1. Basic Information

1.1 CRIS Number: 2003/004-347-02-01
Twinning Number: HU/IB/03/SO/01
1.2 Title: Enhancement of equal opportunity for people with disabilities
1.3 Sector: Employment and social affairs
1.4 Location: Hungary

2. Objectives

2.1 Overall Objective(s):
Integration and ensuring of active participation of people with disabilities in the society.

2.2 Project purpose:
- Change of attitude of teachers towards disabled students.
- Raising accessibility of public institutions for disabled people.

2.3 Accession Partnership and NPAA priority

Accession Partnership:
- “Continue adopting legislation in line with the anti-discrimination Acquis and prepare for its implementation.”

NPAA:
- Chapter 5, subchapter 5.8 primary aims the enhanced social integration of people with disabilities, the creation of an environment without hindrances, the strengthening of the rights of disabled and the improvement of the quality of their life. Also emphasises the importance of tasks as ‘the enforcement of basic principles and goals of the National Programme for the Disabled People, social integration of the disabled, improvement of the quality of their life and create the conditions of their individual and independent life.’
- The Action Plan, Chapter 13 on ‘Social policy and employment’ states that Hungary intends to implement the anti-discrimination Acquis and to participate in the Community Action Programme to combat discrimination.

Regular Report, 2002:
- Chapter 1 on ‘Economic, social and cultural rights’ points out that "a national programme for disabled persons had already been adopted by the Government in 2000, containing measures in the field of public health, employment, social care, education, traffic, housing and other areas of state administration. Implementation of the programme seems still rather slow; as services for the disabled remain limited and
access to public buildings is difficult.” (B. Criteria for membership, 1.2. Human rights and the protection of minorities; Economic, social and cultural rights)

- Chapter 13 on ‘Social policy and employment’ argues that the strategic aims of the National Programme for People with Disabilities should be pursued further, in particular the goals of facilitating their social integration and fighting all forms of discrimination. Although the Government has taken steps to tackle the problem of access to public buildings, the implementation of related measures is slow.” (Chapter 13: Social policy and employment)

2.4 Contribution to National Development Plan:
Not applicable

2.5 Cross Border Impact:
Not applicable

3. Description

3.1 Background and justification:

There are no exact figures on the number of people with disabilities in Hungary, but according to the estimation of WHO 10% of the population is affected by the problem, including elder people as well. Although the legislative framework exists, the actual situation in Hungary is not satisfactory:
- There is a lack of tolerance in society towards people with disabilities. The public is often strongly prejudiced.
- Programmes to integrate disabled into society did not yet have sufficient effect. One of the reasons for this lies within the Hungarian education system, which does not integrate the general or physical education of disabled pupils and students into curricula. Only handicapped people are able to study in grammar schools or vocational schools. Blind, people with hearing deficiencies and mentally retarded are eliminated from education levels that are higher than primary school.
- The qualification of people with disabilities is lower than that of healthy people. According to the returns of the 1990 census of Hungarian population, 9,6% of the disabled aged 15 or older have not gone to school at all (the same rate in the case of people with mental deficiency was 41,6%), 37% of them have not finished primary school, and only 30% of them have a qualification of primary school. The rate of disabled in higher-education institutions was only 0.1%. Therefore it is not surprising that their chance of employment is also very poor. The economic activity of the total population in 1990 was 43,6%, while that of disabled people was not more than 16,6%. The chance of social integration of the disabled is currently determined by the social status of their family and by the capability of covering all extra expenses.
One of the pre-conditions of eliminating discrimination against disabled people is to ensure that they have the same access to all public services. The present project pursues this objective in two areas: education and the accessibility of public institutions.

- Education plays an essential role in the enhancement of equal opportunities for disabled people. Apart from few lectures on didactics and pedagogy, in training for teachers, integrated education is not taught in higher education. Special programmes are available only within the frames of postgraduate studies and awareness-rising classes in some higher-education institutions. Hence a few teachers are trained to handle disable students. Therefore many of the disabled go to auxiliary schools, which cannot provide appropriate quality training. Although physical education (PE) teachers can attend lectures and seminars on field, these are not mandatory. Since disabled students get exemption from PE classes, these classes cannot be used for therapeutic purposes, and disabled students fail to integrate into their class. Conclusively, it can be said that PE classes could have catalytic effect in changing healthy students’ attitude.

- Public buildings, including schools and sport establishments are still hard to access. Although the legislative background exists, the implementation of making public buildings accessible is lagging behind.

See Annex 5 for relevant EU and national legislation.

3.2 Linked activities:

There is one Phare project and a number of national measures with which the project is interlinked.

A. HU-000803 Employability and long-term employment of multiply disadvantaged groups
   The project aims at increasing economic activities in three regions of Hungary with the help of a grant scheme. The target group of the grant scheme are disadvantaged youth, people living with disabilities and other marginalized groups of population with special emphasis of Roma.

B. Further education of different sport specialists, trainers and PE teachers: the courses were organized by the National Sport Association of the Disabled in corporation with Gusztáv Bárczi Training College for Teacher of Disabled Students and the Semmelweis University Faculty of Physical Education and Sport Sciences (SOTE TE). The programme is currently being undertaken.

C. Programme for accessible sport establishments: The Ministry of Children Youth and Sport (MCYS) together with the Chance for People with Disabilities Public Foundation published a call for proposal titled “Let’s make our environment accessible” in 2001 and 2002. The MCYS provided for the programme 80.000 Euro in 2001 and 260.000 Euro in 2002. Within the framework of the programme various sport establishments and public institutions have been made accessible or are under reconstruction (e.g. lavatories and main building of SOTE TE, the Regional Youth Information Service Offices, the lavatories of the Sárospatak Secondary School, the cloakrooms of the tennis court of the University of Miskolc, the gym of the Training Institute of Forestry, the swimming pool in Gyor, the Ferenc Erkel Culture Centre etc).

D. Various programmes organised by the Chance for People with Disabilities Public Foundation: number of projects were given assistance by the foundation (e.g. accessibility, awareness raising campaigns, training courses promoting the employment of disabled people).

E. Harmonising the notions related to the disabled and their rehabilitation: the notions used in the EU, in line with the definitions approved by WHO must be harmonised with the Hungarian terminology in the legislation. The deadline of the implementation of the programme is 30 November 2002.
F. Review of the statistical data collection system: the Hungarian statistical system must be compatible to the system of the EC (ESSPROSS).

