

Project Fiche Multi-beneficiary Programme for Tempus

1. Basic information

- 1.1 CRIS Number:** 2009/
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, the former Yugoslav Republic of Macedonia, Montenegro, Serbia as well as Kosovo under UNSCR 1244/99

Implementing arrangements:

- 1.5 Contracting Authority:** European Community represented by the Commission of the European Communities 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 17 277 775
1.9 EC contribution: EUR 15 550 000
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: 2 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:

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 benchmarking with 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.

THE FORMER YUGOSLAV REPUBLIC OF MACEDONIA

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

KOSOVO³

“The European Partnership” highlights as a short term priority the importance of developing action plans to implement the education strategies with increased dialogue and coordination 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 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

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 realm of the IPA Multi-beneficiary programme. This strategic area is reflected in the IPA Multi-beneficiary MIPD 2009-2011 in which education is identified as a priority under Section 2.3.2.3.

2.5 Link with National Development Plan:

ALBANIA

Implementation of the Tempus Programme in Albania is in the line with National Programmes on Higher Education in the country. The National priorities of Tempus Programme IV for Albania were 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, development and research, 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 addition to the adoption of the Higher Education Law other priorities include to:

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

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

- Efforts to restructure higher education in Bosnia and Herzegovina 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 FORMER YUGOSLAV REPUBLIC OF MACEDONIA

The National Programme for Development of the Higher Education (2005-2015) and the 2008 Law on Higher Education will create a framework for the process of establishing a European Higher Education Area through establishing a three-cycle system (e.g. bachelor, masters, doctorate) with (i) easily readable and comparable degree structure, (ii) introducing joint degrees, (iii) recognizing different forms of life-long learning, (iv) developing a complete environment for improvement of student and Higher Education Institutions staff mobility, (v) tuning the quality assurance system with the recently adopted European standards, (vi) promoting an integrated university, (vii) increasing student participation in key higher education processes at institutional and national level and (viii) linking the European Higher Education Area with the European Research Area.

KOSOVO

The Strategy for the development of Higher Education 2005-2015 in Kosovo approved by the authorities is in full accordance with the Bologna 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.

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 excellency in social and scientific research.

Higher Education Institutes in Kosovo include the University of Pristina, the University of Mitrovica with Serbian as the main language of instruction and also nineteen private higher education providers. All private institutions, with the exception of one (the American University of Kosovo) operate in full accordance with the Bologna process.

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 ECTS⁴; (vi) Diploma Supplement⁵ Approaching 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.

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, as well as better links between higher education bodies and the labour market.

⁴ ECTS : European Credit Transfer System

⁵ [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.

SERBIA

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

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 Education⁶ 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 the process of analyzing the system and defining the necessary legislative changes, a special contribution has been offered by the missions of the Council of Europe, during 1996-1998, in the framework of the Programme of the "Legislative Reform in Higher Education". These missions identified the necessity for the elaboration of the law in the following aspects:

- Setting up a system of quality and accreditation assessment;
- Definition of procedures for the election of governance bodies according to European standards;
- Increase of financial and institutional autonomy;
- Improvement of admission procedures in Higher Education, etc.

The New Law on Higher Education⁷ 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 post-university qualification system. Considered as a powerful instrument for in-service training and the further qualifications, different legislative decrees were elaborated to ensure its implementation.

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

⁶ Law No.78120, dated 06.04.1994 "On Higher Education in the Republic of Albania"

⁷ Law No.9741, dated 21.05.2007

During the last decade new elements of university co-operation were established including cooperation between universities and businesses ("University-Company") as well as universities and local authorities ("University-Local Authority").

The universities have started to stipulate their own institutional developing strategy, which not only stimulates institutions and their governing organs to consider other aspects of education but in addition provides a strong basis for the conception and development of a better national higher education strategy.

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. In 2001, the application of the ECTS credits system in higher education was approved and this is to be applied in all university curricula.

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

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 Bergen 2005 Ministerial Conference. The main challenges listed in Bosnia and Herzegovina's National Report on the progress of reforms under the Bologna Process from 2005 to 2007 were the:

- Creation of a higher education area with a strategy to adapt teaching and research to the changing needs of society as well as to promote academic research and knowledge transfer while remaining competitive at an international level.
- Establishment of state level institutions regulating the licensing and accreditation of higher education institutions.
- Implementation of reforms within the universities themselves (integration of universities) including a complete and comprehensive introduction of ECTS and financing of Higher Education Institutions and all other elements of the Bologna Process.
- Higher Education Department and the Quality Assurance Department.

