic cooperative principles (Kagan – Kagan, 2009; Arató, 2011b; Arató – Varga, 2012b) while also dissolve the hierarchical, antidemocratic and often hidden curricular structures. In this sense, these are based on a post-structuralist approach since they dislocate and dissolve the prevailing and inherited structures in classrooms and schools by structural means. We applied the *symbolic generalizations* of the cooperative paradigm, the basic cooperative principles (Arató, 2011b, 2013) to the institutional and public education system levels in the Hungarian public education development discourse and efforts (Arató – Varga, 2004, 2005, 2012a; Arató, 2013). The first conclusion was that at a systemic level, institutions which met the requirements of cooperative structures during participation in the development process of a more inclusive public education system showed greater commitment to the establishment of the local inclusive education system (Arató – Varga, 2005; Arató et al. 2008). This finding is also interesting when considering that the higher education discourse also lays particular emphasis on leaders' and institutions' commitment to the implementation process of a diverse learning environment (Hurtado et al. 2008) and inclusive excellence (Williams et al. 2005). Thus, it seems that the paradigmatic findings of cooperative learning may provide help for both researchers and developers in elaborating solutions at a micro-level as well as at mezzo- and macro-levels.

Paradigmatic cooperative principles

Below we refer to the basic principles of the cooperative paradigm as well as to components of the model proposed by Aranka Varga (Varga, 2015a) in order to demonstrate how puzzles and solutions revealed in the paradigm may support the conceptualization of inclusive university and inclusive excellence as well as the expansion of their interpretive horizon of research and development. We have already presented the system of basic principles in several works not only in a classroom context (Arató – Varga, 2006, 2012) or in a university training context (Arató, 2011b) but also at institutional and education system levels (Arató – Varga, 2005, 2012a; Arató et al., 2008; Arató, 2013) and as a part of paradigm descriptions (Arató, 2011a, 2013, 2014). Therefore here we only refer to them in a summary table.

Basic principles of cooperative learning	Basic components or elements of CL	Basic principles and key elements of CL
Arató – Varga	Johnson brothers	Spencer Kagan
Equal access and participation	(equity aspect as a basis)	Equal Participation
Personally inclusive parallel interaction	Personal and pro-motive interactions	Simultaneous interaction
Constructive and encouraging interdependence	Positive Interdependence	Positive Interdependence
Personal responsibility and Individual accountability	Personal responsibility and Individual accountability	Personal responsibility and Individual accountability
Critical and pro-motive publicity provided step by step	Group processing	Class-building, teambuilding, classroom management
Conscious development of personal, social, cognitive and learning competences	Conscious development of small group and interpersonal skills	Conscious development of social skills
Open and flexible structures of learning	(structures of learning in focus)	(content-free and repeatable structures)

Figure 1. Basic principles of the cooperative paradigm (based on ARATÓ, 2013)

Due to its paradigmatic form, this system is easily applicable to formal and informal learning situations aimed at generating collective learning processes. Furthermore, it is also applicable to interventions made at a macro-level beyond the micro- and mezzo-levels (ARATÓ – VARGA, 2005, 2012a; ARATÓ, 2013). We present the aspects offered by the cooperative paradigm in the context of the process-based inclusiveness model components (VARGA, 2015c). Length limitations do not allow, nor is it an aim of this study to examine the applicability of all basic principles to each component. Instead, we bring examples to illustrate how each basic principle may contribute to a better understanding of the inclusive model components.

Introducing post-structural aspects into the process-based approach

The common theoretical background of the referred research and development horizon is provided by the process-based systemic approach emerging in the discourse which takes into account the multidimensionality and complexity of the inclusive learning environment (VARGA, 2015a; 2015c, HURTADO et al. 2012; MILEM et al. 2005; WILLIAMS et al. 2005). Social psychological approaches such as the models of social identity (TAJFEL, 1981; BIGAZZI, 2015) and multiple identities (e.g. ROCCAS – BREWER, 2002), the role of social interactions in identity development (DENSON – CHANG, 2009) and, among these, the JOHNSON brothers' social interdependence theory (JOHNSON – JOHNSON, 2009) originating in the works of Lewin and

Deutsch, are all discourse elements which support the achievement of a more inclusive horizon within the process-based approach. This latter model provides an important theoretical and research background of the discourse on cooperative learning, that is, the paradigm itself. Aronson was among the first authors in social psychology to present a *paradigmatic exemplar* of cooperatively structured learning processes, that is, he provided one of the first example of deconstructive learning (*Jigsaw Classroom*, ARONSON et al., 1978; on its Hungarian application, see ARATÓ – VARGA, 2012b). Following Lewin's fundamental findings and elaborating on DEUTSCH'S conclusions on competitive and cooperative goal structures (Deutsch, 1949, 1962), the JOHNSON brothers describe in detail what factors of positive interdependence are required for the Aronsonian jigsaw structure to be effective, efficient and equitable (JOHNSON – JOHNSON, 1989, 2009; DEUTSCH, 2006). This work elucidated that structural components of the processes, the learning structures giving scope for the processes crucially influence participants' relations to each other and learning. Thus, besides the process-based approach, equal emphasis could be laid on the examination of structures that might raise interesting questions either at a micro-level or at the level of the education system. Unfortunately, two good examples offer themselves in the Hungarian education to illustrate structural problems of systemic development. One is the educational policy endeavour for desegregation which eventually appeared to contribute to aggravating racism in Hungary between 2003 and 2010. In a study of ours conducted during that period, we pointed out the importance of cooperative structures with regard to the development of an inclusive education system (ARATÓ – VARGA, 2005). However, the managers of the development ignored the research findings and the cooperative structural aspects from 2005 and shifted to a centralized structure which possibly contributed to the poor outcomes of the development efforts (ARATÓ et al., 2008). Foreseeably, however, failure of the entire endeavour was determined by one basic structural principle. Instead of mandatory desegregation applied to the entire system which was recommended by the experts participating in the development, education policy makers voted for a voluntary desegregation strategy promoted by extra financial aids. This optional form of the strategy (which also raises questions in respect of human rights) might then contribute to the aggravation of overt racism similarly to the cases of those states of the USA in the 1970s where such an optional desegregation strategy was applied (ARONSON, 1972). The other example is the introduction of the structures recommended according to the Bologna Process in the Hungarian higher education. During implementation, it was revealed that university development processes generally are also hindered by internal, inherited, hierarchical structures which characterize organizational structures (BARAKONYI, 2004, 2009) as well as they are also represented in the system of informal relationships and maintain a dynamic of hierarchical, paternalistic relations (SZABÓ, 2009).

Apparently, taking into account the basic cooperative principles, the structural aspects of learning generating cooperation may support the process of building a diverse and inclusive learning environment at critical points.

Cooperative deconstruction in practice

Practical outcomes of cooperative learning revealed that learning and teaching processes adventurously restructured in practice not only improve personal and social competences, democratic behavioural forms of coexistence more efficiently than the inherited school, classroom and process structures, but also mobilize cognitive skills more extensively and efficiently thereby developing a learning routine involving multiple perspectives and problem solving strategies. At the same time, mental balance of the participants of learning improves (JOHNSON et al., 1984, 1994; JOHNSON – JOHNSON, 2009), as well as their institutional commitment increases (BENDA, 2002). Considering the results, it would be worth taking into

account the findings and proposals based on the basic principles of the cooperative paradigm in the research and development of a diverse and inclusive educational environment.

Equality and equity as pillars of quality: equal access and participation

Below we enumerate some of the above basic principles and examine them in relation to the various model components. One basic principle is specifically focused on the research and development of the structural conditions of equal access and participation in cooperatively structured learning processes. It provides a guideline according to which all participants of learning should have equal access to learning opportunities, that is, access corresponding to their individual differences, personality, ideas and needs as it is also articulated by the component of personalized contents and actions in Varga's model. Besides access, which is otherwise sufficiently emphasized in equal opportunity discourses, structural guarantees need to be ensured in cooperative models in order to provide equal, active and interactive participation as well. This form of participation is in some cases critical for providing access since active and directly involved participants are able to articulate their questions, needs, insights and misconceptions thereby acquiring increasing access in the learning process. Material environment reflecting diversity (VARGA, 2015c) is worth examining with regard to equal participation and access as well, that is, regarding whether the material environment reflects the diversity represented by participants, whether it supports the articulation of diversity by providing diverse ways of access achieved by development efforts based on multiple intelligence theories, for example (DEZSŐ, 2015). For instance, public information notices used in an institution are worth examining in this respect regarding, for example, whether the information is displayed in all languages spoken by those attending the institution, whether the visually impaired are properly informed etc. Proceeding on to the examination of the system of shared and community spaces, the fundamental question is whether each student has individual access to the resources of diversity. This means a task at the same time since equal access might concern the entire university system, that is, it might also be examined how equally the university accesses its own values, to what extent it is able to articulate them and thereby make them accessible for students in the context of the diverse campus space. The basic principle of equal participation and access may support, for example, the elaboration of the teacher training programme components based on two pillars. Trilateral structures may be established on the basis of equal participation and access which generate cooperation among practicing teacher candidates, mentor teachers and university teachers based on partnership access and participation (ARATÓ, 2015b). In this way, this aspect may also promote the involvement of a partnership network (VARGA, 2015c) and the external environment (WILLIAMS et al., 2005; HURTADO et al., 2012) in the development of inclusive excellence.

Deconstructing personal space and time in institutional learning: structures based on parallel interactions

The next basic cooperative principle is personally inclusive parallel interactions. Aranka Varga highlights as a separate model component the need for interaction or dialogue with regard to the preparedness of implementers. Hurtado and colleagues discuss the context, amount and quality of social interactions as crucially influencing the behavioural dimension of campus climate (HURTADO, 2005; HURTADO et al., 2008; HURTADO et al., 2012). Following BOWMAN (2010), the authors underline the importance of informal interactions besides diversity contents integrated into the curriculum, diversity-related requirements and national-ethnic studies. They suggest that informal interactions addressing and mobilizing a

wider and more personal range of personality components have a greater impact on cognitive and citizenship outcomes (BOWMAN, 2010, 2011). Denson and Chang (2009) emphasize that a stronger commitment to diversity was associated with improved educational outcomes and even the less committed students showed improvement. Social interactions also positively affect professional commitment. Hurtado and colleagues also cite Cole (2007) who demonstrated that social interactions had a positive effect on students' willingness to undertake department functions. One direction, in sum, is providing the most opportunities of social interaction possible for the youth, the teachers and employees of the organization/administration by generating informal community spaces and events.

The other direction is marked by the deconstructive turn of the cooperative paradigm focusing on how interactive participation in the learning process may be guaranteed for each participant by restructuring learning processes while also structurally guaranteeing participation in mixed-race or intergroup interaction. The basic principle of parallel interactions and its structural means offer the answer to this question: the basic principle establishes that the goal to ensure the most learning interactions possible in parallel within a given unit of time. Following this structural principle actually enables the dissolution of hierarchical structures, the symbolic order of the Foucaultian "pastoral power" (ARATÓ – VARGA, 2012). If focus is laid on participants' learning interactions instead of interactions between the teacher and a group, then the learning interaction process should practically be organized to ensure the most time possible for participants' interactions as opposed to passive interaction forms based on the teacher's lecture. Thus, for example, in a paired cooperative structure, deconstructed teaching time expands each participant's space and time required for active participation in learning thereby enabling them to participate in the learning and teaching process through personal interactions, in a more intimate atmosphere of interpersonality, mobilizing a wider personality repertoire and employing as well instrumental elements of informal relationships. If the teacher-student interaction structure is democratized (e.g. by group talk), then, although time is democratically allocated (e.g. each student in a class of 20 is given 2 minutes in a 45-minute lecture), it is at the same time restricted to the minimum, moreover, the space is not personalized since it is based on the publicity of a large group. By contrast, the available amount of time increases tenfold (20 minutes) in paired cooperative work while this is further increased by the other half of the time (20 minutes) devoted to the partner. That is, cooperative structures based on parallel interactions provide up to 40 minutes within one class for each participant to personally engage in social and learning interactions. It is clear that efforts made for following the intentions for equal opportunity and democratic principles alone do not necessarily promote the required outcomes although this alternative shows obvious progress compared to the case when only a few students engage in interaction with the teacher and with each other in a hierarchical communication structure. This example probably illustrates clearly that a learning action deconstructing space and time may open new dimensions in order to promote interactions among participants of learning.

Outcomes of cooperative learning also reinforce the importance of social interactions in an effective, efficient and personally inclusive development of personal, social and cognitive competences (KAGAN – KAGAN, 2009; JOHNSON – JOHNSON, 2009). We proposed formation of cooperative micro-group structures based on parallel interactions at an institutional development level where the institutional development process also guaranteed the structural requirements of equal access and participation for institutions and collegiate members, that is, intra- and inter-institutional interactions based on personal contact and aimed at parallel development (ARATÓ – VARGA, 2005, 2012:75-97, 183-204).

Apparently, the basic principle of parallel interaction may support the development of an inclusive learning environment at both a micro-level and a systemic level. From a different aspect, the above discussed two basic cooperative principles offer the structural guarantee

of turning the subsidiarity principle into practice. If all have the opportunity to individually, personally and equally access and participate in the development and articulation of, and mutual reflection on, an inclusive and diverse learning environment due to parallel micro-group structures, then practically the subsidiarity principle is realized in practice.

Diverse environment aimed at cooperation: constructive and encouraging interdependence

Increased and personalized space and time as well as processes structured in parallel interaction are not necessarily sufficient to actually involve participants since there is no guarantee that parallel interactions actually serve the defined goals and not "classroom idling". Furthermore, there is no guarantee that participants actually provide their partners with presence and availability (ROGERS, 1995), good intent (GADAMER, 1989) and active listening (GORDON, 1989; ROSENBERG, 2001) required for dialogue. The following basic structural principle serves to integrate this guarantee into the processes. It is the basic cooperative principle of mutual (ARONSON, 2007) or positive interdependence (JOHNSON – JOHNSON, 1999) which is understood in a narrower sense as *constructive and encouraging interdependence* in the pedagogical discourse (ARATÓ, 2013; HUBER – REYNOLDS, 2014). The core of constructive and encouraging interdependence stands in that learning (or other) activities are planned in such a way that participants cannot perform them without each other's contributions. The Johnson brothers have collected the following forms of interdependence (JOHNSON – JOHNSON, 1999):

> When learners recognize that they can only achieve their individual goals if all the members of their group also attain their goals,–that is goal interdependence. When learners working only with different portions of the learning resources, materials or information necessary for the task, – we can speak about resource interdependence. When every learner is assigned to complementary, interconnected, and partner-based roles which are needed for successful group work and for completing their task, – that is role interdependence. When the group of learners establishes a common identity by creating a group name, by articulating their common goals, demands, – that is identity interdependence. When the members of a group are bonded together by the means of the physical environment (like using a common worktable), – that is environment interdependence. When the tasks of the group members are divided up so that the learning action of one group member has to be completed by an other group member's action in the next step, – that is task interdependence. (ARATÓ, 2013:60)

The theory of social interdependence bringing the basic principles of cooperative learning into focus entered the social psychological discourse as success story (JOHNSON – JOHNSON, 2009). Guaranteeing interdependence promotes the development, focusing, management and monitoring of interactions. That is, the more elements reinforce the basic principle of constructive and encouraging interdependence, the stronger structural guarantee ensures students' commitment to participation in learning and engaging in social interactions, even despite their previous attitude. The system of constructive and encouraging interdependence is clearly observable in a process based on a jigsaw structure (ARONSON, 2007; ARATÓ – VARGA, 2012:113-117) while it is also easily applicable to systemic components. Such applications were attempted by the support programme of the Soros Foundation from the mid-1990s which offered joint grant for disadvantaged students and their mentor teachers (HARDI – HARDI, 1998) or joint institutional development and further education

programme for mixed nursery and primary school micro-groups (where the applicant was compelled to involve colleagues from the other institutional level in case they wanted to apply). One of the recent examples of constructive and encouraging interdependence implemented at a systemic level is a grant for training and mentoring provided by institutional development consortiums of secondary and primary schools where one secondary school could apply in collaboration with three integrative primary schools for developing a programme of transition between primary and secondary schools (as part of the Base School Programme[4]. These funding forms created structurally guaranteed positive interdependence beginning at the input stage among participants either at an interpersonal level (joint grant offer) or across institutions (base institution grant).

Questions concerning teacher and student roles would deserve a separate chapter. Researchers also introduced various facilitator roles into the inclusive higher education discourse (e.g. RENDÓN, 2009, cited by HURTADO et al., 2012). This list is consistent with attitudes and educator activities collected by the cooperative learning discourse (KAGAN – KAGAN, 2009; JOHNSON – JOHNSON, 1999; ARATÓ, 2011c). Roles have outstanding importance with regard to participants as well, since those discriminative social norms may be deconstructed in the role interdependence dimension which may be reproduced even under heterogeneous classroom conditions and which may take specific shape according to the context (e.g. the poorest child becomes the worst student irrespective of their individual abilities) as it was demonstrated by studies related to the complex instruction method (COHEN – LOTAN, 1994). Cohen and colleagues draw attention to the importance of implying roles in eliminating discriminative heritage. Role implementation has become an integral part of the cooperative paradigm partly due to its relation to conscious competence development. Such partnership-based, complementary, functional roles are needed which provide a framework of conscious competence development and thereby enable individual and social development as well as development and improvement of learning and life management competences (COHEN – LOTAN, 1994; KAGAN – KAGAN, 2009; ARATÓ – VARGA, 2012b; ARATÓ 2011a, 2013). Roles are changed and eroded during the learning process, reflecting development, imprinting and routinization, in order to draw attention to further functions and competence domains to be developed. For example, when keeping time frames becomes integrated into a group's general practical routine, there is no more need to have a *Time Master* in the group. Organizational roles are obviously characterized primarily by changing and less by erosion; cooperative organizational roles are rather determined by changing and developing organizational functions and by the organizational learning process (ARATÓ – VARGA, 2012a:183-205).

> Implementation of an environment reflecting diversity through interactions, an inclusive approach valuing, and interacting with, diversity, and practice supporting individual life courses through partnership networks (VARGA, 2015c) may all be well exemplified by the plurilingual model based on cooperative learning structures. In this model, basically two languages are used for communication in cooperative structures where at least one of the languages is spoken by group members and there is at least one participant who speaks both. The above model of plurilingual learning (CANDELIER et al., 2012) is the basis of international teacher training models developed in the Pestalozzi Programme (first in the *Education for the prevention of discrimination* teacher training programme 2011-2012). Two courses in

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[4] The programme was implemented as part of the project SROP 3.3.12-12-2013-0001 titled „*Ifjúság.hu for the successful generation – comprehensive youth service development for creating equal opportunities for students in public education".*

the complex Erasmus Programme of the Pécs Institute of Pedagogy applies this structural solution to ensure integration of non-Hungarian-speaking participants even if there is only one such student (see the first two courses in the programme titled *Most up-to-date challenges in education*). By means of cooperative structures, this model enables students speaking no shared language to work in one group depending and relying on each other. The model enables involvement of languages other than those two basically used for communication, irrespective of the facilitator's spoken languages.

Articulation and development of individualization, multiple sociocultural identities and cultural consciousness: personal responsibility and individual accountability

Structurally guaranteed personal time and space alone, albeit being available for all, offering a wide range of diverse sources of access and generating learning, interpersonal and intergroup interactions by means of constructive and encouraging interdependence, does not guarantee the development of the cooperation process. If students treat personally uninteresting topics, information etc. in structures based on the above three basic principles, then there is no guarantee of long-term cooperation; participants of learning will protest or simply sabotage active participation. The basic principle of personal responsibility and individual accountability provides guarantee of the dynamism of cooperatively structured processes. Personal responsibility draws attention to personal decisions as the basis of learning and participation processes. The more able the offered learning environment is to address individual participants of learning and to pose challenges to them which they willingly undertake, which they are able to respond to and for which they are able to take responsibility, the more involved the participants may be in the tasks and learning interactions.

This aspect becomes more clear if development of the dynamism of the learning process driven by intrinsic motives is based on the guidelines proposed by Rogers, the father of client-centred psychiatry and child-centred psychology. Rogers (2004) underlines the tendency of self-actualization as the principal drive of the learning process that is related to the emergence of the meaningful problem. This tendency needs to be facilitated by the learning environment and by learning facilitators. Unconditional acceptance is the attitude which Rogers recommends to be taken during facilitation and which means not the unconditional acceptance of activities but that of the articulated emotions. The next condition is expressing empathic understanding of emotional responses accompanied by the facilitator's congruent behaviour based on the positive attitude that any conflict situation may be turned into a better situation. Following Rogers, several further theoretical and empirical studies demonstrated that self-reflective and self-regulating learning models also taking students' decisions into account such as non-directive teaching (TENENBAUM, 2004; NEIL, 2004), problem- or research-based curricula and transdisciplinary curricula (DRAKE – BURNS, 2004) all tend towards personal decisions and involvement. Relatedly, we note that Hurtado and colleagues point out the importance of curricular diversity while the cooperative approach also associates it with the questions of diverse curriculum, that is, the actually fulfilled curriculum needs to be diverse in the sense that it is adapted to participants' personal responsibility following the diversity of the student group. The more the learning and teaching process is adapted to participants' personal undertakings, the more diverse the fulfilled curriculum is. That is, situations involving personal responsibility need to be created in order that each participant of learning becomes sufficiently involved, and intrinsically motivated to participate, in learning processes. In this way, they may acquire reflective

competences and achieve autonomy in learning that are essential components of the lifelong learning competence domain.

Individual accountability is equal to giving and receiving feedback on undertaken tasks, be it efficiency feedback (*assessment of learning*), formative feedback (*assessment for learning*) or metacognitive feedback (*assessment as learning*). That is, each participant becomes individually accountable. In a jigsaw structure, for example, where all students in a group are to know the entire subject matter, if the group has a lack of knowledge of any part of the subject matter, it may be tracked back which participant as the expert of the missing part should work more accurately next time. It has to be emphasized that assessment following personal responsibility decisions should practically include formative and metacognitive feedback besides efficiency feedback since the former have a significant positive effect on academic outcomes (BLACK – WILIAM, 1998).

Outcomes guaranteeing lifelong learning, constructive democratic life management and efficient professional-academic qualifications: reflective publicity and conscious competence development

The two basic principles of providing reflective and critical publicity and conscious competence development suggests in one respect that the publicity of parallel micro-activities done in an inclusive pedagogical environment is also worth being supported by structural elements and, moreover, by such structural elements which develop the competence components of reflective and critical thinking. Competence-based development and portfolio-based assessment becoming popular in teacher training provide a good example of harmonizability of the two domains. Portfolio as a personalized form of feedback and assessment enables continuous self-reflection articulated in writing as well as critical reflections from peers or educators regarding public elements of the collection. In Hungary, specific competence domains and components are examined in the process of achieving teacher qualification based on portfolio-based assessment. It would be important, however, to consciously develop additional competence domains and models, besides professional-academic, subject-specific methodological and general pedagogical and psychological competences, which originate in the intercultural approach, for example, (HUBER – REYNOLDS, 2014), or which recommend the previously referred transversal competences to be brought to the research horizon (MOMPOINT-GALLIARD – LÁZÁR, 2015), or which support the development of personal and social competences, (GOLEMAN, 2002) - not only in teacher training. Reflective and critical publicity is supported by several components of cooperative structures and basic principles such as, for example, reflection based on roles that enables separation of the role player and the competence components included in the role. In another respect, in a parallelly developing interactive personal space, great importance is carried by spontaneous reflections and critical observations that are virtually identical with those elements facilitating mutual acceptance in informal interactions as well.

Conclusion

Length limitations do not allow presenting further examples, nor is it an aim of this study to conduct a comprehensive and theory-driven cooperative structural analysis including all components of the referred conceptions outlining inclusiveness and inclusive university since paradigmatic systems are characterized by simplicity (comprising few rules) while, at the same time, making us fundamentally reconsider challenges and responses to them. It is the given institutional, classroom or systemic local contexts where the rules provided by the basic cooperative principles may be of help as part of the interpretive horizon of research and development. These rules provide support by emphasizing post-structural aspects, cooperative basic principles and means which are able to build structural guarantees in

order to achieve outcomes expected from a diverse and inclusive environment. The cooperative aspects presented herein probably elucidate why the basic principles of the cooperative paradigm are worth being introduced into the research and development discourse aimed at creating a diverse and inclusive learning environment in higher education. Examination of the basic cooperative principles provide structural aspects applicable at a micro-level as well as at the level of the institution or the education system, drawing attention to the application of a deconstructive strategy aimed at building open and flexible structures, that is, pointing out that the process of developing a diverse and inclusive learning environment is worth conceiving of as a deconstructive process. In this approach, it is a process producing new cooperation and learning structures which transform the preconceptions we hold about each other and which may open a personal space for all of us to understand the messages of a challenging diversity and to undergo continuous renewal.

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SÁRA SERDÜLT:
TO BE AND TO LET BE
THE RELATIONSHIP BETWEEN IDENTITY AND INCLUSIVE EXCELLENCE

The U.S. Supreme Court resolution becoming widely known as the "Michigan resolution" in 2003 defined ethnic diversity in higher education as a high-priority government interest. The resolution was based on positive educational outcomes related to diversity in education. The present study addresses the relationship between the inclusive approach and identity from the aspects of various identity theories. The study brings the concept of threatened identity (BREAKWELL, 1986) into the focus after presenting approaches focusing on the intrapsychic, interpersonal and social aspects of identity and then the relationships among the "social", knowledge and identity in the theoretical framework of the social representation theory +(MOSCOVICI, 1963). In relation to threatened identity, the study delineates the concepts of threat, face and stigma (GOFFMAN, 2000) as well as relevant theories and coping strategies. Such conceptions are discussed which point out relationships between identity and various processes considered to be individual such as self-esteem, self-reflection and empathy as well as the embeddedness of identity dynamics in the social context. Finally, the study discusses, based on the dynamics resulting from a synthesis of the presented theories and processes, what implications an inclusive system has for identity, how an inclusive approach in education contributes to identity construction and coping with threat, and, furthermore, societal aspects of these processes are discussed.

Keywords: identity, threatened identity, inclusion, diversity

In 2003, the U.S. Supreme Court defined diversity as a high-priority government interest which decision promoted the introduction of racial/ethnic-based considerations into the admission procedures of higher education institutions. The Court declared that compositional diversity of the student body of universities/colleges supports the comprehensive mission of educational institutions by building new knowledge for students, developing their existing knowledge and preparing them for a better service of society as workers, citizens and leaders (WILLIAMS et al., 2005). That is, diversity is a *condition* of academic excellence according to well-established professional considerations.

The present study aims to present those identity-related psychological theories and dynamics which elucidate the relationships between identity and a diverse social environment as well as the societal aspects of these relationships, going beyond mere educational policy reasons and emphasizing the importance of inclusive excellence at a societal level. *What does inclusiveness mean with regard to identity? What implications does a non-inclusive system have for individual development? By contrast, what positive effects does an inclusive system have not only on intrapersonal identity but also on interpersonal identity and intergroup dynamics?* This study attempts to provide answers to these questions based on a synthesis of the presented theories.

1. Identity

When studying social and societal processes, phenomena and practices from a sociological, politological or economic aspect, consideration of identity-related psychological conceptions may be important since identity determines the essential dynamics of these phenomena. Most theories of identity focuses on identity construction using it as a basis of

describing identity contents and explaining identity processes. Some authors discuss identity and identity construction at an individual or intrapsychic level (ERIKSON, 2002). Others approach to the concept from the aspects of community and social existence (TAJFEL, 1981; FESTINGER, 1954; BREAKWELL, 1986); however, be any theoretical conception in question, it is indisputable that the individual and the social are two inseparable aspects of the notion identity (RICOEUR, 1990), therefore the related phenomena also have to be treated in an adequately complex manner.

1.1. Identity-related intrapsychic conception

A key figure in the field of identity-related intrapsychic conceptions is Erikson whose name is hallmarked by the concept of *personal identity*. Erikson lays the focus on the integration, continuity and external-internal balance of the self. His psychoanalytically oriented theory was the first to introduce the life cycle approach according to which personality development is a dynamic process spanning the whole life during which the psychological and the social progress inseparably (LÁSZLÓ, 1999). Erikson distinguishes among three aspects of human existence, namely, the *biological organization* that is the physical quality of existence; the *self* that is the psychological quality of existence, and the *social unity* (family, various communities, nation etc.) that is the social quality of existence (ERIKSON, 2002). Based on these aspects, he divides the life cycle eight progressive stages and introduces the concept of psychosocial crisis, that is, a conflict originating in the interaction between internal psychological changes and the external environment which characterizes each stage. It is a certain kind of turning point since its solution leads the individual to the subsequent life stage who thereby reaches a new psychological quality. The most important and most sensitive life stage is adolescence during which childhood identifications are questioned. Formation of a stable identity requires the adolescent and the young adult, on the one hand, to integrate self-concepts developed in previous psychosocial stages, that is, pre-existing self-knowledge. On the other hand, the individual needs to harmonize it with relations and expectations coming from the external environment. In this way, identity is formed as a certain compound of *personal and social self-definition* (CARVER and SCHEIER, 1988). Self-concepts correspond to social roles, therefore this process is a certain kind of role integration as well. Thus, if developing a stable personal identity is hindered by difficulties, that leads to a certain kind of role confusion or cognitive dissonance.

1.2. Social conception - The social identity theory

Erikson's theory emphasizes intrapsychic processes while also assigning crucial importance to the *social environment*. A new theoretical paradigm developing in the social psychology of the 1950s in response to the individualistic *Social Cognition* approach attributes even more importance to the social context as the primary aspect of interpreting psychological phenomena and processes and thus identity. A prominent figure in this field is Henri Tajfel whose social identity theory that discusses identity as being tied to group membership and embedded in intergroup relations (TAJFEL, 1981). One fundamental assumption of the theory is that individuals from birth are parts of a complicated network made up of social groups that plays an important role in their developing self-definition: their group memberships influence their thinking, perceived prospects and behaviour. The *Social Identity Theory* (henceforth SIT) approaches to group relations from group members' subjective perspective underlining that people interpret social situations subjectively. The theory suggests that identification with a specific group cannot be explained according to objective criteria but the individual's awareness of their group membership, their associated emotions and values are need to be taken into account (TAJFEL, 1981; cited by BIGAZZI, 2002). That is, one becomes a member of a group if one also regards oneself as such. Tajfel's experiments point out four

essential mechanisms playing a critical role in self-definition. These are social categorization, social identity, social comparison and intergroup differentiation in a psychological sense.

Social categorization is a subjective process during which the individual categorizes and interprets objects and events in society according to a category system reflecting the prevailing value system. The process is subjective since the category system dynamically changes in space and time depending on the current contents of identity, and, accordingly, always those groups are differentiated which are currently relevant to the individual; however, it is inseparable from the social context in which the individual lives and categorizes.

The second important aspect of the self-definition process is the *awareness of social identity* that emerges in relation to the individual's knowledge of being a member of an affectively evaluated social group, that is, this determines the individual's position in society. Individuals' recognizing and accepting (or rejecting) their identities are based on the categories offered by society that have several implications for group memberships. One maintains a group membership if the associated affective quality is positive, otherwise one will strive to leave the group. Affective evaluation and social status of a given group are constructed according to the reflections coming from the external environment that are determined and maintained by the current social context. This social context also determines whether or not one perceives or may perceive oneself as belonging to a specific group. (For example, one's regarding oneself as European is ineffective if the environment views one as Asian corresponding to one's Asian features). Accordingly, leaving the group or its impossibility at an individual level as well as changing the status of the group within society depend on the social reality. One may relate to this social context in two ways, judging it either as *unstable* and *illegitimate* or *stable* and *legitimate*. Tajfel addresses the case of perceiving the social order as illegitimate and unstable under the concept of *cognitive alternatives* (TAJFEL, 1986). These are strategies aimed at changing the group' social status which are manifested in various forms of social competition such as strikes, revolutions, mass demonstrations and various forms of social activism. By contrast, when the social context is perceived as *stable* and *legitimate*, indirect strategies come to the fore including specific tactics of *social comparison* such as comparison with new groups, finding new dimensions of comparison, revaluating previously used dimensions or changing their contents.

It has to be underlined that a group may only exist in relation to other groups; groups define themselves by each other through social categorization, therefore revaluation is only meaningful if based on intergroup comparison, that is, social comparison is the link between social categorization and awareness of social identity. This assumption elaborates on Festinger's social comparison theory which suggests that individuals have a basic drive to evaluate their own opinions and abilities and if it is not possible on an objective basis, then they form self-evaluation by means of comparing themselves to others (FESTINGER, 1954). However, Tajfel points out in his critical reflection that the social comparison mechanism is not a strategy employed in case of a lack of objective conditions since objective criteria do not exist. Only dominant and/or consensual criteria exist and those *groups are differentiated* which are currently relevant in the individual's perspective. This idea leads to the functionally arbitrary and constructive nature of categorization in which prejudice and stereotypes are rooted (TAJFEL, 1974).
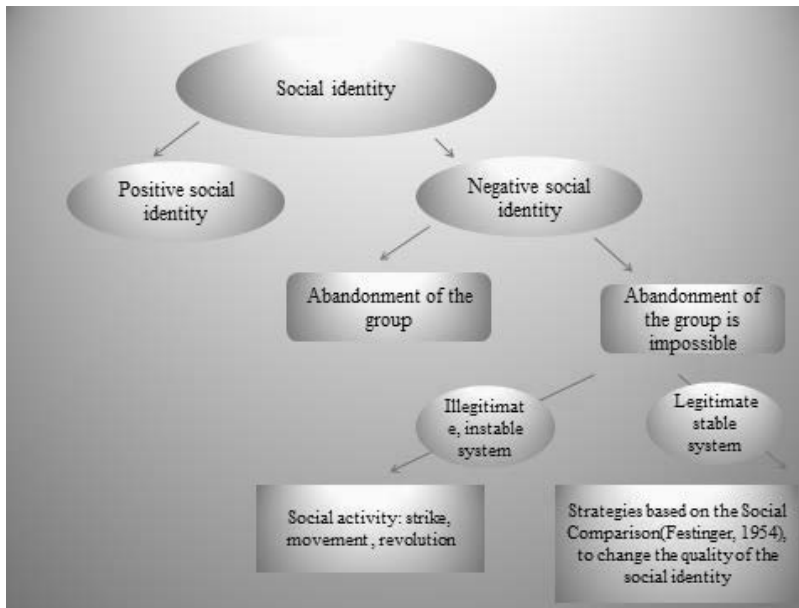
Figure 1. Dynamics of the SIT

1.3. The Self and the Social - The interactionist approach

The interactionist approach represents a transition between intrapsychic and social theories of identity whose core concept is not identity but the concept of "Self" having an intrapsychic connotation. In this approach, self-development is a psychosocial process centred around the *social components* of self-experience that provide a social aspect to the theory.

G. H. Mead (cited by CSEPELI, 2005) suggests that meaningful bodily *gestures* appearing in the social situation are the key elements that compose social behaviour. In this approach, gestures are internalized symbols conveying invariant meaning to all members of a social group, that is, elicit the same attitude in both the gesturing individuals and those responding to them (CSEPELI, 2005).

Thus, formation of the Self is a result of entering into this originally external and then internalized system of meaning. Mead's theory provides the basis of symbolic interactionism whose fundamental assumption is that identity development is based on the human ability for self-reflection enabling one to see oneself from others' perspectives. That is, Self-consciousness means that the Self is a subject of cognition. This requires the abilities for self-reference and role playing which may only be exercised within a socially accepted and shared system of meaning where the Self, the other and the object may be assigned and symbolically represented. This system of meaning is social reality, and in this way, the Psyche and the Self are virtually social products (PATAKI, 1982).

Goffman's interactionist concept of *face* is related to the presentation and functioning of the self in the intersubjective social space (GOFFMAN, 2000). In accordance with symbolic interactionism, individuals continuously receive information about, and identify with, the characteristics attributed to them, and define social situations in harmony with the self-image they form based on the received information. Accordingly, face is the sum of positive social values which one successfully presents as parts of one's self. That is, face is a projected image of the self comprising recognized social values which may be presented in any field of life (e.g. clothing, accent, vocabulary, appearance etc.). Face is closely related to the concept

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of *role*, which latter refers to activities facilitated by normative situations, to the concept of *role performance* meaning individual behaviour adapted to the specific situation, and to the concept of *identity* referring to the sum of the presented roles in this context. If role performance is unsuccessful, then the face to be presented collapses. This threatens the role performer's sense of self due to disrupting the stable perception of social situations and relationships (GOFFMAN, 2000). Face may be protected by two positions: either by a defending one in order to save one's own face or by striving to save others' face. That is, face may also be damaged when the partner lacks protective intention such as in case of a deliberate offense that prevents positive self-presentation thereby exposing one's sense of self to threat.

Stigma and *stigmatization* are also interactionist concepts coined by Goffman. When perceiving strangers in our environment, we rely on certain anticipations which then we turn into normative expectations or demands and accordingly form the stranger's perceived social identity. The term stigma refers to the case when discrepancy emerges between one's perceived and actual social identity, that is, person perception is inaccurate due to a perceptually exaggerated feature. Goffman distinguishes among moral, physical and tribal stigmas, that is, stigma always develops in a social space and gains meaning in social interactions (ERŐS, 2001). Stigmatizing individuals believe that the stigmatized "are not even human", therefore subjecting them to various discriminatory practices which efficiently restrict their prospects in life. The stigmatized do not receive the respect and attention that would be reasonable with regard to the "undefiled" aspects of their social identity (ERŐS, 2001:75). The stigmatized individuals' defensive reactions given to their own circumstances are regarded as direct manifestations of their deficiency, and then both the deficiency and the reaction may be explained as a rightful retaliation for something committed by the stigmatized, their parents or their "tribe" that justifies the way the stigmatized are treated (Erős, 2001). The concepts of face and stigma are closely related to the phenomena of threat and threatened identity discussed later. Before that, we present a social psychological theory which elucidates the relationship between social knowledge and identity.

1.1. Knowledge and identity

We have already emphasized on several occasions the constructive and dynamic nature of identity that is determined by the need for developing and maintaining a positive sense of identity related to group membership. That is, the evaluation of group membership and the associated affective quality have crucial importance with regard to identity. This is determined by the value-laden knowledge of social identity.

In the context of identity and knowledge, it is important to address the constructivist approach of the *Social Representation Theory* (MOSCOVICI, 1961) according to which members of a group jointly construct their concepts based on their experience and knowledge that become social objects in this process and gain abstract meaning. This means that knowledge is never individual but is tied to the social environment which individuals share. Accordingly, self-knowledge construction is also based on feedback coming from the surrounding social environment, that is, *we see ourselves as we are reflected by others.* The above assumption also implies that our social identities tied to group memberships influences through everyday interactions on what representations our conceptions of ourselves, others, events and social relations are based, that is, *we conceive of others as we view ourselves.* In sum, knowledge and identity are inseparable, they mutually influence one another and they change together dynamically. Tajfel's follower Breakwell developed the *Identity Process Theory* (henceforth IPT; BREAKWELL, 1986) that elaborates on the SIT. The theory suggests that identity is a result of a process mutually determined by intrapsychic structures and the social context. Breakwell argues that while identity is determined by universal psychological principles, it is manifested in ideas and actions embedded in the social environment. According to the IPT,

identity is regulated in the dynamic processes of accommodation/assimilation and evaluation. *Assimilation* means integration/absorption of new elements into the identity structure while *accommodation* refers to the adjustment of the pre-existing identity system to the new element; furthermore, the identity process of *evaluation* assigns new meaning to old and new contents (BREAKWELL, 2010). Identity threat refers to the case when these identity processes do not meet the basic identity regulating principles, namely, continuity and self-esteem (ERŐS, 2001).

2. Threatened identity

Following from the above, threatened identity involves a conflict between different identity components that is manifested at an intrapsychic, interpersonal and intergroup level as well.

2.1. Threats

Threats which disrupt the consistency of identity processes and identity regulating processes can be categorized in several ways. In one respect, threats of *external* and *internal* origin can be distinguished, thus threatened identity may also be approached from an individual and a social aspect. Accordingly, there is an internal aspect of perception concerning the subjective experience of threat as well as an external aspect, that is, objective interpretation based on others' detected signals that requires a certain kind of consensual uniform code mediated by dominant representations.

The individual and social dimensions of threat are inseparable in this case as well since concrete externally originated threats become internal through experience and subsequently they determine identity dynamics, individual behaviour and intergroup relations even without actual presence of external threat. An example of this is *victim identity* (BART-TAL et al., 2009; LÁSZLÓ, 2012) in which case threat is often embedded in reconstruction of historical events, that is, it is present *symbolically*. This symbolic, subjectively perceived threat is transmitted among group members by dominant interpretive frameworks and it results in identity threat similarly to *objective* threat. The alternative case opposite to the above is when objective threat is present, however, the individual does not perceive it subjectively and ignores it as not concerning them. This is only possible if the stigma carrying threat (e.g. skin colour, racial features) is invisible. Such behaviour in front of objective threat is a specific coping strategy and as such it is discussed in detail later.

Threats may also be categorized according to their *targets*. They may be targeted to the individual only, to their ingroup or they may question the individual's group membership, that is, their group identity is threatened in this case.

Threat targeted at individuals is based on questioning their identity and self-knowledge, that is, traits, abilities and competences they attribute to themselves. *Threat targeted at group identity* deprives the individual of their positively evaluated group membership, in this way threatening positive self-evaluation.

By contrast, *threat targeted at one's ingroup* is based on the opposite mechanism: as a member of the stigmatized group, the individual is also subjected to stigmatization that urge them to leave the group. Threat may originate in the individual themselves as well as in the social or material environment; the most obvious source is social reality in this case as well. The essential condition of threat is that its subject perceive it as such while this is only possible if the threatened person submits to the "offender", taking up, and identifying with, the inferior role.
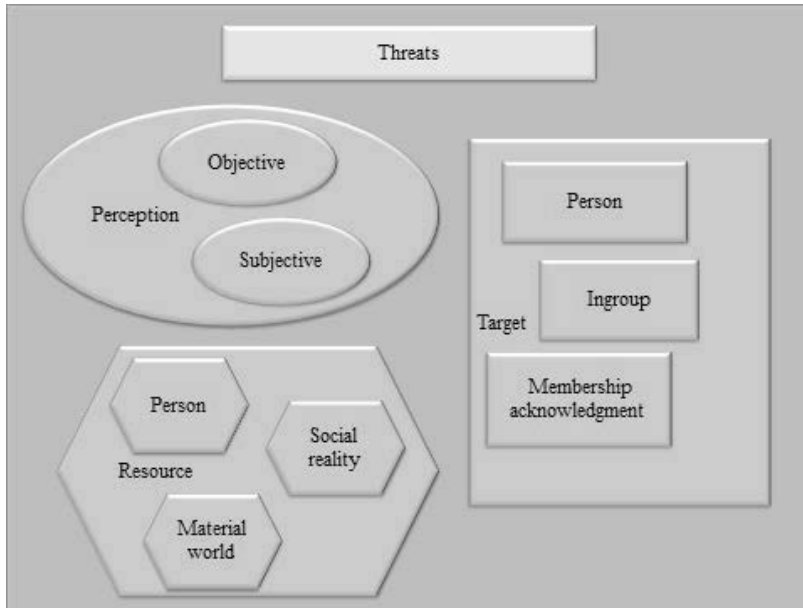
Figure 2. Categorization aspects of threats

2.2. Coping with threat

All types of threat are of an aversive nature and bear essential influence on identity construction. If the individual recognizes the threat against their identity, they will strive to eliminate the threat and to restore the balance between principles and processes by means of various coping strategies manifested at both a cognitive and a behavioural level.

Lazarus and Folkman (1984) divided coping strategies into two groups distinguishing between problem- and emotion-focused coping. One employs emotion-focused coping when having no prospects for solving the problem and no control over it while problem-focused coping is employed when one has adequate competences to solve the specific problem according to the appraisal of situational factors.

By contrast, Breakwell (1986) suggests that coping mechanisms may function at an intrapsychic, interpersonal or intergroup level similarly to threat.

At an *intrapsychic* level, various tactics of ignoring, that is, negating identity may be used, or, alternatively, threat may be partially or completely recognized leading to seeking for compromise or restructuring threat. Intrapsychic coping is passive, it concerns the individual's cognitive or affective functioning or their value system while being not manifested in social activism (Erős, 2001).

By contrast, *interpersonal* strategies are active forms of coping concerning one's social relationships by which one attempts to eliminate identity threat in an interpersonal negotiation process. Breakwell distinguishes among four interpersonal coping strategies, namely, isolation, negativism, passing and compliance.

Isolation is a passive strategy based on one's isolating oneself from the environment (quasi choosing voluntary segregation) thereby minimizing the possibility to face identity threat. This kind of "ostrichism" excludes even the smallest possibility of confrontation and only provides temporary solution since the damage to self-evaluation caused by the stigma will be not repaired, moreover, constant seclusion may even become a part of the stigma itself. Although the individual does not have to face threat day by day, their seclusion prevents them from develop and assimilate a new identity structure.

