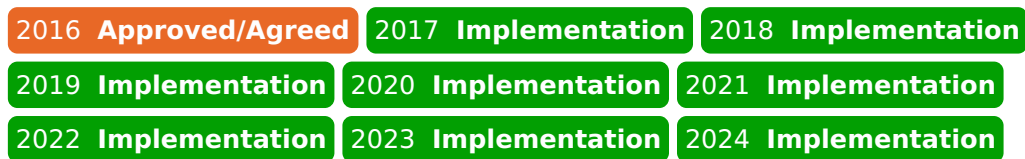


Green and digital transition in the Hungarian VET



Timeline



ID number 28285

Background

Hungary - in agreement with the EU - considers the promotion and implementation of the green and digital transition a priority task, a key element of which is the identification, transfer and development of appropriate green and digital skills during training.

The accelerating rate of technological change in the economy and the labour market has focused attention on the economic need for a training system that can keep pace with labour market needs. VET graduates lack practical skills and digital competences. A new type of pandemic has reinforced the need to strengthen digital education and learning.

Objectives

The primary objective of the measure is to promote social inclusion through a well-educated workforce prepared for the challenges of the 21st century, of which VET is one of the most important platforms. Improvements ensure a modern education and training infrastructure, in line with the training structures and methodologies developed and modernised in recent years.

Building on the commitment and awareness of the green and digital transition and sustainable development throughout society is a key importance.

Description

Hungary's Digital Education Strategy was launched in 2016. The main objective of the strategy was to create the possibility for the effective diffusion of digital literacy at all levels of the education system, in line with sectoral strategies and professional objectives, thus contributing to the competitiveness of Hungary.

Following the establishment of the VET Centres, a systematic infrastructure development based on budgetary resources was launched, with the renovation of the building stock based on local needs. Renovation and construction is not an end in itself, but must be underpinned by the training needs of the local economy.

VET has an important role to play alongside higher education and public general education, as learners' decisions as employees and/or managers after graduation are based on the knowledge, skills and experience they have acquired. If students leave VET equipped with green and digital skills, they will make responsible choices in their professional and personal lives.

In line with the development of the content structure of VET, the renewal of the content of VET has already started through the development of digital curricula supported by EU development funding. This will enable VET in Hungary to adapt quickly to changes in the labour market. The development of digital, transversal and green skills provide a solid basis for lifelong learning and employability. One of the key issues for the development of VET is to ensure that VET teachers have digital learning materials that are suitable for teaching the latest technologies. VET teachers should be equipped to use these materials and to participate in the development of community learning materials.

National Office for Vocational Education and Training and Adult Learning (NOVETAL), Innovative Training Support Centre Plc. (IKK) and Centre for Digital and Pedagogical Methodologies are key players in managing and promoting digital learning materials.

2016 Approved/Agreed

2017 Implementation

2018 Implementation

2019 Implementation

In the new register of vocational occupations (*szakmajegyzék*), the level of the expected digital competences is added to each basic occupation. As a first step towards the rationalisation of the NQR previously in place, sector skills councils determined and weighted the sectoral competence profiles. Digital competence requirements appeared in each profession.

By November 2019, digital community creative workshops (DCCWs) had been set up in 19 VET centres in Hungary. These are multifunctional spaces featuring the latest digital devices. The development is in progress.

2020 Implementation

To support the activities of the beneficiaries of the GINOP-6.2.3 and VEKOP-8.6.3 projects, 52 digital community creative workshops (DCCWs) had been set up by the end of 2020. DCCWs are open and easily accessible to all learners, not just students from the VET institutions, to attend courses within or outside of the normal classroom lessons and take part in competitions. For education and training purposes, DCCWs are open to local entrepreneurs, companies and higher education institutions.

The aim of the digital community creative workshops established throughout the country is to provide skills to learners and help decrease the number of early leavers from education and training.

2021 Implementation

The VET system is strengthened by the incorporation of company technologies, and developments in the learning process. The ongoing development of digital learning contents is of high importance, and resulted in a suitable pilot system in the school year 2021/22. The need for digital-based developments was also confirmed by digital education due to the pandemic.

The effectiveness and efficiency of digital education was also supported by a database of digital contents (a set of digital learning contents, that comprises digital learning materials), which has constantly been expanding with the assistance of innovative VET teachers. The number of users registered in Vocational training set of curricula totals 15 938; the number of the available curricula is approximately 4 500.

In the frame of GINOP-6.2.3-17 and VEKOP-8.6.3-16 projects, every VET centre has at least one digital community creative workshop (DCCW). A total 63 DCCWs had been set up by the end of 2021.

The Innovative Training support Centre Plc (IKK) runs the project Unified digital information system (*Egységes Digitális Információs Rendszer, EDIR*) for the VET centres. Its aim is to transform the individual websites of vocational institutions of the VET centres into an innovative, high-quality and user-friendly approach with a unified profile. Vocational training institutions joining EDIR, can easily and quickly create their own new websites based on a single and transparent structure by using the tool system provided by EDIR. At the moment the renewed websites of vocational institutions in 9 VET centres are already created and accessible.

