

Public Education Registration and Study Information System (NEPTUN-KRETA)

POLICY DEVELOPMENT

REGULATION/LEGISLATION

 HUNGARY

Timeline



ID number 36502

Description

The provisions of the Act on National Public Education CXC of 2011 allowed electronic filing and storage of school documents. In 2015, work started on the creation of an electronic management system for Hungarian public schools: the Public education registration and study information system - NEPTUN-KRÉTA (*Köznevelési Regisztrációs és Tanulmányi Alaprendszer* - NEPTUN-KRÉTA). The new system was piloted in 2016/17 and made compulsory in 2017/18 in all public schools. The Ministerial Decree of the Ministry of Human Capacities (Emberi Erőforrások Minisztériuma - EMMI) of 15 August 2018 established NEPTUN-KRÉTA as the electronic record keeping system in schools (class registers, school subject timetables, mark books etc.). According to the decree, full implementation of the register should be completed by 2021.

2015 Design

2016 Pilot

2017 Pilot

2018 Approved/Agreed

2019 Implementation

Several complementary modules within the KRÉTA system have been developed:

Electronic management and file administration

The development was implemented between May 2017 and July 2019 within the framework of the KÖFOP 1.0.0 - VEKOP 15 - 2017 - 00054 project with the support of the Hungarian State and EUR 5 billion of EU funding. Since 2018/19, this new information technology development, KAFFEE (the standardisation process and computerisation of the maintenance of public schools), has supported the electronic administration of 18 education services in lower and upper secondary schools, such as enrolment, transfer, school certificates, and the replacement of school leaving certificates;

An ESL module functioning as a warning signal system

It monitors the performance of pupils based on their academic achievements and justified and unjustified absences. In case of low performance or a sharp rise of unjustified absences an automatic message is sent to the student's parents and form teacher; the risk of dropping out can be minimised if the problem is recognised in time. The underlying reasons for dropping out can be personal or family issues, or even learning difficulties. The ESL programme module details the academic achievements of each student, broken down by subjects and months. The module was developed within the framework of the GINOP 6.2.2-VEKOP/15 project and was introduced on 4 April 2020. Currently, the programme is available only in IVET schools.

2020 Implementation

Some new features were created in 2020 within NEPTUN-KRETA:

- (a) the FAR adult training reporting system module (*Felnőttképzési Adatszolgáltatási Rendszer – FAR*), in place since July 2020, should be used by adult training providers to initiate electronically the procedure for authorisation/registration of their training programmes. As from September 2020, the information requirements related to the activities performed by the adult training providers have to be fulfilled on the FAR system. Further, FAR is used to:
 - (i) issue certificates proving the completion of an adult training programme;
 - (ii) provide data about financial training credits;
 - (iii) record the participants' satisfaction assessments;
- (b) the SZIR Vocational training information system (*Szakképzés Információs Rendszere – SZIR*) has been in place since 2020. All VET institutions should be registered in the SZIR, which is publicly accessible online;
- (c) the school health care module for school physicians and health visitors was introduced. The module supports primary health care in schools, such as medical screening, careful monitoring of the children at risk of having somatic or mental disorders as a result of a disadvantaged social background, documentation of acute treatment and vaccines, health education, child protection and environmental health measures and reports;
- (d) a new menu has been introduced in the KRÉTA system where, from the academic year 2020/21, the eligibility of IVET learners for the VET scholarship can be registered. These criteria are
 - (i) studying to acquire a first VET qualification (listed in the national register of vocational occupations),
 - (ii) not repeating a grade,
 - (iii) having less than six unjustified absences.

Within the framework of the project Improving the quality and content of 21st century vocational training and adult education (GINOP – 6.2.4), three new modules were created for the KRÉTA system:

- (a) the KRÉTA Focus on institutional monitoring module integrates and provides data for the maintainer and management of the VET Centres and the directors of the IVET institutions;
- (b) the KRÉTA Focus on teacher monitoring module provides overarching data for the directors of IVET institutions on the work of their teaching staff and on the results of the teaching methodologies used by them. The module does not assess teachers but instead provides a motivational base for the teachers and directors of IVET institutions;
- (c) the VET adult education and adult training e-application module, which was introduced to ease the application modalities of people who would like to be involved in IVET or CVET.

2021 Implementation

In 2021, the following KRÉTA modules were developed.

Equipment supply and maintenance module

The KRÉTA Equipment supply and maintenance module (*KRÉTA Tárgyi Eszköz Ellátási és Karbantartási Modul, TESZEK*) is a software module which - operating in an integrated way with the KRÉTA system used in public education - provides the registration and maintenance processes of the project RRF-1.2.1-2021 Ensuring equal access to digital education for students and teachers.