By contrast, *negativism* refers to direct confrontation with stigmatization that requires a more stable identity structure. According to Breakwell's definition, negativism is a state of mind in which one feels encouraged to act against external constraints or influence thereby negating them. Thus, the individual does not identify with the stigma and in some way they declare rejecting it. This may mean simple rejection while may also be manifested in antagonistic actions. This is an identity reinforcing mechanism since rejecting the negated identity positively reinforces the adopted identity at the same time, that is, self-knowledge is equal to negation in this case. Negativism is important with regard to basic identity regulating principles since it creates balance among them. By negating externally forced stereotypes and the resulting expectations, it protects both positive self-esteem and identity continuity by resisting forced change. In this way, successful negativism reinforces itself, that is, it prevents any external influence on the individual thereby ensuring a sense of self-confidence and consolidating their conviction that they cannot by manipulated. At the same time, such a rigid resistance almost immobilizes the individual preventing any change in identity contents, that is, preventing assimilation and accommodation.

Passing means leaving the threatened position by passing from the group threatening identity to a group of a higher prestige. Two important problems have to be addressed in relation to passing. First, entry to a new group is often impossible due to stigmatization (skin colour, name, physical appearance etc.). Even though the stigmatized leaves the group, stereotypes and prejudice associated with the stigma remain active thereby preventing the stigmatized from changing the threatened position. Second, difficulties are posed to the processes of assimilation and accommodation since passing involves new identity elements to be integrated into the pre-existing identity and the former may contradict the latter or the expectations of society. That is, passing is a rather common mechanism, all members of society employ it to a certain extent in order to ensure positive self-presentation and protect self-esteem (cf. Goffman's face concept) by manipulating self-image; however, in case of identity threat, integration of new elements may affect such a wide scope of personal identity which causes a split in identity structure. This also means disruption of continuity resulting in a "rootless" identity construction developed by assimilation.

The fourth interpersonal coping mechanism is *compliance* during which the individual recognizes the expectations of the external environment on the adequate behaviour in the threatening situation and successfully reproduces these behavioural patterns. Recognizing environmental expectations enables them to behave adaptively since such conformity preserves both their status and the hierarchy as well as it reduces anxiety in response to the threatening situation since a strictly determined behavioural pattern decreases uncertainty of the situation. At the same time, such a clearly defined social status leaves the imposed threat unaffected, especially in case of stigmatization when conforming to external expectations often requires taking an inferior position since the stigmatized individual is compelled to adapt to the negative judgment of their ingroup (BREAKWELL, 1986).

Intergroup coping strategies form the third broad category of ways of coping with threat that have already been addressed under the SIT, namely, by discussing *social competition* as a strategy emerging in a perceivedly stable and legitimate social order. Such competition inevitably leads to establishment and maintenance of a hierarchical system of status relations preventing the practice of equality and resulting in prejudice at different levels and in different forms.
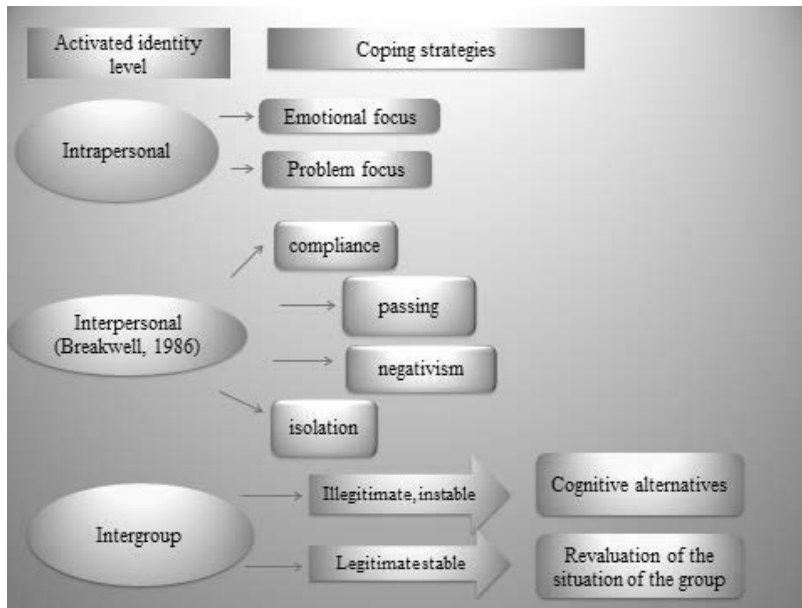
Figure 3. Coping strategies

2.3. Becoming threatening from being threatened

Conceptions concerning threatened identity primarily address interpersonal and intergroup relations in connection with different coping strategies aiming to reveal the dynamic relationship between coping and intergroup behavior; however, they do not examine psychological deep structures which create a link between threatened identity and manifest intergroup behavior. Below, we discuss these deep structures often regarded as individual psychological processes which, in our view, are not static and cannot be separated from their spatial and temporal context.

Our argument is based on the already examined characteristics of different identity forms. Several studies deal with the features of victim identity whose dynamics corresponds to that of perceived identity threat, therefore the observations on victim identity are also considered relevant to threatened identity. These studies suggest that victim identity is fundamentally characterized by a depressive emotional dynamics associated with anxiety and self-focused emotions (BAR-TAL ET AL., 2001; LÁSZLÓ & FÜLÖP, 2010). One essential drive of group behaviour is a permanent state of anxiety that corresponds to the state of trauma from a psychological aspect, and as such it mobilizes low-level cognitive and emotional processes focused on eliminating the situation, which leads to selective information processing, appraisal and action, in sum, a certain kind of permanent vigilance in the group. Narrowed perception, use of rigid pre-existing schemata and automatic problem solving strategies emerge as a result (FÜLÖP, 2010). By the same token, members of groups with threatened or victim identity will also show characteristics of this state of vigilance in their behaviour when their social identity activated, which behaviour will also affect psychological processes considered to be intrapsychic such as self-esteem, self-reflection and empathy.

Self-esteem and identity are closely interrelated concepts in psychology. Identity is knowledge of the self while self-esteem is the emotional value of identity, that is, the emotional pattern associated with identity (SMITH & MACKIE, 2007). Examining this in social and constructivist approaches to identity leads to the conclusion that identification with a threatened group results in low self-esteem through experiencing threat. Low self-esteem is

not equal to a low score obtained on self-esteem scales; in fact, it is in many cases not even revealed by such scales. Low self-esteem, also including relevant aspects of personal and social identity, may be associated with undervaluation or overvaluation of the self or the ingroup. Self-esteem, that is inseparable from self-knowledge related to identity, not only means knowledge and recognition of our values but also being aware of our deficiencies. One's excessively overvaluating relation to oneself and to one's expanded self may originate from an unstable identity resulted by identity threat. Vulnerability of an already threatened identity does not enable negative self-reflection raising further identity threat and this leads to excessively positive self-esteem. This idea is reflected in studies on group identity which have revealed various identification patterns. One of these studies distinguishes between two modes of identification with the national ingroup measured by a two-factor scale, namely, attachment and glorification (ROCCAS, KLAR & LIVIATAN, 2006). According to research findings, glorification is an identification pattern following the dynamics of victim identity which defines one's relation to the national ingroup through a permanently maintained system of social relations and which is aimed at compensating an unstable identity state by overemphasizing the merits of the ingroup. The scale measuring collective victim identity also comprises two factors, namely, exclusive and inclusive victimhood (VOLLHARDT, 2010). Exclusive victimhood means emphasizing the uniqueness of the ingroup's suffering as opposed to that of outgroups, that is, a persistent way of thinking based on social comparison establishing hierarchical status relations between groups. A study conducted in 2014 elaborates on the dynamics of threat/victimhood associated with low self-esteem (BIGAZZI & SERDÜLT, 2014). The study analysed the relationship of collective victim identity with identification with the nation, self-esteem, self-reflection and empathy as well as with prejudice at an intergroup level. The hypothesized dynamics is as follows: inclusive victim identity and glorifying identification with the nation are threatened identity states. Self-reflection as a psychological process threatening self-esteem (positive self-evaluation) is prevented by / as a function of the instability of identity due to the identity threat imposed by negative reflection as well as to the impossibility of going beyond uncertain ego boundaries. Difficulties with going beyond the ego boundaries are not only associated with a lack of self-reflection but also pose limits to practicing empathy. Empathy, that is, emotional identification with others, understanding others' perspectives and sympathy for others requires one to distance oneself from the self (BUDA, 2006). Such distancing in turn requires a stable identity: firm identity boundaries enable one to go beyond ego boundaries and to "enter" others, that is, to project oneself into others. Empathy is an interpersonal-level psychological process whose dysfunction is associated with emotional indifference to outgroups at a group level thereby contributing to prejudice and other related intergroup phenomena such as xenophobia, racism, exclusion and segregation. Results of the mentioned 2014 study confirmed the hypothesized dynamics outlined above, namely, correlations of exclusive victimhood and glorification, that is, unstable identity structures with low self-reflection and prejudice indicate that identity is a complex and dynamically changing system embedded in context whose individual and social aspects have to be treated as phenomena making a coherent whole with other psychologically interpreted processes.

3. *Inclusion and identity*
Based on the presented identity theories and dynamics, let us discuss the following questions. What does it mean to be a member of a minority, moreover, of a threatened minority? What does it mean at an individual and a societal level to be different, to be an outsider? What does that mean to society?

The Universal Declaration of Human Rights declares that "Everyone has duties to the community in which alone the free and full development of his personality is possible" [5]

A society which treats otherness not as a value but as a stigma prevents those living with diversity from actively participating in community life, thereby depriving them of a positive group identity and preventing them from constructing a mature and stable identity.

A society which forces its members into labelled categories without ensuring the possibility of either communication or mobility among such categories, such a society disrupts the relationship network among its members and thereby creates threatened symbolic spaces that leads to prejudice, xenophobia and racism.

A society which cannot handle diversity imposes disadvantage on itself since in that way it increases inequalities within society, deepens the gap among different social strata and thereby generates more and more challenges not only in terms of social policy but also economically.

These considerations elucidate that society has the *responsibility* and *interest* to develop an approach viewing diversity as a value as well as to devise policies and practices reflecting such an approach.

In respect of identity formation, the most sensitive periods are adolescence and young adulthood (ERIKSON, 2002). During these periods, spaces of education provide the primary social environment, in this way also being sources of social feedback crucially important with regard to identity construction. The basic principles of Inclusive Excellence[6] represent a systemic approach in education in which high-level academic achievement is not the only criterion of academic excellence but students' social development is also emphasized. In this approach, the system is adapted to students by developing an *inclusive* and *accepting* educational environment. This continuously renewing space is not only aimed at multiculturality, that is, it not only provides different cultures with the opportunity to coexist but, going beyond that, it realizes *interculturality*. The prefix "inter" in the word interculturality refers to the dialogical space between cultures which enables intercultural dialogue, knowing one another, understanding differences, breaking down symbolic walls between the groups that is a jointly realized constructive process. Everyone is an active participant in this process and as an active participant, they become involved. During developing involvement, individuals integrate their personal perspectives into the jointly constructed new knowledge thus they identify with it while in turn they integrate the new elements into their pre-existing knowledge structure according to which their identity structure will also change. Thinking in others' perspectives adds new contents to thinking about the self that promotes the identity formation process in both interpersonal and intrapsychic terms.

In sum, individuals entering the inclusive system are enabled to re-evaluate their otherness, to dissolve possible identity threat and to build a new identity structure by experiencing acceptance, involvement and by constructing new knowledge structures. Considering the

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[5](Universal Declaration of Human Rights, Article 29, Section 1).

[6] 1.Focus on students' intellectual and social development: In an academic context, this means that the institution offers the best course with regard to the educational context.

2.Targeted development and utilization of organizational resources in order to improve learning: In organizational terms, this means an environment which provides each student with adequate challenge required for reaching a high level of academic achievement as well as which involves each campus member in learning and knowledge development.

3.Attention devoted to students' cultural differences that expands educational experience whereby the institution develops.

4.An inclusive community which puts all elements of its diversity at the service of students and organizational learning.

presented identity theories, this is a multistage process. It is of primary importance to reinterpret and re-evaluate the threatening stigma according to new knowledge structures whereby the stigma loses its threatening meaning and the individual is enabled to revise their coping strategies employed against the previously discussed forms of threat. The presented coping strategies are capable of protect identity from threat whereas they are maladaptive since they hinder identity formation for various reasons. Isolation prevents the individual from developing new identity structures; passing makes integration of different identity elements impossible; negativism produces an armour-like identity structure which inflexibly excludes new identity elements; and compliance compels the individual to take an inferior position that results in defencelessness. By contrast, an inclusive space eliminating threat provides individuals with new alternatives and dimensions of self-interpretation that in turn opens new ways of identity construction. It enables them to reinterpret their otherness as uniqueness and personal abilities whose practice results in development of new competences. Positive feedback provided by the environment supports individuals in this process, therefore preparedness of implementers and partners participating in the inclusive system is very important in order that they adequately recognize and acknowledge individual capabilities which may be turned into competences thereby contributing to psychological processes reinforcing self-esteem, self-evaluation an thus identity.

An inclusive system, besides contributing to the elimination of identity threat and to the identity formation process at an individual level, produces important positive outcomes at a societal level as well. Today's economic and social changes accompanying globalization inevitably lead to development of diverse societies. The inclusive approach, treating diversity as a value, intercultural competences of individuals adopting an inclusive approach make essential contributions to preventing development of permanent intergroup conflicts during these social changes. Inclusive Excellence is not only an educational policy objective but also has social relevance, one of whose indicators may be education.

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RENÁTA ANNA DEZSŐ:

THE RELATIONSHIPS AMONG PLURAL INTELLIGENCE MODELS, LEARNING-CENTRED PEDAGOGICAL APPROACHES, AND INCLUSIVENESS

The present study examines in relation to the development of inclusive academic excellence what further conditions and components may be introduced into the development of an inclusive environment by differentiating the concept of diversity in an approach based on neurodiversity. To that end, the most well-known models of plural intelligence are reviewed and their components and aspects supporting learning-centred pedagogies are discussed in short. Then those Hungarian research results are presented briefly which demonstrate the lack of these aspects supporting learning in the general practice not only in the USA but also in Hungarian education. After that, the author presents the implementation outcomes of introducing plural intelligence theories into the teacher training programme at the Institute of Education Sciences (University of Pécs). The third part of the study, gives an overview of the Erasmus programme of the institute with especial regard to one specific course, focusing on the opportunity of developing inclusiveness for foreign students by applying productive learning as well as examining the attempt from the aspect of plural intelligence theories.

Keywords: inclusion, plural intelligence theories, learning-centred pedagogical approaches, teacher training

Inclusive world?

We have been facing challenges of the diversity process as a fundamental issue since conditions of a democratic system of government began to develop (MILEM ET AL., 2005). It is the former colonial empires and their successor states where multiculturalism raises the most pronounced fundamental issues of coexistence concerning its goals, conditions and means in the current geopolitical environment, social space and time. The melting pot versus salad bowl metaphors represent endless dilemmas stretching between the assimilative or integrative and inclusive approaches that also prevail, following the English-speaking world (HUNTINGTON, 2005; MEIEN, VON, 2007; KOLB, 2009), in the old continent due to our unresolved historical issues as well as the permanent and progressive migration processes.

Diversity of the Carpathian Basin, the multiethnic society of the historical Hungary and the exemplary practice of relevant legislation after the political system change may suggest that our country has been in the vanguard of advocating the inclusive approach. However, compositional heterogeneity of society is a necessary but not sufficient condition of accomplishing an inclusive reality. Relevant consensual transversal competences, attitudes, skills and knowledge (MOMPOINT-GAILLARD, 2015) as well as structural guarantees (ARATÓ, 2015) are required in order that inclusiveness become social reality.

It is beyond question that the school system and education has priority as an authentic model and field whereby all these may be transmitted. Students in today's higher education are the employers and employees of our future on the global market and in the global knowledge-based economy, that is, they make a crucial factor of tomorrow (GÜRÜZ, 2008). It is not an accident, therefore, that the Association of American Colleges and Universities proposed inclusive excellence to be brought into the focus as a strategy to follow in higher education (MILEM et al., 2005; BAUMAN et al., 2005; WILLIAMS et al., 2005).

The Southern Transdanubian region and Baranya county seat Pécs (Fünfkirchen, Pečuh) having a 2000-year history provide the required heterogeneous conditions as centres of both tourism and culture with their diverse traditions, memories, material environment and everyday reality. Diversity is a natural characteristic of our nine-faculty university in several respects (specializations, inter-faculty cooperations, international relationship networks, departments prioritizing minorities). A researcher-teacher of this alma mater was the first to raise the possibility to apply an inclusive excellence model of higher education in a Hungarian context (VARGA, 2014). The importance of teacher training in higher education has to be emphasized because prospective teachers may lay the foundations of transversal competences possibly exercised by citizens of tomorrow's inclusive society.

Inclusiveness, plural intelligence theories and learning-centred pedagogies

Intelligence theories in a nutshell[7]

The commonly known concept of IQ follows the definition proposed by the so-called *singularists* according to which there is a general intelligence, the g factor, placed on the top of a hierarchy comprising constituent abilities; that is, the g factor is a single ability determining all constituent intellectual abilities. By contrast, pluralists argue that although primary human mental abilities are perceptual speed, memory, calculation, representing spatial relations, language comprehension, speech production and reasoning, the g factor only has secondary importance (NEISSER et al. 1996; THORNE–HENLEY 2000; CIANCIOLO–STERNBERG 2007; DEZSŐ, 2012).

Sternberg (1985) outlined a *triarchic theory* of human intelligence distinguishing among analytic, practical and creative intelligences of which only analytic intelligence is recognized by the education system. Gardner developed a dynamic theory of *multiple intelligences* (Gardner, 1983, 1999, 2006a, 2006b, 2009). Although this theory has been a subject of several criticisms since it was developed (ANDERSON, 1992; DEARY, 2003; SCHALER, 2006; MACKINTOSH, 2007; GYARMATHY, 2002; KALMÁR, 2007; VAJDA, 2002), the seven intelligences proposed by Gardner (verbal, logical, spatial, musical, kinesthetic, interpersonal, intrapersonal) have been experimentally distinguished and located in the human brain (HOUDÉ, 2015), and the model has been continuously applied in public education (LEASER, 2003; NICHOLSON-NELSON, 2007; ARMSTRONG, 2009; EBERLE, 2011; GARAS – CHEVALIER, 2015; SÁNDOR-SCHMIDT, 2015). Education systems across the world only focus on the verbal, logical and spatial intelligences restricting the assessment of one's intellect to those three. Gardner suggests that various intelligence profiles are profession-specific and teachers are most typically characterized by high verbal, interpersonal and intrapersonal intelligences.

Besides interpretations of intelligence held by participants in the educational space, the importance of their intelligence *perception* is studied by another North American school of social psychology. Dweck's theory and research suggests that our *mindsets* towards our intelligence, that may be either *fixed* or *growth*, bear considerable influence on the level of our current intellectual performance and academic achievement, and different mindsets lead to different results on the efficiency scale based on individual potential (Dweck, 2006, 2007). Whether one has a fixed or growth mindset as proposed by Dweck depends on one's belief about whether or not intelligence and various personality traits may be improved. Further markers of the two category are provided by the quality of one's attitudes towards

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[7] Since plural intelligence theories and their pedagogical aspects have previously been discussed in the Hungarian literature (DEZSŐ, 2012, 2014a, 2014b, 2014c, 2015), below we only gave an overview of these frameworks for illustrative purposes.

challenges, obstacles, efforts, criticism and others' success. Intelligence perception at schools typically reflects a fixed mindset.[8]

Learning-centred pedagogies in teacher training

An important indicator of an inclusive higher educational environment is the relation to learning-centred pedagogies in which effects of plural intelligence theories are also reflected. As it has already been discussed elsewhere (DEZSŐ, 2015), emphasizing a learning-centred approach (MÁRHOFFER, 2013) in education sciences and especially in teacher training means alternative application of existing models adopted in theory (project-based pedagogy, productive learning, problem-based learning, metacognitive learning, self-regulated learning, cooperative learning) which gain significance, beyond the almost exclusively verbal medium of knowledge transfer, in the constructivist paradigm[9] (NAHALKA, 1997). In the teaching-learning process, this approach focuses on participants' *learning* during process planning, implementation and evaluation. Kopp (2013) addresses this question with regard to students' possible ability development in higher education. Below I discuss learning-centred pedagogies with the aim to examine the relationship between the above mentioned models and the presented plural intelligence theories.

In project-based pedagogy (POÓR ET AL., 2007), subject selection and goal setting rely on students' active participation in both the planning and implementation stages, taking age-specific characteristics into account, and it is targeted at a specific product subjected to evaluation. The components of productive learning are personal determination, activity-centredness, embeddedness in the social and cultural environment, and subject-specific implementation. This form of learning is explorative and individual: it is students who define the problem and who find and process the information required for solution in the specific social environment or space (BÁRDOSSY, 1999).

During problem-based learning, students work on solutions of real-life based authentic problems with tutorial support; problem definition precedes transfer of knowledge required for problem solution. The components of the process are as follows: mobilization of existing knowledge related to potential definitions and ways of solution of the problem, articulation of the goal of learning, information collection and analysis, sorting and synthesizing information required for problem solving, elaboration and articulation of the solution supported by arguments (MOLNÁR, 2004). Metacognitive learning is a certain kind of reflective knowledge of our knowledge (CSÍKOS, 2004), a complement and necessary means of self-regulated learning, a process intentionally and consciously initiated and planned, performed, monitored, fed back and regulated by students (MOLNÁR, 2002).

All of the listed models share the assumption that participants have a growth mindset in a Dweckian sense. Thus, it may be proposed as a specific pedagogical aim to generate a growth mindset in participants of teacher training, raising their awareness of its development potential.

Self-regulated learning, problem-based learning, productive learning and project-based pedagogy are primarily characterized by the mobilization of Sternberg's practical and creative intelligences. Consequently, in addition to developing analytic thinking, it is also

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[8] Hungarian translations of Gardner's and Sternberg's original publications have been unavailable up to the present, and the translation of Dweck's standard work (Dweck, 2006) was only recently published (2015) in which the term *mindset* is interpreted as *perspective shift*. To my view, this interpretation fails to adequately reflect the meaning of the original concept referring to an individual's conscious cognitive behaviour.

[9] Arató (2011) proposes a paradigmatic approach to cooperative learning suggesting that cooperative structures go beyond constructivism being also applicable beyond a school context.

important to mobilize teachers' and their trainers' practical and creative intelligences during training.

Cooperative learning as a structural guarantee of an inclusive learning environment requires simultaneous fulfilment of at least four basic principles (equal participation and access, individually inclusive parallel interactions, constructive and encouraging interdependence, personal responsibility and individual accountability) that may be promoted by structures aimed at the simultaneous mobilization of these basic principles (like roundtable, expert jigsaw etc.; ARATÓ – VARGA, 2012). By means of cooperative structures, these conditions of cooperative learning are applicable to all of project-based, productive, problem-based, metacognitive and self-regulated learning processes.

Exploring students' individually characteristic Gardnerian intelligence profile (ARMSTRONG, 2009) is important because it enables provision of equal participation and access during cooperative learning. Equal participation not only includes a proportionate number of students addressed in a given unit of time but also equitable access. If students' access to the subject matter to be processed and to the competences to be developed is adapted to their individually characteristic intelligence profiles, then probably more effective and more efficient learning processes may be generated by the teacher or teacher trainer organizing, facilitating or mentoring learning.

Research findings on the relationships between plural intelligence theories and learning-centred pedagogies - on potential markers of an inclusive learning environment

An observation applicable to a North American context is that the institutional system of public education primarily rates and evaluates students according to a singularist conception of intelligence. It is yet to be revealed whether this observation is applicable to an Eastern European context. One may raise that provision of individual access is limited for students described as atypical in the knowledge transfer process even if equity and opportunity are provided at a systemic level or at least it is a declared objective; that is, the question is whether the environment is inclusive regarding the organization of learning. These markers were examined in a Hungarian context in a series of questionnaire studies (DEZSŐ, 2014d). The studies were aimed at revealing whether a teacher-specific Gardnerian intelligence profile characterize Hungarian teachers and teacher candidates.

The sample included subjects of 40 to 50 years of age living in the Southern Transdanubian convergence region. The sample comprised the following subgroups: Hungarian citizens not qualified or employed as teachers *(a)*, teachers *(b)*, teacher candidates[10] *(c),* and students participating in public education *(d)*. Four target group were examined with the method of written query focusing on po-tential relationships among learning-centred pedagogies (see the above presented approaches), Dweckian mindsets and Gardnerian multiple intelligences as follows:

1) in the subgroup of Hungarian citizens of 40 to 50 years of age living in the Southern Transdanubian convergence region, not qualified or employed as teachers *(a)*: relationships among self-reported success, intelligence profile and mindset (n=473);

2) in the subgroup of teachers *(b)*: relationships between learning-centred pedagogical approaches and intelligence profile/mindset (n=409);

3) in the subgroup of teacher candidates of the University of Pécs (including 10% of students being at halftime of their training) *(b)*: relationships between learning-centred pedagogical approaches and intelligence profile/mindset (n=49);

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[10] The study also involved teacher candidates of the Ferenc Rákóczi II Transcarpathian Hungarian Institute in Berehovo but the present study only reports results obtained for Pécs students.

4) in the subgroup of students in the 8th to 13th year in public education *(d)*: potential relationships among school success, self-reported success, intelligence profile and mindset (n=510).

Data were collected during winter and spring 2014 and processed during spring and autumn 2014 with the SPSS v14.0 software by a trained statistician. Each questionnaire contained 110 items, respondents were randomly selected following a pilot study conducted in a small sample. The questionnaires contained specifically indexed variables according to target groups and scale variables mainly including closed questions (ordinal, nominal, Likert scale). A factor analysis was conducted, the examined relationships were tested by ANOVA, two-sample *t*-test and correlation analysis. The obtained results may be summarized as follows.

In the adult population living in the Southern Transdanubian convergence region, highly significant but weak negative correlation was found between social success and self-reported success as expected (p=.000; r=.216). That is, the more educated the individual, the less positive their self-perceived success. This result suggests that school success cannot be motivated by predicted subsequent subjective success; positive experience obtained in the institutional educational space and real-life success are inversely proportional. Since this relationship reflects the state of public and higher education as it was 20 to 30 years ago that is known to have mostly been based on rigid structural and content elements, the school system of the present and the future has to ensure a more lifelike, inclusive educational environment bringing learning-centred pedagogies to the fore.
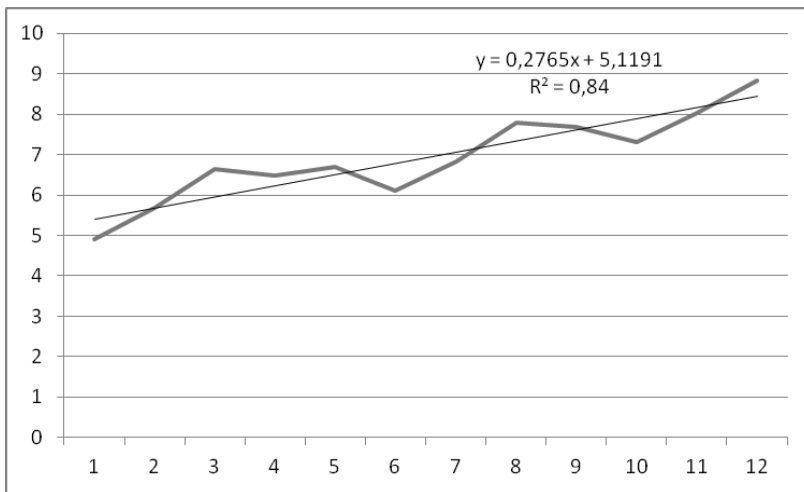

Figure 1. The relationship between verbal intelligence and time spent at school

The factor of mindset is culture-specific in Hungary or at least in the studied region. Both mindsets are observable: those with a growth mindset believe that intelligence and personality may be improved whereas their responses to challenges, efforts and others' success do not conform with the Dweckian model. No relationship was found between mindset and self-reported or social success while it was found in relation to social success that the higher one's verbal intelligence was, the more educated one was (p=.000; cf. Figure 1). This relationship indicates the importance of verbal skills in the conventional school system. Provision of a more inclusive, more equitable learning environment may result in a

higher level of education among individuals with different intelligence profiles that will possibly be included in the conditions of achieving the relevant 2020 EU objectives.[11]

In the subgroup of teachers in the region *(b)*, the mindset factor was found to be culture-specific (as it was in target group *(a)*, see above) as well as profession-specific: although the majority of respondents were found to have a growth mindset and not to respond to challenges and others' success in conformity with the Dweckian model, they conformed with the model regarding efforts since they believed that invested energy would have returns. Highly significant but weak positive correlation was found between growth mindset and learning-centred pedagogical approaches in this subgroup (p=.000; r=.188), that is, teachers adopting learning-centred pedagogical approaches typically have a growth mindset. Learning-centred pedagogical approaches are most characteristic to teachers with high intrapersonal intelligence and to those with high interpersonal intelligence (p=.018, r=.121 and p=.002, r=.158, respectively). These intelligences are identical with those described by Gardner as profession-specific intelligences.

Teacher candidates of the University of Pécs *(c)* also showed a culture- and profession-specific mindset (completely identical with that of subgroup *(b)*). In this subgroup, no correlation was found between mindset and pedagogical views, probably due to the structure of the training and mainly because of a lack of practice.[12] Stable and conscious career orientation is most closely related to intrapersonal intelligence (p=.001). This corresponds to one of the Gardnerian profession-specific intelligences and also indicates that those performing better in certain areas of intelligence are in an advantageous position when starting a teacher career.

In the subgroup of students in public education *(d)*, the mindset factor found is identical with that of teachers; although students' responses to to others' success and challenges do not conform with the Dweckian model, they still believe in the success of efforts as opposed to the elder generations' view that efforts have no returns. Similarly to the adult subgroup *(a)*, students with worse school reports indicated higher self-perceived success (p=.000; r=.174).

One of Gardner's major assumptions suggesting that formal education primarily rewards high verbal, logical and spatial intelligences was confirmed by the results on the relationship between good school report and characteristic intelligence profile. School success showed positive correlation with verbal (p=.000; r=.144), logical (p=.001; r=.174) and spatial intelligence (p=.005; r=.140) as well as with intrapersonal intelligence (p=.002; r=.140).

Bearing in mind the limitations of the results posed by the issue of representativeness, the results lead to the conclusion that theories applied in the USA are also valid in a Hungarian context. Certain elements of the Gardnerian profession-specific intelligence of teachers have been revealed in relevant target groups *(b)* and *(c)* and results partly correspond to Dweck's model as well, although growth mindset was not accompanied by positive evaluation of challenges, efforts and others' success that is to be regarded as a cultural specificity characteristic to the given geopolitical space and time. Results obtained for target groups *(a)* and *(d)* implicitly refer to the necessity of an inclusive, equitable learning environment. This possibly includes wide-ranging application of learning-centred pedagogies in public education and teacher training that may be described in terms of plural intelligence theories. It may further include the benefit of providing actual access and

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[11] cf. http://eu.kormany.hu/europa-2020-strategia Priorities and quantified objectives 4: "improvement of the level of education especially aiming to reduce the rate of early school leaving below 10 percent while at the same time increasing the rate of completed tertiary or equivalent education to at least 40 percent in the population of 30 to 34 years of age."

[12] Although the relationship between Pécs teacher candidates' learning-centred pedagogical approaches and growth mindset is significant at a confidence interval of 10%, the small sample size and the standard confidence interval of 5% adopted in social sciences do not allow a valid conclusion.

participation for intelligences other than verbal, logical and spatial intelligences in the spirit of learning-centred pedagogies by expanding the horizon of diversity to the aspect of neurodiversity by means of plural intelligence theories.

Activities related to learning-centred pedagogies and relevant to inclusive excellence at the Institute of Education Sciences, Faculty of Humanities, University of Pécs

Inclusive practice in Hungarian-speaking teacher education

A more thorough study of plural intelligence theories, examination of their adaptability to a Hungarian context and possible introduction into teacher training in Pécs reach back to 2009 (DEZSŐ, 2009, 2012) that have been realized by connecting pedagogical research, (teacher) training and curriculum development work and student practice.

It was in spring 2011 when full-time students taking part in curriculum development teacher training at the University of Pécs first planned a subject day as an optional task in a facultative teacher training course, in relation to the commemoration day in memory of the Hungarian victims of the Holocaust, with the aim to devise a practical application of the theory of multiple intelligences. At that time, due to a lack of literature available in Hungarian, students only did theoretical work in small groups in the semester when they completed practice teaching. As an alternative of the planning task, some translated a selection of basic literature on the subject supported by (teacher's) language assistance and professional revision. Half a year later, some course participants tried one or another of the jointly planned classes during their individual practice teaching and meanwhile the first related auxiliary material was released (DEZSŐ, 2011). This contains a summary of Gardner's theory (GARDNER, 2006a, pp. 3-24), its criticisms, the author's comments on the criticisms (GARDNER, 2006b, pp. 54-62) and the most considered subject plan of those devised by students in the preceding semester which deals with the feature film titled Fateless.

One year later, further teacher training courses were offered for, among others, postgraduate students and correspondent master's level teacher trainees who, already employed as teachers, were to plan, implement and evaluate classes related to their general subject majors by mobilizing Gardnerian intelligences. Several of these works were included in a subsequently edited related collection of examples (DEZSŐ, 2014a).

Full-time students dealt with the subject of the Holocaust in several groups in spring 2012, and they held and evaluated subject days in five Pécs primary schools based on the feature film titled Fateless previously watched by students. The subject days were designed in such a way that participating eighth-grade students discussed the film in four successive classes as if at a revolving stage by mobilizing a different pair of intelligences in each class; the four classes enabled equal mobilization of the eight intelligences arranged in pairs. Teacher trainees tried themselves in multiple-teacher models (usually 2 or 3 teachers in each) in every class. During planning and then implementing tasks, teacher trainees integrated major components of learning-centred pedagogies in the classes they held, for the enjoyment of participating students and teachers in public education (both oral and written positive feedback was given) Pairs of intelligences were arranged in a different way in each teacher groups and a unique subject day was held at each involved institution.

In 2013, courses were repeatedly offered in both full-time and correspondence programmes; planning, implementation and evaluation of a subject day in memory of the Holocaust remained to be an optional task in the full-time programme, and temporarily I returned to offer the exclusive theoretical discussion of plural intelligence theories as an alternative to students who did not wish to participate in planning, implementing and evaluating the subject day. The specialized college primarily offered to curriculum development teacher trainees and the course titled *Facultative fields of knowledge* offered to

teacher trainees majoring in any general subject became practically accessible to all teacher trainees.

While the former focused on the subject day as the requirement of course completion, the latter prescribed a new task also facilitating teaching practice. In spring 2014, completion requirement of the seminar titled *Facultative fields of knowledge* was planning, implementing and evaluating a class based on multiple intelligences, first offered to full-time teacher trainees majoring in any general subject to be completed in combination with group practice teaching also scheduled for the fourth semester of master's level teacher training, and then offered to correspondent students as well. The most successful works were included in the online collection of examples (DEZSŐ, 2014a). During the period of group practice teaching, teacher trainees planned, implemented and evaluated 90-minute sessions elaborating a subject related to one of their specializations and mobilizing Gardnerian intelligences in the upper section of primary education as well as in secondary education.

A review of the published class plans suggests that there are things yet to be done regarding the understanding of various intelligences, enhancing cooperativeness of cooperative learning, whose application is crucial to my view, time management and adequate reference to sources used in the documentation. Still, the publication is to be regarded a milestone reflecting faithfully that the Gardnerian approach aimed at an effective, equitable and efficient teaching and learning process having attracted several followers overseas is also applicable under the current conditions of Hungarian public education.

Foreign language-speaking courses (also) available to foreign students

The number of students participating in international student mobility programmes across the world reached 2.9 million in 2010 (UNESCO, 2010). The world currently witnesses such phenomena as internationalization of educational environments and efforts made for harmonizing different education systems (UNESCO, 2011). Foreign students play an integral part in both socioeconomic and sociocultural development (HAAS, DE, 2009). Internationalization is a necessary condition of a quality inclusive higher education environment nowadays.

The world's most successful student exchange programme is the Erasmus programme (titled Erasmus+ from 2015) that dates back over two and a half decades. This programme involves almost one tenth of students participating in various exchange programmes, more than 230 thousand students, who attend European higher education institutions including those in Turkey (EUROPEAN COMMISSION, 2012). Students obtaining a grant in Erasmus programmes report the experience that indicating participation in foreign student exchange programmes in their CV improves their chances on the labour market. 80% of Erasmus students are the first in their families continuing studies abroad, and 60% of these students are female.[13] (TEMPUS, 2012). Consequently, courses offered to Erasmus students have a significant long-term influence on our societies considering that those students make the intellectual generation of tomorrow's Europe across the continent and beyond.

Although Hungary is not one of the most frequented receiving countries, most Hungarian higher education institutions maintain active bilateral partnerships. The University of Pécs is involved in relationships with 311 institutions in 26 European countries. The first university of Hungary received 175 students under the Erasmus programme in the

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[13] Elimination of gender discrimination is a priority inclusion objective

academic year 2011/2012 (UNIVERSITY OF PÉCS, 2012); in the autumn semester of 2011, 154 students were received under mobility programmes.[14]

Teacher	Course	Number of mobility students
Ferenc Arató	Assertive Communication in Education	4
	Basic Principles of Cooperative Learning	1
Ágnes Bálint	Educational Psychology	7 / 2 FS + 1 FBE
	Psychology of Learning	8 / 2 FS + 1 FEIT + 1 MS
Renáta Anna Dezső	Inclusive Education of Minorities	7 / 3 FAEHRD + 1 FHS
	Roma Studies 1	3
	Education at the Millennium through Our Own Life Stories	4 FAEHRD
Julianna Mrázik	Self Study and Teacher Profession	2
	From Teaching to Learning	3 / 1 FHS
	Educational Creatology	2

Table 1. Erasmus courses at the Institute of Education Sciences, Faculty of Humanities, University of Pécs in autumn 2011

The Institute of Education Sciences (IES) in collaboration with the Institute of Psychology is responsible for offering courses under the pedagogy-psychology module of teacher training in humanities and sciences. At the same time, the IES also offers disciplinary programmes in education sciences at all degree levels. The primary language of tuition is Hungarian in courses offered under these programmes but there are some in which our colleagues also teach in modern foreign languages such as English, German, Russian and Spanish.

Among these, there is a short-term intensive English-speaking pedagogical programme of 30 ECTS credits whose separate components also offer campus credits (ARATÓ et al., 2011). The programme comprises four compulsory and two facultative courses of 5 ECTS credits each, which are aimed at providing teacher trainees at different degree levels and students oriented to education sciences with the approach professional and methodological means crucial for successful work at schools of today's multicultural reality in the European Union.

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[14] These data was provided by principal coordinator of mobility programmes at the University of Pécs Judit Németh.

This programme is not only available to participants of the Erasmus programme but from spring 2011 it is also open to students attending the university under other mobility programmes and to those participating in Hungarian-speaking education programmes of the university. Such a wide-ranging availability follows from the contributing teachers' professional credo according to which the more heterogeneous a student group is, the more benefits it may yield to participants through joint work and discussions based on a cooperation among students coming from different cultures and having different perspectives.

From time to time, students attending other faculties of the university take up courses offered by the Faculty of Humanities (FH). As it is shown in Table 1, our faculty received students from several other faculties in the discussed semester who participated in international mobility programmes (FS: Faculty of Sciences; FBE: Faculty of Business and Economics; PMFEIT: Pollack Mihály Faculty of Engineering and Information Technology; UPMS: University of Pécs Medical School; FHS: Faculty of Health Sciences). Hungarian students were also involved in some of the concerned courses (e.g. the bilingual/plurilinual courses held by Ferenc Arató).

Inclusive excellence in the international student-researcher space

One of these courses titled (*Education at the Millennium through Our Own Life Stories*) offered in the above mentioned semester provided the opportunity for participating foreign students to apply the learning-centred pedagogy of productive learning in practice. The involved students reported to have taken up the mentioned course because the course description indicated that completion required combination of theory and practice during the semester in the spirit of productive learning.

During conducting interviews with each other, the students realized that the questions posed to each other would also have been worth posing to other fellow students in a written form. The questions they were interested in were turned into research questions:

•   Why did students choose the University of Pécs as the target of the mobility semester?

•   What are the characteristics of a typical mobility student regarding age, gender, origin, education background and personal expectations?

•   Are there students among them oriented to interdisciplinarity? If yes, from which faculties to which?

After testing the compiled questionnaire, course participants contacted 150 fellow students. They chose an online survey tool with Polish-language interface as the means of data collection since that tool allowed an unlimited number of questions to enter. The final questionnaire contained open and closed-ended questions as well as rating scales. The link to the questionnaire was posted at a social networking website and shared with mobility students at the University of Pécs. The questionnaire was written in English. The students coded the collected responses and then processed the obtained data by means of the latest free trial version of the SPSS software. The young researchers had the opportunity to present the obtained results at an international conference[15] at the end of the semester in December 2011 that provided them with adequate motivation to continue research.

44 of the 150 respondents submitted the completed questionnaire by the specified deadline all of which responses were valid, this providing a response rate of 29.3%. 84.1% of respondents continued studies abroad for the first time, therefore their mobility experience

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[15] Renewable Roles for Teachers and Teacher Training in the Carpathian Basin. International Education Conference organized by the Working Committee of Pedagogy of the Pécs Regional Committee of the Hungarian Academy of Sciences. Pécs, 6 December 2011.

obtained at the University of Pécs were probably crucial with regard to their subsequent similar activity.

Respondents included 31.8% female and 68.2% male students. It is known from relevant statistical data that more female than male students participate in mobility programmes, thus gender distribution in our sample is not representative. There were two groups of significant representativeness, namely, visiting students at the FH (36.4%) and those at the FBE (31.8%) possibly because students attending these faculties are the most clearly aware of the importance of participation in research.

Regarding age, 75% of respondents were at the age of 24 year or younger. 22 years was the most typical age in the sample (31.8%). 45.5% of these students participated in a master's programme and 18.2% in an undivided degree programme. At this age, students are mostly aware of the importance of research since many of the programmes they participate in are also research-oriented. They mostly decide to continue studies abroad as full-time or part-time students at this age, typically in the seventh semester after finishing a BA programme or completing six semesters (50%). One third of respondents (34.1%) participated in a BA programme and 2.3% in college education programmes not conforming with the Bologna process.

One fourth of the sample were from Germany followed in number by the French contingent in second place (13.6%). More than one respondents came from universities in Croatia, Lithuania, Turkey and Poland, some of them being born in Hungary (6.8%) who visited their former homeland by means of the mobility programmes.

Regarding the reasons for choosing the University of Pécs as the target of mobility, respondent visiting students most frequently indicated the geographical location of Hungary and more specifically Pécs (61.4%) since from there other Balkan and Central European countries are easily approachable destinations for mobility students aiming to see the world. Other attractions of Hungary were the favorable level of living costs (52.3%) and previous mobility students' recommendations (34.1%). 9.1% of respondents opted for the University of Pécs because of teachers' high-quality work.

Regarding expectations, criteria held both by individual visiting students and by their universities were examined. According to respondents' view, the amount of credits attainable at the partner university was the most important for their institutions (63.6%). Completion of courses was mostly more important (52.3%) than the quality of completion expressed by evaluation while content features of various courses were also important due to the demand for harmonization of courses (40.9%).

Individual students' most significant expectations were mainly personal in nature such as forming new friendships (61.4%) or becoming acquainted with other cultures (52.3%). Naturally, fulfilling course requirements and attaining an adequate amount of credits were also important for individual students (59.1% and 50%, respectively) while the quality of course completion was most prioritized by those participating in a BA programme conforming with the Bologna process (33.3%). Most students preferred courses held in conventional forms (lectures: 68.2%, seminars: 65.9%), that is, students contributing to the study did not belong to the majority regarding their relevant expectations.

Examining the role of the FH among other faculties of the university, the student researchers found that students formally admitted to the FH also chose courses from the offers of the FAEHRD, the FBE, the UPMS and the Faculty of Law (FL). At the same time, students received by the FBE and the FAEHRD continued studies at the FH (cf. Table 1).

Regarding future mobility, 86.4% of respondents saw prospects for being employed in a country other than that of which they were citizens. 59.5% of respondents indicated a causal relationship between their part-time education in the current mobility programmes and their future prospects for mobility.

Student researchers gave feedback indicating great satisfaction with the new competences they acquired during implementation of the project including the stages of planning, evaluation and feedback as well. During this course activity involved students planned, implemented and presented a questionnaire study conducted by means of an intermediary language in an international environment, and they closed the process with evaluating their work. Meanwhile their language skills improved, they practiced communication and cooperative skills, expanded their repertoire of research tools, mobilized critical thinking processes obtaining information utilizable in practice as an optional response to an actual challenge. All these required a growth mindset and mobilization of verbal, logical, spatial, interpersonal and intrapersonal intelligences, in sum, university environment factors which assume inclusiveness.

Inclusive teacher training?

