

Project Fiche
Multi-beneficiary Programme for Tempus

1. Basic information

- 1.1 ABAC Number:** SI2.556384
- 1.2 Title:** Tempus IV
- 1.3 ELARG Statistical code:** 02.26 Education and Culture
- 1.4 Location/Beneficiaries:** Western Balkans: Albania, Bosnia and Herzegovina, Montenegro, Serbia as well as Kosovo under UNSCR 1244/99

Implementing arrangements:

- 1.5 Contracting Authority:** European Union represented by the European Commission on behalf of the Beneficiaries.
- 1.6 Implementing Agency:** The programme will be implemented by the Education, Audiovisual and Culture Executive Agency (EACEA).
- 1.7 Beneficiary:** The main beneficiaries are the 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)¹:** EUR 15 333 331
- 1.9 EU contribution:** EUR 13 800 000
- 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:** 4 years following the end date for contracting
- 1.12 Final date for disbursements:** 1 year following the end date for execution of contract

¹ 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.

2. Overall Objective and Project Purpose

2.1 Overall Objective:

To contribute to social and economic development (applying equal opportunities aspects) and the strengthening of civil society.

2.2 Project purpose:

To facilitate the reform of higher education institutions by upgrading the quality and management of academic institutions, in line with changing political, social and economic needs and through voluntary convergence with higher education reform developments in the EU Member States.

2.3 Link with AP/NPAA / EP/ SAA²:

ALBANIA

The European Partnership 2008 with Albania indicates that the country needs to step up efforts to promote a better involvement in the Tempus programme as a short-term priority.

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.

KOSOVO³

The European Partnership with Serbia incl. Kosovo highlights as a short term priority the importance of developing action plans to implement the education strategies with increased dialogue and coordination at all levels and with all stakeholders. Furthermore, it is necessary to allocate sufficient resources, and to ensure a better involvement in the EU higher education programmes.

MONTENEGRO

- The European Partnership with Montenegro highlights as a short term priority the necessity to: 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 to the participation in the Tempus Programme is foreseen within the national envelopes. To benefit from economies of scale, this programme is programmed within the

² AP=Accession Partnership; NPAA= National Programme for the Adoption of the Acquis (for Candidates), National Action Plan (for Potential Candidates); EP= European Partnership; SAA= Stabilisation and Association Agreement

³ Under UNSCR 1244/99

realm of the IPA Multi-beneficiary programme. This strategic area is reflected in the IPA Multi-beneficiary MIPD 2009-2011⁴, in which education is identified as a priority under Section 2.3.2.3.

2.5 Link with National Development Plan:

ALBANIA

The implementation of the Tempus Programme in Albania is in the line with National Programmes on Higher Education in the country. The national priorities of the Tempus Programme IV for Albania are designed in close cooperation with 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 support the 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, research, and innovation to improve teaching and learning in higher education institutions and finally to assist in the implementation of the Bologna process in Albanian higher education institutions.

BOSNIA AND HERZEGOVINA

In line with the priorities of the Higher Education Law, the Tempus program in Bosnia and Herzegovina aims to support the following priorities:

- Efforts to restructure higher education in line with the Bologna Process and Lisbon Convention;
- The strategic development and reform of university governance, management and finance in line with the Bologna Process;
- The reforms and institution building necessary to implement the obligations and requirements set out in the Stabilisation and Association Agreements.
- The definition and implementation of public and transparent mechanisms of quality assurance, including the procedures for periodic external assessment of universities.

KOSOVO

All legislation in the field of higher education in Kosovo makes clear reference to the goals set by the Bologna Process. The Strategy for the development of Higher Education 2005-2015 in Kosovo approved by the governmental authorities under UNSCR 1244/99 includes a line of actions in full accordance with the Bologna and Lisbon process. It demonstrates the willingness of the Ministry of Education (MEST) and other relevant stakeholders in Kosovo as a democratic society to be integrated in the European Higher Education Area. The seven strategic objectives of this document support measures which adhere to the Bologna principles, such as: (i) Integration of the Kosovan Higher Education within the European development processes of higher education; (ii) Harmonization of the study programmes at all levels with the objectives of the Bologna Process; (iii) Full implementation of the European Credit Transfer System (ECTS); (iv) Active participation in international cooperation process; (v) Support for the mobility of faculty and students;(vi) Establishment of a distance learning system and (vii) Establishment of the Kosovo Accreditation Agency.

