

# EXTRAMURAL INITIATIVES TO TACKLE ESL IN HUNGARY: TWO CASE-STUDIES

**Julia Szalai and Agnes Kende**

In the paper we introduce two types of new initiatives to tackle ESL in Hungary. The first case-study discusses the experiences of alternative learning centres ('Tanoda'-s) that provide services for deeply disadvantaged (mostly Roma) primary school-aged students to help them to re-gain interest in education and successfully entering the secondary stage. The second case-study presents the first experiences of the so-called Bridge Programmes that were set up to provide some form of education and basic training for drop-out students and those leaving the formal educational system before reaching the compulsory age.

The 'Tanoda' is an extramural educational initiative targeting multiply disadvantaged, mainly Roma children. One of its fundamental principles is that it is provided independently from mainstream schooling. The 'Tanoda' programme was set up as a response to the involved socio-cultural challenges and to provide a successful learning career and a path to further education. The first 'Tanoda'-s were founded by NGOs and set up independently from schools in the '90s in order to help Roma children to overcome their failures in schools and to help them to further studies. The positive evaluations of the first 'Tanoda'-s resulted in EU calls from 2005 onwards. The efforts concluded in an increase in the number of 'Tanoda'-s from around 20 to more than 100 institutions till date.

The proposed paper will give an overview and an evaluation of the 'Tanoda' programme in Hungary, presenting its history, critically evaluating its outcomes, and discussing the place of such a programme in the current educational policies. The discussion will be embedded in the context of initiatives of extramural/non-formal education for the social integration of excluded groups.

By facing the increase of the drop-out rates that expert estimates have shown after 2005 and also by seeking some compromising solutions for the manifold tensions around school failures in primary and secondary education, the government launched a programme for educating 'problem-students' in forms separated from the mainstream educational institutions. The innovation was the introduction of the Bridge I and II Programmes for facing different levels of school failures. The Programmes started working in the 2013/14 school-year. The first experiences are mixed and the Programmes are much debated. Based on the available data and interviews with students, staff, and the representatives of the educational authorities, the paper will provide a critical analysis of the recent developments and the risks of further segregating the Roma attendees – instead of (re)integrating them.

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