1. Basic Information

1.1 CRIS Number: 2006/018-176.03.02
   TWINNIG LIGHT HU/2006/IB/SO/01 TWL

1.2 Title: Higher Education institutional capacity building in connection with the Bologna requirements

1.3 Sector: Public Administration capacity building

Location: Hungary, Ministry of Education

2. Objectives

2.1 Overall Objective(s):
To ensure transparency, mobility, accountability in Higher Education through the establishment of a complex and efficient set of information.

2.2 Project purpose

- Improve professional information support for sectoral decision making, to enable higher education institutions to adapt to changing circumstances in order to enhance their quality, attractiveness and relevance to society and the economy; in order to meet the changing needs of society and the labour market.
- Establish a platform for structured information exchange among higher education institutions themselves, among higher education institutions and other organizations or the society, at EU level.

2.3 Justification

Related acquis:
1. Hungary also has to reinforce its administrative capacity to implement the acquis on mutual recognition of qualifications. (CMR on HU. C.2/Chapter 2.)

CMR under chapter 2 ‘Free movement of persons’ (pp.20.):
“In order to facilitate the practice of certain professions, the acquis under free movement of persons also includes specific rules concerning mutual recognition of qualifications and diplomas; for certain professions a harmonised training curriculum must be followed to be able to use the professional title. ....The necessary implementing administrative structures are in place, but need to be strengthened.”

2. According to the Treaty Article 149. Community action shall be aimed at
- Developing the European dimension in education
- Encouraging mobility of students and teachers
- Promoting cooperation between educational establishments
- Encouraging the development of distance education
The program and its projects below intend to remove the deficiencies in the administrative aspects of the whole higher education system. It is to continue Institution Building activities in the field of Higher Education.

3. Description

3.1 Background and Justification

The degrees and qualifications must be transferable among the European education and training systems. As a consequence of old-fashioned technological applications the registration of the credits -identifying subjects/modules- and the qualifications/degrees falls behind the similar systems of the member states, and can not provide input for the European education area and for the European labour market.

The 2005 LXXX Act on Higher Education which will be put into force in March 2006 includes principles on the realization of elements mentioned in the Bologna Declaration (credit system, bachelor/master degrees, mobility, etc.), and the related regulatory actions ensure the actual realization.

The reform of higher education is aiming at

- joining the European Higher Education Area,
- improving the competitiveness of the Hungarian higher education in the EU, and thus raising the competitiveness of the European Higher Education Area in worldwide international relation,
- sustainable growth
- and making more intensive mobility.

The Act significantly increases the autonomy of higher education institutions in order to elaborate the principles of the reform social-economic requirements.

The institutions put a lot of effort onto organisational development upgrading the educational administrative procedures; meanwhile the adequate central co-ordination activities still follow the old bureaucratic system.

In order to efficiently facilitate the reform the Ministry of Education (MoE) has to adopt several new services oriented procedure. The main objective is to orient and support the institutions to make use of the autonomy especially in the areas of harmonisation between the academic supply and social-economic demands. Another objective is the facilitation of the innovative technologies in teaching and support services. The central co-ordination is precondition of gaining social-economic benefits of the intensive and interactive cooperation among the higher education institutions.

Part of the project is based on and practically extend the "A KPI based sectoral decision support system" titled pilot project, carried out by the KPMG Consulting Ltd. in 2003. As a result of this pilot project a simple, but transparent and effective Executive Information System (EIS) has been introduced, that is updated regularly, to determine and analyze the actual values of norms based on the data collected from four higher education institutions.

In the Act on Higher Education (83§) as well as in a public agreement, MoE has delegated parts of its tasks in Higher Education to an organization 100 % owned by the Ministry of Education, Educatio Kht.
Further details on the content of the public agreement and share of tasks and responsibilities between MoE and Educatio Kht are in Annex 6.

In order to realize these goals defined already in the KPI based development, a connected central improvement of the administration system of higher education is inevitable. Taking into consideration the fact that SF does not support this kind of institution building development it can be financed exclusively by Transition Facility.

3.2 Linked activities

In 2003 and 2004 a comprehensive, high level process model of an ideal higher education institution was developed, financed by the Ministry of Education. In 2005 two consortia of higher education institutions have started to develop further this model. The result would be a core input for this project (Competence Center). The National Development Plan (NDP) ensures some resources for higher educational institutions to implement reform-related changes. The NDP covers the institutional level, and gives no sources for tasks realized on sectoral level (e.g. central coordinating agencies, methodologies, quality standards and requirements). Without implementing these central institutions and their services the realization of the Bologna Process cannot be fully effective. The costs of co-ordination, common guidance and the inevitably necessary central developments cannot be covered from NDP or from other EU sources.

