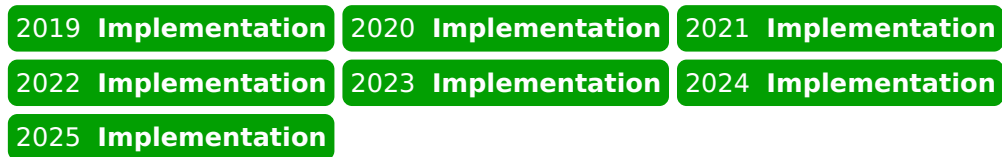


Digital transition in the Hungarian VET



Timeline



ID number 50748

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 digital transition 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 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 and transversal 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.

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.

According to the VET Act of 2019, the Minister for VET, through the IKK Innovative Training Support Centre, is responsible for developing VET text and course books, digital teaching materials and other instructional tools.

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.

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.

In the framework of GINOP 6.2.4. project, 312 scripts are available for digital curricula, of which 227 belong to VET. In the classroom, 279 digital curricula (digital learning content or digital modules) have been put into practice, of which 226 belong to VET. External quality assurance of digital curricula is a continuous practice. The last task related to external quality assurance of the available digital curricula is scheduled for January 2022. The accreditation of 20 digital curricula has been initiated through the SZIR system (VET information system, *Szakképzés Információs Rendszere*).

2022 Implementation

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.

Number of professionals trained in the application of learning materials by the end of 2022 in the framework of GINOP 6.2.4. project: 3 009 (target value 3 000); Number of professionals who obtained qualifications and certificates in courses for the application of learning materials: 2 910 (target value 2 700).

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

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 digital transition (upgrading equipment and purchasing digital assets, modernisation of school workshops). See detailed information in „Programmes and measures supporting innovation, attractiveness and modernisation of VET, strengthening cooperation with HE.

By Government Decree 341/2023, IKK Plc. was appointed to operate the Digital Education Innovation and Training Centre. This centre aims to improve the quality, inclusivity, and effectiveness of Hungary's educational systems while reducing the digital divide and enhancing digital skills nationwide. The centre will manage the Hungarian digital competence framework in line with European Union standards, provide support for digital competence development, and create relevant training programmes and assessments. It will also collaborate with various stakeholders to implement digital training initiatives and promote micro-credentials in vocational and adult education. Overall, IKK will play a crucial role in advancing a coordinated digital education ecosystem in Hungary, enhancing workforce employability for the digital economy.

2024 Implementation

In 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)

In relation to the operation of the Digital Education Innovation and Training Centre, preparations and implementation of measures have started under DIMOP Plus to enhance citizens' competences and advance the digitalisation of VET.

The IKK made available a free 8-hour e-learning course to support the prevention of cyberbullying for parents, teachers and trainers. The course was developed within the framework of projects DIMOP_PLUSZ-4.2.3-23-2023-00001 and DIMOP_PLUSZ-4.2.6-23-2023-00001.

The training entitled 'Online Peer Abuse: Safe Internet Use, Online Risks, the Phenomenon of Cyberbullying, Prevention and Case Management' was implemented between 21 November 2024 and 28 February 2025 through a closed electronic distance-learning management system, reaching 39 101 participants.

2025 Implementation

Artificial Intelligence in VET:

At the beginning of 2025, the Artificial Intelligence Working Group of the VET Innovation Council (*SZIT*) was established (see also: ID 28276 'The VET Innovation Council'.) Based on the working group's proposal, the Council adopted a 12-point action plan, the implementation of which has been launched under the coordination of IKK Nonprofit Plc. In September 2025, under the coordination of IKK Nonprofit Plc., a national advisory ('ambassador') network ('AI Skill Network') was established to support the integration of AI into VET. Within this network, innovative teachers, trainers and leaders with practical experience in the use of AI were designated across the country. By sharing best practices, these ambassadors effectively support the professional and methodological development of teachers, trainers and school leaders. Under the leadership of the ambassadors, AI working groups have been established in each VET centre.

Development programme for 21st century VET institutions:

The implementation of the projects is currently ongoing. In one location - the Sopron VET Centre Technicum for Hospitality and Commerce and Dormitory - the construction works, including energy efficiency improvements, have been successfully completed.

Within the framework of the 'Supporting Project' implemented by the consortium of the National Office of VET and Adult Learning (NOVETAL) and DKF, professional support was provided for 18 projects, as well as for the development of IT equipment and digital infrastructure in VET institutions maintained by the Ministry of Culture and Innovation (*KIM*) and other types of maintainers (including other state, non-state, and church institutions). As part of this initiative, a total of 1 157 portable computers (with wired mice) were delivered to 18 sites.

These developments contribute to the creation of a modern educational and training infrastructure, aligned with the training structures and methodologies that have been developed and modernised in recent years.

Digital learning material development:

Under the RRF-2.2.1-22 project, a total of 75 learning units have been developed and accredited by October 2025.

As of the end of October 2025, a total of 889 learning units are available on the KRÉTA Digital Collaboration Space (including 214 general education and 592 vocational materials), of which 204 digital learning materials are included in the Official Register of Vocational Education Textbooks. The developed content covers 25 vocational sectors, 177 occupations, and 450 subjects.

Data on the use of digital learning materials:

Number of students enrolled in courses

Number of teachers enrolled

IKK Nonprofit Plc. promotes the wider use of digital learning materials among teachers and trainers through a variety of initiatives, including the operation of the sectoral advisory network, teacher training programmes, and the organisation of workshops and webinars (see also related policy development 'VET teacher continuing training requirements and career opportunities').

Source of data: IKK - KRÉTA monitoring system

As of 30 June 2025

185 774

51 885

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

Flexibility and progression opportunities at the core of VET

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

VET promoting equality of opportunities

VET underpinned by a culture of quality assurance

Osnabrück Declaration

Resilience and excellence through quality, inclusive and flexible VET

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

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](#)

[Register of Vocational Occupations](#)

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

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

[Training entitled 'Online Peer Abuse: Safe Internet Use, Online Risks, the Phenomenon of Cyberbullying, Prevention and Case Management'](#)

[KRETA Digital Collaboration Space](#)

[AI Skill Network](#)

Source of data: 2nd Monitoring Report of VET Policy Strategy 4.0

Related policy developments

2025 Implementation

Methodological Renewal of Vocational Education and Examination

The policy introduces a package of measures to renew teaching and assessment methodologies in VET and adult education by embedding project-based learning and examinations into everyday practice.

 HUNGARY

Type of development

Practical
measure/Initiative

Subsystem

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

SubsystemIVET CVET

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.

 HUNGARY**Type of development**

Regulation/Legislation

SubsystemIVET CVET

2025 Implementation

VET teacher continuing training requirements and career opportunities

The Ministry responsible for VET outlined its priorities in the decree, VET in the service of the economy, which was approved by the Government in February 2015.

 HUNGARY**Type of development**


Regulation/Legislation

SubsystemIVET 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

“ … ” Cite as

Cedefop, & ReferNet. (2026). Digital transition in the Hungarian VET: Hungary. In Cedefop, & ReferNet. (2026). *Timeline of VET policies in Europe* (2025 update) [Online tool].

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