

Standard Summary Project Fiche – IPA centralised programmes

Tempus Programme in the Western Balkans

1. Basic information

- 1.1 CRIS Number: 2008/020-358
- 1.2 Title: Tempus IV
- 1.3 ELARG Statistical code: 02.26 Education and Culture
- 1.4 Location: Albania, Bosnia and Herzegovina, Croatia, the former Yugoslav Republic of Macedonia, Montenegro, Serbia as well as Kosovo¹,

Implementing arrangements:

- 1.5 Contracting Authority: European Community represented by the Commission of the European Communities on behalf of the Beneficiaries. The project will be sub-delegated from DG Enlargement to DG Education and Culture.
- 1.6 Implementing Agency: Executive Agency for Education, Audiovisual and Culture (EACEA).
- 1.7 Beneficiaries: Western Balkans: Albania, Bosnia and Herzegovina, Croatia, the former Yugoslav Republic of Macedonia, Montenegro, Serbia as well as Kosovo.
- Main beneficiaries are higher education institutions and related personnel, non academic staff and students as well as political and administrative structures at the Ministries of Education and Science.

Financing:

- 1.8 Overall cost (VAT excluded)²: €20,685,000.00
- 1.9 EU contribution: €19,700,000.00
- 1.10 Final date for contracting: 2 years following the date of conclusion of the Financing Agreement.
- 1.11 Final date for execution of contracts: 2 years following the end date for contracting.

¹ under UNSCR 1244/99.

² The total cost of the project should be net of VAT and/or other taxes. Should this not be the case, the amount of VAT and the reasons why it should be considered eligible should be clearly indicated

1.12 Final date for disbursements: 1 year following the end date for execution of contract(s).

2. Overall Objective and Project Purpose

2.1 Overall Objective:

The Tempus programme will pursue a series of overall objectives which are common to all Beneficiaries. These common objectives can be complemented by regional or beneficiary-specific objectives, as appropriate.

The overall objective is to contribute to cooperation in the field of higher education involving the European Union and Beneficiaries in the surrounding area. In particular, the Tempus programme will help promote voluntary convergence with EU developments in the field of higher education deriving from the Lisbon agenda and the Bologna process, create a line between the education system and the labour market and foster the development of human resources.

With regards to the Western Balkans, the Fourth Phase of the Tempus programme contributes to preparing candidates and potential candidates, for a participation in the Integrated Lifelong Learning Programme (2007-2013)

2.2 Project purpose:

- Promote the reform and modernisation of higher education in the Beneficiaries;
- Enhance the quality and relevance of higher education in the Beneficiaries;
- Strengthen the capacity of higher education institutions in the Beneficiaries and assist them in opening themselves up to society, economy and the world;
- Create a link between the education system and the labour market;
- Foster the development of human resources;
- Enhance mutual understanding between peoples and cultures of the EU and the Beneficiaries;
- Promote cooperation and networking within the regions covered by the programme.

2.3 Link with AP/NPAA / EP/ SAA

ALBANIA

- Education is not a priority in the European Partnership 2006 with Albania.
- Article 100 "Education and training" of the SAA between the EC and their Member States and Albania:

1. The Parties shall cooperate with the aim of raising the level of general education and vocational education and training in Albania, as well as youth policy and youth work. A priority for higher education systems shall be the achievement of the objectives of the Bologna Declaration.
2. The Parties shall also cooperate with the aim of ensuring that access to all levels of education and training in Albania is free of discrimination on the grounds of gender, colour, ethnic origin or religion.
3. The relevant Community programmes and instruments shall contribute to the upgrading of educational and training structures and activities in Albania.
4. Cooperation shall take due account of priority areas related to the Community acquis in this field.

BOSNIA AND HERZEGOVINA

The European Partnership with Bosnia and Herzegovina indicates the following priorities regarding the Education Sector:

- Step up efforts to improve the education system, including primary education, and to create a modern vocational education and training system;
- Strengthen policy development and strategic planning to improve quality of education.

CROATIA

The Accession Partnership states a need to ensure the implementation of the Bologna criteria in higher education. The Tempus programme has been a major instrument for the implementation of the Bologna criteria in the higher education system of Croatia. The next phase of the Tempus programme will therefore ensure the continuation of the higher education reform, which is a precondition for successful mobility envisaged in the Integrated Programme for Lifelong Learning.

THE FORMER YUGOSLAV REPUBLIC OF MACEDONIA

The European Partnership highlights the importance of modernising the educational system and to align the quality of the educational system with European standards. In addition, it is recommended to modernise the curricula of secondary and university education and to step up efforts to create a modern vocational education and training system.

KOSOVO

“The European Partnership” highlights as a short term priority the importance of developing action plans to implement the education strategies with increased dialogue and coordination between all levels and all stakeholders and allocate necessary resources, and of ensuring a better involvement in the EU higher education programmes.

MONTENEGRO

The Council Decision of 22 January 2007 on the principles, priorities and conditions contained in the European Partnership with Montenegro (2007/49/EC) reads (short term priorities):

"- Step up efforts to promote quality in the education system and life-long learning.

- Continue improving the quality, efficiency and relevance of the higher education system and support its integration into the European Higher Education Area."

SERBIA

The European Partnership with Serbia mentions as a priority under "Economic Requirements" the necessity to step up efforts to improve the education system, and to create a modern vocational education and training system.

2.4 Link with MIPD

The contribution for the participation in the Tempus Programme is foreseen within the national envelopes. Due to economies of scale it is programmed under the Multi-beneficiary MIPD 2008-2010 in which education is a priority under Section 2.3.2

The objective to be achieved according to the Multi-beneficiary MIPD is to *"support the development and the quality of the higher education systems through balanced cooperation between local higher education institutions and those of the EU Member States"*.

2.5 Link with National Development Plan

ALBANIA

Implementation of Tempus Programme in Albania is in the line with National Programmes on Higher Education in the country. National priorities of Tempus Programme IV for Albania were designed in close cooperation of the Ministry of Education of Albania, the Delegation of European Commission in Tirana and the Albanian Tempus Office. Overall priorities of Tempus and regional priorities have been taken into consideration when setting up of those priorities under Tempus Programme IV.

