



**Follow-up of CONFINTEA VI:**

**Reporting template for National progress reports in preparation of the  
*Global Report on Adult Learning and Education (GRALE)*  
 and the end of the  
 United Nations Literacy Decade (UNLD)**

**National progress report submitted by  
 the Government of Hungary**

This report is submitted on behalf of the Government of Hungary in accordance with the commitments made at the Sixth International Conference on Adult Education (CONFINTEA VI)<sup>1</sup> as laid down in the *Belém Framework for Action*<sup>2</sup>, specifically with regard to monitoring its follow-up.

This report is organised in different sections according to the key areas of CONFINTEA VI. Accompanying this are the explanatory notes<sup>3</sup>, which are meant to provide further clarification.

Institution responsible for submitting this report	VET and ALE Department in the Ministry for National Economy
Submission date	21.02.2012.

<sup>1</sup> For more information about CONFINTEA VI see: <http://www.unesco.org/en/confinteavi/>

<sup>2</sup> Available in nine languages at <http://www.unesco.org/en/confinteavi/belem-framework-for-action/>

<sup>3</sup> The explanatory notes are intended to be a reference material to clarify the scope and background of the reporting template and explain some basic terms.

## Report elaboration process

Which institutions and stakeholders provided input to this report?	Mark all that apply
Government Ministries	
Agriculture	<input type="checkbox"/>
Defence	<input type="checkbox"/>
Education	<input checked="" type="checkbox"/>
Foreign Affairs	<input type="checkbox"/>
Health	<input type="checkbox"/>
Interior/Home affairs	<input type="checkbox"/>
Labour	<input checked="" type="checkbox"/>
Others (please mark and specify below)	<input type="checkbox"/>
Civil society organisations	<input type="checkbox"/>
National non-governmental organisations	<input type="checkbox"/>
International non-governmental organisations	<input type="checkbox"/>
Educational or research institutions/Universities	<input checked="" type="checkbox"/>
Private sector companies	<input type="checkbox"/>
United Nations agencies	<input type="checkbox"/>
Non-UN bilateral or multilateral organisations	<input type="checkbox"/>
Others (please mark and specify below)	<input type="checkbox"/>

*Briefly provide any additional information on the process by which this report has been produced, including information on: 1) which types of public authorities were consulted or contributed to its preparation; 2) how the stakeholders were consulted and how the outcomes of this consultation were taken into account; and 3) the types of references used as a basis for reporting.*

- 1) Statistical Data of VET and ALE Institute in the National Labour Office: [www.nive.hu](http://www.nive.hu)
2. Educational Yearbook of Hungary 2011. through Google

1. Definitions and data collection on adult learning and education		
	Yes	No
1.1 Does your country have an official definition of <b>adult education</b> ? <i>If Yes, please provide it in the space below:</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
1.1.1 Are other definitions used in practice? <i>If Yes, please provide them in the space below:</i>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
1.2 Has your country adopted or developed an official definition of <b>literacy</b> ? <i>If Yes, please provide it in the space below:</i>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
1.2.1 Are other definitions used in practice? <i>If Yes, please provide them in the space below:</i>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
1.3 How is literacy data obtained in your country?  <i>Please select the option(s) below</i> National census School administrative data (years of schooling completed/primary certificate) Direct testing (e.g. Literacy Assessment and Monitoring Programme, LAMP) Household surveys Other methodology ( <i>please describe below</i> ): Survey in 2005 with direct testing on 4500 adults		<input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
1.4 Has your country changed literacy data collection methods since the UNLD mid-term review in 2006?  <i>If Yes, please select the option(s) below that best describe the change(s)</i> New conceptual definition on literacy in place (for policy) New conceptual definition on literacy in place (for data collection only) New assessment of youth and/or adults' literacy skills Increase in the periodicity without significant conceptual changes Other changes ( <i>please provide details below</i> ):	<input type="checkbox"/>	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
1.5 Has your country faced challenges in collecting literacy data?  <i>If Yes, please describe them briefly in the space below:</i>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
1.6 Please provide any additional information, explanations or comments that you consider relevant in order to clarify any potential issues regarding the information in this section.		
Although illiteracy is not characteristic of Hungary, acc. to census data approx. 1.6% of the population can be regarded as seriously illiterate, namely those who have not completed even the 1st grade of school. On the bases of certain research material (4500 people in 164 locations tested in 2005.) plus 16% can be regarded as functional illiterate, but in different degree, mainly among the Roma minority but not only them. This phenomenon attaches even working people, skilled workers too, otherwise duly fulfilling their obligations. Teaching adults to read, write and count is going on in at about 20 schools and		

in prison targeting 6000 people per year.

