

TEMPUS

Guide for
applicants

PART 2

Activities

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PART TWO: COOPERATION ACTIVITIES UNDER TEMPUS

As described in Part One, Tempus is one of a number of European Community programmes designed to help the process of social and economic reform and/or development in the Partner Countries. To maximise its effectiveness, the programme has developed three principal instruments :

- ◆ Joint European Projects;
- ◆ Structural and Complementary Measures;
- ◆ Individual Mobility Grants.

These three instruments have been developed to answer different specific needs, and potential applicants are encouraged to read the following sections attentively.

Joint European Projects

The Tempus Programme provides grants on a co-financing basis to groups of universities co-operating together over two- or three-year periods to achieve objectives set out in structured projects and which are in line with the national priorities agreed with the Partner Countries (see Part 3). These Joint European Projects are organised and run by consortia primarily composed of universities (see glossary for definition). Such consortia may also include 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.

Three types of Joint European Projects have been developed:

- ◆ **Curriculum Development Projects** focus on the content and method of teaching in higher education institutions in the Partner Countries. They aim to create new courses or update existing courses and to enhance the skills of teaching staff; they provide also a framework for student and teaching staff mobility;
- ◆ **University Management Projects** focus on the restructuring of the management, organisation and administration of universities;
- ◆ **Training Courses for Institution Building** focus on developing the administrative and institutional structures of the Partner Countries through the provision of courses aimed at improving the practical knowledge, and updating the skills, of non academic staff.

Tempus Joint European Projects can be submitted as either National or Multi-Partner Country Projects. A National Joint European Project includes institutions from only one Partner Country. A Multi-Partner Country Joint European Project would comprise institutions from at least two Partner Countries. Both National and Multi-Partner Country Projects must include at least two institutions from separate European Community Member States.

Given the wealth of experience in Bulgaria and Romania which were eligible in Tempus from 1990 - 2000, there is a clear desire to promote and build on the positive Tempus results that have been achieved. Consortia are therefore invited to co-operate with those Candidate Country institutions and individuals where ever possible. As mentioned in Part 1 of this Guide, institutions in Bulgaria, Romania and Turkey can participate on a self-financing basis.

Curriculum Development

Project scope/content:

Curriculum Development Joint European Projects focus on the content, structure and teaching methodologies in Partner Country higher education institutions in certain defined subject areas (see eligibility conditions). In the short-term, they should aim to create centres which are capable of disseminating good practice and best outputs to other universities/institutions within the Partner Countries. In the longer term, they should promote the renewal and reform of the Partner Countries' higher education systems in a particular subject area.

Curriculum and course development can be undertaken at graduate or post-graduate level, and may also include the introduction of short-cycle, vocationally- and professionally-oriented higher education courses.

Target groups include:

- ◆ Teaching staff;
- ◆ Students;
- ◆ University decision-making bodies that could have an impact on the introduction of new curricula.

Key tasks:

- ◆ The development of new curricula and courses, or the adaptation or up-dating of existing curricula and courses;
- ◆ The introduction of new degrees or the modularisation of studies;

- ◆ The provision or development of new teaching materials, or the adaptation or up-dating of existing teaching materials;
- ◆ The adoption of new or restructured teaching methodologies through the retraining and up-dating of skills for teaching staff at home or abroad.

Student mobility:

Student mobility (with guaranteed academic recognition of periods spent abroad) is actively encouraged as an integral part of Curriculum Development projects. Although it is desirable that exchanges should take place in both directions, this is not obligatory. Student mobility can make a clearly defined contribution to the achievement of the project objective, in particular by:

- ◆ Supporting the creation/up-dating of new/existing curricula and courses to international standards through the mutual recognition of periods spent abroad;
- ◆ Supporting the education and training of a younger generation of teachers by exposing them to other education systems (particularly in the case of postgraduate students).

University Management

Project scope/content:

University Management Projects aim at the reform of university administration with the support of university leadership and decision-making bodies. They require the active involvement of the administrative staff in charge of the implementation of reforms. Therefore, the support of all relevant parties should be demonstrated, and their respective roles in project implementation outlined in the application.

In cases where reforms can only be undertaken with the active support of ministry or other regional or national authorities, these authorities should be included as partners in the project consortium, or their support should at least be clearly demonstrated in the application.

Students and student representatives should participate in University Management projects whenever necessary and appropriate. For example, students have an important role in projects which involve the participation of student representatives in the university decision-making bodies, or the strengthening of student services.