Tempus IV will help Albanian Higher Education institutions to implement Albanian Higher Education Strategy for 2007 – 2013, especially to implement the vision, strategic priorities and goals for higher education, to draft policies related to strategic priorities, to develop differentiated university missions in terms of teaching, development and research, to improve teaching and learning in higher education institutions and finally assist in the implementation of the Bologna process in Albanian higher education institutions.

BOSNIA AND HERZEGOVINA

Identified priorities for higher education, besides adoption of Higher Education Law are to:

- Establish entity-level higher education funds, and
- Establish public and transparent mechanisms of quality assurance, including the procedures for periodic external assessment of universities

Additionally, a set of priorities is related to deadlines for implementation of the Higher Education Law in relation to harmonisation of lower level of legislation with the state law, institutional development in particular establishment of relevant agencies for recognition of qualifications, quality assurance and accreditation; transformation of public universities from loose associations of faculties towards integrated institutions.

The priorities for Bosnia and Herzegovina identified to be supported through Tempus program are as follows:

- to support effort to restructure higher education in Bosnia and Herzegovina in line with the Bologna Process and Lisbon Convention;
- to support the strategic development and reform of university governance, management and finance in line with the Bologna Process;
- to support the reforms and institution building necessary to implement the obligations and requirements set out in the Stabilisation and Association Agreements.

CROATIA

The key priorities of the National Programme for Croatia's Accession into EU 2008³ referring to higher education, among other things, include evaluation and accreditation of university PhD studies, development of internal quality assurance systems in higher education institutions, development of links of higher education, science and economy, implementation of pilot external evaluations of higher education institutions and development of study programmes based on learning outcomes.

Higher education is a key priority in Croatian Government's strategic document for education development "Education Sector Development Plan 2005-2010" whose priorities and activities are in line with the National Programme for Croatia's Accession into EU.

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National Programme for Development of the Higher Education (2005 -2015) and the new Law on Higher Education (which is currently at the final phase in the Parliament) in 2008, will create a framework for the process of establishing European Higher Education Area through establishing a three-cycle system with easily readable and comparable degree structure, introducing joint degrees, recognizing different forms of life-long learning, developing a complete environment for improvement of student and HEI staff mobility, tuning the quality assurance system with the recently adopted European standards, promoting an integrated university, increasing student participation in key higher education processes at institutional and national level and linking the European Higher Education Area with European Research Area.

KOSOVO

³ The Programme was adopted by the Croatian Government in February 2008, but adoption of the Programme by Croatian Parliament is still to follow.

The Strategy for the development of higher education 2005-2015 in Kosovo approved by the Government is in full accordance with the Bologna process. It affirms a shared vision of Ministry of Education (MEST) and other relevant stakeholders of Kosovo as a democratic society, integrated in the European Higher Education Area. The six strategic objectives of this document imply measures which adhere to Bologna principles, such as: Integration of the Kosovar Higher Education (HE) within the European development processes of higher education; harmonization of the study programmes in all levels with the objectives of the Bologna Process; Full implementation of ECTS; active participation in international cooperation process; supporting mobility of faculty and students; establishing of the distance learning system; establishing of the Kosovo Accreditation Agency.

The compliance with the European HE standards and vision is stressed also at the mission of the Higher Education Division within MEST which is: *'to ensure equal access to education and to promote educational excellence to all Higher Education Institutions'*. Goals which have been set up within this Division are as following: *"to provide a challenging and supportive environment in which staff and students can realize their potential and develop the skills and flexibility needed in a rapidly changing world; to improve access in Higher Education Institutions and stimulate research and teaching at the highest international standards according to Bologna Declaration; to ensure the quality assurance system for Higher Education Institutions; to provide higher education programs through distance learning and lifelong learning, to establish the Excellency in social and scientific research.*

Higher Education in Kosovo consists of:

1. The University of Pristina with 30,617 students in 2006/2007 (or 67% of all students in HE in Kosovo).
2. The University of Mitrovica with Serbian as language of instruction. It has approximately 4,000 to 6,000 students in 2006/2007 (that is around 11% of all students in higher education).
3. There are also 19 private providers of HE with 10,191 students in 2006/2007 (or 22% of all students in higher education). All private institutions, with the exception of one (the American University of Kosovo) operate in full accordance with the Bologna process.

MONTENEGRO

Law on Higher Education creates a basis for the Montenegrin higher education reforms in accordance with Bologna Declaration principles. The Law is based on the following major principles: integrated university, establishment of Council of Higher Education, Introduction of QA through internal and external evaluation, introduction of a three-cycle (3+2+3) system, introduction of ECTS, Diploma Supplement. Approaching European Higher Education Area still remains as the ultimate goal of the overall reform process, implying the improvement of a three-cycle system with easily readable and comparable degrees ECTS based, introduction of joint degrees, further improvement related to the recognition process, further development of quality assurance culture at HE institutions in Montenegro, taking into account adopted European standards, increase of students' involvement in all aspects of HE reforms, at institutional, national and also international level, higher students' and teachers' mobility.

What need to be specifically addressed through Tempus IV in the forthcoming period is the creation of a strategy of HE development in Montenegro, the issue of financing of higher education and training of experts of the Council of Higher Education, establishment of links between European Higher Education Area and European Research Area, as well as better links between higher education and labour market.

SERBIA

The National Strategy of Serbia for EU Accession supports further revision and modernization of education in Serbia including its positioning among the factors of technical, technological, social, economic and individual development. The first step in this process is to conceptualize education development and harmonization of the overall education system with the social and individual needs and capacities.

2.6 Link with national/ sectoral investment plans(where applicable)

Not applicable

3. Description of project

3.1 Background and justification:

The Commission considers higher education as an important priority for its co-operation activities with the Beneficiaries, neighbouring countries and the countries within wider vicinity. The Tempus programme, which is the longest-standing EU instrument in this sector and which has a strong focus on institutional co-operation, is continued for a new phase from 2007-2013. Since its inception in 1990, university cooperation under the Tempus programme has contributed successfully to institution building related to higher education in the Beneficiaries and to sustainable university partnerships as well as to enhancing mutual understanding between the European Union and the Beneficiaries.

