

**Project Fiche – IPA centralised programmes –  
TEMPUS Programme in CROATIA**

**1. Basic information**

**1.1 CRIS Number:** 2007/19333

**1.2 Title:** Fourth phase of Tempus Programme

**1.3 Sector:** 02.26 Education and Culture

**1.4 Location:** Croatia

**Implementing arrangements:**

**1.5 Contracting Authority:**

European Community represented by the Commission of the European Communities for and on behalf of Croatia.

**1.6 Implementing Agency:**

As from July 2008, the programme will be implemented by the Executive Agency for Education, Audiovisual and Culture (EAEAC). A certain number of contracts will remain under DG EAC's direct responsibility (e.g. contracts with National tempus Offices and other parts of programme component III concerning accompanying measures).

**1.7 Beneficiary:**

The main beneficiaries of the programme 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.

**1.8 Overall cost:** €3.0 million + co-funding of the selected consortia (at least 5% of the eligible project cost)

As the Tempus Programme will be implemented through a call for proposals, it is not yet possible to have an exact figure for the co-financing contribution.

**1.9 EU contribution:** €3.0 million

**1.10 Final date for contracting:** two years following the end date of conclusion of the Financing Agreements

**1.11 Final date for execution of contracts:** two years following the end date for contracting

**1.12 Final date for disbursements:** three years following the end date for contracting

**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 partner countries/provinces. These common objectives can be complemented by regional or country-specific objectives, as appropriate.

The overall objective is to contribute to an area of cooperation in the field of higher education involving the European Union and partner countries/provinces in the surrounding area. In particular, the programme will help promote voluntary convergence with EU developments in the field of higher education driving from the Lisbon agenda and the Bologna process.

With regards to the Western Balkans, the Fourth Phase of the Tempus programme will contribute to preparing the candidate and potential countries, including Kosovo (under UNSCR 1244 and under its future status), for a participation in the Integrated Lifelong Learning Programme (2007-2013)

## **2.2 Project purpose:**

- To promote the reform and modernisation of higher education in the partner countries/provinces;
- To enhance the quality and relevance of higher education in the partner countries/provinces;
- To build up the capacity of higher education institutions in the partner countries/provinces and to assist them in opening themselves up to society, economy and the world;
- To foster the development of human resources;
- To enhance mutual understanding between peoples and cultures of the EU and the partner countries/provinces;
- To promote cooperation and networking within the regions covered by the programme.

## **2.3 Link with European or Accession Partnership / Stabilisation and Association Agreements (where applicable):**

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.

## **2.4 Link with the national MIPDs and the Multi-Beneficiary MIPD**

The contribution for the participation in the Tempus Programme is foreseen within the national envelope. Due to economies of scale it is programmed under the Multi Beneficiary MIPD (2007-2009) where the priority sector for Education is described in more detail.

However, education is also mentioned in the national MIPD for Croatia (2007-2009).

*"Increasing human capital investment through better education and skills"* is one of the four major areas of intervention under component IV in the MIPD. It is part of the building up of a coherent human resources development (HRD) policy and national qualifications framework, which aims at increasing the overall efficiency and quality of the education and training systems and thereby promotes greater employability. Furthermore, a coherent HRD policy will strengthen human capital investment through better education and skills and the promotion of knowledge, research and innovation; it will improve the labour market relevance of initial and continuing vocational education and training, as well as develop the overall offer, access and quality of adult provision as part of a life-long learning strategy.

## **2.5 Link with National Development Plan**

Croatia is continuing the education reform process under the Education System Development Plan 2005-2010, which establishes a framework of national indicators and benchmarks.

### **3. Description of project**

#### **3.1 Background and justification:**

The Republic of Croatia established a Stabilisation and Association Agreement with the EU, and signed the Bologna Declaration in 2001. By doing so, the Republic of Croatia has taken on the obligation of harmonising its entire legislation, and therefore its Higher Education Institutions Act, with the European Higher Education Standards. The Tempus programme, supplemented by two projects approved within the framework of the CARDS programme targeting diploma recognition and quality assurance, has been the only international programme supporting systematically the reform of higher education in Croatia.