Target groups include:

All staff involved in the management and administration of a university, including staff of the following bodies and services:

- ◆ University decision-making bodies (for example, University Senate, Rector's Office, Dean's Office, Student Representation) and other university bodies or services that have an institutional impact;
- ◆ Central university services (for example, human resources departments, financial services, academic planning sections, library services, information technology and communications services, international relations offices, career advisory services, student associations, university-industry centres);
- ◆ Knowledge and technology transfer centres.

Key tasks:

University Management Projects may address one or more of the following tasks:

- ◆ **Strengthening of strategic management capacities:** the development of strategic management plans, institutional profiles or mission plans. Issues that may be addressed include, among others, university governance and finance, the internationalisation strategy of the university or the strengthening of quality assurance mechanisms;
- ◆ **Reform of university governance and finance:** the review and adaptation of decision-making procedures and responsibilities of the various university bodies;
- ◆ **Strengthening of central university services:** the restructuring and modernisation of central university services, such as international relations offices, financial administration, personnel management, internal quality assurance mechanisms, university libraries, management information systems, student services, career guidance and counselling;
- ◆ **Establishment of university structures to re-enforce links between universities and their external environment:** for example, through the establishment of knowledge and technology centres or the creation of an adult training centre.

Training Courses for Institution Building

Project scope/content:

In transition countries universities can make an important contribution to the reform or development of administrative and institutional structures, the strengthening of civil society, democracy and the rule of law.

Training Courses for Institution Building Projects aim to draw on the academic knowledge of universities and their experience as education specialists to provide targeted training for non-academic staff from public and private institutions which may play key roles in the transition process.

With a view to encourage the sustainability of project activities, Training Courses for Institution Building Projects should ideally lead to long term twinning between academic and non-academic partner institutions from the Tempus Partner Countries and the European Community Member States.

Target groups include:

- ◆ Staff from ministries;
- ◆ Staff from other public authorities at local, regional or national level;
- ◆ Social partners and their training organisations;
- ◆ Media and media organisations, chambers of commerce, professional associations, enterprises, non-governmental organisations.

Key tasks:

- ◆ The development and delivery of short Training Courses for Institution Building of one to six months' duration which target the non-academic sector;
- ◆ The adaptation and improvement of Training Courses during the life of the project, taking into consideration regular feedback from trainees;
- ◆ The establishment of a realistic timetable for the delivery of courses which is appropriate for the needs of trainees in full- and part-time employment;
- ◆ The provision of appropriate language and informatics training;
- ◆ Ensuring a reasonable balance between the size of the beneficiary group and the funding received.

Project Consortia

Universities¹ 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 consortia.

A project consortium **must** include:

- ◆ At least one university from each Partner Country involved in the project;
- ◆ At least one university in one European Community Member State, and one consortium member (university, institution or industry/company) in a different Member State.

¹ For the purpose of this Tempus Guide for Applicants the term "university" covers also associations/organisations of universities

The involvement of the targeted non-academic institution in planning and implementation is a key condition for the success of such training activities, and the non-academic partners must, therefore, be part of the project consortium.

Projects should aim at sustainable results and impact at an institutional level. The goals of a project should always be viewed in the context of the wider environment. Every attempt should be made to cooperate with relevant individuals outside the consortium in order to achieve sustainable results.

Given the rich experience of institutions in Bulgaria and Romania in previous Tempus Training Courses for Institution Building Projects, it is recommended that, where ever possible, institutions or experts from those countries be involved. As mentioned above, institutions in Bulgaria, Romania and Turkey can participate on a self-financing basis.

Grantholder and Grant coordinator

One of the universities in the consortium must act as Grantholder. The university 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.

One of the consortium members from a Partner Country may act as Grant coordinator. The Grant coordinator is responsible for the management, coordination and monitoring of the project activities and the coordination of consortium members, for the assessment of achieved outcomes and for the verification of reports on activities. The same institution may act as both Grantholder and Grant coordinator, but Partner Country institutions are actively encouraged to take on the role of Grant coordinator where possible.

Experts

Individual experts from non-consortium members may be invited to participate in project activities provided their involvement is justified and will assist all partners in reaching the project objective.

Project Expenditure

Grants do **not** cover the total of the project expenditure. Applicants have to find ways of financing at least 5% of the eligible cost of the project.

If funding is granted, it will be on the basis of a detailed application including a coherent work programme and a budget request consistent with the work programme.