ALBANIA

The legislative reform in Albania started in 1994 with the first Law on Higher Education (Law No.78120, dated 06.04.1994 "*On Higher Education in the Republic of Albania*") which included numerous important elements with regard to the definition of status and mission, organization and governance of higher education institutions, financial relations, administration, etc. These elements were crucial to the structuring and functioning of universities.

This Law paved the way, inter alia, for the setting up and functioning, for the first time, of the non-university higher schools (vocational schools) in Albania.

In the process of analyzing the system and defining the necessary legislative changes, a special contribution has been offered by the missions of the Council of Europe, during 1996-1998, in the framework of the Programme of the "*Legislative Reform in Higher Education*". These missions identified the absolute necessity for the elaboration of the law in the following aspects:

- Setting up the system of quality and accreditation assessment;

- Definition of procedures for the election of governance bodies according to European standards;
- Increase of financial and institutional autonomy;
- Improvement of admission procedures in Higher Education, etc.

The New Law on Higher Education (Law No.9741, dated 21.05.2007) reflected a number of important improvements, which significantly increased the institutional, financial and academic autonomy of higher schools, enabled the introduction of new qualitative mechanisms and up-to-date administration of universities. The recommendations of the Council of Europe's respective mission were also taken into account.

Considerable legislative changes have affected the admission system since 2006 when the Ministry of Education and Science changed the admission procedures in higher schools by introducing Matura system in the admission competition. This was highly welcomed by the public and academic opinion, as it considerably increased the quality through objective assessment thus avoiding subjectivism and other corruption elements.

One of the priorities of the Higher Education in Albania has been also the development of the post-university qualification system. Considered as a powerful instrument for the in-service training and the further qualification, different legislative decrees were elaborated to ensure its implementation.

The integration of teaching and scientific research has been one of the most problematic aspects in the last years. It has been noted a certain fall in the scientific research work in universities, especially in technical, scientific and applied sciences as a result of the lack of the laboratory basis and its budgetary fund. Anyhow it is worthy to be mentioned that various international donors, who have contributed to the education in Albania, have not invested yet in the higher education university equipment.

In the legislative reform, another important element of the law was the space opened to the functioning of non-public higher education.

The reform in Albania is realized and it is still continuing on the basis of a close cooperation between the Ministry of Education and Science and the universities.

The achieved results by reform are:

- increasing of institutional autonomy and academic rights;
- development of real elections for governing authority in all levels of the higher education;
- improvement of HEI and their transformation from pedagogical institutions into universities;
- opening of a considerable number of new departments and faculties;
- qualitative improvement of existing curricula and introduction of new contemporary curricula;
- application of the system of education in distance;
- considerable improvement of essential documentation of university administration;
- reformation of university admission system;

- redoubling of number of students during the last decade;
- application of ECTS system of credits;
- development of institutional interuniversity collaboration and its extension in academic framework.

During the last decade new elements of university co-operation appeared such as collaboration University-Company, University-Local Authority, institutionalisation of this collaboration and establishment of special structures for its realization.

The universities have started to stipulate their own institutional developing strategy, which not only stimulates institutions and their governing organs to think much more about perspectives, but it is going to be a very strong base for conception and developing of a better national strategy of the higher education in Albania.

As a result of this developing process, the higher education system in Albania is composed actually of 13 institutions (11 civil institutions and 2 military academies). There are 9 universities, 2 academies and 15 private universities.

The post university system underwent further improvements starting with new admission methods through admission competition; new curricula and contemporary ones with higher scientific level have been developed; the most qualitative staff being graduated inside and outside the country has been hired; in addition, strong attempts for integration of qualification in scientific researches etc. have been made.

The integration of Albanian higher education into European one and the qualitative improvement remain the main objectives of the reforming process of the higher education. The Ministry of Education and Sciences and all universities seem to be committed in the process of implementing the Bologna process. In the year 2001, the application of ECTS system on credits into higher education has been approved and this is to be applied in all university curricula.

Currently, the study work for curricula reforming has started. In addition, Albania has signed and ratified the Lisbon Convention regarding the recognition of the university awards.

BOSNIA AND HERZEGOVINA

Bosnia and Herzegovina commitments to the Bologna Process leading to establishment of the European Higher Education Area by 2010 were reported at the Bergen 2005 Ministerial Conference. The main challenges listed in Bosnia and Herzegovina's National Report on the progress of reforms in the Bologna Process from 2005 to 2007 comprise:

- the creation of a BiH higher education area with a joint strategy to adapt teaching and research to the changing needs of society to promote academic research and knowledge transfer, and to be/remain competitive on an international level.
- the establishment of state level institutions regulating the licensing and accreditation of higher education institutions.
- the implementation of reforms within the universities themselves (integration of universities), a complete and comprehensive introduction of ECTS and financing of Higher Education Institutions and all other elements of the Bologna Process.

CROATIA

Since 2001 the Croatian higher education system has been making necessary preparations for the implementation of the Bologna Process which began in 2005.

In order to facilitate the implementation of new legislation several new institutions have been set up. The most prominent is the Agency for Science and Higher Education. Units of the Agency engaged in higher education include the National ENIC/NARIC Office, Higher Education Department and the Quality Assurance Department.

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Past assistance has supported the development of higher education through the Tempus community programme that assists Beneficiaries to adopt structures compatible with the Bologna process. The former Yugoslav Republic of Macedonia has been intensively involved into the determination of priorities and into the reform of its higher education system. Tempus significantly supported Institution building in this country.

Signing the Bologna Declaration in September 2003, the former Yugoslav Republic of Macedonia made an important step-forward with participation in the Bologna process, requiring realisation of a number of key reforms. These include structural reforms of university governance, management and finance of universities; efficient control over standards; and the setting up of a system to test compatibility across faculties and universities. The reforms that underpin the Bologna Declaration will be instrumental for the future development and integration of the of the former Yugoslav Republic of Macedonia universities into the European higher education system.