Since 2001 the Croatian higher education system has been making necessary preparations for the implementation of the Bologna Process which began in 2005. During 2005, study programs have been restructured and accredited in accordance with the principles of the Bologna Declaration. In preparing for this process a series of debates, external evaluations and institutional self-evaluations were organized and performed. New acts such as the Act on Scientific Activity and Higher Education (passed in Parliament in July 2003, amendments have been adopted in July 2004) has been implemented. The amendments provided some fine tuning for the implementation of the reform of the higher education system and its harmonization with EU standards. Croatia also adopted, amended and implemented the new Act on Recognition of Foreign Educational Qualifications.

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. During 2006, the National ENIC/NARIC office, operational from January 2005, continued to develop activities concerning the professional training of its staff. Development of the quality assurance system in Croatia, for which the legal framework has been set, was commenced in 2003 and its full impact is expected by the year 2009. Offices for international cooperation have already been established at universities, and development of a Quality Assurance network within the higher education institutions is currently under way. The support is given by the National Council for higher education and the Agency for Science and Higher Education, responsible for the evaluation of the quality assurance system. CARDS 2003 project *Furtherance of the Agency for Science and Higher Education in its Quality Assurance Role and the Development of the Supporting Information System*, which started in spring 2006, is an important tool for further strengthening of the Agency for Science and Higher Education.

The new Act has established a framework for reforms in the programmes of studies and imposed the obligation of implementing the principles of the Bologna Declaration, which involved the adoption of a system of easily identifiable and comparable Diploma supplements, the adoption of a system based on two main cycles, the undergraduate and graduate cycles (3+2), and the postgraduate (doctorate) cycle, the introduction of the point system (ECTS), the promotion of mobility, the promotion of European cooperation in ensuring quality, and the necessary European dimension in higher education.

The 2005/06 academic year has marked a decisive year in the implementation of the Bologna criteria: following the accreditation of 800 new programmes by the Agency for Science and Higher Education, in the academic year 2005/2006 all universities started to implement the abovementioned 800 undergraduate programmes that had been harmonised with provisions of the Bologna Declaration. In view of preparations for the Life Long Learning programme, these new study programmes will certainly increase the interest of EU students for spending a period of study in Croatia thus increasing incoming student mobility. Moreover, promotion of the European dimension has been one of the criteria in the process of accrediting 800 study programmes.

In addition to the restructuring of 1<sup>st</sup> and 2<sup>nd</sup> cycle programs that enabled the first generation of students to enrol into restructured programmes in the academic year 2005/06, a major activity at the national level in 2005 was full implementation of the new recognition procedure stipulated by the Act on Recognition of Foreign Educational Qualifications and Periods of Study.

### **3.2 Assessment of project impact, catalytic effect, sustainability and cross border impact:**

#### *Impact assessment carried out in 2006*

The Tempus programme has provided valuable support to all major activities at the national level: elaboration of new programmes harmonised with the Bologna principles (particularly supported by the Tempus Programme), introduction of quality assurance, training of teaching staff, increasing student mobility, the introduction of the European Credit Transfer System (ECTS), and the promotion of closer links between science, business and education.

The assessment of revised and new study programs has been carried out by the Agency for Science and Higher Education. The Agency provided administrative support but the actual assessment of study programs has been carried out by a large pool of academic staff. The accreditation cycle required unprecedented engagement and commitment of the public authorities and academia (several thousands professors and administrative staff have been involved in the preparation of study programmes, over a thousand referees involved in the evaluation process, 30% international experts and Croatian scientists working abroad).

Many of them had gained experience through participating in some activities of the Tempus programme. Their work was highly relevant for the higher education reform since the results of their assessment are used by the National Council for Higher Education for elaborating recommendation to the Ministry of Science, Education and Sports: to issue a license for a study program, to forward a letter of expectation (explaining a need for modifications) or to deny a license for a study program, respectively (Art. 18 of the Act).

Therefore the Tempus programme has significantly contributed to the implementation of the Act of Scientific Activity and Higher Education, particularly in the restructuring of existing study programs and introduction of new programs in the first and second cycle (undergraduate and graduate studies). The Article 78 of the Act on Scientific Activity and Higher Education stipulates that in the course of elaborating a study program, a higher education institution shall particularly take care that it can be compared to programs in the European Union countries, and that a program of study should include credit value of each course determined according to the European Credit Transfer System (ECTS). Tempus Joint European Projects (please see Section Activities) have been major international financial instruments for complying with this requirement. The Ministry of Science, Education and Sports and the academic community believe that the continuation of the Tempus programme could also support the restructuring of third cycle programmes (doctoral studies).

