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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;
- **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 up-dating 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 the Candidate and Accessing Countries (many of 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 urged to find ways of co-operating with Candidate and Accessing Country institutions and individuals where possible.

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) should be an integral part of Curriculum Development projects and is actively encouraged. Although it is desirable that it 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. The support of all relevant parties should, therefore, 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 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

Composition of the project consortium:

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.

Given the rich experience of institutions in many of the Candidate/Accessing countries in previous Tempus Training Courses for Institution Building projects, it is recommended that, where possible, experts from those countries be involved on an institutional or expert basis.

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:

Universities 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.

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.

Profile of a consortium:

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.

The Grantholder:

One of the consortium members must act as Grantholder. The 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.

The Coordinator:

One of the consortium members from a Partner country may act as Coordinator. The 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 coordinator, but Partner Country institutions are actively encouraged to take on the role of 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 typically cover costs related to staff costs, equipment, printing and publishing, dissemination and mobility-related costs (see Part 4 of this Guide for more detailed information).

Structural and Complementary Measures

Objectives

In comparison with Joint European Projects, the specificity of Structural and Complementary Measures lies in the fact that they provide a framework for **short-term** responses to particular needs that Partner Countries must have clearly identified as their priorities. Potential candidates should consult the website (<http://www.etf.eu.int/tempus.nsf>) 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 higher education establishments at university or faculty level, as well as, helping them build up international relations;

- Supporting the spread of sustainable cooperation actions which target the Tempus programme's objectives;
- Preparing a national strategy in a given Partner Country to develop a specific aspect of 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 representative of civil society.

Types of projects

Three categories of projects have been developed:

- Information and Dissemination projects;
- Training projects;
- Pilot projects.

Information and Dissemination projects

Information and Dissemination projects are designed to respond to shorter-term needs for information and dissemination activities that provide the possibility for targeted actions that may contribute significantly to achieving the objectives of the programme.

Information and dissemination projects, such as 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 practise based on successful experiences, highlighting methods, structures, outcomes which meet defined needs for reform and change in both Member States and Partner Countries.

While the duration of a project could be up to 1 year it should naturally be limited to the time deemed necessary to implement the project activities. The Tempus programme may support seminars of up to 1 week's duration, and conferences of up to 4 working days.

Training projects

Training projects should provide the target public with the possibility to organise and participate in training courses and visits. Such projects should be designed with a view to acquiring and upgrading skills necessary for planning, preparing, undertaking and implementing higher education system development and reform.

Training projects should be aimed at groups of individuals from one or several Partner Countries. Trainees from European Community Member States may also participate. Trainers should come from the Partner Country/ies and from at least two European Community Member States.

The training projects should focus on issues such as planning and implementation of reform strategies; specialised techniques and tools for university management; ensuring equal opportunities for men and women; higher education provision in a multicultural environment.

The Tempus programme may support training courses and workshops of between 2 and 4 weeks, and training visits of up to 1 week.

Pilot projects

Pilot projects should support the creation and/or development of new instruments and capacities for strategic planning and institutional development. Pilot projects may address special needs and difficulties in higher education sectors or institutions, in particular those stemming from gaps in development, disadvantaged geographical and/or socio-economic situations and strategic importance in the context of reform. To this end pilot projects may involve intensive interventions (which may include training and the provision of equipment necessary to the purposes of the intervention) aimed at upgrading capacities, learning facilities and services (poles of excellence).

Support for pilot projects should result in outputs such as:

- Studies, surveys, analytical papers;
- Sustainable regional networks dealing with issues relevant to the development of higher education systems (such as quality assurance, accreditation, recognition of qualifications, credit systems, teaching methodologies, university management,

cultural heritage in university curricula) and the linkages between the university and its socio-economic environment.

A pilot project should be able to demonstrate its innovative character and its potential significantly to contribute to higher education reform and development. The emphasis of pilot projects should be both on processes (transfer of know how, acquisition of skills) and concrete outputs (web developments, effective operation of networks, up-graded facilities).

Minimum project partnership

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.

Projects may take place in the European Community or in Partner Countries; however preference would normally be given to the latter.

Grantholder and project coordinator

A grantholder must be any of the eligible bodies or organisations from the European Community.

A project co-ordinator may be any of the eligible bodies or organisations from the European Community or from a Partner Country.

Project expenditure

Funding would be granted on the basis of a detailed application including a coherent work programme and a budget request consistent with the work programme. Grants typically cover costs related to staff costs, equipment, printing and publishing, dissemination and mobility-related costs (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/ Acceding/Candidate Country);*

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.

Please note that Tempus can contribute only to travel and subsistence costs. Fees are not eligible.

- *Type 3: Retraining period or study period, collaboration on a specific academic subject, dissemination of good practice (Partner Country to European Community/Acceding Country. 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.

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

Applicants for Individual Mobility Grants must be involved in higher education as official members of the staff of an institution. For example:

- Teaching staff (including postgraduates with teaching responsibilities), technicians, assistants;
- Administrative staff with specific responsibilities;
- Student association staff, student representatives;
- Education experts;
- Ministry officials.