## 2. Policy: political commitment to adult education and adult literacy

2.1 Does your country have laws, legal regulations or other public policy measures/initiatives with a primary focus of supporting lifelong learning, adult education and adult literacy? Please name them, giving the year in which they were enacted and adding documentation/evidence, if possible.

	Yes	No	<i>If Yes: name of legal/policy instrument and references (add as many lines as needed)</i>	Year
Lifelong learning	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Government decree No. 2212	2005
Adult education	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Act No CI. on Adult Education, more times modified	2001
Adult literacy	<input type="checkbox"/>	<input type="checkbox"/>		

2.2 Which target groups of learners do current national adult education and/or adult literacy policies address? Examples could include women, youth, indigenous peoples, minority linguistic/ethnic groups, migrants, individuals with disabilities, rural residents, prisoners and others (please specify). Which age groups are targeted? What is the size of the target group?

	<i>Specific target groups, including age range (add as many lines as needed)</i>	<i>Total number of individuals in the group</i>
Adult education	low skilled, low educated, unemployed	300,000
Adult literacy	functional illiterates	300,000

2.3 Has your country set any goals and deadlines that national policy/ies in adult education and/or adult literacy are expected to reach? If yes, please specify the goal and, if applicable, relevant timeframe.

	Yes	No	<i>Specify goal</i>	<i>Specify timeframe</i>
Adult education	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Indirectly in the framework of ESA Programmes	5 months as average either 10 months or 5 months in remedial training.
Adult literacy	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Acc. to school curricula	

2.4 Does your country have a policy on the language of instruction in adult education?

Yes No

*If Yes, please provide a brief explanation and references in the space below including when it was put in place:*

Foreign language learning is one of the 3 target areas of the Adult Education Act to be supported by State. Costs of learning could be set against VET Contribution Tax by employers after own employees in the 2 reference years: 2010 and 2011.

2.5 Does your country have a policy framework to recognise, validate and accredit non-formal and informal learning?	Yes	No
	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p><i>If Yes, please provide a brief explanation and references in the space below, including when this policy framework was put in place:</i></p> <p>Regarding VET through the system of moduls and 4 basic competence-groups since 2006. Regarding ALE through the system of accredited ALE Institutions where prior learning assestment is one of the necessary services befor enrolling the participant.</p>		

2.6 Have action plans been formulated or updated since CONFINTEA VI (December 2009) at national or sub-national level?	Yes	No
<b>Adult education</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p><i>If Yes, please provide a brief explanation and references:</i></p>		
<b>Adult literacy</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p><i>If Yes, please provide a brief explanation and references:</i></p> <p>As an average 2500 adults are learning in lower secondary schools (1-8 grades), 2500 are taking place in remedial education (7-8 grades) and a further 1000 prisoners take up similar studies of remedial character. So, approx. 6000 adults are learning yearly in order to gain or reinforce writing, reading and counting competences. Sometimes large learning programmes (e.g. "Step one ahead!") also have additional funding for such purposes.</p>		

2.7 Have adult education and adult literacy been included in other national plans/strategies?			
<b>Adult education:</b>	<i>Mark all that apply</i>	<i>Timeframe</i>	<i>References</i>
National Development Plan	<input checked="" type="checkbox"/>	2007-2013	ESA grant programmes and Labour Market programmes.
Poverty Reduction Strategy Paper	<input type="checkbox"/>		
Education strategy	<input type="checkbox"/>		
Skills development (including vocational education and training) strategy	<input checked="" type="checkbox"/>	2007-2013	ESA grant programmes and Labour Market programmes
Education For All Fast Track Initiative (EFA FTI) Education Sector Plan	<input type="checkbox"/>		
Sustainable development strategy	<input type="checkbox"/>		
Other (specify in the space below)	<input checked="" type="checkbox"/>		
<b>Adult literacy:</b>	<i>Mark all that apply</i>	<i>Timeframe</i>	<i>References</i>
National Development Plan	<input type="checkbox"/>		

