1 BASIC INFORMATION

1.1 CRIS Number: HR2006/018-114/5/4
1.2 Title: TEMPUS
1.3 Sector: 43010
1.4 Location: Croatia
1.5 Duration: 36 months

2 OBJECTIVES

2.1 Overall Objective
The overall objective of the project is to contribute to social and economic development (applying equal opportunities aspects) and the strengthening of civil society in Croatia.

2.2 Project purpose
The specific objective of this project is to promote the reform of higher education institutions, in view of upgrading the quality and management of academic institutions, in line with changing political, social and economic needs, through benchmarking with EU Member States.

2.3 Accession Partnership (AP) and NPAA
The Accession Partnership states a need to ensure the implementation of the Bologna criteria in higher education. The TEMPUS programme has been a major instrument for the implementation of the Bologna criteria in higher education system of Croatia, thus the continuation of the TEMPUS programme will ensure furthering the higher education reform as a precondition for successful mobility envisaged in the Integrated Programme for Lifelong Learning.

The EC 2005 Progress Report on Croatia (Chapter 26, Education and Culture) states that since January 2005, in coordination with all Croatian universities and polytechnics, the Ministry of Education and Science has accelerated the introduction of the Bologna Process in higher education study programmes. By the end of May 2005, around 900 study programmes had been assessed by independent experts. Higher education students who took their first year in September 2005 study under this new system in line with the principles of the Bologna process. The Tempus programme, through its various activities such as Structural Measures and Joint European Projects between universities in the EU and Croatia and other partner countries, supports the higher education reform in Croatia and contributes to preparing the country for future participation in the Community programmes.

The 2006 National Program for the Adoption of the Acquis states a need for developing administrative structures for the Community program in education and training (in case of higher education: the Integrated Programme for Lifelong Learning – LLL that will replace the former Socrates and Leonardo programmes in January 2007). In the period covered by this proposal, the administrative structure of the TEMPUS programme will be used as a
basis for the administrative structure for the higher education activities of the LLL programme (e.g. TEMPUS coordinators at universities, National TEMPUS office etc.)

Moreover, Croatia’s EU candidature in June 2004 and preaccession negotiations opened in October 2005 are clear indicators of Croatia’s ability to meet the long-term goals in the field of Education and training/Free movement of persons, including the need to have the necessary implementing capacity in place to effectively participate in the Community programmes related to the Chapter Education and Culture.

NPAA in Section 4.26. Education and Culture describes various aspects of the higher education reform and all of them may be significantly supported by the activities foreseen in the TEMPUS programme (please see Section Results of this proposal). NPIEU in the SAA Implementation Plan in the field of higher education specifically states the measure of implementation of new model of higher education financing. This measure provides a major challenge for the higher education reform in Croatia. It has been already supported by one TEMPUS Joint European Project but more activities are foreseen in the TEMPUS programme in order to make a new system fully operational.

2.4 Contribution to National Development Plan (and/or Structural Funds Development Plan/SDP)
Not applicable

2.5 Cross Border Impact
Not applicable.

3 DESCRIPTION

3.1 Background and justification

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

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

In order to facilitate the implementation of new legislation several new institutions have been set up. The most prominent is the Agency for Science and Higher Education. Units of the Agency engaged in higher education include the National ENIC/NARIC Office and the Quality Assurance Department. Offices for international cooperation have already been established at universities, and development of a Quality Assurance network within the higher education institutions is currently under way. As stated in The EC 2005 Progress Report on Croatia (Chapter 26, Education and Culture) the Agency for Science and Higher Education is not yet fully operational. In order to take over all responsibilities assigned to it by its Statute, it needs additional human resources and increased budgetary resources. However this does not refer to the National ENIC/NARIC office. Among priorities in 2005 was to ensure adequate human resources, legislative and administrative framework for the implementation of new recognition procedure aligned with standards in EU member states.

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

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

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

The TEMPUS programme has provided valuable support to all major activities at the national level: elaboration of new programmes harmonised with the Bologna principles (particularly supported by the TEMPUS program), introduction of quality assurance, training of teaching staff, increasing student mobility, the introduction of the European Credit Transfer System (ECTS), and the promotion of closer links between science, business and education.
The assessment of revised and new study programs has been carried out by the Agency for Science and Higher Education. The Agency provided administrative support but the actual assessment of study programs has been carried out by a large pool of academic staff. The accreditation cycle required unprecedented engagement and commitment of the public authorities and academia (several thousands professors and administrative staff have been involved in the preparation of study programmes, over a thousand referees involved in the evaluation process, 30% international experts and Croatian scientists working abroad).