G. Processing data of the 2001 census of the Hungarian population: by 2003 a publication must be released on the data of the 2001 census related to people with disabilities.

3.3 Results:

1) Introduction of integrated training in higher-education of teachers
2) Public institutions reconstructed

3.4 Activities:

The project contains a Twinning arrangement with a partner institution of a EU member state (MS) and a Grant Scheme ensuring the accessibility of different public institutions.

3.4.1. Twinning

The aim of the twinning is to ensure the development of the curriculum on integrated training with the professional input of Hungarian experts and launch a 60-hour training (30 hours of theory and 30 hours of practice) based on that curriculum. The theoretical part is developed in order to give general information about disabilities and to provide an overview of methodology. Practice will complement the theoretical knowledge, as through this module participants will visit schools where children with disabilities are dealt. The aim of this part is to provide personal experience on how to apply the methodology learned.

The efficiency of the training is ensured if the period of practice is longer than the one of theory. For this reason the Hungarian training will be followed by a 2-week practice period in a relevant Member State institution. This institution should have a long tradition in integrated training should provide the opportunity for visiting Hungarian teachers to get close experience on the end-result of the material taught during the training.

The curriculum will be elaborated on the basis of the knowledge that already exists in Hungary about integrated training. There are 7 higher-education institutions in the country where teachers have some experience and material on this topic. In April 2003 a meeting is envisaged to be held in order to inform all relevant institutions about the project and to gather the already existing knowledge and programmes on integrated training. This material will be translated and forwarded to the future PAA so that he or she can start working on the curriculum immediately after his or her arrival.

See Annex 7 for the list of selected institutions for the implementation of the Twinning.

The target group of the training is teachers of two types of higher-education institutions:

University of Physical Education: teachers of physical education
Colleges of Teachers: teachers of methodology

Selection criteria for the participants of the training will be elaborated by the MCYS and the ME by May 2003. Preference will be given to teachers working at the selected higher education institutions because they will already have contributed to the development of the curriculum.

Special contract between the relevant ministries and higher-education institutions will be drafted in order to ensure that during the academic year of 2004/2005 participants of the training incorporate in their curriculum the knowledge acquired.
Guaranteed results of the Twinning
The duration of the twinning project is planned for 14 months (between September 2003 and November 2004). The PAA’s activities are envisaged for 7+2 months starting from September 2003.

The first period of 7 months will serve for:
- the development of a curriculum adjusted to local needs on integrated training for the target group (3 months),
- the development of a training manual about the above curriculum,
- the provision of the training for teachers defined in the target group and pre-selected by the ME and the MCYS (2.5 month). Both the theoretical part of the training and the practice within Hungary are envisaged to be of 30 hours, divided in 5 days (distributed in 2 and 3 days packages),
- 30 higher-education teachers are trained
- the provision of a study tour for the participants of the trainings in a relevant MS institution (0.5 month)
- the evaluation and fine-tuning of the curriculum and the training manual together with the participant teachers (1 month).

The PAA will return to Hungary in October 2004 for 2 months in order to monitor the implementation of the project.

The long-term implementation of the project has to be twofold: on the one hand, as it is mentioned above participants of the training have to include the newly acquired knowledge in their curriculum at the higher-education institution. On the other hand, elementary schools made accessible through the Grant Scheme of this Phare project will commit themselves to train 20% of their teachers for integrated training which will be held by teachers trained through this Twinning Assistance applying the curriculum developed by the PAA. The curriculum has to be accredited by the Hungarian Accreditation Committee of Further Education of Teachers, which is a procedure of more than a year. For this reason the monitoring of the Twinning will be limited to the implementation of the acquired knowledge in the curriculum of higher-education teachers.

The tasks of the PAA will be:
- developing training curriculum on integrated education. The curriculum should contain a theoretical part about integrated education and disabilities and a methodological part about how to deal with different kind of disabilities (mental, visual, hearing and physical) in different classes (general and physical education),
- the development of the training manual about the above curriculum,
- organising training courses for lecturers of the target group,
- organising a study tour for the participants,
- fine-tuning the curriculum and the training manual,
- monitoring the implementation of the curriculum.

Required profile of the PAA:
- Sound theoretical and practical experience in areas related to dealing with disabled people
- Strong institutional support
- Strong academic background, preferably a university teacher
- Strong knowledge on integrated training
- Scientific approach and experience to develop training curricula adjusted to local needs for train the trainers courses
- Experience in organising training courses
• Strong communication skills  
• Fluent in English  

3 short-term experts are foreseen to contribute to the implementation of the project in delivering the trainings. The short-term experts will come to Hungary 4 times between November 2003 and February 2004:

1\textsuperscript{st} visit: getting acquainted with the developed curriculum, strategic planning of the training with co-ordination of the PAA (3 days)  
provision of 2 days of theoretical training  
2\textsuperscript{nd} visit: provision of 3 days of theoretical training  
3\textsuperscript{rd} visit: assistance in practice (2 days)  
4\textsuperscript{th} visit: assistance in practice (3 days)  

Required profile of the short-term experts  
• Theoretical and practical experience in areas related to dealing with disabled people  
• Experience in integrated education  
• Experience in delivering train-the-trainers courses  
• Fluency in English  

In the framework of the practice within Hungary physical education teachers will visit schools and sport workshops of different kinds of disabilities. The aim of these visits is to get acquainted with special methodological and professional knowledge (student/teacher relationship in case of disabled students) as well as to have experience in special sports such as rattling ball, sitting-volleyball and bocha. Teachers of methodology will visit schools dealing with disabled students as well as civil organisations providing trainings and other services for people of different kinds of disabilities.

All experts will be hosted at the Ministry of Children, Youth and Sport and trainings will be arranged with the help of the MCYS and the Ministry of Education.

3.4.2 Grant Scheme  
The Grant Scheme would cover the reconstruction of public buildings to be accessible for people with disabilities.