The Human Resource Development Operative Program Supplementary Measures based on Structural Funds provide significant grants for the improvement, restructuring of educational institutions, for the development of their curriculum and the operational circumstances, but in the meanwhile the management and control of state higher education, the central administrative and co-ordination tasks of the higher education developments – as part of the reform and development of the Hungarian public administration - can not be financed by Structural Funds, since only higher education institutes can be beneficiaries.

The program and its projects below intend to remove the deficiencies in the administrative aspects of the whole higher education system. It is to continue Institution Building activities in the field of Higher Education.

In the framework of the NDP Human Resources Development Operational Programme MEASURE 3.3: Developing the structure and content of the higher education six projects launched which focus on the development of the higher education institution quality management. Two projects out of the six projects specifically support to establish the modern process management facilities. The projects are expected to facilitate and improve the competitiveness of the higher education institution and be able to cooperate in the higher education area. These projects also assure to be responsive partners adequate to the central initiatives.

3.3 Results

Expected results of the Hungarian Bologna project

1. Implementation of the core module of a Higher Education Executive Information System (EIS) to improve effective planning and strategy creating on sector level and fast and effective decision-making. (cf. 3.4.2.1.)
2. Implementation of the Hungarian Bologna Portal that harmonizes complex university and other related information systems, facilitate increased mobility, transparency, easy comparability of the degrees, and efficient information exchange between the interested partners, stakeholders. (cf. 3.4.2.2.)
Sub-systems of the Hungarian Bologna Portal:
- An e-Campus office that will provide a comprehensive framework for utilizing e-learning in the higher education, maintains methodology, know-how and best practices and also accredits e-learning related activities of higher education institutions. (cf. 3.4.2.3.)
- Validation services to promote the registering and validating of non-regular and informal education, professional experiences and practice. (The system extension will be in cooperation with the Europass system.) (cf. 3.4.2.4.) and sector (central) career monitoring system of graduate to determine student employment verification and to provide feedback to the higher education institutions on the effectiveness of the training and education. (cf. 3.4.2.2.)
- A Coordinating and Information Office (Bologna Help Desk) will provide information services to support the change management in the institutions. (cf. 3.4.2.5.);

3. Establishment of a Higher Education Competence Center in the Ministry of Education. (3.4.2.6.) The tasks of the HE Competence Center are the coordination of collecting, distributing and re-using the knowledge, related to process management of higher education, the consolidation of accumulated knowledge, support users, assurance of professional background for development.

4. Establishment of a Credit monitoring system is aimed to facilitate accreditation and quality management, fine-tuning of the Credit system, harmonization of accreditation procedures in the changing societal and economic environment. (cf. 3.4.2.7.)

5. Professional and technical support for accumulation and dissemination of knowledge of the Higher Education organizational development, focusing on process management (3.4.2.6.) and quality management (cf. 3.4.2.8.), to support change management activities. Development of a central model and set of criteria of quality assurance and know-how of change management

3.4 Activities

In the following sections the major components of the proposed project are described.
3.4.1. Twinning light project

Scope of the Twinning
The programme supports to create a Competency Centre in the Hungarian Ministry of Education within its current structure of the Management Executive System, indicator system. It will develop the Hungarian Bologna Portal which will help the quality assurance and assessment in the Higher Education in accordance with the EU requirements.

Guaranteed results
- Elaboration the technical specification for the IT service and the equipment supply
- Further improving of the Strategic Plan for the Bologna process
- Establishment of legal framework of the Bologna Portal
- Providing special trainings for the staff (minimum 20 persons)
- Organizing dissemination events

Tasks of the expert will be:
1. EIS:
   - Examination and evaluation of the technical specification of the EIS
   - Methodology of making strategic map
2. Hungarian Bologna Portal:
   - Preparing the analysis of stakeholders
   - Supporting the co-ordination activities in the public activities
3. HE Competence Center:
   - Advising on process improvement methodology
   - Professional counselling on the field decision making and support
   - Supporting the field of service oriented procedures
4. Process management and quality management:
   - Guidance on business process re-engineering
   - Benchmarking on quality management models
5. Equipment Supply:
   - take part in the elaboration of the technical specification
6. To organise special training for the staff:

<table>
<thead>
<tr>
<th>Location:</th>
<th>Ministry of Education</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Budapest, Szalay u. 10-14</td>
</tr>
<tr>
<td>Number of training:</td>
<td>3</td>
</tr>
<tr>
<td>Duration of training:</td>
<td>4 X 1 hour / day</td>
</tr>
<tr>
<td>Target group of the training:</td>
<td>Representatives and experts of the MoE, Educatio Kht., higher education institutions (minimum 20 persons depending on the operational needs)</td>
</tr>
<tr>
<td>Subject:</td>
<td>Good practices concerning the tasks</td>
</tr>
<tr>
<td></td>
<td>Strategic indicator system</td>
</tr>
<tr>
<td></td>
<td>Application of benchmarking technologies and experiences</td>
</tr>
</tbody>
</table>