The aim of the project Ensuring equal access to digital education for students and teachers is to support all the students engaging in digital education in different school grades in order to be able to learn in an up-to-date and competitive educational technology environment. Its aim is to supply public education institutions and their teachers with portable ICT devices, so teachers can use digital tools during their everyday educational practice. Thus, it can be assured that even amid challenges imposed by the social and economic changes of the period ahead, children and students will have equal access to a quality and competitive public education.

KRÉTA Foreign language coaching system

The Foreign language coaching system (*Idegennyelvi Felkészítő Modul, IFM*) is a tool which supports the development of English and German languages in the framework of individual learning. The module enables the development of linguistic competences in a playful manner on a modern platform, with the help of interesting tasks. As a part of the module, a platform is created for the teachers which helps them to manage linguistic tasks (search, assignment, etc.), for verification and coordination of student activities.

KRÉTA Digital collaborative space

The KRÉTA Digital collaborative space (*KRÉTA Digitális Kollaborációs Tér, DKT*) is a complex module which supports online cooperation, and communication between students and teachers on the delivery and submission of student tasks, replacing any educational software used previously. The module works with the data kept in the KRÉTA system. Its priority task is to present classroom hours tasks and homework in a complex, logically consistent system. It is also capable of delivering tasks. It manages deadlines, the periods of submissions for classroom tasks and homework; it is able to provide online communication through a platform available to students and teachers.

KRÉTA Workforce forecasting system (*Munkaerő-piaci Előrejelző Rendszer, MER*)

It is a national IT system which collects and processes data from more sources. Its main goal is to forecast the demands of the Hungarian labour market regarding jobs which require vocational qualification, in order to provide a sufficient basis for decisions related to VET, adult education and training. On the demand side of the national labour market, the system analyses demand for vocational qualifications needed by the State administration and the labour-market. On the side of supply, the system processes the data of those who are active on the labour market, of those who are entering it from education and training, and of those who are seeking jobs or have quit them.

The detailed regulation of data providing in the MER system was introduced in the Government Decree 688/2021 (XII.8) on the amendment of certain governmental decrees in relation to adult training, published on 8 December 2021.

2022 Implementation

The KRÉTA system was updated several times in 2022, its current version is valid from 31 January 2023. Within this, existing modules were extended and new elements and functions were added. The dual VET module has been developed to support the administrative tasks of enterprises, VET institutions and dual training providers.

The f-KRÉTA Adult Education Management System, which has a direct data link to the Adult Training Data Reporting System (FAR), was developed. All business and professional data related to adult training can be managed in a unified way, reducing

the time spent on training administration and making communication with trainees more efficient. It provides adult learning and statistical data and produces complete training documentation.

The KRÉTA Open Board Manager was developed, which allows the publication of training material in the KRÉTA System. To this end, an Open Board software was created, which is a multi-platform (Windows, Linux, macOS) training support software. It can be used to create an interactive document consisting of several pages, on which, in addition to text content, various graphic elements can be placed, respectively draw with it on the interactive whiteboard. Learning materials created by Open Board can be exported and viewed by learners and carers using the KRÉTA Open Board Manager. The KRÉTA Open Board Manager is a three-button interface that appears with the Open Board, allowing to upload pages created with the Open Board for a pre-selected lesson or session. Homework can be attached to lessons. The teacher can use the KRÉTA Homework function to record homework for the lessons given, but students can also record a homework entry.

In addition to the above, a KRÉTA mobile app was developed for both carers and parents. The KRÉTA Electronic Mark Book Mobile App is a useful tool for students, parents and guardians of students in institutions that use the KRÉTA electronic class register system. The app allows users to view students' timetables, homework, grades and absences. The system helps to effectively monitor and track students' academic progress.

2023 Implementation

In 2023, the development of the *eJogsi* menu item was completed within the KRÉTA DKT (Digital Collaboration Space) Module. The *eJogsi* menu item is designed to provide essential knowledge on the Highway Code (KRESZ), which is necessary for the theoretical exam. This knowledge will support learners in passing the practical driving exam required to obtain a category 'B' driver's license.

2024 Implementation

In 2024, the following menu item was implemented within the KRÉTA DKT (Digital Collaboration Space) Module: the *eJogsi* menu item.

According to the provision of Act XXVI of 2024 amending certain laws on traffic, which entered in force on 1 September 2024, the State provides students in secondary schools, including VET schools with free training for the Highway Code (*KRESZ*) and the necessary training to pass the practical test and obtain a category B driving licence. However, as of September 2024, the programme has only been launched on an experimental basis.

The free driver's license package currently includes:

- (a) online Highway Code course and exam;
- (b) online First Aid Course and exam;
- (c) first aid demonstration session conducted by the National Ambulance Service in secondary schools.

The above mentioned courses are provided by secondary schools.

