

COMMISSION OF THE EUROPEAN COMMUNITIES

COM(94) 142 final
Brussels, 20.04.1994

ANNUAL REPORT

1 AUGUST 1992 - 31 JULY 1993

Tempus **PHARE**

*Trans-European cooperation scheme for
higher education between Central and Eastern Europe
and the European Community*

TABLE OF CONTENTS

	Page
FOREWORD.....	7
1. HISTORICAL BACKGROUND 1989-1992.....	9
1.1. The origins of the TEMPUS Scheme.....	9
1.2. Development of TEMPUS 1990-1992.....	10
2. EDUCATION AND SOCIETY: REVIEW OF THE ISSUES IN CENTRAL AND EASTERN EUROPE AS REVEALED BY THE FIRST THREE YEARS OF THE TEMPUS SCHEME.....	12
2.1. Factors favouring reform of the higher education systems in the eligible countries.....	12
2.2. Structural obstacles to reform the legacy.....	13
2.3. Practical obstacles to reform.....	14
2.3.1. Resource constraints.....	14
2.3.2. Administrative and legal constraints.....	14
2.4. TEMPUS as a collaborative response to the problems of higher education in the eligible countries.....	14
3. RECORD OF DEVELOPMENT AND ACHIEVEMENT IN THE ACADEMIC YEAR 1992/93.....	15
3.1. The TEMPUS budget for 1993/94: the co-decision-making process.....	15
3.2. JEP grant activities: results of the 1993 selection round.....	18
3.2.1. Analysis by subject-area.....	21
3.2.2. Analysis by eligible country, Member State, and G-24 participant country.....	21
3.2.3. Special action structural JEP: the establishment of a Eurofaculty in Riga.....	22

3.3. Individual Mobility and Complementary Measures, results of the 1993 selection round	23
3.3.1. Complementary Measures: Grants to Associations, for publications, studies and surveys	23
3.3.2. Joint European Networks (JENs)	23
3.3.3. Youth Activities	24
3.3.4. Individual Mobility Grants	24
3.4. Liaison activities	26
3.5. Information activities	26
3.6. Monitoring	27
4. OUTCOMES: MEASURING THE IMPACT OF TEMPUS	27
4.1. Joint European Projects	28
4.1.1. Departmental/faculty level	28
4.1.2. Institutional level	29
4.1.3. Higher education system level	30
4.1.4. Factors contributing to the impact of TEMPUS projects	31
4.1.5. Individual Mobility	31
5. PREPARATIONS FOR TEMPUS II	33
5.1. TEMPUS Conference October 1992	33
5.2. Council Decision of 29 April 1993	33
5.3. TEMPUS TACIS: the pre-JEP strategy	34
5.4. TEMPUS PHARE new modes of cooperation (JEP+, CME+ and JEN)	35
5.4.1. JEP+ Projects	35
5.4.2. CME+ Projects	35
5.4.3. Joint European Networks (JENs)	36

ANNEX 1 - TEMPUS PUBLICATIONS

ANNEX 2 - STATISTICAL TABLES

FOREWORD

As part of the overall PHARE Programme of Community aid for the economic and social restructuring of the countries of Central and Eastern Europe the TEMPUS Scheme, designed to support the reform process through action in the field of higher education, has come to represent one of the Commission's most successful operations in human resource development with regard to these countries. On the basis of the successful operation of the Scheme so far, the Council of the European Communities decided in April 1993 to renew the programme for a further four years from 1994 (TEMPUS II) and extend it to include the Republics of the former Soviet Union, referred to hereafter as the Newly Independent States (NIS).

Now that this decision relating to TEMPUS II has been taken, and plans must be made for the period 1994-1998, it seems a particularly important moment to take stock of the experience acquired in order to improve the functioning and the impact of the Programme in the future.

In this perspective the Annual Report on the implementation of the TEMPUS Scheme during the period 1 August 1992 - 31 July 1993 is intended to serve several purposes.¹

Introducing and contextualising the account of the year's work, the first two sections of the Report briefly describe the progress of TEMPUS since 1990, and review the obstacles to reform which educationalists and national authorities in the eligible countries have confronted, as well as the social and economic factors which can be harnessed to promote such reform. It is hoped in this way to give increased depth to the record and thus to facilitate analysis of both the progress made and the difficulties encountered in the period concerned.

Sections 3 and 4 of the Report are, respectively, descriptive and analytical and are intended to provide a broad general picture of the TEMPUS Scheme's structures and modus operandi, and of what was accomplished within them in the period under report.

Section 3 sets out to describe in some detail the way in which the Scheme has operated during the period under report with reference to the budget, structures and procedures involved in its various activities, and to the on-going monitoring of their progress. Relevant statistics are provided in annex.

