COMMISSION DECISION
OF 1998

Establishing a Trans European cooperation scheme for higher education - TEMPUS II bis,

THE COMMISSION OF THE EUROPEAN COMMUNITIES,

Having regard to the Treaty establishing the European Community,
Having regard to Council Regulation (EEC) No 3906/89 of 18 December 1989 on economic aid to certain countries of Central and Eastern Europe, as last amended by Regulation (EC) No 753/96 of 22 April 1996, and in particular Article 9 thereof,

Whereas Council Decision n° 93/246/EEC of 29 April 1993, amended by Decision 96/663/EC of 21 November 1996 (Tempus II and IIbis, 1994 to 1998 and 1999/2000) sets out the objective to promote the development of the higher education systems in the countries eligible for Phare support, through as balanced a cooperation as possible with partners from all the Member States of the Community,

Whereas Regulation No 3906/89 lays down the rules and conditions for the granting of economic aid to certain countries of Central and Eastern Europe,

Whereas the measures provided for by this Decision are in accordance with the opinion of the Committee on Aid for Economic Restructuring in certain countries of Central and Eastern Europe,

HEREBY DECIDES AS FOLLOWS:

Article 1

The programme described in the Annex to the present decision is hereby adopted.

Article 2

The maximum amount of Community assistance shall be 36.3 MECU to be financed through Budget line B7-5000 and 1.5 MECU to be financed through budget line B7-5430.

Done in Brussels,
For the Commission
1. IDENTIFICATION

countries all Phare partner countries
programme TEMPUS II bis--Trans-European co-operation scheme for higher education
year 1998
budget 36.30 MECU (B7-5000) + 1.5 MECU (B7-5430)
budget line B7-5000 + B7-5430
duration 3 years
expiry date 31 December, 2001
implementing authority European Commission with the technical assistance of the TEMPUS Department of the European Training Foundation
sector ED Education, training and research
group C
Task manager Ms Carolyn Leffler-Roth for matters relating to Co-ordination of programme; national task managers for matters of country policy.

2. SUMMARY

Within the overall objectives and guidelines of the Phare programme, the aim of the TEMPUS II bis programme is to promote the development of higher education systems in the Central European partner countries. Specifically, TEMPUS II seeks to promote the quality and support the development and renewal of higher education in the partner countries. Furthermore, it aims to encourage increasing interaction and balanced cooperation with partners in the European Union through joint activities and relevant mobility. For the associated countries in particular, and in the framework of the new PHARE priorities, this general objective focuses primarily on institution building activities.

To this end, TEMPUS finances Joint European Projects (JEPs) and - only for partner countries not participating in Socrates/Leonardo - Individual Mobility Grants. JEPs are based on proposals from one or more higher education establishments in a partner country to collaborate with at least two institutions, of which one must be a higher education establishment, in two Union Member States.

The priority areas for support through TEMPUS have been agreed for the next two academic years (1998/1999 and 1999/2000) by the Commission and the competent authorities of each partner country. Specific consideration has been given to the overall objectives of the Phare programme, the country's policy for economic, social and education reform and, in the associated countries, to institution building activities in the framework of the pre-accession strategy.

The agreed priority areas are published in the TEMPUS Guide for applicants which is made available to all target groups in the partner countries and the Member States of the European Union. The selection of project proposals is decided by the Commission in agreement with the competent authorities of the partner countries. The selection procedure involves experts from the partner countries and the Member States.
For the year 1998, the total budget proposed by the partner countries is 36.30 MECU under B7-5000 and 1.5 MECU for the countries of ex-Yugoslavia under B7-5430. This amount will cover the costs for projects selected in 1998 over their entire duration, commencing with academic year 1998-99; there will be no financial incidence on subsequent budget years originating from these projects.

The TEMPUS Department of the European Training Foundation and the National Tempus Offices in the partner countries will provide technical assistance to the Commission for the implementation of the TEMPUS 1998 programme, as in previous years.

3. BACKGROUND
a. General

The TEMPUS programme was first adopted by the Council in 1990. Within the framework of the Community's overall assistance policy, TEMPUS was to provide an impetus for the development of a key area of the human resources policy in the partner countries, namely the area of higher education.

In the first phase of TEMPUS (1990-94), 750 Joint European Projects received support. The funding came from the national Phare budgets of the partner countries and, to a limited extent, the Multi-country Phare budget. The projects financed under TEMPUS I have involved close to 32,000 teaching staff, 19,000 students and 1,800 institutions in the countries of Central Europe and the Union Member States.