⁴ COM(2009) 4518

Compliance with the European Higher Education standards and strategy is stressed also in the mission of the Higher Education Division within MEST which aims ‘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 to: (i) 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; (ii) Improve access to Higher Education Institutions and stimulate research and teaching at the highest international standards according to Bologna Declaration; (iii) Ensure the quality assurance system for Higher Education Institutions; (iv) Provide higher education programs through distance learning and lifelong learning, to establish excellence in social and scientific research.

The Tempus projects in Kosovo have concretely supported the implementation of the strategic objectives in higher education by establishing two-cycle and three-cycle study systems in compliance with the Bologna Process, by introducing experiences and procedures for the implementation of the ECTS and the provision of the Diploma Supplement, by strengthening the mobility of academics and students both within the Region and towards the EU countries, by making functional the distance learning methodologies and by promoting interactive teaching and learning methods within the Kosovan academic environment.

Higher Education Institutions in Kosovo include the University of Prishtina, the University of Mitrovica and also thirteen private higher education providers, three of which are Higher Professional Schools. All private institutions, with the exception of one (the American University of Kosovo) operate in full accordance with the Bologna process.

The needs to be taken care of by Tempus IV will be in particular the strengthening of the quality assurance system for Kosovan higher education institutions, the cooperation of the university with the labour market, as well as the development of life-long learning.

The recent challenges and developments in higher education field in Kosovo are grounded in the new political, social and economic reality in the country. The political isolation of the previous decade has caused a delay in substantial reforms in the higher education sector, despite the presence of some positive developments in this area.

MONTENEGRO

The law on Higher Education creates a basis for the Montenegrin higher education reforms in accordance with the Bologna Declaration principles. The Law is based on the following major principles: (i) Integrated university; (ii) Establishment of a Council of Higher Education, (ii) Introduction of quality assurance through internal and external evaluation; (iv) Introduction of a three-cycle (3+2+3) system; (v) Introduction of ECTS⁵; (vi) Diploma Supplement⁶.

Joining the European Higher Education Area still remains 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 higher education institutions in Montenegro, taking into account adopted European standards, increase of students' involvement in all aspects of higher education reforms, at institutional, national and also international level, higher students' and teachers' mobility.

⁵ ECTS : European Credit Transfer System

⁶ The Diploma Supplement is a European initiative which aims to describe a higher education qualification in an easily understandable way and relate it to the higher education system within which it was issued.

The Strategy of Development of National Qualification Framework (NQF) in Montenegro was adopted in the Parliament in October 2008. A working team has been established to prepare the Law on NQF in Montenegro. It involves various stakeholders, such as Ministry of Education and Science, Ministry of Labour, Employment Bureau, University of Montenegro, Chamber of Commerce, students etc.).

The needs to be specifically addressed through Tempus IV in the forthcoming period are to: (i) create a higher education strategy; (ii) Support the development of higher education and training of experts of the Council of Higher Education (iii) Establish links between the European Higher Education Area and the European Research Area, (iv) work on the Life long learning strategy at the higher education institution, (v) further work on the improvement of quality, as well as better links between higher education bodies and the labour market.

SERBIA

The National Strategy of Serbia for EU Accession supports further revision and modernisation of education in Serbia. This includes in particular its contribution to technical, technological, social, economic and individual development. The first step in this process is to conceptualise education development and adapt the education system to the social and individual needs and capacities.

The ongoing reform of higher education system is part of a national development plan. The Ministry of Education formulated national priorities in line with the Bologna Process and the priority needs of the higher education system in Serbia.

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 and neighbouring countries. The Tempus programme, which is the longest-standing EU instrument in this sector and which has a strong focus on institutional co-operation, has been continued with a new phase spanning 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 Western Balkans and to sustainable university partnerships as well as to enhancing mutual understanding between the European Union and the Western Balkans.

ALBANIA

The legislative reform in Albania started in 1994 with the first Law on Higher Education⁷ 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.

In particular, the legislative reform programme in Higher Education focuses on the following aspects:

- Setting up systems of quality and accreditation assessment and recognition process;
- 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.

⁷ Law No.78120, dated 06.04.1994 “On Higher Education in the Republic of Albania”

The New Law on Higher Education⁸ 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.