Profile of the expert:
The expert must be highly qualified in all subject matters covered by the twinning arrangement, and must possess good management skills. He/she must be well acquainted with the Bologna process. Experience in public administration is a comparative advantage. More specifically, the expert must have
- at least 5 year experience in management and quality assurance in EU Member States;
- considerable experience in the higher education sector
- expert must be a public servant or coming from a relevant higher education mandatory body
- Excellent command of English
- Communication skills

**Operating environment (duration, location)**
The expert will spend 8 months at the Ministry of Education and provide expert advice. S/he will be provided with office space and office equipment necessary for her/his job. The Department for Development and Science will support the work of the expert by providing staff for the project purpose.”

3.4.2. **IT service**

3.4.2.1. **Higher Education Executive Information System (Ministry of Education EIS – Data Warehouse and Executive Information System):**

Part of the project is based on and practically extend the "**A KPI based sectoral decision support system**” titled pilot project. In 2005 another project was launched to analyze the information needs of the Ministry of Education and to develop a more comprehensive set of KPIs and a balanced scorecard for the sector. A high level specification was developed for the Ministry of Education. In the second phase of the project the details of bookkeeping records and other data are classified according to the categories worked out in this pilot. In order to provide data continuously and automatically with authenticated and protected data a management information system should be created.

The Ministry of Education EIS will be developed on the basis of data warehouse and OLAP (On Line Analytical Processing) technology, and should be connected directly and in real-time to the following databases:
- Higher education institutions management systems (financial and student registry systems)
- Higher education financial model developed in the Ministry of Education
- Ministry of Education Intelligence portal (statistical data management of the higher education)
- OECD and Eurostat databases

Having the EIS operational; the Ministry of Education will be able to specify strategic goals, indicators, in connection with on-going activities. The sector regulation will be based on an objective set of indicators, where the necessary measurements can be foreseen and planned in their complexity.

3.4.2.2. **Higher Education Bologna Portal**

**This web-based service** is a complex, real and virtual information system, based on distributed systems. It integrates, collects and distributes information to decision makers and strategy-planners. It is an interactive information system that ensures the authentication and empowerment of target group members. It is also suitable for carrier monitoring/follow-up, for creating statistics, downloading research and reports, and for online consultation. Active part of this portal is the Higher Education Registry and the Competence Center. The Higher Education Bologna portal makes possible to establish direct information exchange between Hungarian and foreign higher education institutions, and to integrate higher education institutions with the world of labour.
3.4.2.3. e-Campus

The change of the higher education system into two stages makes necessary to create more than hundred new bachelors and within a few years the creation of even more master courses. To follow the worldwide tendencies the widespread use of virtual education and e-learning will be inevitably necessary. The development of e-curricula, the protection of intellectual property and quality management shall be harmonized. E-campus provides the framework for the development of accredited curricula. E-campus does not develop curricula; its task is to help defining quality criteria, and solving validation and regulation problems. It can be implemented as a sub-system of the Higher Education Bologna Portal.

3.4.2.4. Validation services and sector carrier monitoring system of graduates by the extension of Diploma Supplement services

At the last conference of Ministers of Education in Berlin, in September 2003 a decision was made about diploma supplement that also included a deadline: the aim is to give all students a diploma supplement from 2005 that should be filled in a well-known European language.” In Hungary the diploma supplement is regulated by the 1993. LXXX. Act of Higher Education. The Student Registry Systems were developed to facilitate the provision of standard diploma supplements in all higher education institutions. The software allows most institutions to fill the necessary details automatically from the Student Registry System. The diploma supplement informs labour market genuinely, makes possible benchmarking and as a result, higher education market diversification by quality.

To facilitate the penetration of the Life-long learning concept the extension of the current Diploma Supplement system is necessary. The current systems focus on the regular BA/BSc and MA/MSc studies, while the Life-long-learning concept requires the registration and validation of non-regular education, professional experiences and practice. The professional support services related to the current and planned services have not been implemented, but the widespread use and the processing volumes justify the necessity of a specialized Help Desk and support services. The support service can be implemented as a sub-system of the Higher Education Bologna Portal. The Europass document, which contains the diploma supplement, is one of the most relevant sources where the sector carrier monitoring system of the graduates can acquire data from. The validation service and the sector carrier monitoring system of the graduates can be implemented as a sub-system of the Higher Education Bologna Portal.

3.4.2.5. Bologna Help Desk

Management of the transformation of the higher education institutions has to be supported from all the aspects of organizational development, strategic planning and process management in order to enabling them the implementation of the Bologna process. A Coordinating and Information Office is necessary to provide support for institutions in the change management. In tight cooperation with experts, the Office helps institutions to work out management strategy, provides education for internal consultants and contributors.