On 29 April 1993 the Council adopted its decision regarding the second phase of TEMPUS (see Annex A). Building on the experiences gained during the first phase, TEMPUS II has been redesigned to enhance the contribution of the programme to the overall objectives of economic and social reform supported by the Phare and Tacis programmes generally. To this end, extensive discussions have taken place with the competent authorities of each partner country to target future TEMPUS projects on priority areas in higher education.

Finally, on 21 November 1996 the Council adopted it decision regarding the prolongation of the second phase of TEMPUS (see annex B). This new phase of the programme will cover the academic years 1998/1999 and 1999/2000. The contents of the programme have been adapted to the specific requirements of the pre-accession strategy for the acceding countries and have been modified in order to avoid any overlap with the other Commission programmes in the field of education and training, which have been or are being opened to the associated countries, while at the same time continuing to make a contribution to the reform of higher education in the other PHARE countries.
b. Previous Phare support to TEMPUS

The Phare budget allocated to the TEMPUS I and TEMPUS II has so far been:

- 25 MECU for academic year 1990-1991 (Poland, Hungary, the former Czechoslovakia and the former GDR);
- 70.5 MECU for academic year 1991-1992 (the above countries and Bulgaria, Romania and the former Yugoslavia);
- 100.3 MECU for the academic year 1992-1993 (the above countries and Albania, Estonia, Latvia and Lithuania);
- 134.65 MECU for the academic year 1993-1994, an amount which in particular was to cover the financial commitments of TEMPUS projects selected in previous years;
- 99.3 MECU for the academic year 1994-95, being the first year of implementation of TEMPUS II.
- 102.1 MECU were allocated for the academic year 1995-96, the second year of TEMPUS II.
- 83.05 MECU were allocated for the academic year 1996-97, the third year of TEMPUS II.
- 55.98 MECU were allocated for the academic year 1997/1998, the fourth year of TEMPUS II.

The total Phare support to TEMPUS over the years 1990-97 amounts to 670.88 MECU.

c. Other related Phare programmes

Phare provides support to the development of distance education through a multi-country programme (1995; 5 MECU, 1996; 5 MECU, 1997; 1 MECU), which builds on a pilot project financed from the 1994 budget (3 MECU). The aim of the programme is to promote co-operation in distance education by helping to establish a network of national contact points and regional distance education study centres, as well as providing assistance for course development. It complements Phare support to TEMPUS and takes into account preparatory work and feasibility studies initiated under TEMPUS.

A Multi-country programme for co-operation in higher education started in 1995 (1995; 3.5 MECU, 1997; 1.3 MECU) aims to support co-operation between the partner countries and integration/co-operation with EU-member states in the field of higher education. Specifically its objectives are to develop transnational quality assurance mechanisms, to promote recognition of diploma and study credits to stimulate greater academic mobility and to integrate the partner states into the system of international indicators for education.
Under the 1994 national indicative programme for Hungary, an 8 MECU reform programme was agreed for strengthening the links between education and the economy, mostly at the post-secondary education level. Good co-ordination between this programme and TEMPUS is the responsibility of the Hungarian Ministry of Culture and Education, i.a. by appropriate links with the Hungarian National TEMPUS Office. The same applies to the relevant components of the regional development programmes under the 1995 and 1996 programmes as well as the new HRD programme foreseen under the 1997 programme.

In Romania, under the national indicative programme for 1995 a programme for Higher Education Management has been approved (8 MECU). The programme aims to improve the strategic planning as well as the human and financial management capacities in all Romanian state universities. It provides for technical assistance, study tours and a large component of equipment. This programme will reinforce the reforms introduced in the Romanian universities by means of TEMPUS projects which are mainly geared to academic issues.

4. POLICY ASSESSMENT

Higher education plays a strategic role in a country's policy for human resources development. It prepares individuals to take up leading positions in a country's public administration, industry, trade, politics and research and education institutions. Through its role in teacher training, higher education has a profound impact on the nature and quality of primary and secondary education. And, in a broader sense, higher education institutions are repositories of a country's cultural heritage and transmitters of human, social and democratic values.

Continuing education delivered by universities has a vital role in up-grading the knowledge and skills of the university-educated workforce. Moreover, in the framework of the re-inforced pre-accession strategy and in line with the new PHARE orientations, institution building activities implemented by universities can make a significant contribution to the modernisation of public administration and civil society as a preparation for full membership in the EU.