THE FORMER YUGOSLAV REPUBLIC OF MACEDONIA

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

In signing the Bologna Declaration in September 2003, the former Yugoslav Republic of Macedonia took an important step-forward in its participation in the Bologna process, requiring the implementation of a number of key reforms. These include: (i) structural reforms in the management and financing of universities; (ii) efficient control over standards; and (iii) the setting up of a system to test compatibility across faculties and universities. The reforms that underpin the Bologna Declaration will be instrumental for the future development and integration of the of the former Yugoslav Republic of Macedonia universities into the European higher education system.

KOSOVO

In the post-war period, from June 1999 to March 2002, the 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 preamble of the Law on Higher Education 2003/14, drafted under close supervision and help by the Council of Europe (adopted by the Kosovo Assembly and Decreed by the Special Representative of the Secretary General in May 2003), is compatible with the Bologna Declaration, approved by the Kosovo Assembly in 2004 and promulgated by the SRSG⁸, aims to include the Kosovan education system within the European Research Area.

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

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

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.

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 five of them and from September 2006, the first private university "Mediterranean" was established, comprising six faculties with academic and applied study programmes duly accredited.

⁸ Special Representative of the UN Secretary-General in Kosovo

⁹ Law 01-1092/2 of 22/10/2003

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

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.

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 it provides insufficient or almost no opportunity for the organization of student mobility within the context of Bologna process.

Accordingly, the conclusion has been made that further improvements are necessary as well as more fine-tuning in order to achieve the level set by advanced EU countries in order to be able to join 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

*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

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

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;
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 graduate 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 and strengthening of quality assurance in higher education institutions
- Exchange of management best practices between higher education institutions and with the other sectors.
- Number of measures of efficiency of internal administrative procedures
- Number of measures of use 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) will provide 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 partner countries have identified. Structural Measures must seek to 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;
- Enhance the quality and relevance of higher education structures and systems in partner countries, 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.;

- Provide direct support activities to Ministries of Education on higher education reform. This may include studies and other stock-taking exercises, commissions on developing roadmaps for reforms, preparing draft text 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.

3.5 Conditionality and sequencing:

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

3.6 Linked activities:

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

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

3.7 Lessons learned:

The final evaluation of the second phase of the Tempus programme (1994 - 2000) and the mid-term evaluation of its third phase (2000 - 2006) were carried out 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 specific priorities for each educational authority in the Western Balkans should be strengthened by means of a more structured dialogue with them.
- Tempus funds should be used for what the programme does best, i.e. promoting mobility, exchanges and innovation of study programmes.

- The relevance and the impact of the programme should be actively promoted at the level of the authorities in the Western Balkans.
- The impact of the programme should be further maximised through a strengthened dialogue and more structural measures.
- Field monitoring should be further reinforced.

All evaluation reports can be consulted at the following website:

http://europa.eu.int/comm/dgs/education_culture/evalreports/index_en.htm#TempusIIIinterim1

Apart from the evaluations carried out in 2002/03, a series of additional major studies were concluded over the past years: best practice in university-enterprise cooperation (May 2006), sustainability of Tempus projects (November 2006), best practice 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 practice in university governance is on its way.

The studies can be found at:

http://ec.europa.eu/education/programmes/tempus/doc_en.html

4. Indicative Budget (amounts in EUR)

Beneficiary	TOTAL COST	SOURCES OF FUNDING										
		IPA COMMUNITY 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
The former Yugoslav Republic of Macedonia	1 944 444	1 750 000	90	x							194 444	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	17 277 775	15 550 000	90								1 727 775	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 80% for Components I and II (one Call for Proposals) and 20% 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 Q1	2010 Q4	2013 Q4
Direct Grant Agreements to Ministries of Education (Component II)		2010 Q4	2013 Q4
2 Call for Tenders (Component III)	2010 Q2	2010 Q4	2012 Q1
5 specific assignments under existing Framework contracts (Component III)	-	2010 Q4	2012 Q1
5 contracts with experts following a call for expression of interest		2010 Q4	2012 Q1
6 grant agreements with National Tempus Offices		2010 Q2	2012 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 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.