A report released by the Open Society Institute in Budapest suggests that "the public opinion on innovative pedagogical methods is restricted to a narrow scope in Hungary and teachers also admit that they mostly hold lecture-like classes only occasionally utilizing the potentials of cooperative learning" (OSI, 2008, p. 61); furthermore, "no course among the compulsory components of teacher training focuses on tolerance or multicultural education" (OSI, 2008, p. 96). Comparing this report with the subject discussed in the present study confirms that the practice of teacher training at the University of Pécs has a unique value in the range of Hungarian higher education programmes by providing an inclusive environment for research, development, education, and practice. Learning-centred pedagogical approaches based on plural intelligence theories and simultaneous differentiation of the concept of diversity by including neurodiversity as components of an inclusive higher education environment exemplify understanding or decoding messages of a challenging interculturality as well as the resulting continuous renewal.

The significant role of education sciences and teacher education may be clearly articulated by a thorough examination of the world's most successful education systems since these systems assign an outstanding role to teacher trainees' selection and education (BARBER – MOURSHED, 2007). Expanding the range of teachers who fulfil their social roles in a (pro)active, assertive and reflective manner may be articulated as a permanent social need in democratic societies, thus inclusiveness and inclusive excellence may be defined as both an individual and a community value. Higher education and more specifically teacher education and teachers' further education are crucial scenes of consolidating the practice of social inclusion by means of knowledge construction, competence development and attitude formation. To conclude, strategic consideration of components of inclusive excellence (VARGA, 2014) at the University of Pécs, also beyond teacher education, is an investment promising long-term returns even if taking into account challenges posed by the structure of today's higher education.

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JULIANNA RAYMAN:
A REVIEW OF THE DIVERSE LEARNING ENVIRONMENT MODEL

Source: Hurtado, Sylvia – Alvarez, Cynthia L. – Guillermo-Wann, Chelsea – Cuellar, Marcela – Arellano, Lucy (2012): A Model for Diverse Learning Environments The Scholarship on Creating and Assessing Conditions for Student Success. In: Smart, John C. – Paulsen, Michael B. (Eds.): Higher Education: Handbook of Theory and Research, Higher Education: Handbook of Theory and Research 27. Springer Science Business Media B.V. 41-122.

Introduction

The study presents an approach named Diverse Learning Environment Model (henceforth DLE) which serves to make higher education institutions inclusive. The model presented in the study is a pioneering work in several respects. First, the DLE model is a reformulated and expanded version of a previous approach proposed by Hurtado and colleagues (1998). The previous approach included a perspective focusing on the diversity of campus climate which reflected a unique view at the time of its publication, that is, before the Michigan resolution[16]. Second, the DLE model takes a complex perspective on the diversity in higher education institutions which advocates a paradigm of change based on integrating and expanding several different scientific approaches. This complex approach presents readers with those multifaceted processes and phenomena which affect the achievement of inclusiveness in higher education institutions as well as students' academic outcomes. This provides the opportunity to raise awareness of forces affecting the functioning of institutions which is indispensable to understand phenomena playing a role in everyday practices of universities/colleges.

An overview of the DLE model

The study of Hurtado and colleagues aims to articulate the multidimensional and multicontextual framework of the Diverse Learning Environment (Appendix 1). This framework focuses on campus climate diversity as well as on educational outcomes and practices in a perspective which lays emphasis on monitoring dynamics internal and external to the higher education environment. The multidimensional and multicontextual nature of DLE is reflected in these dynamics presenting and conceptually connecting intra-institutional (micro-level) and extra-institutional (macro-level) forces affecting equitable educational outcomes. This conceptual connection is based on the socioecological approaches of Bronnfenbrenner (1976, 1977, 1979, 1989, 1993) and Renn (2003, 2004) as well as on the theoretical perspective approaching to higher education institutions as open systems.
Diverse campus climate embodying the institutional (micro-level) context lies at the core of the DLE model. The two major aspects of the institutional context are that it brings the measurable and documentable nature of climate into focus as well as it establishes a multicontextual model of inclusive learning environment.
Explication of the five dimensions of the climate model resolves the conception according to which campus climate is an intangible abstract phenomenon. First, the historical dimension

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[16] In 2003, the U.S. Supreme Court in Michigan voted for the introduction of an admission process consciously treating national/ethnic origin which was aimed at establishing diversity in higher education. The decision known as the "Michigan resolution" motivated several studies related to inclusiveness and diversity.

represents the historical heritage of the institution related to exclusion and discrimination originating in the macro-context of the institution. Second, the *organizational/structural dimension* includes institutional processes and structures which play a role in the reproduction of the inequitable status quo (e.g. budget allocations embedded in group-based privileges, recruitment and admissions processes, tenure and reward structures, curriculum, and other institutional practices and policies). Third, the *compositional dimension* refers to the proportions of students, teachers and other university employees with different social identities. Fourth, the *behavioural dimension* elucidates the amount, quality and contexts of formal and informal interactions within the institution among individuals with different social identities. Fifth and last, the *psychological dimension* represents the individuals' perception of the surrounding environment, intergroup relations, discrimination and racial conflicts. The former three dimensions is to be understood at an institutional level while the fourth and fifth dimension at an individual level. Analysing these dimensions enables the institution to assess and monitor the climate that plays a critical role in achieving equitable academic outcomes.

The inclusive aspect of the model is realized by the component of *student social identities* lying at the core of campus climate while the multicontextual nature of the climate is composed of processes reflecting student identities. The focus laid on student identities is based on the social identity theory (Tajfel, 1974, Tajfel and Turner, 1979) while the conception of identity-related processes has its roots in the idea of educational models of social justice. This latter suggests that diversity depends on whom we teach (student identities), who teaches (instructor and employee identities), what is taught (contents of courses, programming), and how it is taught (pedagogical methods and practices; see Jackson, 1988; Marchesani and Adams, 1992). In a diverse campus climate, inclusiveness is established in such a way that the institution fosters, reinforces and develops student identities by articulating its curricular and extracurricular activities, interactions among institutional participants and its approach to climate dimensions with regard to students' multiple social identities. As a consequence, diversity as a value and as a core component of teachers' work becomes integrated into the everyday practices of universities/colleges as well as into the interactions of institutional participants, supporting the achievement of equitable educational outcomes.

Diverse campus climate is surrounded by external forces affecting the work at the institution which forces comprise the macro- and exo-system of the DLE model. The *macro-level* includes the broader *sociohistorical and legal/political context*. This is completed by the *exo-level* that embraces the *community context and external commitments* surrounding the institution. Sociohistorical forces represent the value system and goals of the given period directly influencing institutional participants' thinking while indirectly affecting work at universities and colleges through its effects on the legal and political environment. The legal/political context bears significant influence on institutions through the regulation of education-related matters (e.g. state financial aid policies, decisions related to access to higher education and positive discrimination etc.) which influence may either facilitate or hinder the development of diversity and inclusiveness. Hurtado and colleagues (2012) note that ambivalent diversity-related priorities and measures determined by the legal and political environment in the USA (at the time when the study was prepared) imposed a unique challenge to higher education institutions[17] .

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[17] Priorities established by the legal/political context are ambivalent in the sense that they simultaneously hinder and facilitate the expansion of inclusiveness and diversity. For example, the objective of diversity is opposed by budget cuts and the increasingly rigorous accountability imposed on institutions. By contrast, a factor facilitating the development of diversity is that the political and legal environment has recognized and advocates, at least as an ideology, the importance of both student competences required for a multicultural world and achieving equitable educational

Reciprocal relationships in the community context (e.g. local communities, NGOs, religious communities, students' families, secondary education institutions etc.) and in external commitments of higher education institutions affect the achievement of equitable educational outcomes in several respects. On the one hand, institutions are able to achieve students' commitment to participation in these dynamic interactions (e.g. by community service; Bringle and Hatcher, 2002) which activity increases citizen commitment and improves students' competences required for a multicultural world. On the other hand, institutions can promote continuation of studies to become a norm and prevent dropping out through processes of outreach to their communities and those of information and recruitment (McClafferty et al., 2002).

Dynamic interactions among and within the systems of DLE all affect the achievement of equitable educational outcomes. The model includes an essential perspective shift with regard to academic outcomes. In the new perspective, equitable academic outcomes stand in the quality of education, that is, in activities supporting students' cognitive, personal, and civic development, as opposed to approaches to outcomes focusing on student performance. This conception of quality education is based on the fulfilment of the following three broad criteria related to academic outcomes: *(1) the ability of lifelong learning, (2) competences for a multicultural world; and (3) preventing dropout and achieving excellent performance.* At the same time, these three educational outcomes correspond to the ultimate objective of higher education institutions, that is, the service of society that is realized through its contribution to social equity, democracy and economic benefits (Bowen, 1977).

Conclusion

It is to be mentioned among the merits of the comprehensive model of diverse learning environment that it conceptualizes the relationship between micro- and macro-systems affecting educational outcomes and, furthermore, the model integrates and expands several different scientific trends and approaches in the context of diversity. In this way, the model provides, on the one hand, a draft for researchers which points out possible research areas in the field. On the other hand, the model provides a guide for institutions serving both as a theoretical and practical means of promoting organizational change and building inclusiveness. An even more important contribution of the model to the achievement of diversity and inclusiveness is that it *elucidates the responsibility and agency of higher education institutions in individual and societal transformation.* Higher education institutions are able to support the resolution of the inequitable societal status quo in society by employing dynamic interactions outlined in the DLE model to achieve equitable educational outcomes. In this way, higher education institutions are able to develop individual abilities and values, support social mobility and educate students of equitable reasoning who advocate their commitment to democratic citizenship through the idea of social equity.

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outcomes. In other words, the importance of expanding diversity is articulated at a legal and political level whereas discrepancy often characterizes the way this conception is turned into practice and realized in legal regulation. An additional factor contributing to the ambivalence of the political/legal environment is that certain policies seemingly neutral in terms of nationality/ethnicity such as performance-based merit aid and admission systems actually involve consequences specific to nationality/ethnicity (Contreras, 2005, Santos et al., 2010) which increase inequitable educational outcomes (Orfield et al., 2007) and institutional discrimination (Anderson, 1993, Feagin and Feagin, 1978, Glazer, 1975) and give way to a culturally colour-blind era.

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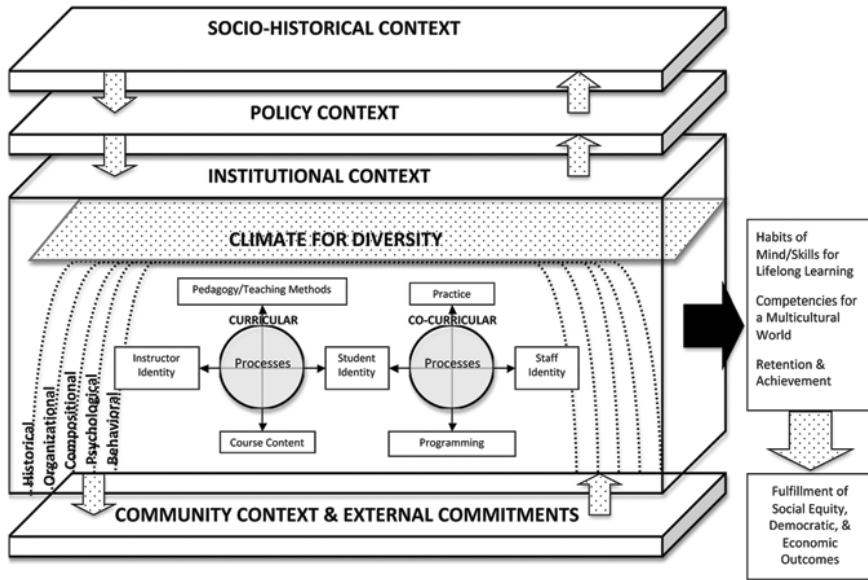
1.Appendix: Multicontextual model for the Diverse Learing Environment (DLE)

Source: Hurtado et al. 2012:48

JULIANNA RAYMAN:

TOWARDS INCLUSIVE EXCELLENCE: A REVIEW OF THREE STANDARD WORKS IN THE LITERATURE

Sources: *Milem, Jeffrey - Chang, Mitchell - Antonio, Anthony (2005): Making Diversity Work on Campus: A Research-Based Perspective. Association of American Colleges and Universities, Washington D.C., USA.*
Bauman, Georgia – Bustillos, Leticia Tomas – Bensimon, Estela Mara – Brown, Christopher – Bartee, RoSusan (2005): Achieving Equitable Educational Outcomes with All Students: The Institution's Roles and Responsibilities. Association of American Colleges and Universities, Washington D.C., USA.
Williams, Damon – Berger, Joseph – McClendon, Shederick (2005): Toward a Model of Inclusive Excellence and Change in Postsecondary Institutions. Association of American Colleges and Universities, Washington D.C., USA.

Introduction

Today's higher education institutions seek to achieve the highest level of academic excellence possible searching as well for the ways in which excellence is able to give adequate responses to the challenges of the 21st century. In this review, we discuss three works of milestone significance through which we present the objectives of a movement having crucial influence on the higher education of the United States in the last decade. The political movement hallmarked by the title Inclusive Excellence is also exemplary to other countries regarding the way it promotes increasing academic excellence by a diverse environment brought into focus by the provision of equal opportunity in society and in higher education.

An important moment in the history of the movement is the legal decision made in July 2003 at the U.S. Supreme Court which defined diversity as an urgent government interest. Namely, the court emphasized that compositional diversity of the student body of universities/colleges promotes a broad educational mission of the institutions. This promoting influence was seen to be effective in that it would enable students to build new knowledge and to improve their existing knowledge through which they would prepare for a better service of society as employees, citizens and leaders. The educational outcomes related to diversity helped most members of the supreme court vote for the necessity of admissions practices taking into account racial diversity. This crucially important supreme court resolution became widely known as the "*Michigan resolution*". As a result of the Michigan resolution, education institutions included nationally/ethnically based considerations as well as the resolution motivated colleges and universities to collaboratively treat essential issues related to the quality of education. In response to the related issues and to the request of the Association of American Colleges and Universities (henceforth AAC&U), three studies were published.[18] These studies serve as strategic guides to building diversity as well as they provide the core of Inclusive Excellence (henceforth IE) in the literature. This paper provides a review of these three standard works in the field of diversity.

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[18] www.AACU.org (2015.10.10.)

Making diversity work on campus: a research-based perspective (Milem et al., 2005)

This study contributes to the building process of inclusive excellence by summarizing the most important aspects of racial diversity pointing out the benefits of diversity in higher education and the strategic steps of implementation. The study aims to provide higher education institutions with a conceptual framework of the educational benefits of diversity. This conceptual framework includes empirical evidence of the benefits of diversity as well as practices and processes serving the maximization of these benefits. The framework is organized around the following aspects.

First, the study clarifies the concept of diversity. *Diversity is defined as a commitment made among different racial groups. This commitment promotes collaboration among different racial groups through comprehensive and diverse activities and initiatives.* This definition extends beyond that conceiving of diversity in terms of the composition of the student body (quantitative data) and/or the recognition of cultural differences. The new definition expands the perspective of diversity by an outlook motivating anti-discriminatory action through eliminating exclusion, prejudice and discrimination. A further essential aspect of the conception is that it views *diversity as a process.*

After defining diversity, the study presents empirical evidence to illustrate the educational benefits of diversity as well as negative consequences following from the lack of diversity. Within the topic, focus is laid on the effect of compositional diversity of the learning environment as well as on commitment to diversity. Compositional diversity shapes the dynamics of social interactions in higher education institutions (KANTER, 1977). The lack of a diverse learning environment may lead to the restriction of students social and cultural experience (HURTADO et al., 1994), emerging tokenism[19] (KANTER, 1977), negative social stigma (STEELE, 1993, 1997, 1998) and stressors related to minority status (PRILLERMAN et al., 1989, Smedley et al., 1993). The listed phenomena affect students' performance negatively. By contrast, a diverse population in higher education institutions increase commitment among individuals from different backgrounds (CHANG, 1999), students' readiness to participate in a democratic society as well as the development of cognitive complexity and identity. In sum, *a diverse learning environment serves all students' development.* It is important to see, however, that differences realized in the composition is only the first step of the implementation of the educational benefits of diversity. In order to achieve the aim of compositional diversity, initiatives are needed, such as courses related to diversity and opportunities of positive interactions among students from different backgrounds, which support commitment to diversity. Commitment related to the educational benefits of diversity is also required at a higher-level institutional context: it should be integrated into the value system of the top campus leadership as well as it should be embedded in the organizational culture. Strong commitment at an institutional level results in a low racial tension through its effect on campus climate while it is associated with students' improved performance at an individual level.

After illustrating the benefits of diversity, the study presents the racial climate (Appendix 1). Understanding the climate makes clear that a systematic and multidimensional leadership action policy is required for the maximization of the benefits of diversity. It also becomes clear that the racial climate of the institution is shaped by an interaction between external and internal forces. External forces include political and social-historical forces while internal forces are categorized under five dimensions. The first dimension includes the *compositional diversity* of the institution that shows the ratios of different racial groups represented at universities/colleges. Compositional diversity is the first step of implementation of the

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[19] Tokenism is defined as a phenomenon during which the majority group views members of the minority group as symbols emphasizing intergroup differences and reinforcing stereotypes (KANTER, 1977).

educational benefits of diversity. The second dimension represents the *historical heritage* of the institution related to inclusion and exclusion whose conscious treatment is indispensable for establishing the inclusiveness of the institution. The third dimension contains the *psychological climate* of the institution including institutional responses related to discrimination, racial conflicts and attitudes towards individuals of different ethnic origins (Hurtado et al., 1998, 1999). The fourth dimension is the behaviour-related aspect of climate that informs about the nature of interactions among individuals from different racial backgrounds as well as about the quality of intergroup interactions (Hurtado et al., 1998, 1999). When studying the third and fourth dimensions, it is important to take into account that both the psychological and behavioural climates are perceived in different ways by individuals from different backgrounds. The fifth dimension represents the *organizational/structural* component of the climate that includes the ways certain groups may be embedded in organizational and structural processes (these are reflected in the curriculum, budget allocations, reward structures, admissions practices, tenure decisions etc.).

Following the presentation of the racial climate of the institution, the paper aims to promote commitment towards diversity and maximization of the educational benefits of diversity by means of a practical guide related to these dimensions. The practical guide is based on three basic principles: indispensability of a multidimensional approach, building commitment in all students, and the process nature of the implementation of diversity. The practical recommendations first illustrate the steps of developing and sustaining a diverse composition of the student body. These recommendations focus on outreach, academic enrichment, and recruitment programmes which serve building a diverse learning environment as well as on the prevention of students' dropping out and achieving academic success for all students. Then practical recommendations focusing on the conscious formation of positive perception of the racial climate are presented. Positive perception of the climate is crucially influenced by psychological climate that is affected by institutional practices through the following five areas according to the multidimensional approach of climate: *(1) conscious treatment of the history of the institution related to inclusion and exclusion*; *(2) turning commitment to diversity into institutional policies; (3) monitoring campus climate in order to explore and make public the underlying causes of segregation; (4) forming "safe" cultural spaces; and (5) making the classroom environment refashioned/inclusive.* Finally, the study gives recommendations for accomplishing commitment to diversity and enhancing curricular diversity. Curricular diversity includes, on the one hand, courses addressing diversity, articulation of the purposes of diversity and integration of the conception of diversity into subject-specific studies. On the other hand, curricular diversity is responsible for creating a structure which enables students from different backgrounds to develop positive interactions, in other words, intergroup dialogue.

The study aims to raise change in the discourse on diversity, in addition to discussing the educational benefits of diversity and the practices supporting the maximization of these benefits. The authors hope that their work will result in a change in the discourse on diversity in whose perspective diversity is regarded not as a demographic outcome but as a process bearing influence on academic outcomes.

Achieving equitable educational outcomes with all students: the institution's roles and responsibilities (Bauman et al., 2005)

This study supports the achievement of Inclusive Excellence by presenting higher education institutions with a tool for eliminating inequities in education. The study is aimed at providing a new perspective on the achievement gap (differences in academic achievement according to ethnic/national origin) observable between underrepresented students and

other students at colleges and universities. The conventional approach connecting causes to individual students' gap is replaced by a view focusing on institutional responsibility. This is done by means of a tool, namely, "Diversity Scorecard" (henceforth DSC or Scorecard), which can reveal inequities present in the education system. The tool is presented through a case study conducted at the Loyota Marymount University (henceforth LMU). The LMU case study illustrates the steps of the DSC methodological approach as well as underlines the crucial conclusions drawn by means of the tool.

The study first enumerates empirical evidence of achievement gap and then interprets the phenomenon from the perspective of Inclusive Excellence (IE). The authors suggest that IE can only be implemented if students from groups historically underrepresented in higher education possess the traditional characteristics of students showing high performance. To that end, the achievement gap needs to be eliminated whose facilitation is the purpose of the DSC. The Scorecard may be conceptualized as follows.

DSC is a mechanism enabling inequitable educational outcomes to be identified. At the same time, it is a tool for the leadership to ensure the effectiveness of IE providing indicators and measures of performance by means of which the institution is monitored and made accountable. DSC is used as part of a process which ensures solutions to inequity-related issues through organizational and individual learning. DSC is based on two major assumptions. First, the institution is assumed to be responsible for eliminating inequitable academic outcomes. Second, achieving equitable educational outcomes requires individual awareness of the problem of inequality and its underlying causes. The methodological advantage of DSC lies in the conscious treatment of data related to educational outcomes. The methodology of DSC is presented below based on the LMU case study[20] .

The first step of building the DSC is that the institution forms the responsible team by selecting and commissioning the required professionals to participate in the Scorecard project. The next step is a special analysis of DSC data (Appendix 2). Within the process of data analysis, the first stage focuses on the evaluation of crucial/vital signs (data related to educational outcomes) which must be disaggregated by race/ethnicity (and possibly by gender). This way it is able to provide information about the indicators of achievement gap and the current state of the institution. Raw data are interpreted in team members' joint discussions. Joint interpretation generates repeated cycles of raising new questions that require the use of new datasets and newly introduced indicators. This process is referred to as "fine-grained" measurement in the study on Scorecard. The most important aspect of data analysis in the DSC process is teamwork-based interpretation of the data disaggregated by race/ethnicity[21] . A further essential aspect of analysis is that the interpretation of institutional data needs to be based on a simultaneous examination of four perspectives of equitable educational outcomes. These four perspectives are as follows: *(1) accessibility, (2) dropping out, (3) excellence and (4) institutional inclusion*. A crucial requirement of the process of data analysis is rendering data into a simple and manageable form so that results are readily turned into action plans. Accordingly, professional teams testing the DSC are allowed to conduct a maximum of 20 measurements, 5 for each perspective.

Besides the special requirements of data analysis, further essential tasks need to be done by the team conducting measurements by means of the Scorecard. The *reference value of equity* has to be determined based on the measurements. This was defined by the head of the LMU professional team as follows: *Equity is defined as the point at which the share of students of a given ethnic group with a particular academic feature is equal to that same group's share of the*

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[20] This review does not present the case study in detail, but instead, it focuses on the methodological approaches and conclusions of the Diversity Scorecard demonstrated in the case study.

[21] Disaggregating data by national/ethnic origin is an indispensable part of using the Scorecard. In this way, academic outcomes of students from different national/ethnic backgrounds become comparable.

total student population. Another task among those listed under measurement is the team's obligation to report results. Reporting obligation includes the documentation submitted to the rector as well as a presentation summarizing results for the entire academic community. During the preparation of the report, team members have to reach consensus on which results of analysis to be reported. Priority is assigned to results providing the most important information as well as to those able to motivate the university/college community to engage in the elimination of inequities. Besides the above, participants of the Scorecard project also have to document the process of organizational learning based on empirical evidence. Furthermore, sustaining and spreading the Diversity Scorecard is also included in the team's scope of activities. In the process of achieving commitment of the academic community, it is of outstanding importance to involve the most partners possible in the project whose work may be supported by coaching provided by the first participants of the Scorecard project.

The LMU case study illustrates the methodological steps of using the Scorecard and, furthermore, it draws a number of important conclusions. The conclusions point out essential institutional factors which support the achievement of equity. These core institutional factors are as follows: *(1) committed leadership at both the institutional and the team level; (2) team member expertise; (3) openness to self-criticism; (4) motivation of the team; (5) credibility of the team; and (6) resources of the team and the institutional research department.*

As a conclusion of DSC, the study makes recommendations for increasing leadership commitment, motivation, credibility and resources. Following a summary of the recommendations, the authors conclude that DSC is a means of intervention which serves to make the university/college community *aware of inequities* and *motivated to eliminate* them. Implementation of the DSC includes the development of "equitable reasoning" at an individual level as well as an organizational culture based on equity.

Besides providing a tool for eliminating inequities in higher education, the study also establishes a new perspective in which universities/colleges may self-critically examine their institutional practices and procedures having importance in, and eventually their responsibility for, the reproduction of the status quo. This shift in perspective is able to motivate the institution to be actively committed and take action to solve the problem of achievement gap among student groups, to support the cause of diversity thereby making the institution more inclusive.

Toward a model of Inclusive Excellence and change in postsecondary institutions (WILLIAMS et al., 2005)

The study supports the achievement of Inclusive Excellence by presenting a model which may be used as a strategic guide for implementing organization-level change indispensable for IE. The study aims to present higher education institutions with a new integrative approach, namely, the IE Change Model, which enables IE to be turned into practice. The authors present aspects of complex institutional dynamics and the external environment which are crucial to be taken into account in order to implement systemic change required for IE. An overview of the following five essential areas clarifies the conditions of achieving IE: *(1) external environment; (2) organizational culture; (3) dimensions of organizational behaviour; (4) IE Scorecard;* and the *(5) IE Change Model* integrating the four other areas.

The external environment provides inputs for universities/colleges as open systems which inputs, dinamically interacting with academic processes and infrastructures, may either hinder or drive building IE. Four external environmental factors play an important role in the implementation of IE. *(1) political and legal dynamics; (2) shifting demographics; (3) persistent societal inequities; and (4) workforce imperatives.* Institutions need to consciously treat the

effects of these factors and govern their influence in a way they serve the implementation of IE in practice.

The organizational culture of the academy includes the essential dynamics of higher education whose governance or reform is a prerequisite of persistent change of the institution. Inclusiveness and excellence are conflicted components of the dominant culture represented by institutions. Namely, the traditional standards of excellence restrict the achievement of inclusiveness. In order to make excellence inclusive under the conditions provided by the organizational culture, the institution needs to adapt its *norms, values, mission, vision and traditions* instead of compelling underrepresented student groups to assimilate into the dominant culture. This requires revising the traditional indicators of social capital and bringing about change in the shared deep layers of academic culture such as fundamental assumptions, values, norms and beliefs.

Formal and informal environmental dynamics may be employed in building IE through organizational behaviour. Organizational behaviour exerts influence on IE through five dimensions (BERGER, 2000): *(1) systemic/organizational; (2) bureaucratic/structural; (3) collegial; (4) political; and (5) symbolic dimensions.* The multidimensional approach to organizational behaviour has to be integrated into the IE change process and institutional reforms have to be based on these dimensions encompassing the entire organization.

The IE Scorecard is a comprehensive framework of organizational self-evaluation which reveals by data analysis the areas requiring institutional development and reform. This tool was developed by integrating and completing the Diversity Scorecard and the dimensions of campus climate. The IE Scorecard embodies four areas of the establishment and evaluation of change required for IE. *(1) access and equity; (2) diversity in the formal and informal curriculum; (3) campus climate; (4) students' learning and development.* The strategy (IE) lying at the core of the IE Scorecard is able to systematically and functionally connect these areas with the mission of excellence.

The *IE Change Model* (Appendix 3) integrates the areas crucial for IE described above into a comprehensive framework. These areas are *(1) external environment; (2) organizational culture; (3) dimensions of organizational behaviour; (4) IE Scorecard.* The IE strategy lying at the core of the model may be effectual through its influence on the factors of *leadership and accountability, vision and buy-in, capacity building and leveraging resources.* This process decentralizes the vision of IE (*leadership and accountability*) and involves all organizational levels in the process of change whereby it promotes fast and institutionalized implementation of transformation adapted to the individual interests of each unit (*vision and buy-in*). This can reach success if associated with efforts which serve the development of institutional infrastructure and university units supporting the IE vision (*capacity building*) as well as efforts which are able to reorganize resources required for building IE (*resources*).

In sum, it may be established that the IE change model serves to make excellence in higher education inclusive. It supports building cooperation within and among institutional systems in order that a wide-ranging strategy of achieving academic excellence can be implemented. For the practical implementation of this goal, the IE Change Model synthesizes the literature of diversity outcomes and performance evaluation into a strategic guide to IE encompassing the entire system. The model based on this synthesis is to be understood as the first step towards the achievement of IE.

Conclusion

The three works of milestone significance in the field of Inclusive Excellence contributes to the promotion of making higher education institutions inclusive. These studies provide, by a wide-ranging synthesis of the relevant literature, practical guides for leaders of higher education institutions in order to support the adaptation of Inclusive Excellence. The studies were based on the socio-historical context of the United States, however, their approaches,

their conclusions - based on research -, and their strategic recommendations are adaptable to higher education systems of other countries as well. Nevertheless, it has to be noted in accordance with the authors' view that these works and the practices they present are only to be considered as initial steps in the process of building an academic environment embodying the value of Inclusive Excellence. Achieving Inclusive Excellence requires relentless efforts whose success can only be sustained if the institutions treat it as a permanent duty.

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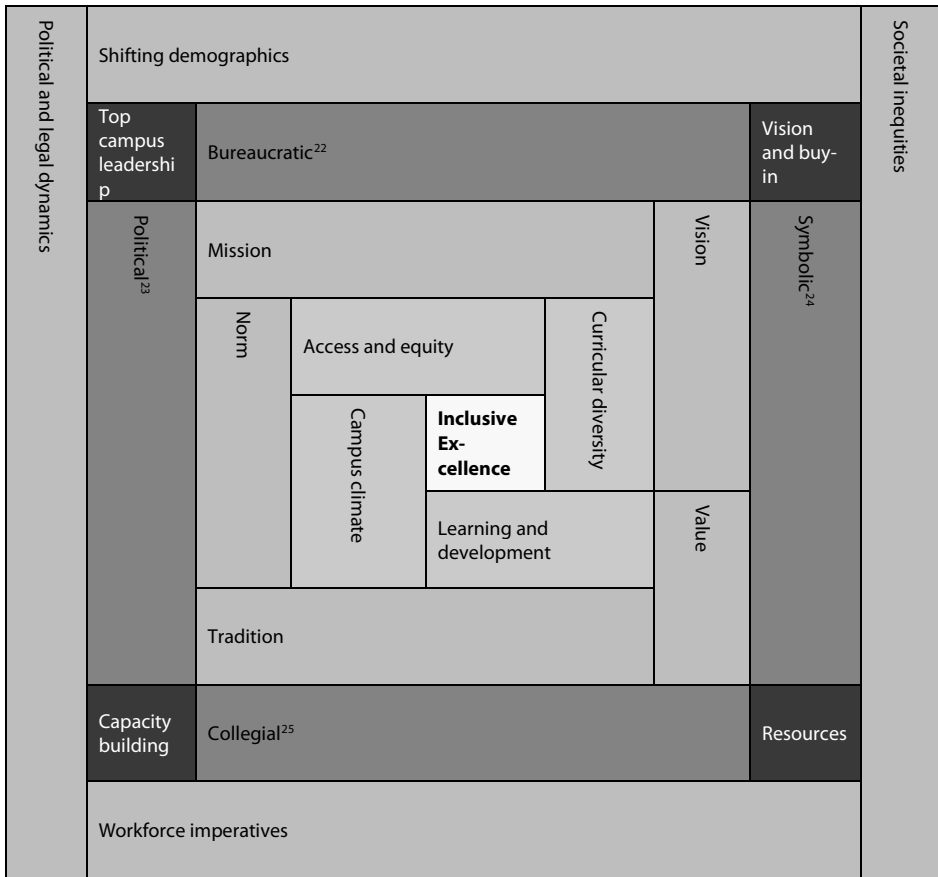STEELE, C. M. (1998): Stereotyping and its threat are real. *American Psychologist* 53: 680-81.
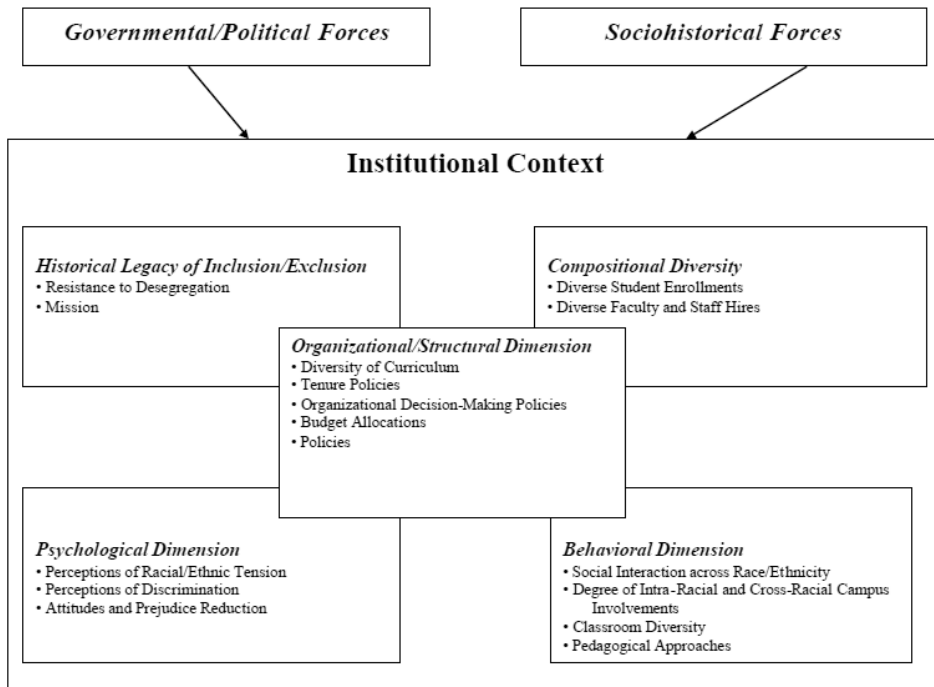
Appendix 1. The framework of campus climate (source: MILEM et al., 2005).
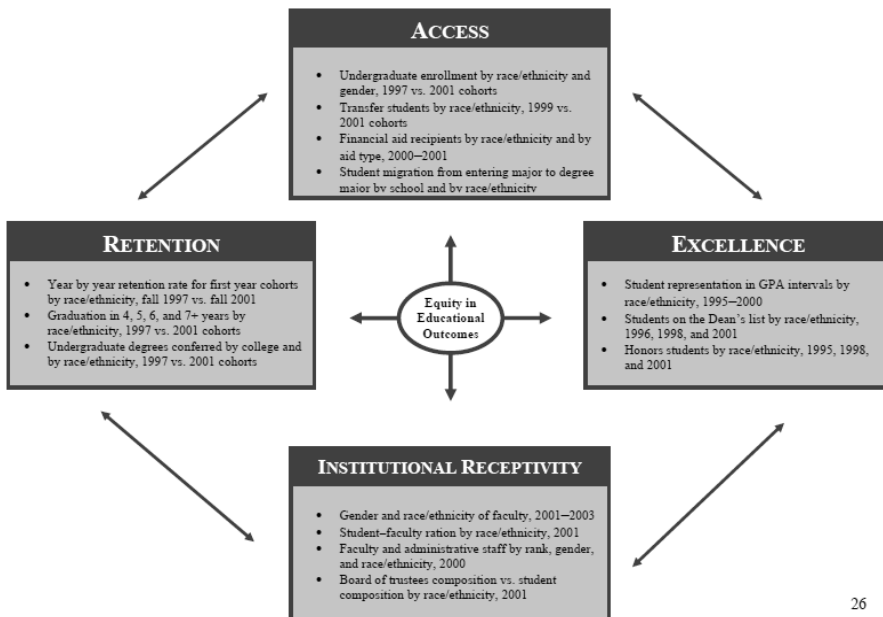
Appendix 2. The framework of the LMU Diversity Scorecard (source: BAUMAN et al., 2005).

Appendix 3. The IE Change Model; translation based on the original figure
*(source: WILLIAMS et al., 2005)*

Legend:

[22] Bureaucratic: Definition of formal goals supporting IE; Prioritization of IE; Clear articulation of goals, strategies and values; Vertical coordination of goals; Horizontal coordination of goals across units; Routinization of strategies and processes for IE

[23] Political: Recognition of existing power bases; Identification of interests either facilitating or hindering the achievement of IE; Mobilization of change agents in the pursuit of IE; Cultivation of strategic alliances; Redistribution of resources to support transformative initiatives

[24] Symbolic: Clear identification of core values with respect to IE; Articulation of new values through symbols; Recognizing how meaning is constructed at multiple levels; Acknowledging and redressing any campus history of inequity/inequality

[25] Collegial: Expanding the definition of consensus building supporting diversity and change; Development models of collegiality embracing inclusiveness and diversity; Engaging numerous parties in the change process in order to achieve IE; Building coalitions across the campus to support IE; Develop forums for open communication to clarify the meaning of IE
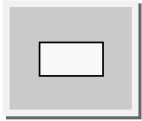
IE Scorecard: Comprehensive framework clarifying IE that is based on, and expands, the dimensions of campus climate and other literature related to the educational outcome of diversity.

Cultural dynamics: Dynamics which define higher education and whose governance is required for achieving IE and implementing the transformation of higher education.

IE change strategy: Pervasive organizational strategy aimed at making IE a core capability of the institution.

External environment: Environmental forces which either facilitate or hinder the achievement of IE in the academy.

Organizational leadership models: Multiple leadership models whose application is required for governing informal and formal environmental dynamics towards the achievement of IE.

PASCALE MOMPOINT-GAILLARD:
TRANSVERSAL ATTITUDES SKILLS AND KNOWLEDGE (TASKS)
FOR A DEMOCRATIC CULTURE AND INTERCULTURAL
UNDERSTANDING

Our vision of education is tied to our vision of society. This article presents a model of competence development, Transversal Attitudes Skills and Knowledge for Democracy (TASKs), which places the teacher at the centre of this equation. If we want a society that provides students with the possibility to develop their full potential, a society where democracy and participation contribute to equity, inclusion and human rights, then education systems and agendas will have to undergo a significant transformation. The attitudes, skills and knowledge described in the competence model – TASKs for democracy – form single components that have been found to be essential for developing intercultural and democratic competences in teachers and in learners. The development of new competences and openness to new roles fit for the challenges of our contemporary societies can be planned by all participants involved in the learning process, through the negotiation of aims, content, learning materials, assessment and program evaluation and generally deconstructing our notion of school curricula. Because democratic values and competences cannot be acquired through formal teaching alone but need to be practiced, it is our interest to motivate teachers to engage in a process of lifelong learning and to support their individual responsibility towards improvement of practice and openness to transformation. The TASKs is a tried and tested tool that supports teachers who are willing and able to try innovative actions in their school and classrooms in this quest for improvement. This article answers the questions of what these competences are, and how they can be developed and implemented in schools and Higher Education institutions.

Keywords: Teacher education; teacher competences; values in education; democratic participation; transformative action; education for democracy

> *Do you drive a car? What does it take to be a good enough driver? To be a safe driver we need to acquires specific abilities: we kneed to know how to technically manoeuvre the vehicle, handle the gears, manage to park etc. (skills), we must be able to read traffic signs, understand rules and laws (knowledge end understanding), and last but not least, we need to have the right manners to be a respectful and safe driver who for example does not engage in negative emotional responses such as road rage (attitudes).*

What are TASKs?

The same example may work for many fields of action: being a respectful user of social media, contributing to sustainable consumerism, becoming a participative citizen in our communities, ect. Teaching and learning is the field that I will focus on in this article. The attitudes, skills and knowledge that we describe in the TASKs form single components. Together they constitute a competence development model. (This model will soon be published by the Council of Europe (CoE) publishing in the fall of 2015, within *the Pestalozzi Publication Series*[26]). This article will present a preview of what readers can expect from this

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[26] The whole series can be accessed online: https://book.coe.int/usd/en/106-pestalozzi-series (2015.10.10.)

work result and publication.

Our aim is to support an education that has in view a vision of society. We want a society that gives each individual the possibility to develop his/her full potential, a society where democracy and participation contribute to equity, inclusion and human rights. For this, a group of 30 professionals, mainly teacher educators in Higher Education contexts, have worked over a period of 4 years to develop a competence model that presents the TASKs that have been found to *be essential for developing intercultural and democratic competences in teachers and in learners*. To create the TASKs list, we collected existing descriptions of competences from a variety of CoE work results[27] and analysed them to identify the core components of competences. These were then formulated and categorized in to the TASKs document. The components were discussed and tested in a series of training activities of the Pestalozzi Programme before a final critical revision took place at the end of a process of collaborative project work within the Pestalozzi Community of Practice.

Why 'transversal'?

The TASK components are transversal in two senses of the word:
- transversal with regard to different "entry points" such as human rights education or democratic citizenship education, but also to specific school subject areas such as language, history, geography, maths, science and technology;
- transversal because they represent components of competences that every education professional, whatever subject they might specialize in, need to develop in themselves and contribute to their development in their learners.

What is the process for achieving TASKs for democracy and human rights in education?

Democratic values and competences cannot be acquired through formal teaching alone but need to be practiced. They are acquired through a "learning by doing" approach, based on experience. This can only be achieved through continuous professional development policies for teachers willing and able to try innovative actions in their school and classrooms.

Competence development has been gaining importance in many educational systems in Europe. With new pressures put on schools by fast changing societal contexts, a number of innovative approaches to education are developing - face-to-face as well as online collaborative work methods – nevertheless, traditional teaching methods prevail in most schooling and higher education systems. Our goal is to influence this situation and promote the development of new competences with interested education professionals. When aims, content, learning materials, assessment and program evaluation are planned and negotiated by all participants involved in the learning process, it is inevitable that *teachers' and learners' roles transform*: teachers and learners roles will not be the same from what they are in traditional and typically authoritarian frontal classrooms.

What do the TASKs 'read' like?

The core components or TASKs are written in simple language: a first part is a

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[27] Example of work results include: Global education guidelines, concepts and methods for GE for educators and policy makers, (NS Centre, Lisbon 2008); The dimensions of Intercultural education (Neuner G., Pestalozzi Series #2, P. 11, 2012), History teaching in the 20th century (Straddling R., 2001), Media literacy and human rights (Frau-Meigs D., ECML, Graz 2007), The ICC tool (2012 Intercultural Cities project http://www.humanrightseurope.org/2015/01/quiz-how-interculturally-competent-are-you/), and the Pestalozzi training units http://www.coe.int/t/dg4/education/pestalozzi/home/training_units/Tu_en.asp(2015.10.10.)

description of the component, a second part is a series of sub-components formulated as observable actions, for all citizens and for teachers in particular. For example:

> **Component:** Recognition of the importance of handling controversial issues and acceptance of the associated risks.

- **Observable action (personal):** I show openness towards and understanding of behaviours, attitudes and opinions which are different from my own;
- **Observable action (professional):** I practice self-evaluation, peer evaluation, self-reflection and group debriefing to support knowledge construction.

Very important are the description in terms of 'I' statements stating actions that citizens, and specifically teachers, can take in order to support further progress of the individual's learning process. Thus, it offers a very clear and systematic picture of what needs to be developed, and can serve as a guide for enabling educators to recognize whether such learning has taken place and to act toward change in their practice.

Pedagogical approaches, methods and techniques that encourage learners to become actively involved in experience, discovery, challenge, analysis, comparison, reflection and cooperation are very effective as they engage learners as whole persons and address their intellectual, emotional and physical potential. Such a specific approach to learning and teaching that has proved to promote the development of democratic and intercultural competences regardless of the subject matter. *(MOMPOINT-GAILLARD P. and LÁZÁR I., 2015).* [28]

How can we implement TASKs?

There are no competences without visible performance (action), and there is no action without competences (BESSON, HUBER, MOMPOINT-GAILLARD & ROHMAN, 2014[29]). Competences can only be learnt and assessed as they are acted: thus demonstrating what we are able to do in a given context to address a given issue. Together, our affect, attitudes, dispositions, motivations, procedural and cognitive skills, experiences, knowledge and understandings, implicit and explicit, applied in real-life situations, constitute the contours of competences.

Recent experience in teacher training, have showed us that teachers easily make a connection to the TASKs. Involved teachers voice that using the TASKs has increased their own awareness of possible biases they hold, or has brought to their attention that their professional practices did not correspond to their values, or that they were perpetuating discriminatory practices without realising this… Here we highlight some ways that teachers, school leaders, students and all involved actors of education can implement the TASKs in their daily practice. Working with TASKs components allows you as a teacher to check what you are doing, to evaluate to which level you are doing things, to identify what you thought you were doing but are actually not doing, to imagine what you could be doing instead, and focus on what you could be doing better.