Guaranteed results of the Grants Scheme are  
• elementary and secondary schools are accessible for disabled students  
• higher-education institutions in bigger cities are accessible for disabled students  
• sporting facilities are accessible in bigger cities  

Assistance will be used to guarantee the accessibility of the following types of public buildings:

1. \textit{Elementary schools}  
Elementary schools are one of the first sites where children with disabilities should be dealt together with healthy students in order to ensure their equal opportunities in the future. If schools are not accessible and children with disabilities stay outside the “normal” education system, they have to go to special institutions, which reduces the chances to get further higher-education in the future. This makes even more difficult their access into the anyway discriminative labour market.
Eligibility criteria:

- In the framework of this project those elementary schools are envisaged to be made accessible *which either host also a secondary school in the same building or submit joint proposals with a secondary school of the same county*. The bigger the institution is, the more geographical coverage it provides and this mean more chance for disabled students in the area. As accessibility of schools is lagging behind in Hungary, the aim of this project is to take the first step and make accessible those institutions, which have 12 courses and educate at least 700 students or in case of joint proposals the two institutions together have more than 700 students. Priority will also be given to those institutions that demonstrate in their application a viable strategy on how they plan to facilitate the transportation or accessibility (meaning lodging) of disabled pupils into the school.

- All schools made accessible within the framework of this Phare project commit themselves to train 20% of their teachers for integrated training based on the curriculum of the Twinning component of this project. This training will be provided by the Public Foundation of Disabled People. The Foundation operates under the financing and supervision of the Ministry of Education. All applicants have to attach a declaration to the proposal on the commitment of participating in the training offered by the Public Foundation.

Minimum and maximum size of grants:

As the costs of elevators are a substantial part of the budget (20-40 000 euros) minimum and maximum size of grants will be as follows:

- 10-40 000 euro where no elevator is needed
- 60-90 000 euro where an elevator is needed.

Beneficiary’s contribution:

10% of the whole grant size is expected to be provided as contribution on behalf of the beneficiaries. This contribution cannot be financed by the national contribution to this Phare project.

Other remarks:

If a students’ dormitory belongs to the applicant school it can also be made accessible from the budget of this project.

2. Institutions of higher-education

There are altogether 66 higher-education institutions in Hungary meaning 1550 buildings out of which 380 are accessible. In order to ensure that people with disabilities can get qualified jobs their participation in the higher education is indispensable.

Eligibility criteria

All higher-education institutions can submit proposals.

Minimum and maximum amount of obtainable support per grant project

As universities tend to have several big buildings it is important to define how is one grant distributed among the buildings. There will be one grant contract per institution (e.g. university), but in order to have a transparent budget we give a maximum amount that can be used up for making accessible one building: making accessible one building cannot exceed the amount of 120 000 euros.

The eligible size of a grant project in this category shall range between 40 000 and 290 000 euros. The cost of making accessible one building cannot exceed 120 000 euros.

Beneficiary’s contribution
20% contribution on behalf of the beneficiary is expected. This contribution cannot be financed by the national contribution to this Phare project.

Other remarks
Buildings of education, students’ dormitory and students’ administration are preferred. All higher education institutions have a so-called disability officer whose main task is to deal with all issues related to people with disabilities in the institutions. Applicants are required to attach a description about the activities carried out by the disability officer in the institution. The higher education institutions commit themselves to publish the information on their accessibility in the Higher Education Information Book (it is published yearly to inform students about all kind of trainings that higher education institutions offer) and on their website. They also have to inform the students’ service about the fact that they were made accessible.

3. Sport establishments
Sport establishments fulfil several functions in the life of disabled people; their accessibility is a key element both in the integration of people with disabilities into the society and in their rehabilitation. The aim of the project is to make accessible sport halls in bigger cities of Hungary in order to provide the facilities for disabled people as well to use these institutions for recreational or rehabilitation purposes.

Eligibility criteria
The selected sport halls have to fulfil different functions, i.e. several indoor sport activities, ball games can be carried out in the building. The minimum requirement is to have a basketball field-size gym, because this is enough for ball games, which disabled people can play (bocha, rattling ball, sitting volleyball, etc.). Swimming pools of the capital and cities with county right are also eligible for the grants. Applicants have to submit a cooperation agreement drawn with the disability organisations of the same city and its surroundings stating the number of hours when disabled people can use the establishment for special trainings. The cooperation agreement has to be attached to the proposal.

Minimum and maximum size of grants
- If an elevator is needed the size of grants is between 30-90 000 euro.
- If no elevator is needed grants are between 20-60 000 euro.

Beneficiary’s contribution
20% of contribution expected from the beneficiaries. This contribution cannot be financed by the national contribution to this Phare project.

General rules regarding the Grants Scheme:

Eligibility criteria
- Buildings should be made fully accessible, i.e. for the use of people with physical, hearing or visual disabilities. Eligible activities for the grant schemes are the following:
  - reconstruction of old or construction of new, special elevators;
  - reconstruction of cloakrooms;
  - change/widening of doors;
  - construction of special lavatories and showers;
  - widening of corridors;
  - construction of ramps;
  - establishment of Braille information boards;
  - establishment of special light and sound equipment.
• Exact documentation of plans has to be submitted at the time of the application. This requirement is necessary to avoid very low quality, not well-founded applications. The plans should be prepared in collaboration with an expert who has experience in accessibility. As there are few of them in Hungary a list of available experts with the recommendation of relevant NGOs will be attached for the call for proposals. This will however only have an indicative character and be non binding. Building permits have to be submitted by the time TA (2) starts the preparation of the works tender.
• Private institutions are excluded.

**Beneficiary’s contribution**
• The own contribution of the beneficiaries to the grant project budget will include the costs of implementation plans, permissions, VAT which the beneficiary is not able to reclaim and the marketing or advertisement of the fact that the institution is accessible.

**Other remarks**
• Above the general publicity rules, which include the use of the logo of the European Union, all institutions made accessible commit themselves to use a logo developed together by the ME, the MCYS and the representatives of relevant civil organisations. The logo is supposed to appear at the entrance of the building and in all publications where the institution’s name appears. When works are completed people with different kind of disabilities will examine the buildings. Final disbursement is bound to this check. Some NGOs have the expertise and the commitment to provide this last-check service on the basis of a framework contract between the MCYS, the ME and the NGO. This service will be financed from Hungarian sources.
• Works not directly related to accessibility cannot be financed from the Grant Scheme.

The awareness-rising communication campaign about people living with disabilities planned by the Ministry of Education for 2004-2006 will have a special focus on those schools that were made accessible through the Grant Scheme of this project in order to make the climate of the elementary schools more tolerant.