Poverty Reduction Strategy Paper	<input type="checkbox"/>	
Education strategy	<input type="checkbox"/>	
Skills development (including vocational education and training) strategy	<input type="checkbox"/>	
Education For All Fast Track Initiative (EFA FTI) Education Sector Plan	<input type="checkbox"/>	
Sustainable development strategy	<input type="checkbox"/>	
Other (specify in the space below)	<input type="checkbox"/>	

2.8 Have adult learners and/or adult literacy learners been involved in discussions about your policy and or plans?				
	Yes	No	Specify policy/plan (add as many lines as needed)	References
Adult education	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Indirectly on institutional level, tripartite based	See National Council of VET and ALE as advisory body to the Minister for National Economy to whom employment policy and connected VET and ALE policies are delegated.
Adult literacy	<input type="checkbox"/>	<input type="checkbox"/>		
If Yes, please elaborate how they have been involved.				
The above Council is not a decision-making, but a professional supporting body to the Minister on different development lines and programmes, including funding.				

2.9 Please provide any additional information, explanations or comments that you consider relevant in order to clarify any potential issues regarding the information in this section.

### 3. Governance: governance and cooperation in adult education and adult literacy

3.1 Please list the names of organisations, institutions or agencies that are involved in planning, implementing and evaluating policies for adult education and adult literacy. Please mark/tick the level(s) at which they operate (national, sub-national).

<b>Governmental:</b>				
<i>Institution (add as many lines as needed)</i>	<i>Geographical scope (mark all that apply)</i>		<i>Is it involved in the implementation of programmes/courses? (mark all that apply)</i>	
	<b>National</b>	<b>Sub-national</b>	<b>On adult education</b>	<b>On adult literacy</b>
Ministries	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Agencies of EU	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Units of the EU Commission	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Local governments	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Experts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Accreditation Board	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Non-Governmental:</b>				
<i>Institution (add as many lines as needed)</i>	<i>Geographical scope (mark all that apply)</i>		<i>Is it involved in the implementation of programmes/courses? (mark all that apply)</i>	
	<b>National</b>	<b>Sub-national</b>	<b>On adult education</b>	<b>On adult literacy</b>
Chamber of Commerce and Industry	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Regional Boards of Development and Training	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Associations of Employers	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Associations of Employees	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Churches	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
independent experts	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Associations of training providers	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Highed Education Institutions	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



3.2 Is there any entity at national level responsible for ensuring the coordination of adult education and/or adult literacy activities?	Yes	No
<p style="text-align: right;"><b>Adult education</b></p> <p><i>If Yes, please provide name and contact details:</i>  Ministry for National Economy, VET and ALE Deptm. Contact person: gyorgy.szent-leleky@ngm.gov.hu  phone: 00-36-1-472-8792</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p style="text-align: right;"><b>Adult literacy</b></p> <p><i>If Yes, please provide name and contact details:</i></p>	<input type="checkbox"/>	<input type="checkbox"/>

3.3 Does the national government conduct specific actions intended to facilitate cooperation among the different stakeholders in...	Yes	No
<b>...adult education?</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p><i>If Yes, please indicate what activities are undertaken and/or which frameworks are in place and provide references:</i></p> <p>See the meetings of the VET and ALE Council, periodically conferences on ALE; The National Ministry for Human Resources and its Department for Adult Education, in cooperation with the Adult Education Sub-Committee of the Hungarian Academy of Sciences, has formed a Draft Strategy for Adult Learning and, accordingly, generated a platform with key stakeholders for developing and implementing that Strategy</p>		
<b>...adult literacy?</b>	<input type="checkbox"/>	<input type="checkbox"/>
<p><i>If Yes, please indicate what activities are undertaken and/or which frameworks are in place and provide references:</i></p>		

3.4 Does the national government provide capacity-building to ensure that the different stakeholders are able to participate in policy and programme development, implementation and evaluation in...	Yes	No
<b>...adult education?</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p><i>If Yes, please indicate what activities are undertaken and provide references:</i></p> <p>Government decree stipulates the mandatory continuing training of teachers in every 7th year (in the scope of 120 lessons that gives different number of credit points. In higher education an automatic progress system is in place.</p>		
<b>...adult literacy?</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p><i>If Yes, please indicate what activities are undertaken and provide references:</i></p> <p>Government decree stipulates the mandatory continuing training of teachers in every 7th year. In the course of which some of them can visit very special courses on adult literacy, what are the efficient ways of teaching on this learning area.</p>		

3.5 Do local communities play a role in the planning, implementation and evaluation of programmes in ...	Yes	No
<b>...adult education?</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>...adult literacy?</b>	<input type="checkbox"/>	<input type="checkbox"/>

3.6 Please provide any additional information, explanations or comments that you consider relevant in order to clarify any potential issues regarding the information in this section.
In adult education No, but any way not to a higher extent of measures and programmes.

