

# Green transition in the Hungarian VET

POLICY DEVELOPMENT

STRATEGY/ACTION PLAN

 HUNGARY

## Timeline

2023 Implementation

2024 Implementation

2025 Implementation

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

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.

The development of green skills provide a solid basis for lifelong learning and employability.

### 2023 Implementation

During the 2023 review of the VET 4.0 Strategy, it was affirmed that promoting and

implementing the green transition is a priority goal in the development of VET, with a focus on identifying, teaching, and developing the appropriate green skills. Equipping learners with green skills ensures that, both in their professional practice and in their private lives, they are able to make informed and responsible decisions, thereby contributing to a more sustainable future. At sectoral level, it is necessary to define what knowledge, abilities and skills are required in relation to digitalisation. Digital content must be integrated into all vocational programmes, and practical, labour-market-relevant digital competences must be embedded in the outcome requirements. Hungary's Government endorsed the amendment to the Strategy—originally adopted by Government Decision 1168/2019 (III.28.)—through Government Decision 1499/2023 (XI.16.). To achieve the above objectives, green skills are being incorporated into the content regulatory framework, new qualifications may be introduced where necessary, and curriculum development activities are being implemented to support teachers'/ trainers' work.

In the 2022/23 school year, 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.

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. The programme includes developments for green transition (energy efficiency improvements, transformation of educational spaces for green transition). See detailed information in 'Programmes and measures supporting innovation, attractiveness and modernisation of VET, strengthening cooperation with HE'.

The GINOP 6.2.6 project, Sectoral training centres, smart alternative training structures, was closed on 31 August 2023. Key activities during the project included the following activities regarding green transition:

- (a) infrastructural survey of 544 VET teaching sites within VET Centres, assessing human and physical infrastructure, along with energy and architectural evaluations;
- (b) installation of 387 smart measuring devices on a pilot basis at two VET Centres to monitor electricity, water, and heat consumption, as well as indoor and outdoor temperatures. The devices transmit real-time data to a newly developed IT platform, which collects, evaluates, and generates reports on energy use. The system aims to analyse and optimise energy efficiency across VET Centres.

## 2024 Implementation

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, implemented through the Green Earth programme, 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.

In 2024, the System for Continuing Professional Development of VET Teachers and Trainers introduced the 'Green Earth - Pathway to Implementing Sustainability in Schools' teacher training programme, which supports the integration of the subject into vocational education. The programme familiarises participants with the framework curriculum for Sustainability, provides opportunities to learn how to apply the Green Earth educational programme through practical examples, presents tested methodological tools for classroom integration and preparation for the school-leaving examination, and offers inspiration for school projects and awareness-raising activities.

### **2025 Implementation**

In the 2025/2026 school year, the subject Sustainability was introduced by 51 institutions of 26 VET centres.

## **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 infrastructure**

Making VET institutions sustainable and green

### **Modernising VET offer and delivery**

Integrating green transition and sustainability in VET curricula and programmes  
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

# 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 \(entering into force on 1 January 2020\)](#)

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

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[Register of Vocational Occupations](#)

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[Vocational training set of curricula](#)

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[Project RRF-2.2.2-23 '21st Century Vocational Training Institutions Development Programme'](#)

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['Green Earth' digital educational programme](#)

## Related policy developments

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**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

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## 2025 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.

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#### Type of development

Regulation/Legislation

#### Subsystem

IVET CVET

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## 2024 Completed

### Sector skills councils (SSCs)

The 2017 Act CXCVII 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 CXCVII and the governmental Decree No 213/2018 (XI.22.) reinforced the role of employers in education and training.

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#### Type of development

Practical  
measure/Initiative

#### Subsystem

IVET CVET

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<https://www.cedefop.europa.eu/en/tools/timeline-vet-policies-europe/search/28285>