Two main directions can be taken to take action. One is 'piggy-backing'. This refers to curricular and cross-curricular approaches where teachers can treat the dimensions of

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[28] in Mompoint-Gaillard P. and Lázár I., Developing competences for democracy, 60 activities to learn and assess transversal attitudes, skills and knowledge (TASKs) - Huber J. Series editor, Council of Europe Strasbourg, 2015 (to be published)

[29] Education for Change, Change for Education, *A Teacher Manifesto for the 21st Century of the conference "The professional image and ethos of teachers"*, April 2014, Council of Europe, Strasbourg http://www.coe.int/t/dg4/education/pestalozzi/Source/Documentation/T21/FinalManifesto_En.pdf (2015.10.10.)

intercultural understanding, human rights, justice, etc. throughout the content of the curriculum by modifying it within a course, or collaboratively through a combination of subject areas. All school subjects such as history, geography, physical education, sciences and modern languages, to name but a few, lend themselves to such inclusion. The other centres on pedagogy. The methods employed, the communication style and educational strategies themselves carry enormous potential to develop democratic competences. Nonetheless, there are many ways teachers can take part in the development of TASKs. We have witnessed so far, that many participants in our trainings, *use the TASK actively in the planning and evaluation of their teaching.*

I present here three example areas in which action can be taken for teacher development. I chose these examples because they are areas in which any teacher can engage *without waiting for outside intervention*. As educators in complex systems we cannot wait for our fate to be decided by institution alone; the ball is in our hands.

Teachers can reconsider the way they organise communication and interaction with students

"The medium is the message" is a phrase coined by M. Mc Luhan (1994) to signify that the chosen medium influences how the receiver perceives the message. Aside from their content and focus, methods teach certain values, attitudes and skills.

When teachers include inclusive methods for example, they send a meaningful message message to learners: they say 'you are all important and valuable', 'we can all learn from each other'…

'My goal is to de-studentise students' (J. T. JÓNASSON [30], 2015)

In much the same way, when a teacher always stands in front of the classroom giving monologues and writing on the board while his or her students listen and copy, (s)he is also teaching a strong lesson: 'I have the knowledge', 'you can only learn from authoritative people', 'you should follow or you will fail'… a fairly destructive message on the whole at least in terms of developing democratic attitudes, skills and knowledge.

Many teachers say they value equity but admit that they always have a few students in their classroom each year who do not participate in the learning activities, thus modelling exclusion and inequity. It takes work to become fully aware of our practices. The majority of the teachers and trainers I meet in my practice strongly wish to be inclusive and do their best for their learners. They understand the idea the all learning happens within a relationship. This also relates to the work of C. Rogers establishing how meaningful learning happens within congruent relationships" (ROGERS, 1995) We hope that, through the development of the core TASKs, educators feel more ready to negotiate ways to interact with students and realign their values with their practice, by getting to know themselves as individuals and teachers, raising their awareness of their identities and purpose as a teacher and human being.

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[30] Jónasson J. T., PhD. Professor Department of Teacher education, School of Education, University of Iceland
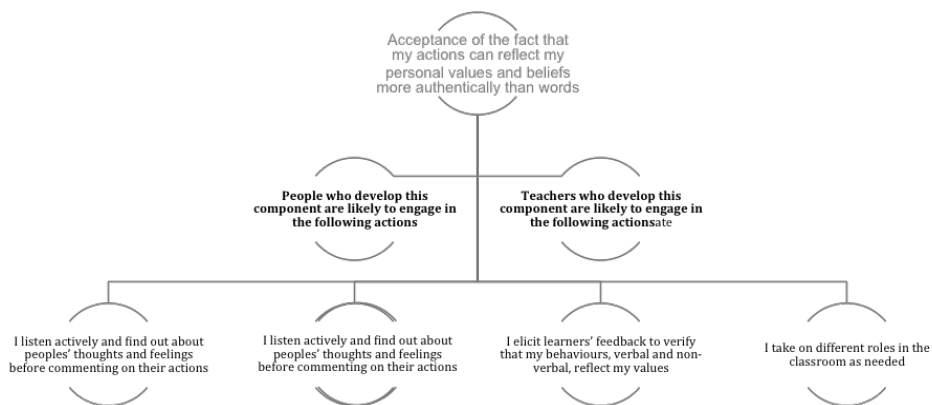
Figure 1 Example of TASK : values in communication and interaction

Teachers can develop students' abilities for cooperation through learning processes and activities in the classroom

Cooperation is an important component of social cohesion: it develops connection between human beings. As education professionals, we can support the development of cooperation by engaging students and pupils in appropriate learning processes. Increasing cooperation will "...allow personal growth and transformation, (…) promote tolerance and respect for the other" (COE, 2007)[31].

Contrary to the common understanding among education professionals, working in groups or in pairs in the classroom - with little attention to the actual interactions that take place within these groups - does not guarantee that learner are developing their abilities for cooperation or meaningful dialogue (HOWE & MERCER, 2007). For this, structures need to be put in place. Cooperative learning for example (KAGAN, 2009; JOHNSON and JOHNSON, 2009) refers to the way the learning process is structured and organized according to specific cooperative principles (ARATÓ, 2014). Developing young people's ability to cooperate has the potential to support their active participation in democratic processes as well as develop their social skills for peace and mutual understanding.

Aronson[32] (2000) argues that a teacher won't get students from diverse backgrounds to get along just by telling them that prejudice and discrimination are bad things. His research demonstrates how developing the *jigsaw classroom* for at least 2 hours a day at school will decrease the tensions and aggression between students and will prevent violence, successfully reducing racial conflict and increasing positive educational outcomes. Educators adopting this approach advocate that they not only help students to better master the academic content of the class but they also note that the method decreases hostile and intolerant attitudes in the classroom.

Cooperation is a wide aim. The TASK focus on such aspects:

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[31] In: White paper on intercultural dialogue, Council of Europe (2008) http://www.coe.int/t/dg4/intercultural/source/white%20paper_final_revised_en.pdf (2015.10.10.)
[32] Stanford University psychologist Elliot Aronson, Ph.D.

- a sense of individual responsibility. Can cooperate those of us who feel responsible for taking charge of what goes on in our lives;
- the recognition of every individual as a unique human being, fundamentally accepted, as a basis of our sense of social belonging;
- an ability to act and learn together, "distancing" ourselves from our personal perspective and opening to other's point of views, allowing us to discover many options to solving the problems that we face;
- a drive toward sharing respectful values, information, resources, processes and results, via effective communication of needs, conflict resolution and negotiation.
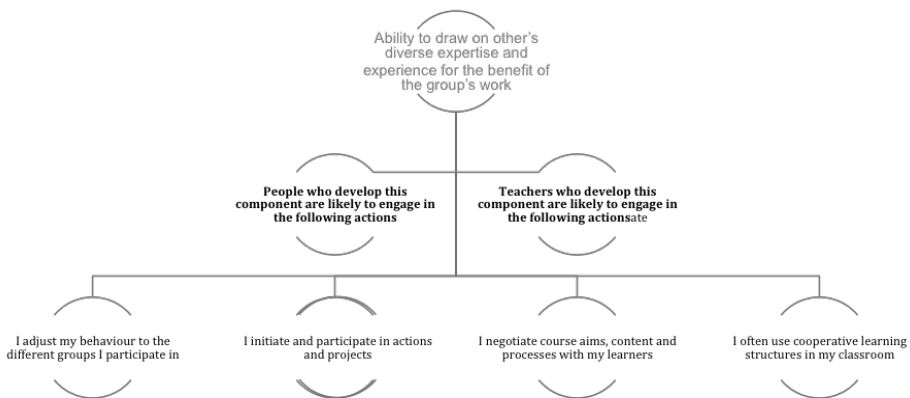

Figure 2 Teachers may chose to focus on these elements for cooperation in the classroom

Teachers developing cooperation with the whole school community

Schools can sometimes be insular institutions where individual teachers plan and deliver the curriculum. Teachers' understanding of education for democracy and human rights should encompass a broader perspective of education and develop a vision of "schools as a democratic space" (DEWEY, 1916). Teachers may seek to provide students with opportunities to develop their civic attitudes and behaviour by getting involved in school-based or community-based projects. There, students will be able to exploit what they have learnt and to transfer their cognitive and social skills to practical and active participation.

Education of young people extends beyond the formal confines of the classroom; active citizenship projects at local, national or international levels, can give a chance to young people to bring about social transformation and open a new horizon for the school learning community. Providing teachers with the capacity to organise this dimension of learning is essential. Teachers would be advised to work collaboratively at the local level with the school community and with other professionals at an international level in order to contribute to the reinforcement of sustainable democratic societies.
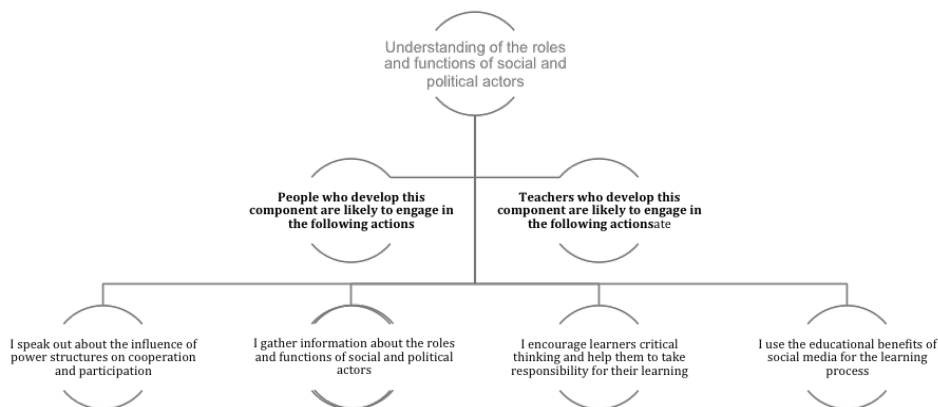
Figure 3 Example of key components to develop literacies for democratic citizenship with their students

What are the challenges? How to respond to them?

Whether in formal or informal settings, when planning to help learners develop these competences, there are a number of challenges to consider:

- The question of assessment in relation to these competences is of utmost importance. In schools, if something is not assessed, it often doesn't count. We enact TASKs in all walks of life, the outcomes may not easy to recognise with the assessment tools that our education systems offer today.
- While there is parental and institutional pressure to focus only on the subject specific knowledge described in the curriculum, with growing emphasis on sciences and technology, the importance of learning TASKs for democracy is often seen as secondary.
- There is a perception, in many institutions, that preparedness for the job market demands more knowledge of the subject matter (although in fact employers are increasingly searching for individuals that possess other talents such as the ability to cooperate with others, the motivation to engage in team work, the aptitude for problem solving, flexibility, 'multiperspectivity' and critical thinking).
- Teachers are under many pressures and being under pressure is a situation that is not conducive to readiness for change and transformation. Resistance to changes, inertia, erosion over time of motivation to innovate are all factors that may hinder the development of the TASKs in education institutions (HARRIS & LAZAR, 2010)

The strategies described in this article aim to answer the challenges explained above. When trying to find "common ground" and strategies for the inclusion of the TASKs within the curriculum, we may start by *deconstructing our notion of school curricula*: what knowledge do young people need? Is it a fixed set of subjects and chunks (of knowledge and skills) that we give to learners who sit and passively digest it all? Where does the responsibility lie for deciding what knowledge, values, skills and understandings are relevant and important to pass on to the children and young people in a given society and at a particular point in time?

Does it lie only in institutions? Or should diverse social actors and not only institutions take part? It seems that parents, teachers, other citizens and young people should probably all take part.

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PRACTICE

KATALIN KÉRI:
INCLUSION AND/OR EXCLUSION AT UNIVERSITIES IN THE PAST
(A draft study in educational history)

Throughout history, many higher education institutions existed (several of them functioning as a university in its present-day sense) which were definitely "inclusive" in several respects. Today, studying the history of these institutions may help delineate, elaborate and implement the approach and university strategy of Inclusive Excellence even if their history is in many cases not understood as "antecedents" but is studied in relation to the period in which the institutions operated. This study presents a number of examples and characteristics concerning the topic without aiming to give an exhaustive list. (Modelling in a historical sense may not be carried out at the current stage of our studies but the below presented data and excerpts serve as a preliminary study.)

Following the introductory section enumerating some characteristics of higher education in antiquity, the study focuses on three subject areas. First, medieval European universities (universitas; plural: universitates) are examined in respect of inclusiveness with regard to religion, students, teachers and the transmitted knowledge. Second, the study gives a brief outline of the evolution of medieval Muslim higher education institutions (madrasas) and the established ways to support students, schools and sciences in the Islamic world that also influenced the operation of universitates and developed in parallel to them. Third and finally, ample data illustrate how European universities became inclusive for women at the turn of the 19th and 20th centuries.

Keywords: medieval European universities, madrasas, student peregrination, history of female education

Higher education in ancient states

During history, there were educational institutions as early as in antiquity where the highest levels of contemporary scientific knowledge and religious teachings were transmitted to students. Selection of students at these institutions was based on criteria considerably different from today's practices in several respects. Sources from the ancient East and the Greek and Roman antiquity clarify that *women* might only enter these institutions as rare exceptions as it is also true in general that women's life was bound to the private sphere. Even among men, only *few* might become scholars making a small fraction of society. Moreover, these few were often selected according to noble descent or wealth instead of talent such as in Mesopotamian states, in the Sumerian society, for example. It has to be emphasized at the same time that there are examples of different social practices in educational history: for example, (male) apprentices' talent and diligence *definitely did count* in the ancient Chinese empire based on village communities and an Asian mode of production. The multi-stage system of examination in China which had been fully developed by the 8th century AD and operated until the early 20th century could not be passed on the mere basis of descent but boys and men had to be talented and persistent as well. Another example is India where the development and spreading of Buddhism and the related high-level monastic education "democratized" the selection of students that brought about considerable change compared to the educational traditions and practices based on the Old Indian (Hindu) varna system.

Students in the medieval period

During the Middle Ages, several prominent education institutions (universities, madrasas, academies, monastic centres etc.) were established which preserved and transmitted ancient intellectual values according to the expectations of the contemporary religious-social environment and which produced numerous scientific achievements, many of which are still relevant today. Criteria for selection of students worthy and capable of receiving and transmitting knowledge of the highest level varied according to historical era, geographical region and religion as much as it did in ancient states. One factor in this regard which medieval higher education institutions left unchanged almost without exception compared to previous millennia was that no woman was admitted. In the Western world, a real breakthrough (apart from exceptional individual cases) only took place in the second half of the 19th century. In sum, *not even traces of gender equality may be revealed* in the ancient, medieval and early modern history of higher education; this may be established even though we know that there have always been talented women, studying not at education institutions but in the family and in nunneries, who left notable scientific and/or artistic achievements and important works to us. Studies in educational history usually mention as an exception the medieval University of Salerno where probably women also studied medicine (midwifery?) but this is in fact an exception only. However, it has to be noted that millennia or even centuries ago women's and men's social statuses were different than in the modern period. Márton Tarnóc proposed in a study referring to modern sources that human life took place in three spheres according to the division known since classical antiquity. *Vita publica* is the first fundamentally dominated by men (although queens and lady superiors or politically active noblewomen were also involved in this sphere such as Ilona Zrínyi, Mária Széchy or Mrs. György Thurzó née Erzsébet Czobor). The other two spheres are *vita privata* and *vita religiosa*, that is, spheres of everyday and religious life where women's life took place and was consummated for millennia as well as girls were brought up and women were educated in these spheres.

Below examples are brought from contexts of the major world religions which demonstrate that the need for, and practice of, supporting knowledge, learning and (male) students in higher education irrespective of their background, nationality, financial status or mother tongue already existed centuries ago. It has to be emphasized, however, that this form of "equality" mostly applied to those practicing the same religion or following the same religious teachings while "passage" between civilizations in a religious sense rarely occurred (Tarnóc, 1984:9-10).

Students at European universities

Medieval European universities (*universitates: universities of students and teachers as well as universities of sciences*) were established from the 11th or12th century. Students were uniformly clerics *(clerici, clerks)* while the interpretation of this notion is problematic, however, since it carried different meanings in different periods of the history of universities as also noted by György Mikonya in a monograph written in the field (Mikonya, 2014:190). According to the canon law, one became of full age at 14 years from when one also might take oath as an enrolled student or university citizen. Relevant sources point out, however, that different institutions interpreted the law in different ways, thus it might occur that a 10-year-old boy became a university student (Mikonya, 2014:186).

There were many poor young men among students (well-known from Goliardic poems) at all universities on the continent who were supported in diverse forms, by various grants depending on the region and period. According to contemporary student registers, however, the proportion of impecunious students showed considerable differences at

different levels of university education: there were more poor students needing support at the lower levels of the Facultas artium and baccalaureate education whereas only few of them continued studies at the magister and doctoral levels. Those who did, earned a living by teaching or financed their studies by church grants. As a conclusion of his investigations, Mikonya clearly establishes about the completion of doctoral education that this career was „almost unviable (…) for a poor student" (MIKONYA, 2014:189).

Students' and teachers' peregrination was a frequent phenomenon in medieval and early modern Europe. The intellectual basis of peregrination was provided by the Latin language that was known and used at all universities. The material background of peregrination had to be ensured as well: even though students wandered on foot "having a shirt and a prayer book with them" as did, for example, Márton Szepsi Csombor (1594-1623), the early departed peregrine student whose travel diary Europica Varietas written between 1616 and 1618 remained to us, still, all wandering students needed at least simple food and accommodation. Such basic needs would have been unavailable to them without continuous unselfish support provided by local inhabitants and the church along peregrination routes.

An important aspect of equality has to be underlined regarding medieval European *universities*, namely, they were in most cases *outstanding inclusive centres* of scientific theories and findings of other ages and religions. It is evident, for example, that high importance was assigned in the curricula of universitates to the major achievements of Muslim and Jewish scholarship besides Christian and ancient (pagan) authors' works (see e.g. KÉRI, 2010:217-225). It may be added according to our studies that European education prospered from the mid-11th century to the 1300s and the intellectual revival in that period was clearly related to works written in Arabic and Persian languages, brought to Europe by Muslims and subsequently translated as well as it was related to achievements of Jewish scholarship. According to Nakosteen's research findings, the European scholastic method developed from a wide range of diverse Greek, Persian, Hindu, Syriac and Arabic scientific achievements as well as these provided the ground for the subsequent neo-Aristotelian investigations (NAKOSTEEN, 1964:187). Diverse knowledge was transmitted primarily in Salerno in the 12th century and then at the Montpellier faculty of medicine from the 13th or 14th century while Paris, Bologna, Salamanca and from the 15th century other universitates such as Oxford were also important in this regard. These were the centuries in Europe when many teacher-scholars knew several languages also reading in Arabic, among others, such as Arnaud de Villeneuve in Montpellier (JACQUART & MICHEAU, 1990:167). The impact of the Muslim scholarship may be traced up to the late Renaissance and in some regions and cases up to the 18th century. A characteristic and important detail in this regard is that at the turn of the 15th and 16th centuries in Europe, the second most frequently reprinted book after the Bible was the famous medical book of Avicenna (Ibn Sina) titled The Canon of Medicine (GRMEK, 1995:148).

These centuries convey a message still relevant today which was summarized by György Mikonya in his monograph in the history of universities as follows: "Insofar as it was at all possible in the Middle Ages, (universities) strived to diminish discrimination based on social background and to compensate differences originating in nationality. The more a university strived to achieve the ideal of equality, the higher the quality of academic work was at that institution. Universities which paid little attention to equality either became too sterile or even ceased to operate over time." (MIKONYA, 2014:265)

Students at medieval Islamic higher education institutions

Learning, excelling in scholarly studies was a highly appreciated activity in the medieval Muslim world. *Students*, those desiring to learn were *always supported by their fellow believers* and poverty, disease or physical handicap *never* posed obstacle to the acquisition of knowledge. According to the Muslim prophetic tradition, Mohammed addressed the following words to teachers: "Equally treat rich and poor students who are sitting in front of you to gain the knowledge." (cited by Shalaby, 1954:164). Study circles working in the mosques were open to *all* Muslim boys and men irrespective of financial status and age of life. Education programmes running at other places (particularly higher education programmes) were also characterized by wide-ranging material and moral support provided for students. According to relevant sources, for example, several medieval teachers and scholars granted amounts of money to those students who were absent from school on account of financial difficulties. Several rulers and other wealthy people provided accommodation, food supply, writing materials and grants for students attending the madrasas, libraries or teaching hospitals they established and/or maintained. At many places in the Muslim world, free education was also ensured in primary education for poor children by establishing *kuttab*s (i.e. basic schools) that were specifically aimed at educating penniless or orphan children (Shalaby, 1954:167-168).

The first Muslim higher education centres

According to experts, the first "higher education" centres in the Muslim world were established in mosques of Tunis (AL-ZAYTUNA, 732) and Fes (AL-QARAWIYIN, 859). The Tunis institution was rebuilt several times during the centuries; besides students and teachers, their operation involved booksellers, perfume sellers and traders offering dried fruits and clothes already in the Middle Ages. In the old city of Fes, one of the most impressive buildings outstanding with its monumentality and brilliant architecture is the Mosque of al-Qarawiyin (Kairaouine Mosque) where Muslims desiring to learn were attracted from distant lands for centuries.[33] Another birthplace of madrasas besides the above was Eastern Iran and, more precisely, the city of Nishapur where schools under such name already existed in the 10th century according to the account of al-Muqaddasi (Galino, 1968:463). In Egypt, schools funded by charities existed long before the large-scale school developments in Baghdad and Damascus, and the number of madrasas considerably increased from the 12th century. In 970, under the rule of al-Aziz (reign: 975-996), the al-Azhar Mosque in Cairo was opened to educated people as a centre of science and education, and a school operated there from as early as 988.[34]

Madrasas, that are conceived of as transitional (secondary and/or higher-level) institutions from a European perspective, reached the peak of flourishing in Baghdad, the bright cultural centre of the Muslim world, and there they became high-level higher education institutions similar to medieval European universities. Seljuk sultans ruling in the 11th century and other high-ranking superiors of the city showed vivid interest to studying and educational affairs. The Persian Sunni Nizam al-Mulk established the famous higher education institution named al-Nizamiyya in Baghdad (while others hold that he reorganized a pre-existing mosque school) as well as he established, or promoted establishment of, madrasas in several other cities (Nishapur, Merv, Isfahan, Basra etc.). His educational policy well exemplifies the above mentioned ambition to reinforce a certain religious school. The madrasa named Mustansiriya was also established in Baghdad in 1227 that became another

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[33]*Qarawiyin.* In: Encyclopædia Britannica. http://www.britannica.com/topic/Qarawiyin (14.08.2015)
[34] *Al-Azhar University.* http://www.muslimheritage.com/article/al-azhar-university (14.08.2015)

higher education centre of several disciplines. Further major higher-level madrasas were founded in cities of Syria, Central Asia and India (for details, see KÉRI, 2010:108-116).

Supporting schools in the medieval Islamic world

Beginning from the 9th or 10th century, more and more rulers and principal officials in the Islamic world devoted their wealth and time to establish schools since it not only served the consolidation of the Islamic religion but also their personal interests. The most outstanding founders of education institutions were rulers Al-Ma'mun (reign: 813-833), al-Hakam II (reign: 961-976), Nur al-Din ibn Zengi (reign: 1146-74) and Salah al-Din (reign: 1169-1193) as well as the already mentioned Nizam al-Mulk (1019-1092), the Baghdad vizier of the sultan of the Seljuk Empire Malik-Shah (reign: 1072-1092). All the above four names of Baghdad, Córdoban, Syrian and Egyptian rulers are hallmarked by provision of outstanding support for culture and by promotion of school network development. The caliphs' efforts made for education development attracted a wide range of followers increasing charitable spirit in many wealthy Muslims who supported schools by a whole series of charities and foundations.

All previous attempts and school foundations proved insignificant beside the marvellous activity carried out by Nizam al-Mulk, the vizier having brilliant education and political abilities who served not less than three sultans of the Seljuk dynasty. World-famous schools of various levels were established in his time; according to contemporaries' accounts, there was hardly any village or city without an education institution established and funded under his encouragement. The minister knew, being a remarkably educated man who learnt from notable teachers of Isfahan, Nishapur and Baghdad, that supporting education is a profitable investment (SHALABY, 1954:58). Primary and secondary school networks provided the basis of higher-level madrasas as well as the background for outstanding scientific achievements including medicine, astronomy, mathematics, jurisprudence and other fields as well.

The founders of higher-level madrasas possessed a wide range of control rights concerning the operation of the schools. They might control the contents and methods of education and had a voice in the selection, employment and replacement of teachers. Neither of the two types of institution admitted anyone but only those who accepted the founders' stipulations. The founders prepared precise written records of their demands and objectives as well as of the funds they provided for the school. Schools were often funded under the control of one single person (family) and funding often ceased after the sponsor died. Certain institutions sponsored by immensely rich rulers and viziers obtained fabulous funds and the school buildings often looked like palaces. In prosperous economic periods, princes, princesses and wealthy people took over rulers' practice of supporting learning and knowledge. As a result, marvellous and abundantly funded madrasas were established in Baghdad, Cairo, Damascus and other cities. (This also applies to hospitals, observatories, libraries, translation workshops etc.) Certain rulers devoted unimaginably large amounts to supporting knowledge and learning. For example, Ibn Battuta (1304-1377) noted about King Ahmad that he allocated one third of the budget of his empire to education (SHALABY, 1954:214).

Supporting student travellers

A whole series of poems and prose works demonstrate that inhabitants of the medieval Islamic world often and willingly travelled. Their pilgrimages and business travels were supported by a well-organized network of built-up roads and accommodations as well as by carefully bred and raised riding and pack animals (camels, mules, donkeys, horses).

All scholars of the Muslim cultural and educational history agree that beyond the ten thousands continuously being on pilgrimage to Mecca, many believers regularly travelled for study purposes and they received special support from their fellow believers everywhere. The reason for such support is that belief in God, according to the Islam, may only be true and firm if based on unshakeable confidence and conviction that in turn require believers to strive to widen their vision and refine their mind while travelling provides excellent opportunity to achieve these aims.

Travellers who often travelled hundreds of kilometres to meet a famous teacher or a major higher education institution equally enjoyed everywhere the hospitality and support of wealthy people as well as of those living in the simplest circumstances. Spacious caravanserais and multistorey inns in most cases provided for wanderers free of charge (MAZAHÉRI, 1989:346). Moreover, those travelling for study purposes might expect an especially warm welcome because people making efforts to acquire knowledge were everywhere regarded as prospective teachers who would preserve the Muslim religion and scholarship. Ibn Battuta, for example, referred to several accommodation establishments where he experienced favourable treatment. In the city of Wasit (Idhar province, Iraq), a famous jurist who held lectures on the Quran provided accommodation, clothes and daily allowance for his students while said goodbye with some dates and money to travellers whom he received (BOGA, 1964:91). The renowned traveller also reported similar conditions in other places such as in the monastery of the city of Deir al-Tin in Upper Egypt where pilgrims also received accommodation and food or in the Malikite college of Damascus called ash-Sharabishiya (BOGA, 1964:49 and 56). Ibn Battuta gave the following account of the city of al-Qadisiyyah in Iraq: "The Hadra gate leads to a huge school building where students and Shia Sufis live. Anyone is welcome as a guest here for three days, incomers are also provided with food twice a day: bread, meat and dates." (BOGA, 1964:84.)

Supporting disabled students

In medieval Islam, according to the available contemporary sources, physical handicap *did not pose any obstacle* to learning. At the al-Azhar University established in Cairo at the end of the 10th century, for example, verbal education of the blind was organized for the first time in the world according to our knowledge (IPLAND & PARRA, 2009:454). Due to the Muslims' presence in Spain for 8 centuries, this inclusive approach is well reflected in the country's history of education and special education. On the Iberian Peninsula, the Muslims established the first asylum for the blind in Granada as early as in the 12th century.[35] Then in 1422, the secretary of King John II Pedro Fernández Lorca established a home for them in Madrid. In 1517, Girolano Cardano carved letters of the alphabet from wood in order that blind students could also learn to read and write. The importance of education of the blind and visually impaired was already articulated by the Europe-wide famous humanist Juan Luis Vives in his work titled De subventione Pauperum (1525) in which he emphasized the importance of intellectual development besides work socialization. In 1585, Francisco Lunas made attempts to educate blind apprentices and then, in 1666, the first school for the blind was opened in the Pozo Santo monastery in Seville. Later, in 18th-century Spain, several thinkers in education advocated the special needs of the blind (FERNÁNDEZ, 2009:239). Contemporary textbooks often listed notable thinkers in history who accumulated lasting scientific achievements despite their being completely blind.

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[35] On the history of the blind, see the following monumental work: Montoro Martínez, Jesús: *Los ciegos en la historia*. I-V. Organización Nacional de Ciegos Españoles, Dirección de Cultura, Madrid, 1991-1998.

Narrowing inclusive approach in modern Europe

When studying the history of universities in Europe, several sources reveal that expelling the Muslims, continuous anti-Jewish pogroms, the Inquisition, fears of heretical and religious reform movements, weakening of the papacy, certain dynasties' ambitions to expand power and territories, discovery of the New World and establishing contact with the indigenous people all had an impact on scholarship and education from the 15th or 16th century. A "new age" began which equally affected students and teachers with regard to both scholarship and humanity. Different types of universities were established and consolidated varying by geographical region, traditions as well as by denominations after the Reformation evolved. At the same time, cultural centres of the Italian Renaissance also reflected the phenomenon observable in several places in 18th-century Europe, namely, that "academies" transmitting modern practical knowledge were established besides, and in part as alternatives of, universities adhering to the old scientific foundations, often preventing rather than promoting intellectual revival. György Mikonya suggests that the age of Enlightenment brought development to universities in countries where enlightened absolutist rulers recognized the importance of learning and sciences (MIKONYA, 2014:311).

From a broad perspective, however, the age of Enlightenment did not change the status of social groups previously excluded from, or having limited entrance to, university education such as women and Jewish people. Although these latter were admitted to several European universitates, they had to pay much larger amounts of tuition fee and several universities excluded them from doctoral graduation. According to written sources, proportions of poor students also decreased in 18th-century higher education; György Mikonya suggests that universities in that period „became more private and aristocratic compared to the Renaissance" (MIKONYA, 2014:389).

The great opening: women entering universities in the 19th century

Today it is completely natural in the Western world that women have the opportunity to study at universities and to obtain academic degrees. However, this "inclusive" approach to women's education does not at all have a long history, only being a part of educational history in the past 100 or 150 years. The question of women's university education was from as early as the mid-19th century on the agenda of political-philosophical debates as well as of the vigorously developing press in all European countries. Under the altered conditions of the period, many (politicians, philosophers, scientists, physicians, thinkers in education, writers, jurists) held that the status quo could not be maintained and demanded women's admittance to education institutions up to the highest level. (This was closely related to the establishment, expansion and modernization of university networks.) Women's right to university education was also supported by liberal thinkers who derived it from the idea of gender equality. Marxist and social democratic theorists also supported and encouraged women's demands for education.

As a consequence of demands and economic challenges of the period, institutional forms of women's education became more and more consolidated across Europe. Introduction of compulsory public education, expanding secondary school networks, reviving community culture (press, libraries, societies etc.) altogether led to the introduction of women's university education. The background of these changes was formed by altered economic and social conditions (industrialization, urbanization, altered living conditions, women's employment, population growth, increasing free time) that enabled as well as required women to take up new roles. In England, the Edinburgh Journal published in 1859 Harriet Martineau's famous article titled *Female Industry* in which the author explained, among others, how untenable it was that while economic conditions completely altered, women's prospects hardly changed

(ZAKRESKI, 2006:61). The first female university students in Europe graduated as medical doctors from universities in Switzerland such as in Zurich, Bern and Geneva. The first female doctor graduated from Zurich in 1867, namely, Nadezhda Suslova from Russia (1843-1918). Women entered university education in 1872 in Bern and in 1876 in Geneva while only in 1890 in Basel. The peculiar conditions in Switzerland are well reflected in the fact that most of the first female university students in the country were Russians and not Swiss and, moreover, the first Swiss female doctor Marie Heim-Vögtlin (1845-1916) graduating in 1872 was not employed as an assistant at any Swiss hospital, thus she had to find a job in Germany (RÉBAY, 2009:92). In sum, an "inclusive university" does not necessarily operates in an "inclusive society".

In the USA, the first female physician Elisabeth Blackwell (1821-1910) graduated as early as in 1849 in New York (WILSON, 1970; MESNARD, 1889). In Canada, Grace Annie Lockhart (1855-1916) was the first woman to obtain a BA degree in English literature in 1875. In England, women were first enrolled in university courses in London, Oxford and Cambridge from the late 1870s but they were not allowed until the First World War to obtain the same degrees or to major in the same subjects as male students did, and women were not granted students' full voting right in Cambridge until 1948 even if they had a degree (ANDERSON – ZINSSER, 1988:188). Women were only admitted to the University of Durham from 1895 although Dyhouse notes referring to primary sources that women's admittance to this university as well as to universities in general was not always tied clearly to one specific year. Namely, the Newcastle College of Science that originally formed a part of the University of Durham admitted female students previously (DYHOUSE, 1995:13). The first British female medical doctor was Frances Elizabeth Hoggan from Wales (1843-1927) who graduated from Zurich, and the first woman graduating in England was Elisabeth Garret Anderson (1836-1917), sister of militant women's rights activist Millicent Fawcett. In Scotland, female students attended the University of St. Andrews from 1876 who were allowed to obtain an LA degree (i.e. *Literate in Arts)* and later an LLA degree (i.e. *Lady Literate in Arts*) while only changes in legal regulations introduced between 1889 and 1892 ensured a wider range of education opportunities for women at the four universities in Scotland (DYHOUSE, 1995:12). Irish women could also enter higher education from 1880 (at the Queen's Colleges established in 1850)[36] in the cities of Belfast, Galway and Cork, while the University of Dublin admitted female students from 1910. Wales opened higher education to women from 1893. Women's university education also started in English colonies at the end of the century. The University of Calcutta was the first to admit women in 1878, however, only English and not Bengali women might enter the university.

In France, the first graduate woman was Emma Chenu who studied science at the University of Paris. The university admitted the first female student of humanities in 1871 and the first female law student in 1884, while the *École de Pharmacie de Paris* (Paris School of Pharmaceutics) admitted the first woman in 1893. The first French female medical doctor also graduated from Paris, namely, Madeleine Brès (née GEBELIN; 1842-1922). In 1900, 624 female students attended higher education in France along with around 27,000 male students (FAVE-BONNET, 1996:389). According to data on the year of 1913, more foreign than female students attended the Paris faculties, the former mostly being of Russian, Romanian and Polish nationalities (see LÉCUYER, 1996).

In Belgium, the University of Brussels (Université Libre de Bruxelles) opened its gates to women in 1880 while the Liège university in 1881 and the Gand university in the year after (but Louvain in 1920 only!). 1890 was the year when a Belgian law enabled women to major in any

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[36] Establishment of the Queen's Colleges was ordered by the Peel government in 1845 and that was an important measure under the contemporary British education reforms.

university subject. Subsequently, in 1892, Isabelle Gatti de Gamond organized a university preparation course at her girls' secondary school.

In the Tsarist Russia, the 1861 emancipation of serfs as well as the reform period of the 1860s and 1870s transformed society in such a way that women's higher education was included in the agenda only concerning, obviously, women of higher social classes. Although Tsar Peter I declared as early as in 1724 that noble girls should receive as high-level education as boys did, the Moscow University established by Tsarina Catherine II in 1755 only admitted male students until the second half of the 19th century and, moreover, not even girls' (and boys') elementary education was organized until that time (BISHA et al., 2002, pp. 161-162). A resolution adopted in 1859 provided that women might be admitted to the university as private students and subsequently the St. Petersburg University actually admitted female students, but the real breakthrough did not yet take place at that time. In that period, girls from several noble Russian families attended Swiss universities. Education programmes specifically for women (*Vysshie Zhenskie Kursy*) were organized from 1870s, first in Moscow under the leadership of history professor Guerrier and then at the universities of Kiev, Kazan, Odessa and Kharkiv as well. Bestuzhev-Ryumin started a similar programme in St. Petersburg in 1878 which comprised 3 years initially and 4 years from 1881, and only women aged 21 and over with finished secondary education were admitted (SZABÓ, 2002).

Following the assassination of Tsar Alexander II in 1881[37] and then the 1886 revolutionary actions, conservative forces succeeded in having all such forms of women's education stopped, and apart from the St. Petersburg institution reopened in 1889 and the Women's Medical College also established in the city in 1895, Russian female higher education was only reorganized from the early 1900s. By 1914, female higher education courses were run in not less than 18 cities with 23,534 female students. Participants of these courses were enabled from 1911 to take university exams and obtain a university degree (ENGEL, 1983:164).

There were quite a few countries or institutions where no woman was admitted to higher education during the 19th century. Such a country was Germany, for example, where the University of Baden broke the ice: there female students were admitted from 1900 while only from 1908 in Berlin. (The contemporary Hungarian "opposing camp", those questioning women's inclusion often referred to the case of Germany that in fact appeared as quite natural at that time since there had always been a pronounced German [Prussian] trend in the Hungarian educational policy.) It is important to refer to James Albisetti's related investigations which clearly demonstrated that women's admittance to German universities was not *hindered* by educational policymakers working at the end of the 19th century but *by university professors' resistance*. The Prussian minister of education, for example, was willing as early as in the mid-1890s to ensure the legal background of women's enrollment in universities (for details, see ALBISETTI, 1988).

The first female students were *received with scorn and contempt* at universities as well as in the press throughout Europe. The torments of medical students Sophia Jex-Blake in Edinburgh and Pilar Tauregui in Spain (at whom their male fellow students threw stones and mud, whom they mocked and chased out of the classroom) were not at all unique cases (ANDERSON & ZINSSER, 1988, II, 189). Contemporary caricatures and illustrations are also worth a look: artists' pens often pointed out ridiculous female university students (FUCHS, 1907).

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[37] Several assassination attempts were made against the Tsar. Finally, he died after the 1881 street bomb plot in which Russian young noblewoman Sophia Perovskaya, a follower of nihilism was also involved. On Russian nihilism and women's participation, see the following work: Engel, Barbara Alpern: The nigilistka as radical: an unequal partnership. In: Engel, Barbara Alpern (1983): *Mothers and Daughters – Women of the intelligentsia in nineteenth-century Russia*. Cambridge, London, New York, New Rochelle, Melbourne, Sydney, Cambridge University Press, pp. 86-102.

Prevailing differences, traditions, developmental delays of female education in different European countries are well exemplified by the case of the tripartite Poland being under Prussian-Russian-Austrian rule at the end of the 19th century. Little innovation took place in the Prussian-ruled part while certain intellectual interest was shown to the advocation of female education in Russian territories, but women's higher education was only implemented in multiple steps in the Austrian-ruled part of the country at the end of the century. The Jagiellonian University in Kraków was the first to admit female students from 1894. However, those living in Russian territories could already join higher education courses for women at the St. Petersburg University in 1878. Finally, an "underground" university operated in Warsaw from 1886 where women made 70% of the student body. Around 1,000 students attended the university at the turn of the century whereas education at the institution was only legalized and renamed "Higher Courses for Women" in 1906 (WÓYCICKA & DOMINICZAK, 1998).

In Hungary, Ministerial Decree No. 65719/1895 of minister of education Gyula Wlassics (1852-1937) was adopted on 19 December 1895, in accordance with which higher education institutions in Budapest and Cluj opened the university faculties of humanities and medicine as well as the pharmaceutical course to women.[38] (Although the minister intended to open all secular faculties as well as the Technical University, King Franz Joseph only allowed these faculties to admit women.) Incidentally, then current prime minister Dezső Bánffy (1843-1911) was against the decree disagreeing with women's admission to universities.

The first Hungarian female student, who began studies in mathematics and physics at the Faculty of Humanities of the University of Budapest in academic year 1895-1896, was Vilma Glücklich (1872-1927), a teacher at the girls' secondary school in Fiume [Croatian name: Rijeka] and subsequent pioneer of the Hungarian feminist movement (Müller, 2001, p. 203). No female student began the medical training in the first year while at that time, however, Vilma Hugonnai already requested Hungarian registration of her diploma obtained in Zurich that was done at last on 14 May 1897, after she completed the requirement of three comprehensive examinations for residents (NAGYNÉ SZEGVÁRI & LADÁNYI, 1976:31).

It was typical among the first Hungarian female students to begin university studies in Hungary after previous studies continued at foreign institutions. At the Budapest faculty of medicine, female students were first enrolled in the medical training in academic year 1896-1897, to the pharmaceutical course in 1903-1904 and to the public accounting course in 1912-1913. The proportion of female students at the university remained below 1% until the turn of the century and only reached 7.5% by the early 1910s when 564 female students attended the institution mostly coming from official-intellectual families (MÜLLER, 2001:203). The standard work reporting data on the development of the number of female students broken down by faculties and academic years, comparing male and female students' academic achievements as well as reporting the results of the 1913-1914 teachers' examinations (NAGYNÉ SZEGVÁRI & LADÁNYI, 1976:95-106) already demonstrated decades ago how dynamically the number of female students increased and that their achievements did not at all lag behind male students' achievements.

Conclusion

This draft study in educational history, that only allowed presentation of a few ideas and occasional data, was aimed at delineating thematic lines recommended for further research which may not only support a more accurate knowledge of the history of higher education but may also provide a suitable basis for present-day endeavours. Throughout history, diverse education institutions were established varying by historical period, geographical

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[38] 1895:65719. sz. miniszteri rendelet [Ministerial Decree No. 1895:65719]. In: *Magyarországi rendeletek tára [Register of Hungarian decrees] 29. VII-IX*. Budapest, 1895, pp. 1680-1686.

region, religion and intellectual school which may regarded as "universities" in a simplified sense and in the specific context of this paper. Studying their evolution from multiple synchronic and diachronic aspects reveals that an institution was able to *operate with real success and for long, being an actual centre* of intellectual life, scholarship and education, if it *inclusively* admitted students and teachers coming from diverse places, irrespective of their background, financial status or physical condition, and if it was able and willing to articulate and present diverse and often controversial scientific ideas and methods. This is also underpinned by the historical experience that valuable and lasting scientific achievements and constructive creativity may most develop in an inclusive and inspiring environment. Developments of the past century also revealed clearly that women besides men also have their place at universities and (more broadly) in academia.

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FANNI TRENDL:

IMPLEMENTATION OF AN "INCLUSIVE ENVIRONMENT" IN A UNIVERSITY COLLEGE

The present study was written as part of developing the conception of "inclusive university" [39] by the research and development workshop established at the University of Pécs in May 2015. The study aims to present a "good practice" operated at the University of Pécs since 2002, in line with international and Hungarian achievements of inclusion reaching back to several decades. The study presents the social context and operation of the Wlislocki Henrik Student College as well as it employs various models related to the idea of inclusion to point out inclusiveness of the College.

Keywords: inclusion, college, efficiency

The study essentially attempts to demonstrate that certain elements of the "Michigan resolution" adopted in the USA a decade ago and the idea of "inclusive excellence" based on the court decision are worth examining in a Hungarian context in relation to specific organizational programmes. In this case, the specific organization is the Wlislocki Henrik Student College operated since 2002 in parallel with the Department of Romani Studies and Educational Sociology, Faculty of Humanities, University of Pécs. Teachers of the mentioned department established this student community in the early 2000s in order to support the mostly disadvantaged students of Gypsy/Roma origin entering the university. Establishment of the organization may be regarded as a natural development since by that time, several researchers pointed out that certain social groups had little access to the Hungarian public and higher education system (ANDOR-LISKÓ, 2000; CSÁKÓ et al., 1998; NAGY PÉTER TIBOR, 2010). This is the first observation crucial with regard to our analysis since diversity such as that characterizing the Hungarian society in ethnic and cultural terms has to be represented at all levels of education (TORGYIK, 2004). The University of Pécs admits a certain number of Gypsy/Roma students, far from corresponding to their proportion in the population, but they drop out after the difficulties faced during the first year and do not obtain a degree. Teachers of the Department of Romani Studies and Educational Sociology adopted the objective of improving this situation. In order to reduce and eliminate the phenomenon, the Department established the Wlislocki Henrik Student College by means of Phare project funds in the academic year 2001/2002 (TRENDL, 2013). The project was aimed at supporting students' university studies and labour market success after graduation. A basic personal supporting network for students was developed as early as establishing the Student College which enabled quick reactions to the emerging problems thus reducing the risk of dropout. Personal support was provided by university teachers. A basic goal was that each student have a tutor (university teacher) standing by who was competent in the issues related to the student's major and who could also help the college member with possible personal problems. Teachers were not only recruited from the Department of Romani Studies and Educational Sociology but from the departments where students took up their courses. Thus, the personal relationship developed between the tutor and student facilitated, besides handling everyday problems, students' attachment for the institution, their majors and studied disciplines that is known to potentially make considerable contribution to more successful outcomes (MILEM et al., 2005). Unfortunately, the College has no data on students'

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[39] VARGA, 2014

efficiency in the mentioned period, therefore we can only demonstrate at a theoretical level that the idea of inclusion was the drive of organizational activities.