#### 4. Financing: investment in adult education and adult literacy

4.1 Data on public expenditure provided in this questionnaire should refer to actual expenditure. If actual expenditure is not available, please provide budget allocation.

Please indicate which data are reported:

<i>Actual expenditure</i> <input checked="" type="checkbox"/>	<i>Budget allocation</i> <input type="checkbox"/>
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4.2 Please indicate the name of the currency used for reporting:

HUF: Hungarian Forints

4.3 Please indicate the monetary unit used in the following tables:

<i>Units</i> <input type="checkbox"/>	<i>Hundreds</i> <input type="checkbox"/>	<i>Thousands</i> <input type="checkbox"/>	<i>Millions</i> <input checked="" type="checkbox"/>
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4.4 What was the overall public expenditure on education and training in the financial years ending in 2009 and 2010 (in nominal local currency)?<sup>4</sup>

	<i>Amount (2009)</i>	<i>Amount (2010)</i>	<i>Source</i>
<i>National government</i>	937,596	907,327	Statistical Yearbook of Education
<i>Sub-national governments<sup>5</sup></i>	337,511	329,897	Statistical Yearbook of Education
<i>Total</i>	1,275,107	1,237,224	Statistical Yearbook of Education

4.5 Are equivalent figures on the financial contributions to adult education by the following agents available?

	<i>Amount (2009)</i>	<i>Amount (2010)</i>	<i>Not available</i>
<i>National government</i>	12,148 (29%)	13,679 (25%)	<input type="checkbox"/>
<i>Sub-national governments<sup>5</sup></i>	1,901 (5%)	2,350 (5%)	<input type="checkbox"/>
<i>Civil society organisations</i>	1,240 (3.0%)	2,150 (4%)	<input type="checkbox"/>
<i>Donors/international aid (not loans)</i>	2,479 (6.0%)	8,580 (16%)	<input type="checkbox"/>
<i>Private companies</i>	13,223 (32%)	15,081 (28%)	<input type="checkbox"/>
<i>Learners/households</i>	10,331 (25%)	11,800 (22%)	<input type="checkbox"/>

4.6 Are equivalent figures on the financial contributions to adult literacy by the following agents available?

	<i>Amount (2009)</i>	<i>Amount (2010)</i>	<i>Not available</i>
<i>National government</i>	2,564	2,561	<input type="checkbox"/>

<sup>4</sup> Include both current and capital expenditure on education and training directly allocated to educational institutions as well as transfers and payments to students (scholarships, grants or loans for tuition fees and/or living expenses) and the private sector. Exclude expenditure other than for educational institutions (e.g. general administration at ministry level). If the information is not available, please provide the best possible estimates. In any case, attach a detailed explanation on how this amount was computed and possible anomalies (elements not covered, etc.).

<sup>5</sup> Control for the potential double-counting effect of transfers across different government levels.

<i>Sub-national governments<sup>5</sup></i>	1,099	1,097	<input type="checkbox"/>
<i>Civil society organisations</i>			<input type="checkbox"/>
<i>Donors/international aid (not loans)</i>			<input type="checkbox"/>
<i>Private companies</i>			<input type="checkbox"/>
<i>Learners/households</i>			<input type="checkbox"/>

4.7 Have new mechanisms or sources of funding for adult education and adult literacy been introduced since CONFINTEA VI (December 2009)?	Yes	No
	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<i>If Yes, please provide a brief description:</i>		

4.8 Please provide any additional information, explanations or comments that you consider relevant in order to clarify any potential issues regarding the information in this section.
Under point 4.6 amounts for adult literacy learners are calculated with 6000 individual multiplied with cost of institutional per student based on full-time equivalent public expenditure (Source Statistical Yearbook of Education, years 2008/2009 and 2009/2010 school years).

## 5. Participation: youth and adults' access to, and participation in, education and literacy programmes

5.1 Please indicate the areas of learning that are addressed by different organisations. Identify target groups (for example women, youth, indigenous peoples, minority linguistic/ethnic groups, migrants, individuals with disabilities, rural residents, prisoners and others) and if information and communication technologies (ICTs) are used.