The operation of Bologna Help Desk provides actual information continuously for the target groups. It can be implemented as a sub-system of the Higher Education Bologna Portal.
3.4.2.6. Higher Education Competence Center

The technical service of Competence Center is carried out by Educatio Kht., while the professional tasks and co-ordination are by the Co-ordination and Information Office of Higher Education. The tasks of the Higher Education Competence Center are the co-ordination of collecting, distributing and reusing the knowledge, related to process management of higher education, the consolidation of accumulated knowledge, support users, assurance of professional background for development. The basic area of operation of the Competence center is related to the maintenance and extension of the process model that is a common reference point for institutions. This work supports the reorganization, rationalization of higher education institutions and the efficient introduction of management systems. The Competence Center helps higher education institutions with a reference model in order to manage transformation. It harmonizes organizational structure, processes and informational requirements. The aim of Competence Center is to support higher education reform with facilitating the acclimatization of the modern process modelling achievements in higher education organizations, creating „best practice” operational model, with developing, operating and providing knowledge base. With the help of the Competence Center substantive reorganizations, rationalizations and organizational development projects can be implemented in higher education organizations and their modernization can also be realized. The introduction of information systems can also be more effective due to process management. Another task of Competence Center is to provide professional support to the Ministry of Education, in questions related to decision making/regulation, definition and monitoring of standards, review of process model achievements for institutions, the professional support of institutional process modelling, the maintenance of the process model, the consolidation of new results and keeping in touch with external supporters. Some of the basic infrastructural requirements were implemented in 2004 and 2005, financed from government budget.

3.4.2.7. Credit-monitoring

Mobility is a critical part of Bologna process that builds on credit system. The aim of credit monitoring is to analyze trends, cumulate experiences, measure performance, and to supervise/fine tune the system based on regularly updated and maintained database. Main features are the following:

- A methodology and guide is needed to monitor activities related to credit system of higher education institutions; standard tools, methods, scheduled activities should be created to show annual monitoring tasks according to annual activity plans for participants and contributors and the twinning light expert’s professional counselling.
- A dynamic and in certain aspects public (accessible through the Internet) database should be created and updated, as a result of monitoring, which should provide review of the credit system and credit based activities.
- Measurement of the credit system success (inquiry of satisfaction among teachers, students, employees)
- Recognizing operational failures.
- Searching for necessary/optional points of intervention.
- Measurement of contents of credit allocation, what do the departments specify, plan for crediting with representative surveys According to the twinning light expert’s professional counselling. Quantitative and qualitative measurement of time and work expenditure (time balance) based on statistical (corrected, weighted) sampling.
- Professional/financial help.
- Creating credit-indicators.
3.4.2.8. **Quality management**

Quality supervision of information systems, teaching, organization and contents (curriculum, especially electronic curriculum), definition of norms for organizational capacity-accreditation and the development of a document management and back-up system are essential. Quality management is a must for the higher education, due to the Bergen Declaration of the European Ministers of Education. Quality assurance guided by national bodies in the EU countries, but because of the autonomy of the higher education institution the realization is mainly institutional duty. The central activities are carried out by issuing guidelines and in most of the cases by indirect instruments (e.g. financial requirements, additional budget allocation). The decision support activities are based on the process model (cf. Competence Center), but in another aspect: linking strategic objectives (cf. Ministry of Education Executive Information System). The quality management system widely uses information coming from the career monitoring system, as well.

3.4.3. **Equipment**

Procurement of small-scale equipment is envisaged, related to the implementation of the project. Although the vast majority of hardware infrastructure will be provided on the basis of the available actual infrastructure, some hardware upgrade or procurement will be inevitably necessary to ensure infrastructural (workstation, storage, etc.) conditions of Higher Education Competence Center and Higher Education Bologna Portal.

The Educatio Kht. operates the National Higher Education Information Centre and the higher education entrance system by law. Hence the Educatio Kht. owns the basic IT infrastructure and human resource, which is necessary to run the Bologna Portal and the EIS. Therefore only the minimal upgrade is foreseen to implement the data warehouse technology and the portal development. The upgrade results the most cost-efficient solution.

3.5. **Lessons learned**

There are no similar experiences from the past, although some of the issues and tasks addressed in this proposal are crucial and perennial problems till the unfortunately aborted Higher Education World Bank Reform Project (1998-2000). All the earlier attempts to put the Hungarian higher education into a new orbit were unsuccessful, because of the missing prerequisites that should have been provided in a systematic way. The proposed Hungarian Bologna Project can be a major facilitator of the recent and future changes.