Currently not included in the free package:

- (a) practical training (minimum 30 hours);
- (b) traffic test;
- (c) medical aptitude test.

Additional key points:

- (a) the free package includes up to three attempts for each exam;
- (b) students have 12 months from the date of application to take the theoretical

- exam;
- (c) after passing the Highway Code exam, students have two years to pass the traffic test. If they fail, they must retake the entire course at their own expense.

Administrative functions became available to administrators on 3 September, 2024, while the application platform in the KRÉTA DKT system opened for students on 23 September, 2024. Students can also access this module through the KRÉTA mobile application.

The KRÉTA Educational Pathway Forecasting Module was developed to support the career choices of students intending to progress to higher education already during their secondary school years.

The module publishes the programme offerings of higher education institutions. Based on students' academic results—both existing and those planned ('committed') to be achieved and entered into the system—the module assists in calculating the admission score, provides the minimum admission scores determined in previous admission cycles for the given programme, and, using artificial intelligence, estimates the expected academic performance and likelihood of success in that programme. On this basis, it offers recommendations to the student on which academic results should be improved most in order to enhance their future success in the chosen institution and programme.

2025 Implementation

The modules related to the flexible learning pathways programmes — the Orientation Development, Springboard (Dobbantó) Programme and School Workshop (Műhelyiskola)— became available on the KRÉTA digital platform following the update of 16 July 2025. All organisational and students' data related to these programmes are managed within the respective modules. Tailored to the specific characteristics of the programmes, the modules enable the generation of forms required by legislation and also support the management of individual development plans. The introduction of the new modules was supported by five online information sessions organised by IKK Nonprofit Plc.

Bodies responsible

- Ministry of Culture and Innovation
- Government Office of Pest County
- National Office for Vocational Education and Training and Adult Learning (NOVETAL)

Target group

Learners

Learners in upper secondary, including apprentices
Learners at risk of early leaving or/and early leavers
Adult learners

Education professionals

Teachers
Trainers
School leaders
Adult educators

Entities providing VET

VET providers (all kinds)

Thematic categories

Modernising VET infrastructure

Improving digital infrastructure of VET provision

Teachers, trainers and school leaders competences

Systematic approaches to and opportunities for initial and continuous professional development of school leaders, teachers and trainers

Supporting teachers and trainers for and through digital

Supporting lifelong learning culture and increasing participation

Ensuring equal opportunities and inclusiveness in education and training

European priorities in VET

VET Recommendation

VET as an attractive choice based on modern and digitalised provision of training and skills

Osnabrück Declaration

Resilience and excellence through quality, inclusive and flexible VET

Establishing a new lifelong learning culture - relevance of continuing VET and digitalisation

Subsystem

IVET CVET

Further reading

[The VET Act LXXX of 2019 \(entering into force on 1 January 2020\)](#)

[Government Decree No 12/2020 on the implementation of the VET Act \(published on 7 February 2020\)](#)

[E-KRETA](#)

[Government Decree 688/2021 \(XII.8\) on the amendment of certain governmental decrees in relation with adult training \(promulgated on 8 December 2021\)](#)

[Act XXVI of 2024 amending certain laws relating to transport](#)

[KRETA moduls for flexible learning pathways](#)

[KRETA Life Path](#)

Related policy developments

2022 **Discontinued**

Education and training measures responding to the COVID-19 crisis

International mobility programmes have been suspended and, as of 16 March 2020, the education process continued digitally (remote learning, homework and assessment).

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Type of development

Regulation/Legislation

Subsystem

IVET CVET

2025 Implementation

Supporting Lifelong Learning (LLL) in the adult education and training framework

The VET Act of 2019 differentiates vocational education and vocational training. Vocational education can be provided within the IVET framework on the basis of programme and outcome requirements (KKKs) and in formal school-based adult education.

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Type of development

Regulation/Legislation

Subsystem

IVET CVET

2025 Implementation

Strengthening self-evaluation for training providers / VET Quality Management System

The National Office of Vocational Education and Training and Adult Learning (NOVETAL), which is also the quality assurance national reference point (QANRP), used Erasmus+ funding to set up a national EQAVET expert network to strengthen the culture of quality assurance in VET and to cooperate with

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Type of development

Practical
measure/Initiative

Subsystem

IVET

2025 Implementation

Strengthening WBL and apprenticeship approaches

In 2015, the VET concept for the economy was elaborated and carried out via several legislative amendments, aiming to strengthen apprenticeship. The Act on VET and the Act on General Education were amended to strengthen work-based learning, in particular through:

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Type of development

Strategy/Action
plan

Subsystem

IVET CVET

“ … ” Cite as

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<https://www.cedefop.europa.eu/en/tools/timeline-vet-policies-europe/search/36502>