### 3.4.3 Technical Assistance

As the Grant Scheme will generate works tenders to be elaborated according to PRAG rules, a Technical Assistance contract is envisaged. The Technical Assistance Organisation shall be a consortium implementing the tasks of 3 TAs (TA1, TA2 and TA3) as follows. The applicants and future beneficiaries of the Grant Scheme are elementary schools, secondary schools, higher-education institutions and sport establishments, all of them having probably no experience in preparing works tenders according to PRAG rules. For this reason the TA contract (TA2) is envisaged to prepare and evaluate the works tenders. This TA will also help in drawing the contract between the final beneficiaries and the implementing architect company.

1. **TA (1) – Technical Assistance Office (TAO).** The TAO will carry out all the activities related to the administrative management of the grant scheme as well as providing information for the applicants. This will include the set-up of a help-desk and the opportunity for information days, the administrative tasks associated with the selection and contracting procedures as well as the financial management of the grants. The TAO will also have the task of monitoring and financial control of the implementation of the grant scheme. The information dissemination activity of the TAO starts 1 month before the call for proposal for the grants is announced.

2. **TA (2) - Assistance in the tendering of the works components of the grants.** The contract is envisaged to help the grantees in the implementation of the project. The main activity of the TA is the preparation of the works components of the grant projects. Depending on the geographical
distribution of the buildings to be made accessible, the TA will tender works in each region or in each county. The implementation of activities of a geographical unit (independently of the number or type of beneficiaries) should be carried out by the same constructing company.

3. TA (3) - Engineer. The TA assignment will fulfil the function of the engineer contracted to supervise the construction works in all sites.

3.5 Lessons learned

- **HU-000803 Employability and long-term employment of multiply disadvantaged groups**
  Even though this project is of the year 2000 grants are contracted in 2002. The reason of the delay was the lack of high-quality proposals on behalf of the target group. The current project has to rely on this experience and entrust the TAO to provide sufficient information for the preparation of proposals.
  In order to avoid the low quality of applications TA (1) is envisaged to provide a help-desk service for all applicants giving advice and information continuously on the exact requirements of the proposals. Another tool to help applicants in preparing high-quality proposals is to require the involvement of an architect having sound experience in accessibility during the planning period.
- **As the Programme of further education courses for different sport specialists, trainers and PE teachers mentioned under is currently being undertaken, there are no experiences of the programme yet, but we will study them as soon as they are available.**
- **Experience of the Programme for accessible sport establishments** were inter alia the following:
  - beneficiaries tend to use grants for reconstruction works which are not directly linked to making establishments accessible for people with disabilities (for instance tiling).
    Very detailed budget and implementation chart will be required from the applicants to prove how the grant will be used. “Works not directly related to accessibility cannot be financed from the grant” will be included in the call for proposals. Besides TA (1), TA(3) will also be responsible for the test of the implementation of the grant. Beneficiaries will be informed about this double-check mechanism.
  - there are not too many experts in accessibility so it can happen that buildings said to be accessible can not be properly used by people with disabilities usually the overall amount available for the call for proposals cannot entirely be granted because there are not enough applications submitted which meet the requirements of the call.

The list of architects that have proven experience in accessibility will be at the disposal of the applicants. Applicants have to involve either one of the experts of the list or another expert during the planning phase of the proposal.

4. Institutional Framework

The main co-ordinator of the project is the Ministry of Children, Youth and Sport. The main beneficiaries of the project are the MCYS and the Ministry of Education. Indirect beneficiaries of the project are the Colleges and Universities involved in the integrated training as well as public institutions made accessible.

A Steering Committee with two sub-committees will be established to supervise the implementation of the project. Members of the Steering Committee will be delegated from the two ministries, the Chamber of Architects, the higher-education institutions involved in the integrated training and the relevant NGOs. The PAA and the project leader will also be members of the Committee. A representative of the Secretariat for the Equality of Disabled People under the Equality Directorate in the Ministry of Employment and Labour as well as the representative of the Disability Department of the Ministry of Health, Social and Family Affairs shall be invited as
observer to the meetings of the Steering Committee. A representative from the Delegation of the European Commission to Hungary, as well as from the CFCU shall also be invited as observer. The sub-committees will operate on thematic basis, one will supervise the implementation of the component on integrated training and the other one the accessibility part. Experts will be delegated to the sub-committees according to their field of speciality. Civil sector will be represented in both sub-committees.

The chairman of the Steering Committee will be different to the chairmen of the sub-committees. The three committees basically will not have the same permanent members. Members of the sub-committees will be well known, experienced experts of the relevant field, while the ones of Steering Committee will be high-level officials of the field. The PAA and the project leader will be members of the Steering Committee and the sub-committee on integrated education.

The Steering Committee is envisaged to have sessions twice a year, while the sub-committees will sit quarterly. The operation of the sub-committee on integrated education is planned according to the following: 2 sessions in 2003, 2 sessions during the first six month of 2004 and one session in the second half of 2004. The sub-committee on accessibility is envisaged to have 7 meetings, starting in 2004, quarterly.

As far as the grant scheme component is concerned the co-ordinator will be the MCYS. The sport establishments’ accessibility element will be technically supervised by the MCYS, while the elementary schools’ and higher-education institutions’ accessibility elements will be technically supervised and by the ME. Relevant NGOs are incorporated in all stages of the project.

5. Detailed Budget (M€)

<table>
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<th>Phare Support</th>
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Government co-financing related to the twinning component is allocated to cover the necessary counterpart costs arising from the implementation of the twinning.

The grant scheme component of the project will be jointly co-financed by Phare and governmental resources.

The ratio between the Phare and the national amount is binding and has to be applied to the final contract price.

*National co-financing does not contain the contribution of the beneficiaries."
6. Implementation Arrangements

6.1 Implementing Agency

The Implementing Agency of the project is the Central Finance and Contracting Unit (CFCU). The CFCU will be the Contracting Authority and in that capacity will issue and evaluate tenders, conclude contracts and authorize the treasury to make contractually related payments. The Director General of the CFCU will act as PAO of the project. Her contacts are:

PAO: Ms. Judit Rózsa, director
CFCU, Ministry of Finance
1051 Budapest, Deák F. u. 5.
Phone: (36-1) 327-3650 Fax: (36-1) 327-5972
E-mail: judit.rozsa@ahh.gov.hu

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e-mail: noemi.alexa@gyism.gov.hu

6.2 Twinning

The beneficiaries of the twinning are the MCYS and the ME. The co-ordination will be lead by the MCYS.

6.3 Non-standard aspects

The Practical Guide on PHARE and the twinning manual will be strictly followed.