4. **Institutional Framework**

Main beneficiary of the project is the Ministry of Education. The realization of the project presented here is inconceivable within one organizational unit of the Ministry: it has to be carried out in tight, competency-based cooperation of the ministerial departments. The definition of informational professional criteria, and tasks related to the national infrastructure is the responsibility of the Informational Department of the Ministry of Education, Hungary. Technical support should be provided by involving market actors on project bases, with consideration of cost/benefit criteria. In this aspect, the Educatio Kht has an important role and significance. Thus, Educatio Kht is a service provider organization that supports various activities of the Hungarian Higher Education sector.

The management structure will be the following:
Steering Committee:
A Steering Committee will be established to facilitate the purposes and processes in the Hungarian Bologna Project.

The Steering Committee will be chaired by the SPO (the Deputy State Secretary for Higher Education) and will be comprised of five representatives from:
- Head of Higher Education Development and Research Department,
- Representative expert of a Higher Education Institution,
- Director of the Educatio Kht.,
- Representative of the NAC,
- Representative of the CFCU

The steering committee are coming together to plan for optimal use of the project’s resources, to coordinate activities where appropriate, and to plan for integrated development of the project. The meetings of the steering committee will be held in every 3 months at the Ministry of Education.

Project management
A project team includes the following members:
- 1 project manager who coordinate the activities and the works of the technical staff, the twinning light expert(s) and the other professional experts, sets policies, provides overall supervision of the project;
- 1 programme coordinator who oversees the day-to-day work to keep the project on schedule;
- 1 IT manager who plans, coordinates the IT developments and procurements;
- 2 technical staff who carry out IT development, testing and reporting tasks;
- 2 Technical assistance that carry out the administration tasks.

The implement/responsible organizational units:

<table>
<thead>
<tr>
<th>Component</th>
<th>Implementing agency</th>
<th>Operative responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Twinning light project</td>
<td>CFCU</td>
<td>MOE</td>
</tr>
<tr>
<td>IT service procurement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Higher Education Executive</td>
<td>CFCU</td>
<td>Educatio Kht</td>
</tr>
<tr>
<td>Information System</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Higher Education Bologna Portal</td>
<td>CFCU</td>
<td>Educatio Kht</td>
</tr>
<tr>
<td>- e-Campus</td>
<td>CFCU</td>
<td>Educatio Kht</td>
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<tr>
<td>- Validation services and</td>
<td>CFCU</td>
<td>Educatio Kht</td>
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<tr>
<td>sector carrier monitoring system of</td>
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<tr>
<td>graduates</td>
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<td></td>
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<td>- Bologna help desk</td>
<td>CFCU</td>
<td>Educatio Kht</td>
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<tr>
<td>3. Implementation of a higher education</td>
<td>CFCU</td>
<td>Educatio Kht</td>
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<td>competence center</td>
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<tr>
<td>4. Credit-monitoring</td>
<td>CFCU</td>
<td>Educatio Kht</td>
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<tr>
<td>5. Quality management</td>
<td>CFCU</td>
<td>MOE</td>
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<tr>
<td>Equipment</td>
<td>CFCU</td>
<td>Educatio Kht</td>
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5. Detailed Budget (million EUR)

<table>
<thead>
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<th>TF support</th>
<th>Other</th>
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<tbody>
<tr>
<td></td>
<td>Investment Support</td>
<td>Institution Building</td>
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<tr>
<td>Twinning Light</td>
<td>0,1200</td>
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<tr>
<td>IT services</td>
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<td>Equipment*</td>
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<td>0,0545</td>
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<tr>
<td>Total</td>
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<td>0,5000</td>
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</table>

(*) contributions from National, Regional, Local, Municipal authorities, FIs, loans to public entities, funds form public enterprises
(**) private funds, FIs loans to private entities

Government co-financing related to the twinning component is allocated to cover the necessary counterpart costs arising from the implementation of the twinning.
All the amounts in the table above are indicated net of VAT and solely for the year 2006. The project is jointly co-financed by Transition Facility and Government resources. The ratio between the Transition Facility and national amount is binding and has to be applied to the final contract price.
§Justification for the equipment procurement can be found under the indicative list in the annex 7.

6. Implementation Arrangements

6.1 Implementing Agency

The Implementing Agency of the project is the 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 of the CFCU will act as PAO of the project. His contacts are:

**PAO:** Mr. Gábor Rónaszéki, Director of CFCU
Address: Bajcsy-Zsilinszky 42-46. Telephone (+361) 327-2800
         H-1054 Budapest Fax: (+361) 266-4858
         E-mail: ronaszeki.gabor@cfcu.gov.hu

The Ministry of Education will be responsible for the technical part of the project in terms of design, evaluation follow up and monitoring. The Deputy State Secretary for Higher Education will act as Senior Program Officer. His contacts are:

**SPO:** Dr. Béla Mang, Deputy State Secretary for Higher Education
Address: Szalai u. 10-14. Telephone: (+361) 473-77-20
         H-1055 Budapest Fax: (+361) 302-63-91
         E-mail: bela.mang@om.hu

6.2 Twinning
In the framework of this project-proposal a **twinning light** contract will be concluded.
The beneficiary institution: Ministry of Education

The contact person on behalf of the Ministry of Education:

**Contact:** Tamás Bruhács, Deputy Head of Higher Education Development and Research Department

Address: Szalai u. 10-14. H-1055 Budapest
Telephone: (+361) 473-77-06
Fax: (+361) 302-63-91
E-mail: tamas.bruhacs@om.hu

6.3. **Non-standard aspects**

The Hungarian Public Procurement Law and the Twinning Manual will be strictly followed.

