

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

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: Serbia

Implementing arrangements:

1.5 Contracting Authority:

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

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: €7.0 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: €7.0 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 deriving 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).

In Serbia, the programme will contribute to the implementation of the reforms of the Education System that support the development of economy and foster a better match between education and labour market needs; improving the quality of the education and training systems in line with European standards and Serbia's social, economic and population needs, including mobility which has an important role in developing and maintaining a democratic culture and creating the global society in a multicultural context. Mobility activities will be embedded in the institutional cooperation activities of the involved establishments and will be clearly linked to achieving the programme's objective of supporting the reform and modernisation of higher education in the partner countries.

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 address the need of strengthening the role of universities as centres for Life Long Learning activities and provision of (re)training courses for the employees;
- Facilitate finding solution for decreasing the number of unemployed graduates, through the introduction of specifically designed conversion courses;
- 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;
- Supporting staff and students mobility schemes as a valuable experience of academic, cultural and social diversity contributing to an internationalised environment at the higher education Institution;
- 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 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 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 Serbia (2007-2009) which underlines the promotion and the implementation of the reform of the Education System to support the development of economy and to meet the demands of the Lisbon agenda. This should be done by fostering a better match between education and labour market needs (school to work and university to work principle¹) by adapting education and training systems to new competencies' requirement and by enhancing the involvement of relevant stakeholders. Emphasis is also placed on improving the quality of the education (including civic education and history teaching) and training systems in line with European standards and Serbia's social, economic and population needs, including mobility.

The objective is also to provide soft and hard support for education, higher education, and vocational education and training, to develop adult education and a lifelong learning strategy, and to promote effective partnership among major actors-including business, social partners and education institutions at all levels.

3. Description of project

3.1 Background and justification

As a potential EU candidate country, Serbia has already initiated a number of actions that would enable the defining of policy and the concretisation of the transfer of the *acquis communautaire* in its socio-political, economic and other aspects of life. The country has a clear national strategy for EU integration and negotiations on Stabilisation and Associations Agreement were officially launched on October 2005. These were temporarily put on hold in May 2006 until Serbia fulfils the ICTY conditionality. The pace of SAA negotiations would depend on Serbia's progress in addressing the criteria and some specific issues highlighted by the European Commission. Higher education institutions should make their contribution to meeting the set objectives in the national strategy by addressing the issues of capacity and institution building, increasing employment and overall socio-economic development.

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

¹Too many students leave high school without the occupational and academic skills to succeed in the workplace or in postsecondary education. School-to-work transition initiatives should offer a promising approach to this issue and require major school restructuring.

able to join the 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:

Impact assessment carried out in 2006

Tempus programme activities are expected to contribute to enhancing curricular reforms and further retraining of staff, the creation of a quality assurance culture in Serbian higher education institutions and the creation of an atmosphere of continuous improvement.

Projects are expected to reinforce structural relationships between faculties and the Rectorate, the central university administration, to enhance the integration of young academic, non-academic and students into the decision-making of the University management and to strengthen international relations services.

The new phase of Tempus could help to significantly increase staff and especially student mobility – taking into account the importance that is assigned to this issue within the social dimension of Bologna process.

The programme should put an accent on well structured and organized HE sector cooperation with the labour market and employers in order to increase the graduates' employability. At the same time, closer cooperation with industry can facilitate finding solution for decreasing the number of unemployed graduates, through the introduction of specifically designed conversion courses.

The programme is expected to address the need of strengthening the role of universities as centres for Life Long Learning activities and provision of (re)training courses for the employees; strengthening civil society and public administration reform through the development of short cycle training courses for staff from non-academic institutions such as local, regional and national authorities, social partners, professional associations, media, and non-governmental organisations.

Finally, there is a very positive element of the Tempus programme aspect aimed at supporting joint activities and fine tuning among the universities in the region of South-East Europe, thus making the first step towards further EU cooperation possibilities.

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. Specific national priorities for Serbia will be provided for student's mobility as an obligatory component of Joint projects for curriculum development; while Joint projects for organization training courses should prioritize conversion courses for the unemployed graduates increasing their chances at the labour market.

- *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

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 selection of 100 post-graduate students from the region.

It is foreseen to increase the number of scholarships by initiating another window under Erasmus Mundus (External Cooperation) to allow the participation of academic staff and students at all levels.