One of the priorities for Higher Education in Albania has been the development of the Bologna three-cycle system, including in-service training and further qualifications. Different legislative decrees were elaborated to ensure its implementation.

During the last decade numerous private universities were established. In addition, a policy to reinforce university cooperation has been developed in particular regarding partnerships between universities and businesses ("University-Company") as well as universities and local authorities ("University-Local Authority").

The universities have started to define their own institutional development strategies, which not only stimulates institutions and their governing bodies to consider other aspects of education but provides also a strong basis for the conception and development of a better national higher education strategy.

Higher education reform in Albania continues on the basis of close cooperation between the Ministry of Education and Science and the universities.

The integration of Albanian higher education into the European higher education system as well as improvements in quality remains the main objectives of the higher education reform process. The Ministry of Education and Sciences and all universities seem to be committed to implementing the Bologna process. The introduction of the three-cycle system, curricular reform, application of the ECTS credits system and Diploma Supplement in higher education are supported and implemented in all university curricula. Within the framework of the Tempus programme, the Higher Education Reform Experts contribute also to this process.

Albania has also signed and ratified the Lisbon Convention regarding the recognition of university awards.

Finally, the Tempus programme remains the most important tool to implement the Bologna process and allow Albanian HE institutions joining the European Higher Education Area.

BOSNIA AND HERZEGOVINA

Bosnia and Herzegovina commitments to the Bologna Process leading to the establishment of the European Higher Education Area by 2010 were reported at the Bologna Ministerial Conference held in Leuven (BE) in April 2009.

The process of integration of universities is ongoing but it has not been implemented equally all over the country. While the university of Tuzla has been integrated quite a long time ago (in 2003) and Zenica University has been from the beginning established as an integrated institution, other universities are in different stages of integration. Two public universities in the Republika Srpska have adopted relevant normative acts but real integration did not start yet. Other universities are lagging behind them.

The introduction of structured doctoral studies has started through Tempus projects.

The European Commission funded a feasibility study for reform of financing of higher education and the implementation of recommendations of the study will start in 2010.

KOSOVO

⁸ Law No.9741, dated 21.05.2007

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

The appointment of the first Kosovan 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 the Constitutional Framework for Self-Governance in Kosovo. The MEST has now full responsibility in implementing education system developments and planning.

The Law on Higher Education, drafted under close supervision and help by the Council of Europe and approved by the Kosovo Assembly in 2004, aims to include the Kosovan education system within the European Area of higher education. Also, the Law on Scientific Research Activity (Law 2004/42) draws heavily on relevant aspects and objectives of the similar trends in the European Research Area.

The Statute of the University of Prishtina 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 and aims at the further implementation of the Bologna Process objectives and principles.

The University of Mitrovica, with Serbian as language of instruction and with more than eight thousand students enrolled, has also closely worked together with the European University Association in reforming the teaching and learning process in accordance with the Bologna Process and has been a member of this Association for two years now.

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 in HE reform.

During 2008, the Law on National Qualification Framework has been approved by the Assembly of Kosovo, after being 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. This Law includes the development of policies and guidelines for recognising prior learning including informal and non-formal learning.

The Kosovo Accreditation Agency has become fully functional during 2008, and has already started the accreditation process in Kosovo in full accordance with the standards of ENQA. During this period MEST has also established NARIC and has appointed the National Commission for Recognition.

In 2009 The Centre for International Cooperation in High Education, Science and Technology has been established, including within its scope activities such as the FP7 national coordination and the CEEPUS national coordination.

The transformation of higher education is occurring during the transition phase of the country and consequently the national agenda has determined as the main goal of the reform the modernization and integration of the higher education system within EHEA, respecting the social policy which creates equal opportunities and justice for all ethnic and marginalized groups.

The fundamental challenges in this field are related to the strengthening of human resources, the accomplishment of the higher education system in providing young people with the key

competencies demanded in the labour market, and the encouraging of a new attitude towards teaching and learning processes.

MONTENEGRO

The 2003 Law on Higher Education⁹ gave higher education institutions in Montenegro maximal autonomy in academic activities with minimal mediation from the State, except when it is requested for the purpose of protecting the public interest. The higher education law also prescribes that the mission of the University should be the education of young people as qualified citizens in a democratic society and as a qualified workforce in the European labour market and that it 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 higher education institutions are covered by this Law.

A Quality Assurance Centre was established at the University of Montenegro and is in charge with the development of quality at all university units. As the newly established entity, its work and capacities should be further supported.