Regarding the development of the digital competence reference set for basic occupations the following measures were taken.

The professional digital activities were reflected in the learning outcomes of the Programme and outcome requirements, PORs (*Képzési és Kimeneti Követelmények, KKK*).

Proposals for the digital proficiency levels of the sectoral foundation education and that of the vocational occupations were formulated.

The digital competence sets for the sectoral foundation education and for the specialised vocational education have also been developed. In the DigComp 2.1 framework (Digital competence framework for citizens), the sectoral and vocational occupational digital competence frameworks must be in line with the European and Hungarian national qualifications frameworks.

The review of 177 qualifications included in the new National register of vocational qualifications (*Szakmajegyzék*) was carried out in two stages:

- (a) pilot stage: the revision of 8 vocational qualifications took place in May-June 2021;
- (b) second stage - based on the experiences gained from the pilot stage - the revision of the remaining 169 qualifications has also been carried out. The finalisation of the documents linked to the eight vocational qualifications elaborated in the course of the pilot has also been completed.

2022 Implementation

In the school year 2022/23, a subject called sustainability has been introduced in secondary schools, which does not primarily provide students with lexical knowledge, but helps them to recognise the choices they can make in certain life situations and supports them in making decisions that ensure sustainability and protection for the nature, the planet and the people.

The Sector Skills Councils, in close cooperation with IKK, continuously review the Programme and Outcome Requirements (*KKKs*), which are complemented by sustainability considerations. To facilitate this process, they are also working on the development of a common set of criteria.

Within the framework of the GINOP-6.2.4-15-2015-00001 priority project 'Improving the quality and content of VET and adult training in the 21st century', 279 digital learning materials were developed; the national evaluation of three digital learning materials took place. Within the framework of the development of teaching tools, 20 digital teaching materials (learning materials supplemented with audiovisual, interactive, multimedia elements appearing on the Internet) for vocational training were published on the KRÉTA platform, and the preparation materials for the general knowledge baccalaureate, the financial literacy teaching materials and 135 digital teaching materials were also uploaded to the KRÉTA platform. The accreditation of 52 digital learning materials has been completed. 40 accredited learning materials have been added to the VET textbook register.

Digital learning materials development is planned to be continued subject to the availability of Cohesion Fund and Recovery and Resilience Tool (RRF) resources.

2023 Implementation

As part of the 2023 revision of the Programme and Outcome Requirements (KKKs), technical requirements were expanded to include sustainability and 'greening' content in vocational qualifications listed in the national Register of vocational qualifications, where relevant. Additionally, expected behaviours and attitudes towards the environment were incorporated to encourage students to adopt an environmentally conscious approach in their professional activities and develop green skills.

Under the RRF-2.2.2-23 '21st Century Vocational Training Institutions Development Programme', construction and infrastructure investments are carried out at 34 sites within 31 VET institutions, across 18 VET Centres. Key developments include:

- a. energy efficiency improvements and the installation of renewable energy systems in buildings;
- b. modernisation of school workshops;
- c. transformation of educational spaces for the digital and green transition;
- d. upgrading equipment and purchasing digital assets, including 13 825 ICT tools to enhance digital skills development.

The programme aims to create an attractive learning environment, improve vocational education quality, and modernise VET infrastructure and equipment.

- a. Project submission deadline: 7 September 2023
- b. Physical completion deadline: 31 March 2026
- c. Maximum total funding: EUR 236.60 million (HUF 95.81 billion)

The project is part of a multi-phase initiative launched in 2019, beginning with national funding for the development of four VET centres as a pilot under the '21st Century Vocational Schools' development programme.

Following Government Decree 174/2023 (12 May 2023), which set emergency rules for certain centrally funded investments, supporting documents concerning the implementation of (construction) investments financed from central budget resources and affecting budgetary bodies for these projects expired on 23 May 2023. As a result, two of the four planned developments were completed (and with a reduced scope than originally planned):

- a. Miskolc VET Centre: Complex development of Szemere Bertalan Technicum, Vocational School and College and Szentpáli István Trade and Hospitality Technicum and Vocational School, along with equipment acquisition for Kandó Kálmán Information Technology Technicum.
- b. Győr VET Centre: Complex development of Pattantyús-Ábrahám Géza Technicum.

Between 13 October 2021 and 31 August 2022, the RRF-2.0.0-2021-00001 project, titled '21st Century VET Institutional Development Programme', was implemented to establish the framework and professional conditions for the RRF-2.2.2-23 project.

2024 Implementation

By 1 November 2024, a total of 697 digital teaching materials (digital elements, e.g. images, animations, links to websites that support learning objectives) were completed under three projects, comprising:

- a. 202 general knowledge materials

b. 495 vocational education materials

These materials cover 100 subjects, 14 VET sectors, and 43 qualifications. Of these, 147 digital curricula (which replace traditional curricula, textbooks and traditional classroom environments through digital courses, digital textbooks and ebooks, virtual live lessons and virtual student clubs) have been accredited so far and included in the Vocational Education and Training Textbook Register. The digital teaching materials and digital curricula are based on the accredited Programme and Outcome Requirements for specific vocational qualifications.