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 17 277 775	IPA budget: EUR 15 550 000

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;</p> <p>2. Increased synergy between higher education legislation and policy, and institutional reform</p>	<ul style="list-style-type: none"> - Number of new and revised (harmonized with the three cycle system) university curricula successfully implemented; - Number of Tempus projects that comply to the standards of the technical and academic evaluations - University Statutes harmonized with the Higher Education Act; - Frequency of public discussions involving Higher Education Institutions and Public Administration bodies; - Frequency of meetings between Higher Education Institutions 	<ul style="list-style-type: none"> - EAC EA - Progress reports - Publications - Ministry of Education and Sciences - Other governmental and non-governmental sources 	<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>3. Improved university management capacity; enhanced transparency and efficiency in decision making processes;</p> <p>4. Revised curricula and courses in line with changed social and economic needs.</p> <p>5. Improved skills of non-academic staff relevant for 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</p>	<p>and the officials in charge of the labour market reform;</p> <ul style="list-style-type: none"> - Number of study programs with ECTS introduced. - Efficiency and strengthening of quality assurance in higher education institutions - Number of exchange of management best practices between higher education institutions and the other sectors. - Number of measures of efficiency of internal administrative procedures - Number of measures for use of equipment purchased - Number of revised curricula - Number of students having followed new curricula - Number of training courses carried out - Number and diversity of trainees - Number of mentoring and supervisory mechanisms established - Number and quality of upgraded text books - Percentage of projects which respect priority areas indicated in the Call for proposals for the 	<ul style="list-style-type: none"> - Education journals - Media sources - Agency for Accreditation for Higher Education (responsible for the accreditation of new study programs) 	
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the upgrading of text books; 8. Closer co-operation and sharing of resources and experience between higher education institutions at regional and EU level.	Joint projects - Percentage of regional projects over total		
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 - 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 	<p>Grant agreements signed with the universities, the ministries of education 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>	EUR 15 550 000	

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

Contracted	4th 2009	4th 2010	4th 2011	4th 2012		
Tempus	0	10 885 000	4 665 000			
Cumulated	0	10 885 000	15 550 000			
Disbursed	4th 2009	4th 2010	4th 2011	4th 2012	4th 2013	4th 2014
Tempus	0	6 220 000	3 110 000	2 332 500	2 332 500	1 555 000
Cumulated	0	6 220 000	9 330 000	11 662 500	13 995 000	15 550 000

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: Federal Ministry of Education and Sciences
- The former Yugoslav Republic of Macedonia: Ministry of Education and Science

- 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 18 February 2008 (2008/212/EC) on the principles, priorities and conditions contained in the Accession Partnership with the former Yugoslav Republic of Macedonia and repealing Decision 2006/57/EC
- Council Decision of 22 January 2007 (2007/49/EC) on the principles, priorities and conditions contained in the European Partnership with Montenegro.
- Council Decision of 18 February 2008 (2008/213/EC) on the principles, priorities and conditions contained in the European Partnership with Serbia including Kosovo as defined by United Nations Security Council Resolution 1244 of 10 June 1999 and repealing Decision 2006/56/EC
- Multi-Beneficiary Multi-annual Indicative Planning Document (2009/2011)

Annex 5: Details per EC 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 as well as in response to a request from the EC Delegations to the Ministries of Education to submit a project proposal for a direct support. 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: Joint Projects can target one or more Beneficiaries. For national Joint Projects targeting one single partner Beneficiary, proposals can be submitted by groupings of institutions involving at least three universities from a partner Beneficiary, one university in an EU Member State and one academic or non-academic consortium member in a different EU Member State. For regional Joint Projects, the proposals can be submitted by groupings of institutions involving at least one university from three different Beneficiaries, two universities in two different EU Member States and one academic or non-academic consortium member in a third EU Member State. Where appropriate, priority will be given to project consortia involving non-academic members in the Beneficiaries such as enterprises, chambers of commerce, research centres, Ministries of Education as well as local and regional authorities.

- Component II: Structural Measures can equally target one or more Beneficiaries. They will involve Ministries of Education (Direct Grant Agreements), education institutions and other non-academic members as appropriate. Projects under component II can be proposed by ministries of education or 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 6 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. Proposals or bids will be evaluated on the basis of their quality, their design and their cost-effectiveness.

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.