However, we have detailed research results and public data on the operation of the Wlislocki Henrik Student College and student members' efficiency in the past three years. Between February 2013 and August 2015, a complex grant programme[40] was jointly implemented by the Student College and the department in which outcomes, impacts and deficiencies were assessed in the final period of the project. Studies presenting the assessment procedure and project efficiency were published in a separate volume available at the official website of the project.[41]

We use the mentioned assessment and a model developed by the research and development team to demonstrate how the inclusive approach can be implemented in a university college.

As it has been revealed by the studies done in the USA, the first step of developing an inclusive institution is forming a compositionally diverse student body at the specific institution (MILEM et al., 2005). In this case, student composition of the Wlislocki Henrik Student College needs to be examined. The deed of foundation of the College specifies such students as the target group who are interested in Gypsy/Roma issues, who intend to do thorough scientific research as well as who show excellent abilities primarily among the disadvantaged Gypsy/Roma youth. That is, the deed of foundation does not contain exclusiveness. An additional aim of the Student College adopted after the initial period was to extend the target group from those majoring in Romani studies to all Gypsy/Roma students at the University of Pécs. The 2013 call for grant application was already based on more specific conditions exclusively targeted at disadvantaged students and primarily at those of Gypsy/Roma origin. Obviously, the Student College remained open to all students of the University of Pécs but only offered a grant to those meeting the above conditions. This led to the result that students coming from more and more different faculties and majors joined the College during the past three years. The number of Student College members highly varied between 2002 and 2015 with 15 to 45 student members overall. Naturally, these values are insignificant compared to the total number of students of the University of Pécs varying between 35,000 and 17,000 in the specified period. It is important to establish, however, that at least 100 students of Gypsy/Roma origin, the vast majority from disadvantaged conditions, participated in the Student College during the past 13 years.

Let us proceed along the model developed by Aranka Varga in 2015 (VARGA, 2015) so that we can see to what extent the Wlislocki Henrik Student College may be regarded as an inclusive environment.

1. The space reflecting diversity: material environment

The Department of Romani Studies and Educational Sociology has always given scope and space for the activities of the Student College. Initially, these were manifested in a college room which the students furnished according to their own needs. Furniture, computer technological equipment and drinking cups were financed by project funds with the assistance of the Department. In 2013, however, the Student College had the opportunity to carry out an infrastructural development funded by the "SROP project" as a result of which a larger room and supplies of a better quality were acquired. This room is called the "Community Space". This is a place where students can come on all days of the week when they want to check their e-mail accounts or simply want to talk. This space is not merely a room but also a venue of community events and project-related meetings. Furthermore,

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[40] SROP 4.1.1.D-12/KONV-2012-0009 "Development of complex services for underprivileged students provided by the Wlislocki Henrik Student College"
[41] wlislocki.tamop.pte.hu

students are allowed to use the library of the Department of Romani Studies and Educational Sociology with the help of the manager of the Community Space János Schäffer. The above mentioned assessment included the following question among others: *"To what extent did services provided by the »Community Space« reach students and to what extent did they feel involved in the programmes offered by the space?"* In sum, it may be established that students were satisfied with the Community Space: the mean rating was 6.4 on the 7-point satisfaction scale. Students' written evaluations of the Community Space provide a picture of a place where students do administrative tasks, write end-of-term essays and prepare for exams. In addition, many mention that this place is the primary source of information, a meeting point where everyday matters may be discussed with other college members. Some evaluations pointed out that the manager of the Community Space always helped students solve their occasional problems (TRENDL–VARGA, 2015). In order to open the Community Space to people other than Student College members, the College organized various community, cultural and professional programmes that were offered to all University citizens through public forums. The so-called "Terrace programmes" attracted many who had never visited the space before, albeit being affiliated to the Department or the Student College. Such programmes are suitable occasions for developing diversity. This is because participants come from many different places, on the one hand, and programmes cover multicultural topics, on the other hand: they aim to present values rarely articulated in the dominant culture. For example, the opening ceremony presented lecturers coming from different cultures or people dealing with cultures different from Hungarian who held lectures, gave musical performances, sang songs or recited poems (SCHÄFFER, 2015).

2. *Valuing diversity: inclusive approach*

Turning the inclusive approach into practice is possibly the hardest challenge. This obviously requires, as it is proposed by the author of the model (VARGA, 2015), that all participants in the organization internalize the inclusive approach and also uniformly represent it to the external environment. Previous papers on the Student College (FORRAY–BOROS, 2009; TRENDL, 2013; VARGA, 2014) make it clear that establishment and operation of the Student College is held very important by its leaders and participants because thus they have a sense of belonging to a community, at the University of Pécs in this case, where they receive support, where they feel accepted and where they can actively take part in the life of the organization. One segment of the action research study assessing the past three years focused on the Pedagogical programme based on the fundamental objectives of the "SROP project" whose assessment was based on the set goals and implemented activities. The analysis was conducted by Dóra Pálmai by means of a content analytic method. The study reveals that the fundamental objectives of the project articulate all values which are necessary for operating an inclusive system. Such values are mutual solidarity, respect for the values of one's family, introduction of ideas of multiculturalism and antiracism to students (PÁLMAI, 2015). Transmission of these values had top priority during the project. Naturally, this was supported by a series of professionals participating in programme implementation as well as by the novel alternative pedagogical methods they employed that are presented in Section 3.

The most eloquent testimony of the Student College's inclusive approach is probably provided by the in-depth interviews conducted with students in May and June 2015 as part of the action research study closing the "SROP project". Five of the six interviewees mentioned that the Student College community had crucial importance to them and that they felt safe in that environment.

In addition to the interviews, a questionnaire was also administered in the study. The questionnaire was basically aimed at revealing students' views on the usefulness of the

project but it was probably more important to assess the extent to which students were involved in activities covered by each project component. (Trendl–Varga, 2015) In fact, this provides information about how much members of the "SROP project" target group were personally involved in the complex grant programme in which they participated for over two and a half years. Respondents rated their involvement on a seven-point scale. The mean rating was 4.1 indicating that students felt involved rather than being outsiders during the activities. Naturally, researcher also inquired what would make respondents feel more involved. In the present context, probably the following answer is the most relevant: "If student college members had a greater voice in planning the programmes." This sentence may be interpreted as indicating that the Student College community demands more share in planning supportive activities organized for them, that leads the reader to the conclusion that the community has a critical view on the events they take part in and demands the opportunity to shape them according to their preferences. It may be established on this basis that the professional leadership and the implementers of the project succeeded in developing a secure place/environment for programme participants whereas participants' interests and needs were met to a lesser extent by the implemented programmes. Thus, inclusion could not be achieved.

3.   *Interacting with diversity: implementers' preparedness*

The author of the model distinguishes between two types of implementers' preparedness: first, individual professionals' qualifications and practical experience and second, possessing a set of means of managing diversity (Varga, 2015). Teachers affiliated to the Student College and being permanent participants of Student College life basically work as teachers and researchers at the Department of Romani Studies and Educational Sociology. Naturally, they are fundamentally sensitive to issues related to the disadvantaged and especially to the Gypsy/Roma population due to their research fields and scopes of interest. This was explicitly articulated in the establishment of the Student College shortly after the Department became an independent unit (1998). During the past three years, several professionals joined the programme under the "SROP project" who contributed to Student College members' academic success by high-level professional knowledge, alternative pedagogical methods and a self-reflective attitude. How do we know that these people are actually committed, ready for renewal and advocates of diversity? Information answering this question is also provided by the study examining the "SROP project" that includes Dóra Pálmai's detailed description of the methods applied by implementers as well as Aranka Varga's account of the conclusions drawn from questionnaire data reporting implementers' views.

Pálmai's study suggests that project objectives would not have been achieved if stages of implementation had not been built on each other in the proper manner and at the proper levels. Pálmai presents in detail what methods were used in the development activities during the grant programme to support students' academic and professional progress as well as development of their personal competences (Pálmai, 2015). The study reveals that the programme comprised a multifaceted system of services in which professionals from various fields used different methods to implement training and development programmes adapted to students' needs, thereby aiming to achieve the above presented goals and to transmit the above mentioned values.

Varga discusses in detail what degree of commitment to the objectives of the programme project implementers reported. Her analysis reveals that professionals judged the overall implementation of their project components and activities as successful while they also mentioned that in some cases they had to face obstacles which risked the achievement of their objectives. Summarizing the responses to obstacles or challenges, implementers

fundamentally believe that problem solution lies in multiplying their resources (TRENDL–VARGA, 2015:57-58).

4. *Understanding and supporting individual life courses: personalized contents and actions*

Realization of this principle is probably one of the most emphasized and most frequently manifested element of the activities of the Wlislocki Henrik Student College. To illustrate this, the author of the present study has chosen to give a detailed presentation of the continuously developed Student Portfolio elaborated in the "SROP project". During the grant programme implemented between 2013 and 2015, each Student College member kept an individual portfolio that was practically a set of documents which enabled monitoring students' undertakings, achievements and progress in detail during the project. The student portfolio project component was an activity enduring the entire project. The document describing its system and function was prepared at the very beginning, and several modifications were made during the project. Modifications were needed because students' and helpers' (tutors'[42]and mentors'[43]) feedback revealed that some of the document templates in the portfolio were less useful for documenting the completed activities. Evaluation of the portfolio and revision of the templates took place between the end of 2013 and the beginning of 2014. Namely, it was experienced that formal aspects dominated over content aspects. For that reason, several modifications were introduced. For example, tutors as well as language teachers were requested to submit detailed written end-of-term evaluations; five bonus points were introduced into the evaluation of academic achievement by which the educational leadership aimed to promote outstanding academic work. In addition, facultative activities done beyond college work were included in evaluation as extra achievements added to the expected 100% and money rewards were assigned to such scores in order to encourage students to engage in autonomous activities unrelated to the college which would serve their own professional development. Portfolio evaluation was based on the principle establishing that each student should be evaluated according to the scores they themselves undertook to reach and actually reached. Naturally, this process began during each semester with students' personal undertakings: they selected the activities they needed from the services offered by the programme and their undertakings were recorded in their contracts. Students kept record of achievement or failure of undertaken activities in each semester in their portfolios and this was evaluated in a differentiated manner, obviously. Completed activities among those undertaken in the beginning of the semester were summed up for each student. The obtained percentage formed the basis for calculating the amount of grant allocated to each student (TRENDL, 2015).

However, it also has to be addressed in relation to the Student Portfolio that differentiation was not fully realized during the project. This is also clearly indicated by data collected from students in the closing study of the project. Moreover, College members experienced throughout the project that this principle having importance with regard to inclusion was ignored. Several students felt that a certain training did not provide them with valuable or useful knowledge and they would rather have participated in a training of a higher level or a completely different subject.

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[42] A university teacher ensuring students' personal support.
[43] An upper-year or PhD student ensuring students' support.

Owing to the "SROP project", the Wlislocki Henrik Student College succeeded in developing a wide partnership network during the past three years which enabled students to expand their relationship networks and to strengthen their attachment for the University of Pécs as well as which offered the organization opportunities to cooperate with other organizations. These outcomes were achieved through several project components which are discussed in detail in the previously mentioned volume presenting the closing study (VARGA, 2015). Such project components included the tutorial system, mentoring system, networking, volunteering and professional cooperations. This analysis only shortly addresses related experience of the tutorial and mentoring systems for illustration purposes due to length limitations. One cornerstone of establishing the College and implementing the "SROP project" was the tutorial system. This is discussed in detail in Anna Orsós' related study (ORSÓS, 2015). Establishment, operation and presentation of this system is probably the most relevant with regard to demonstrating the achievement of an inclusive environment. Tutors of the Wlislocki Henrik Student College are university teachers who teach at a department related to the given student's major subject, whose selection is based on mutual sympathy and who participate in the project on a voluntary basis. According to these criteria, a tutor is the person who helps and supports the student's academic, professional and scientific progress at personal meetings. Since students attend several (7) different faculties of the University of Pécs, tutors were also selected from those faculties. This meant that the Student College could "break out" of the institutional scope of the Faculty of Humanities and developed a network of teachers which supported involvement of more students during the project as well as it supports, albeit in a less measurable manner, tutored students' embedding in the institution in the long term, thus strengthening students' attachment for the institution. Students gave unambiguously positive feedback on the efficiency of the tutorial system (TRENDL–VARGA, 2015). The project component was rated very high (6.5) on the satisfaction scale. Written evaluations mentioned a close personal relationship in several cases which helped students solve their personal problems. During in-depth interviews, students addressed the tutorial project component with a positive connotation indicating that the relationship was important and useful for them in succeeding at university. Evidently, further studies would be beneficial for revealing exactly how such personal support provided for students facilitates attachment for the institution but currently no adequate data are available.

Another form of personal support was the mentoring system[44] in the "SROP project". In the beginning of the project, each student had a mentor standing by who was either an upper-year student or a PhD student and who supported the college member as a peer helper. However, this system proved to be less successful, therefore it was reorganized after the first semester: the professional leadership assigned a specific function to each mentor, thus mentors were practically available to all students. Such functions included, for example, preparation for foreign language exams, preparation for university exams and support in grant application. The mentoring system was rated 5.5 by students that means they were satisfied with the system. The analysis of in-depth data by qualitative research methods (written evaluation, interviews) revealed that students requested mentors to provide support in many cases, and mentors not only helped them within their scope of functions defined by the professional leadership but also with problems unrelated to their duties. This suggests that although the system changed functionally, in certain cases mentors fulfilled personal supporting functions for students. Moreover, mentors also have to be mentioned among the

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[44] For details, see János Schäffer's related paper (SCHÄFFER, 2015).

partners of the project since they also came from several different faculties with diverse academic specializations thereby enriching the Student College community and enhancing presence of the Student College in their own environment.

6. *Understanding messages of a challenging diversity: continuous renewal*

The last aspect of assessing the achievement of an inclusive environment is the continuous activity that should encompass the entire organization and all of its participants. Namely, this activity includes continuous review of the operation of the organization and preparing and implementing a development strategy for eliminating deficiencies in order that inclusion be not only a temporary state but a permanent framework. Fulfilment of this requirement by the Wlislocki Henrik Student College is difficult to examine since no relevant assessment was conducted. In accordance with the study examining efficiency of the "SROP project", implementers' readiness to renew has already been mentioned in relation to commitment which ability may also be relevant to this aspect. Beyond that, it may also be mentioned that the professional leadership held weekly meetings during the two-and-a-half-year project, held negotiations at regular intervals with professional implementers, and considered required changes proposed at these meetings in order to modify the course of the project accordingly and to react to difficulties and deficiencies. The project management failed to prepare a specific development strategy that resulted in ad hoc responses to most emerging challenges and that hindered systemic renewal and continuous development. Fulfilment of this requirement in the operation of the Student College may be promoted by the present study aimed at assessing the achievement of inclusion in the Student College community. In addition, it would be beneficial to build a system in cooperation with students in which the "degree" of inclusion would be assessed at certain intervals.

Output assessment
Having the Wlislocki Henrik Student College introduced as an inclusive environment obliges us to discuss the specific outcomes. In this regard, the author has an easy job since outcomes have been summarized in the action research study closing the "SROP project"[45], thus here we only highlight a few output measures in accordance with those reported in international literature (Hurtado et al., 2012). Among the most important outcomes, students' academic achievement (Figure 1) and development of their social and personal competences may be mentioned.

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[45] See VEZDÉN, 2015.

Scale of the charged courses of the students (%)
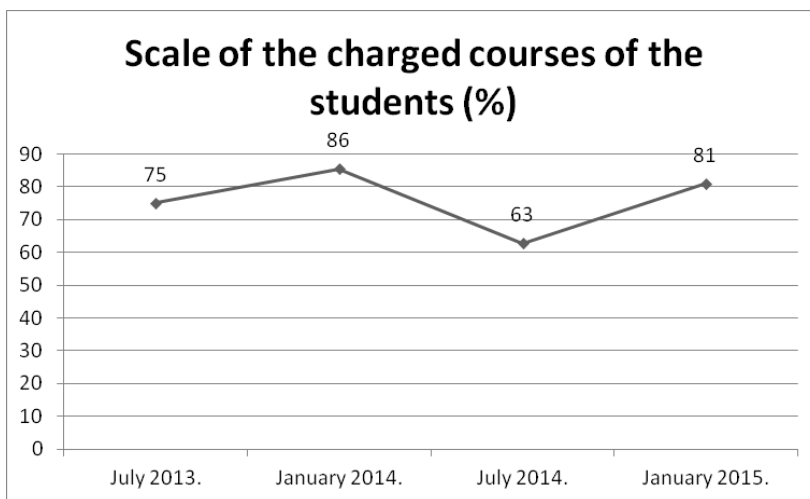
The figure indicates that students completed the majority of the courses they took up (60% to 88%), albeit with varying intensity (TRENDL, 2015). We also have available data on outcome quality of the completed courses but these data have not yet been processed.

Conclusion

The present study was aimed at analysing activities of the Wlislocki Henrik Student College of the University of Pécs according to the components of the "inclusive environment" model developed by Aranka Varga in 2014. In sum, it may be established that the Student College operates from the beginning in an environment committed to inclusion which currently entitles it, after analysing a few specific aspects, to be regarded an organization meeting the requirements described in the "inclusive environment" model. The analysis pointed out those components which ensure continuous inclusiveness while deficiencies hindering the full implementation of the inclusion process were also highlighted. That is, results of the study clearly delineated those functional areas of the Student College where intervention and further development are needed.

In relation to the material environment, we have demonstrated that students entering the Student College have a continuously available space which provides them with the opportunity to exchange information and hold meetings as well as which provides infrastructural conditions supporting their university studies. By contrast, the Community Space is less available to the public outside the Student College.

Realization of the inclusive approach ("valuing diversity") was refuted by students themselves in their feedback. The professional leadership of the Student College only took participants' needs into account within a very narrow scope and did not structurally integrate intended changes proposed by students into the system.

Implementers' preparedness and self-reflective ability was demonstrated by the cited studies which have revealed that student development and meeting challenges require that they themselves reconsider their methods and continuously enrich their trainings and activities with new ideas and solutions.

We attempted to illustrate personalized contents and actions in the operation of the organization by presenting the Student Portfolio developed in 2013. Although students' personalized development and support was an important goal of the project, it was not fully realized according to college members' feedback.

Among the criteria of assessment, probably development of a partnership network was the most successful that may guarantee wide-ranging inclusion. Among others, tutors, mentors,

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various NGOs and professional organizations surround the Student College that ensure firm connections with the University and the labour market.

Although realization of the principles supporting continuous renewal of the system, the operation of the organization and achievement of the set goals was occasionally reviewed in the history of the Student College, no strategic conception supporting change has so far been prepared. Such a document would strongly support continuous provision of the conditions, activities and actions ensuring inclusion during the projects of the Student College. Incidentally, the present study also serves a similar aim by examining the Wlislocki Henrik Student College according to a set of aspects based on the stages of the process-based model of inclusion.

The author aimed to present activities through the analysis whose complex and simultaneous practice in a Student College operated under a University helps groups underrepresented at the University of Pécs to make a successful academic career and to successfully graduate. The study has revealed that certain components of the process-based model developed by Varga are functional in the operation of the organization; some components are successfully operated while others require further commitment and investment to be achieved.

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BÁLINT TAKÁCS:

INCLUSIVE STRATEGIES IN HUNGARIAN HIGHER EDUCATIONAL INSTITUTIONS

This study is aimed at surveying and presenting the programs of Hungarian universities that support social inclusion and develop cultural diversity. The study examines the official and public (online) educational and social programs of the universities on the basis of the criteria of the Inclusive Excellence (WILLIAMS AT. AL., 2005) in order to give a comprehensive picture of the current situation and possibilities of the Hungarian higher education. Since the scope of the study is limited, all dimensions of inclusivity cannot be studied in depth, three areas are examined (similarly to the study on the University of Pécs); and these are the disadvantaged and disabled students, international training programs and educational opportunities, that is, student mobility.

The Inclusive Excellence (IE), which is a scheme for alterations in higher education, which was elaborated by the Association of American Colleges and Universities (AACU), assesses the opportunities for an inclusive and diverse higher education and offers possible solutions to that.

The development of the concept of inclusive universities was initiated on the basis of the recognition that higher educational institutions should react on the demographic, social and economic changes of today if they want to remain competitive and progressive organizations that guarantee the fundamental human rights fairly.

The concept takes account of the "external" environment of the institutions such as political and legal pressure, restrictions and possibilities or demographic changes. The ethnic and cultural diversity has been increasing in the USA and in other countries in the world – even in Hungary (WILLIAMS ET AL., 2005). This requires the openness and inclusivity of the education system for decreasing social differences and inequities; however, the future workforce should be endowed with intercultural competencies and openness, which would enable students to meet the requirements of a diverse cultural environment. We consider the development of these skills and attitudes extremely important in the rather homogeneous cultural environment of Hungary.

There are twenty-seven university level higher educational institutions in Hungary. They have different profiles in the fields of education, research and societal engagement, so first they should be categorized with regard of these. The categorization is based on the categories used in the Act CCIV of 2011 on National Higher Education (ANHE). In addition to the general provisions, the Act applies separate regulations for state[46], church and international institutes in certain cases. Besides, universities for arts as institutions with special educational profile are considered to belong to a separate category in the study.

One of the groups of state institutions consists of universities *affiliated with churches*, which include the Debrecen Reformed Theological University (DRTU), the Lutheran Theological University (LTU), Károli Gáspár University of the Reformed Church in Hungary (KGU), the Jewish Theological Seminary – University of Jewish Studies (JTS-UJS) and the Pázmány Péter Catholic University (PPCU).

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[46] It should be noted here that research universities and outstanding research universities, which have separate budget sources in the framework of the higher educational excellence enhancement program, have been distinguished within the state institutions on the basis of a ministerial classification since 2013. The ministerial classification is in effect for a period of three years.

Article 56 Chapter 26 of the ANHE about the special provisions pertaining to the operation of non-state higher education institutions deals with the legal regulation of higher education institutions maintained by a religious legal entity (church higher education institutions). The sections of the chapter define several conditions and exceptions for church institutions. For example:

"Section 91 (1) Studies in religious practice together with studies in theology (hereinafter jointly referred to as "religious studies") may be provided by higher education institutions maintained by a religious legal entity (hereinafter: "church higher education institution"). (2) Church higher education institutions may provide training other than religious training. (3) With respect to church higher education institutions,

a) they may define conditions of employment within the scope of Section 22 of the Equal Treatment Act when establishing employment,

b) **they may distinguish between applicants on grounds of religious or philosophical conviction provided that such conviction directly follows from the intellectuality that underpins the organizational character of the higher education institution and is based on a proportionate and real expectation justified by the content or nature of the given instruction activity**,"

The – not too clear - wording of the act may raise questions. What does the term 'religious studies' mean? What does the scope of education cover concerning religious themes in the non-church higher educational institutions? What criteria do non-religious studies have in church higher educational institutions? It is Article 56 of Chapter 26 that may answer these questions.

"Section 91 (6) Church higher education institutions shall have the right to determine the content of religious studies and the requirements set for the lecturers and instructors involved in studies.

(7) In respect of religious studies, the procedure regulated in Paragraph a) of Section 6 (5) shall only be aimed at examining whether the necessary infrastructure conditions are ensured. Furthermore, higher education institutions shall determine the rules of the admission procedure and – except for the possession of a secondary school leaving certificate – the entry requirements."

These institutions evidently have quite significant independence, and they even have to meet fewer requirements when they apply for the title "university". It is of great importance that their scholarship holder students who take part in religious studies are not obliged to sign the infamous contract which obligates students to reimburse for the expenses of their studies which were financed by the state either by having employment in the country or paying back the money.

The institutions that are specialized in university level *art training* are the Liszt Academy (LA), the Hungarian University of Fine Arts (HUFA), the Moholy-Nagy University of Arts and Design (MUA) and the University of Theatre and Film Arts (UTFA). These institutions support young people who are talented in the given fields of arts due to their special institutional training profile or they help their students gain international and national experience with various scholarship programs.

The government decree declares that the University of Debrecen (UD), the University of Szeged (USz) and the Eötvös Lóránd University (ELU) are 'Universities of National Excellence' between 2013 and 2016. Owing to the qualification of the Minister of Human Resources the following universities hold the title 'Research University': the Budapest University of Technology and Economics, the University of Pécs (UP) and the Semmelweis University (SU). It is the Szent István University (SZIU), the Pannon University (PU) and the

Pázmány Péter Catholic University that have 'Research Faculties'. In addition to these institutions, Hungarian *state universities* are the following: Corvinus University of Budapest (CUB), the University of Kaposvár (UK), the University of Miskolc (UM), the National University of Public Service (NUPS), the University of West Hungary (UWH), the Óbuda University and the Széchenyi István University (SZU) in Győr.

The universities with international affiliation in Hungary such as the Andrássy University Budapest (AUB), the Central European University (CEU) and the McDaniel College Budapest (MCDC) can be particularly interesting in terms of inclusivity and social diversity. The operation of foreign higher education institutions in Hungary is regulated on the basis of the sections in Article 45 Chapter 20 Part Six of the ANHE "Provisions of International Relevance".

The legal framework of higher education in Hungary

This part of the study briefly summarizes the effective general legal regulations in Hungary, which are important in terms of inclusivity and IE in higher education and may be relevant for the examination of institutional operation.

This is required so that the implementation of the basic criteria for and availability of the Inclusive Excellence Program can be assessed. One of the indispensable elements of these criteria is that the basic principles of equal opportunities, fairness, institutional autonomy and the cultural, ethnic and professional diversity are recognized, protected and supported even by the legal system. We studied the legal regulations concentrating on three areas: the regulations concerning disadvantaged, disabled and foreign students. The group of international or foreign students consists of ethnic Hungarians living outside Hungary and other non-Hungarian citizens.

The Hungarian law protects the freedom of higher education, scientific research and education and learning in the New Fundamental Law of Hungary (Article 10 Paragraph (1)).

However, Paragraph (3) states that

"The Government shall, within the framework of an Act, lay down the rules governing the management of public higher education institutions and shall supervise their management."

The practical implementation of this regulation means the chancellor system principally. The chancellor is a business supervisor who is appointed by the ministry and can exert direct governmental control over the allocation of sources. This, however, challenges the autonomy and independence of research and other institutional activities.

The further provisions of Article 11 on the access to education and the relevant rights claim that every Hungarian citizen has the right to education, which is ensured by the general and free public education and "higher education accessible to everyone according to their abilities, and by providing financial support as provided for by an Act to those receiving education".

The currently effective Act CCIV of 2011 on National Higher Education (ANHE) is aimed at creating the sets of criteria necessary for increasing the standard of higher education and acquiring and transmitting competitive knowledge (Section 1 Paragraph (1))

The principles of law of higher education obligate the state to ensure training programs in Hungarian in every field of study even though the training may be offered either partly or fully in languages other than Hungarian. Nevertheless, national minority students may take training programs in their native language or Hungarian (Section 2 (5)). Our experience is that universities would not be able to ensure this provision in every case.

Article 5 Chapter 3 identifies the basic rules of the operation of higher education institutions, which include that the higher education institution

"shall help students to adjust and support the progress of students – by paying special attention to students with disabilities - by providing information and counselling services throughout the duration of their higher education studies, as well as career guidance during and after the completion of their studies;

d) provide tasks in connection with fostering talent and increasing the recognition of science in society;

g) during the course of operations, ensure that the staff responsible for implementing tasks complies with equal treatment and equal access requirements when making decision in connection with students, lecturers and individuals employed in higher education." (Section 11 (1))

It is Section 62 Article 20 of the Government Decree 87 of 2015 (IV.9.) that includes provisions for the equal opportunities of the disabled. It ensures on the basis of the principle of fairness that the entitled persons should meet requirements that are either partly or fully different from the specifications of the curriculum or they are completely exempted from fulfilling these requirements (individual curriculum).

The further paragraphs specify the extra provisions for certain partial loss of skills and disabilities, which are not discussed in detail here. However, the closing paragraphs of the section claim that

"(11) Candidates of doctoral studies, doctoral students or doctoral candidates shall not be entitled to be exempted from language examinations or the level of the language examination in doctoral studies.

(12) A former disabled student who has taken the final examination and his or her student status has been terminated but has not taken the language examination which is compulsory for earning his or her degree shall be exempted from the language examination or one of its parts or its level.

Article Four of the ANHE contains the provisions for students. Chapter 23 Item 23 specifies about admission and enrollment that each citizen has the right to study in the higher education (through full or partial state scholarships or by paying full tuition). Besides this everyone that has the right of freedom of movement and stay can take part in studies and this right is extended to "refugees, asylum seekers, persons admitted, immigrants and settled persons" Section 39 (1) or foreign nationals treated identically to Hungarian citizens on the grounds of international treaties and conventions or Hungarians living in neighbouring countries falling under the scope of the Preferential Act, however not possessing Hungarian citizenship etc..

Therefore, persons belonging to these categories can theoretically undertake studies even through state scholarships. Groups that are not mentioned in the paragraph can study by paying full tuition. However, the practical implementation of this seemingly liberal regulation is questionable.

Section 54 Article 32 of the ANHE contains provisions for fostering talent, academic student workshops and colleges for advanced studies:

"The higher education institution shall be responsible for identifying, recognizing and facilitating the professional, artistic and sporting activities of students with outstanding skills and abilities capable of outperforming syllabus requirements, as well as disadvantaged and multiply disadvantaged students. **In this regard, the higher institution shall set up and operate a talent support and remedial system offering**

additional classes either independently or in collaboration with other higher education institutions, and therefore, in particular, academic student workshops, special colleges, talent support points, remedial classes and study circles for Roma students. Church maintainers shall also be authorized to set up special colleges offering remedial classes or for Roma students by cooperating with higher education institutions. The higher education institution shall provide assistance to developing the talent of disadvantaged students within the framework of a mentoring program." Programs for fostering talent and the system of colleges for advanced studies will be discussed in detail hereinafter.

There are mentor programs at the universities which support the studies of disadvantaged students. The principles of organizing mentor programs are defined in Article 21 of the Government Decree No. 87 of 2015:

"Section 65 (1) The disadvantaged student who was admitted or transferred to a higher education institution shall be able to use support for preparation in the framework of the mentor program during his or her studies."

Mentor programs are available in the main state institutions and elsewhere as well. Their operation will also be discussed hereinafter.

Chapter 24 of the ANHE includes the principles for higher education financing and Article 52 provides for the purpose of funding higher education. The principles of inclusivity can be discovered here such as efforts at educational diversity (maintaining majors with a small number of students), facilitating diverse student groups and mobility (Hungarian training programs in the neighbouring countries), fostering talent and development (establishing colleges for advanced studies) and ensuring social and fair supports (Bursa Hungarica municipal scholarship and contribution to equal opportunities).

All in all, the representation of the minority community, particularly that of the disabled, the disadvantaged and minority or foreign (minority Hungarian or other foreign) students is present in the Hungarian legal regulations. However, besides the state scholarship and support programs, the Hungarian higher education does not have a uniform institutional framework, set of criteria or strategy to implement and maintain inclusive and diverse universities. This legal regulation can only allow for inclusivity and regulates it in a few well defined cases (such as the disabled). Access to higher education depends on the candidates' "skills" and their "abilities" are not taken into account. Here abilities do not refer to the inherent essential skills and competencies but the life circumstances, socio-economic status and cultural differences. The law delegates "the ensuring of equal opportunity access" to universities, which have to decide themselves about the directives and they can implement it independently only in the framework of the above legal regulations. The education in minority languages is similar. The law allows for it; however, its practical implementation is extremely rare (or rarely feasible) in the current system.
In the next part of the study we summarize these possibilities and the various experiments implemented by the universities trying to give a cross-sectional view.

Institutional programs of equal opportunities, inclusivity and diversity at Hungarian universities

The fundamental principle in the Organizational and Operational Rules (OOR) of Hungarian universities is that committees that implement and monitor equal treatment should be established and operated in accordance with the legal regulations described above. On grounds of the public documents and organizational structure of universities, this means that there are various services, a coordinator and a counselor for the disabled and a mentor service for disadvantaged students. In addition, the OORs and the Code of Ethics interpret the notion of disadvantaged as a physical disability, a mental inability or a partial physical disability; that is, it is understood as a physiological developmental handicap; however, women's equal rights and equal representation are also included in some of these documents (e.g. the Equal Opportunity Plan of the University of Kaposvár[47]) and a demand for the integration of Roma youth as the most significant ethnic minority is also often included.

Equal opportunity and disability coordinators usually work at every faculty and there are monitoring bodies and committees appointed by the rectors, which manage and supervise the work of coordinators, make decisions about equal opportunity matters and control the compliance with the principles and rules of the OOR. This is a legal obligation imposed on the institutions by the law; however, the plans are implemented differently.

Support services at Hungarian universities

Support Services, which generally provide material and tangible help (procuring and copying study materials and textbooks and transporting, etc.) and personal help (career and lifestyle counseling and crisis hotline), work at several Hungarian universities. Such support services work at the *UP*[48] and there is a Counselling Center at the *University of Szeged*, the task of which is to support disabled students, that is, students with special needs, Roma students and permanently ill students. Disability coordinators help students with special needs at every faculty at the ELU[49] and the *University of West Hungary*. The UD's Mental Health and Equal Opportunity Center operates at the University of Debrecen. The organization runs a mentor program, "the goal of which is to provide complex support for disadvantaged, Roma and disabled young people (with motor, hearing and visual impairment and autistic spectrum disorder), who study at the University of Debrecen, so that these students can a have better chance of developing their talent during their higher educational studies".[50]

Social supports

There are scholarship supports that are based on students' social situation (social grants and Bursa Hungarica) and tenders and programs announced specially for Roma youth. An equal opportunity program[51] supporting the higher educational studies of disadvantaged young people has been operating as part of the equal opportunity strategy of

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[47]Equal Opportunity Plan of University of Kaposvár: http://www.ke.hu/files/tiny_mce/dokumentumok/KE_eselyegyenlosegi_terve.pdf: (2015. 08.31.)

[48] Support services of UP: http://pte.hu/tamogato_szolgalat (2015. 09. 21.)

[49]Special needs students at ELU: http://www.elte.hu/hallgatok/spec (2015.09.20.)

[50] Mental Health and Equal Opportunity Center at UD: http://www.unideb.hu/portal/hu/node/3066 (2015. 09. 22.)

[51] Equal Opportunity Program of the government: http://www.nefmi.gov.hu/felsooktatas/2009/felsooktatasi-mentorprogram (2015. 09. 10.)

the Ministry of Human Resources since 2005. This program belongs to the national system of mentor programs which is coordinated by the NCSU (HÖOK) and USU (EHÖK) at the universities.

The Kerpel-Fronius Ödön Program for Fostering Talent[52] was launched by the senate of the university at the *Semmelweis University* in 2007 to find and develop the outstandingly talented students before, during and after their university studies. The Council for Fostering Talent runs the program with the help of the representatives of the participating faculties. The university launches a "Talent Bonus" program for the talented students and it covers the costs of the courses they take up beyond the free 360+36 credit limit. It is also the Kerpel-Fronius program that operates the Jellinek Harry Grant, which ensures study trips to the universities in Heidelberg and Freiburg. The Semmelweis Foundation provides financial support for 7 students for their outstanding academic, cultural and public activities each year.

Foundations

Besides the national system of mentor programs, there are special foundation grant programs, the most significant of which are the training and scholarship programs of the Romaveritas Foundation. They are implemented with the co-support of other international foundations such as the Norwegian NGO Fund, the Open Society Foundation and the Roma Education Fund. Their main partners and the universities participating in the programs are the *Central European University (CEU)* and the *Corvinus University*, where minority policies are present as parts of the studies[53], and the *Liszt Academy*.

The CEU's enterprise that best represents their social responsibility is the Roma Access Program, which is aimed at supporting the academic career and interest representation work of outstanding Roma students. Its purpose is to produce young Roma intellectuals who can become role models for the Roma communities of the region.[54] The program, which was created in 2004, has been relying on external supports (individual and foundation offers and tenders). Students, who are involved in the program, are given full financial support, which covers their journeys between Budapest and their place of living, their accommodation at the CEU Residence Center, their health insurance, their learning tools and their basic costs of living. The program consists of two parts: the Roma Graduate Preparation Program (RGPP), which prepares students for master degree programs, and the Roma English Language Program (RELP), which is a training program for the acquisition of language and intercultural competencies necessary for international study trips, practice or work. Students taking part in the program generally continue their career by earning a MA/MSc degree or a PhD, or work at international organizations and local civil organizations. The Roma Access Program can be claimed to meet the expectations presented in the concept of the Inclusive Excellence.

Colleges for advanced studies

The other significant institutional initiation of fostering talent is the system of colleges for advanced studies and within this, the system of Roma colleges for advanced studies. The first representative or model of this institutional systems or network was the Invisible College of the Romaveritas Foundation (FORRAY, BOROS, 2009). The Wlislocki Henrik

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[52] Kerpel-Fronius Program: http://kerpel.semmelweis.hu/ (2015. 09.29.)
[53] Corvinus courses: http://portal.uni-corvinus.hu/index.php?id=22720&tanKod=7SO30NGK91B (2015. 10.24.)
[54] Roma Access Program: http://rap.ceu.edu/ (2015. 09.22.)

College for Advanced Studies[55] at Faculty of Humanities of the University of Pécs and the Network of Christian Colleges for Advanced Studies[56] are outstanding among the colleges for advanced studies supporting the development of Roma students' talent and their studies. The members of the network are the Jesuit Roma College, in which Roma students of universities in Budapest can be involved, the Lutheran Roma College, which operates in Nyíregyháza, the Miskolc Greek Catholic Roma College, the Szeged Christian Roma College and the Wáli István Reformed Roma College for Advanced Studies.

Roma Colleges for Advanced Studies	Location	Founded
Wlislocki Henrik College for Advanced Studies	Pécs	2001
Lutheran Roma College for Advanced Studies	Nyíregyháza	2011
Jesuit Roma College for Advanced Studies	Budapest	2011
Miskolc Greek Catholic Roma College for Advanced Studies	Miskolc	2011
Szeged Christian Roma College for Advanced Studies	Szeged	2011
Wáli István Reformed Roma College for Advanced Studies	Debrecen	2011

Table 1: The network of Roma colleges for advanced studies in Hungary

International studies and student mobility

It is important to note that there have been changes in the Act on Higher Education while this study is being written. One of its elements is that students can take courses taught in a foreign language up to 10% of their compulsory credit limit. This is an important step towards internalization even though universities have had to ensure the development of the knowledge of foreign languages for academic purposes so far (see e.g. ANHE Section 11 (2)).

Programs for international mobility (e.g. Erasmus, Campus Hungary and DAAD, etc.) have been running at the larger universities for years. At the same time, increasing the number of international students has been part of the strategic goals in several institutions as it can be seen in the case of the UP as well. In this framework foreign language training programs and off-site training are launched at the universities interested in establishing international relations. The majority of Hungarian universities have well-functioning and extensive international relations, which are broadened with various professional elements on the basis of the training profiles of the universities. An increasing number of Hungarian students are taking part in different study programs abroad (MIHALIK, 2012). However, students' socio-economic status still has an important role in student mobility. More students whose parents have higher education qualifications have taken part in study trips abroad than students with parents having lower qualifications (KASZA, 2010).

At this point, the situation of international universities should be mentioned again. As it can be read in the greeting of the CEU's Rector[57], cultural diversity has always been typical of Hungary and Budapest, which are traditionally considered to be a passage between Western and Eastern Europe. This diversity and geopolitical situation might be the reason why there are several international higher education institutions in Hungary.

In its mission statement[58], the *Andrássy University* considers it to be important that the German language should be preserved and supported outside the German language

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[55] UP Wlislocki Henrik College for Advanced Studies: http://www.wlislocki.tamop.pte.hu/# (2015. 09.30.)
[56] Network of Christian Colleges for Advanced Studies: http://krszh.hu/ (2015. 09.30.)
[57] CEU rector's greeting: http://www.ceu.edu/about/rector (2015. 10. 22.)
[58] Andrassy university mission statemetn: http://www.andrassyuni.eu/hu/az-egyetemrol (2015. 09.30.)

areas and a multinational community of teachers and students should be maintained. Students come from over 25 European countries and this multinationalism ensures the development of intercultural competencies on the common grounds of the German language. The diverse professional environment ensures excellent possibilities of building connections and further studies for the students.

It is the Rector's greeting that reveals the fundamental creed and principles of the *CEU*. On these grounds their students come from 110 countries in the world and their teachers and staff are from 30 different countries.

Besides this, the *McDaniel College* in Budapest, which was established by Americans, may have the most diverse student community. 32% of their students derive from European countries outside the EU and from Central Asia, 21% of them come from Africa, 12% are from EU countries, 10% arrive from the American continent and the Caribbean islands, 9% come from Asia and the region of the Pacific Ocean and 15% of them are Hungarian students.[59] The university stresses the advantages of courses where the number of students is low, whereby students can learn from each other and experience cooperative learning.

They offer foreign study trips to their central institution in Maryland in the USA within the framework of student mobility. However, the McDaniel College does not have such a social support system as for example the CEU does. The cost of a semester, which includes the compulsory social security, is between 3,600 and 3,900 euros, but it does not include the costs of textbooks and learning tools. The tuition fee is 1,000 euros for the disadvantaged students. Besides, study grants distributed on the grounds of learning outcomes and possibilities of tuition refund are available for the eligible students.

Conclusion

All in all, the legal and practical framework of the higher education in Hungary is trying to contribute to equal opportunity and ensure its fundamental legal and institutional conditions in accordance with the fundamental integration concepts. The criteria for inclusivity – equal opportunity and fairness *criteria* – are present in the legal regulations and institutional principles. The conditions of the system operation appear in several places at the institutional level (colleges for advanced studies, mentor programs and support systems). These, however, do not constitute a uniform system in most of the cases or there are no tools or real implementation strategy behind them. Where the system is present, it frequently reflects a certain approach of integration and development, which is manifest in the possibilities aimed at special interest groups within the institution. Its most typical example is how the system of the Roma colleges for advanced studies and the tenders for Roma students work. These programs are necessary and effective; however, they preserve the dynamics of separation in the long run. In certain cases, the supported students may be socialized in participating in tenders and programs announced for them, which may encumber their future employment – either in the market or in the academic environment. That is why the effectiveness of these programs should not only be examined during students' studies but they should also be assessed after graduation and by tracking graduates' careers in the long run.

The concepts of the Inclusive Exellence are not included explicitly in the mission statements of the institutions (except for a few international institutions like e.g. CEU) or in their institutional development plans. These concepts only appear superficially at the level of principles and criteria. Therefore, the further implementation of the Inclusive Excellence program can reveal a productive and progressive direction, which can offer adaptive solutions to the challenges of the future, for the Hungarian higher education and society.

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[59] McDaniel College student body: http://mcdaniel.hu/student-life/student-body-2/?lang=hu (2015. 10. 22.)

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ILDIKÓ BOKRÉTÁS:

A PANORAMA OF PROGRAMS AND UNIVERSITY PROCESSES THAT SUPPORT INCLUSION AT THE UNIVERSITY OF PÉCS

The analysis is aimed at demonstrating the processes and programs of the University of Pécs (UP) that can be incorporated in the Inclusive Excellence model, which was created to integrate diversity, equity and high quality education, by way of focusing on three types of diversity groups: Disadvantaged students, Disabled students and Foreign students. The information presented in the panorama derives from personal interviews, on-line interviews, previous media interviews and web documents. In the panorama, we present concepts supporting diversity that are included in the institutional strategy of the UP and programs assisting disabled students, disadvantaged students and foreign students, and we give account of the developmental directions and other programs contributing to intercultural competencies and awareness. This snapshot of 2015 has revealed some negative tendencies within the three focus areas such as drastic decrease in the number of disadvantaged students, lack of faculty programs to assist these students and a decline in Hungarian students' participation in international programs, which is important for internationalization, and a positive tendency, which is the increase in the number of disabled and foreign students. These tendencies are not purely coincidental, as they reflect the institutional strategy and the lack of problem identification and (seeking) consensus in the shortage areas. The interviews conducted during the panorama have also revealed the lack of cooperation between the faculties and the need for a more effective information and labour division even in such preferred and supported areas as increasing the number of foreign students and assisting foreign students.

Keywords: Inclusive Excellence, internationalization, disabled students, number of disadvantaged students

The analysis is aimed at demonstrating the processes and programs of the UP that can be incorporated in the Inclusive Excellence model, which was created to integrate diversity, equity and high quality education. The complexity of the IE model, the size of the university, the dimensions of its programs, its several hundreds of courses and their full-scale assessment exceed the limits of this study; however, we tried to gain a deeper understanding of most faculties and the organizational unity that can contribute to inclusion. Therefore, we can provide – without being exhaustive - only an insight into the university processes and programs assisting inclusion. The programs of faculties and organizational units are changing year by year, either they are in the focus or they are terminated, so this study can only be considered to be a snapshot. The information presented in the panorama derives from personal interviews, on-line interviews, previous media interviews and web documents. The panorama does not focus on the entire complexity of diversity, as it only concentrates on three groups: Disadvantaged students, Disabled students and Foreign students.

During the survey of the programs, we focused on these three groups and examined what activities the UP implements to assist their university life, how it makes the other students get acquainted with these three groups and what activities it relies on in order to become inclusive and meet the demands of these students groups.