<b>Public sector organisations</b>	<i>Mark all that apply</i>	<i>Target group(s)</i>	<i>Use of ICT</i>
<i>Literacy (reading, writing, numeracy)</i>	<input checked="" type="checkbox"/>	Roma minority and prisoners	<input type="checkbox"/>
<i>Vocational (technical, income-generation-related)</i>	<input checked="" type="checkbox"/>	income generation between 15-22 years	<input checked="" type="checkbox"/>
<i>Life skills and/or health issues</i>	<input checked="" type="checkbox"/>	income generation and women	<input type="checkbox"/>
<i>Use of information and communication technologies</i>	<input checked="" type="checkbox"/>	practically all target groups	<input checked="" type="checkbox"/>
<i>Official/local languages</i>	<input checked="" type="checkbox"/>	immigrants	<input type="checkbox"/>
<i>Foreign languages</i>	<input checked="" type="checkbox"/>	income generation and employees	<input type="checkbox"/>
<i>Human rights/civic education</i>	<input checked="" type="checkbox"/>	Academic educational system	<input type="checkbox"/>
<i>Liberal education/personal growth (i.e. artistic, cultural)</i>	<input checked="" type="checkbox"/>	income generation	<input type="checkbox"/>
<i>Other (please provide a brief description below:)</i>	<input type="checkbox"/>		<input type="checkbox"/>

<b>Private companies</b>	<i>Mark all that apply</i>	<i>Target group(s)</i>	<i>Use of ICT</i>
<i>Literacy (reading, writing, numeracy)</i>	<input type="checkbox"/>		<input type="checkbox"/>
<i>Vocational (technical, income-generation-related)</i>	<input checked="" type="checkbox"/>	young adults and employees	<input checked="" type="checkbox"/>
<i>Life skills and/or health issues</i>	<input checked="" type="checkbox"/>	women	<input type="checkbox"/>
<i>Use of information and communication technologies</i>	<input checked="" type="checkbox"/>	adults and elder workers	<input checked="" type="checkbox"/>
<i>Official/local languages</i>	<input checked="" type="checkbox"/>	immigrants	<input type="checkbox"/>
<i>Foreign languages</i>	<input checked="" type="checkbox"/>	young adults and older workers	<input type="checkbox"/>
<i>Human rights/civic education</i>	<input type="checkbox"/>		<input type="checkbox"/>
<i>Liberal education/personal growth (i.e. artistic, cultural)</i>	<input type="checkbox"/>		<input type="checkbox"/>
<i>Other (please provide a brief description below:)</i>	<input type="checkbox"/>		<input type="checkbox"/>

<b>Civil society or non-governmental organisations</b>	<i>Mark all that apply</i>	<i>Target group(s)</i>	<i>Use of ICT</i>
<i>Literacy (reading, writing, numeracy)</i>	<input type="checkbox"/>		<input type="checkbox"/>

<i>Vocational (technical, income-generation-related)</i>	<input type="checkbox"/>		<input type="checkbox"/>
<i>Life skills and/or health issues</i>	<input checked="" type="checkbox"/>	women, pensioners mainly	<input type="checkbox"/>
<i>Use of information and communication technologies</i>	<input checked="" type="checkbox"/>	young adults, pensioners mainly	<input checked="" type="checkbox"/>
<i>Official/local languages</i>	<input type="checkbox"/>		<input type="checkbox"/>
<i>Foreign languages</i>	<input checked="" type="checkbox"/>	young adults wanting to become mobile	<input type="checkbox"/>
<i>Human rights/civic education</i>	<input checked="" type="checkbox"/>	minorities	<input type="checkbox"/>
<i>Liberal education/personal growth (i.e. artistic, cultural)</i>	<input checked="" type="checkbox"/>	rather small groups of young adults (hobby activity)	<input type="checkbox"/>
<i>Other (please provide a brief description below:)</i>	<input type="checkbox"/>		<input type="checkbox"/>