The amount of the Grant Scheme is above 2 M euro, which would imply international announcement of tenders. As the aim of the project is to make public institutions accessible in Hungary the Call for proposals will be announced locally.

All Technical Assistance components are financed from Hungarian co-financing therefore they will be tendered according to Hungarian public procurement rules. Terms of reference and selection of the TAs will be consulted with the CFCU.
6.4 Contracts

The project will be carried out through a Twinning assignment (0.35 MEUR) and a Grant Scheme of 4.0 MEUR that will be supported by 3 Technical Assistance contracts:

| TA (1)- Management | 0.13 Meuro |
| TA(2)-Works | 0.2 Meuro |
| TA(3)-Engineer | 0.08 Meuro |

7. Implementation Schedule

<table>
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<th>Contract</th>
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</table>

* All TAs will be tendered according to Hungarian procurement rules where the deadline for application is of 25 days. One tender will be launched for the combined work of three TAs in order to save time in case of overlapping task and information of the three functions.

8. Equal Opportunity

Within the project equal opportunity will be given to women and men for participation. In all cases when nominations will be invited and/or selections will be made, the attention of nominating institutions and selection boards will be called to give equal opportunity to women and men. Project statistics on the participation of women and men will be compared with employee statistics of nominating institutions.

9. Environment

The project has no discernible effect on the environment.

10. Rates of return

Not applicable.

11. Investment criteria

11.1 Catalytic effect:

Phare contribution will allow raising awareness about the problems of disabled people in the society as well as making available basic services together with healthy people. Without Phare support the activities would have been carried out much later and with less geographical coverage.
11.2 Co-financing

The following ministries will guarantee the co-financing of the project: Ministry of Children, Youth and Sport, Ministry of Education. The total amount of national contribution is of 1 M euro.

11.3 Additionality:

No other financiers will be displaced by the Phare intervention.

11.4 Project readiness and Size:

The Hungarian Government is committed to implement the Law on Equal Opportunity through the measures taken by different Ministries. The MCYS has carried out a pilot project on the integrated training of teachers of Physical Education and has announced several calls for proposals for accessibility of sport establishments.

11.5 Sustainability:

The train-the-trainers system ensures the sustainability of the twinning component. New knowledge will be integrated in the curriculum of the teachers. Sustainability of the result of the Grant Scheme is guaranteed by the relevant institutions because the maintenance of their accessibility is of their interest in order to widen the spectrum of their visitors.

11.6 Compliance with state aids provisions

Services and equipment will be produced in line with the regulations of the PRAG.

11.7 Contribution to National Development Plan

The project is in line with PNDP priorities.

12. Conditionality and sequencing

Project implementation will be conditional upon the conclusion of a Memorandum of Understanding among on the co-operation among all relevant parties (Ministry of Children, Youth and Sport and the Ministry of Education). The MOU has to be signed by February 2003 and has to be acceptable to the European Commission. The National Federation of the Associations of People with Physical Disabilities has to be consulted on the text. Selection criteria for the participants of the training are elaborated by May 2003.
**Annexes to project Fiche**

1) Logical framework matrix in standard format  
2) Detailed implementation chart  
3) Contracting and disbursement schedule by quarter for full duration of programme (including disbursement period)  
4) Reference to feasibility /pre-feasibility studies. For all investment projects, the executive summary of the economic and financial appraisals, and the environmental impact assessment should be attached  
5) List of relevant Laws and Regulations  
6) Reference to relevant Government Strategic plans and studies (may include Institution Development Plan, Business plans, Sector studies etc)  
7) List of selected institutions  
8) Summary table describing the procedure related to the grant scheme  
9) Standard annex on the implementation of the grant scheme
### 1. LOGFRAME PLANNING MATRIX FOR

#### 1.1. Enhancement of equal opportunity for people with disabilities

<table>
<thead>
<tr>
<th>Objective Verifiable Indicators</th>
<th>Source of Verification</th>
<th>Assumptions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of disabled children integrated in primary school increases by 2 % by 2015</td>
<td>qualitative researches of relevant Research Institutes</td>
<td>Labour market openness</td>
</tr>
<tr>
<td>1% of disabled people who are apt to attend higher education institutions (ca. 1000 persons) attends higher education institutions by 2015</td>
<td>Annual Report about the implementation of the National Disability Programme</td>
<td></td>
</tr>
</tbody>
</table>

#### 2. Overall Objective
Integration and ensuring the active participation of people with disabilities in the society

<table>
<thead>
<tr>
<th>Objective Verifiable Indicators</th>
<th>Source of Verification</th>
<th>Assumptions</th>
</tr>
</thead>
<tbody>
<tr>
<td>newly acquired knowledge on inclusive education is applied in higher education from 2006</td>
<td>Annual Report about the implementation of the National Disability Programme</td>
<td></td>
</tr>
<tr>
<td>20-25 sport establishments are accessible</td>
<td>final report of the grant beneficiaries</td>
<td></td>
</tr>
<tr>
<td>20-25 consortia of elementary + secondary schools or if they are in the same building, 12 courses schools are accessible</td>
<td>engineer’s report</td>
<td></td>
</tr>
<tr>
<td>20 university buildings are accessible</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### 2.1.1. Project Purpose
- Change of attitude of teachers towards disabled students
- Raising accessibility of public institutions for disabled people

<table>
<thead>
<tr>
<th>Objective Verifiable Indicators</th>
<th>Source of Verification</th>
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<tbody>
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<td></td>
</tr>
<tr>
<td>20 university buildings are accessible</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### 2.1.2. Results
1. Introduction of integrated training in higher-education for teachers
2. Public institutions reconstructed

<table>
<thead>
<tr>
<th>Objective Verifiable Indicators</th>
<th>Source of Verification</th>
<th>Assumptions</th>
</tr>
</thead>
<tbody>
<tr>
<td>30 teachers are trained</td>
<td>curriculum of higher-education institutions</td>
<td>Willingness and commitment on behalf of would-be teachers to get acquainted with integrated training</td>
</tr>
<tr>
<td>integrated training in 7 higher-education institutions is launched</td>
<td>reports of the relevant NGO experts</td>
<td></td>
</tr>
<tr>
<td>network of qualified schools is in place</td>
<td>official technical reports</td>
<td></td>
</tr>
<tr>
<td>necessary reconstructions are carried out</td>
<td></td>
<td></td>
</tr>
<tr>
<td>necessary equipment is in place</td>
<td></td>
<td></td>
</tr>
<tr>
<td>reconstructed buildings are tested by physically disabled people</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### 2.1.3. Activities
1.1 the development of a curriculum on integrated training
1.2 the development of a training manual
1.3 the provision of the training
1.4 provision of a study tour for the participants