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

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

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

HE institutions as key stakeholders accountable for the implementation of the new Act on Scientific Activity and Higher Education would greatly benefit from further use of the Tempus programme as a key international instrument for the HE reform based on the new Act on Scientific Activity and HE. Reasons are twofold. Firstly, furthering the reform of the higher education system is seen by MSES as a prerequisite for the successful participation in Community program in Education (Integrated Life-Long Learning Programme). Harmonisation of majority of undergraduate programmes and some graduate programmes with provisions of the Bologna Declaration will facilitate the mobility of students (especially incoming). Eliminating remaining barriers to mobility will increase a success rate of participation of Croatia in the LLL programme. Secondly,
discussions on several models for the national administrative framework of the LLL programme have resulted in general inclination towards a model of establishing a new agency responsible for the Community programmes dealing with Education and Youth. This model will require longer period than accrediting one of the existing agencies for the LLL programme (without connections to the Youth programme), but in the long term it provides an optimal administrative framework for both LLL and Youth II Programmes.

Therefore, the continuation of the TEMPUS program will provide a powerful instrument for further institutional, legal and administrative higher education reform specially targeted at:

- Further development of new curricula and revision of curricula that is still not harmonized with EU standards
- Provision of new teaching materials
- Introduction of new teaching methodologies
- Retraining of a critical mass of academic staff
- Introduction of systems and policy development
- Reform of university governance, administration and finance aimed at overcoming the challenge of creating integrated universities (except for two new and small universities, Croatian universities have still not completed their functional integration), a particular challenge is the financial reform of the higher education system (presently under way) according to the Act which stipulates that the budgetary funding should be transferred from the Ministry to the central account of universities, and not to university units (faculties)
- Introduction of library and management information systems
- Introduction of short cycle training courses for staff from non-academic institutions such as local, regional and national authorities and social partners.
- Introduction of the European Credit Transfer System in order to remove obstacles to mobility of students (both incoming and outgoing)
- Establishment of institutional cooperation for student exchange
- Provision for the mutual recognition of study periods spent abroad
- Introduction of mentoring and supervisory mechanisms at the host university
- Dissemination of results of past projects
- Increased mobility of academic and administrative staff and students with teaching responsibilities.

Therefore the Tempus programme provides valuable assistance in the transition process. It will also further contribute to the strengthening of regional co-operation between higher education institutions in South-east Europe. Considering the small size of higher education systems in the region, the re-establishment of regional academic ties in a European framework bear importance for the long-term sustainability of higher education systems in the region. There will be an effort to enhance regional cooperation within the framework of TEMPUS since higher education institutions from Croatia can play an important role in sharing examples of best practice with the implementation of the Bologna principles. Regional co-operation can also contribute to mutual understanding and the overcoming of ethnic and political boundaries.
3.1.1 Involvement of Stakeholders and Civil Society in the programming process

Relevant stakeholders (mainly universities) are involved into decisions related to strategic aspects of the TEMPUS programme. More specifically, universities are involved in the identification of the national priorities. National priorities are being defined for each type of Tempus grants. They are published in the Tempus Guide for Applicants (Part III), the EC manual for drafting Tempus project proposals. Universities are involved in the consultations during the preparation of the Tempus Guide for Applicants.

A civil society sector in the area of higher education is emerging. The Ministry encourages participation of a few existing NGOs engaged in higher education to participate in the TEMPUS programme. There are three well-established NGOs in the field of higher education.

1. Student Information Center, established in Zagreb in 1999, and renamed into the Institute for the Development of Education in 2005 has positioned itself within the Croatian academic community as the only comprehensive client-oriented educational advising centre in Croatia. The mission of the centre is raising awareness about the role of higher education; participating in the higher education reform; strengthening partnerships between civil society, governmental and corporate sectors; serving as reference point for educational information and consultancy services in higher education; creating networks in higher education and enabling transfer of know-how; promoting international cooperation and academic exchange in higher education; and delivering education and training. The centre has built partnerships with the Ministry of Science, Education and Sports, relevant HE stakeholders and institutions both in Croatia and abroad as well as a capacity to manage medium to large scale projects. In a consortium with Croatian universities, in 2004/05 the Centre implemented a CARDS EIDHR project strengthening democratic principles in Croatian higher education to lead Croatia into a Europe of knowledge, and a TEMPUS project Virtual Academic Information Center: Scholarships.info. In 2005 it started with the new TEMPUS SCM project entitled The Platform for Career Advice centres in Croatia.

2. Forum for Freedom in Education is an NGO active since 1992. Forum's founders and members are educational experts, teachers, parents and students who are sharing a vision of a modern, pluralistic and democratic educational system, claiming dignity and rights for teachers, dignity and rights for students, autonomy of schools and universities from political structures, development and advancement of the quality of educational system. Goal of the Forum is improving the level of Education in Croatia and making it compatible to the educational standards of modern democratic societies.

Forum's projects aim at improving teaching methodology, improving and developing curricular contents, and raising professional and public awareness on the importance of modern teaching methods in Croatia. The Forum is currently implementing the project Active Learning and Critical Thinking in Higher Education, started in 2003. So far, the Forum has not applied for TEMPUS grants.