5.2 Are there surveys on provision and demand?		
	Provision	Demand
<b>On adult education</b>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<b>On adult literacy</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p><i>Please provide references or attach reports that may have been produced with the information generated by these surveys (if any).</i></p> <p>An overall review on adult education provision was made by the State Audit Office of Hungary in 2010. See: <a href="http://www.asz.hu">www.asz.hu</a> - Jelentések - Összes jelentés - - No.1035/Issued 2010.12.21.</p> <p>Otherwise quality of the provision can partly by the labour office or the accrediting body controlled.</p>		

5.3 Please list which languages are used for the provision of literacy programmes. Indicate if learning materials are available in the respective language.	
<i>(add as many lines as needed)</i>	<i>Mark if language of learning materials</i>
Hungarian	<input checked="" type="checkbox"/>
	<input type="checkbox"/>
	<input type="checkbox"/>
	<input type="checkbox"/>
	<input type="checkbox"/>
	<input type="checkbox"/>

5.4 List and describe briefly any key challenges related to implementing literacy classes in languages other than the official/dominant language(s).
<p>Foreign languages are taught practically in the whole of the school system, firstly English, secondly German. Roma minorities can study "Romani" or "Beas" languages in school, but they do it only as second language after Hungarian, albeit modern legislation authorize them to study these as basic language.</p>

5.5 Have the languages in which literacy programmes are offered changed since the UNLD mid-term review in 2006?	Yes	No
	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<i>If Yes, please provide a brief description and references:</i>		

5.6 At what administrative levels are literacy learning materials developed and who is involved in the process?

	<i>Mark all that apply</i>	<i>Are local communities involved?</i>	
		<i>Yes</i>	<i>No</i>
<i>National level</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Sub-national level</i>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

*Please provide references or attach documents on local community participation:*

5.7 Please provide any additional information, explanations or comments that you consider relevant in order to clarify any potential issues regarding the information in 5.1 to 5.6. Pay particular attention to innovative practices and services for marginalised groups.

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5.8 Does the government collect information on the following items...?	<i>Mark all that apply</i>
Enrolment in adult education programmes (other than literacy programmes)	<input checked="" type="checkbox"/>
Attendance in adult education programmes (other than literacy programmes)	<input checked="" type="checkbox"/>
Completion of adult education programmes (other than literacy programmes)	<input checked="" type="checkbox"/>
Enrolment in literacy programmes	<input checked="" type="checkbox"/>
Attendance in literacy programmes	<input checked="" type="checkbox"/>
Completion of literacy programmes	<input checked="" type="checkbox"/>
<p><i>If this information is available please attach the corresponding figures and documentation, or provide the references:</i></p> <p>Regarding adult education programmes, please, see: <a href="http://www.nive.hu">www.nive.hu</a> - OSAP 1665 - on-line statisztikai felület</p> <p>Regarding literacy programmes, please, see: Oktatási Statisztikai Évkönyv (under primary education and remedial in Vocational School Programmes)</p>	

5.9 Does the government measure the learning outcomes of the following programmes...? (mark all that apply)				
	Only by teachers/ facilitators	Standardised tests for statistical purposes	Standardised tests for certification purposes	Other
<b>Adult education</b> programmes (other than literacy)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Adult literacy</b> programmes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p><i>If this information is available please attach the corresponding figures and documentation, or provide the references:</i></p>				

5.10 Are there differences between men and women in terms of their participation in adult education and/or adult literacy programmes?	<i>Mark all that apply</i>	
	Yes	No
<b>Adult education</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Adult literacy</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<i>If yes: Who participates more?</i>	Adult education	Adult literacy
	Women	<input type="checkbox"/>
Men	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>



<p><i>If there are differences:</i> Have measures have been undertaken to address these differences in adult education/adult literacy programmes?</p> <p><b>Adult education</b></p> <p><b>Adult literacy</b></p>	<p>Yes</p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p>	<p>No</p> <p><input checked="" type="checkbox"/></p> <p><input checked="" type="checkbox"/></p>
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*If measures have been undertaken please provide a brief description and references:*  
This question is not adequate in the case of Hungary. Only slight differences prevail in the participation rates of the genders.

5.11 Please provide any additional information, explanations or comments that you consider relevant in order to clarify any potential issues regarding the information in 5.8 to 5.10. Pay particular attention to equity-related issues regarding access, participation and outcomes.

## 6. Quality: quality assurance

6.1 Do quality criteria for adult education and adult literacy exist in the following areas: curriculum, learning materials, facilitators' training, teaching/learning methodology and assessment of learning outcomes? If yes, please specify. Since when have they been in place?