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

The law on higher education prescribes the introduction of a three-cycle system, the diploma supplement and the ECTS.

Reforms gave paths to developing new private faculties in Montenegro. Currently, there are nine 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 second university – University Donja Gorica is under the accreditation process.

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.

The Tempus programme still remains the most important instrument to attain the Bologna objectives and ultimately to join the European Higher Education Area. It can also help higher education institutions to be better prepared for the future Life Long Learning programme.

SERBIA

The best way to achieve the set objectives is to continue using the already proven capacity and efficiency of the involvement 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 since 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 three-cycle structure prescribed by the Law on Higher Education (LHE) is established in all university higher education institutions. The second cycle of academic qualifications gives direct access to the third cycle. The third-cycle programmes (PhD) have started in 2006/2007 in many university institutions.

⁹ Law 01-1092/2 of 22/10/2003

The LEH introduced ECTS as the mandatory credit system to be used by all higher education institutions in all degree programmes, for both credit transfer and accumulation. The ECTS system is now fully implemented in all HEIs.

Serbia operates an integrated national quality assurance system complying with the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG). At national level a fully functioning quality assurance system is in operation. The Quality Assessment (QA) system which includes internal, external quality assurance and accreditation is required by the LHE.

The Commission for Accreditation and Quality Assessment (CAQA) is legally responsible for organizing and monitoring the quality assurance scheme for all HEIs in Serbia. CAQA is organised (June 2006) as an independent expert body of the National Council for Higher Education (NCHE). CAQA designs standards, protocols and guidelines for the National Council of Higher Education approval and publication as bylaws and helps institutions in creating their respective quality management systems.

The accreditation of HEIs carried out by CAQA started in 2007 and includes all existing HEIs in Serbia. The accreditation is completed for the professional colleges, which had previously two-year programmes. Those institutions provide the first cycle (professional-bachelor) programmes and the second cycle (professional-master) programmes. Due to limitation of CAQA resources, up to now the accreditation has been completed in more than 50% HEIs. According to the LHE the accreditation process of all the existing HEIs (245) and study programmes should be finished by October 2009.

The national structures (the National Council for Higher Education (NCHE), the Conference of Serbian Research Universities, the Conference of Serbian Universities of Professional Studies, the Tempus National Team of Higher Education Reform Experts – HERE) which oversee the implementation of the Bologna Process in Serbia continuously supervise and monitor the implementation of the process. The Ministry of Education is going to re-establish the national Bologna Follow up Group in the near future.

Progress has been made towards the development of national quality assurance system, the implementation of three-cycle structure and ECTS, but much more effort is required for the development of qualifications frameworks and the recognition of qualifications.

Initial 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 i.e. proceeding with a real student-centred reform. Well-structured university-labour market/employer links do not exist, and as a consequence the percentage of unemployed university graduates is still high.

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

As a result, further improvement and preparation are necessary for Serbian higher education institutions before joining the Long Life Learning programme. The Tempus programme is still envisaged as the best way to achieve these objectives considering its already proven capacity and efficiency.

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

*2008 Survey on Impact of Tempus III*¹⁰

Tempus has achieved notable progress in helping develop curricula in line with the Bologna principles. 81% of institutions state that over 50% of their curricula are now compliant with the Bologna criteria and 26% of respondents say this is due to Tempus.

Tempus has managed to achieve some very positive results in terms of encouraging reform and the process of modernisation in individual universities, faculties and departments and these positive changes have had knock-on effects and indirect benefits. The impact of exposure to an EU environment on university staff has been profound and far-reaching.

But while Tempus has achieved impressive results in its most immediate area of influence (universities), the impact study shows there is still some way to go in terms of providing positive benefits to the wider community, especially employers. Tempus has made a positive start in terms of building awareness and encouraging universities to start looking outwards to the wider community they serve. However, the more detailed findings on criteria such as relevant curricula and graduate employability, the structured dialogue with industry or having a coherent strategy on lifelong learning would seem to indicate that more could be done to put in place the mechanisms to support a more dynamic and lasting interaction between universities and their surroundings.

Tempus IV has taken on board these comments from the impact assessment of Tempus III and has included a component aiming at strengthening the links between the universities and the labour market.

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 in Annex 6.