In the framework of this Financing Proposal, it is clearly not possible to make a detailed analysis of the state of higher education in all partner countries. Nevertheless, despite differences in the economic situation, education traditions and education policies, the countries concerned have a number of needs in common.

The early 1990s saw the emergence of significant new legislation in the partner countries which redefined the relationship between the state and higher education institutions, granting a higher degree of autonomy to the institutions within the system. As universities exercised their new-found freedom the distance between them and the government grew. However, as the decade progresses this framework is increasingly being recognised as an inadequate basis on which to build an accountable, relevant and high-quality higher education sector. The result of this ultra-liberal policy has been that many of the existing structures within universities have remained unchanged.

Consequently there has been a ‘second phase’ of reform in the partner countries, seeking to re-balance the relationship between higher education institutions, government and society as a whole. The emphasis has been on responsibilities as well as rights, and above all it addressed the key factors of accountability and relevance to social and economic needs.
There is, of course, by now a diversity of legislative frameworks for higher education amongst the partner countries and each is at a different stage in relation to this second stage of reform. However, certain common themes are discernible on the current agenda for reform as governments and institutions themselves seek to address the above issues. This will involve challenging existing structures and vested interests in various ways as well as changing deeply-rooted attitudes and practices. It is principally for these reasons that, even where new legislation and regulations have been adopted, there are calls for a sustained effort at the operational level. TEMPUS is well designed to deliver such support in the remaining years of this decade.

The seven sectoral Directives of the EU covering the regulated professions of doctors, nurses, dentists, mid-wives, veterinary surgeons, pharmacists and architects require the partner countries to adapt university courses as mutual recognition is conditional on co-ordination of training. The sectoral Directives are complemented by two general systems Directives for the recognition of diplomas, professional education and training awarded upon completion of a course of higher education comprising at least three years of full-time study. Although the general Directives do not require co-ordination of training, they do require mutual trust between the different national authorities and a good knowledge of each other’s systems.

Inherent to greater autonomy of universities are obligations associated with accountability. Thus universities in the partner countries are attaching greater importance to the most effective use of resources, the quality of institutional operations and the relevance of institutional activities to the priority needs of society. Particularly important within the context of economic reform is the capacity of higher education institutions to strengthen their relationships with enterprises and local and regional authorities and to play a more pro-active role in regional development. TEMPUS is well suited to support measures which will contribute to extending and consolidating best practice within the reform process and ensure that institutions remain a relevant and cost-effective provider of education and training services.

The re-inforced pre-accession strategy has set a new challenge to CEEC higher education institutions: to participate on an equal footing with Member States’s universities in the Community programmes Socrates and Leonardo. Tempus can give support to the preparation of a sound university management strategy and thus smoothen CEEC HE institutions’ path in their transition to full participation in these programmes.

Finally, the evolution of higher education systems as well as the perspective of EU membership require that universities fulfil their role of fully contributing to the up-grading of public administration, professional bodies and other important structures of civil society. Tempus is an appropriate instrument to provide for universities all over Europe to play a central role in the definition and the provision of institution building courses, building on the networks and experience gained over 7 years of operation of the programme.

5. INSTITUTIONAL ASSESSMENT

At the policy level the counterparts in the partner countries are the ministries of education. They are responsible for the dialogue with the Commission on the priority areas for TEMPUS, a dialogue in which they involve a cross-section of the national stakeholders in higher education. For the first time,
the new priorities set will cover two academic years (1998/1999 and 1999/2000), in order to ensure better coherence and impact of TEMPUS activities.

The national Phare co-ordinators have participated in this process for each partner country, so as to optimise the link between the overall Phare objectives and the priorities of the TEMPUS programme.

The national priorities cover three main aspects: a) completion of reform in tertiary education, b) preparation of universities for participation in Socrates and Leonardo and c) institution building, which will be given priority in the case of associated countries.

The ministries of education are also the Commission's interlocutor for the selection of TEMPUS projects, in accordance with the pre-defined priorities, as well as for other general questions regarding the implementation of the programme.

Most higher education institutions of the partner countries have by now been involved in TEMPUS projects and have the capacity to make full use of the opportunities offered by the programme. A salient feature of TEMPUS is the responsibility for contractorship placed on the universities of the partner countries as partners in Joint European Projects consortia. Moreover, a new requirement has been introduced in TEMPUS since 1996: project applications must include a statement signed by the rector or vice-rector of the university explaining how the project fits into the respective institutional development strategy and giving a short account of the contents of such strategy.