Student diversity has increased in some respects in the past years, more and more foreign students and disabled students are studying at the UP. However, the number of Roma students has decreased drastically in the past years even though the largest secondary grammar school for Roma young people is in Pécs, and there is a major in Romology at the

UP and a Roma College for Advanced Studies, which assists the university studies and life of Roma students studying at the UP.

The focus on foreign students and the special attention to their demands seem to be dominant at most faculties although mostly without an inclusive approach. Students and their problems are resolved separately not only due to lack of an inclusive approach but also owing to human resources problems, infrastructural problems and many other factors, which all result in separated problem resolution.

In the panorama, we demonstrate the concepts supporting diversity which are outlined in the institutional strategy of the UP, we provide insight into programs that assist the disabled, disadvantaged students and foreign students, developmental directions and other programs and courses that contribute to intercultural competencies and awareness.

Focus areas and shortage areas in the institutional strategy of the UP

The following strategic objectives were set to increase diversity in Prof. Dr. József Bódis' rector application:

- increase in the number of foreign students: 4-5,000 foreign students should study at the university by the end of the cycle
- for the Faculty of Humanities (FH): development of the research and education related to the minority situation (Hungarian minorities outside Hungary, different peoples in one country, migrants and issues of social integration)

A stance on the support of diversity with regard to student services was not outlined in his application.

The "Sensitive University" concept and the "Diaspora Program" were developed after the Rector had been elected. The "Sensitive University" concept focuses on the continuation of the physical and info-communicative accessibility for the disabled, the broadening of the access to lifestyle and educational services for the disabled and the sensitization of university citizens. UP strives to become a national center for disabled students.

The "Diaspora Program" is aimed at addressing people with Hungarian roots, who live abroad, with training programs and special services. Its task is to find Hungarian communities throughout the world and establish a virtual network in Pécs whereby the diasporas can cooperate. Gyula Berke, Vice Rector for Academic Affairs, claimed in an interview in September 2014 that this program should be made operational as fast as possible and sources for its implementation should be found.

There is no concept for how to increase the number of disadvantaged and/or Roma students, and the development of the research and education related to the minority situation was only a plan in the Rector's application. And even Gyula Berke admitted that the number of Roma students was unacceptably low at the university and addressing this problem would require time-consuming solutions, so he said that the university could not consider the issue to be solely the subject of academic research. The plans and declarations have revealed that the management is not planning to approach the resolution of the problem at a strategic level, consequently a strategic level advance cannot be expected in the future. Only isolated results, which cannot address this large-scale problem effectively, can be achieved without general consensus. Gyula Berke himself regards the reaching of consensus as a primary goal; therefore, it would be important to follow this direction in this rectorial cycle.

However, the reestablishment of the Directorate of Foreign Relations of the UP, which was terminated in 2001 and was reopened this year, can be considered a strategic development in the field of foreign relations. Its main strategic directives are expected to be defined by September. Nevertheless, there are already preliminary plans, ideas and problem identifications. Capacity development is considered essential to serve foreign students whose number is expected to rise to 5000 in the next five years, and the internalization of the

UP from inside and the intercultural development of the entire university citizenship are regarded as important.

At present, it is thought that the human resources shortage can be overcome by an effective student-mentor system, which prepares students for their mentoring task via internal training programs and contributes to the development of intercultural competencies, whereas students could be compensated for their work with campus credits.

It is also essential that intercultural and foreign language training programs should be arranged for the UP employees and they should be sensitized. Besides these tasks, it is of great importance that high quality education should be maintained and the integration of the university into the town should be facilitated.

The above-mentioned objectives can be achieved by implementing knowledge sharing between the faculties and developing a new type of collaborative culture.

The plans include a Nobel-prize program, which is aimed at inviting a researcher each year who either has Nobel-prize or has been awarded with a prize of similar prestige. This program series, which is expected to arouse people's interest, would make university life in Pécs more attractive and interesting and would even lead to the town's more intensive integration into the life of the university.

On the basis of the current demands, priorities can include the internalization of the Faculty of Health Sciences, the foreign language development of the Registrar's Offices and the increase in the number of students studying International Relations at the Faculty of Humanities. This major can attract foreign students who are interested in possibilities in Southern and Eastern Europe.

The effective foreign language development of majors at the Pollack Mihály Faculty of Engineering and Information Technology has increased their capacity significantly in the past years. The 30 years of experience of the Medical School and the International Studies Center is of great importance in the strategy of foreign relations.

There are plans for establishing an international student service center with the cooperation of the town. It can assist students' university and civil life effectively with its wide range of counselling services and can function as an international student center in the town center.

The increase in the accommodation capacity and the improvement of accommodation quality are considered to be necessary. The University Students' Union starts a 24-hour foreign language service in the Szántó Dormitory in September. There is a plan for a system of transparent and clear differentiation of accommodation quality, whereby foreign students can choose appropriate accommodation more easily.

Lack of commitment and consensus: disadvantaged and Roma students at the university

As it has been mentioned in connection with strategic plans before, the UP does not have any strategic schemes for increasing the number of disadvantaged students, assisting students' university life or enlarging student services so that the number of students that has been decreasing for years can be changed and there can be progress in this area as well. The problem has just been identified even though the decrease started several years ago and it is well known what long term social and economic problems can be expected owing to lack of attention and problem resolution.

The system of *social grants,* which is approved by the University Students' Union, is a national program within the available services at the university. There are different payment phases, which means that disadvantaged students can receive a basic support of 12,000 HUF and extra compensation on the basis of the criteria of the system and multiply disadvantaged students can be given a basic support of 24,000 HUF and extra compensation. A student can receive maximum 40,000 HUF. The basic support of first year students is 11,900 HUF. These

amounts have not changed for years similarly to the normative state contribution per student.

Students can apply for full compensation for their dormitory fee and/or 20% compensation for their expenses within the framework of *equal opportunities tender*. Last year the University Students' Union of the UP provided 100 laptops for disadvantaged students in the framework of another tender, which can be considered a significant contribution to their studies.

The *mentor program*, which has also been a national program organized by the National *Conference of Students' Unions (HÖOK)* since 2009, is aimed at decreasing and terminating the opportunity inequality in the higher education, providing personal assistance, increasing students' chances in the labour market and disseminating the value of volunteering.

Disadvantaged and multiply disadvantaged first year students can be involved in the program. The mentor program delegates a personal assistant, who is a senior student and studies at the same faculty of the university, to each first year student. It also organizes regional social programs and national training programs. The mentors, who are selected for the system, participate in a training program, which teaches self-recognition and sensitization and prepares mentors for helping others in university life.

Their help includes applying for dormitory and social assistance, giving information about the available scholarships in the given institution, taking courses and examinations and/or choosing subjects, finding student jobs, supporting students' integration into the community and into any areas that can facilitate first year students' life in their first academic year.

The number of disadvantaged and multiply disadvantaged students is also decreasing in the mentor program of NCSU (National Conference of Students' Unions - HÖOK). While 120 mentored students took part in the program in the Pécs Region (UP and the University of Kaposvár) in the academic year 2013/14, this number has decreased to 79 in the 2014/15 academic year. At UP the number of mentored students decreased from 102 to 62. For example, there were 20 mentored students at PMFEIT (Pollack Mihály Faculty of Engineering and Information Technology - PMMIK) three years ago, 7 students two years ago and only 6 students in the 2014/15 academic year.

Faculty	The mentored
Faculty of Sciences	16
Illyés Gyula Faculty	11
Faculty of Health Sciences (FHS)	10
Faculty of Humanities (FH)	9
Faculty of Engineering and Information Technology (PMFEIT))	6
Medical School	3
Faculty of Adult Education and Human Resource Development	3
Faculty of Law	2
Faculty of Business and Economics (FBE)	1
Faculty of Music and Visual Arts (FMVA)	1

1. table: Faculties of the UP

Disadvantaged and multiply disadvantaged first year students take part in extra programs besides relying on personal assistance; however, they do not participate in first year

students' common programs such as the freshman camp because these are not free of charge. There have been proposals at the Faculty of Humanities that the faculty should offer discount on the freshman camp to these students to support their participation in the community. This has not been implemented yet.

In this respect, the contribution and work of the *Wlislocki Henrik College for Advanced Studies* are outstanding. They have developed a professional inclusive support program for the Roma students of the UP and have been running it for 13 years. They help their students' life by means of a tutor and mentor network, programs for developing competency and creation of a sense of community.

Several institutions and departments of the Faculty of Humanities such as the *Institute of Education*, the *Institute of Psychology* and the *Department of Communication and Media Studies* study this topic within their research and strive to raise awareness about it. They also deal with the issue of the disadvantaged and the minorities in their courses, at their conferences and in their other programs. The Institute of Education has been teaching Inclusive Pedagogy as a compulsory course for 15 years, so every future teacher has to study about it and the methodology of inclusive pedagogy with focus on multiply disadvantaged students and/ or Roma/Gypsy students.

The Faculty of Law offers courses on constitutional law, labour law and social law, where the topic of equal opportunities is also taught.

Although these programs can help the disadvantaged and Roma students and contribute to the awareness and sensitization of students of certain majors, their effectiveness is not sufficient considering the statistical data. A completely new approach, the reconsideration of programs and support opportunities and an inclusive approach are required for a new strategy.

A flagship program and gradual development: Disabled students at the university

The number of students with special needs at the UP is over 300, which is the highest number compared to other higher educational institutions in Hungary. The "Sensitive University" concept described in the Institutional Strategy of the UP emphasizes the continuation of the physical and info-communicative accessibility for the disabled, the broadening of the access to lifestyle and educational services for the disabled and the sensitization of university citizens. The UP strives to become a national center for disabled students.

The *UP Support Service*, which was started with the help of 8-9 students in 2005, has been operating for 10 years and in the 2014/15 academic year they had 370 registered students, about 70 of whom regularly use the services of the Support Service such as transporting disabled students, helping their movements within the university buildings, reading out and recording notes for visually impaired students, typing tests, ensuring computers with special monitors and keyboards in the office of the Service and making students' university life accessible considering both their studies and lifestyle. The Support Service receives foreign volunteers, who can also help and make students' university life more exciting.

According to the Support Service, the UP has greatly improved its infrastructure and attitude in this field; however, disabled students still find it extremely difficult to get around in certain university buildings. There have been significant changes in teachers' attitudes as well. Most of the teachers understand and apply the various methods that are needed to help the studies of students with special needs. At the FHS, students with dyslexia can take oral examinations whenever they think it necessary and they prepare enlarged photocopies automatically for visually impaired students. The FHS makes other efforts to demonstrate the life of the disabled, increase students' sensitivity and establish personal contacts between sound students and the disabled students.

Students working for the Support Service are glad to provide sensitization training; however, they are seldom invited to classes. They have held sensitization training at the Registrar's Office of the FH and at the Medical School, and they have visited a course at the Institute of Psychology with their visually impaired students. In November 2015, they are starting a sensitization program for secondary school students and university citizens in cooperation with the Ability Park and the local civil society organizations. They think that students' attitudes have changed significantly in the past 10 years and students can accept their fellow students with special needs and are not surprised at seeing disabled students.

Besides the Support Service, the FHS and the Institute of Sports Science and Physical Education have also embraced the issue of disability in the past years.

The Institute of Sports Science and Physical Education has had sports events that involved disabled students and upon a student's proposal the Institute hosted a sports event for disabled students. In April 2015, the Sports Office of the UP organized the Central European Goalball League, and the parasports section of the UP has been established recently. In 2011 it was the fourth time that they had organized the playful sports game "Play with us – play sport DIFFERENT-ly", in which able-bodied and disabled children took part together with the coordination of students majoring in physical education and physiotherapy.

The University of Pécs and the Hungarian Handball Federation signed a cooperation agreement on the preparation of a goalball trainer and referee training course on 8th July 2015 and the Faculty of Health Sciences has obtained the exclusive rights to launch a training program for goalball trainers and an international training program for referees.

The theme of disability is taught at the *Faculty of Health Sciences*, and they are planning to continue and improve its teaching. There is a compulsory course on disability within the training programs for Public Health Inspectors and Recreation and Health Education at the FHS and one of the students' midterm assignments is to make an interview with a disabled person, which is part of their sensitization. Students majoring in Recreation and Health Education visited the Home for Disabled Persons in Bóly and took part in parasports training sessions. Last year Paralympic athletes were invited to the Festival of the Recreation and Health Education major. Five large international conferences on this topic were held between 2006 and 2011.

There are disabled students at the FHS and even students with limb loss and visually impaired students are studying majors where it is allowed by the health aptitude examination. For example, disabled students can major in Dietetics and Public Health Inspection.

It is only the course on communication with the disabled within the one-month medical basic training, where this topic is taught at the *Medical School*. There is only one more course, the Sign Language Communication in Medical Practice, which deals with this theme at this faculty.

The *Illyés Gyula Faculty* has held a significant training session for equal opportunities in the framework of a SROP program in the past years. The SROP program contributed to the launch of 9 courses on this theme and during the program 227 students participated in these courses, which included a training course for Equal Opportunity Contact Persons, a course on Communication between Able-bodied and Disabled People and a course on Cultural, Sport and Leisure Activities for Equal Opportunities.

Besides all these, in the academic year of 2013/14, four faculties of the UP and the Hold My Hand Foundation collaborated on the "Empower!" integrated free university program with the participation of Edit Kajtár labour lawyer and Judit Zeller constitutional lawyer. In each semester four lectures, which were aimed at reinforcing socially vulnerable groups, were held with the support of the Norwegian NGO Fund eight times all together. University students, teachers, supporting experts, disabled young people and their family members were expected to attend these lectures.

The Support Service would appreciate if it could make university students know more about the lives of the disabled with the help of Campus Credit, and could launch equal opportunity courses at the faculties in Pécs. The Faculty of Health Sciences has similar demands; however, as they face shortage of capacity, it would be more productive if such courses were launched with the cooperation of the faculties and different departments. It is necessary that communication between the faculties and organizational units should be improved so that there can be advances in this area as well.

Towards internalization

As it is reflected in the strategic plans of the UP, the university will focus on increasing the number of foreign students and developing the services provided for them in the coming years. One element of this strategy is the reestablishment of the Directorate of Foreign Relations and the continuation of the development of the faculties and departments.

Medical School and International Studies Center (ISC)
The number of foreign students is traditionally high at the Medical School. Their English training program dates back to 30 years ago and they also have a German program. Foreign students at the faculty outnumber their Hungarian counterparts. The majority of foreign students at the UP study in the various training programs of the Medical School. Besides the English and German programs, Middle-Eastern students can take part in the Hungarian training free of charge. Hungarian students can take part in foreign language training programs if they pay tuition fee, otherwise they are not allowed to attend courses of the German or English programs.
The student programs include the freshman camp, which is organized by all of these groups, and last year four international teams participated in the camp. They organize International Evenings with the contribution of EGSCE and a lot of Hungarian students also take part in these events. In addition to the Students' Union, an international student organization has been established with the objective of representing students. Both organizations helped to arrange the freshman camp.
The foreign students at the Medical School come from different countries, and the German training has resulted in a separate student group as it is only native German students who take part in this training and the majority of them would not like to finish their studies at the UP, that is why they are not motivated to integrate in the university and town life. Students in the English program come from all over the world and rarely there are Hungarian students as well.
Students think that the lack of information and lack of foreign language knowledge in the town are posing problems. They also regard the capacity, quality and prices of accommodation as problem areas.
It is the International Studies Center of the Medical School that prepares international students for their studies in its English Workshop before their first year at the university. The preparation takes three semesters and students have foreign language courses and courses supporting their integration and socialization and preparing them for their professional subjects. The majority of the participants come from Asian countries, Turkey and Arabic countries. Owing to the cultural diversity, teachers can take part in training sessions on intercultural issues. These preparatory courses are also available for international students studying at the Faculty of Sciences, Faculty of Engineering and Information Technology and the Institute of Psychology at the Faculty of Humanities.
Every foreign student has the opportunity to learn Hungarian as a foreign language up to advanced level in their Hungarian workshop, where they use the workshop's own study material, the "MagyarOK", which has been awarded the European Language Prize.

They organize summer and winter universities with different number of classes. The goal is to ensure an experience-based program, teach Hungarian with the cooperative method, and give insight into the Hungarian culture by demonstrating Hungarian films, cuisine and traditions.

The Faculty of Health Sciences (FHS)
International training with less than 10 students was launched at the Faculty of Health Sciences last year; however, there have been 40 applications this year, so the need for the international training programs has become obvious for them. They consider the preparatory phase successful, the administration is well constructed and the Registrar's Office has also prepared for receiving foreign students. The classes are in the Vörösmarty Building, so foreign students can integrate into Hungarian students' life. Owing to the small number of students the Faculty could ensure the possibility of personal contact easily, so they could respond to students' demands and problems individually.

The Faculty of Business and Economics (FBE)
There are three foreign language training programs (BA, MA and PhD) at the Faculty of Business and Economics. The programs are the result of cooperation with the Business School of the Middlesex University and it grants an EU compatible degree.
Every student who has graduated from the FBE can earn a German language degree in the dual distance learning training program which is operated in cooperation with Hagen University.
The number of international students who would like to earn a degree at the FBE is about 10-15 per year; however, this year there have been 30 applications due to the Stipendium Hungaricum and other programs. This number is rising with the number of exchange students, which is about 40-70 per semester. They participate in the English training program, so the real number of students per year is higher than the number mentioned above. The students who have arrived take part in an orientation week, which is aimed at making them get acquainted with the university. Mentors help students' life at the university and outside the university. The majority of students usually prefer staying at the dormitory in their first year, and most of them stay at the Szalay Dormitory or at the Hunyor Guesthouse and Student Hostel. Now and then they have problems with the quality of the accommodation, mostly with the Hunyor Guesthouse, where there have been several students who moved out.
The international students who participate in degree training come from different countries such as Turkey, the post-Soviet states and Arab countries. Owing to the Stipendium Hungaricum students from Ecuador and Columbia are also studying here. 70-80% of the exchange students come from EU member states.
The Faculty considers their teachers' further training to be important, and this year four of their teachers have been delegated to US and Canadian partner institutions with the help of the Visiting Scholar Program. One of their main tasks is to develop their teaching methods. The Faculty would like to continue the teachers' further training and broaden it with intercultural, foreign language and methodology training sessions.
PhD students teach English for Special Purposes (ESP) in the preparatory courses which are held in cooperation with the ISC so that students can develop their intercultural and language competencies. The attitudes of both the teachers and the students to foreign students are considered to be suitable, and atrocities against students have not been reported; however, there have been incidents in the town, mostly students of African origin have suffered atrocities. In town, foreign students find the use of public transport challenging and it has happened that a foreign student was fined on his first ride. They find it

problematic that they cannot receive the necessary information in English when they are using services.

It is also highly problematic for exchange students to obtain their student identity card, because the whole process is extremely slow, the temporary card arrives two months after the application has been submitted – and it is a certificate printed on an A4 sheet of paper instead of the former form, which looked like an identity card.

There was a record year when 80 students studied abroad with the Erasmus Program, now only 30-40 students are doing so because participation in the program requires significant financial contribution. If students pay tuition fee, they have to continue paying while they are studying abroad, and they have to pay for the costs of travelling and stay. However, two disabled students have also taken part in the Erasmus Program.

Despite all this, the long term objective of the Faculty is to ensure the opportunity for their students to gather experience abroad.

Pollack Mihály Faculty of Engineering and Information Technology – PMFEIT
The English architecture training program started with a few students at the PMFEIT in 2013, and there have been over 100 foreign students in 2015. From this September, foreign students can apply for three different majors: Architecture, Civil Engineering and Computer Science Engineering (BSc and MSc). Some students have graduated from the English PhD program in architecture, and one of them teaches in the English training program. Students arriving here take part in the preparatory system of the ISC, where the professional courses are aimed at forming an engineer identity and building professional loyalty. These results can usually be experienced in the second semester of the training.

The majority of foreign students prefer the Boszorkány Dormitory, and not only due to the proximity of the building, but they also find the social life there attractive. The PMFEIT also has a mentor network to help foreign students personally. The mentor should be a senior student majoring in the same professional field. This year the Students' Union (HÖK) has taken over the supervision of the mentor program.

Hungarian students' foreign language and intercultural development is conducted by the foreign language department, where Hungarian and foreign students can learn together in real language environment. English professional classes are also available for Hungarian students, so they have the opportunity to "take part in" the English training programs.

The Erasmus Program is open for both Hungarian and foreign students, and they are willing to participate in it. Participation in international conferences and workshops is announced for foreign students.

The PMFEIT has been developing its teachers' intercultural and foreign language competencies with training. They provide foreign language training for the administrative staff as well. Even though it is not compulsory, it is extremely popular. From September trainees will work at the international office.

They motivate their teachers to gain international experience and travel and they finance these with tenders. Teachers can also take part in exchange programs at their partner institutions. At present there are so many applications that they cannot fulfill all of them. This year teachers from the information technology and civil engineering groups travelled to the USA to take part in professional language courses.

The Faculty of Law
The Faculty of Law offers two English programs: a Master of Laws program of European and International Business Law and an English language PhD program. They also receive Erasmus students. There is a special coordinator who deals with students who study in English training programs, and they run a mentor program together with the Students' Union of the faculty to help students' life at the university and in town. In 2014 The Europe Center of the

faculty launched the Pécs Journal of International and European Law (PJIEL), which is an English electronic academic journal.

The Faculty of Humanities: faculty examples
    The Institute of English Studies
The Institute offers several English programs to foreign students who can choose from one BA program, two MA programs and a PhD program. They do not consider it necessary that they should treat foreign and Hungarian students separately as they study in the same groups in each year of the training. The administration is fluent at the departments. They also receive Erasmus students, who integrate into the existing training programs and teachers also hold Erasmus classes. However, they think that other departments and institutes should be integrated in the Erasmus Program and broaden their offer with courses that are based on interesting topics such as the media and films.

    The Institute of Psychology
The Institute of Psychology has had English BA programs for years and they are currently developing the English language version of their MA program.
There are mixed groups within the English BA program, in which both foreign and Hungarian students take part. Their proportion is about 50-50%, which allows for the creation of a diverse educational environment. Therefore, the composition of the first year is 17 foreigners and 12 Hungarian students this September. Foreign newcomers take part in the preparatory courses of the ISC, and there is a year leader who provides personal support to resolve arising problems.
It is the secretary of the Institute who helps foreign students to integrate into the university besides her other duties. She is in contact with the agencies and helps with students' applications and integration into the system. The Institute expects the more intensive support of the faculty in this field. They think that there has been significant development in other administrative areas at the faculty; however, further development is still required.
The Institute receives Erasmus students as well, 4-5 students arrive within various exchange programs in every semester.
In general, each faculty would benefit from a new cooperation between the faculties, knowledge sharing and fluent information flow, which would decrease the workload of human resources.

In and out with Erasmus
The number of UP students who are willing to take part in an Erasmus exchange program has reduced due to the decrease in the number of students and the increase in the number of students paying tuition fees. Every year 250 students took part in the program formerly, this number diminished to 180 in the 2014/15 academic year. This phenomenon is prevalent not only at universities in the country but universities in Budapest have also reported similar problems, whereas the program is still very popular in the other member states of the EU. Students are not motivated to take part in the program and/or financial matters do not allow for their participation. While the UP has been progressing towards internalization, fewer and fewer Hungarian students can obtain international experience during their university studies, which poses serious problems. The Erasmus office strives to adjust to the demands of Generation Z and informs students about the possibilities of the program in other channels besides the classical ways of promotion.
The Erasmus Office would appreciate it if the faculties cooperated and launched intercultural courses in the Campus Credit system, which would contribute to students' motivation and information. At present, a lot of students have limited information about the receiving countries which are based on the simplest stereotypes.

The *Erasmus students who arrive here* participate in the orientation days in the main hall of the FBE, where they are given the most important information from the various student organizations. The first three-day long freshman camp called Integration Camp was organized for them in 2014.

The way the FBE and the Faculty of Law receive Erasmus students and meet their demands is considered to be outstanding since they care about the well-being and university life of Erasmus students more attentively than other faculties do. Erasmus students' integration into university life varies depending on faculties and departments, which treat students differently and students can integrate into the life of the given departments accordingly. They are accommodated in the Hunyor Guesthouse separately, which is different from the practice in other countries. Earlier there was tension between the Hungarian and Erasmus students in the Szántó Dormitory. It did not decrease even after they had been made to move to separate floors, because it led to floor tension. However, it is a positive development that this year it was the first time that Erasmus students had visited the university days.

The Erasmus Buddy Network, which delegates mentors to Erasmus students to help their life at the university and in the town, is quite effective. Mentors undergo a selection and training process. The Erasmus Student Network (ESN), which organizes cultural and entertainment programs for students, is also efficient in Pécs. Over 20 countries presented themselves within the Country Presentation program series in the 2014/15 academic year. Not only EU member states took part in this program but also other student groups and students who are involved in a complex training program. However, this poses a problem since ESN does not inform the offices of foreign relations and student unions of the faculties about its programs, that is why these programs are not announced at the faculties and sometimes different programs run simultaneously. Unfortunately, Hungarian students rarely take part in the Country Presentation programs.

The development of the internal information flow is considered to be important in the Erasmus Office since Erasmus students are frequently sent from one place to another, whereby their problems are not resolved evidently and they are given confusing information.

It is of great importance that internalization should not only result in the development of foreign language skills and intercultural competence and an increase in the number of foreign students but it should also support Hungarian students to gain international experience so that they can remain competitive on the international market. This currently seems to be going in the opposite direction due to the decreasing number of students, which should not be ignored even though there is momentum of development.

The restructured Office of Foreign Relations will hopefully end the separate operation of the faculties and lead to cooperation and information sharing, which will make work more effective. An example of the current situation is how foreign students can apply for bankcards and SIM cards. There is a faculty where a mentor, who acts as an interpreter, helps foreign students to arrange this. Other faculties know when the English language helpdesk service is available and they have the names and contact information of the contact persons who can speak English.

Other programs and courses supporting diversity and interculturalism at the UP, inclusive spaces and communities

The Knowledge Center has created community and study spaces for a few faculties and departments (Faculty of Law and FBE); however, FBE reported that they would need such places.

The spaces used by students at the Faculty of Humanities and Faculty of Sciences vary depending on their majors. The community spaces belonging to different majors are not

satisfactory as they mostly consists of chairs that are placed on the corridors, which, however, cannot function as community spaces or common study spaces, where students can develop cooperating with each other outside classroom.

Some of the faculties and departments are trying to use other programs and courses to change students' approaches and create their intercultural awareness and there are a few national programs as well, which enable the staff of the university to develop their intercultural competencies. The following list includes some examples of these programs:

Programs of exchange of courses at PMFEIT: The Faculty contributes to their students' openness and wider perspective by means of exchange of courses in cooperation with the Faculty of Music and Visual Arts and the Department of Communication and Media Studies to allow their students to get acquainted with new perspectives.

Institute of Geography at the Faculty of Sciences: It is the Institute of Geography at the Faculty of Sciences which offers programs that support inclusivity and their courses contain elements that can raise students' awareness and openness. They have the largest workshop in the field of social geography research. Their teaching and research focus on the Balkans, the Baltic countries, multiculturalism and the social geography of India.

Students initiated the 'Two jars of beer' geography club, which was launched in the spring of 2015. It is a series of thematic pub talks. Their first topic was multiculturalism and in September they dealt with the issue of migration.

Medical School: It is the Department Group of Migration Health Care that offers a course on the medical and health care fundamentals of humanitarian help, which focuses on diversity, the features of multiculturalism and the ethnocultural diversity of Europe. It also deals with migration and the possibilities of establishing migrant-friendly hospitals. A group of five voluntary students from the course took part in a support mission trip in Hawaii in 2014 in order to gain experience.

The Faculty of Law: The Faculty tries to sensitize their students with courses on child protection and children's rights, which are organized by Balázs Somfai family lawyer, and they enable students to gain experience and contact civil organizations.

The Department of Communication and Media Studies at the Faculty of Humanities: Minorities, interculturalism and diversity are regular themes of their courses and events. They held a conference on *The politics of representation and the mediatized forms of discrimination – With focus on the media representation of Roma people in Hungary* in 2012.

The Institute of English Studies at the Faculty of Humanities: The course in Critical cultural research deals with the theme and the Department of Applied Linguistics offers a course in Intercultural communication.

Psychology at the Faculty of Humanities: They have several courses that focus on minorities and prejudices. They also offer a course which focuses on volunteering. Civil organizations introduce themselves to the students and present the field experience of different areas.

Campus Hungary: They offered staff members of higher educational institutions specific courses that teach how to receive foreign students. They concentrated on the development of intercultural competencies and sensitization during the four-day long training sessions. 139 people have taken part in the program nationwide; however, we have not found any data on the Pécs region.

Conclusion

As it has been indicated several times before, the panorama was not aimed at a complete summary rather than giving insight into programs, courses and efforts that are to support inclusivity. It is important to highlight that this panorama is only a snapshot as university programs and the supply of courses are constantly changing. However, it is obvious that little attention is paid to certain areas such as the drastic fall in the number of disadvantaged students and the support of their studies, which are manifest only in the activities of the

Wlisloczki Henrik College for Advanced Studies and in national programs. Neither UP nor its faculties make any efforts considering this situation. Another problem is the decrease in the number of Hungarian students taking part in international exchange programs, which should not be tolerated by any universities which are advancing towards internationalization and it requires consideration and actions. It should also be mentioned that students can encounter diversity and the development of intercultural competencies if they are majoring in subjects whose professional training structure require teaching these. There are only a few departments which consider these competencies important irrespectively of the majors. In addition, a positive development is the increase in the number of disabled students and the commitment of the UP to making the university accessible for disabled students. In the past years several faculties and departments have started dealing with internationalization and the Medical School has 30 years of outstanding experience in this field. However, the other faculties are expected to get under pressure due to the increasing number of foreign students and developments, changes and new awareness will be needed. Hopefully, UP will be able to become a real inclusive university for foreign students without major obstacles in the next few years. These objectives would be supported by more intensive cooperation, information exchange and consensus in shortage areas between the faculties. Currently, a separated mode of operation, lack of information sharing and lack of labour division are typical of the areas mentioned above. The panorama/insight may be the starting point of a comprehensive survey of all institutional areas, which may contribute to the gathering of the effective elements and information sharing and may identify the shortage areas, which can be the first step of future developments.

List of documents used in the panorama in addition to the websites of the faculties and departments of UP:

Prof. József Bódis' rector application:
http://old.pte.hu/files/tiny_mce/File/rektorvalasztas/2014/bodis_jozsef_rektori_program.pdf (2015.06.11)
An interview with Gyula Berke, Vice Rector for Academic Affairs (September 2014): http://www.univpecs.pte.hu/hirek/1214 (2015.06.11)
A study from the students' site of the German website of Medical Training: http://szociologia.btk.pte.hu/sites/default/files/Acta_Sociologia/09_Faubl_Nora.pdf(2015.06.11)
The conference of the Department of Communication and Media Studies, UP
http://areprezentaciopolitikaja.blogspot.hu/ (2015.06.11)
Campus Hungary program:
https://www.campushungary.hu/kepzesek/negynapos-kepzesek/interkulturalis (2015.06.11)

This summary is aimed at presenting the declared possibilities including the Act on Higher Education and the Organizational and Operational Rules of the University of Pécs that create equal opportunities during the entrance procedure. A further goal is to demonstrate what public opportunities, which are available for everyone, students applying to the faculties of the UP can take before and after their admission to the university. The faculties of the university offer several opportunities to gain scholarships, supports, tenders, preparatory training programs and mentoring supports. Students can apply for a given form of support through tenders, which are usually distributed on the grounds of their academic records, social status and frequently their outstanding sports and public life activities.

Keywords: University of Pécs, equal opportunities, enrollment, support programs

Legal regulations

The regulations are based on the legal legislation and they regulate the entrance procedure with a decree, which includes the creation of equal opportunity as well. The decree, however, delegates the concrete rules and the value of points that can be awarded during the entrance procedure into the competence of the higher education institutions.

The laws ensure that extra points can be given to the applicants to create equal opportunities. The following defined groups can be given extra points during the entrance procedure. Section 41 of Article 23 on Entrance and Enrolment in the Act on National Higher Education[60] ensures partial state scholarships for the following defined groups during the entrance procedure and the higher educational studies: a) disadvantaged students, b) persons on unpaid leave to care for their children, or persons receiving maternity, child-welfare or child-care benefits, c) applicants with disabilities, and d) national minority applicants. The Act empowers the Government to regulate by decree the conditions of the entrance procedure that can create equal opportunity for the defined groups. Besides, Section 110 of the Act provides for the requirements of preferential treatment and rules of the organization of mentoring programs in order to promote equal opportunities for students.

The Government Decree[61] provides in Article 8 on the *Assurance of Equal Opportunities* that the *a) – c)* groups defined in the Act are entitled to receive extra points in the course of their application, and they are eligible for benefits and exemptions when the fulfillment of aptitude tests is assessed. The Decree provides that the legibility, standard and order of calculation should be defined by the higher education institutions in their own organizational and operational rules. The extra points defined for the assurance of equal opportunities cannot exceed 10 points or cannot be lower than 1 point.

Regulations of the University of Pécs[62] provide that disadvantaged applicants who apply for bachelor or undivided training programs are entitled to receive 40 extra points during the

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[60] Act CCIV of 2011 on the National Higher Education
[61] Government decree 423/2012 (XII. 29.) on the admission to higher education institutions
[62] Appendices 7/a and 7/b of the Organizational and Operational Rules of the University of Pécs

entrance procedure and 2 extra points in the course of applying for a master program. Multiply disadvantaged students can be given 4 extra points during the application for master's degree programs and applicants with disabilities are eligible to receive 40 extra points when they apply for bachelor's or undivided training programs and 2 extra points during the application for master's programs. The applicants who are on unpaid leave to care for their children, receive maternity, child-welfare or child-care benefits during the period between the deadline of the application and the decision about their admission are eligible to receive 40 extra points at every application procedure (when they apply for bachelor's or undivided training programs).

The University of Pécs, enrolment

The UP has different approaches to applicants. The information available for everyone can be seen on the central website[63] of the UP, which guides visitors to further websites.

Foreign students

Foreign students can be considered to be one of the enrolment targets of the UP. On the website of the university there is news about the new English version[64] of the website, which can inform students arriving from abroad. The website provides information about the foreign language training programs that are offered at the UP, what the application procedure is like, what should be known about the town of Pécs and it provides some information of public interest as well. The news reveals that the UP considers it important regarding enrolment that foreign students should be addressed and the UP should be made attractive.

Applicants

Students seeking admission to the UP can gather information from the website of the UP about Open Days, training programs, the operation of the higher education (credit system), point limits, career opportunities and general and major-specific scholarships and supports. Scholarships granted by colleges for advanced studies are usually available at the given faculties.

Central Scholarships

The University of Pécs intends to create equal opportunities not only by granting extra points but also through scholarships that are available for every student studying at a faculty of the university. The scholarships are awarded on grounds of academic records, which involves the assessment of students' academic work that requires extracurricular achievements. Other scholarships are granted on the basis of the social situation, which entails the assessment of students' social circumstances (their place of living, travelling and income).
The following scholarships and tenders are available at the state, university and faculty levels.

Central scholarships available at every university

First-year students' supplementary basic support: This is an allowance that first-year students can apply for only for the period of their first semester.

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[63] http://pte.hu/
[64] http://international.pte.hu/

Regular social scholarship: This a monthly allowance on the basis of students' social situation and students can apply for it in each semester.

Special social scholarship: This a one-off allowance granted to compensate the unexpected deterioration of the student's social situation.

Institutional, professional and academic scholarship: Students who conduct outstanding extracurricular academic, artistic and sports activities can apply for this monthly allowance through tenders for the period of a semester.

A tender of equal opportunities: This is a scholarship for taking over the dormitory fees of students with special social needs.

Study grants: This is an allowance, which is granted automatically without a tender application, if students' learning outcomes have reached the defined eligibility limit. 50% of the full-time students who study in training programs supported by the state receive study grants.

UP scholarships
KRISZBACHER ILDIKÓ Scholarship: This is a scholarship program that supports academic activities.

Support for accommodation
Accommodation in dormitory: Students can apply for this kind of accommodation on the basis of their academic records or social situation.

Scholarships granted by the state
Fellowship granted by the Republic: This is a scholarship that full-time students with outstanding learning outcomes and excellent professional achievements can apply for.

Scholarship granted by the Mayor: Full-time students who are Hungarian citizens and have permanent residence in Pécs or Hungarian minority students with permanent residence in one of the twin cities of Pécs are eligible for this scholarship.

Bursa Hungarica: Its aim is to contribute to equal opportunities by supporting disadvantaged young people with social needs so that they can study in the higher education.

National Excellence Program: This is a scholarship to support students and teachers-researchers with outstanding talent.

Campus Foundation: This is a grant that supports student and teacher mobility.

Erasmus Program: This is a scholarship program that supports student and teacher mobility (study trips and professional practice) within the European Union.

Hungarian Public Administration Scholarship: This scholarship, which was established by the Government, is aimed at ensuring experts who are properly qualified, devoted professionally, committed to the national public administration and have practical experience.

SYNAPSIS Scholarship: This is a student mentoring program that supports students of colleges for advanced studies.

Scholarship for OUTSTANDING TALENTS: This is a scholarship to acknowledge the excellent artistic, academic and sports activities.

Scholarships at the faculties

The faculties of the UP offer independent scholarships – demonstrated below - that are only available at the given faculties. These are scholarships that can be applied for mostly on grounds of academic records and social status; however, they also include scholarships for outstanding sports achievements. Further scholarships are available to support the participation in professional practice and mobility abroad. The availability and supply of scholarships at the faculties are different and there are faculties which offer a lot more

scholarships for different achievements, whereas other faculties do not announce any further scholarships.

The Faculty of Law
TOP 50: This is a one-off 50% reduction of expenses/tuition for the first 50 students – regardless of their majors – who have the highest entrance points.
TOP +1+1: Those students who belong to the top 1% of the students with the best learning outcomes on the basis of their studies and meet the further requirements defined in the Dean's Resolution are exempted from paying 80% of their tuition. Besides this, those students who belong to the next 1% of the students with the best learning outcomes are exempted from paying 50% of their tuition.

Further tender opportunities
Foundation for the Future's Public Administration: This is a scholarship that supports students who have achieved outstanding learning outcomes.
Óriás Nándor Foundation for Legal Training: This is a scholarship that supports students who have achieved outstanding learning outcomes.
Reinhold and Carmen Würth Foundation: This is a scholarship that supports talented disadvantaged full-time law students.

Medical School
Scholarship for Professional Practice: Students who complete their compulsory professional practice in a place (further on: place of training) which is different from the seat of the university and cannot have dormitory accommodation there can apply for this scholarship.

Faculty of Humanities
Zichy Gyula Scholarship Program: It ensures 33% exemption from the tuition for students in the second and third semesters of teacher training.
Zichy Gyula Loyalty Program: The alumnus (a member of the Pécs Alumni Circle and holder of the alumni card), who has a university degree from the Faculty of Humanities or its predecessor institution and gets admitted to the Faculty from September 2013, can be exempted from 10% of the tuition.
Zichy Gyula Dormitory Program: It ensures free dormitory accommodation for 50 students.
Zichy Gyula Talent Program: Students applying and selected for the program can receive professional mentoring from the teachers and/or PhD students of the faculty during their studies. Students can take part in the mentoring program on grounds of their academic records and professional achievements.

Faculty of Health Sciences
Tender of the Public Benefit Foundation for the Hungarian-German Cooperation for the Secondary and Higher Education of Health Sciences: This is a scholarship that reduces the tuition, supports practices abroad and contributes to foreign language courses.

Illyés Gyula Faculty
Illyés Gyula Literature Foundation: This is a scholarship fund to support students' costs.
Jari Vilén Scholarship: This is a scholarship offered by the Finnish Ambassador so that the cultures of the two countries can draw nearer to each other.

Faculty of Business and Economics

"Pécsiközgáz Alma Mater Complex Scholarship Program": This is a scholarship based on social status, which provides an allowance for tuition and dormitory accommodation and a company scholarship.

Allowance for Professional Practice: If a student completes his practice at the professional practice location announced by the faculty in the 7th professional practice semester of his training program, he has to pay only 50% of his tuition in that semester.

AM Social Allowance: This is a reduction of tuition on grounds of social situation.

Support for dormitory: This is a provision of accommodation on grounds of social status.

Company Scholarship: These are scholarships announced by companies that affiliate with the faculty on the basis of learning outcomes and sports or public activities.

Payment in installments: This is payment assistance: the tuition can be paid in four installments.

Faculty of Engineering and Information Technology
Sports and Academic Scholarship: This scholarship, which occasionally provides additional support in order to cover travel and entry expenses, supports the sports and study results.

Faculty of Sciences
Tálentum Scholarship: BSc students who have proven their talents with successful OKTV (National Secondary School Academic Competition) results can be granted this support by the Faculty for the first semester of their studies.

Tálentum Scholarship for Masters Students: It provides support for students enrolling into the Masters programs of the Faculty (MA and MSc teacher training programs in natural sciences) who conducted academic activities during their BA or BSc studies.

Sports Scholarship: This is a scholarship for students who have achieved outstanding sports results, have an intermediate level state type C language certificate, were granted high points during the entrance procedure and need the reduction of their tuition owing to their social situation.

Creative Zone: The Faculty offers – upon request – quiet "party free" dormitory places which are suitable for intense research and studying.

Programs for secondary school students

The enrolment program of the UP is aimed at addressing high school students. There are Open Days at every faculty and the UP has been holding '*The point's taken*' party for future freshmen for years. Besides these, the faculties of the UP try to communicate with the high school children independently of the university; however, this does not involve uniform programs of the faculties, and some faculties have no such initiatives. The following programs are competitions and tenders announced at certain faculties of the UP, which demonstrate university life for high school students and bring the secondary school studies and university expectations closer.

Medical School
High school students' week – Summer camp at the Medical School: Participants can listen to popular scientific lectures, make experiments and observe the work of laboratories, institutes and clinical departments during the one-week program. They can take part in programs organized by senior students in the afternoons and in the evenings. After the camp the students can remain in contact with the Faculty with the help of student mentors. Those who are interested can later join the talent fostering programs.

The Medical School intends to use this tradition establishing camp to meet and involve the high school students who would like to study at the faculty because students can gather information about several opportunities this way even before starting the university.

Faculty of Humanities
The Pécs Knowledge Test for Students of Humanities: The test, which can be filled in online, is for high school students with an interest in the Faculty of Humanities. The completion of the test can make students gain insight into the humanities and social sciences, and they can assess and enhance their knowledge and gain insight into the training programs and research of the faculty.
"Teaching is excellent!" This competition is for high school students and aims to draw attention to teachers' excellent work. The applicants should produce a composition or a video about one of their teachers, which shows what kind of work the chosen teacher does with his or her students and in what scientific field.
Bodrogi Tibor Homeland and Folk Knowledge Competition: This is a competition for high school students, in which the chosen topic out of three options could be demonstrated on the basis of sources students collected themselves, thus students can be made to get closer to the world of folklore.
Creative history competition: This is a competition organized for high school students, in which teams can compete and solve different tasks together during the competition.

Illyés Gyula Faculty
"Talent Workshop for High School Students": The faculty offers lectures, workshops, projects, preparatory lectures and excursions for public education actors (principals, teachers, students, and parents) under the complex program.

Faculty of Business and Economics
Let's meet at your school - High School Roadshow: During the road show, the FCE students and teachers visit the towns in the neighbourhood of Pécs to provide high school students with information about university life.

Faculty of Engineering and Information Technology
Preparation for Entrance – POLLACK PREparing: Preparatory training program which are organized by the faculty for high school students seeking admission to the faculty.

Mentoring programs of the UP

The Faculty of Humanities and the Faculty of Sciences offer programs, in which students can receive customized help during their university life. In the mentoring programs it is mostly an upper-year student or a PhD student who helps freshmen to orient themselves to university life and develop their scientific and research activities.

Faculty of Humanities
Mentoring Program: Those students who have completed their first two years in a bachelor's, master's or undivided teacher training program and whose academic records and chosen research topic are appropriate can participate in a mentoring program. The students who have applied for the mentoring program successfully can delve into their research fields and prepare for the National Scientific Student's Associations (TDK) with the help of a mentor chosen from the PhD students of the Kerényi College for Advanced Studies. Students can apply for the mentoring program for maximum two semesters and the application can be

repeated. After the first semester, the mentee student is required to write a professional report which is countersigned by the mentor.

Extracurricular Training Program: Students in a bachelor's, master's or undivided teacher training program who has successfully completed a semester and has appropriate academic records.

Other talent supporting services: Mentors and mentees taking part in the mentoring program and participants of the extracurricular training program can apply for participation in a conference (registration fee, travel expenses and accommodation costs), reimbursement of interlibrary loan fees and the funding of field research. Students participating in either the mentoring program or in the extracurricular training program can apply for dormitory accommodation in the Márton Áron College for Advanced Studies.

Faculty of Sciences

Tutornetwork: The Faculty of Sciences ensures PhD students as tutors for its talented students participating in a master's degree program to provide them with support for the compilation of their dissertation and their other scientific activities whereby their chances of an academic career can be increased.