3.3 Results and measurable indicators:

Results:

1. Higher Education institutions prepared for successful participation in the Life Long Learning Programme;
2. Increased synergy between higher education legislation and policy, and institutional reform;
3. Improved university management capacity; enhanced transparency and efficiency in decision making processes;
4. Revised curricula and courses in line with changed social and economic needs;
5. Improved skills of non-academic staff relevant for public administration reform and civil society development;
6. Trained teachers on modern education practices and methodologies;

¹⁰ "The Impact of the Tempus Programme on higher education development in the Tempus Partner Countries – A Survey" available on:
http://ec.europa.eu/education/programmes/tempus/doc/impact08_en.pdf

7. Enhanced modern teaching and learning methodologies and materials, with a special focus on the upgrading of text books;

8. Closer co-operation and sharing of resources and experience between higher education institutions at regional and EU level.

Indicators:

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

- Number of new and revised (harmonized with the three cycle system) university curricula successfully implemented;
- Number of students having followed new curricula;
- Number of graduates vs. number of students (student persistence rate);
- Number of Tempus projects that comply to the standards of the technical and academic evaluations;
- Number of University Statutes harmonized with the Higher Education Act;
- Number of public discussions involving Higher Education Institutions and Public Administration bodies;
- Number of meetings between Higher Education Institutions and the officials in charge of the labour market reform;
- Number of study programs with ECTS introduced;
- Efficiency of measures to strengthen quality assurance in higher education institutions;
- Exchange of management best practices between higher education institutions and with the other sectors;
- Number of measures to improve efficiency of internal administrative procedures;
- Efficiency of equipment purchased;
- Number of training courses carried out;
- Number and diversity of trainees;
- Mentoring and supervisory mechanisms are established;
- Percentage of projects which have respected the priority areas indicated in the Call for Proposals;
- Percentage of regional projects over total.

3.4 Activities:

Based on experience acquired during the previous phase, this Tempus IV programme (2007-2013) provides for the three components listed below. These components 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 Western Balkans. Joint Projects aim at transferring knowledge from EU

universities to institutions in the Western Balkans and between partner institutions. Joint Projects can pursue the following objectives to: (i) develop, promote and disseminate new curricula, teaching methods or materials; (ii) promote a quality assurance culture; (iii) modernise the management and governance of higher education institutions; (iv) strengthen the role of higher education institutions in society at large and to enhance their contribution to the development of lifelong learning; (v) encourage links with the labour market, including the promotion of entrepreneurship and the creation of business start-ups and (vi) 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 Measures

Structural Measures projects should be designed to support the structural reform of higher education systems and strategic framework development at the national level based on the priorities that the competent authorities of Beneficiaries have identified. Structural Measures should contribute to the following:

- To support the development and reform of the national higher education structures and systems in Western Balkans. This includes the establishment of representative bodies, organisations or associations;
- To enhance the quality and relevance of higher education structures and systems in the beneficiaries, and to increase their convergence with EU developments. This may include the establishment of bodies, mechanisms or agencies for quality assurance; teacher, programme or institution assessment; accreditation, policy, etc.;
- To provide support to networks of higher education institutions with the involvement of the Ministries of Education as associated partners. This may include studies and other stock-taking exercises, commissions on developing roadmaps for reforms, preparing draft texts for new regulations, staff development programmes, etc.

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 Western Balkans. In addition, other relevant activities such as thematic conferences, studies on specific issues and activities aimed at the identification and dissemination of good practice may be carried out. National Tempus Offices will also coordinate and provide support to teams of higher education reform experts within the Beneficiaries and provide regular information on the implementation of reforms.

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 Action 1, a world-wide programme which supports joint master and doctoral programmes inside the EU and that provides scholarships for students and academics. 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 (200 as from 2009).

- Erasmus Mundus Action 2 (former External Cooperation Window) has been initiated in 2007 to enable academic cooperation as well as mobility of academic staff and students at all levels.

The Beneficiaries in the Western Balkans have strongly benefited from the above cooperation instruments in order to open up and to modernise their higher education systems.

3.7 Lessons learned:

The evaluation and studies carried out so far 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 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 2002 and 2003. Both evaluations reported that Tempus has contributed successfully to support higher education reform and development in the partner countries.