KOSOVO

In the post-war period, from June 1999 to March 2002, the Kosovar education system has been governed by the United Nations Interim Administration (UNMIK), respectively the Department for Education and Science (DES). In this period considerable results have been achieved in stabilizing the education system in Kosovo.

The first democratically elected Government of Kosovo was established in March 2002 following the November 2001 Kosovo-wide parliamentary elections. The appointment of the first Kosovar post-war Government was followed by the formal hand-over of responsibilities to the newly established Ministry of Education, Science and Technology (MEST) based on Constitutional Framework for Self-Governance in Kosovo. The MEST has now full responsibility in implementing education system developments and planning.

The preamble of the Law on Higher Education 2003/14, drafted under close supervision and help by the Council of Europe (adopted by the Kosovo Assembly and Decreed by the Special Representative of the Secretary General in May 2003), is compatible with the Bologna Declaration, similarly with the Law on Scientific Research Activity 2004/42, approved by the

Kosovo Assembly in 2004 and promulgated by the SRSG, aiming at the inclusion of the Kosovar education system within the European Research Area.

The Statute of the University of Pristina drafted with international support and expertise in coordination with the Council of Europe and the European University Association (EUA) was approved by the Kosovo Assembly in July 2004, aims at the further implementation of the Bologna Process objectives and principles.

The MEST in cooperation with UNMIK representatives and all relevant local and international Higher Education stake-holders has developed the "Kosovo Strategy for Higher Education" for the period leading to 2015, which was approved by the Kosovo Assembly in September 2004. This Strategy gives priority to the implementation of the Bologna process and also recognizes the importance of the Tempus programme as a major instrument for securing a real progress.

Also, a draft law on National Qualification Framework was completed and has been sent for approval to the Assembly of Kosovo. The Law has been drafted by a broad group of Kosovo stakeholders (including representatives of the Ministry of Education, Assembly, civil society, experts, etc.) with expertise of the European Training Foundation. The Expert Group participated in several study visits to Ireland and the Irish Qualification Framework was used as an example.

MONTENEGRO

The new Law on Higher Education gave higher education institutions in Montenegro maximal autonomy in academic activities with minimal mediation from the State, except when it is so requested for the purpose of protecting the public interest. The new HE law also prescribes that the mission of the University should be the education of young people to be qualified citizens in a democratic society and a qualified workforce in the European labour market and that this should be delivered in compliance with new European standards.

According to the 2003 Law, the Council for Higher Education was established, functioning as an accreditation body and conducting external evaluations through its commissions. Public and private HE institutions are covered by this Law. The Ministry of Education and Science issues a license to an institution for functioning, is entitled to change it and may also divest an HE institution of it.

Access to HE exclusively depends on success during secondary school, and not on the social status of the students.

The new law on HE prescribes the introduction of a three-cycle system, the diploma supplement and the European Credit Transfer System (ECTS). In 2007/2008 the fourth generation started studying in accordance with this new law on higher education, based on Bologna Declaration principles.

Reforms gave paths to developing new private faculties in Montenegro. Currently, there are five of them and from September 2006, the first private university “Mediterranean” was established, comprising six faculties with academic and applied study programmes duly accredited.

The reaccreditation process, prescribed by the Law and respective by-law acts, was performed at the University of Montenegro by the commission consisting of EUA evaluators nominated by Council of Higher Education. The reaccreditation process at the University of Montenegro is the first such example in the Western Balkan region. The process of reaccreditation is under way at the private university Mediteran and the private higher nursing school „Kraljica Jelena“, Igalo.

The new Law on Recognition and Validation of Foreign Certificates was adopted in the Parliament of Montenegro and the Law came into force in January 2008. The Law prescribes recognition procedure for the purpose of employment, carried out in the Ministry of Education and Science, while University still continues the process of recognition for the purpose of continuation of studies. According to the Law, ENIC center was established within the Ministry of Education and Science and is fully operational.

The draft of National Qualification Framework has been done, by the working group established by Ministry of Education and Science, which also involved all other relevant stakeholders such as: University of Montenegro, Chamber of Commerce, Employment Bureau, Ministry of Labour, Social and Health Care, Agency for School Services. The draft version was given on public discussion.

Tempus programme still remains the most important instrument for reaching Bologna objectives and joining the European Higher Education Area it can also help HE institutions better prepare for the future Life Long Learning programme.

SERBIA

Engagement of Serbian higher education institutions in EU higher education initiatives, in particular, in the Bologna process coincided with the participation of Serbian universities in the Tempus programme. Serbia is a signatory of the Bologna declaration from September 2003 but only in 2005 has the new law finally provided the necessary legal framework for reforming the higher education in Serbia and for implementing the Bologna principles.

The first analyses of the results achieved so far in the reform of the higher education sector indicate that in many cases the reforms were implemented in a formal way without substantially addressing the core issue – proceeding with a real student-centred reform. Well-structured university-labour market/employers links do not exist, and as a consequence percentage of unemployed university graduates is still high.

Furthermore, state funding in higher education sector is very limited and it provides insufficient or almost no opportunity for organization of student mobility within the context of Bologna process.

Accordingly, the conclusion has been made that further improvement is necessary as well as more fine-tuning in order to achieve the level set by advanced EU countries in order to be able to joint European Higher Education Area. Serbian higher education institutions need

more preparation time before joining the Integrated Long Life Learning programme, in spite of the fact that there are no political obstacles for this participation. The best way to achieve the set objectives is to continue using the already proven capacity and efficiency of the Tempus programme action lines.

3.2 Assessment of project impact, catalytic effect, sustainability and cross border impact (where applicable)

Impact assessment carried out in 2006

The Tempus Programme is the most important programme created by the European Union in providing assistance to the Western Balkan Beneficiaries in its effort to reform its Higher Education and to increase its impact in the economic development and the strengthening of its civil society.

Tempus is considered as an important instrument to motivate staff and has also substantially influenced the application of quality assurance for teaching in faculties.