In general the Tempus Programme guarantees the sustainable development of the higher education system in Croatia respecting the criteria of labour market needs. Consequently

the reform will result in the increase of a percentage of the population with a higher education degree (by increasing the student persistence rate and decreasing the average period needed for earning a degree), promotion of mutual understanding in a multicultural environment and training for active participation in the democratisation of the society. In order to achieve these goals it is necessary to train a large number of academic and administrative staff in the system of higher education and science.

### *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 national and EU policies.

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. Complementary field monitoring visits will be carried out jointly by DG EAC and the EAC EA, which will be assisted by the National Tempus Office.

#### *Risk and Assumptions:*

The Programme is based on the assumption that the national authorities will remain committed to the achievement of the objectives of the Bologna Declaration which aims to establish a common European higher education area by 2010. The risk that the national authorities do not respect the Bologna Declaration they have signed is relatively low.

### **3.3 Results and measurable indicators:**

Typical results of Tempus projects include:

- 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 partner countries/provinces,
- Increased co-operation between higher education institutions in the EU and the partner countries/provinces,
- 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;

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 partner countries/provinces.

- *Component I: Joint Projects*  
 Joint Projects will be based on multilateral partnerships between higher education institutions in the EU and the partner countries/provinces. Joint Projects aim at transferring knowledge from EU universities to institutions in the partner countries/provinces and between partner country 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. In the case of the Western Balkan countries, mobility activities might also be of a bigger scale and of a longer duration.
- *Component II: Structural Projects*  
 Structural Projects will seek to contribute to the development and reform of education institutions and systems in partner countries/provinces, 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 co-ordinators and other stakeholders, dissemination activities as well as support to the information and dissemination activities of National Tempus Offices in the partner countries/provinces. 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 Partner countries/provinces 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.

EC Delegations/Liaison Office in the Partner countries/provinces will be closely involved at the various stages of the implementation of the programme. Firstly, EC Delegations will negotiate the list of national priorities with the competent authorities in the Partner countries/provinces. EC Delegations will be 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.

National Tempus Offices in the Partner countries/provinces will assist the Commission in the following tasks: promotion of the programme, assistance to potential applicants and monitoring of Tempus projects. National Tempus Offices 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 the future Tempus phase will not be 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 Partner countries/provinces 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 partner countries/provinces. For national Joint Projects targeting one single partner country, proposals can be submitted by groupings of institutions involving at least three universities from a partner country, 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 partner countries/provinces, 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 partner countries/provinces 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 partner countries/provinces. 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 partner countries/provinces. Projects under component II can be proposed by ministries of education or by networks of universities from the EU or from the partner countries/provinces.

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 partner countries 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.

In principle, National Tempus Offices will be public bodies designated through the Ministries of Education of the partner countries/provinces. Prior approval of the Delegation in the country concerned will be necessary. In cases of non approval of the proposals made by the national authorities, National Tempus Offices could be appointed by the Commission following a tender procedure launched in the partner country. The process for the renewal of National Tempus Offices in the partner countries/provinces will be launched in summer 2007.

### **3.5 Conditionality:**

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

### **3.6 Linked activities**

In 2006, a specific Window for the Western Balkans has been initiated under the Erasmus Mundus Programme to enable the selection of 100 post-graduate students from the region. Unfortunately, as a candidate country, Croatia was not entitled to participate. However, it is proposed to initiate another Window to increase the number of scholarships as well as to allow the participation of academic staff and all levels of students.

### **3.7 Lessons learned:**

#### *Country considerations*

Croatian institutions of higher education have been very responsive to the Tempus programme since the beginning in 2001. This is due to a carefully planned information campaign, to a newly established monitoring policy and to the daily assistance provided by the local Tempus office. The table of contracting-disbursement rate of Tempus programme in Croatia (please see Annex) proves the absorption capacity of higher education institutions in Croatia.

#### *Global considerations*

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 country-specific priorities should be strengthened by means of a more structured dialogue with the educational authorities of the partner countries/provinces.
- 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 national authorities.
- 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**

The total EC contribution to the implementation of the 2007 Tempus Programme in Croatia will amount to **€3.0m**. 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. It is therefore difficult to establish an exact breakdown between the three programme components in advance. It can be estimated that a minimum of 50% of the EC funds will be used for component I (Joint Projects) and a minimum of 20% for component II (Structural Projects).