3. UNIVERSITAS, Rijeka is a national NGO with the mission of developing higher education in Croatia with a special emphasis on quality assurance, life long learning of academic staff of higher education institutions, and encouraging research in the area of higher education. Its members include academic and administrative staff of higher education institutions.

3.2 Sectoral rationale
3.3 Results
1. Increased quality of HE institutions, achieved by their participation in the TEMPUS programme, will result in preparedness for successful participation in Community programmes for education and training (horizontal component). Increased absorption capacity of HE institutions in view of expected national contribution for the SOCRATES programme to be paid from the budget of the Ministry of Science, Education and Sports.
2. Increased synergy between higher education legislation and policy, and institutional reform. This result will be achieved by close cooperation between the Ministry of Science, Education and Sports and universities in activities foreseen under the Tempus projects. This result will be achieved by continuing the practice of encouraging TEMPUS activities that are closely matched to the priorities of higher education reform. Universities as major beneficiaries of the TEMPUS programme often request and receive assistance from the MSES in terms of adjusting their project proposal to the general strategy of the reform. If the activity proposed within the framework of TEMPUS has major importance for the reform, the MSES is a member of the project consortium, and usually suggests participation of all universities in Croatia in a particular project.
3. Strengthened strategic management capacities of higher education institutions. (university management component)
4. Modernisation of management and administration of higher education institutions. (university management component)
5. Revised curricula and courses in line with changed social and economic needs. (curriculum development component)
6. Improved skills of non-academic staff relevant for public administration reform and civil society development (institution building component)
7. Increased mobility of academic staff and administrators as well as students in pilot schemes. (all types of Tempus grants component)
8. Closer co-operation and sharing of resources and experience between higher education institutions at regional and EU level. (all types of Tempus grants component)

3.4 Activities (including Means)
The Tempus programme aims at funding Joint European Projects (JEPs), Structural and Complementary Measures (SCMs) and Individual Mobility Grants (IMG). These three instruments will be used to carry out the following activities:

2.1, 3.1, 4.1, 5.1 Re-training of academic and non-academic staff
3.2. Introduction of library and management information systems
4.2. Reform of university governance, administration and finance
5.2 Development and revision of curricula
5.3 Provision of new teaching materials
5.4 Introduction of new teaching methodologies
5.5 Enhancing capacity of international relations offices
6.1. Short cycle training courses for staff from non-academic institutions such as local, regional and national authorities and social partners
7.1. Introduction of the European Credit Transfer System
7.2. Establishment of institutional cooperation for student exchange
7.3. Provision for facilitating mutual recognition of study periods spent abroad
7.4. Introduction of mentoring and supervisory mechanisms at the host university
8.1. Individual visits

In the period 2000-2005, TEMPUS funds have been used for university reform and university management, for projects concerning higher education programmes (Curriculum Development), the establishment and strengthening of ties between universities and the non-academic sectors of society (Institution Building), with an emphasis on involvement in the network of university exchange and other European institutions (Mobility Grants). All three categories of the TEMPUS programme will continue to be implemented in the period covered by this proposal: 1) **Joint European Projects (JEPs)**.

MSES will continue to use TEMPUS JEPs as an effective tool for large-scale projects aimed at further implementation of the Act on Scientific Activity and Higher Education (the amendments to this Act have been adopted in order to postpone some deadlines in cases of particularly complex aspects of higher education reform). Since the year 2000, 43 Joint European Projects (JEPs) in total were approved: 5 projects in the year 2000, 11 projects in 2001, 11 projects in 2002, 9 projects in 2003 and 7 projects in 2004. Out of 43 projects, 32 are national and 10 projects are regional, 1 project is inter-regional. Out of 43 Joint European Projects approved in Croatia: 29 were in the area of Curriculum Development 5 were in the field of Institutional Building and 9 were concerned with University Management).

- **Curriculum Development**
  In the period 2000-2005 the most significant contribution of the TEMPUS program to the reform process in Croatia has been in the field of Curriculum Development in terms of reforming the content, teaching methodologies and structure of university studies in accordance with the Bologna Declaration, as well as development of new master and doctoral programs. This will remain the most relevant category of the TEMPUS program for Croatia.

- **University Management**
  University Management JEPs may focus on development of university management systems and strategic management capacities, reform of university governance, administration and finance, the introduction of library and management information systems, the strengthening of quality assurance, developing administrative structures at universities, or the introduction of the European Credit Transfer System. In the period covered by this proposal the effort will be made to increase participation of institutions from Croatia in this category of the TEMPUS programme.

- **Institution Building**
  Institution building JEPs focus on strengthening civil society and public administration reform through the development of short cycle training courses for staff from non-academic institutions such as local, regional and national authorities, social partners, professional associations, media, and non-governmental organisations. In the period covered by this proposal the effort will be made to increase participation of institutions from Croatia in this category of the TEMPUS programme.
All of the above project types can be implemented on a regional level, e.g. projects which include higher education institutions not only from one but from several of the eligible Tempus partner countries. Regional projects are considered a priority of the Tempus programme.