### Adult education

Area	Mark when quality criteria are in place	Indicate year when quality criteria were introduced	Specify quality criteria in place
Curricula	<input checked="" type="checkbox"/>	2004	Accredited
Learning materials	<input checked="" type="checkbox"/>	2004	Accredited
Facilitators' training	<input checked="" type="checkbox"/>	2004	Accredited
Teaching/ learning methods	<input checked="" type="checkbox"/>	2004	Accredited
Assessment of learning outcomes	<input checked="" type="checkbox"/>	2004	examination

### Adult literacy

Area	Mark when quality criteria are in place	Indicate year when quality criteria were introduced	Specify quality criteria in place
Curricula	<input checked="" type="checkbox"/>	not adequate	governmental approval
Learning materials	<input checked="" type="checkbox"/>	not adequate	ministerial approval
Facilitators' training	<input checked="" type="checkbox"/>	1997	mandatory by governmental decree
Teaching/ learning methods	<input checked="" type="checkbox"/>		automatically accredited in the school system
Assessment of learning outcomes	<input checked="" type="checkbox"/>		examination

6.2 Are there pre-service and in-service training programmes for educators/facilitators for adult education and adult literacy? Please mark all that apply, considering provider and type of training programme.

<b>Adult education</b>				
Provider	Pre-service		In-service	
	Mark if yes	Typical duration (months)	Mark if yes	Typical duration (months)
Governmental institution	<input type="checkbox"/>		<input type="checkbox"/>	
University	<input type="checkbox"/>		<input type="checkbox"/>	
Private company	<input type="checkbox"/>		<input checked="" type="checkbox"/>	1-2 months
Non-governmental organisation	<input type="checkbox"/>		<input checked="" type="checkbox"/>	1-2 months
<b>Adult literacy</b>				
Provider	Pre-service		In-service	
	Mark if yes	Typical duration (months)	Mark if yes	Typical duration (months)
Governmental institution	<input checked="" type="checkbox"/>	6 months	<input type="checkbox"/>	
University	<input checked="" type="checkbox"/>	12 months	<input type="checkbox"/>	
Private company	<input type="checkbox"/>		<input checked="" type="checkbox"/>	1-2 months
Non-governmental organisation	<input type="checkbox"/>		<input type="checkbox"/>	1-2 months

6.3 What is the average monthly remuneration (in nominal local currency) for a full-time educator/facilitator in the following programmes? (*academic year ending in 2010*)

Programme	Monthly average remuneration if available	Remarks/source
<b>Adult education</b> (excluding literacy programmes)	HUF 260,000	with bonuses, but frozen-in in 2008 because of budgetary constrains.
<b>Adult literacy</b>	HUF 225,000	with bonuses, but frozen-in in 2008 because of budgetary constrains.

6.4 Have any initiatives been undertaken by the government concerning the working conditions of adult educators/facilitators/volunteers? Please mark if yes.

	Mark all that apply
<b>Adult education</b>	<input type="checkbox"/>
<b>Adult literacy</b>	<input type="checkbox"/>

6.5 Have the national or sub-national governments implemented monitoring and evaluation mechanisms? (*If yes, mark all that apply*)

	Monitoring	Evaluation
<b>Adult education</b>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Adult literacy</b>	<input type="checkbox"/>	<input type="checkbox"/>

Please provide a brief description and references:

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6.6 Have the national or sub-national governments commissioned studies in order to inform policy and

programme design and implementation since 2009?	
	<i>Mark all that apply</i>
<b>Lifelong learning</b>	<input checked="" type="checkbox"/>
<b>Adult education</b>	<input checked="" type="checkbox"/>
<b>Adult literacy</b>	<input type="checkbox"/>
<p><i>If one or more of the boxes is marked, please provide a brief description and references:</i>          Regarding lifelong learning we have reports for the Government on 2-years progresses in LLL          Regarding Adult education, please, see the <a href="http://www.asz.gov">www.asz.gov</a> webpage, No of Report 1035/Issued 2010.12.21.</p>	

6.7 Please provide any additional information, explanations or comments that you consider relevant in order to clarify any potential issues regarding the information in this section.

**7. CONFINTEA VI follow-up: additional activities**

7.1 Please indicate which activities have been implemented as a follow-up to CONFINTEA VI and the implementation of the *Belém Framework for Action*.