Tempus has influenced the cooperation of ministries and the governance in the universities, has supported to a large extent the reinforcement of structural relationships between the Rectorate, central administration and faculties, the integration of young academic, non-academic and students into the decision-making of the University management and international relations services. The programme has helped them to improve their qualifications and there has been an increased interest of the labour market to hire them.

Monitoring of project impact for the future programme

Evaluation activities, dissemination of good practices and impact assessment will be carried out jointly by the involved Commission services. The three instruments used in Tempus, preventive monitoring, desk monitoring and field monitoring, available throughout the project cycle, are described below.

Preventive monitoring: Through carefully planned activities, perceived or potential problem areas can be addressed. Tools available:

- Guidelines for the Use of the Grant;
- Project Representatives' Meeting: this is the first and main opportunity to provide project grant-holders and partners of running projects with targeted training with a view to assisting with project implementation, preventing future difficulties, promoting networking, sharing of good practice and providing the Commission with valuable input into the design of information campaigns, further guidelines and information for practitioners;
- On-going guidance to projects ("helpdesk function"): provided regularly to projects through telephone conversations, e-mails and general correspondence. Information is also

made available on the Tempus website if a particular issue is of concern to projects (FAQ, guidance for preparing reports, salary rates, etc.);

Projects starting also receive individual recommendation letters which are the result of the academic and technical assessment of the original proposal. These letters aim at highlighting some of the weaker elements of the proposals so that the project consortium can propose a strategy for addressing them.

Desk monitoring

Desk monitoring (principally correspondence and assessment of reports with written feedback) is the main instrument for administrative operations and is the primary instrument for following the progress of projects; it is the basis for carrying out payments to projects and provides input to both preventive and field monitoring as well as the basis for further feedback into the design of the programme as a whole.

Through desk monitoring the performance of projects is assessed in terms of progress/outcomes (content analysis), organisation/management (technical quality) and financial management (financial control) and constitutes the main tool for identifying and taking measures during the lifecycle, such as re-targeting an underachieving project, requesting a financial audit, suspending or stopping a project or requesting a reimbursement of funds (the monitoring 'status' of a project). It is also one of the instruments for identifying projects of particular interest which have particularly innovative features (Bologna, Lifelong learning etc).

Field monitoring

Field monitoring visits are a tool for monitoring the progress and achievements of Tempus projects in their real context, principally gathering facts to judge whether projects are progressing according to plan and producing the expected benefits for the local institutions and learning about the life and the impact of a project in its surrounding environment. This assessment will focus on the content and on the quality of the outcomes achieved and which are not always apparent in the written reports (such as: "what is the quality of the teaching material developed?", "are the local factors taken into account in the choice of methodologies?" etc.) Monitoring visits determine whether the objectives are turning out to be or were realistic, whether the project appears to be well managed, whether sustainability issues are being addressed and good practice principles of project cycle management are being applied and problems addressed. Monitoring visits go beyond the project and scrutinise the context in which the programme operates, highlighting the added value for the subject area, the university, innovative elements in the organisation of teaching and training and the links with policies in the beneficiaries and in the EU.

Field monitoring is part of the project follow-up, and will be carried out by the Commission, the Executive Agency for Education, Audiovisual and Culture, and the National Tempus Office. Around 10% of all Tempus projects are visited each year.

Performance will be monitored through desk and field monitoring. The National Tempus Office will perform field monitoring visits on a regular basis.

3.3 Results and measurable indicators:

Results:

- Promotion of teaching and learning according to revised curricula and study courses in line with evolving social and economic needs in order to bring the higher education sector closer to the demands of contemporary society and an increasingly competitive global market;
- Enhancement of modern teaching and learning methodologies and materials, with a special focus on the upgrading of text books;
- Provision of modern technical equipment for teaching purposes;
- Improved academic mobility between the EU and the Beneficiaries;
- Increased co-operation between higher education institutions in the EU and the Beneficiaries;
- Development of closed cooperation and sharing of resources and experience between higher education institutions at a regional level;
- Trained teachers on modern education practices and methodologies;
- Improved university management; enhanced transparency and efficiency in decision making processes;
- Enhanced performances of universities' central services and administration;

Indicators:

Progress will be assessed taking into account the following measurable indicators:

- Number of Tempus projects which have been appraised positively by the technical and academic evaluators;
- Number of new and revised (harmonized with the three cycle system) university curricula successfully implemented;
- Number of study programmes including ECTS;
- Number of students having followed new curricula;
- Number of graduate vs. number of students (student persistence rate);
- Reports on diploma and course recognition;

- Number of HE stakeholders benefiting from mobility grants;
- Time-to-work for students having followed new curricula or enrolled in new study programmes;
- Number of students studying abroad;
- Number of foreign students at HE institutions;
- Number of lecturers giving courses abroad.

3.4 Activities:

Based on experience acquired during the previous phase, the future Tempus programme (2007-2013) will provide for the three components listed below. These components are conceived in an open way and are sufficiently flexible to be adapted to the needs and priorities of individual Beneficiaries.

Component I: Joint Projects

Joint Projects will be based on multilateral partnerships between higher education institutions in the EU and the Beneficiaries. Joint Projects aim at transferring knowledge from EU universities to institutions in the Beneficiaries and between partner institutions. Joint Projects can pursue the following objectives: (a) to develop, promote and disseminate new curricula, teaching methods or materials; (b) to promote a quality assessment culture; (c) to modernise the management and governance of higher education institutions; (d) to strengthen the role of higher education institutions in society at large and to enhance their contribution to the development of lifelong learning; (e) to encourage links with the labour market, including the promotion of entrepreneurship and the creation of business start-ups and (f) to strengthen the links with research. Joint Projects can also include small scale and short duration mobility activities for students, academic staff and university administrators

Component II: Structural Projects

Structural Projects will seek to contribute to the development and reform of education institutions and systems in Beneficiaries, as well as to enhance their quality and increase their convergence with EU developments. Structural Projects may provide support to networks of higher education institutions and/or directly to Ministries of Education for activities seeking dissemination and/or convergence with EU developments. The eligible activities may include studies and research on specific issues, organisation of national, regional and thematic conferences and seminars, provision of training and dissemination and information activities.