¹ The Annual Report is complemented by other TEMPUS publications which deal with specific aspects of TEMPUS activities, such as the forthcoming Report on the Site Visit Programme for TEMPUS carried out in the academic year 1992/93, and the TEMPUS Compendium giving details of all JEPs and Complementary Measures projects currently running, together with indices.

Section 4 provides a summary analysis of the progress made in the enactment of crucial structural and attitudinal changes within the higher education systems of the eligible countries, particularly those which have participated longest in the TEMPUS Scheme (Poland, Hungary, the Czech and Slovak Republics).

A further measure of the European achievement represented by the success of TEMPUS is the fact that during the period under report, as mentioned above, the Council Decision on the second phase of TEMPUS, covering the period from 1994 to 1998 was adopted, involving in particular an extension of TEMPUS to include the Republics of the former Soviet Union. Within the framework of the TACIS Programme of Community assistance to economic reform and recovery in the independent states of the former Soviet Union, TEMPUS activities in this area will begin in academic year 1993/94 in relation to higher education in the Russian Federation, Belarus and the Ukraine. The progressive extension of the Scheme to other countries of the NIS is envisaged at a later stage. This development is dealt with in Section 5.3 of the Report. Finally, Section 6 sketches the broad outline of the expected future development of the programme.

It is hoped that this approach will commend itself to users of the Report as an information source and as a decision-making tool.

1. HISTORICAL BACKGROUND 1989 - 1992

1.1. THE ORIGINS OF THE TEMPUS SCHEME

The events of 1989 and 1990 in Central and Eastern Europe had a dramatic impact on the European Community. The Member States individually and collectively found themselves facing unprecedented political and economic challenges to the established philosophy and procedures in external relations. At the same time there was no doubting the urgency of making an appropriately rapid and effective response to these challenges, not only in terms of emergency assistance but also by providing concrete ways for the countries concerned to develop new perspectives and new goals linked to a meaningful concept of Europe.

Aiming for an integrated global response, the Community quickly sought to provide a comprehensive framework for the provision of practical assistance and expertise to help the countries concerned restructure their economies and political systems so that they could maximise the benefits they might derive from the new situation. An overall programme of assistance was agreed by the Council of Ministers in December 1989. Known as PHARE², it provided the framework for Community assistance in order to support the economic and social reform processes in the countries of Central and Eastern Europe.

Higher education and training had already been identified by the eligible countries themselves as one of the priorities for cooperation; not because they believed that action to ameliorate higher education could have any immediate and dramatic impact upon their political and economic situation, but rather because it represented a highly salient joint investment in the future of the whole continent's intellectual resources. Thus from a very early stage a number of specialised programmes of assistance in the education field were embedded within PHARE, the largest being TEMPUS — the Trans-European Mobility Scheme for University Studies.

It was in this perspective that the Council of Ministers asked the European Commission in December 1989 to present detailed proposals urgently, to be effected within the PHARE framework, for appropriate measures in the field of higher education and training to support the reform process in Central and Eastern Europe. In January 1990 the Commission submitted to the Council and the European Parliament its plans to create a new programme specifically designed to identify and meet the distinctive needs of the area concerned.

Underlying the Decision to establish the TEMPUS Scheme as an operation separate from existing intra-Community higher education programmes (such as ERASMUS and COMETT) was the perception that it was essential, in managing the reform process, to intervene in the social dimension specific to the countries concerned, because it was perceived that profound changes in the outlook and attitudes of those engaged as teachers or students in higher education would be a critical factor in enhancing the availability of the human resources needed to forward the reform process itself.

² At that time PHARE stood for "Pologne, Hongrie: Assistance à la Restructuration Economique". The current full name is "PHARE-Community programme for assistance for economic restructuring in the countries of Central and Eastern Europe".

It was not solely a question of improving the professional and technical training of future managers, scientists and engineers, desirable as this would be, but it was also recognised that through the critical revision of the structures and philosophy of education a vital contribution could be made to overcoming the resistance to necessary change throughout society, shaping more relevant knowledge, techniques and skills, and above all replacing old ways of thinking and decision-making with new ones.

1.2. DEVELOPMENT OF TEMPUS 1990 - 1992

TEMPUS was adopted by the Council on 7 May 1990, for an initial 'pilot phase' of three years beginning on 1 July 1990, within a perspective of five years. A later Council Decision extended the pilot phase for one year, until the end of June 1994.³ Responsibility for the implementation of the Scheme was assigned to the Task Force Human Resources. In accordance with Article 5 of the Council Decision establishing the TEMPUS Scheme, the Commission is assisted by a Committee composed of two representatives appointed by each Member State and chaired by a Commission representative.