Glossary of terms

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

Acceding countries	These are the Candidate countries (see below) that are expected to join the European Union in 2004. These include: Estonia, Latvia, Lithuania, Poland, Czech Republic, Slovakia, Hungary, Slovenia, Malta and the Republic of Cyprus.
Bologna Declaration	A pledge taken 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 and continued in Prague, where in 2001 higher education ministers from 32 countries launched the initiative of creating a "European Higher Education Area" by 2010 (see below).
Candidate countries	Countries with which the European Community is negotiating or plans to negotiate membership. These currently include: Estonia, Latvia, Lithuania, Poland, Czech Republic, Slovakia, Hungary, Slovenia, Romania, Bulgaria, Malta, the Republic of Cyprus and Turkey.
CARDS	European Community Programme for Assistance, Reconstruction, Development and Stabilisation. It is the main channel for the European Community's financial and technical assistance cooperation with the Western Balkans.
CARDS countries	See "Western Balkan countries".
Consortium	The group of partners involved in a Tempus Joint European Project.

Consortium member	Any university, industry, company or institution involved in a Tempus Joint European Project.
Grantholder	The consortium member which is legally responsible for the grant agreement. The Grantholder manages the grant on behalf of the consortium.
Coordinator	The consortium member responsible for the management, coordination and monitoring of the project.
Council of the European Union	Its various formations are composed of specialised government ministers representing each Member State who meet periodically to take decisions in the various policy areas under their responsibility. Together with the European Parliament, the Council constitutes the European Community's budgetary and legislative authority.
Diploma Supplement	A document attached to a higher education diploma aimed at enhancing international transparency.
Eastern European and Central Asian countries	Indicates the following countries: Armenia, Azerbaijan, Belarus, Georgia, Kazakhstan, Kyrgyzstan, Moldova, Mongolia, the Russian Federation, Tajikistan, Turkmenistan, Ukraine, Uzbekistan.
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/socrates/ects.html
Euro-Mediterranean Association Agreements	An essential feature of the implementation of the Euro-Mediterranean Partnership. Euro-Mediterranean Association Agreements have been concluded between the European Union and nine of its Mediterranean Partners to replace the 1970s Cooperation Agreements.
Euro-Mediterranean Partnership	New "partnership" phase of the relationship including bilateral and multilateral or regional cooperation (also called Barcelona Process) between the European Union, the 15 Member States and the 12 Mediterranean Partners, launched at the Conference of European Union and Mediterranean Foreign Ministers in Barcelona (27-28 November 1995).

European Commission	Is the European Community's primary executive body. It initiates legislative proposals and also acts as manager and executor of the European Community's common policies, including the European Community's external assistance programmes.
European Higher Education Area	A common qualification framework which is expected to emerge from the Bologna process.
European Parliament	Is the directly elected expression of political will of the peoples of the European Community. Together with the Council (see above), the Parliament adopts legislation, approves the European Community's budget and monitors the execution of the European Community's common policies.
Experts	Indicates individuals invited to participate in specific Tempus project activities at the request of the consortium members and who are not employed by any of the consortium member institutions.
Graz Process	An initiative of the Austrian European Community presidency, launched in October 1998, promoting democratic and peaceful development in South-East Europe (see below) by supporting and co-ordinating educational co-operation projects.
Group of 24	Indicates the European Community Member States plus the following countries: Australia, Canada, Iceland, Japan, Liechtenstein, Norway, New Zealand, Switzerland and the United States of America.
"Industries" and "companies"	Entities which cover all types of economic activities (irrespective of legal status), autonomous business organisations.
Institutions	Entities which cover all public authorities at local, regional and national level (in particular ministries) as well as social partners and their training associations, chambers of commerce and industry and/or their equivalents, professional associations, and the training bodies of the institutions and organisations mentioned above.
MEDA	The MEDA programme is the principal financial instrument of the European Union for the implementation of the Euro-Mediterranean Partnership. The programme offers technical and financial support measures to accompany the reform of economic and social structures in the Mediterranean Partners.

Mediterranean Partners	The twelve Mediterranean Partners, situated in the Southern and Eastern Mediterranean are Morocco, Algeria, Tunisia (Maghreb); Egypt, Israel, Jordan, the Palestinian Authority, Lebanon, Syria (Mashrek); Turkey, Cyprus and Malta; Libya currently has observer status at certain meetings.
MEDA Partners eligible for funding under Tempus	Morocco, Algeria, Tunisia, Egypt, Jordan, the Palestinian Authority, Lebanon, Syria.
Member State	One of the fifteen Member Countries of the European Community.
Multi-Partner Country cooperation	Refers to projects involving institutions from two separate European Community Member States and at least two separate Partner Countries.
National Contact Point	Tempus reference point in each of the Member States
New Independent States	The countries that emerged from the dissolution of the Soviet Union
National Tempus Office	Tempus Office in the Cards, MEDA and Tacis Partner Countries.
Partnership and Cooperation Agreements	Bilateral legal frameworks setting out the political, economic and trade relationship between the European Community and third countries of Eastern Europe and Central Asia.
Social partners	Representative organisations of employees and employers.
South-East Europe	Indicates the whole Balkan region; that is, the Western Balkan countries, together with Bulgaria and Romania.
Stabilisation and Association Agreements	These provide the formal mechanisms and agreed benchmarks which allow the European Community to work with each of the Western Balkan countries.
Stabilisation and Association Process	A long-term European Community commitment to offer a prospect of accession to the Western Balkan countries by gaining the region's agreement to a clear set of objectives and conditions.
Stability Pact for South-East Europe	European Community initiative launched in June 1999 to develop a shared strategy for stability and growth in South-East Europe.

Tacis	European Community programme to assist economic reform and recovery in the Eastern European and Central Asian countries.
Tacis countries	See "Eastern European and Central Asian countries".
University	Any type of state-recognised higher education institution.
Western Balkan countries	Indicates the following countries: Albania, Bosnia and Herzegovina, Croatia, Serbia and Montenegro, the former Yugoslav Republic of Macedonia.