The institutional capacities will be further strengthened by TEMPUS projects. The reform of central management and administration of universities figures prominently amongst the priorities for Joint European Projects decided by several countries, addressing issues such as strengthening of capacities for strategic planning and institutional restructuring, staff development systems and programmes, internal quality assurance systems, administration, financial planning/management and accounting systems, personnel management systems, development of structures for co-operation with external bodies, etc.

The network of National TEMPUS Offices underpins the operation of the programme. The National TEMPUS offices have two main functions. First, they provide technical assistance for the implementation of the programme, mainly through participation in the project selection procedure, monitoring and evaluation, information, counselling and dissemination activities, etc. Secondly, they advise the national authorities on policy issues such as the definition of priorities.

6. OBJECTIVES

Within the framework of the general economic reform objectives of the Phare and Tacis programmes, TEMPUS II bis aims to promote the development of the higher education system in the partner countries through balanced co-operation between higher education institutions in the partner countries and the Member States of the European Union.

TEMPUS II bis seeks to help the higher education systems of the partner countries to address the following specific questions:

- the reform of higher education structures and institutions and their management,
- issues of curriculum development and overhaul in priority areas,
- the development of institution building activities with a view to preparing public administrations and civil society structures to implement the requirements for fully fledged EU membership in their country.

For the implementation of TEMPUS 1998, the Commission and the competent authorities of each country have agreed detailed objectives and priorities as part of the national strategy for economic and social reform and, where applicable, pre-accession strategy. In particular, these priorities take into account the overall objectives of the Phare programme, each partner country's policy for economic, social and education reform, the results achieved by TEMPUS to-date and, for the associated countries, the requirements of the pre-accession strategy.

The priority areas agreed on have been published in the TEMPUS Guide for applicants, which is available to all interested organisations in both the partner countries and the EU Member States.

The TEMPUS priorities for 1998 are included in Annex C.

The participation of the associated countries in the EU programmes Socrates and Leonardo, which contain components dealing with higher education, implies a transition period in which TEMPUS and the EU-programmes operate in parallel in a complementary way. TEMPUS II bis has developed specific actions in order to facilitate the participation of the associated countries in the EU programmes. It also continues to support the structural reform of the higher education system, a feature not part of the opening programmes.

For the year 1998, TEMPUS is likely to remain the only EU instrument for some partner countries to assist them in the restructuring of their higher education system. In the case of associated countries already participating in Socrates and Leonardo, the top priority will be institution building. At the time of writing Hungary, Romania and the Czech Republic are eligible for financial support under Socrates and Leonardo. Poland and Slovakia are expected to join in March 1998, followed by the three Baltic countries later in the year. The Council Regulation for TEMPUS II takes into account the opening up of EU programmes in the field of education and training. Firstly, for countries fully integrated in Socrates and Leonardo, individual mobility grants for students and teachers are completely excluded under Tempus. Secondly, specific actions are foreseen within TEMPUS II to facilitate the participation of the associated countries in the EU programmes. A new pilot scheme for the selection of JEPs has been launched and tested during the 1997 selection, which consists of submitting proposals both to local and EU SOCRATES/ERASMUS experts. This procedure has proven very successful, having introduced a Community dimension into the TEMPUS academic assessment and also initiated transfer of expertise towards the partner countries. For this reason, this new selection scheme will be extended to all PHARE countries from 1998 on. Another specific action concerns participation of partner country university staff in ERASMUS thematic networks with the help of individual mobility grants (for those associated countries which are not yet eligible for Socrates). In addition, National TEMPUS Offices and the newly set-up SOCRATES Agencies are co-operating closely.

Support through TEMPUS to the structural reform of higher education in Central Europe will continue to be valuable since it does not feature as part of the opening programmes. Moreover, both
SOCRATES and LEONARDO are EU co-operation programmes and focus on EU objectives, while TEMPUS is an assistance programme and focuses on national objectives.

For the associated countries, the first priority under Tempus will become Institution Building. Even in the past the Tempus programme has already funded projects involving cooperation between universities and public administrations and the setting up of in-service training courses for administrators in fields linked to the acquis communautaire. What is now needed is to place this type of project in a coherent framework and thus maximise the positive impact on civil society structures in the associated countries. This type of activity will form the bulk of Tempus II bis in the associated countries underlining the strengthened complementarity between Tempus, Socrates and Leonardo and the new PHARE orientations. This shift in emphasis also reflects a stage of maturity on the part of the universities in the CEE associated countries. They have already achieved a high level of academic competence and now must expand their impact on society as a whole through the continuing education and training they can provide in a multilateral and multidisciplinary manner.