	<i>Mark if taken place</i>
Advocacy events (conference, forum, etc.)	<input checked="" type="checkbox"/>
Media campaigns	<input type="checkbox"/>
Publications (booklets, leaflets, posters, etc.)	<input checked="" type="checkbox"/>
Creation of committees to streamline adult education and adult literacy	<input checked="" type="checkbox"/>
Adult Learners Week/Learning festivals	<input type="checkbox"/>
Creation of learners' networks and/or fora	<input type="checkbox"/>
Translation of the <i>Belém Framework for Action</i> into the national language	<input checked="" type="checkbox"/>
Presenting the <i>Belém Framework for Action</i> to parliament	<input type="checkbox"/>
Elaboration of a funding plan	<input type="checkbox"/>
Development of a national roadmap for the implementation of the <i>Belém Framework for Action</i>	<input type="checkbox"/>
Other ( <i>please specify below</i> )	<input type="checkbox"/>
<p>The Belém Framework for Action has become a part of documents to be analysed by students learning adult education at Hungarian universities.</p> <p>Also, the Adult Education Sub-Committee of the Hungarian Academy of Sciences has paid a very thorough attention to the CONFINTEA VI process and to implement as much as possible from the Belkém Framework for Action.</p>	

7.2 Is there any innovative experience in adult education and/or adult literacy that has been developed in your country since 2009 (CONFINTEA VI) that could be instructive for other countries? If yes, provide a brief description and references.

7.3 Please provide any additional information, explanations or comments that you consider relevant in order to clarify any potential issues regarding the information in this section.

Recently early preparatory work is going on to make a new conception for adult learning act (aim: higher efficiency, better quality in average)

**8. The United Nations Literacy Decade (2003-2012): specific activities under the framework of the UNLD after the mid-term review in 2006**

8.1 Which specific advocacy initiatives/ activities for youth and adult literacy have been undertaken in your country in the last five years? Please rank the frequency/intensity and results or impact of such advocacy work.

	Frequency				Results			
	very frequent	often	hardly	never	excellent	good	modest	no results
Advocacy events (conference, forum, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Media campaigns	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Publications (booklets, leaflets, posters, etc.)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (please specify below) During the EU Hungarian Presidency in the first half of 2011 some successful conferences were organised at Budapest: Prison Conference, Early childcare and education Conference, where initiative was launched to set up a high level group on Adult Literacy, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8.2 Have there been specific initiatives/ activities in support of...?

	Yes	No
... women and girls?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<i>If yes, please provide a brief description and references:</i> Different ESA-supported operative programmes, generally focusing on vocational training as well.		
... other excluded/ under-represented/underprivileged groups?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<i>If yes, please provide a brief description and reference:</i> Different ESA-supported operative programmes focusing on disadvantaged people (low skilled, low educated, prisoners, people with special needs, etc., generally under TÁMOP Priorities 1 and 5.)		

8.3 How would you rate the impact of the UN Literacy Decade in helping to boost your advocacy efforts for literacy?

It has been extremely helpful <input type="checkbox"/>	It has helped a lot <input type="checkbox"/>	It has helped a little <input checked="" type="checkbox"/>	It has not helped <input type="checkbox"/>
<i>If your answer is different from "it has not helped", please provide below a brief explanation and examples of advocacy efforts, commenting on their degree of success:</i>			

8.4 Have literacy policies changed in your country in the last five years?	Yes	No
	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<p><i>If yes, please specify how they have changed below and provide evidence.</i></p> <p>Low educated adults can complete the 7th and 8th grade during 2x5 months with special support and step vocational training if they like. In the near future under Public Work constructions there will be training elements with literacy contents.</p>		

8.5 Have your literacy targets changed over the last five years?	Yes	No
	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<p><i>If yes, please provide below a brief explanation:</i></p>		

8.6 What are the country's current capacity-building needs in literacy and what are the obstacles and challenges in meeting them?

8.7 What are the major challenges for your literacy programme/s regarding planning and implementation, administration, monitoring and evaluation?
No special challenges

8.8 Are there other obstacles or major challenges in increasing efforts in literacy? Which of these areas, or other areas, requires further research?

8.9 What are the prospects for sustaining efforts in literacy beyond 2013, and which steps does your government plan to take in this regard?
Under the new national public education act there will be important changes from the school year 2012/2013, for example mandatory kindergarten attendance over 3 years, whole day primary school - especially for disadvantaged layers of society.