<table>
<thead>
<tr>
<th>Means</th>
<th>BLANK</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. One Twinning Arrangement</td>
<td></td>
</tr>
<tr>
<td>2. One Grant Scheme</td>
<td></td>
</tr>
<tr>
<td>3. Three Technical Assistance arrangements</td>
<td></td>
</tr>
</tbody>
</table>

#### 2.1.4. Preconditions
Memorandum of Understanding among all relevant parties collaborating in the project.
### DETAILED IMPLEMENTATION CHART

<table>
<thead>
<tr>
<th>Component</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
</tr>
</thead>
<tbody>
<tr>
<td>winning</td>
<td>T</td>
<td>T</td>
<td>T</td>
<td>T</td>
</tr>
<tr>
<td>ant scheme</td>
<td>D</td>
<td>D</td>
<td>D</td>
<td>D</td>
</tr>
<tr>
<td>(\Delta 1)</td>
<td>D</td>
<td>D</td>
<td>T</td>
<td>T</td>
</tr>
<tr>
<td>(\Delta 2)</td>
<td>D</td>
<td>D</td>
<td>T</td>
<td>T</td>
</tr>
<tr>
<td>(\Delta 3)</td>
<td>D</td>
<td>D</td>
<td>T</td>
<td>T</td>
</tr>
</tbody>
</table>

- **D**: Design (15%)
- **T**: Tendering and contracting (30%)
- **I**: Implementation (50%)
## CONTRACTING AND DISBURSEMENT SCHEDULE

### Component | 2003 | 2004 | 2005 | 2006
---|---|---|---|---
| I | II | III | IV | I | II | III | IV | I | II | III | IV | I | II |
| Contracting Twinning | 0,35 | 0,35 | 0,35 | 0,35 | 0,35 | 0,35 | 0,35 | 0,35 | 0,35 | 0,35 | 0,35 | 0,35 | 0,35 | 0,35 |
| Grant scheme | 3,0 | 3,0 | 3,0 | 3,0 | 3,0 | 3,0 | 3,0 | 3,0 | 3,0 | 3,0 | 3,0 | 3,0 | 3,0 | 3,0 |
| Sub-total | 0,35 | 3,35 | 3,35 | 3,35 | 3,35 | 3,35 | 3,35 | 3,35 | 3,35 | 3,35 | 3,35 | 3,35 | 3,35 | 3,35 |

### Disbursement

| Component | 2003 | 2004 | 2005 | 2006 |
---|---|---|---|---|
| I | II | III | IV | I | II | III | IV | I | II |

| | 0,1 | 0,2 | 0,25 | 0,25 | 0,25 | 0,35 | 0,35 | 0,35 | 0,35 | 0,35 | 0,35 | 0,35 | 0,35 |
| Grant scheme | | 1,5 | 2,7 | 3,0 | 3,0 | 3,0 | 3,0 | 3,0 | 3,0 | 3,0 | 3,0 | 3,0 | 3,0 |
| Sub-total | 0,1 | 0,2 | 0,25 | 0,25 | 0,25 | 0,35 | 1,85 | 3,05 | 3,35 | 3,35 | 3,35 | 3,35 | 3,35 |

* Only Phare contribution
Reference to feasibility studies

It is difficult to quote feasibility studies in the field of accessibility as it used to be a very discriminated field in Hungary. There are some studies available on needs assessment, but there is no comprehensive report about the needs of all public buildings. Implementation plan of accessibility can be regarded as feasibility studies; they are required to be attached to the application to the grants. It is always the responsibility of the supervisor/owner of the building to provide this documentation.

Needs assessment about accessibility have been carried out in the following fields:

Institutions of higher-education
The Ministry of Education prepared a report upon the request of the ombudsman in 1999. The topic of the report was people limited of motion and the built environment. The report involved institutions under the direct control of the Ministry of Education, namely its background institutions and institutions of higher education. The report provided data on the number of public buildings of the above institutions, the number of the accessible buildings, and also the number of the buildings which can be made accessible and which cannot be made accessible.

Elementary schools
The Ministry of Education makes a survey regarding public education institutions (nursery schools, primary schools and secondary schools) each year and publishes a yearbook containing different types of data. As the number of accessible elementary schools is extremely low, there is no special section about accessibility in this report.

Social institutions
There is an extensive study about all social institutions of Hungary as in 2000. The report provides data about what kind of works should be carried out in all institutions and about the budget of the implementation.
List of relevant laws and regulations

Within the EU a number of legal documents exist concerning the protection of the rights of people with disabilities and the promotion of equal opportunities in all aspects of social life.

- The Charter of Fundamental Rights of the European Union proclaims that “everyone has the right to education and to have access to vocational and continuing training (...) The Union recognises and respects the right of persons with disabilities to benefit from measures designed to ensure their independence, social and occupational integration and participation in the life of the community”.
- Council Directive 2000/78/EC on Establishing a general framework for equal treatment in employment and occupation expresses that “discrimination based on religion or belief, disability, age or sexual orientation may undermine the achievement of the objectives of the EC Treaty, in particular the attainment of a high level of employment and social protection raising the standard of living and the quality of life, economic and social cohesion and solidarity and the free movement of persons.”
- The Resolution of the Council and the Ministers for Education, meeting within the Council, of 31 May 1990 concerning integration of children and young people with disabilities into ordinary systems of education stresses that “the Member States have agreed to intensify, where necessary, their efforts to integrate or encourage integration of pupils and students with disabilities, in all appropriate cases, into the ordinary education system”.
- On 10 May 2000 the Commission adopted a communication entitled “Towards a barrier-free Europe for people with disabilities”, in which it commits itself to developing and supporting a comprehensive and integrated strategy to tackle social, architectural and design barriers that unnecessarily restrict access for people with disabilities to social and economic opportunities. The Parliament has unanimously adopted a similar resolution.
- On this basis the Council Decision of 27 November 2000 on establishing a Community action programme to combat discrimination (2001 to 2006) promotes measures to prevent and combat all direct and indirect forms of discrimination based on the above mentioned grounds (disability inter alia), and emphasizes that particular needs of people with disabilities should be taken into account in terms of the accessibility of activities and results.