Component III: Accompanying Measures

Accompanying Measures will comprise meetings of project coordinators and other stakeholders, dissemination activities as well as support to the information and dissemination activities of National Tempus Offices in the beneficiaries. In addition, the EC can carry out other relevant activities like thematic conferences, studies on specific issues and activities aiming at the identification and dissemination of good practice.

Implementation of the programme

Tempus projects are implemented by university consortia, selected through calls for proposals. Universities or associations of universities from the EU and the Beneficiaries are the core members of project consortia. Non-academic partners such as companies (both public and private), business organisations, professional associations, public authorities at local, regional and national level (in particular, ministries) or social partners can also belong to these consortia.

The EC Delegations will be closely involved at the various stages of the implementation of the programme. Firstly, the EC Delegations will negotiate the list of priorities with the competent authorities. The EC Delegations will be also consulted during the selection of proposals. RELEX, ELARG, AIDCO and EAC will be invited by the Executive Agency to participate in selection panels. Proposals, on which a Delegation expresses a substantiated negative advice, will not be funded. The RELEX family services will be involved with and invited to all conferences and seminars and networking meetings of National Contact Points and National Tempus Offices in the beneficiaries.

National Tempus Offices in the beneficiaries will assist the Commission in the following tasks: promotion of the programme, assistance to potential applicants and monitoring of Tempus projects. National Tempus Offices in the beneficiaries will also act as Bologna promoters within their area of responsibility and provide, under the supervision of the EC Delegations, information on the implementation of reforms. For all their tasks, National Tempus Offices will work closely with the EC Delegations in their respective areas.

Programme evaluations and other results will be presented to the management committees of Member States set up under the external assistance regulations. Since Tempus IV is not based on a Council decision, there will be no specific Tempus committee. The Commission will continue to invite National Contact Points in the EU Member States and National Tempus Offices in the beneficiaries to networking meetings.

Implementation of programme components

Project proposals for programme components I and II will be submitted in response to an annual call for proposals published in the Official Journal and on the programme's website. In order to focus the programme's interventions and to maximise its impact, regional and national priorities will be defined for both components. Grants will be awarded following an academic evaluation (rationale, description, design and planning tools, outcomes and activities, quality and monitoring) and a technical evaluation (technical quality assessment, financial evaluation).

Joint Projects can target one or more Beneficiaries. For national Joint Projects targeting one single partner beneficiary, proposals can be submitted by groupings of institutions involving at least three universities from a partner beneficiary, one university in an EU Member State and one academic or non-academic consortium member in a different EU Member State. For regional Joint Projects, the proposals can be submitted by groupings of institutions involving at least one university from three different Beneficiaries, two universities in two different EU

Member States and one academic or non-academic consortium member in a third EU Member State. Where appropriate, priority will be given to project consortia involving non-academic members in the Beneficiaries such as enterprises, chambers of commerce, research centres, Ministries of Education as well as local and regional authorities.

Structural Projects can equally target one or more Beneficiaries. Structural Projects will involve networks of higher education institutions and other non-academic members as appropriate. In all cases, for structural measures, Ministries will either participate directly in the project or formally endorse its activities.

Projects under components I can be proposed by higher education institutions from the EU or from the Beneficiaries. Projects under component II can be proposed by ministries of education or by networks of universities from the EU or from the Beneficiaries.

Programme component III (Accompanying Measures) will be implemented through calls for proposals, calls for tender or framework contracts. Meetings of project co-ordinators and other stakeholders will be organised through the appropriate framework contract. Dissemination can be organised through various activities such as thematic seminars (implemented through a framework contract) or studies (implemented through a call for tender). National Tempus Offices in the beneficiaries will be awarded grant support following their designation by the appropriate authorities. Proposals or bids will be evaluated on the basis of their quality, their design and their cost-effectiveness.

National Tempus Offices are public bodies designated through the Ministries of Education of the Beneficiaries. Prior approval of the Delegation in the beneficiaries concerned will be necessary. In cases of non approval of the proposals made by the authorities in the beneficiaries, National Tempus Offices could be appointed by the Commission following a tender procedure launched in the partner beneficiary. The process for the renewal of National Tempus Offices in the beneficiaries has been launched in summer 2007.

3.5 Conditionality and sequencing

This Programme will be implemented on the assumption that academic institutions from the Western Balkans and from the EU Member States will be interested to participate in the proposed activities.

3.6 Linked activities

Erasmus Mundus, a world-wide programme which provides scholarships for students to around 100 Erasmus Mundus Master Courses in Europe. In 2006, a specific Window for the Western Balkans has been initiated under the Erasmus Mundus Programme to enable the annual selection of 100 post-graduate students from the region

Another window under Erasmus Mundus (External Cooperation) has been initiated in 2007 to enable academic cooperation as well as mobility of academic staff and students at all levels.

3.7 Lessons learned

The final evaluation of the second phase of the Tempus programme (1994 - 2000) and the mid-term evaluation of its third phase (2000 - 2006) were carried out in the period between October 2002 and September 2003. The results were published in October 2003.

The final report on the second phase of the Tempus programme was adopted by the European Commission on 16 February 2004. The report from the Commission to the Council on the interim evaluation of Tempus was adopted on 8 March 2004.

Both the final evaluation of the second phase and the mid-term evaluation of the third phase confirmed the relevance of the programme to support higher education reform and development as well as the validity of its intervention logic and management approaches. The following recommendations stemming from the mid-term evaluation have already been taken into consideration in the implementation of the Tempus programme between 2004 and 2006. They continue to be highly relevant for the preparation of the future Tempus programme:

- The process of formulation of the beneficiary-specific priorities should be strengthened by means of a more structured dialogue with the educational authorities of the Beneficiaries.
- Tempus funds should be used for what the programme does best, i.e. promoting mobility, exchanges and innovation of study programmes.
- The relevance and the impact of the programme should be actively promoted at the level of the authorities in the beneficiaries.
- The impact of the programme should be further maximised through a strengthened dialogue and more structural measures.
- Field monitoring should be further reinforced.