6.3 **Contracts**

The expected number of contracts is 3:
1 Twinning Light contract value in 140.000 euro
1 IT service contract value in 506.700 euro
1 Equipment supply contract value in 160.500 euro

7. **Implementation Schedule**

<table>
<thead>
<tr>
<th>Component</th>
<th>Start of Tendering</th>
<th>Start of Project Activity</th>
<th>Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Twinning Light</td>
<td>July 2006</td>
<td>November 2006</td>
<td>June 2007</td>
</tr>
<tr>
<td>IT services</td>
<td>May 2007</td>
<td>August 2007</td>
<td>March 2009</td>
</tr>
<tr>
<td>Equipment</td>
<td>June 2007</td>
<td>September 2007</td>
<td>June 2008</td>
</tr>
</tbody>
</table>

8. **Sustainability**

All supported investment actions are sustainable in the long term. The IB component contributes to the effective functioning of the implemented services and systems. Long term sustainability is based and ensured on Act on Higher Education which therefore determines the allocation of the financial resources in the annual State Budget. The maintenance and operational costs will be planned and covered from the budget of the MoE.

9. **Conditionality**

The Act on Higher Education enters into force before the start of the project.
ANNEXES

**Obligatory:**
- Annex 1: Logical framework matrix
- Annex 2: Detailed Implementation Chart
- Annex 3: Cumulative Contacting and Disbursement Schedule
- Annex 4: Relevant legislation

**Non-obligatory:**
- Annex 5: Budget Breakdown
- Annex 7: Budget for equipment – indicative price list
## LOGFRAME PLANNING MATRIX FOR

**Project**

**Title:** Hungarian Bologna Project

<table>
<thead>
<tr>
<th>Project number</th>
<th>Contracting period expires</th>
<th>Disbursement period expires</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>November 2008</td>
<td>November 2009</td>
</tr>
<tr>
<td></td>
<td><strong>Total budget (NET, MEUR):</strong></td>
<td><strong>TF contribution (MEUR):</strong></td>
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<td></td>
<td>0.8072</td>
<td>0.5545</td>
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</tbody>
</table>

### Overall objective

To ensure transparency, mobility, accountability in Higher Education through the establishment of a complex and efficient set of information.

### Project purpose

- Improve professional information support for sectoral decision making
- Establish a platform for structured information exchange

### Objectively verifiable indicators

<table>
<thead>
<tr>
<th>Sources of Verification</th>
</tr>
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<tbody>
<tr>
<td>Ministry of Education</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Objectively verifiable indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>The number of implemented agencies (1) by 2008</td>
</tr>
<tr>
<td>The number of implemented information services (8) by 2008</td>
</tr>
</tbody>
</table>

### Objectively verifiable indicators

<table>
<thead>
<tr>
<th>Sources of Verification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Data collection in the operating agencies Surveys in the higher education sector Ex-post evaluation of the project; Government statistics.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assumptions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stabile political and legal environment</td>
</tr>
</tbody>
</table>

### Results

1. Higher Education Executive Information System
2. Hungarian Bologna Portal
   - e-Campus
   - Validation services and Carrier monitoring system
   - Bologna Help Desk
3. Higher Education Competence Centre
4. Credit monitoring system
5. Process management and quality management
6. -

### Objectively verifiable indicators

<table>
<thead>
<tr>
<th>Sources of Verification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ministry of Education statistics from the Department of Information Systems Direct observation of key process and implementation progress indicators Log files and IT audit reports</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assumptions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cooperation and commitment of the higher education institutions Implementation of a Hungarian unified PKI service Quality Management Systems are introduced and widely used in the institutions Adapted and localized process models are used by the institutions and Ministry of Education, as well infrastructure are available</td>
</tr>
</tbody>
</table>

### Activities

<table>
<thead>
<tr>
<th>Means</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