A project consortium includes at least one higher education institution from each Partner Country involved in the project and at least one higher education institution in one European Community Member State, and one consortium member (higher education institution, NGO or industry/company) in a different Member State. One of the higher education institutions in the consortium must act as Grantholder. The higher education institution acting as Grantholder must be located in the European Community. The Grantholder is legally responsible for the administration of the Tempus grant in accordance with the plans presented in the application and the terms of the grant awarded. The Grantholder signs the Grant Agreement, which establishes the legal relationship between the European Commission and the members of the Joint European Project. Government and non-government institutions may also act a member of the consortium.

2) The category of Structural and Complementary Measures (SCMs)

This type of Tempus project provides a framework for short-term responses to particular needs in particular in the context of a nation-wide structural reform of higher education or special needs arising from difficulties in certain fields of higher education. Projects should demonstrate an innovative character. Structural measures can address issues such as quality assurance, accreditation, recognition of qualifications, credit-systems or may serve to test university curricula to be established on nationwide level. Complementary measures are intended to address short term needs with respect of dissemination and transfer of good practices. The total duration of a SCM can be up to 1 year. These two categories of measures require the involvement or at least the explicit support of the authority responsible for higher education. Therefore, the Ministry of Science, Education and Sports of the Republic of Croatia will continue to encourage proposals targeted to specific national policy measures for the implementation of the Bologna process. Since 2001, 9 Structural and Complementary Measures projects, and 3 Structural and Complementary Measures approved under special Bologna call were approved. By active participation in project implementation, MSES will continue to use TEMPUS SCMs as an effective tool for small-scale projects aimed at specific policy measures stipulated by the Act on Scientific Activity and Higher Education. There will be an effort to increase participation of Croatia in this category of the TEMPUS programme.

3) The category of Individual Mobility Grants (IMG)

Individual mobility grants provide an opportunity to individuals to visit other countries for a short period of time (1-8 weeks) with the objective of disseminating the results of TEMPUS projects or networking in a particular area relevant for the TEMPUS programme. The focus is on individuals already involved into higher education reform at their home institution (members of various committees, professors working on curricula development, administrators engaged in developing new administrative structures etc.). Croatian HE institutions were awarded 48 Individual Mobility Grants.

The maximum amounts foreseen for the abovementioned categories are as follows:

- 2 YEAR JEP – 300.000 €
- 3 YEAR JEP – 500.000 €
- STRUCTURAL MEASURES – 150.000 €
- COMPLEMENTARY MEASURES – 150.000 €
INDIVIDUAL MOBILITY GRANTS – 840 € per week, up to a maximum period of 8 weeks

3.5 **Linked Activities**

The funding of the Tempus programme for Croatia from PHARE would ensure a continuation of TEMPUS activities financed through the CARDS programme:

- **OBNOVA 2000**: 1.5 M€
- **CARDS 2001**: 4 M€
- **CARDS 2002**: 3 M€
- **CARDS 2003**: 3 M€
- **CARDS 2004**: 4 M€
- **PHARE 2005**: 5 M€.

Total number of funded projects:

- 43 Joint European Projects;
- 9 Structural and Complementary Measures;
- 3 Structural and Complementary Measures approved under special Bologna I. call;
- 57 East-West and West-East Individual mobility grants.

The Ministry of Science, Education and Sports is the beneficiary of two CARDS projects in the area of higher education:

- **CARDS 2002** (Higher Education Mobility: Diploma Recognition Policy and Legislation), started with the implementation in May 2004, 0.6 mil EUR; support to the Ministry of Science, Education and Sports in introducing EU standards in diploma recognition at policy and institutional levels, as well as assisting higher education reform in other aspects of the Bologna Declaration (quality assurance, ECTS, marketing campaigns).

- **CARDS 2003** includes a project entitled Furtherance of the Agency for Science and Higher Education in its Quality Assurance Role, with the Development of a Supporting Information System (expected to start in the spring 2006, 1 mil EUR) supporting the establishment of quality standards within higher education institutions, and enhancing the Quality Assurance Department of the national Agency for Science and Higher Education.

The TEMPUS projects contribute to the impact and multiplying effects of the actions taken under these two mentioned projects, especially concerning curriculum development, introduction of ECTS and issues regarding university management.

The World Bank is assisting the Ministry of Science, Education and Sports in preparing the Education Sector Support Program (ESSP) that is planned to be financed by the World Bank (IBRD) loan to the Government. The main purpose of this program is to support the intended education reform by financing capacity building and professional development of administrators, school principals and teachers, development and distribution of the new curriculum for primary and secondary schools, establishing and equipping the National School Examination Centre, and development and implementation of regional innovations by financing regional and local development initiatives. The development objective of this proposed program is to improve student learning and performance by supporting Government’s efforts to modernize its education system. Furthermore, the main focus of this proposed project is on primary and secondary education.
Other institutions like UNESCO or the Council of Europe are actively engaged in furthering the quality standards of higher education.