Hungarian legislation has already taken the necessary steps towards the alignment of the most important Acquis of anti-discrimination law of the EU regarding disabled people.

- The Constitution of the Republic of Hungary guarantees the fundamental rights to all persons residing in the territory of Hungary without discrimination of any kind. It confirms that the Hungarian Republic promotes the fulfilment of equality before law through measures targeting the elimination of unequal opportunities.
- The Act on the Rights of People with Disabilities and providing their Equal Opportunities is based on the above ruling of the Constitution. It affirms that people with disabilities have the right to an accessible, perceptible and secure built environment. The disabled people have the
right to education and in case it is advantageous for the development of their abilities, they take part in the nursery and school education together with healthy children. People with disabilities must be given the possibility to visit cultural, sport and other community establishments. In order to enable them to do sports sport establishments must be made accessible for them.

- As prescribed by this Act, a National Programme for People with Disabilities was passed by the Parliament in 1999. The Programme prescribes the most necessary measures to be taken and marks the deadlines of implementation. It is necessary to begin to adopt the integrated forms of education in all education systems. Special curriculum-developing programmes must be worked out for higher-education institutions of teachers. Sport trainers and PE teachers must be qualified to be able to deal with disabled pupils. The deadline of the implementation of these measures is 1 January 2005. Accessibility of existing public institutions must be provided gradually but it must be finished until 2005 1 January.

- The Act on Protecting and Constructing the Built Environment is in line with the above programme and prescribes that secure and accessible using must be guaranteed when building, renovating and modernizing of public buildings.

- 29/2002 (V.17.) Resolution of the Ministry of Education on Providing the necessary conditions for equal opportunity of students in higher-education institutions.
Reference to relevant Government Strategic plans and studies

2. The fundamental document on this topic, on which every further regulation is based, is the Act on the Rights of People with Disabilities and Providing their Equal Opportunities (26/1998). It affirms that people with disabilities have the right to an accessible, perceptible and secure built environment. (5.§) The disabled people have the right to education and in case it is advantageous for the development of their abilities, they take part in the nursery and school education together with healthy children. (13.§) People with disabilities must be given the possibility to visit cultural, sport and other community establishments. In order to enable them to do sports sport establishments must be made accessible for them. (18.§)

3. The National Programme for People with Disabilities takes the form of parliamentary resolution. (100/1999) The Programme prescribes the most necessary measures to be taken and marks the deadlines of implementation. It is necessary to begin to adopt the integrated forms of education in all education systems. Special curriculum-developing programmes must be worked out for higher-education institutions of teachers. (Chapter 4, point 5) Sport trainers and PE teachers must be qualified to be able to deal with disabled pupils. (Chapter 4, point 7) The deadline of the implementation of these measures is 1 January 2005. Accessibility of existing public institutions must be provided gradually but it must be finished until 2005 1 January. (Chapter 6; point 1, 5 and 7)

4. In connection with this resolution a medium term implementation plan was passed by the Government (2062/2000 Government Resolution), which determined the deadlines of the concrete measures prescribed by the National Programme. It orders all the ministers concerned to make an annual report on the implementation of the tasks determined by the Resolution and to send it to the Ministry of Health Family and Social Affairs. With the help of these reports, the Minister of Health Family and Social Affairs makes a summarized report, which is discussed by the Government. Regarding the built environment, the implementation plan prescribes, that till 30 Jun 2001 all ministers concerned must make an overall estimation on the costs of making establishments under their control accessible. (Chapter 1 point 1.4) It also prescribes that the further education of teachers in the field of integrated education must be encouraged and supported. The deadline of it is 1 January 2001. (Chapter 5; point 5.1.2 and 5.2.3) It also confirms that assistance should be given to the sport of people with disabilities through calls for proposals. (Chapter 7, point 7.3.2)

5. The Hungarian Government regards the enhancement of equal opportunity for people with disabilities as an extremely important target, and an area where fundamental changes must be made in this four-year period of governing. The Programme of the Government refers to people with disabilities in its several chapters. It emphasises, that the Government regards people with disabilities as individual persons with legal capacity, which ought to be assisted by the society with the tools of positive discrimination in the fields of education and training, labour market and social policy, public transport and health-care services etc. The Programme expresses that the Government is committed to change the negative attitude of the society towards the disabled. The Government also points out that making public buildings accessible must be given a high priority. (Chapter 3, point 1) The Programme also takes important steps in the field of integrated education when underlines, that the Government intends to encourage scientific and research programmes in this field through supporting the Public Foundation for Students with Disabilities. It also affirms that with a complex regulation system, the Government is going to help to integrate disabled students into healthy classes, and will accelerate the implementation of those programmes, which aim at making schools, student hostels, cultural and sport establishments accessible. (Chapter 5, point 4) The Act on the Rights of People with Disabilities and Providing their Equal Opportunities
List of selected institutions for the implementation of the Twinning

1. Semmelweis University
   Faculty of Physical Education
   1123 Budapest, Alkotás u. 44.

2. University Eötvös Loránd
   Faculty of Elementary School Teachers’ College
   1126 Budapest, Kiss János altb. u. 40.
   Faculty of Bárczi Gusztáv Training College for Teachers of Disabled Students
   1097 Budapest, Ecséri út. 3.
   Faculty of Teachers’ College
   1076 Budapest, Kazinczy u. 23–27.

3. University of Szeged
   Juhász Gyula Faculty of Training College for Teachers
   6725 Szeged, Boldogasszony sgt. 6.

4. University of Pécs
   Illyés Gyula Faculty of Colleges, Szekszárd
   7100 Szekszárd, Rákóczi u. 1.

5. College of Tessedik Sámuel, Szarvas
   Faculty of College of Pedagogy
   5540 Szarvas, Szabadság út 2.

6. University of West-Hungary
   Apáczai Csere János Faculty of Training College for Teachers, Gyor
   9022 Gyor, Liszt F. u. 42.

7. Kaposvár Egyetem
   Csokonai Vitéz Mihály Faculty of College for Pedagogy
   7400 Kaposvár, Bajcsy Zs. u. 10.

Justification of selection

1. This institution plays an essential role in the higher-education training of physical education teachers. It is the only institution that runs a faculty for physical education teachers of disabled students at university level.