### Assumptions

<p>| |</p>
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>
- Software development: specification of Ministry of Education EIS requirements, development of Ministry of Education EIS prototype, Higher Education Bologna Portal
- Portal development, organisation of co-operating services, harmonisation
- IT consulting services: Establishment of an organization to accumulate and disseminate knowledge and to maintain a centre of excellence in eLearning.
- Development of an accreditation policy and procedures for higher education eLearning activities. Development of Europass document and data acquisition process of the sector carrier monitoring system
- Establishment a help desk, formulating expert support team
- Collecting data, consolidating process models, disseminating best practices.
- Surveying data processing, evaluation,
- Development of a central model and set of criteria of quality assurance and know-how of change management

| Ministry of Education statistics from the Department of Information Systems |
| Log files and IT audit reports |
| Availability of the local co-financing higher education institution staff are motivated |

**Precondition:**
The Act on Higher Education enters into force before the start of the project.
Annex 2

**Detailed Implementation Chart**

<table>
<thead>
<tr>
<th>Month</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1 2 3 4 5 6 7 8 9 10 11 12</td>
<td>1 2 3 4 5 6 7 8 9 10 11 12</td>
<td>1 2 3 4 5 6 7 8 9 10 11 12</td>
</tr>
<tr>
<td>Twinning Light</td>
<td>D T T T T I I I I</td>
<td>D T T T I I I I</td>
<td>D T T T I I I I</td>
</tr>
<tr>
<td>IT services</td>
<td>D D D D T T T I I I I</td>
<td>D D D D T T T I I I I</td>
<td>D D D D T T T I I I I</td>
</tr>
<tr>
<td>Equipment</td>
<td>D D D D T T T I I I I</td>
<td>D D D D T T T I I I I</td>
<td>D D D D T T T I I I I</td>
</tr>
</tbody>
</table>

- D: Design (15% grey)
- T: Tendering and contracting (25% grey)
- I: Implementation (50% grey)
Annex 3: Cumulative Contracting and Disbursement Schedule

Cumulative Contracting and Disbursement Schedule for TF 2006 *
(Million EUR)

<table>
<thead>
<tr>
<th>Component</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>I</td>
<td>II</td>
<td>III</td>
<td>IV</td>
</tr>
<tr>
<td>Contracting</td>
<td>0,12</td>
<td>0,12</td>
<td>0,12</td>
<td>0,5545</td>
</tr>
<tr>
<td>Twinning Light</td>
<td>0,12</td>
<td>0,12</td>
<td>0,12</td>
<td>0,12</td>
</tr>
<tr>
<td>IT services</td>
<td>0,38</td>
<td>0,38</td>
<td>0,38</td>
<td>0,38</td>
</tr>
<tr>
<td>(software development)</td>
<td>0,0545</td>
<td>0,0545</td>
<td>0,0545</td>
<td>0,0545</td>
</tr>
<tr>
<td>Disbursement</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Twinning Light</td>
<td>0,02</td>
<td>0,05</td>
<td>0,10</td>
<td>0,12</td>
</tr>
<tr>
<td>IT services</td>
<td>0,1</td>
<td>0,1</td>
<td>0,1</td>
<td>0,22</td>
</tr>
<tr>
<td>(software development)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Equipment</td>
<td>0,03</td>
<td>0,03</td>
<td>0,03</td>
<td>0,03</td>
</tr>
</tbody>
</table>

* Only TF Funds
Annex 4: Relevant legislation

EU legislation:


- **Treaty establishing the European Community** (consolidated text) Official Journal C 325 of 24 December 2002

- **Treaty on European Union** (consolidated text) Official Journal C 325 of 24 December 2002

- **89/49/EEC:** Council recommendation of 21 December 1988 concerning nationals of Member States who hold a diploma conferred in a third State


- Directive 1999/42/EC of the European Parliament and of the Council of 7 June 1999 establishing a mechanism for the recognition of qualifications in respect of the professional activities covered by the Directives on liberalisation and transitional measures and supplementing the general systems for the recognition of qualifications


- Council Resolution of 6 June 1974 on the mutual recognition of diplomas, certificates and other evidence of formal qualifications


- Council Directive 85/384/EEC of 10 June 1985 on the mutual recognition of diplomas, certificates and other evidence of formal qualifications in architecture, including measures to facilitate the effective exercise of the right of establishment and freedom to provide services

- Council Conclusions of 22 September 1997 on education, information and communication technology and teacher- training for the future

- Council Conclusions of 22 September 1997 on the communication concerning the White Paper 'Teaching and learning towards the learning society'
• 98/561/EC: Council Recommendation of 24 September 1998 on European cooperation in quality assurance in higher education


• Recommendation of the European Parliament and of the Council of 10 July 2001 on mobility within the Community for students, persons undergoing training, volunteers, teachers and trainers

• Council Resolution of 27 June 2002 on lifelong learning

• Decision No 2317/2003/EC of the European Parliament and of the Council of 5 December 2003 establishing a programme for the enhancement of quality in higher education and the promotion of intercultural understanding through cooperation with third countries (Erasmus Mundus) (2004 to 2008)