The final evaluation of Tempus III (November 2009) confirms that the programme contributed to the overall development of higher education systems in the partner countries, including the introduction of the Bologna principles. Teachers and students benefited significantly from their involvement in Tempus III, notably through contacts with foreign colleagues, improved training, access to new learning materials/methods and mobility opportunities. Tempus III made an important contribution to making teaching more responsive to labour market needs (both public and private sectors). Many new curricula have been developed, often responding to highly specific and previously unmet labour market needs. Tempus III had a significant impact on establishing or rekindling regional co-operation among partner countries across all regions and made an important impact in terms of strengthening cooperation within individual partner countries.

The following main recommendations stemming from the final evaluation of Tempus III have already been taken into consideration in the design of Tempus IV. They continue to be highly relevant for the Tempus IV implementation:

- the strategic orientation of Tempus should be strengthened by making the strategic links between Tempus projects, national priorities and the national higher education reform agendas more explicit;
- the evaluation and monitoring procedures of Tempus, especially regarding the field monitoring, should be reinforced;
- the level of involvement of EU Delegations should be better defined and communicated;
- more emphasis should be given to best practices and information on linkages with the labour market and civil society;
- dissemination and use of project outcomes and results should be actively promoted.

Apart from the external evaluation carried out in 2009, a series of additional major studies were concluded over the past years: best practices in university-enterprise cooperation (May 2006), sustainability of Tempus projects (November 2006), best practices in quality assurance (May 2008) and a thematic review of Tempus Structural Measures (September 2008). The results of these studies equally underline the relevance of the programme and confirm its intervention logic. A study to identify best practices in university governance will be finalised by the end of 2009.

4. Indicative Budget (amounts in EUR)

Beneficiary	TOTAL COST	SOURCES OF FUNDING										
		EU CONTRIBUTION				NATIONAL PUBLIC CONTRIBUTION					PRIVATE	
		Total	% *	IB	INV	Total	% *	Central	Regional	IFIs	Total	% *
Albania	1 111 111	1 000 000	90	x							111 111	10
Bosnia and Herzegovina	2 666 666	2 400 000	90	x							266 666	10
Kosovo	2 444 444	2 200 000	90	x							244 444	10
Montenegro	1 333 333	1 200 000	90	x							133 333	10
Serbia	7 777 777	7 000 000	90	x							777 777	10
TOTAL	15 333 331	13 800 000	90								1 533 331	10

Amounts net of VAT

* expressed in % of the Total Cost

The financial contribution from the Commission cannot exceed 90% of the total eligible direct costs. A co-financing of a minimum of 10% of the total eligible direct cost will be asked to the consortia.

The allocations are divided by beneficiary since the budget is coming from national allocations. It is not possible at this stage to indicate the exact amount per component. Over the past years, the pro-rata was 85% for Components I and II (one Call for Proposals) and 15% for Component III (which is implemented through calls for tender and through framework contracts). These percentages are likely to remain the same for the proposed programme.

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

Contracts	Start of Tendering	Signature of contract	Project Completion
Call for Proposals (Components I, II)	2010 Q4	2011 Q3	2014 Q4
2 Call for Tenders(Component III)	2011 Q2	2011 Q4	2013 Q1
5 specific assignments under existing Framework contracts (Component III)	-	2011 Q4	2013 Q1
5 contracts with experts following a call for expression of interest		2011 Q4	2013 Q1
5 grant agreements with National Tempus Offices		2011 Q2	2013 Q2

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

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, gender disaggregated data should be made available to carry out an analysis of the social and economic impact of the actions undertaken.

6.2 Environment:

Due consideration should be given to the Government's development policy relating to environmental management and that such policy is embedded in 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.

ANNEXES

- 1- Logical Framework Matrix in standard format
- 2- Amounts (in EUR) contracted and Disbursed per Quarter over the full duration of Programme
- 3- Description of Institutional Framework
- 4- Reference to laws, regulations and strategic documents
- 5- Details per EU funded contract
- 6- Monitoring of the project impact

ANNEX 1: Logical framework matrix in standard format

LOGFRAME PLANNING MATRIX FOR PROJECT FICHE: Tempus IV	Programme name and number: Multi-Beneficiary Programme for Tempus	
	Contracting period expires: 2 years following the date of conclusion of the Financing Agreement	Disbursement period expires 1 year following the end date for execution of contract(s).
	Total budget: EUR 15 333 331	IPA budget: EUR 13 800 000