The digital curricula have been uploaded to the e-KRÉTA system's Digital Collaboration Space, where they are available free of charge to all VET participants. According to the KRÉTA monitoring system, by 30 June 2024:

a. 74 552 students were enrolled in digital courses.

b. 19 337 teachers were registered users.

The RRF-2.2.1-22 Development of digital curricula for vocational education and training project continues efforts to renew VET content through digital curricula. By the project's end, an estimated 150-200 teaching materials will be developed, with 75 expected to be declared as textbooks.

a. Project submission deadline: 7 March 2022

b. Physical completion deadline: 31 March, 2026

c. Maximum total funding: EUR 49.23 million (HUF 19.94 billion)

Additionally, the Green Earth digital educational programme was launched to enhance students' environmental awareness and sustainability knowledge, shaping attitudes towards eco-friendly practices.

The Blue Planet Climate Foundation (*Kék Bolygó Klímavédelmi Alapítvány*) developed the programme for grades 9 to 12 in secondary schools. It includes a framework curriculum, textbook, workbook, e-learning materials, a teacher's methodological manual, and a 30-hour teacher training course.

The sustainability subject is taught once a week, primarily focusing on environmental sustainability, while also covering its financial and economic aspects to provide a comprehensive and realistic perspective. The textbook is available for download in PDF format from the Education Office (*Oktatási Hivatal*) website and is complemented by an e-learning toolkit.

Bodies responsible

- National Office for Vocational Education and Training and Adult Learning (NOVETAL)
- Centre for Digital and Pedagogical Methodologies
- IKK Innovative Training Support Center (IKK Nonprofit Plc.)

Target group

Learners

Learners in upper secondary, including apprentices
Adult learners

Education professionals

Teachers
Trainers
School leaders
Adult educators

Entities providing VET

Companies
VET providers (all kinds)

Thematic categories

Modernising VET offer and delivery

Acquiring key competences

Integrating digital skills and competences in VET curricula and programmes

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

European priorities in VET

VET Recommendation

VET agile in adapting to labour market challenges

VET as a driver for innovation and growth preparing for digital and green transitions and occupations in high demand

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

Osnabrück Declaration

Sustainability - a green link in VET

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 \(published on 7 February 2020\)](#)

[Digital education strategy \[Magyarország digitális oktatási stratégiája\]](#)

[Centre for Digital and Pedagogical Methodologies \[Digitális Pedagógiai Módszertani Központ\]](#)

[Register of Vocational Occupations](#)

[Vocational training set of curricula](#)

[Project RRF-2.2.1-22 'Development of digital curricula for vocational education and training'](#)

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).

 HUNGARY

Type of development

Regulation/Legislation

Subsystem

IVET CVET

2024 **Implementation**

Innovative Training Support Centre Plc. (IKK)

In February 2019, a new agency was established, the Innovative Training Support Centre (*Innovatív Képzéstámogató Központ Zrt., IKK*).

 HUNGARY

Type of development

Regulation/Legislation

Subsystem

IVET CVET

2024 **Implementation**

Updating the Register of Vocational Qualifications

According to VET Act LXXX of 2019, the name of the national qualifications register has changed to the register of basic occupations (*szakmajegyzék*), which includes a list of basic qualifications qualifying holders to perform a wide range of activities within a certain economic sector.

 HUNGARY

Type of development

Regulation/Legislation

Subsystem

IVET CVET

2024 Completed

The project Improving the quality and content of 21st century vocational training and adult education (GINOP - 6.2.4)

The aims of the project Improving the quality and content of 21st century vocational training and adult education (GINOP - 6.2.4) include the review of the examination system, the development of a validation system and the preparation of a methodology for VET content development that is compatible

 HUNGARY

Type of development

Practical
measure/Initiative

Subsystem

IVET CVET

2022 Completed

Projects to develop digital competences of adults (GINOP-6.1.2.)

The 2016-20 Narrowing the digital gap national project (GINOP 6.1.2-15) aims to boost digital competences through free-of-charge training for the working-age population across the country, especially for low-skilled adults.

 HUNGARY

Type of development

Practical
measure/Initiative

Subsystem

CVET

2022 Completed

Programmes supporting the attractiveness and modernisation of VET institutions

To achieve its target of reducing early school leaving to less than 10%, Hungary has introduced two projects since 2016: Reducing the number of students leaving VET without a qualification - GINOP 6.2.2 VEKOP/15 and Overall development of VET structures - GINOP 6.2.3 - 17.

 HUNGARY

Type of development

Practical
measure/Initiative

Subsystem

2024 Implementation**Sector skills councils (SSCs)**

The 2017 Act CXCII amending the 2011 Act on VET and adult training opened up the way for establishing sector skills councils (SSCs) from July 2018. The 2017 ACT CXCII and the governmental Decree No 213/2018 (XI.22.) reinforced the role of employers in education and training.

 HUNGARY**Type of development**

Practical
measure/Initiative

Subsystem

IVET CVET

“ ... ” Cite as

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