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

In principle, there will be annual calls for proposals covering components I and II. The call will provide for one single deadline in November/December of a year n. The selection process will be finalised in May in n+1. The contracting procedures will be carried out in June/July so that projects can start with the beginning of the academic year in September/October.

It is envisaged that the first deadline under the new programme would be at the beginning of 2008. This would leave the Commission services enough time for a thorough preparation of the call for proposals and mainly with respect to the guidelines for applicants. On the other

hand, it would avoid a disruption between the new programme and the current programme phase for which the last deadline was on 15 December 2006.

It is expected that the transfer of files from the European Training Foundation to the Executive Agency for Education, Audiovisual and Culture will take place during the second quarter of 2008.

## **6. Cross cutting issues:**

### **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:**

In the course of making decisions related to the strategy and implementation of the Tempus programme in Croatia, MSES, Agency for Science and Higher Education and NTO respect the principle of equal gender participation, as well as participation of minorities.

Selection criteria for the participation in mobility schemes as well as in other aspects of projects will be based on quality and experience and will be defined in every project proposal approved by the European Commission.

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- Indicative amounts contracted and disbursed by quarter for the project
- 3 - Reference to laws, regulations and strategic documents

**ANNEX 1: Logical framework matrix in standard format**

LOGFRAME PLANNING MATRIX FOR PROJECT FICHE	<b>TEMPUS CROATIA</b>	
	Contracting period expires: <b>31/12/2010</b>	Disbursement period expires: <b>31/12/2013</b>
	Total budget:	IPA budget: <b>€3.0m</b>

<b>Overall objective</b>	<b>Objectively verifiable indicators</b>	<b>Sources of Verification</b>	
To contribute to social and economic development (applying equal opportunities aspects) and the strengthening of civil society in Croatia	<ul style="list-style-type: none"> <li>- Public investment in higher education in absolute terms and per student;</li> <li>- Higher education, research and development share in the GNP.</li> </ul>	<ul style="list-style-type: none"> <li>- Central Bureau of Statistics</li> <li>- Reports of international professional organisations</li> </ul>	
<b>Project purpose</b>	<b>Objectively verifiable indicators</b>	<b>Sources of Verification</b>	<b>Assumptions</b>
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"> <li>- Implementation of the principles of the Bologna Declaration as stipulated in the State Law on Higher Education Act (adopted in July 2003, amended in July 2004)</li> <li>- Number of curricula harmonized with the new three - cycle system (nr. of programs accredited/ implemented)</li> <li>- Number of students having followed new curricula</li> <li>- Reports on diploma and course recognition</li> <li>- Number of graduates vs. number of students (student persistence rate)</li> </ul>	<ul style="list-style-type: none"> <li>- Progress reports</li> <li>- Publications</li> <li>- Ministry of Sciences, Education and Sports and other governmental and non- governmental sources</li> <li>- Official statistics</li> <li>- Agency for Science and Higher Education</li> </ul>	Continued preparedness by the Ministry of Sciences, Education and Sports to make resources available for support and assist in programme activities and to implement recommendations, especially for the implementation of harmonized undergraduate programs (accredited in spring 2006, implementation started in the 2007/2008)

Results	Objectively verifiable indicators	Sources of Verification	Assumptions
<p>1. Preparedness of HE institutions for successful participation in the Life Long Learning Program in 2007 Increased absorption capacity of HE institutions in view of expected budgetary national contribution for the Life Long Learning programme</p>	<ul style="list-style-type: none"> <li>- Number of Tempus projects that comply to the standards of the technical and academic evaluations</li> </ul>	<ul style="list-style-type: none"> <li>- EAC EA</li> </ul>	<ul style="list-style-type: none"> <li>- the Ministry of Sciences, Education and Sports manages to implement its decision to join the Long Life Learning Programme in 2008 and accredit the administration agency.</li> </ul>
<p>2. Increased synergy between higher education legislation and policy, and institutional reform</p>	<ul style="list-style-type: none"> <li>- University Statutes harmonized with the Higher Education Act;</li> <li>- Public discussions involving Higher Education Institutions and Public Administration bodies;</li> <li>- Regular Meetings between Higher Education Institutions and the officials in charge of the labour market reform;</li> <li>- Number of study programs with ECTS introduced.</li> </ul>	<ul style="list-style-type: none"> <li>- Progress reports</li> <li>- Publications</li> <li>- Ministry of Education and Sciences</li> <li>- Other governmental and non-governmental sources</li> <li>- Education journals</li> <li>- Media sources</li> </ul>	<ul style="list-style-type: none"> <li>- Continued Governmental and other political support for reform process, particularly the provision of funds in the national budget for the HE reform</li> <li>- Permanent support of the academic community for the reform</li> </ul>
<p>3. Strengthened strategic management capacities of higher education institutions</p>	<ul style="list-style-type: none"> <li>- Number of relevant projects</li> <li>- Measures of management Efficiency and strengthening of quality assurance in higher education institutions</li> </ul>	<ul style="list-style-type: none"> <li>- Agency for Accreditation for Higher Education (responsible for the accreditation of new study programs)</li> </ul>	
<p>4. Modernisation of management and administration of higher education institutions</p>	<ul style="list-style-type: none"> <li>- Exchange of management best practices between higher education institutions and with the other sectors.</li> </ul>		
<p>5. Revised curricula and courses in line with changed social and economic needs.</p>	<ul style="list-style-type: none"> <li>- Measures of efficiency of internal administrative procedures</li> <li>- Measure of use of equipment purchased</li> <li>- Time-to-work for students having followed new curricula</li> </ul>		
<p>6. Improved skills of non-academic staff</p>	<ul style="list-style-type: none"> <li>- Training courses carried out</li> </ul>		