Grants typically cover eligible costs related to staff, equipment, printing and publishing, dissemination and mobilities (see Part 4 of this Guide for more detailed information).

Structural and Complementary Measures

Objectives

In comparison with Joint European Projects, the distinct character of Structural and Complementary Measures lies in the fact that they provide a framework for **short-term** responses to particular **national reform** needs that Partner Countries must have clearly identified as priorities.

Potential candidates should consult the website (http://europa.eu.int/comm/education/programmes/tempus/index_en.html) to check whether a particular Partner Country is eligible for Structural and Complementary Measures and to find specific national priorities for eligible Partner Countries. If you have any doubts or queries please do not hesitate to contact your National Contact Point or National Tempus Office.

As opposed to Individual Mobility Grants, Structural and Complementary Measures target and provide support to group activities.

The specific objectives of Structural and Complementary Measures include:

- ◆ Enhancing the capacity for strategic planning and institutional development of national bodies dealing with national reform as well as helping them to build up international relations;
- ◆ Supporting the development or the implementation of a national strategy, action plan or legislation in a given Partner Country to develop a specific aspect of higher education;
- ◆ Supporting the dissemination and use of the results of sustainable cooperation actions which target the Tempus Programme's objectives and which support national reform in higher education.

Target public

Structural and Complementary Measures are targeted at staff and/or members from the following bodies and organisations:

- ◆ Higher education institutions;
- ◆ Teaching and decision-making staff and other administrative staff from higher education institutions;
- ◆ Public and private organisations involved in higher education such as ministries, libraries, research institutes, foundations for the promotion of higher learning, alumni associations, professional associations;

- ◆ Enterprises;
- ◆ Organisations that are representative of civil society.

Structural Measures

Structural Measures support the development, acquisition and upgrading of skills and instruments necessary for nation-wide structural reform in higher education and support its planning, preparation, undertaking and implementation.

Structural Measures may also address special needs and difficulties in certain fields of higher education, in particular those stemming from gaps in development, disadvantaged geographical and/or socio-economic situations and strategic importance in the context of national reform.

Projects should demonstrate their innovative character. Their emphasis should be both on processes (transfer of know how, acquisition of skills, etc.) and concrete outputs (legislation, regulation, web developments, effective operation of local networks, up-graded facilities, etc.)

Projects can address issues such as quality assurance, accreditation, recognition of qualifications, credit systems or may serve to test university curricula to be established on a nation-wide level, but in any case projects should demonstrate that they contribute significantly to national reform and development in higher education.

To this end projects may foresee studies (analytical papers, surveys), training, seminars, (international) expert meetings, the establishment of regional networks and also the provision of equipment.

Complementary Measures

Complementary Measures are designed to respond to shorter-term needs for dissemination and transfer of good practice and provide the possibility for targeted actions that may contribute significantly to achieving the objectives of the programme.

Complementary Measures **must** build on well-established higher education programmes, courses or actions at institutional level which are of nation-wide relevance for higher education reform in a Partner Country and the results of which should therefore be disseminated or implemented on a national level.

Project proposals should demonstrate that they contribute significantly to national reform and development in higher education.

Projects, such as training, seminars, conferences, joint publications, may provide the theoretical and practical foundations for reform policies and development

strategies. This type of project should facilitate the exchange of best practice based on successful experiences, highlighting methods, structures, outcomes, which meet defined needs for reform and change in the Partner Countries.

Project Consortia

All projects should as a minimum involve at least **two partners** from two Member States of the European Community and **one** from a Partner Country; there should be at least **two universities** involved, one from the European Community and the other from a Partner Country.

The Ministry/ies of Education of the Partner Country/ies involved should at least have endorsed the project proposal but ideally should be a partner/s in the consortium.

Multi-Partner Country Projects should be limited to a very small number of countries and should demonstrate clearly the necessity for a common approach.

Grantholder and Grant coordinator

The Grantholder must be any of the eligible bodies or organisations from the European Community.

The Grant coordinator may be any of the eligible bodies or organisations from the European Community or from a Partner Country.

Experts

Individual experts from non-consortium members may be invited to participate in project activities provided their involvement is justified and will assist all partners in reaching the project objective.

Project Expenditure

Grants do **not** cover the total of the project expenditure. Applicants have to find ways of financing at least 5% of the eligible cost of the project.

If funding is granted, it will be on the basis of a detailed application including a coherent work programme and a budget request consistent with the work programme.