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.	- Public investment in higher education in absolute terms and per student; - Higher education, research and development share in the GNP.	- Reports of international professional organisations - Central Bureau of Statistics	
Project purpose	Objectively verifiable indicators	Sources of Verification	Assumptions
Facilitate the reform of higher education institutions, in view of upgrading the quality and management of	- Implementation of the principles of the Bologna	- Progress reports	Continued preparedness by the Ministries of Education and Sciences, to make resources available

<p>academic institutions, in line with changing political, social and economic needs, through benchmarking with EU Member States.</p>	<p>Declaration</p> <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"> - Publications - Ministries of Education and Sciences, and other governmental and non-governmental sources - Official statistics 	<p>for support and assist in programme activities and to implement recommendations, especially for the implementation of harmonized undergraduate programs</p>
Results	Objectively verifiable indicators	Sources of Verification	Assumptions
<p>1. Higher Education institutions prepared for successful participation in the Life Long Learning Programme including implementation of Bologna process; ;</p>	<ul style="list-style-type: none"> - 80% of new and revised (harmonized with the three cycle system) university curricula successfully implemented by 2013; - 75% of Tempus projects comply to the standards of the technical and academic evaluations; - 75% of study programmes issue diploma supplement automatically and free of charge to students; - More than 75% of participating institutions and programmes are using ECTS by 2013; 	<ul style="list-style-type: none"> - EACEA reports - Progress reports - Publications 	<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 - Permanent support of the academic community for the reform

<p>2. Increased synergy between higher education legislation and policy, and institutional reform</p>	<ul style="list-style-type: none"> - Frequency of public discussions involving Higher Education Institutions and Public Administration bodies; - Frequency of meetings between Higher Education Institutions and the officials in charge of the labour market reform; - 50% of participating institution have developed internal quality assessment procedures by 2013; 	<ul style="list-style-type: none"> - Ministry of Education and Sciences - Other governmental and non-governmental sources - Education journals - Media sources 	
<p>3. Improved university management capacity; enhanced transparency and efficiency in decision making processes;</p>	<ul style="list-style-type: none"> - 50% of participating institution exchange management best practices with other HEIs and other sectors by 2013. - Number of measures of efficiency of internal administrative procedures - Number of measures for use of equipment purchased 	<ul style="list-style-type: none"> - Agency for Accreditation for Higher Education (responsible for the accreditation of new study programs) 	
<p>4. Revised curricula and courses in line with changed social and economic needs.</p>	<ul style="list-style-type: none"> - At least 10 new curricula are developed by 2012; - At least 200 students have followed newly developed or revised curricula by 2013; - At least 50 new training courses are carried out by 2011; 		
<p>5. Improved skills of non-academic staff relevant for</p>	<ul style="list-style-type: none"> - At least 400 trainees with different background (academic, 		

<p>public administration reform and civil society development</p> <p>6. Trained teachers on modern education practices and methodologies;</p> <p>7. Enhanced modern teaching and learning methodologies and materials, with a special focus on the upgrading of text books;</p> <p>8. Closer co-operation and sharing of resources and experience between higher education institutions at regional and EU level.</p>	<p>administration, civil society) are trained by 2011; - mentoring and supervisory mechanisms are established for all newly developed programmes;</p> <p>- At least 5% increase of the number of upgraded text books published by 2013;</p> <p>- 100% of projects respect priority areas indicated in the Call for proposals for the Joint projects - 65% of regional projects over total</p>		
Activities	Means	Costs	Assumptions
<ul style="list-style-type: none"> - Workshops on successful elaboration of a Tempus project proposal - Retraining of academic and non-academic staff - 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 	<p>Grant agreements signed with the universities, and the academic institutions under Components I and II</p> <p>Specific contracts under a Framework Contract, service contracts for studies and grant agreements for the National Tempus Offices under Component III</p>	<p>EUR 13 800 000</p>	

<ul style="list-style-type: none"> - 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 - Introduction of mentoring and quality assurance mechanisms 			
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ANNEX 2: Indicative amounts (in EUR) contracted and disbursed by quarter for the project

Contracted	4th 2010	4th 2011	4th 2012	4th 2013		
Tempus	0	9 660 000	4 140 000			
Cumulated	0	9 660 000	13 800 000			
Disbursed	4th 2010	4th 2011	4th 2012	4th 2013	4th 2014	4th 2015
Tempus	0	5 520 000	2 760 000	2 070 000	2 070 000	1 380 000
Cumulated	0	5 520 000	8 280 000	10 350 000	12 420 000	13 800 000

Annex 3: Description of Institutional Framework

- The Education, Audiovisual and Culture Executive Agency (EACEA) is a public body created by the Decision 2005/56/EC of the European Commission adopted on 14 January 2005. The Agency is responsible *inter alia* for the management of the Tempus Programme including: drawing up conditions and guidelines for funding opportunities; evaluating applications, selecting projects and signing project agreements; drawing up conditions and guidelines for funding opportunities; financial management; contacts with beneficiaries; monitoring of projects (intermediate and final reports, and controls); on-site project visits.