<p>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>	<ul style="list-style-type: none"> <li>- Number and diversity of Trainees</li> <li>- Number of students studying abroad <ul style="list-style-type: none"> <li>- Percentage of students coming back after having studied abroad.</li> <li>- Number of foreign students at HE institutions from Croatia</li> <li>- Number of lecturers giving courses abroad</li> </ul> </li> <li>- Number of international education administrators at HE institutions in Croatia</li> <li>- Mentoring and supervisory Mechanisms are established</li> <li>- Number of projects submitted</li> <li>- Rating of submitted projects</li> <li>- Respect of priority areas</li> <li>- Percentage of regional projects over total</li> </ul>		
Activities	Means	Costs	Assumptions
<p>Workshops on successful elaboration of a Tempus project proposal</p> <p>Retraining of academic and non-academic staff</p> <p>Introduction of systems and policy development</p> <p>Dissemination of results of past projects</p> <p>Introduction of library and management information systems</p> <p>Reform of university governance, administration and finance</p>	<p>Grant agreement signed with the universities and academic institutions</p>	<p><b>€3.0m</b></p>	

<p>Development and revision of curricula</p> <p>Provision of new teaching materials</p> <p>Introduction of new teaching methodologies</p> <p>Enhancing capacity of international relations offices</p> <p>Short cycle training courses for staff from non- academic institutions such as local, regional and national authorities and social partners</p> <p>Introduction of the European Credit Transfer System</p> <p>Establishment of institutional cooperation for student exchange</p> <p>Provision for facilitating mutual recognition of study periods spent abroad</p> <p>Introduction of mentoring and quality assurance mechanisms</p> <p>Individual visits and mobility grants</p>			
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**ANNEX 2: Indicative amounts (in €) contracted and disbursed by quarter for the project**

<b>Contracted</b>	<b>4<sup>th</sup> 2007</b>	<b>4<sup>th</sup> 2008</b>	<b>4<sup>th</sup> 2009</b>	<b>4<sup>th</sup> 2010</b>		
Tempus	0	2.100.000	900.000			
<b>Cumulated</b>	<b>0</b>	<b>2.100.000</b>	<b>3.000.000</b>			
<b>Disbursed</b>	<b>4<sup>th</sup> 2007</b>	<b>4<sup>th</sup> 2008</b>	<b>4<sup>th</sup> 2009</b>	<b>4<sup>th</sup> 2010</b>	<b>4<sup>th</sup> 2011</b>	<b>4<sup>th</sup> 2012</b>
Tempus	0	12600.00 0	540.000	400.000	400.000	400.000
<b>Cumulated</b>	<b>0</b>	<b>1.2600.00 0</b>	<b>1.800.000</b>	<b>2.6.000.000</b>	<b>2.200.000</b>	<b>3.000.000</b>

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

- Council decision of 20/02/2006 (2006/145/EC) on the principles, priorities and conditions contained in the Accession Partnership with Croatia and repealing Decision 2004/648/EC
- Multi-Beneficiary Multi-annual Indicative Planning Document (2007/2009)
- Multi-annual Indicative Planning Document for Croatia (2007/2009)