Grants typically cover eligible costs related to staff, equipment, printing and publishing, dissemination and mobilities (see Part 4 of this Guide for more detailed information).

Individual Mobility Grants

Objective

Individual Mobility Grants are intended to provide academic and administrative staff of the higher education sector in Partner Countries and the European Community Member States with the opportunity to benefit from limited mobility periods abroad, always within the context of the Tempus Programme's objectives.

Applicants must demonstrate a clear purpose and a targeted plan of activities designed to have a demonstrable impact on Partner Country higher education institutions.

Types of visits eligible for funding:

- ◆ *Type 1: Preparation of a Joint European Project proposal (Partner Country to European Community);*

To allow participation in meetings to discuss, organise and prepare a new project under the Tempus Programme for a subsequent call for applications. Previous working relations with the European Community-based institutions which may become part of the projected consortium must be clearly demonstrated in the application (this is obligatory), together with a timetable of activities indicating how the visit will feed into a future joint application.

- ◆ *Type 2: Participation in a specific event (Partner Country to European Community/Candidate Country²);*

To allow participation in, for example, a conference, seminar, workshop, network meeting or other event related to higher education reform. Applicants must include an agenda of the meeting/event that they wish to attend and explain clearly what institutional benefits for the Partner Country institution are to be gained from attending the event in question.

- ◆ *Type 3: Retraining period or study period, collaboration on a specific academic subject, dissemination of good practice (Partner Country to European Community/Candidate Country², European Community to Partner Country);*

Any retraining period must lead to the elaboration of teaching materials, or the up-dating or redesign of all or part of the teaching curricula at the Partner Country's higher education institution.

² At present, Bulgaria, Romania and Turkey. Croatia is also a Candidate Country, but continues to be eligible as Partner Country under Tempus.

This type of Individual Mobility Grant provides for the delivery of training or lectures tailored to the needs of Partner Country higher education institutions in collaboration with Partner Country staff.

Target Grantholders:

- ◆ Teaching staff (including postgraduates with teaching responsibilities, officially enrolled assistants and individuals from the public and private sector with relevant academic or professional experience in a discipline)
- ◆ Administrative staff with specific responsibilities;
- ◆ Technical staff;
- ◆ Student association staff, student representatives;
- ◆ Education experts;
- ◆ Ministry officials.

Institutions **other than higher education institutions** can be hosting institutions if this is well justified in the application (for example, an important conference (type 2) is organised by an organisation which is not a higher education institution).

GLOSSARY OF TERMS

The terms used in this Guide for Applicants should be understood as follows:

Bologna Declaration	A commitment by 29 countries in June 1999 to reform their higher education systems in order to create overall convergence at European level.
Bologna Process	The process of convergence in European higher education systems started in Bologna, where higher education ministers from 29 European countries launched the initiative of creating a “European Higher Education Area” by 2010. Since 1999 more than 10 other countries have joined the process.
Diploma Supplement	A document attached to a higher education diploma aimed at enhancing international transparency.
European Credit Transfer System	The European Credit Transfer System of academic credit allocation and transfer was developed in the European Community and originally introduced on a wide scale within the Socrates programme. For further information please consult the website: http://europa.eu.int/comm/education/index_en.html
Industries and companies	Those are entities performing all types of economic activity, irrespective of legal status (including NGOs), autonomous business organisations, chambers of commerce and industry and/or their equivalents, professional associations, and the training bodies of those. ³
Institutions	Those are local and public authorities, and the social partners’ and their training bodies. ⁴
Multi- Country project	Refers to projects involving institutions from two separate European Community Member States and at least two separate Partner Countries.
Social partners	Representative organisations of employees and employers.

³ Article 4 of the Council Decision of 29 April 1999 adopting the third phase of the trans-European cooperation scheme for higher education (Tempus III) (2000-2006) (1999/311/EC)

⁴ ditto

University

All types of post-secondary educational and vocational training establishments which offer, within the framework of advanced education and training, qualifications or diplomas of that level, whatever such establishments may be called.⁵ Any type of state-recognised higher education institution. For the purpose of this Tempus Guide for Applicants the term “university” covers also associations/organisations of universities

A more exhaustive glossary can be found on the following website:

http://europa.eu.int/comm/education/programmes/tempus/index_en.html

⁵ Article 4 of the Council Decision of 29 April 1999 adopting the third phase of the trans-European cooperation scheme for higher education (Tempus III) (2000-2006) (1999/311/EC)