Apart from the evaluations carried out in 2002/03, over the past two years DG EAC has launched three major studies on the sustainability of Tempus projects, on university-enterprise co-operation and on the regional impact which the programme has had. The results of the studies equally underline the relevance of the programme and confirm its intervention logic.

4. Indicative Budget (amounts in million €)

Beneficiary	TOTAL COST	SOURCES OF FUNDING										
		EU CONTRIBUTION				NATIONAL PUBLIC CONTRIBUTION					PRIVATE	
		Total	% *	IB	INV	Total	% *	Central	Regional	IFIs	Total	% *
Albania	1,05	1,0	95	x							0,05	5
BiH	2,52	2,4	95	x							0,12	5
Croatia	3,15	3,0	95	x							0,15	5
fYRoM	3,675	3,5	95	x							0,175	5
Kosovo	1,89	1,8	95	x							0,09	5
Montenegro	1,05	1,0	95	x							0,05	5
Serbia	7,35	7,0	95	x							0,35	5
TOTAL	20,685	19,7									0,985	

Amounts net of VAT

* expressed in % of the Total Cost

The total EC contribution to the implementation of the 2008 Tempus Programme in the Western Balkans will amount to **€19,700,000.00**. The funded consortia will need to make available a co-funding of at least 5% of the eligible project cost.

Most of the programme's projects will be identified through calls for proposals. Projects will be selected on the basis of their quality.

5. Indicative Implementation Schedule (periods broken down per quarter)

Contracts	Start of Tendering	Signature of contract	Project Completion
Call for Proposals	2009 Q1	2009 Q4	2012 Q4

All projects should in principle be ready for tendering in the 1ST Quarter following the signature of the FA

6. Cross cutting issues (where applicable)

6.1 Equal Opportunity:

Over the past few decades there has been increasing attention paid to the gender dimension of poverty and development in transition economies, particularly in relation to the role of women in educational processes and the impact of higher education on equal opportunity policies.

Projects should integrate gender mainstreaming in their aims and activities, specifically in subject matters and areas of study where the presence of women in the economy has traditionally been very low (science and technology). Projects should promote gender balance and identify factors influencing gender discrimination. They should monitor and evaluate the transition from education and training to working life, recruitment and career development of potential female top managers.

Projects in the sphere of education and sciences should promote the change of gender roles and societal stereotypes, avoiding any sort of cultural prejudice in educational materials.

The principle of equal opportunities should be taken into account when evaluating the quality of all projects proposed under the three components. Specific attention will be paid to this dimension when determining the benefit of mobility activities.

While implementing the project activities and to the extent applicable, the Beneficiary will try to assure that gender disaggregated data will be made available to carry out an analysis of the social and economic impact of the actions undertaken.

6.2 Environment:

The project beneficiaries shall ensure that, during implementation of their actions, due consideration is given to the Government's development policy relating to environmental management and that such policy is embodied, within all strategic policy documents they

may draft, all training activities they may carry out and new study programmes and curricula they may design.

6.3 Minorities:

Rights of minorities should be taken into account when evaluating the quality of all projects proposed under the three components. Specific attention will be paid to this dimension when determining the benefit of mobility activities.

ANNEXES

- 1- Log frame in Standard Format
- 2- Amounts contracted and Disbursed per Quarter over the full duration of Programme
- 3 - Reference to laws, regulations and strategic documents:
- 4 - Details per EU funded contract

ANNEX 1: Logical framework matrix in standard format

LOGFRAME PLANNING MATRIX FOR PROJECT FICHE	TEMPUS IV	
	<p>Contracting period expires:</p> <p>2 years following the date of conclusion of the Financing Agreement.</p>	<p>Disbursement period expires</p> <p>1 year following the end date for execution of contract(s).</p>
	Total budget: € 20,685,000	IPA budget: €19,700,000.00

Overall objective	Objectively verifiable indicators	Sources of Verification	
To contribute to social and economic development (applying equal opportunities aspects) and the strengthening of civil society.	<ul style="list-style-type: none"> - Public investment in higher education in absolute terms and per student; - Higher education, research and development share in the GNP. 	<ul style="list-style-type: none"> - Reports of international professional organisations - Central Bureau of Statistics 	
Project purpose	Objectively verifiable	Sources of Verification	Assumptions

	indicators		
To assure full implementation of the reform of higher education institutions, in view of upgrading the quality and management of academic institutions, in line with changing political, social and economic needs, through benchmarking with EU Member States.	<ul style="list-style-type: none"> - Implementation of the principles of the Bologna Declaration - Number of curricula harmonized with the new three - cycle system (nr. of programs accredited/ implemented) - Number of students having followed new curricula - Reports on diploma and course recognition - Number of graduates vs. number of students (student persistence rate) 	<ul style="list-style-type: none"> - Progress reports - Publications - Ministries of Education and Sciences, and other governmental and non- governmental sources - Official statistics 	Continued preparedness by the Ministries of Education and Sciences, to make resources available for support and assist in programme activities and to implement recommendations, especially for the implementation of harmonized undergraduate programs
Results	Objectively verifiable indicators	Sources of Verification	Assumptions
<p>1. Preparedness of HE institutions for successful participation in the Life Long Learning Program</p> <p>Increased absorption capacity of HE institutions in view of expected budgetary national contribution for the Life Long</p>	<ul style="list-style-type: none"> - Number of Tempus projects that comply to the standards of the technical and academic evaluations 	<ul style="list-style-type: none"> - EAC EA 	<ul style="list-style-type: none"> - Continued Governmental and other political support for reform process, particularly the provision of funds in the national budget for the HE reform