The institution building projects under Tempus will concentrate on the key role that universities can play in developing and improving continuing training courses for all the fundamental structures in society (public administration, professional bodies, NGOs, social partners, specialised categories, etc.) The emphasis will be on areas related to the acquis communautaire, but other aspects, related in a broader sense to the pre-accession strategy, will not be neglected.

7. PROGRAMME DESCRIPTION

Activities eligible for funding under TEMPUS II have been rationalised to cover:

a- Joint European Projects (JEPs) between higher education institutions in the partner countries and partners in the Union Member States with a view to carrying out institution building activities, introducing or restructuring degree courses, reviewing and improving university management, developing co-operation between universities and enterprises;

b- (only for countries not participating in Socrates/Leonardo) individual mobility for university teaching staff and administrators from the partner countries to EU higher education institutions and vice versa for the purpose of i) participation in Socrates Thematic Networks (reserved for associated countries due to gain access to the Community programmes), ii) development of an institutional approach, and iii) development of courses and teaching materials, staff development, teaching assignments, etc.

The selection of TEMPUS projects will be decided by the Commission, in agreement with the competent authorities of the partner countries and in accordance with the priorities published in the TEMPUS 1998-2000 Guide for applicants.

8. OTHER DONORS' ACTIVITIES AND CO-ORDINATION

In line with Article 9 of the Council Decision on TEMPUS II, the Commission shall ensure appropriate co-ordination with actions developed by specified countries which are not members of the Union or by universities and enterprises in these countries which relate to the same field of action as TEMPUS II.
Such involvement can take various forms, including participation in TEMPUS projects via co-financing, the use of TEMPUS facilities for the channelling of bilaterally funded exchange actions and the reciprocal exchange of information on all relevant initiatives in this field.

The Commission will further such synergies as a part of its coordination role.

9. COST AND FINANCING PLAN

As a result of the Commission's discussions with the partner countries about the Phare Programme, the following allocations from the Phare national budgets are proposed for TEMPUS II in 1998 to cover:

- Joint European Projects over the totality of their two years' duration,
- grants for individual mobility of teaching staff and administrators
- technical assistance by the national TEMPUS offices in the thirteen partner countries.

From budget line B7-5000:

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<td><strong>Total country allocations</strong></td>
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In addition, the cost of 850,000 ECU for technical assistance provided by the European Training Foundation will be covered from the Phare Multi-country budget. This brings the grand total allocated to the implementation of the Tempus programme from budget line B7-5000 to **36.30 MECU**.

From budget line B7-5430

| Bosnia - Herzegovina | 1.5 |
10. IMPLEMENTATION ARRANGEMENTS

The TEMPUS programme will be implemented under the responsibility of the Commission.

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

A Convention between the Commission and the European Training Foundation has been signed. The personnel and administrative costs related to the Foundation's work on TEMPUS will be covered by the Foundation's own resources.

For the implementation of the 1998 TEMPUS programme the European Training Foundation will open an interest-bearing, ECU-denominated bank account for the exclusive purpose of this programme. The use of interests accruing on this bank account will be subject to prior approval by the Commission.

11. AUDIT, MONITORING AND EVALUATION

The TEMPUS account and operations of the Foundation may be checked at regular intervals by the Commission or its duly authorised representatives, without prejudice to the responsibilities of the Community's Court of Auditors.

The Commission may sign contracts with independent consultants to follow the progress of the programme and carry out an ex-post evaluation after its completion.

Since 1992 the Commission has carried out a systematic site-visit programme in which the performance of individual projects as well as their financial management are examined by a team consisting of Commission or ETF representatives and experts from both the Member States and the partner countries. In addition, monitoring visits to selected projects are carried out in co-operation with the national TEMPUS offices.

With regard to TEMPUS II and as a basis for its prolongation, an interim report on the programme was submitted by the Commission on 8 May 1996 (see Annex D).

A series of Country Profiles have been prepared by the Commission. Each Profile provides, for the partner country concerned, an overview of the structure of the HE system, a record of the achievements of Tempus projects and some examples of the impact of TEMPUS at different levels within the higher education system.

TEMPUS 1998 COMMITMENT AND DISBURSEMENT SCHEDULE
(CUMULATIVE IN MECU)
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