2. In this university the whole scope of teacher training is available. There are training faculties for teachers and teachers for students with disabilities. It was the first institution where special training methods for developing and differential treating of disabled students were worked out for teachers and nursery school teachers. At this time more than 200 students are being trained in Budapest, Szombathely and Pécs.
3. The sort of training, which fits exactly to the type of the damages, goes on in the training collages. These faculties cover the whole scope of the specialized training of teachers for disabled students. In Szeged a faculty for teachers of disabled students runs in parallel with the teacher training, which makes this institute suitable for introducing integrated education.

4-5. These institutions deal with teacher training and nursery school teacher training at the same time. They launched the further education training for practising teachers in the field of adapted physical education.

6-7. These institutions have launched a special field of study on the pedagogic of students with learning problems. In Gyor, the collage works together with a foundation for disabled people, where students can receive practical training.
### SUMMARY TABLE DESCRIBING THE PROCEDURE RELATED TO THE GRANT SCHEME

<table>
<thead>
<tr>
<th>Topics</th>
<th>Applicants</th>
<th>Required documentation</th>
<th>Commitments</th>
<th>Contribution</th>
<th>Type of Invitation</th>
<th>Grant Size (EURO)</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Accessibility of elementary schools</td>
<td>12-courses elementary schools having more than 700 pupils elementary schools together with secondary schools of the same county</td>
<td>• technical plans&lt;br&gt;• building with application building permission by</td>
<td>• use logo&lt;br&gt;• train 20% of teachers for integrated training&lt;br&gt;• test by a physically disabled person</td>
<td>10%*</td>
<td>Open</td>
<td>10 000-40 000</td>
<td>60 000-90 000</td>
<td></td>
</tr>
<tr>
<td>Accessibility of higher-education institutions</td>
<td>Universities, colleges</td>
<td>• technical plans&lt;br&gt;• building with application building permission by</td>
<td>• use logo&lt;br&gt;• test by a physically disabled person</td>
<td>20%*</td>
<td>Open</td>
<td>40 000-290 000</td>
<td>max. grant/building: 120 000</td>
<td></td>
</tr>
<tr>
<td>Accessibility of sport establishments</td>
<td>multi-function sport halls of cities with county right</td>
<td>• technical plans&lt;br&gt;• building with application building permission by</td>
<td>• use logo&lt;br&gt;• test by a physically disabled person</td>
<td>20%*</td>
<td>Open</td>
<td>20 000-60 000</td>
<td>30 000-90 000</td>
<td></td>
</tr>
</tbody>
</table>

*Including the costs of implementation plans, permissions, VAT which the beneficiary is not able to reclaim and the marketing or advertisement of the fact that the building is accessible
STANDARD ANNEX ON THE IMPLEMENTATION OF THE GRANT SCHEME

- **The CFCU** Retains full responsibility for programme implementation

- A *Technical Assistance Organisation (TAO) will be contracted by the CFCU, which* undertakes the task of day-to-day technical management of implementation of projects and monitoring activities under the authority of the CFCU. The relationship between the CFCU and the Intermediary shall be defined in a service contract which will reflect the institutional framework given in this fiche.

- **Rules, procedures and formats**: The grant section of the Commission Practical Guide will be strictly followed.

1. **Preparation of the package of call for proposal, guidelines for applicants and application form according to the practical guide**
   - SPO drafts the call for proposal, the guidelines for applicants and the application form in consultation with the entities concerned in the given field.
   - CFCU submits the final version of the documents to EC for approval
   - EC Delegation endorses the documents

2. **Publication of the call for proposal**
   - The SPO with the help of TAO takes all appropriate measures to ensure that the nationally and regionally publicised call for proposal reaches the target groups in line with the requirements of the Practical Guide.

2. **Project selection process**
   - TAO collects and registers incoming project proposals
   - The TAO prepares a list of assessors of which the SPO selects the assessor team. CFCU approves the assessor team for the assessment of administrative compliance, eligibility and assessment of technical and financial quality of proposals
   - The CFCU (PAO) nominates the evaluation committee (non-voting chairman and secretary, and voting members) with the co-financing ministry/ies involved, if relevant
   - The CFCU nominates the members of the assessment team and evaluation committee exclusively on the basis of technical and professional expertise in the relevant area
   - The Delegation endorses the team of assessors and the composition of the evaluation committee. The Delegation nominates an observer to follow all or part of the proceedings of the Evaluation Committee. Prior approval is needed from the Delegation for the participation of other observers
   - The evaluation committee draws up its recommendations and decisions according to the assessor team's written assessment of each proposal on the basis of the published evaluation grid
• The PAO is the president of the evaluation committee and forwards the evaluation report and any award proposals prepared by the committee to the Delegation

• The Delegation endorses (ex-ante) the evaluation report on the selection process and the final list of grants to be awarded

• The CFCU notifies each applicant in writing of the result of the selection process on the basis of the letters prepared by the TAO.

1. **Contracting (PAO Designated in the Responsible Implementing Agency)**

• The format of the grant contract is drafted according to the Practical Guide using the standard grant contract format and its annexes

• The format of the grant contract is to be approved by the Delegation (in cases where the call for proposals results in the award of a large number of grants which all have the same grant contract conditions)

• The PAO signs the grant contracts with the selected beneficiaries based on the final list of grants approved by the Delegation. The language of the grant contract is English and the official Hungarian translation of the contract is attached to the signed English language contract

• In case of a scheme which results in a small number of larger grant contracts (defined as those with a Phare contribution of over 300.000) the Delegation endorses the individual contracts.

• Copy of the signed grant contract is sent to the Delegation

1. **Implementation of the Selected Projects by the Beneficiaries**

• Beneficiaries subcontract suppliers of goods, services or works, in line with Phare procurement regulations annexed to the Grant Contract and under the Practical Guide

• Projects under 300.000 Euro (Phare contribution) will be subject to ex-post control by the EC Delegation pursuant to the Practical Guide

• Tender documents and contracts above 300.000 Euro (Phare contribution) will be subject to the ex-ante endorsement of the EC Delegation pursuant to the Practical Guide

1. **Financial Management of the Selected Projects**

• The CFCU with the technical assistance of the TAO and professional assistance of the SPO receives and verifies the invoices and requests payment by the National Fund

1. **Monitoring of the Projects Implemented by the Beneficiaries**

Standard Phare monitoring instruments will be used for monitoring purposes. Attention is drawn to the special duty of the TAO with regard to the day-to-day monitoring of the selected projects.