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

Mid term evaluation report of the third phase of the Tempus programme (2000-2006) commissioned by DG Education and Culture states several conclusions explaining the impact of the TEMPUS programme that are quoted here based on the criteria of their special relevance for Croatia:

THE RELEVANCE OF THE TEMPUS APPROACH IN TODAY’S CIRCUMSTANCES
Conclusion 1.1. Tempus III is a highly relevant programme for helping eligible countries to change their higher education conditions and to adapt them for meeting the socio-economic reform needs in their societies.
Conclusion 1.2. The socio-economic needs that gave rise to Tempus are still prevalent today in Tacis, CARDS and MEDA countries.
Conclusion 1.3 The socio-economic development challenges that face the eligible countries of the third phase of the Tempus programme are no less formidable than those addressed by Tempus I and II and they strengthen rather than weaken the case for giving priority to training and higher education reforms.
Conclusion 1.4. In the eligible countries the needs for further innovation and investment in the higher education sector are much higher than they can afford at present, and the needs can be expressed to increase.
Conclusion 1.5. The rational for higher investment levels in the higher education and research sector is strong.
Conclusion 1.6. The Council decisions on the objectives of the third phase of Tempus have provided programme continuity, renewal and reorientation in line with the changing socio-economic conditions and higher education reform needs of the eligible countries.
Conclusion 1.7. Evidence collected for the final report on the second phase of Tempus demonstrates that the scheme has in many respects been a very successful programme, which has reached its expected outcomes and has contributed to changing the socio-economic conditions in the eligible countries.
Conclusion 1.8. Tempus III has considerable potential for positive impact on eligible countries.

THE VALIDITY OF THE NATIONAL PRIORITIES APPROACH
Conclusion 2.1. The validity of the national priority approach mainly depends on the appropriateness of the process established to formulate them.
Conclusion 2.2. The needs for intensified cultural co-operation, security co-operation, EU accession prospects and the Bologna provide a strong case for intensifying university co-operation at regional level.
Conclusion 2.3. The third phase of the Tempus programme does not have all the tools needed to meet this demand with appropriate grant funding.

THE VALIDITY AND VALUE ADDED OF THE MULTILATERAL MODEL
Conclusion 3.1 The multilateral model of cooperation is the essence of the IMGs and JEPs and forms the heart of the Tempus approach. The model is valid and has proven successful in promoting that Tempus achieves its twin objectives of cultural rapprochement and adaptation of higher education systems.
Conclusion 3.2. The assumptions on which the multilateral model is based have proven to be correct in the practice of the Tempus programme.
Conclusion 3.3. The multilateral model remains valid for the eligible countries and for period covered by the third phase of Tempus (2000-2006).
Conclusion 3.4. Tempus provides very good value for money.
Conclusion 3.5. In the Tempus eligible countries there has up to now not been a real structural investment programme for higher education.
Conclusion 3.6. The Tempus approach and the concept of structural investment in higher education can be considered as complementing each other.

THE RELEVANCE AND EFFECTIVENESS OF THE TEMPUS PROJECT TYPES
Conclusion 4.1. Each of the project types of Tempus has its own relevance and proper place in the Tempus intervention logic.
Conclusion 4.2. Each of the different project types is effective in terms of project results, and has been instrumental for the achievement of the expected outcomes of the programme and the overall Tempus impact on higher education reforms.
Conclusion 4.3. Within its framework of multilateral university cooperation, the Tempus toolbox of project types effectively addresses the most important needs that exist in higher education reform. The need for a new project type seems limited to the organization of conferences in support of regional cooperation and dissemination.

FUNDING LEVELS AND CRITICAL MASS
Conclusion 5.1. During the initial years of Tempus III funding levels have been insufficient to fund all relevant and high quality proposals generated by the call for proposal approach.
Conclusion 5.2. In the third phase of the programme, the Tempus approach is capable of producing durable impact by generating a critical mass at faculty levels and by reaching the right people on the right subject at the time.
Conclusion 5.3. Tempus III has considerable potential for positive impact in the eligible countries, provided that funding levels are sustained or increased.

4 INSTITUTIONAL FRAMEWORK
The European Commission’s Directorate-General for Education and Culture has the overall responsibility for the policy and management of the Tempus Programme. Following annual or biannual call for proposals, projects are assessed academically and technically according to general criteria and a list of national priorities established in cooperation with the partner country authorities, and taking into account the objectives of the Stabilisation and Association Process, the European Partnership with Croatia and the policy objectives of EU co-operation with partner countries.
In implementing the programme, the Commission is assisted by the Tempus Committee, set up by the Council Decision on Tempus III and consisting of representatives of the Member States.