14th Educatio International Education Fair

The Education Fair provides an opportunity for higher education institutions to introduce themselves with their information stalls for high school students, parents, teachers and heads and maintainers of institutions each year. The University of Pécs is represented at the event every year, thereby creating opportunities for national professional communication.

Other tenders for high school students

The UP Talent Fostering Group operates a website[65] called the Talent Point, which collects in one place all the information that may be relevant to the current and future students of the UP. The following tenders collected are tenders for high school students, which are launched at a non-university level, but can be useful for high school students.

Invitation for High School Institutions in Hungary to Organize an American Day Program: The America Day can make students and teachers get to know the work of the American Embassy in Budapest, can provide information about opportunities for studying in the US, can expand their knowledge of the United States of America and they can acquire knowledge about the American culture in a creative way.

The Szép Ernő High School Dormitory in Hajdúszoboszló announces a competition for primary and secondary school groups to organize class trip/summer camps. The aim of the project is to ensure opportunities of low-cost summer vacations and relaxation for student groups.

KIM Nationality Academic Scholarship: The Ministry of Public Administration and Justice announces a restricted tender for the Nationality Academic Scholarship for high schools operating according to the native language and bilingual minority program and their students. The scholarship is aimed at promoting the further studies of outstandingly talented students who belong to one of the nationalities that are listed in the Act on the Rights of Nationalities.

Amgen-KutDiák Student Association tender: The Amgen biotechnology company, the Foundation for Research Students and the Research Student Association are announcing a joint tender for the support of Hungarian scientific student associations in Hungary and abroad.

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[65] http://tehetseg.pte.hu/

Creative chemistry competition on the Internet: The aim of the competition is that students should resolve different problems by means of creative unique solutions beyond the traditional frames.

Website Builder competition for primary and secondary school children: The competition aims to arouse students' interest towards the opportunities offered by the Internet, motivate self-development and teamwork and make free, advertising-free Internet presence available for them.

"Nanotechnology in my home 2010" competition for high school students: The project aims to show what today's high school students think about the new materials and methods of the 'nano era" and the products that have been created by means of these.

The UP's colleges for advanced studies

Students can usually apply to colleges for advanced studies in the framework of an entrance procedure. Those who have been admitted can apply for further assistance and frequently get an upper-year student as a mentor, who can help their work of scientific potential.

College for Advanced Studies for Sustainable Development
Óriás Nándor College for Advanced Studies
Grastyán Endre College for Advanced Studies
Kerényi Károly College for Advanced Studies
Márton Áron College for Advanced Studies
Wlislocki Henrik College for Advanced Studies, FH
Szentágothai János College for Advanced Studies, FS
Janus Pannonius Economic College for Advanced Studies, FBE
Juhász Jenő College for Advanced Studies, PMFEIT
Illyés Gyula College for Advanced Studies, IGYF

Conclusion

Students seeking admission to the University of Pécs can gather information primarily from the website of the UP and through that they can get information about the websites of each faculty. The university websites contain a wealth of information and convey it to the visitors, but the opportunities that are available at the various faculties are quite uneven, and sometimes hard to find.

All in all, the university and its faculties conduct a number of good practices, but these possibilities offered by the faculties are present in isolation and without being in contact with each other. It would be recommended that the university's central website should collect the well-functioning and effective enrolment programs on one platform. Thus, students seeking admission could orient and the faculties could get inspiration from each other's programs. It would also be important to initiate programs that provide ongoing opportunities for the regular cooperation of high schools, the university (with all its faculties), as well as civil and business communities helping the students studying in public education until they find a job and start working. The building of this path would be of great importance for disadvantaged students.

References

Act CCIV of 2011 on the National Higher Education
Government decree 423/2012 (XII. 29.) on the admission to higher education institutions
Appendices 7/a and 7/b of the Organizational and Operational Rules of the University of Pécs

SZILVIA MARKÓ:
PRINCIPLES OF COOPERATIVE STRUCTURES IN THE UP'S COURSES

The research context

Since 2013, the teacher training programs have been undivided, one-cycle (five- or six-year) programs again in the Hungarian higher education. The reorganization of teacher education entails both challenges and opportunities, and this is also true for the University of Pécs (ARATÓ, 2014, 2015a). As part of this, extensive research with the involvement of nearly ninety students took place in the spring semester of the academic year 2014/15. The aim of the research was to assess the presence of basic principles of cooperative learning in the currently running courses at the UP in a given semester. Students in a course in communication were given the task of analyzing the learning organizational processes of three courses of their choice by observing the basic principles of cooperative learning on the basis of given criteria. This course focuses on the aspects of learning-centered communication by using the cooperative learning model (ARATÓ, 2015b).

The understanding of different teaching-learning methodologies is part of the process of becoming a teacher. Prospective teachers have learnt about the cooperative principles, structures based on them, the tasks of cooperative process planning and the practical trial of the elements acquired by way of an experience-based approach. Since the beginning of the seventies the cooperative learning structures has been providing solutions to the elimination of discrimination and violent tendencies against students with different ethnic and family background (ARONSON, 2008; JOHNSON – JOHNSON, 2009; KAGAN – KAGAN, 2009). Hundreds of research projects have proved that by cooperative learning structures the inequalities of students' knowledge can be reduced, individual and social competencies can develop, students become more self-confident and successful and they learn to argue, to speak in public, to formulate and defend their stance.

The principles of the cooperative paradigm will be summarized briefly below, using the Co-learners' Handbook by Ferenc Arató and Aranka Varga (ARATÓ – VARGA, 2012) and the English-language study written by Ferenc Arató (ARATÓ, 2013).

Flexibly open structures built on cooperation: The individual demands and personality of those wishing to study should be taken into consideration completely in order to develop learning processes, they should adjust to this flexibly, and open structures should be organized for their fields of interest.

Personally inclusive parallel interaction: The aim of this principle is to involve everyone in the common work. It enables as many participants as possible to take part in the learning interactions in pairs and/or in small groups simultaneously thus the class can progress continuously.

Constructive and encouraging interdependence: It means that the learning process is organized in such a way that knowledge acquisition can be implemented only by the participants' cooperation and support for each other.

Equal access and participation: It is important that the learning organization of small groups allows for involvement; however, it does not guarantee equal participation. Members of the group are given roles so that equal participation can be implemented. These roles can ensure not only equal access but equal participation as well.

Personal responsibility and individual accountability: Everyone is responsible for their own parts with their roles within the small group and their report about the fulfillment of the tasks received. The tasks, however, are customized and meet individual demands so participants can undertake and complete them by taking greater personal responsibility.

Continuous critical and reflective publicity ensured step by step: The small group cooperation can reveal who and to what extent knows the part of the study material and who needs help. That is, the participants can continuously give and receive critical and reflective feedback; furthermore, they develop the communicative, personal and social competencies necessary for this consciously. This process is facilitated by the fact that the steps of the learning process are always documented somehow and this way they become available for critical reflections.

Personal and social competencies developed consciously: Conscious competence development takes place during the cooperative learning process. That is, the acquisition of cognitive competences, personal and social competences required for cooperation and that of lifestyle competences needed for career building, and successful learning appears as a conscious objective both among learning organizers and participants of learning.

The research questions and methods

The aim of the research related to the course was that firstly the participating students should intensify the application of aspects of cooperative learning structures to any teaching-learning process, and secondly it should be explored whether the process regulatory principles, which can result in more interactive, effective, productive and equitable teaching on the basis of the research data of the recent decades, are prevalent in the university courses chosen spontaneously during a given semester.

The main issue was to prove our impression that the basic principles and structures that are described in the discourse of cooperative learning are hardly present in the UP's courses.
The research was based on the observation of participants. The observers were all involved in the preparation, most of them in a three-day intensive course, and a smaller proportion (25 persons) in individual coaching. The observers were asked to summarize the observed teaching-learning activities in a table and analyze them according to the cooperative principles. The next phase of the research focused on the processing of data in two steps. Each observer sheet was interpreted separately in the document analysis, and the correctness of the analysis as compared to the described processes was also examined. In the second step the results of the analyses were assessed by statistical methods in terms of the extent to which the given lcooperative basic principles are present in the practice of the courses.

Research results

The majority of the data gathered by students (84 persons) who carried out the observation were tabulated and detailed in tables. The relevance of what had been read was taken into account when the documents were analyzed. The author conducting the research analysis also attended the same course in communication and studied in-depth the literature on the paradigm that provided the aspects of the observation. We have tried to map the characteristics of the observed university teaching practices by examining the data extracted from the collected materials with statistical methods.

The nearly ninety participating students gathered valuable data on 198 students, of which several conclusions may be drawn. Among the reports, the situation of the analyzer was easier in those cases where supplementing texts were also added to the tables besides the

data. In these cases, students' experience emerged to surface more precisely and the results could be recorded more accurately. It happened that the narrative overrode the values in their own records and the data of the tables and the notes were contradictory. There were forty class analyses and 158 course analyses within the 198 examined data (Figure 1).
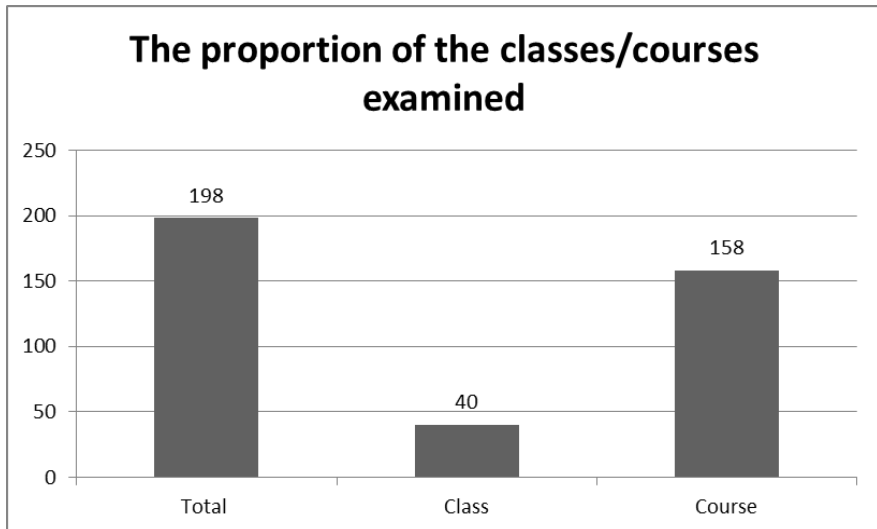

Figure 1: The proportion of classes and courses involved in the assessment

The course analyses included four courses in pedagogy, 33 courses from the Faculty of Sciences (FS) and 62 courses from the Faculty of Humanities (FH). The course observations concerned the courses of a given semester which have been taken up; however, there were 11 persons who provided data about the observation of a single class. Out of the analyses of the examined classes/courses, there were 59 courses from the Faculty of Sciences, 129 ones from the Faculty of Humanities. The observers' analyses were usually in line with each other, there were variations only in few elements of the uncertainty areas; therefore, the data are presented on the basis of the data points (Figure 2) and they are not broken down by courses since the aim is to reveal the extent to which the principles prevailed in the teachers' learning organizational methods according to the students' observations. Basically, with this information we want to convey the number of students involved in the organizational learning process, i.e. how many students had a chance to learn in cooperative learning organizational framework according to their individual experiences.
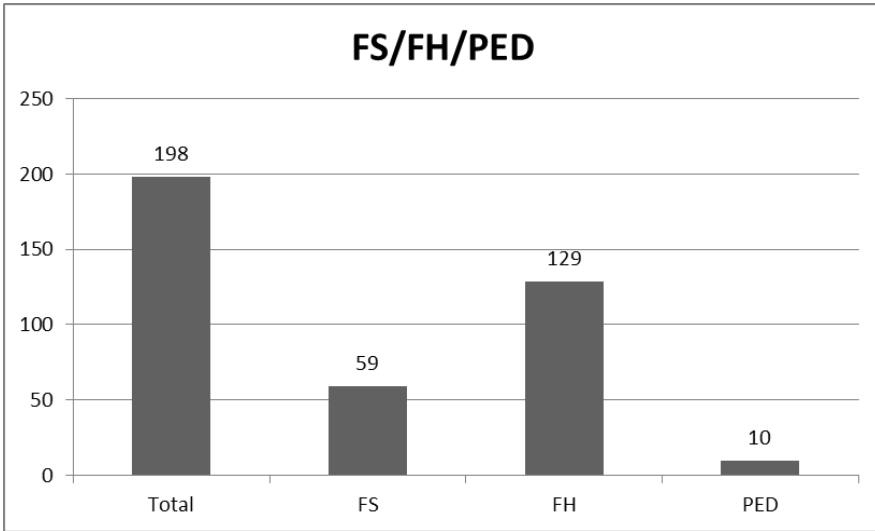
Figure 2: The rate of class and course analyses by faculties

Every student examined four out of the seven principles: the parallel interaction, constructive and encouraging interdependence, equal access and participation, and personal responsibility. The remaining three principles were not examined by every student.

The summary of the four principles observed by everyone has revealed that there was not a single cooperative principle prevalent in forty-one cases (Figure 3). Out of these analyses there were 10 class analyses and the observation of 17 FS courses, 18 FH courses and 6 courses in pedagogy. Therefore, the opportunity for small group activities provided by seminars is not always exploited by the teachers to encourage collaboration between students.
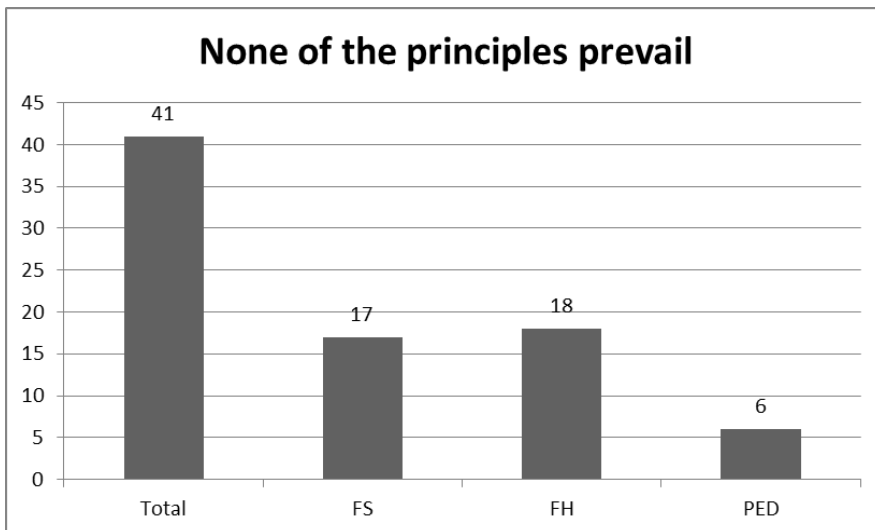

Figure 3: Courses and classes where none of the four principles prevail

The data checked have revealed that there were only 8 courses or classes out of the analyses of the 198 classes and courses wherein each of the four principles prevailed (Figure 4). Out of this there were two class analyses and six course analyses; six cases from the FH and two cases from the FS. It is noteworthy that there were not any pedagogy classes in the given semester where all the four principles would have prevailed in this year of the university.
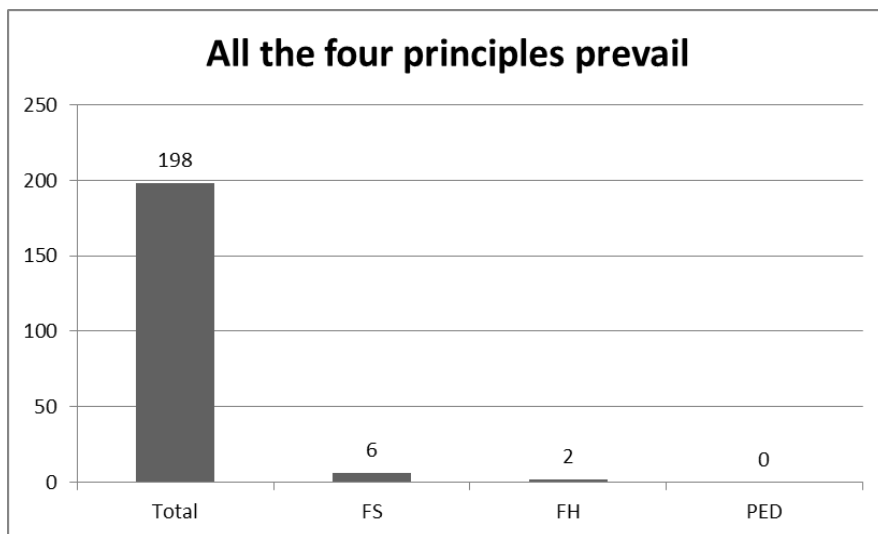

Figure 4: Courses and classes where all the four principles prevail

If the prevailing of the principles is analyzed separately by faculties, it is important to distinguish between clearly identifiable observations and uncertain findings in the analysis. The uncertain observations stood out on the basis of the document analysis of the observations, since observers assigned the steps of the given course or class to the aspects of the observation and the analyzers were able to examine the prevailing of the principle in the process investigated easily, so they put those observations that were not certified by the exercises that accompanied the principle.
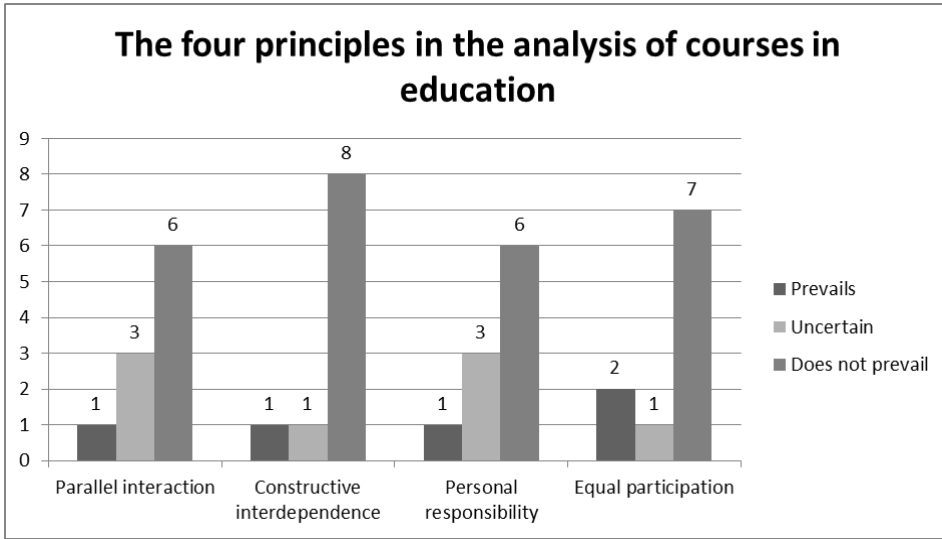
Figure 5: The four principles in the observed courses and classes

Figure 5 reveals that the cooperative principles are hardly present in the courses in pedagogy. Within this, there are seven analyses of one of the courses where none of the principles prevailed. Another course, however, was almost completely built on the cooperative structures, at least the analysis of one class showed this.
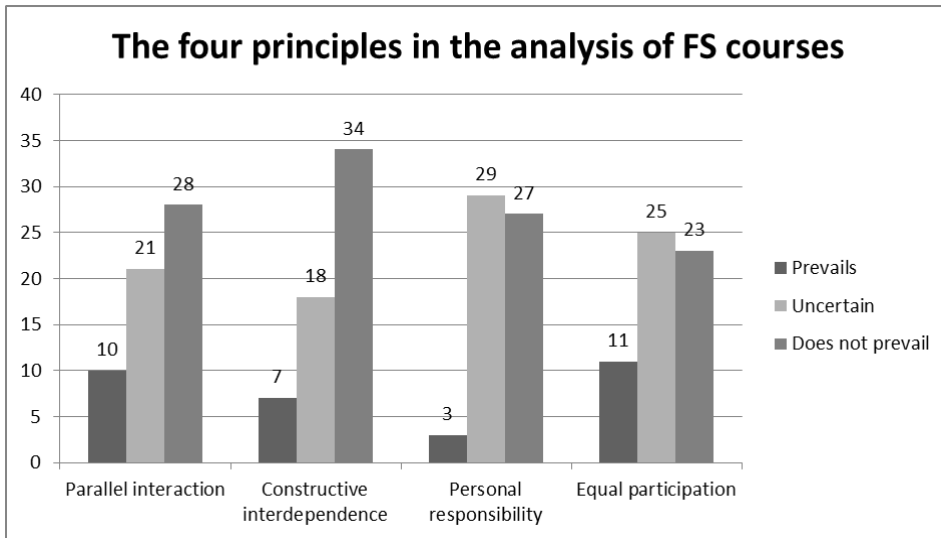

Figure 6: The four principles in the courses and classes of FS

Figure 6 shows the observations of courses at the FS in the light of the appearance of the four principles. There were a total of 59 analyses of approximately 33 different courses. There are high uncertain values in some of the observation aspects, which should probably

be listed in the non-prevailing category, since according to the data the observers regarded their attendance at lectures as individual responsibility in certain situations (e.g. the lecturer registered presence); however this does not necessarily mean taking responsibility for participation in learning. The situation is similar for equal participation, since it refers to the active participation and access in the co-operative learning structurers, thus the fact that everyone was listening to the speaker is neither equal access nor equal participation. The presence of parallel interaction is likely to indicate the presence of group work in seminars. We did not experience such a principle at lectures, which also indicates that the high uncertain values of equal participation and access and individual responsibility may move the interpretation of data towards non-prevailing.

The uncertainty analysis reveals the shortages and insufficiency of the preparation. It is particularly interesting that there are more processes with uncertain perception in the case of students who have participated in the individual preparation. The preparation course is propaedeutic in nature, and the use of co-operative principles and their application as aspects of analysis is part of the several other mandatory courses. It is important to see what kind of misunderstanding students arrive with and in which areas it is necessary to develop their understanding in the cooperative analysis of the learning processes. This is the role of the compilation of the analyzed observation portfolio-documents in the teacher training program of the Institute of Education Sciences: to give feedback on the preparation of this element in monitoring the portfolio documents; to give feedback about the university courses and students' understanding in the initial foundation phase of the training.

The class observations at FH show similar data (Figure 7). Figure 7 displays the cooperative principles that appear in the course analyses of FH. 129 analyses of the 62 courses were completed.

The four principles in the analysis of FH courses

	Prevails	Uncertain	Does not prevail
Parallel interaction	27	54	48
Constructive interdependence	17	47	65
Personal responsibility	19	69	41
Equal participation	19	69	41
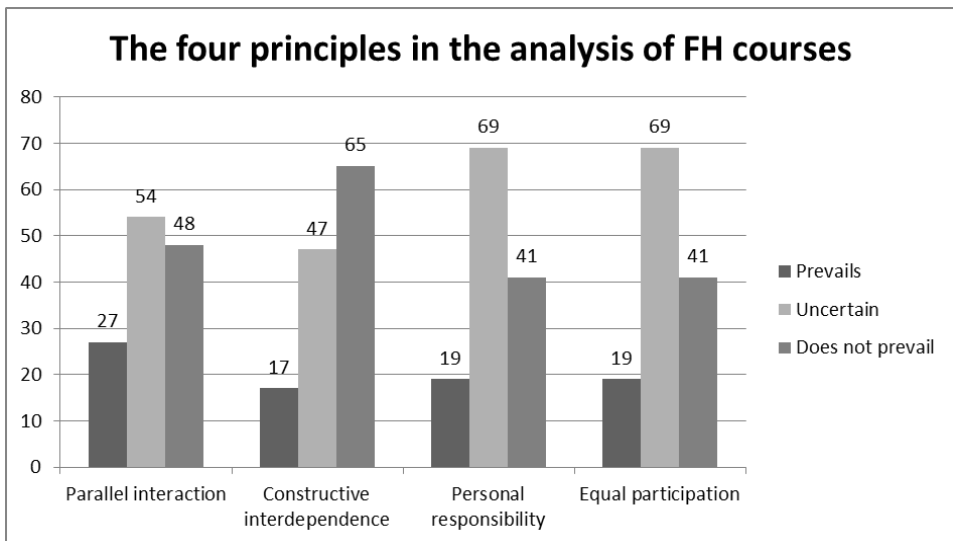
Figure 7: The four principles in the courses and classes of FH

We have extracted some of the students' opinions from the text additions we received. It seems that the aspects of learning structures built on the principles of co-operative learning are not only trying to follow a claim proven scientifically, but also meets the students' needs.

"As a pedagogy major I can tell you from experience that in the six semesters of my training only three of the courses I completed complied with all the co-operative principles, and I

attended two of these three courses voluntarily beyond the curriculum and the same teacher taught each of the three courses. There were courses where, despite the low number of students the teacher was not taking advantage of any opportunity to work together with the students. "

A student reported that he experienced cooperative work organized in groups and co-operative structures has completely changed his attitude to learning. He used to be very independent and did not deal with the progress of the other students, and even felt that studying in group can hinder his work. The cooperative learning based on the cooperative learning principles has made him more open to the others, he says he is ready to share with others what he does not understand, he could ask for help, and he also helped his companions in the understanding and learning.

Another student writes that she has realized that if she studies with her classmates, the preparation for the examinations and acquiring the study material are much more effective. She met her classmate in one of the courses organized on the basis of the co-operative principles. Later they even moved into a flat together to be able to study together successfully.

In several accounts there was a kind of critical attitude perceptible between the lines of analysis – on the basis of what they learnt about the cooperative learning structures, the students spoke critically about their experience, their boring lectures and other tools whereby teaching could be more interesting and effective at the university. There were some students who defended their teachers by claiming that the cooperative principles in small group activities are not applicable in courses where the number of students is high. Here the propedeutic nature of the preparation is perceptible and the fact that it did not involve providing information about the cooperative structures that can be applied in the framework of lectures.

Conclusion

Despite the fact that the practice and research literature of several decades have confirmed the effectiveness, productivity and equity of cooperative learning structures, the majority of university teachers do not opt for following the cooperative principles in the design of their courses. Instead they prefer frontal teaching and/or teaching based on students' presentations as the only way to teach their classes. Even the genre features of the courses cannot pose an obstacle to the application of cooperative principles, however, some of the courses were not lecture courses are examined; that is, seminars could also be organized on the basis of interactivity and collaboration (ARATÓ, 2011).

These results indicate the importance of the structural approach in terms of the development of inclusive academic excellence (WILLIAMS et al., 2005; MILE et al., 2005; BAUMAN et al., 2005; HURTADO et al., 2012; VARGA, 2015). If the everyday teaching-learning activities of the university education continue to be implemented in the traditional forms of learning structures, it will lessen the chance that the courses are tailored and each participating student is involved in the learning processes. These learning structures and processes particularly lower the chance that students' diversity can evolve enabling students to follow to individual learning paths and the training programs can ensure productive, efficient and effective learning processes for young people studying at university.

Further studies would be important to find out the reasons why educators choose for less efficient, less productive, and less inclusive structures for learning processes. However, it also seems necessary to observe in detail what kind of teaching-learning activities the teachers organize for the students in the courses where the principles prevail, since these initiatives may be the seeds of the inclusive development of the university's academic excellence in the field of everyday education.

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STRATEGY

FERENC ARATÓ – SÁRA BIGAZZI
FANNI TRENDL – ARANKA VARGA:
INCLUSIVE UNIVERSITY - EQUITY AS INTEGRAL PART OF ACADEMIC EXCELLENCE
STRATEGIC ASPECTS AND IDEAS RECOMMENDED FOR QUALITY IMPROVEMENT OF UNIVERSITY SERVICES

Background

We brought the idea of inclusive university into the focus in relation to the quality improvement of university services during our research and development work based on international studies and experience. The academic discourse on the topic embraces results of campus climate research in relation to efforts made for achieving quality higher education. These drew attention of researchers, university institutional development to the fact that diversity, fulfilment of criteria of student and teacher diversity improves academic excellence of the institution. Achievements presented in the academic discourse also affected higher education policy in the USA after 2005. A legal decision brought diversity and inclusiveness to the horizon of university development in order to contribute to a qualitative renewal of higher education and to achieving efficient labour market outcomes. In Europe, a series of higher education initiatives aims to exploit the benefits of diversity according to a similar set of principles, albeit lacking a targeted legal framework. There are examples of developing an inclusive academic environment in Hungary as well, from universities' equal opportunity objectives, through support services to Roma colleges. However, diversity and inclusion spreading in higher education today has already gone beyond equal opportunity and equity endeavours by now.

A fundamental question today is whether universities are able to exploit continuously increasing diversity as a result of achieved equity for the benefit of all of their citizens. This question opens a new horizon of academic excellence development in higher education aimed at achieving a more efficient, more effective education of a higher market value and marketable qualifications for each student.

A workshop series held as part of a project of the University of Pécs[66] provided the opportunity to examine the above questions. The workshop aimed to support Hungarian university development efforts made for improving university excellence by exploring the professional-academic background as well as by finding relevant international practices and adaptable models. Finally, the model of *inclusive academic excellence* (*Inclusive Excellence, henceforth IE*) was selected that lays the focus of university quality improvement on making higher education inclusive, that is, on the aspect of equity. The studies presented in this volume wish to contribute to elaborating on, and revealing application potentials of, this model. An important aim was to gain insight into pre-existing practices and endeavours of similar objectives pursued at Hungarian universities and at the University of Pécs among them. A further aim was to collect ideas and recommendations which may start dialogues on

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proposals of this important approach among university leaders, experts working in institutional development, teachers, students and societal partners of the university. The present volume contains the results of the workshop while the present study presents strategic aspects and ideas which will hopefully reach the concerned parties encouraging discussion and cooperation.

The question being on the horizon of our research and development work is how those Hungarian university development conceptions may benefit from approaches in the academic discourse of diversity and inclusiveness which promote adaptation of university education to labour market demands, achievement of higher academic standards and advancement of Hungarian universities and the University of Pécs among them in international rankings. What developmental directions are supported by the aspects of inclusive academic excellence (IE) with especial regard to those relevant to the University of Pécs?

Objectives

1. Diverse inclusive university environment: increasing numbers of more efficient students

One scope of questions of the strategy to be presented here concerns the way to make the University of Pécs attractive to the most students possible also including foreign students most recently. Introducing the aspects of diversity provides direct answers in this area as it is demonstrated by the studies in this volume. On the one hand, the university may reach such groups by increasing inclusiveness which fall out of the scope of the traditional higher education service provision culture. For example, inclusion of socially disadvantaged students and/or students from Roma/Gypsy communities results in a *positive increase in the number of students.* On the other hand, an institutional environment integrating diversity as a value also *becomes attractive* to foreign students coming from various countries. Research data prove that a diverse university learning environment *increases* university citizens' *commitment* to the campus besides increasing the number of students and contributes to *improving the outcomes* of university education. Commitment and improved outcomes are demonstrable for student groups with different disadvantages or from different backgrounds as well as for their fellow students whom they study together with, that is, *each student* benefits from an inclusive academic environment.

2. Reinforcing the unique image and local values of the university: reinforcing its unique market position in higher education

In the USA, federal education policy objectives reinforce (and require) fulfilment of the criteria of diversity and inclusiveness in higher education development processes. In Hungary, this approach is applied in a segmented fashion, that is, according to equal opportunity services provided for different groups. Relying on Hungarian legal conditions, harmonizing and employing them to improve academic excellence is the way leading to the novel approach which goes beyond equity and ensures higher-quality university services for all citizens. The resulting inclusive academic excellence may earn a high-prestige position for the given university institution in *Hungary* as well as in the *European Higher Education Area*. At the same time, it may become a model of university development successfully meeting the challenges of the 21st century.

Systemic articulation of this aspect has antecedents at the University of Pécs and, moreover, it may connect, and encourage cooperation among, different endeavours aimed at diversity and inclusiveness. Our situation analyses revealed that there are *faculty-level* endeavours (e.g. the initiatives of the Pollack Mihály Faculty of Engineering and Information Technology) as well as *university-level* elements (e.g. adoption of the *sensitive university*

conception, support service programmes for disabled students; or increasing the numbers of foreign students) all of which are aimed at developing diversity. The list also includes initiatives of *university units* (e.g. priority assigned to approaches based on multiple aspects, emphasis laid on inclusiveness and competence-based development in teacher education at the Institute of Educationa Sciences) as well as programmes of organizational units promoting cultural diversity uniquely in Hungary (e.g. Department of Romani Studies and Educational Sociology, Research Centre for Romani Studies, Wlislocki Henrik Student College). This means that the proposed development could, by integrating *pre-existing local values* of the Pécs university into a framework of cooperation, further facilitate implementation of the conception and model of diverse and inclusive university in operation and development processes of the university.

3. Resource expansion by systemic implementation of inclusive aspects

University-level fulfilment of equal opportunity criteria and, relatedly, efforts made for achieving inclusive excellence may provide access to large-scale *development resources* for the university thereby further increasing its unique market value.

The strategy titled „*Europe 2020*" is aimed at making the EU a smart, sustainable and inclusive economy in an ever changing world. According to the strategy, these three closely interrelated priorities enable high-quality outcomes in employment, productivity and social cohesion. The European Union established five ambitious objectives to be achieved by 2020 in the fields of employment, innovation, education, social inclusion and climate/energy. These objectives include, among others, allocation of 3% of European GDP to education, reduction of school *dropout rates below 10%*, achievement of a minimum graduate rate of 40% in youth. To achieve these aims, the EU devised 7 initiative programmes, one of which is the *Innovation Union* (henceforth *IU*) which includes, among others, the 80-billion-euro financing instrument of the *Horizon2020* programme. This strategic document addresses several of the fundamental objectives of the IU such as, for example, promotion of education and competence development excellence. The classification of university excellence based on the *U-multirank* presented as part of the programme specifies functions of *research, education, knowledge transfer, internationalization, and regional cooperation*. The university strategy presented in the volume *concerns at least 3* of the 8 funding areas of the *Horizon2020* programme. These are expansion of excellence and participation, improvement of effective cooperation between science and society (Science with and for Society) as well as the section of Societal Challenges in which a complete working programme has been devoted to scientific contributions to, and development of new educational methods for, inclusive, innovative and reflective societies.

Aspects of inclusive academic excellence

The introductory studies of the volume provide a multifaceted explanation of those aspects which support development of academic excellence based on an inclusive approach. At the same time, they enumerate existing models and scientific research findings which demonstrate the success of practical implementation of the proposals. The present study outlines strategic ideas, aspects easily adaptable to the University of Pécs according to the process-based model of inclusion presented in this volume as well. (Figure 1)

Figure 1. The process-based model of inclusion (Source: VARGA 2015:66)

1. Input - Starting points supporting the inclusiveness of academic excellence

The input-focused component of the model is in large part based on research models examining outcomes with regard to diversity which models are also presented in this volume. The below proposals elaborate on these models and emphasize two aspects of the input phase focusing on the opportunities of the University of Pécs. One aspect is the side of *entering students* and the other is the side of the *receiving institutional environment*, the inclusive institution.

1.1. Equal access and participation

The first input aspect includes issues of *accessibility* explained in detail in international literature as well as in the studies of this volume. Within that, diversity of students, major subjects, support and practice needs to be explored. The *characteristics of student diversity* may be revealed by examining admissions statistics: gender, age, ethnicity, disadvantaged-advantaged conditions, foreign background, foreign students coming, and students travelling abroad, in the Erasmus programme etc. Admissions statistics may also be used to explore *major subject diversity* indicating the extent to which different groups access education programmes providing different qualifications. The extent of different groups' access to various forms of support and resources also needs to be examined – this is the aspect of *support diversity*. The aspect of *practice diversity* is a focus complementing major subject diversity with equal weight. It indicates the extent to which practice opportunities offered to different student groups as well as community practices and voluntary services implement diversity, that is, how equally students access various opportunities of practice, traineeship, voluntary service or international mobility. Relatedly, it is also worth examining to what extent practices offered by external partners provide diverse practical contexts and to what extent different student groups access them, that is, this aspect covers *access to diverse practice*. (Figure 2)

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Equal access and participation...	Monitoring dimensions
... for continuing university studies:	**Student diversity**
... for different education programmes:	**Major subject diversity**
... for different forms of support:	**Support diversity**
... for opportunities of practice and experience:	**Practice diversity**
... for diverse practical tasks:	**Diverse practices**

Figure 2. Monitoring dimensions of equal access and participation

Considering relevant local, regional, national and international data on access, it seems necessary to examine admissions statistics as well as to establish *diversity reference values* with regard to successful participation in education. These are proportion values which define statistically measurable and prescriptible proportions or targeted numbers of different student groups required by diversity criteria based on local, regional, national and, if relevant, international proportions of specific priority groups.

Besides reference values representing social diversity, it is also necessary, in harmony with the international literature, to establish a *critical minimum value* for each target group in order to reach a perceivable everyday activity of the dynamics within the institutional system of the university which generates the benefits of diversity. Namely, the international literature suggests that presence of a "critical mass" is required for realizing the benefits of diversity and for the effective and efficient development of competitive competence elements. As a result of sufficient (critical) sizes of groups prioritized with regard to diversity, application of assimilation/homogenization strategies decreases as well as the minority group becomes visible by means of free identity articulation. This is also beneficial for majority students who face situations in a diverse environment where their competences may develop more efficiently. With regard to groups underrepresented in the university environment, the critical minimum value is always equal to, or greater than, the diversity reference value whereas it should not be too high in order not to lead to selectivity of certain programme elements.

	General strategic indicators	
Diversity reference value	*The local, regional, national and, if relevant, international proportion of a specific target group compared to other target groups which is used as an indicator of the minimum proportions to be achieved in the institutional community.*	
Critical minimum value	*Indicator of the absolute size or proportion of a specific target group which indicates the required values of critical but not selective proportions in the inclusion process. It is equal to, or greater than, the diversity reference value.*	

Figure 3. Definitions of general strategic indicators

Institutional examples and opportunities *– of promoting equal participation and access*

- Replacing recruitment programmes with two-pillar cooperations
  Development and transformation of *recruitment programmes*, that are long known in public education and applied at universities, may result in a more effective and more

interactive involvement of students. Public education institutions aiming to provide quality education exemplify in what way and with what results recruitment programmes are replaced by *complex primary school - secondary school transitional programmes.* Educational programmes treating the transition between levels of education in a complex manner integrate cooperation between the two institutions into everyday educational and pedagogical practice. There are Pécs initiatives in this field as well, such as, for example, joint workshops supporting cooperation between public education and university institutions of the two-pillar teacher education, or the Árkádia project in which disciplinary findings obtained by the university are implemented in dialogues among participants of public education. Joint programmes provide the opportunity for university teachers and partner institutions to involve secondary students and to bring them into the focus of developments. They may cooperate in *supporting their career plans* thereby ensuring personalized guarantee for a smooth entry into university education. *University preparation programmes* coming into general use previously may form an important part of such two-pillar cooperations which cooperations enabled secondary students to visit the university environment building personal relationships with teachers and students. This complex system may be reinforced by pre-existing *mentoring programmes* at the university (e.g. mentoring network of disadvantaged students; mentoring network of Erasmus students; mentoring networks of colleges etc.) These programmes may support the achievement of recruitment goals under two-pillar cooperations (e.g. joining the system of international professional cooperation of higher education institutions or the activities of teacher education programmes run in collaboration with secondary schools), cooperating with the teaching staff, introducing *programme components "reaching across" institutions*. That is, students' participation in secondary school - university transitional programmes, in international cooperations etc. might realize *inter-institutional expansion* of mentoring programmes thereby supporting recruitment goals.

The *European Commission*, evaluating national characteristics of the 2015 *Hungarian convergence programme*,[67] articulated 5 recommendations for the following year. One of these recommendations concerning the National Reform Programme as a whole proposes that increasing numbers of disadvantaged and particularly Roma youth should participate in inclusive school environments; supporting these groups is considered realizable by training teacher target groups, developing systemic education of basic competences and promoting transitions across different levels of the education system. This programme may also provide the opportunity for the University of Pécs to find educators committed to the public education pillar and to prepare for common career guidance tasks.

- An international example of making admittance equitable

  The London-based *European Access Network* operating for nearly a quarter of a century adopted the objective of establishing a network of European higher education institutions which aims to support higher education entry of groups underrepresented at European universities. The network has so far implemented and supported several projects across Europe. Among these, the program titled *SIS Catalyst* run between 2011 and 2014 was also joined by the Department of Romani studies and Educational Sociology and the Wlislocki Henrik college of the University

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[67]http://ec.europa.eu/europe2020/europe-2020-in-your-country/magyarorszag/country-specific-recommendations/index_en.htm (2015.10.10.)

of Pécs as partners of the Varaždin-based institution of the University of Zagreb, Croatia.

- Equity in the Hungarian admission system

  Although Hungary after the political system change opened the public and higher education system to the entire society in legal terms, that in fact did not make entry easy for disadvantaged groups of the population. In this volume, Takács' study presents information on how current Hungarian education policy ensures and supports these disadvantaged groups' entry into universities and colleges. Here we only refer to one of the relevant legal provisions: disadvantaged students, who are considered disadvantaged based on their social conditions, are entitled to bonus points during the admissions procedure in accordance with the law which thereby supports their entry.[68]

  An equal opportunity programme supporting disadvantaged youth's studies in higher education has been running since 2005 as part of the equal opportunity strategy of the ministry of education.[69] Practically, this covers the nation-wide mentoring programme which is implemented at universities under the coordination of the National Conference of Student Governments and the University Student Councils.

- Facilitating diversity at the University of Pécs

  Recently, the University of Pécs devoted considerable attention to foreign students' attraction and enrollment. To that end, the institution has begun to offer English- and German-speaking programmes at an increasing number of faculties and specializations as well as English- and German-language versions of its homepage have been created. Then, after establishing basic conditions, the university leadership started negotiations through diplomatic channels with various countries (Brazil, Israel etc.), as a result of which currently several hundreds of foreign students continues studies at the University of Pécs increasing cultural diversity.

  The Department of Romani studies and Educational Sociology and the Wlislocki Henrik College of the University of Pécs devote attention to encouraging disadvantaged secondary students' continuation of studies since the institutions were established, and it is a priority objective since 2013. In recent years, student members of the College regularly held career guidance programmes and personal consultations for students of the Gandhi High School and the Arany János College Programme. On these occasions, College members presented their own individual histories as examples in order to orient secondary students towards university studies.

  The Grastyán Endre College of the University of Pécs in collaboration with the Talent Group of the University of Pécs implemented a recruitment programme, known from the American literature, under the title Synapse Student-Mentor Programme. The international IE literature also underlines that physical presence in secondary schools is the most efficient way to support students' continuation of studies at universities. Student members of the Grastyán Endre College employed this means as well. University students undertook to mentor one Pécs secondary student each and to provide personal assistance for the mentored student in preparation for university education for half a year.

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[68] http://net.jogtar.hu/jr/gen/hjegy_doc.cgi?docid=A1100204.TV 41. § (1)114 (2015.10.10.)
[69] http://www.nefmi.gov.hu/felsooktatas/2009/felsooktatasi-mentorprogram (2015.10.10.)

1.2. Institutional capacity: attractiveness and diversity of the campus environment and climate

The other side of input aspects are formed by aspects of the *environment inviting and receiving students*. These are questions concerning how *attractive* the university environment is, how *inclusive* and *diversity-developing* climate it offers to students preparing for, applying to, and entering the university. An important aspect of examination of this area is what *image of the university* is presented in spaces accessible to applicants and newly admitted students. This aspect focuses on how diverse the receiving university environment is with regard to teachers and employees, that is, whether compositional and *diversity reference values of the service dimension* reach the *critical minimum value* with regard to different priority groups. Another aspect concerns *diversity reference values* and *critical minimum values* of *decision making* forums, authorities, bodies, committees etc.

In sum, one aspect of inclusive environment development is achieving diversity of the compositional dimension; furthermore, implementers' and university service providers' *dispositions* and *attitudes* towards supporting students to successfully realize their career plans also need to be examined. Educators' and other service providers' attitudes *may have critical influence* on students' efficiency independently of diverse composition as it has been demonstrated by several research findings in the international literature of the past decades. Authors of the present volume previously conducted several independent studies in order to reveal the repertoire of restrictive prejudice and stereotypes which possibly hinder students' performance improvement in Hungarian education systems. Leadership and educator competences may as well directly influence academic outcomes, moreover, most of these stereotypes exert influence *implicitly* through implementers' approaches, thus laying the focus on, and critical-reflective monitoring of, this dimension in the organizational learning process *requires conscious efforts*.