3.7 Lessons learned:

Country considerations

Tempus projects of the previous phase (Tempus III) indicated the importance of allowing the possibility of combined bottom-up and top-down approaches when implementing the projects; at the same they indicated the importance of having correct institutionalization of the projects in order to achieve sustainable results;

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 Serbia will amount to **€7.0m**. 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:

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	TEMPUS SERBIA	
	Contracting period expires: 31/12/2010	Disbursement period expires: 31/12/2013
	Total budget:	IPA budget: €7.0m

Overall objective	Objectively verifiable indicators	Sources of Verification	
Implementation of the reforms of the Education System that support the development of economy and foster a better match between education and labour market needs; Improving the quality of the education and training systems in line with European standards and Serbia's social, economic and population needs, including mobility	- Public investment in higher education in absolute terms and per student; - Higher education, research and development share in the GNP.	- Central Bureau of Statistics - Reports of international professional organisations	
Project purpose	Objectively verifiable indicators	Sources of Verification	Assumptions
<ul style="list-style-type: none"> 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 address the need of strengthening the role of universities as centres for Life Long Learning activities and provision of (re)training courses for the employees; Facilitate finding solution for decreasing the number of unemployed graduates, through the introduction of specifically designed conversion courses; 	<ul style="list-style-type: none"> Implementation of the principles of the Bologna Declaration as stipulated in the 2005 Serbian law on Higher Education <ul style="list-style-type: none"> 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 Ministry of Education and Sports and other governmental and non-governmental sources Official statistics 	Continued preparedness by the Ministry of 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 and graduate programmes.

<ul style="list-style-type: none"> • 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 • Supporting staff and students mobility schemes as a valuable experience of academic, cultural and social diversity contributing to an internationalised environment at the higher education Institution; • To promote cooperation and networking within the regions covered by the programme 			
Results	Objectively verifiable indicators	Sources of Verification	Assumptions
<p>1. Preparedness of HE institutions for successful participation in the Life Long Learning Program Increased absorption capacity of HE institutions in view of expected budgetary national contribution for the Life Long Learning programme</p> <p>2. Increased synergy between higher education legislation and policy, and institutional reform</p>	<p>- Number of Tempus projects that comply to the standards of the technical and academic evaluations</p> <p>- University Statutes harmonized with the 2005 Serbian law on Higher Education; - Public discussions involving Higher Education Institutions and Public Administration bodies; - Regular Meetings between Higher</p>	<p>- EAC EA</p> <p>- Progress reports - Publications - Ministry of Education and Sports - Other governmental and non-governmental sources</p>	<p>- Continued Governmental and other political support for reform process, particularly the provision of funds in the national budget for the HE reform</p> <p>- Permanent support of the academic community for the 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 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 and the officials in charge of the labour market reform;</p> <ul style="list-style-type: none"> - Number of study programs with ECTS introduced. - Number of relevant projects - Measures of management Efficiency and strengthening of quality assurance in higher education institutions - 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 coming back after having studied abroad. - Number of foreign students at Serbian HE institutions - Number of lecturers giving courses abroad - Number of international education administrators at HE institutions in Serbia - Mentoring and supervisory Mechanisms are established 	<ul style="list-style-type: none"> - Education journals - Media sources - Agency for Science and Higher Education (responsible for the accreditation of new study programs) 	
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	<ul style="list-style-type: none"> - Number of projects submitted - Rating of submitted projects - Respect of priority areas - Percentage of regional projects over total 		
Activities	Means	Costs	Assumptions
<p>Component I:</p> <p>Joint projects for curricula development including component for student mobility and improvement of teaching methods and materials</p> <p>Joint projects for modernization of management and governance of higher education institutions</p> <p>Joint projects for enhancement of quality assurance system in higher education</p> <p>Joint projects for training courses for unemployed university graduates</p> <p>Joint projects for training courses for institution building</p> <p>Joint projects for strengthening the role of Higher Education in development of Life Long Learning</p> <p>Joint projects for promotion of entrepreneurship and creation of business start up centres</p> <p>Joint project for strengthening the links with research</p> <p>Component II:</p> <p>Structural Measures projects</p> <p>Structural Measures for organization of studies/ training/ conferences on correct</p>		<p>€7.0m</p>	

<p>implementation of specific Bologna process action lines</p> <p>Structural Measures on regional or thematic conferences and seminars related to reform of higher education system</p> <p>Structural Measures on enhancing quality and convergence of HE with EU developments</p> <p>Structural Measures on dissemination of good results and best practice achieved in specific issues related to the reform of HE</p> <p>Component III: Accompanying measures projects</p> <p>Accompanying measures – for organization of meetings with project coordinators and other stakeholders</p> <p>Accompanying measures –as support to NTO dissemination activities</p> <p>Accompanying measures addressing specific urgent issues related to higher education reform</p>			
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ANNEX 2: Indicative amounts (in €) contracted and disbursed by quarter for the project

Contracted	4th 2007	4th 2008	4th 2009	4th 2010		
Tempus	0	4.900.000	2.100.000			
Cumulated	0	4.900.000	7.000.000			
Disbursed	4th 2007	4th 2008	4th 2009	4th 2010	4th 2011	4th 2012
Tempus	0	2.940.000	1.260.000	940.000	930.000	930.000
Cumulated	0	2.940.000	4.200.000	5.140.000	6.070.000	7.000.000

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

- Council decision of 30/01/2006 (2006/56/EC) on the principles, priorities and conditions contained in the European Partnership with Serbia and Montenegro, including Kosovo as defined by the UNSCR 1244 of 10/06/1999, and repealing Decision 2004/520/EC
- Multi-Beneficiary Multi-annual Indicative Planning Document (2007/2009)
- Multi-annual Indicative Planning Document for Serbia (2007/2009)