Technical assistance is provided to the European Commission by the Tempus Department of the European Training Foundation (ETF), which is based in Turin, Italy. The European Commission relies on a network of offices and officers in the Member States and Partner Countries as follows:

♦ Each European Community Member State nominates a National Contact Point whose roles include acting as a reference point, providing information, and otherwise helping participating institutions from that particular Member State as well as facilitating cooperation with the Partner Countries;

♦ In the Western Balkans, in Eastern Europe and in Central Asia the European Commission and the local authorities have together established National Tempus Offices to perform a similar role.

In November 2005, after complex preparations the Croatian Tempus Office was transferred from the Ministry of Science, Education and Sports (MSES) (Department for European Integrations) to the Agency for Science and Higher Education where it acts as a reference point providing information and helping participating institutions from Croatia. It is responsible to ease the coordination and to assist in the effective implementation of the program. Major activities of the TEMPUS office are aimed at the promotion of the TEMPUS program, increasing the absorption capacity of higher education institutions and to provide assistance in oversight and monitoring of projects these include:

Organizing information days and workshops aimed at dissemination of information to academic and administrative staff at universities (topics: overview of different components of Tempus programme, elaborating a successful project proposal, project financing etc.); distribution of guides and publications; providing information about Tempus programme (assistance during elaboration of a project proposal as well as during project implementation); site visits; providing a continuous update of the Tempus web page incorporated in the MSES web; publishing call for Tempus project applications in six daily newspapers in Croatia; field monitoring visits;

The government official responsible for the TEMPUS program is Dr. Radovan Fuchs, Assistant Minister for International Cooperation, MSES. Moreover, in order to secure maximum synergy of the TEMPUS program with the national higher education priorities, the State Secretary for Higher Education is involved into all major policy decisions.

The National TEMPUS Office includes three staff members: NTO coordinator, an employee of the Agency with the salary ensured from the national budget, and two TEMPUS program assistants with salaries covered by the EC on part time basis. The Agency for Science and Higher Education (operational since March 2005) is a major new stakeholder in the area of higher education in Croatia. Its independence and mission make it an ideal organization for the NTO.

Co-ordination and coherence with other donors in the area is ensured through regular monitoring and exchange of information between the Commission and the national
authorities. Also other involved organisations (such as Member States and International Financial Institutions) are regularly kept informed to ensure overall co-ordination.

5 DETAILED BUDGET

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<th>Phare/Pre-Accession Instrument support</th>
<th>Co-financing</th>
<th>Total Cost</th>
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<td>Year 2006 – Investment support jointly co-funded</td>
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<td>Supply Contract</td>
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<td>Investment support – sub-total</td>
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<th>% of total public funds</th>
<th>max 75 %</th>
<th>min 25 %</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Phare/Pre-Accession Instrument support</th>
<th>Co-financing</th>
<th>Total Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 2006 Institution Building support</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>IB support</td>
<td>4.500.000</td>
<td></td>
<td>4.500.000</td>
</tr>
</tbody>
</table>

Total project 2006 4.500.000

6 IMPLEMENTATION ARRANGEMENTS

6.1 Implementing Agency

The European Commission’s Directorate-General for Education and Culture has the overall responsibility for the policy and management of the Tempus Programme. Following annual or biannual call for proposals, projects are assessed academically and technically according to general criteria and a list of national priorities established in co-operation with the partner country authorities, and taking into account the objectives of the Stabilisation and
Association Process, the European Partnership with Croatia and the policy objectives of EU co-operation with partner countries.

In implementing the programme, the Commission is assisted by the Tempus Committee, set up by the Council Decision on Tempus III and consisting of representatives of the Member States.

Technical assistance is provided to the European Commission by the Tempus Department of the European Training Foundation (ETF), which is based in Turin, Italy. The European Commission relies on a network of offices and officers in the Member States and Partner Countries as follows:

National Tempus Office
Agency for Science and Higher Education
Savska 41/8
10000 Zagreb

Senior Deputy Programme Officer
Dr. Radovan Fuchs, Assistant Minister
Ministry of Science, Education and Sports
Directorate for International Cooperation
Strossmayerov trg 4
10000 Zagreb

6.2 Twinning
Not applicable.

6.3 Non-standard aspects
Not applicable.

6.4 Contracts
The approximate numbers of contracts to be financed from PHARE 2006 that can be foreseen for each category of the TEMPUS programme include:

10 Joint European Projects
6 Structural and Complementary Measures
20 Individual Mobility Grants
7 IMPLEMENTATION SCHEDULE

7.1 Call for proposals:
Joint European Projects –
15/12/2006;
Structural and Complementary Measures –
15/02/2006; 15/10/2006;
Individual Mobility Grants
15/02/2006; 15/10/2006;

7.2 Start of project activity:
Joint European Projects –
01/09/2007
Structural and Complementary Measures –
September 2006; May 2007;
Individual Mobility Grants
Not applicable

7.3 Project completion:
Joint European Projects may last two or three years, Structural and Complementary Measures projects up to one year and Individual Mobility Grants last maximum eight weeks.