<p>Learning programme</p> <p>2. Increased synergy between higher education legislation and policy, and institutional reform</p> <p>3. Strengthened strategic management capacities of higher education institutions</p> <p>4. Modernisation of management and administration of higher education institutions</p> <p>5. Revised curricula and courses in line</p>	<ul style="list-style-type: none"> - University Statutes harmonized with the Higher Education Act; - Public discussions involving Higher Education Institutions and Public Administration bodies; - Regular Meetings between Higher Education Institutions and the officials in charge of the labour market reform; - Number of study programs with ECTS introduced. - Number of relevant projects - Measures of management Efficiency and strengthening of quality assurance in higher 	<ul style="list-style-type: none"> - Progress reports - Publications - Ministry of Education and Sciences - Other governmental and non-governmental sources - Education journals - Media sources - Agency for Accreditation for Higher Education (responsible for the accreditation of new study programs) 	<ul style="list-style-type: none"> - Permanent support of the academic community for the reform
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<p>with changed social and economic needs.</p> <p>6. Improved skills of non-academic staff relevant for public administration reform and civil society development</p> <p>7. Increased mobility of students, academic staff and administrators</p> <p>8. Closer co-operation and sharing of resources and experience between higher education institutions at regional and EU level.</p>	<p>education institutions</p> <ul style="list-style-type: none"> - Exchange of management best practices between higher education institutions and with the other sectors. - Measures of efficiency of internal administrative procedures - Measure of use of equipment purchased - Time-to-work for students having followed new curricula - Training courses carried out - Number and diversity of Trainees - Number of students studying abroad - Percentage of students 		
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	<p>coming back after having studied abroad.</p> <ul style="list-style-type: none"> - Number of foreign students at the Albanian HE institutions - Number of lecturers giving courses abroad - Number of international education administrators at Albanian HE institutions - Mentoring and supervisory Mechanisms are established - Number of projects submitted - Rating of submitted projects - Respect of priority areas - Percentage of regional projects over total 		
Activities	Means	Costs	Assumptions
Workshops on successful elaboration of a Tempus project proposal	Grant agreement signed with the universities and	€19,700,000,00	

Retraining of academic and non-academic staff	academic institutions		
Introduction of systems and policy development			
Dissemination of results of past projects			
Introduction of library and management information systems			
Reform of university governance, administration and finance			
Development and revision of curricula			
Provision of new teaching materials			
Introduction of new teaching methodologies			
Enhancing capacity of international relations offices			
Short cycle training courses for staff from non- academic institutions such as local, regional and other authorities in the beneficiaries and social partners			
Introduction of the European Credit Transfer System			

Establishment of institutional cooperation for student exchange			
Provision for facilitating mutual recognition of study periods spent abroad			
Introduction of mentoring and quality assurance mechanisms			
Individual visits and mobility grants			

ANNEX 2: Indicative amounts (in €) contracted and disbursed by quarter for the project

Contracted	4th 2008	4th 2009	4th 2010	4th 2011		
Tempus	0	13.790.000	5.910.000			
Cumulated	0	13.790.000	19.700.000			
Disbursed	4th 2008	4th 2009	4th 2010	4th 2011	4th 2012	4th 2013
Tempus	0	7.880.000	3.940.000	2.955.000	2.955.000	1.970.000
Cumulated	0	7.880.000	11.820.000	14.775.000	17.730.000	19.700.000

Annex 3: Reference to laws, regulations and strategic documents:

- Council Decision of 18 February 2008 (2008/210/EC) on the principles, priorities and conditions contained in the European Partnership with Albania and repealing Decision 2006/54/EC
- Council Decision of 18 February 2008 (2008/211/EC) on the principles, priorities and conditions contained in the European Partnership with Bosnia and Herzegovina and repealing Decision 2006/55/EC
- Council Decision of 12 February 2008 (2008/119/EC) on the principles, priorities and conditions contained in the Accession Partnership with Croatia and repealing Decision 2006/145/EC
- Council Decision of 18 February 2008 (2008/212/EC) on the principles, priorities and conditions contained in the Accession Partnership with the former Yugoslav Republic of Macedonia and repealing Decision 2006/57/EC
- Council Decision of 22 January 2007 (2007/49/EC) on the principles, priorities and conditions contained in the European Partnership with Montenegro.
- Council Decision of 18 February 2008 (2008/213/EC) on the principles, priorities and conditions contained in the European Partnership with Serbia including Kosovo as defined by United Nations Security Council Resolution 1244 of 10 June 1999 and repealing Decision 2006/56/EC
- Multi-Beneficiary Multi-annual Indicative Planning Document (2008/2010)

ANNEX 4: Details per EU funded contract

The programme will be implemented on an indirect centralised basis by the European Commission following Article 53.1 (a) of the Financial Regulation and corresponding provisions of the Implementing Rules.

Implementation tasks are delegated under Article 54.2 (a) of the Financial Regulation to DG Education and Culture and to the Executive Agency for Education, Audiovisual and Culture, which was created by Commission Decision 2005/56/EC of 14 January 2005. The mandate of the agency was extended by Commission Decision 2007/114/EC of 8 February 2007.

According to Article 12 (3) of the Council Regulation No (EC) 58/2003 of 19 December 2002 laying down the statute for executive agencies to be entrusted with certain tasks in the management of Community programmes⁴, any programme delegated to an executive agency has to contribute to the financing of the administrative budget of the agency. Due to the nature of implementation, the administrative expenditure associated with operational appropriations in any given year is incurred in the following year. Hence the provision of management costs has been envisaged in 2008 to cover the administrative expenditure for the programmes planned under the 2007 budget (not included in the present Financing Proposal).

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The EC Delegations will be closely involved at the various stages of the implementation of the programme. Firstly, the EC Delegations will negotiate the list of priorities with the competent authorities. The EC Delegations will be also consulted during the selection of proposals. RELEX, ELARG, AIDCO and EAC will be invited by the Executive Agency to participate in selection panels. Proposals, on which a Delegation expresses a substantiated negative advice, will not be funded. The RELEX family services will be involved with and invited to all conferences and seminars and networking meetings of National Contact Points and National Tempus Offices.

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⁴ OJ L11, 16.1.2003, p. 1.

Programme evaluations and other results will be presented to the management committees of Member States set up under the external assistance regulations. Since Tempus IV is not based on a Council decision, there will be no specific Tempus committee. The Commission will continue to invite National Contact Points in the EU Member States and National Tempus Offices in the Beneficiaries to networking meetings.