Questions concerning the receiving university environment:	
How attractive is the university to different groups of students attending or having finished secondary education?	*Attractiveness*
How inclusive is the university, that is, to what extent does it support diverse groups' admittance?	*Inclusion*
To what extent does the university ensure a service environment developing admitted students' potentials?	*Development*
To what extent does the image of the university reflect the above?	*Image*
Are diversity reference values achieved with regard to the composition of service providers, do they reach the critical minimum value?	*Service provider diversity*
Are diversity reference values achieved with regard to the composition of decision making forums, do they reach the critical minimum value?	*Decision maker diversity*
Is any form of measurement, assessment, feedback and development programmes employed to influence implementers' attitudes?	*Inclusive attitude*

Figure 4. Aspects of development of the university environment receiving students

An illustrative example of the efficiency of the diverse range of education programmes at the University of Pécs

- In 2013, the Pollack Mihály Faculty of Engineering and Information Technology of the University of Pécs launched an English-speaking degree programme in architecture, only with a few students initially. In 2015, the programme already counted more than 100 newly admitted foreign students, and from September this year, students coming from abroad may choose among three major subjects (civil engineering and system engineering besides architecture). There also are English-speaking students who obtained doctoral degree in architecture. Since then, one of them has joined the English-speaking graduate education as a teacher. The faculty also operates a mentoring network by which it provides personal support for foreign students. It is an important criterion that the mentor be an upper-year student from the same subject field as the mentored. In this year, the University Student Council takes over the organization of the mentoring programme. Hungarian students' foreign-language and intercultural trainings are held at the foreign languages department where Hungarian and foreign students learn together in a real multilingual environment. English-speaking subject-specific courses are also open to Hungarian students thus they have the opportunity to have a taste of the English-speaking education. The Pollack Mihály Faculty of Engineering and Information Technology also develops its teachers' intercultural knowledge and foreign-language skills by targeted trainings. The administrative staff is also offered foreign-language trainings which became highly popular albeit based on voluntary application. The staff of the international office will be enlarged by trainees from autumn this year.

2. Process - Continuous development of academic excellence

2.1. Basic strategic principles of process organization

We aimed to establish such basic principles based on the international and Hungarian literature which provide guidance regarding implementation of the process while also connecting its different stages. The presented basic principles concern details and dimensions of *dialogue facilitation* and s*tructural guarantees*.

2.1.1. Dialogue facilitation

Probably the most important basic principle is the principle of *dialogue facilitation* that requires diversity. Inclusion prioritized with regard to academic excellence development may fundamentally be built up if based on university citizens' dialogues, the term not simply referring to interpersonal dialogues but the conditions forming the contexts of them.

– Structural conditions of dialogues have to brought into the focus, that is, it has to be examined whether operating structures, diversity patterns enable participation in the dialogue or, on the contrary, they distance university actors from entering into the dialogue by necessity. This is the reason why we recommend establishment of a cooperative IE project organization that follows the *basic cooperative principles* and ensures structural guarantees of openness and viability of dialogues as well.

– Another important set of conditions of productive dialogues serving inclusive academic excellence development address institutional or organizational learning following Wenger: *How committed is the organization to keep central importance of learning about its own operation? Does the university institution assign central importance to initiating, generating and sustaining the organizational learning process? How strong is the feeling of communion among university actors, to what extent do they feel that they can articulate their values, interests and needs in a mutually supportive environment? Is the organization able to view its activity reflectively, with a conscious intention of learning and critically*

exploring the repertoire of development potentials?

Developing a university culture based on a structural diverse dialogue results in students' and university teachers' involvement in knowledge transfer and thus in the university community as well. Students' and teachers' commitment achieved by promotion of (pro)active participation and continuous development of its conditions is a core factor of improving efficacy of the university organization.

- The third dimension of dialogue-based structural organizational development is the promotion of *cooperations in research and development*, joint publications and possible patent applications (these are all indicators of the multidimensional European excellence) that are based on efficient knowledge transfer, partnership and participation. Promotion and development of such cooperations enables regional economic development and thus increase in graduates' regional employment rates as well (this is also a *U-multiranking* indicator).

- A diversity-based structural arrangement also affects research indicators of excellence outcomes insofar as it promotes prioritized and more and more politically involved bottom-up research paradigms (academic dialogue), the innovative potential of interdisciplinarity (definition of innovative interdisciplinary areas), generation of knowledge applicable to societal challenges (regional partner relations) and internationalization of cooperation- and dialogue-based research (going beyond conference participation: active involvement in research partnership networks, joint publications).

Ensuring temporal and spatial requirements is a necessary but not sufficient condition of creating and developing dialogue. Diverse and multifunctional spaces facilitating interactivity may be efficiently developed by involving the university community. Restructuring inclusive academic workers' timetable is a critical condition of realizing various cooperations (number of courses held, other forms of spending time with students, time devoted to building relationships with regional and/or other economic actors, encouraging interdisciplinary cooperation, improving international mobility and inclusion etc.). At the same time, development of the culture and ability of dialogue as well as continuous monitoring of conditions required for an effective dialogue are also necessary.

2.1.2. Dimensions of structurally guaranteed diversity

Below we present dimensions which support the development process of inclusive academic excellence by providing comprehensive aspects overarching the stages of the inclusion process which serve as development guidelines and, moreover, which should be developed at the level of the entire university system by structural means.

- **Dimension of reference values**
  We have already defined the concepts of *diversity reference values* and *critical minimum value* in relation to equal access and participation. The dimension of reference values points out that relevant data needs to be continuously monitored and analysed regarding all university units and services. This ensures achievement of diversity in all areas, as opposed to a homogeneous and exclusive environment, improving outcomes of education and labour market entry.

- **Process-based and multidimensional competence-based development**
  Two important aspects are articulated in this dimension concerning the approach to education and development goals, procedures, methods and practices. One aspect proposes the introduction of a *competence-based approach* to education, evaluation

and graduation processes in order to improve efficiency. The other aspect complement the first by suggesting that the education process needs to be approached as a *self-reflective and critical process* which supports students' career ambitions and exploration by using *multidimensional* or complementary competence models. This enables students to experience continuous *self-reflective, conscious self-development* and to equip themselves with competences required for lifelong learning thereby enhancing dynamisms and dialogues originating in a heterogeneous environment.

- **Trans-referential dimension**
  Students' *value and knowledge articulation* is a priority aspect in this dimension emphasizing that students need to be provided with the opportunity to present themselves in their diversity in front of teachers, other students and contributing partners. The reflective self-development process is accompanied by products which provide opportunities of students' value and knowledge articulation *in various referential contexts*. This series of products forms a transreferential framework of knowing the students due to different contexts and learning activities. That is, each student has the opportunity to present themselves in several contexts encompassing and comparing different referential frameworks as opposed to one isolated and possibly stereotypical referential framework such as judgment of a student based on the experience obtained during one single course. This series of products may also be considered a certain kind of student portfolio.

- **Intercultural dimension**
  In the international literature, curricular diversity represents the dimension concerning integration of *diversity as part of curricula* into the syllabi, discourses, practical aspects etc. of university courses. Authors also underline that intercultural dialogue situations need to be integrated into the implementation process of education programmes and practices as well. That is, not only curricular diversity but also the extracurricular practice of elements based on intercultural dialogue deserves attention; moreover, these result in more deeply ingrained changes. Implementation needs development of structures and spaces which also generate or encourage this dialogue *beyond curricular programmes,* making considerable contribution to the development of inter- and multicultural competences required from employees on the labour market.

- **Trans-gradual dimension**
  This basic principle is probably the most easily guaranteed structurally by developing *participation structures* which prescribes BA, MA and PhD students' joint participation in order to implement certain programmes. Cooperations in part governed by such structural conditions and encompassing education levels may equally have considerable impact on entering, lower-year and upper-year students. This diversity dimension, so far primarily manifested in students' informal cooperations, would be beneficial to exploit by conscious efforts and to spread by structural means throughout the entire university system.

- **Trans-disciplinary dimension**
  Besides curricular diversity, another important aspect is ensuring *opportunities of diverse curricula*, that is, developing ways of passage among disciplines which enable students to become familiar with, or gain insight into, fields *other than their own disciplinary field*. One essential form of this is when different disciplines and their

representatives are involved in a scientific or social project or problem in order to find a solution. In such cases, *transdisciplinary effects* may be generated by articulating perspectives of different disciplines and comparing their attitudes and problem-solving models that contribute to widening the range of individual students' possible ways of obtaining experience, that is, to ensuring diverse and also personalized ways of learning.

Focusing on practical application of the principles of structurally guaranteed diversity dimensions, below we present two examples of development instruments which have become more and more popular in the 21st century. *Portfolio-based evaluation* may implement self-reflective and competence-based development approaches, particularly if it is not only applied in producing outcome documents required for qualification but throughout the entire education programme extending to all included courses. This makes the transreferential dimension visible to the student preparing the portfolio as well as to their fellow students and teachers. Evidently, the portfolio also includes those products generated in transdisciplinary programmes and projects.

The other constituent education instrument is the introduction of *basic cooperative groups* into the education system. These are compositionally heterogeneous micro-groups whose work is based on basic cooperative principles and which support their members' learning and academic success during longer phases of the education programme. Such groups are most easily introduced into specific individual courses provided that teachers of the concerned courses have clear knowledge of basic cooperative principles and the ways of their implementation. Proceeding to a higher level, compositionally diverse basic cooperative groups may also be maintained throughout entire education programmes within the same major subject or year as well as such heterogeneous groups may also be organized in trans-gradual programmes. Basic cooperative groups may provide a structural guarantee of initiation and sustenance of interactions and dialogues within diversity guaranteed by reference values.

Introduction of either of the two constituent education instruments requires prepared teachers, otherwise these instruments also become ineffective and lose their function.

2.2. System constituents of inclusive processes

The model describing the inclusion process specifies six key areas (Figure 5) which support systemic implementation of the aspect of equity in everyday practice.
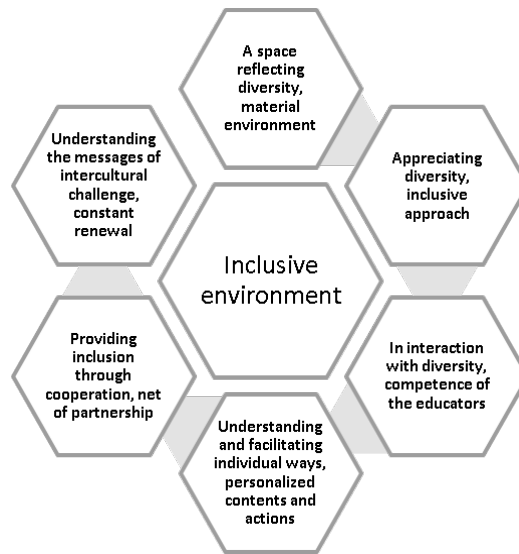
Figure 5. Operating conditions of the inclusive system (VARGA, 2015:7)

2.2.1. <u>SPACE REFLECTING DIVERSITY: – material environment</u>

We address the aspect of *material environment* first among the operating conditions of the inclusive system. Importantly, we enumerate the dimensions which compose the campus space in the structural approach of the cooperative paradigm. These not only include *tangible spaces of the material environment* (community spaces, learning spaces, spaces related to other services, virtual spaces supporting university processes etc.) but also *interpersonal spaces* at different organizational levels of the university since diversity also needs to be achieved in these spaces in order to provide guarantees of dynamisms originating in diversity. Thus, investigations need to be extended to individual and interpersonal spaces (informal workshops, "scientific schools"), department groups and departments, institutes and research centres as well as different faculties. Not only the *representative* or *demonstrative* functions but also the *structural* aspect of diversity has importance in the development of the material environment. This aspect concerns in what spaces students act in a diverse environment, to what extent these spaces offer a diverse environment in personal interactions and dialogues and what structural guarantees of interaction with diversity are offered by the learning space itself. The offered spatial structures may critically influence participants' self-articulation processes as it was demonstrated by psychology, social psychology and pedagogical disciplines in the past decades.

Institutional examples and opportunities – *of developing spaces reflecting diversity*

● <u>Articulation of university values</u>

Representative or demonstrative diversity of the material environment as well as diversity of its interpersonal structures may be supported by a university-level endeavour aimed at articulating the local values of the university at different organizational levels of the campus space, both in virtual and community spaces. Currently, these values, which might otherwise articulate an incredibly rich and wide diversity in the academic dimension, mostly remain hidden unfortunately; fundamentally, they either reveal themselves or remain hidden in students' current

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ways of learning. Consequently, the first step is to articulate these values in professional-academic interactions taking place at different levels (this endeavour was served, for example, by a conference series organized by the Institute of Pedagogy, titled *Autonomy and responsibility*, which was aimed at publicly communicating unique values and horizontal directives of the institute). Articulation and representation in various spaces alone are not sufficient, such objectified and virtual spaces need to be created in connection with the revealed values which provide interactive access to a diverse repertoire of the articulated values for all. As part of this process, students' values need to be articulated in a similar depth.

- Application of plurilingual learning and teaching structures
  This aspect offers a demonstrative example of developing interpersonal spaces reflecting diversity. One study in this volume gives a detailed description of the basic principles of developing plurilingual learning and teaching structures, that is, of the hows of generating opportunities which not only enable consideration for participating students' linguistic diversity but also involvement of this diversity as knowledge capital in learning and teaching processes. In plurilingual structures, participants are involved in at least bilingual processes during learning, thus mobilizing linguistic-communicative competences related to mediator languages as well as those related to their own mother tongues. This is an important opportunity for native Hungarian-speaking students to develop linguistic competences in other languages while it enables foreign or non-Hungarian-speaking students to represent and involve their native linguistic culture in learning processes. Courses organized according to these principles provide at the level of interpersonal spaces a structural guarantee of mobilization and development of linguistic, personal and social competences required for multicultural and intercultural dialogues.

  - Bi- and multilingual courses at the University of Pécs
    Since 2010, several teachers at the Institute of Pedagogy of the Faculty of Humanities of the University of Pécs have been making efforts to organize bi- or multilingual pedagogy courses for foreign students studying in Pécs by an Erasmus grant or in any other way. Courses based on the pillars of research, development, training and practice provide the opportunity for all students of the Pécs university to gain insight into various thematic areas which are related to pedagogy in disciplinary terms but in fact they develop competences which contribute to succeeding in a diverse society. Such courses are available for all Pécs students in the form of campus credits, thus native Hungarian-speaking and foreign students may construct new knowledge contents in joint courses.

  - Supporting the disabled at the University of Pécs
    There are more than 300 students with special needs at the University of Pécs that is the highest number among all Hungarian higher education institutions. The conception of "Sensitive University" elaborated in the institutional strategy of the university lays emphasis on improving physical and information-communication accessibility, on expanding life management and educational services provided for the disabled and on sensitizing university citizens. The University of Pécs aims to become a national centre for disabled students. The Support Service of the university has been operating for 10 years, starting in 2005 with 8 or 9 supported students while assisting 370 registered students in the academic year of 2014-2015. 70 of these students are regularly helped by the Support Service such as transporting students with motor disabilities, assisting their transportation in campus buildings,

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reading out and recording lecture notes for the visually impaired, typewriting end-of-term essays, providing computers with special screen and keyboard at the Service office, in sum, ensuring accessibility for students in studying and life management. The Support Service also employs foreign volunteers of the *European Voluntary Service* (*EVS*) who also enrich and support students' campus life.

- Community space at the Wlislocki Henrik College
  The Department of Romani Studies and Educational Sociology has always given scope and space for the activities of the College. Initially, these were manifested in a college room which the students furnished according to their own needs. Furniture, computer technological equipment and materials for everyday use were financed by project funds with the assistance of the Department. In 2013, however, the College had the opportunity to carry out an infrastructural development funded by the "SROP project" as a result of which a larger room and supplies of a better quality were acquired. This room is called the "Community Space". This is a place where students can come on all days of the week when they want to check their e-mail accounts or simply want to talk. This space is not merely a room but also a venue of community events and project-related meetings. Furthermore, students are allowed to use the library of the Department of Romani Studies and Educational Sociology with the help of the manager of the Community Space. The college organized cultural events on several occasions during 2014 and 2015 (book presentations, literary evenings, film clubs) that were open to all citizens of the University of Pécs, in this way drawing attention to diversity of the College. In addition, the Department and the College devote attention to fostering Romani vernaculars and to linguistic diversity of foreign students, thus public information notices in the rooms they use are displayed in Hungarian, Boyash, Romani and English.

2.2.2. VALUING DIVERSITY – inclusive approach

A key condition of the inclusion process is the development and continuous improvement of an inclusive approach. The approaches adopted by actors operating the pedagogical environment make critical contributions to the development of inclusive processes. Studies of the present volume discuss in detail the *influence of approaches and attitudes on outcomes*. One dimension of implementing an inclusive approach is the influence of explicit and implicit attitudes in various forms of *institutional communication*. The *institutional climate* generated by implementers, various *roles* exercised by actors, implemented teaching and service *activities* and *behaviours* convey those attitudes which either maintain exclusive and discriminatory dynamisms or generate tendencies serving maintenance of the inclusion process.

Inclusive attitude is discussed as a basic condition of developing an inclusive environment by the international movement which from the early 1980s examined and advocated possible ways of developing the public education system in order to ensure successful participation for all students. Based on the activity of the movement, the model was adapted in England, and since then in several countries including Hungary, which is in sum referred to as "*Inclusion Index*". This volume discusses the model in detail which is not only capable of revealing a multifaceted picture of institutional participants' attitudes towards inclusion but also offers recommendations for development applicable in practice.

Institutional examples and opportunities *– of developing an inclusive approach*

- IE-based institutional development strategy
  One evident example of adopting an inclusive approach when it is represented by a university-level strategy in the institutional system. As it has been explained previously, critical structural conditions are required for implementing such a strategy. Besides preparing the strategy, actors committed to an inclusive approach need to be found at the very beginning of the development process. Similarly, it is necessary to establish a project organization by which changes and developments articulated in the strategy are implemented in everyday practice at each, even the lowest, level of organizational units, by which implementation is initiated and/or supported. The IE project organization is presented in detail later.

- Illustrative examples brought from the Hungarian higher education
  Hungarian universities articulate diversity in their documents at a strategic level, primarily with regard to the disabled. Takács illustrates this with several examples in this volume as well. Several Hungarian universities operate Support Services which usually provide both material support (supplying, copying and delivering curricular materials and lecture notes etc.) and personal assistance (career and life management counselling, psychological aid services) for those in need. Such a support service is operated, for example, at the *University of Pécs*[70] and a Counselling Centre at the *University of Szeged*, which provides services for disabled students, that is, for those with special educational needs as well as for the Roma and those with chronic diseases. Both at the *Eötvös Loránd University* and at the *University of West Hungary*, disability coordinators provide help for students with special educational needs at each faculty[71] . The *University of Debrecen* operates a Centre for Mental Health and Equal Opportunity. The organization runs a mentoring programme aimed at providing "complex support for the disadvantaged, Roma and disabled youth (those with motor disability, visual impairment or autism spectrum disorders) in order to ensure better opportunities for students to realize their potentials during their higher education studies".[72]

  - Valuing diversity at the Wlislocki Henrik College of the University of Pécs
    Throughout its history, the Wlislocki Henrik College made continuous efforts to articulate social diversity as a value in the programmes it implemented. The College implemented a complex education and grant programme during the past two and a half years primarily aimed at promoting students' openness to different cultures, respect for different values and their communication. Articulation of these aspects was ensured in several ways by the programme. First, students worked with professionals committed to inclusion and diversity and, second, several trainings were held in subjects such as democratic education, antiracism, conflict management, communication, personality development, in some cases more than one training in the same subject, which laid emphasis on inclusion, mutual acceptance and effective cooperation. Beyond organizing education programmes, the College strived to keep connected to the international professional life. This was realized by several meetings in foreign cities (Varaždin, Ghent, Vienna, Trieste, Genoa) as well as by trainings organized for the students.

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[70] http://pte.hu/tamogato_szolgalat (2015.10.10.)
[71] http://www.elte.hu/hallgatok/spec (2015.10.10.)
[72] http://www.unideb.hu/portal/hu/node/3066 (2015.10.10.)

2.2.3. INTERACTING WITH DIVERSITY – implementers' preparedness

Conditions of the inclusion process not only concern the *approach* but implementers also have to possess adequate *knowledge* and *abilities* required for practical implementation. As an inclusive environment provides personalized support for students, so require implementers' preparation and support for participation in inclusive processes *personalized forms*. That is, the process supporting implementers' preparation itself also has to be inclusive in order that each participant's individual state of competences and action potentials are supported by the accessible services and activities developing their abilities, everyday practice and knowledge.

Preparation also requires continuous learning since that is what the process-like nature of inclusiveness requires; therefore it seems necessary to develop a system of university services and activities which provide *differentiated support* for implementers' preparation.

Institutional examples and opportunities *– of improving implementers' preparedness*

- IE research-development-training centre
    A centre forming the research base of inclusive academic excellence not only serves to ensure research background. Beyond that, such a centre also has to fulfil the functions of making development recommendations, developing educational services, systemically embedding them in the university system of services, elaborating and sharing good practice models as well as making these accessible for university teachers and other service providers. Several attempts were made previously at the University of Pécs to launch competence-based and inclusive course development workshops, however, these lacked strong leadership commitment and an established structural system of guarantees required for a more effective and more efficient implementation. An important part of implementers' preparedness may be formed by those two-pillar programme components which structurally guarantee implementers' cooperation with external partners and community places for traineeship – with representatives of diverse social spaces, organizations and groups.

- An example of commitment at the Wlislocki Henrik College
    Between 2013 and 2015, the College implemented a grant programme aimed at providing complex support for participating disadvantaged students of mostly Gypsy/Roma ethnicity in their university studies. The project would not have been successful if professionals participating in implementation had lacked commitment to inclusion and diversity. The degree of commitment is presented in the results of the action research on the project outcomes. The research examined how committed project implementers were to the objectives of the programme. The analysis revealed that professionals actively participating in the project judged the overall implementation of activities as successful but they also mentioned that in some cases they had to face obstacles which risked the achievement of their objectives. Summarizing the responses to obstacles or challenges, implementers fundamentally believe that problem solution lies in multiplying their resources instead of changing students. This reflects the approach of implementers who adequately recognize the student target group's disadvantages and strive to provide equitable services based on the group's values by expanding their pedagogical toolkit.

Successful inclusion is hardly imaginable without a *personalized* approach. Consideration for students' individuality requires a receiving pedagogical environment, institutional climate which enable participants' *free identity and value articulation*. That is, established practice needs to be based on institutional processes and structures based on pluralistic value articulation. Another important component of this climate is that it enables students to pursue *individual and unique courses of studies and career* by means of individualized/differentiated learning procedures, education programmes and courses as well as extracurricular programmes and projects. A further aspect is *developing systems of personal support* for individual courses of studies such as *mentoring and tutoring programmes*. These are support systems based on interpersonal relationships which connect peer and professional helpers' contributions with implementation of differentiated and individualized courses of studies. Interpersonal systems supporting individual courses of studies include, among others, *cooperative micro-group structures* which organize students into supportive micro-groups in a course, an education programme or inter- and transdisciplinary projects. A further element of such support is *curricular diversity*, that is, contents reflecting this diversity as well as *diverse curricula* that are adapted in a *process-based* manner to individual needs, expectations, plans and development needs of participants of the learning and education process.

Institutional examples and opportunities *– of means of supporting personalization*

- Competence-based course development
    We present as an example the endeavour of the Pécs Institute of Pedagogy to implement actually personalized development in competence-based teacher education. One important component of this endeavour is continuous course development during which cooperative teacher micro-groups review and analyse courses as well as the entire teacher education programme with regard to competence-based development, also examining how the criteria of personalized education may be fulfilled during the courses, that is, what procedures of organizing learning and curricula enable a personalized development of teacher trainees participating in the education programme. This component is associated with further ones such as extending portfolio-based evaluation-feedback to all courses, expanding the set of applied competence models (e.g. by the TASK model presented in this volume or by models enumerating intercultural competences etc.), introducing plurilingual courses, organizing teacher workshops supporting competence-based development, involving additional educational and practicing school capacities to education through two-pillar teacher education etc.

- Mentoring programmes
    In Hungary, a national mentoring programme has been run since 2009 by the National Conference of Student Governments that is aimed at reducing or eliminating unequal opportunities in the higher education system as well as at providing personal support, improving students' chances to enter the labour market and spreading volunteerism as a value. Disadvantaged and multiply disadvantaged first-year students are admitted to the programme. The mentoring programme assigns a personal mentor to each first-year student who is an upper-year student at the same institution and faculty. The programme aims to support entering students, often the first university students in their communities, by providing personal

assistance of an upper-year student of a similar age and being experienced in university life.

- Portfolio-based evaluation at the Wlislocki Henrik College

    The College introduced the use of student members' portfolios during its grant programme implemented between 2013 and 2015. The document collection composing a portfolio facilitated students' career planning and monitoring (undertakings, achievements, progress) for both those making the portfolios and external professionals. The student portfolio project component was an activity enduring the entire project. The document describing its system and function was prepared at the very beginning of the project, and its organic development is reflected in its several modifications made during the project according to students' and helpers' (tutor[73], mentor[74]) feedback. Thus, for example, tutors as well as language teachers were requested to submit detailed written end-of-term evaluations; bonus points were introduced into the evaluation of academic achievement by which the educational leadership aimed to promote outstanding academic work. In addition, facultative activities done beyond college work were included in evaluation as extra achievements added to the expected 100% and money rewards were assigned to such scores in order to encourage students to engage in autonomous activities unrelated to the college which would serve their own professional development. Portfolio evaluation was based on the principle establishing that each student should be evaluated according to the scores they themselves undertook to reach and actually reached. Naturally, this process began during each semester with students' personal undertakings: they selected the activities they needed from the services offered by the programme and their undertakings were recorded in their contracts. Students kept record of achievement or failure of undertaken activities in each semester in their portfolios and this was evaluated by the supporting professional community, in a differentiated manner obviously.

2.2.5. ENSURING INCLUSIVENESS THROUGH COOPERATION – partnership network

Two important aspects of a cooperative partnership network should be taken into account: the *internal* partnership network and cooperations with *external* partners. One component of the internal partnership network is the *micro-group project organization* serving inclusive process development and maintenance and, furthermore, trans-gradual, intercultural and transdisciplinary internal partnership *micro-group networks*. Frameworks of cooperation to be developed with external partners also need to provide structural guarantees as do well-structured *two-pillar education programmes* in which the other pillar besides university education is practicing school environment provided by the partner. Cooperation realized between internal and external partnership networks may guarantee that emerging education and development needs such as, for example, diverse curricular programmes or diverse and personalized courses of studies are covered by a sufficiently wide repertoire of resources, knowledges and mobility opportunities.

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[73] A university teacher ensuring students' personal support. (2015.10.10.)
[74] An upper-year or PhD student ensuring students' support. (2015.10.10.)

Institutional examples and opportunities – *of mobilization and expansion of the partnership network*

- Development of two-pillar education programmes

    The core of two-pillar teacher education referred several times before stands in that the university strives to develop a network of partner institutions beyond its own practicing schools which ensures a more diverse repertoire of traineeships for teacher trainees. On the one hand, diversity may be achieved regarding different types of institutions (trainees may practice in colleges, vocational schools, secondary schools besides the primary schools and grammar school of the university). On the other hand, such diverse institutions may be involved which offer traineeship opportunities for students in integrated environments with a different social composition than that of practicing schools of the university. Practical orientation of the training may be further supported by two-pillar teacher education programmes and it may present a diverse trainer competence repertoire which university capacities alone could not provide partly due to their position. Thus, the two pillars of the university and practicing schools mutually complement and enrich one another ensuring a diverse learning environment for students in teacher training. During the past five years, the Konrád Ignác Primary School in Kétújfalu in collaboration with the University of Pécs implemented developments in order that the primary school become an official practicing school of students in the Pécs teacher training programme. This might be the first practicing school of the Pécs university which would serve as an integrated institution for disabled, disadvantaged and Roma/Gypsy students by successfully implementing a complex inclusive programme. If the Kétújfalu school gains support from the University of Pécs to become a practicing school, then, uniquely in Hungary, a diverse and inclusive school environment will be ensured for preparation for the teaching profession.

- Foreign partnership network at the University of Pécs

    The Faculty of Business and Economics of the University of Pécs lays great emphasis on students' and teachers' professional development. It holds their teachers' further education important; this year, four teachers of the faculty visited American and Canadian partner institutions in the *Visiting Scholar* programme. One priority task of the delegated colleagues concerns educational methodology development. The faculty plans to continue and expand teachers' further education by intercultural, linguistic or further methodological trainings. The Faculty of Engineering and Information Technology similarly motivates its teachers to collect international experience during study visits that are financed by project funds as well as the faculty engages in teacher exchange programmes in collaboration with partner institutions. The faculty has such a large number of requests which exceeds its capacity to meet the demand. This year, teachers from the information technology and civil engineering groups travelled to America to participate in professional and language courses.

    The Institute of Pedagogy of the Faculty of Humanities has been laying emphasis for years on consolidating existing international relationships and on developing new ones. There were Slovakian and French presenters among the plenary lecturers of the scientific conference Horizons and Dialogues held in 2015. A cooperation has been established between practicing educators and practicing schools of the pedagogical institute of the Université Paris-est Créteil Val de Marne and the Pécs Institute of Pedagogy.

- An example of a Hungarian partnership network
  The Roma College Network has been operating since 2012 that is aimed at promoting exchange of professional and personal experience among students and leaders of Roma colleges of universities based in different locations in Hungary. Naturally, this relationship network may also support student members of the colleges subsequently in reaching success on the labour market. An important node in this network is the Wlislocki Henrik College of the University of Pécs.

- Diversity-focused partnership at the University of Pécs
  The Wlislocki Henrik College succeeded in developing a wide partnership network during the past three years which enabled students to expand their relationship networks and to strengthen their attachment for the University of Pécs as well as which offered the organization opportunities to cooperate with other organizations. Such project components included the tutorial system, mentoring system, networking, volunteering and professional cooperations. At the time of establishing the College, one cornerstone of the programme was the tutorial system. Tutors of the Wlislocki Henrik College are university teachers who teach at a department related to the given student's major subject, whose selection is based on mutual sympathy and who participate in the project on a voluntary basis. According to these criteria, a tutor is the person who helps and supports the student's academic, professional and scientific progress at personal meetings. Since students attend seven different faculties of the University of Pécs, tutors were also selected from those faculties. This meant that the College could "break out" of the institutional scope of the Faculty of Humanities and developed a network of teachers which supported involvement of more students during the project as well as it supports, albeit in a less measurable manner, tutored students' embedding in the institution in the long term, thus strengthening students' attachment for the institution. Students gave unambiguously positive feedback on the efficiency of the tutorial system. The project component was rated very high on the satisfaction scale. Written evaluations mentioned a close personal relationship in several cases which helped students solve their personal problems. During in-depth interviews, students addressed the tutorial project component with a positive connotation indicating that the relationship was important and useful for them in succeeding at university.

2.2.6. UNDERSTANDING MESSAGES OF A CHALLENGING INTERCULTURALITY – continuous renewal

In relation to inclusive approach, we have already addressed university actors' *continuous preparation* with regard to inclusive environment development and maintenance. Continuous renewal deserves special attention as a distinct condition of inclusion since besides the process-like nature of inclusiveness, another important aspect is that an inclusive university environment should be prepared for *ever emerging new challenges*. On the one hand, this means the system of IE data, research results and relationship feedback that may provide *development-oriented input* to the university system. On the other hand, it results in elaboration and implementation of *action plans* aimed at the development of inclusive academic excellence. The third important aspect of continuous renewal is the *involvement of partner groups, research and development centres* in the partnership network which engage in activities targeted at inclusiveness, making academic excellence equitable, and which are able to give external feedback to the university institution developing inclusive academic excellence. In this way, external partners are involved in the continuous self-evaluation and self-development process which may widen the horizon of understanding and problems of

the specific institution as a certain kind of *external quality improvement partnership network*.

Institutional examples and opportunities – *of continuous renewal*

- IE research-development-training centre

One function of the centre mentioned previously as an example and to be presented as part of the IE project organization is to involve Hungarian and international research and development partners and partnership networks in the IE-focused institutional development process of the university which prioritize the issues of inclusive academic excellence or public education inclusion. For example, the research team formed by the authors of the present volume aims to strengthen relationships with the US-based *Association of American Colleges and Universities*, the Dutch *National Knowledge Centre for Mixed Schools* and the *Pestalozzi Programme* of the Council of Europe.

3. Output - Efficiency of inclusive academic excellence

As the input is approached from two aspects in our strategic recommendation, so examine we, similarly to the international literature, two aspects of the output as well, that is, the aspects of *dropout* and academic *excellence*. In the latter case, *student efficiency indicators* regarding each student as well as *institutional development efficiency indicators* need to be examined.

3.1. Aspects of dropout

These aspects require, in harmony with the international literature, examination of the *amount and periodicity of time* spent on undergraduate studies, *proportions of postponed studies* as well as *data on successful and unsuccessful graduations* since lacking the required financial background may, especially in disadvantaged groups, disrupt the scheduled course of university studies by employment periods or it may even prevent continuation of higher education studies. Likewise, successful/unsuccessful *labour market entry* after graduation is worth examining.

3.2. Efficiency indicators of institutional inclusive excellence

Examples of assessment aspects of student excellence and efficiency

Examination of student diversity should practically include indicators analysing conventional proofs of academic excellence. Comparing students' *grade point averages* with compositional indicators may be extended to *other forms of academic excellence assessment* such as compositional analysis of prize winner students of faculty and national level contests of the National Conferences of Scientific Students' Associations as well as compositional analysis of those obtaining a PhD degree. Besides conventional forms of assessment (grade point average), *competence-based evaluations* provide particularly sensitive data further refining conceptions of the areas to be developed in the pedagogical environment of the university.

Student efficiency data also need to be compared with *support data*. That is, the interpretation of output data is also helped by diversity indicators of students' grants, conference presentations, publications and international study visits.

Examples of assessing institutional output

In order to systemically examine academic excellence, those institutional output criteria and outcome indicators need to be elaborated which the institution defines as the IE institutional development objectives.

The framework may be provided by the major European indicators (e.g. *U-multiranking*).

- general indicators (numbers of students, graduated, graduated in time etc.)
- internationalization,
- regional partners' and university's participation in regional development
- cooperation with economic actors

Within these, further possible IE-based indicators and efficiency proofs are as follows:

- Increasing number of students admitted to the institution
- Expanding partnership network of the university resulting in an increasing number of two-pillar programme components
- The university advances in Hungarian and international rankings of university excellence
- Students' and teachers' increasing identification with, and positive attitude towards, the campus
- Campus climate assessments indicate a more positive and more pluralistic climate
- Diversity-based excellence becomes a core feature of university image
- The university joins the institutional models of Inclusive Excellence

Structural guarantees - University IE horizontal group network

In the international discourse of Inclusive Excellence (IE) as well as during Hungarian public education integration developments, particular emphasis is laid on the organizational-structural elements required for implementation. Various models discuss in detail the critical structural guarantees of the situation analysis of inclusiveness and inclusive environment development.

One higher education model highlights *the organization named „Evidence Team"* which comprises maintainers, decision makers, public relations representatives, education programme officers and committed researchers of institutes. In the model, the Team connected to several areas and thus expanding its organizational network is one of the structural guarantees of the implementation of inclusive excellence aspects and development efforts. In the Hungarian public education system, the *IPS-based institutional development* model targeted at inclusiveness came into general use in the past decade. An integral part of this model is the establishment of an *institutional project organization* which focuses on the development of inclusion in the specific institution. The proposed project organization is a micro-group network based on cooperative principles which forms regional and national networks by being associated with similarly organized units of other institutions. The project organization established within the institution consists of 3 to 5 micro-groups centred around different institutional development areas that function in a jigsaw-like manner aiming to jointly implement the development encompassing the entire institution. The research and development base of this model is seated at the University of Pécs.

Regarding diversity-focused development of academic excellence, that is, achievement of Inclusive Excellence, we make recommendations for various elements of organizational-structural guarantees based on the examples of the reviewed models. Our proposal is summarized under the name **"IE horizontal group network"**. (Figure 6)

IE Horizontal Network	Functions and characteristics
IE Coordination Team Representatives of the university maintainer and leadership, faculty education program officers, researchers and developers; organizational units and partners representing prioritized students	*Decision making rights*
	Legitimated on the top of the leadership
	Representing IE at a university level
	Responsibility for establishing cooperatively structured development organization, ensuring operation, monitoring, and quality improvement
IE Coordination Office Operational and administrative colleagues	*Preparing decisions*
	Coordinating implementation
	Organizing and regularizing personal and mediated publicity
IE micro-group network Comprises communities (micro-groups) of department groups, separate departments, institutes, research centers and program offices	*Decentralized and dialogical structures based on cooperative principles*
	IE network comprises micro-groups of 2 to 5 members
	Flexible and open structures
	Learning community or community of practice
	Adapt their functions and composition to specific IE processes
IE research base Research, development, training and practice	*Analysis of local IE data (e.g. education programs, courses, practices, community practices etc.)*
	Establishing IE development directions, describing practice models and/or making them accessible
	Planning and implementing IE development programs, providing a range of related trainings and workshops
	Evaluating IE development outcomes and feeding them back to the development process

Figure 6. Recommendations for the elements of the IE horizontal group network

IE Coordination Team

The team based on the experience of the „Evidence Team" comprises representatives of the university maintainer and leadership as well as faculty education programme officers, researchers and developers of institutes committed to academic excellence development. Further members of the team are organizational units and partners representing prioritized students such as foreign students, students participating in the Erasmus programme, students from disadvantaged communities, disabled students etc.

The Coordination Team has *decision making* rights concerning issues of introduction, development and operation of the IE strategy at the university, thus representatives of the highest forums of university-level decision making are members of the team by necessity. At the same time, the established team *legitimizes* at a top leadership level and *represents* at a university level the systemic implementation of efforts for inclusive excellence. It *establishes*

the IE micro-group network at the university and *ensures* its operation, *monitoring* and *quality improvement*.

IE Coordination Office

Work of the Coordination Team is assisted by at least one operational and administrative colleague as well as by one managing expert who form a micro-group operating the organizational unit of the Coordination Office. The office is responsible for *preparing decisions* and *coordinating implementation* of the decisions taken relying on the established IE micro-group network. Furthermore, it *organizes* and *regularizes* personal and mediated publicity of the Coordination Team as well as the monitoring of decisions and the quality improvement process.

IE micro-group network

The current organizational structure of universities is also composed of micro-groups considering that it comprises communities (micro-groups) of department groups, separate departments, institutes, research centres and programme offices. However, this higher education structure is an *essentially centralized and hierarchically organized micro-group structure*. Two studies in this volume discuss scientific findings which point out the importance of *decentralized and dialogical structures based on cooperative principles* in managing organizational changes. Examining targeted changes, the authors establish that efficacy and efficiency encompasses the entire institution, possibly all service segments, to a greater extent when decentralized cooperative structures are applied. The network aimed at IE development, *comprising micro-groups of 2 to 5 members*, may also be effective and efficient in the development encompassing the entire system if it is able to form a *structure based on cooperative principles*. Specifically, cooperation within and among micro-groups will be successful if it implements principles ensuring equal participation and access, personally inclusive parallel interaction, constructive and encouraging interdependence, personal responsibility and individual accountability as well as critical and pro-motive publicity provided step by step and conscious competence-based development. These critical conditions are discussed in detail in the introductory studies of this volume. In order that the IE micro-group network be in fact the driver of development, that is, its effective and efficient implementer, it is also important that the concerned actors take an approach focused on *flexible and open structures*. Starting changes requires committed members of a *learning community* or *community of practice*. Individuals involved as actors form micro-groups according to the revealed IE values and deficiencies. Communities of the micro-groups *adapt their functions and composition to specific IE processes. Thus*, for example, there may be department micro-groups, micro-groups related to education programmes, micro-groups representing disciplines, transdisciplinary or problem solving micro-groups etc.
Communities of the IE micro-group network are *implementers* and/or *initiators* of IE development decisions that are *arranged horizontally in the entire university organization*. They engage in and/or generate various complementary activities required for achieving inclusive excellence.
- They *explore* quantitative and qualitative data related to IE development and operation,
- fulfil *implementation-development, decision preparing* and *decision management* functions assisted by the professional background base in their own context (e.g. at the given department/institute, in relation to the education programme or activities related to a specific discipline, or in problem solution requiring interdisciplinary cooperation etc.),

- *support, generate* and *implement* decisions in their local contexts maintaining *dialogue* with other concerned participants, *making joint decisions, relying on individual and joint activities*,
- furthermore, support regular *publicity of local processes*.

IE research base

The IE research base is also included in international models but discuss it in an extended sense in this study. The research base is a centre focusing on IE which not only supports the academic excellence development and operation process by research but also by *development* recommendations, *trainings and workshops* for teachers and employees, and *practice* models. Establishment of the research base is necessary considering that one may not expect all concerned university citizens to be equally prepared and to fully possess the competences required for the development of university services. The centre provides research data, background literature, development recommendations, a collection of practice models and opportunities of consultation workshops for the IE micro-group network to support its *specific activities and endeavours* as well as it supports the IE Coordination Team making *decisions at the level of development policies*. One important task of the centre is that while the *IE Coordination Office micro-group* enforces IE processes in operational and administrative processes at the level of the entire university, the *IE research base* supports quality improvement processes focused on *professional, academic* and *practical* aspects.

Principal functions of the IE research base are continuous and cyclical corresponding to the developmental spiral of *research, development, outcomes* and *further directions*. Phases of the cycle, that is, sequentially recurring stages of the spiral process are as follows:
- *Analysis of local IE data (e.g. education programmes, courses, practices, community practices etc.)*
- *Establishing IE development directions, describing practice models and/or making them accessible*
- *Planning and implementing IE development programmes, providing a range of related trainings and workshops*
- *Evaluating IE development outcomes and feeding them back to the development process*

Considering that special competence areas may take part in ensuring background services, it is practical to recruit university teachers committed to research related to an IE dimension for operating the centre. Importantly, involved professionals should have experience in *development* and related *education* besides research experience as well as experience obtained as participants in *practical* and model implementation. A team comprising such professionals may provide the core of the IE research base made up of seniors who collaborate with *colleagues* with similar profiles from within the university or from the international relationship network, with professional, NGO, company, state, local governmental *partners* as well as with young professionals and *colleges* of PhD and MA *student groups*.

Summary

The above outlined aspects and ideas of the approach recommending inclusive academic excellence development as a strategic objective are also presented in a summary table (Figure 7). The summary only provides guidance for the reader on the above presented aspects and ideas based on the process-based model of inclusiveness while it should be taken into account that strategic aspects may only be fully developed in the social context of the specific institution – based on dialogues and insights reaching down to everyday practice.

Figure 7. Aspects of inclusive academic excellence

Aspects of inclusive academic excellence	
Academic excellence Institutional development goals:	− increasing numbers of more efficient students − reinforcing unique position in higher education − alignment with EU and international strategies − resource expansion focusing on inclusive development
INPUT Equal opportunity and equity *Criteria*	
Entering students: *Equal access and participation:* − student diversity, − major subject diversity, − support diversity, − practice diversity, − diverse practices *Structural indicators:* − diversity reference values, − critical minimum values	**Receiving university environment:** − attractiveness, − inclusion, − development, − image, − service provider diversity, − decision maker diversity, − inclusive attitude

PROCESS inclusive excellence-focused system operation *Conditions*		
Basic strategic principles:	**Facilitation of dialogue:**	structural conditions, organizational learning conditions, research and development cooperations, interdisciplinary dialogues
	Structural dimensions:	reference values, process- and competence-based development, transreferential, intercultural, trans-gradual, transdisciplinary dimensions
Material environment: – community spaces, – interpersonal spaces, – representative and demonstrative function, – spatial structures encouraging dialogue	***Inclusive approach*** – attitudes, – institutional communication, – institutional climate, – teaching-learning-service providing activities, behaviours, – inclusion index	**Implementers' preparedness** – importance of knowledge and abilities besides approach, – implementers' personalized preparation, – development of the inclusive preparation process, continuous learning and feedback, – differentiated support,
Personalized contents and actions: – free articulation of identity and values, pluralistic environment, – supporting individual courses of studies and life, – mentoring and tutoring programmes, – structures based on basic cooperative groups	***Partnership network:*** – intra-institutional partnership network, – external partnership network, – cooperative micro-group networks, – two-pillar education programmes, – resources, – knowledges, – wide repertoire of mobility	***Continuous renewal:*** – continuous preparation, – continuously learning organization, – positive and development-oriented inputs, – inclusiveness-specific partner groups, – involvement of research and development centres in the institutional development process

OUTPUT Universally applicable efficiency *Indicators*	
Aspects of dropout:	**Assessment aspects of Inclusive Excellence**
  − ratio of successful/unsuccessful graduations − amount and periodicity of time spent on undergraduate studies − proportion of postponed studies, duration of periods − successful/unsuccessful labour market entry	*Students:* − grade point averages − other means of measurement-evaluation and feedback (e.g. portfolio) − competence-based evaluations − support data (grants, conference presentations, foreign studies etc.) *Institutional outputs* − general indicators (numbers of students, graduated, graduated in time etc.) − internationalization, − regional partners' and university's participation in regional development − cooperation with economic actors *Within this, output indicators of inclusion* − Increasing number of students admitted to the institution − Expanding partnership network of the university resulting in an increasing number of two-pillar programme components − The university advances in Hungarian and international rankings of university excellence − Students' and teachers' increasing identification with, and positive attitude towards, the campus − Campus climate assessments indicate a more positive and more pluralistic climate − Diversity-based excellence becomes a core feature of university image − The university joins the institutional models of Inclusive Excellence