8 EQUAL OPPORTUNITY
In the course of making decisions related to the strategy and implementation of the TEMPUS program in Croatia, MSES, Agency for Science and Higher Education and NTO respect the principle of equal gender participation, as well as participation of minorities. Selection criteria for the participation in mobility schemes as well as in other aspects of projects will be based on quality and experience and will be defined in every project proposal approved by the European Commission.

9 ENVIRONMENT
Not applicable.

10 RATES OF RETURN
Not applicable.

11 INVESTMENT CRITERIA (APPLICABLE TO ALL INVESTMENTS)
Not applicable.

11.1 Catalytic effect
Not applicable.

11.2 Co-financing
European Commission finances up to 95% of the total Tempus grant. Project consortia should contribute with the remaining 5% of the Tempus grant. Responsibility of co-
financing should be fairly split between the project partners and is subject to agreement of the project consortia.

11.3 **Additionality**

Not applicable.

11.4 **Project readiness and size**

Projects are assessed academically and technically according to general criteria and a list of national priorities established in co-operation with MSES, taking into account the objectives of the Stabilisation and Association Process and the policy objectives of EU co-operation with Croatia.

Annex 3 (Contracting and Disbursement Schedule for the Tempus projects 2000-2004) shows that Croatian higher education institutions have appropriate level of competitiveness for successful absorption of funds allocated to Croatia.

In terms of specific universities that have been beneficiaries of the TEMPUS programme, it should be noted that in the period 2000-2002 major beneficiary of the TEMPUS program was the University of Zagreb. Consequently, in the last three years MSES has encouraged participation of regional universities by providing special information campaigns targeted to specific universities. The participation of regional universities has been significantly increased, and most of them developed administrative structures for acting as coordinators of the TEMPUS project consortium.

11.5 **Sustainability**

All projects should indicate the long-term perspective for project results, with particular reference to the sustainability of these results after Tempus financing has ended. (Tempus standard Application form, 5.2)

Completed projects within the TEMPUS programme have proved their sustainability (e.g. multiplier effect, new TEMPUS proposals resulting from completed projects, partners of the consortium plan to continue cooperation).

11.6 **Compliance with state aids provisions**

Not applicable.

12 **CONDITIONALITY AND SEQUENCING**

Full consensus for reform stipulated by the Act on Scientific Activity and Higher Education is major conditionality for this proposal. Following the adoption of the new Act (2003) there was no full consensus for the reform. However, in 2004 MSES has succeeded to secure full consensus with the academic community for the reform process.

Another conditionality is the continuation of provision of budgetary funds for higher education reform (preparedness by the Parliament to make adequate resources available to MSES for full implementation of the Act on Scientific Activity and Higher Education).
Moreover, in order to be accredited a course of study developed through the TEMPUS project must be approved by the National Council for Higher Education. Non-accredited courses of study are not recognized at the labour market.
ANNEXES TO THE PROJECT FICHE

Annex 1 – Logframe
Annex 2 – Detailed implementation chart
Annex 3 – Not applicable
Annex 4 – List of Feasibility Studies, Financial Appraisals, EIAs etc – Not applicable
Annex 5 – Reference List of Legislation: the Act on Scientific Activity and Higher Education (OJ 123/03, 198/03, 105/04, 174/04)
<table>
<thead>
<tr>
<th>Overall objective</th>
<th>Objectively Verifiable Indicators</th>
<th>Sources of Verification</th>
</tr>
</thead>
<tbody>
<tr>
<td>To contribute to social and economic development (applying equal opportunitie aspects) and the strengthening of civil society in Croatia.</td>
<td>- Public investment in higher education in absolute terms and per student</td>
<td>- Central Bureau of Statistics</td>
</tr>
<tr>
<td></td>
<td>- Higher education, research and development share in the GNP</td>
<td>- Reports of international professional organisations</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Project purpose</th>
<th>Objectively Verifiable Indicators</th>
<th>Sources of Verification</th>
<th>Assumptions</th>
</tr>
</thead>
<tbody>
<tr>
<td>To assure full implementation of the reform of higher education institutions, in view of upgrading the quality and management of academic institutions, in line with changing political, social and economic needs, through benchmarking with EU Member States.</td>
<td>-Implementation of the principles of the Bologna Declaration as stipulated in the Scientific Activity and Higher Education Act (adopted in July 2003, amendments – July 2004)</td>
<td>- Progress reports</td>
<td></td>
</tr>
<tr>
<td></td>
<td>-number of curricula harmonized with the new three - cycle system (no. of prorams accredited/ implemented)</td>
<td>- Publications</td>
<td></td>
</tr>
<tr>
<td></td>
<td>-no. of students having followed new curricula</td>
<td>- Ministry of Science, Education and Sports and other government and non-governamental sources</td>
<td></td>
</tr>
<tr>
<td></td>
<td>-Reports on Diploma and course recognition</td>
<td>- Official statistics</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Number of graduates vs. number of students (student persistence rate)</td>
<td>- Agency for Science and Higher Education</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Results</th>
<th>Objectively Verifiable</th>
<th>Sources of Verification</th>
<th>Assumptions</th>
</tr>
</thead>
</table>