Coordinative but not legal documents:


• The Bologna Declaration on the European space for higher education 19.06.1999

• „Realising the European Higher Education Area” Communiqué of the Conference of Ministers responsible for higher Education, Berlin 19 September 2003


Hungarian legislation:

• 2005 LXXX Act on Higher Education
Annex 5: Detailed Budget Breakdown

(Million Euros)

<table>
<thead>
<tr>
<th>TF support</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Investment Support</td>
<td>Institution Building</td>
</tr>
<tr>
<td>Twinning</td>
<td></td>
</tr>
<tr>
<td>TF support</td>
<td>Other</td>
</tr>
<tr>
<td>0.12</td>
<td>0.12</td>
</tr>
<tr>
<td>IT services</td>
<td></td>
</tr>
<tr>
<td>Software licenses</td>
<td>0.100</td>
</tr>
<tr>
<td>Customization cost</td>
<td>0.005</td>
</tr>
<tr>
<td>Localization cost</td>
<td>0.035</td>
</tr>
<tr>
<td>Higher Education EIS</td>
<td>0.06</td>
</tr>
<tr>
<td>Higher Education Bologna portal</td>
<td>0.04</td>
</tr>
<tr>
<td>e-Campus</td>
<td>0.02</td>
</tr>
<tr>
<td>Validation services and sector carrier monitoring system of graduates</td>
<td>0.02</td>
</tr>
<tr>
<td>Bologna help desk</td>
<td>0.02</td>
</tr>
<tr>
<td>Implementation of a Higher Education Competence Center</td>
<td>0.04</td>
</tr>
<tr>
<td>Credit-monitoring</td>
<td>0.02</td>
</tr>
<tr>
<td>Quality management</td>
<td>0.02</td>
</tr>
<tr>
<td>Equipment</td>
<td>0.0545</td>
</tr>
<tr>
<td>Total</td>
<td>0.0545</td>
</tr>
</tbody>
</table>

Parameters used:

The total cost of the twinning expert(s): 1000 euro/person/day  
The total cost of the local expert(s): 500 euro/person/day

The Educatio Non Profit Organisation (later as Educatio) is owned (100%) by the Hungarian Ministry of Education (later as Ministry of Education) and carries out its activities on the basis of public agreement (file No 3292/2005) including the actual tasks assigned by the Ministry of Education as well as the resources required to fulfil them.

The public agreement signed by the Educatio and the Ministry of Education (file No 3292/2005) includes all the competencies and responsibilities on the basis of which Educatio has its role as an implementation body.

The Educatio Public Service Company was founded in 2000 to develop and operate the higher educational application system, to arrange the higher educational application procedure and to provide the information tasks connecting with the higher educational application.

The tasks of the Educatio were enlarged by the decision of the Ministry of Education in 2001 in accordance with the modification of the public service agreement (between the Ministry of Education and the Educatio).

The tasks are the following: operation of the OFIK (National Higher Education Information Centre), the SuliNET Programiroda (SchoolNET Programoffice), the Közoktatási Információs Iroda (Public Education Information Office) and from 2002 the operation of the Hallgatói Információs Központ (Kempelen Farkas Student Information Centre and Library) and from 2003 the operation of the Diákigazolvány Ügyfélszolgálat (Student Card Customer Service) and from 2005 the operation of the Nemzeti Europass Központ (National Europass Centre).
Annex 7 BUDGET FOR THE EQUIPMENT – INDICATIVE PRICE LIST

Equipment (VAT not included)

<table>
<thead>
<tr>
<th>Item</th>
<th>Unit price in EUR</th>
<th>Quantity</th>
<th>Total price in EUR (with co-financing)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Server</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Server processor 2.8GHz, 32 GB RAM</td>
<td>50,000</td>
<td>1</td>
<td>50,000</td>
</tr>
<tr>
<td>Storage facility</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>147GB SCSI HDD</td>
<td>11,050</td>
<td>10</td>
<td>110,500</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td><strong>160,500</strong></td>
</tr>
</tbody>
</table>

Equipment supply justification (Server)

Currently, Educatio Kht. owns the following server park to fulfil its tasks.
- **A domain controller:** 2x2.8GHz Xeon processor, 2GB RAM, 36GB storage space
- **A file server:** 2x2.8GHz Xeon processor, 2GB RAM, 4x70GB RAID storage
- Exchange server for intensive mailing tasks: 2x3GHz Xeon processor, 3GB RAM, 3x80GB RAID5 storage.
- **Web and DNS server,** a Unix-based server operated and provided by an external service provider.

This capacity is sufficient for the current responsibilities of Educatio Kht. For the establishment of Bologna Portal and EIS an upgrade of the described hardware is needed to be able to provide an appropriate level of service.

Storage facility will be financed from national co-financing resources.