- DG EAC will be involved in content related issues and will continue to provide its expertise in higher education policies and ensure synergies with higher education developments taking place in the European Union.

- 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 European Commission Delegations will be closely involved at the various stages of the implementation of the programme. Firstly, the Delegations will negotiate the list of priorities with the competent authorities. The Delegations will be also consulted during the selection of proposals. ELARG 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 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 will also provide support to higher education reform experts within their area of responsibility and provide, under the supervision of the Delegations, information on the implementation of reforms. For all their tasks, National Tempus Offices will work closely with the Delegations in their respective areas.

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 case 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.

- 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.

At the national level, here are the authorities in charge of the Higher education Sector:

- Albania: Ministry of Education and Sciences
- Bosnia and Herzegovina: Ministry of Civil Affairs- Sector for Education
- Kosovo: Ministry of Education, Science and Technology

- Montenegro: Ministry of Education and Science
- Serbia: Ministry of Education and Sports

Annex 4: 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 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 (2009/2011)

Annex 5: Details per EU funded contract

The programme will be implemented on an indirect centralised basis by the European Commission following Article 53a 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 the Education, Audiovisual and Culture Executive Agency, which was created by Commission Decision 2005/56/EC of 14 January 2005. With its decision C(2008)5582 adopted on 9 October 2008, the Commission entrusted the Executive Agency with the management of the Tempus III and Tempus IV programme. Commission Decision C(2008)5888 of 14 October 2008 delegating powers to the Executive Agency specifies that, under both programme phases, the Agency shall be responsible for managing support to projects and for the implementation of accompanying measures, including the support to National Tempus Offices in the partner countries.

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 programmes¹¹, any programme delegated to an executive agency has to contribute to the financing of the administrative budget of the agency.

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 (included as annexes to the Call for Proposals). 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).

-Component I will be implemented through an annual open call for proposals. National projects target one specific Beneficiary. Proposals can be submitted by groupings of institutions involving, in principle, at least three higher education institutions from a Beneficiary, and at least three higher education institutions from the EU, each from a different EU Member State. Multi-country projects aim to benefit more than one Beneficiary. For multi-country projects, proposals should be submitted by groupings of institutions involving, in principle, at least two higher education institutions from each of the participating Beneficiaries, and at least three higher education institutions from the EU, each from a different 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.

- Component II will be implemented through an annual open call for proposals. Structural Measures can equally target one or more Beneficiaries. They will involve Ministries of Education as associated partners, higher education institutions and other non-academic members as appropriate. Projects under component II can be proposed by networks of universities from the EU or from the Beneficiaries.

- Component III: Accompanying Measures will be implemented through 2 calls for tender, 5 specific assignments under existing framework contracts, 5 contracts with experts drawn from a call for expression of interest and 5 grant agreements with the National Tempus

¹¹ OJ L11, 16.1.2003, p. 1.

Offices. 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.

Annex 6: Monitoring of the project impact

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 Education, Audiovisual and Culture Executive Agency, 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.

Based on the past experience and on the new features of the Programme (increased number of regional projects, increased budget of projects, eligibility of Partner Countries' Higher Education Institutions as contractor), the Executive Agency will reinforce the field monitoring policy as the beginning of 2010. In particular:

- the coverage of the field monitoring will be extended: each year 2/3 of the ongoing projects will be visited;
- the results of the field monitoring visits will be systematically transmitted to the beneficiaries in order to improve the quality of projects' implementation; in addition the results will be used to improve the design of the Programme in the future;
- the field monitoring will also check financial aspects;
- the field monitoring will continue to be a major task amongst the NTO activities and they will perform field monitoring visits on a regular basis.
- an annual report on the implementation of the field monitoring will be elaborated by the Executive Agency.