Programme name and number Phare 2006 | HR2006/018-114/5/4 |
Contracting period expires: 30.11.2009 | Execution of contracts period expires: 28.02.2011 |
Total budget: 4,500 000 € | PHARE budget: 4,500 000 € |
<table>
<thead>
<tr>
<th>Indicators</th>
<th>European Training Foundation</th>
<th>MSES manages to implement its decision to join the LLL Program in 2007 and accredit the administration agency</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Preparedness of HE institutions for successful participation in the Life Long Learning Program in 2007 - increased absorption capacity of HE institutions in view of expected budgetary national contribution for the LLL programme</td>
<td>- Number of TEMPUS projects that comply to the standards of the technical and academic evaluations</td>
<td>- continued Governmental and other political support for reform process, particularly the provision of funds in the national budget for the HE reform</td>
</tr>
<tr>
<td>2. Increased synergy between higher education legislation and policy, and institutional reform</td>
<td>- University Statutes harmonized with the 2003 Higher Education Act</td>
<td>- permanent support of the academic community for the reform</td>
</tr>
<tr>
<td>3. Strengthened strategic management capacities of higher education institutions</td>
<td>- Public discussions involving Higher Education Institutions and Public Administration bodies</td>
<td></td>
</tr>
<tr>
<td>4. Modernisation of management and administration of higher education institutions</td>
<td>- Regular Meetings between Higher Education Institutions and the officials in charge of the labour market reform</td>
<td></td>
</tr>
<tr>
<td>5. Revised curricula and courses in line with changed social and economic needs.</td>
<td>- no. of study programs with ECTS introduced</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- number of relevant projects</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Measures of management Efficiency and strengthening of quality assurance in higher education institutions</td>
<td></td>
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<tr>
<td></td>
<td>- Exchange of management best practices between higher education institutions and with the other sectors.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Measures of efficiency of</td>
<td></td>
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<td></td>
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<tr>
<td>6. Improved skills of non-academic staff relevant for public administration reform and civil society development</td>
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<td>---</td>
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</tbody>
</table>

- internal administrative procedures
- Measure of use of equipment purchased
- Time-to-work for students having followed new curricula
- Training courses carried out
- Number and diversity of Trainees
- Number of students studying abroad
- Percentage of students coming back after having studied abroad.
- Number of foreign students at Croatian HE institutions
- Number of lecturers giving courses abroad
- Number of international education administrators at HE institutions in Croatia
- Mentoring and supervisory mechanisms are established
- Number of projects submitted
- Rating of submitted projects
- Respect of priority areas
- Percentage of regional projects over total
| 7. Increased mobility of students, academic staff and administrators. |
8. Closer co-operation and sharing of resources and experience between higher education institutions at regional and EU level.

<table>
<thead>
<tr>
<th>Activities</th>
<th>Means</th>
<th>Assumptions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1. Workshops on successful elaboration of a TEMPUS project proposal</td>
<td>Specification of costs € 4.5 M</td>
<td></td>
</tr>
<tr>
<td>2.1, 3.1, 4.1, 5.1 Retraining of academic and non-academic staff</td>
<td></td>
<td></td>
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<tr>
<td>2.2. Introduction of systems and policy development</td>
<td></td>
<td></td>
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<tr>
<td>2.3. Dissemination of results of past projects</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.2. Introduction of library and management information systems</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.2. Reform of university governance, administration and finance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.2. Development and revision of curricula</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.3. Provision of new teaching materials</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.4. Introduction of new teaching methodologies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.5. Enhancing capacity of international relations offices</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.1. Short cycle training courses for staff from non-academic institutions such as local, regional and national authorities and social partners</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.1. Introduction of the European Credit Transfer System</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.2. Establishment of institutional cooperation for student exchange</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.3. Provision for facilitating mutual recognition of study periods spent abroad</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.4. Introduction of mentoring and quality assurance mechanisms</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.1. Individual visits</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

ANNEX II Detailed Implementation Chart
## Joint European Projects

| 2005 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 2006 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 2007 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 2008 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 2009 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |

- **Call for proposals**
- **Academic evaluation**
- **Technical evaluation**
- **Contracting**
- **Implementation**
- **1st report**
- **2nd report**
- **Final Report**

## Structural and Complementary Measures

| 2005 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 2006 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 2007 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 2008 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 2009 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |

- **Call for proposals**
- **Academic and technical evaluation**
- **Contracting**
- **Implementation**
- **1st report**
- **Final Report**

## Individual Mobility Grants

| 2005 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 2006 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 2007 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 2008 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 2009 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
Annex V: List of Relevant Laws and Regulations:

Act on Science Activity and Higher Education (OJ 123/03, 198/03, 105/04, 174/04)