From the start the main vehicle for the inter-university cooperation envisaged under the TEMPUS Scheme was the Joint European Project (JEP), supported for a maximum period of three years and involving the participation of at least one university from an eligible country, and of partner organisations, of which one had to be a university, in at least two EC Member States. Strategically speaking, the approach in this initial period was to pursue the restructuring objectives of the TEMPUS Scheme by supporting initiatives 'from below' which addressed the fundamental issues of reform through curriculum development, organised mobility of staff (particularly for retraining and updating periods) and students, and purchase and support of essential learning and communications equipment.

Support for various activities intended to build up effective networks was also available; Individual Mobility Grants for staff for teaching assignments, practical placements, staff retraining and updating and visits, as well as Complementary Measures grants for the extension to the eligible countries of European associations in higher education and other activities.

Provision was also made for limited support for Youth Activities and related activities intended to improve young people's awareness of the European dimension.

Between May 1990 and July 1993 the Task Force Human Resources, with the support of the EC TEMPUS Office⁴, working in close cooperation with the national authorities of a continually increasing number of eligible countries, carried out four selections of projects targeted to meet the latter's specific priorities within the framework outlined above⁵.

³ See Section 5 of this Report for subsequent development of the Scheme.

⁴ The EC TEMPUS Office is an autonomous office of the European Cooperation Fund, which is contracted to assist the Commission of the European Communities in the implementation of the TEMPUS Scheme.

⁵ The eligible countries benefiting from the Scheme increased from the initial two of May 1990 (Poland and Hungary) to a total of eleven by February 1992. In July 1993, these were Albania, Bulgaria, the Czech Republic, the Slovak Republic, Estonia, Hungary, Latvia, Lithuania, Poland, Romania and Slovenia.

The national authorities concerned established a National TEMPUS Office in each of the eligible countries involved full-time in carrying out its country's contribution to the implementation of the Scheme. By the end of this period the achievements can be summarised as follows:

TEMPUS achievements 1990/91-1993/94

Budget	cumulative global allocation in MECU	320.81 (PHARE)
	average annual project grant in ECU	155,000
Projects	total n° of projects supported 1990/91 - 1993/94	750
	number of JEPs in progress in 1993/94	504
Mobility	total staff periods abroad within JEPs	25,894
	total student periods abroad within JEPs	16,890
	individual staff visits East-West	3,887
	individual staff visits West-East	1,538
	individual student visits (1990+1991) ⁶	1,439
CME	Complementary Measures projects (Grants to Associations, for publications, etc.)	138
	Youth Activities projects	351

One indicator of the success of the Scheme in the period concerned was the fact that in all three years virtually 100% of the budgets allocated for grants were expended.

In relation to subject-area trends by the end of 1992/93, there was a relative decline in the initial strong emphasis by the eligible countries on projects in applied science and technology (down from 30% to 24%), while those involving business/management studies stayed at the same level (17%), and those in applied social sciences, medicine and environmental studies all increased. These changes over the last few years can be explained partly by the fact that existing pre-TEMPUS links between the European Community and the countries in question had tended to be in the applied sciences or technology-based subjects. Thus, from the start there was no shortage of good applications in these areas. In other areas either there was no strong tradition of cooperation, as in the social sciences, or the subjects themselves are relatively new ones, such as environmental studies, which are now being introduced gradually into the curricula of the eligible countries. The stable percentage of business management projects reflects the continuing considerable interest in this area.

⁶ From 1992/93, all student mobility was carried out within the framework of JEPs.

2. EDUCATION AND SOCIETY: REVIEW OF THE ISSUES IN CENTRAL AND EASTERN EUROPE AS REVEALED BY THE FIRST THREE YEARS OF THE TEMPUS SCHEME

In parallel with the implementation of TEMPUS in operational terms considerable effort has gone into ensuring systematic feedback to the Commission regarding action taken both from the higher education systems in the eligible countries and from Member State participants in TEMPUS projects.

In particular, the Commission, with the support of academic experts and in collaboration with the National TEMPUS Offices, has undertaken the monitoring of a significant sample of Joint European Projects, and encouraged structured consultation through conferences and workshops of individuals and institutions participating in the Programme. These are discussed at a later stage (Section 3.6).

The Commission has, in addition, received constant feedback through the informal contacts made on a daily basis with a wide range of interlocutors, particularly academics, from both Member State institutions and those in the eligible countries, who have been involved in TEMPUS activities of various kinds. It has thus been possible to build up a detailed picture of the main structural and practical obstacles that stood in the way of reform of higher education in the eligible countries, and to identify some of the principal factors which were and are likely to promote it. It is against this background that the operation and impact of the TEMPUS Scheme in the period under report can best be described. Section 2 of the TEMPUS Annual Report therefore summarises the main long-term issues of the higher education reform process in the social context of Central and Eastern Europe in the light of the experience acquired hitherto.

2.1. FACTORS FAVOURING REFORM OF THE HIGHER EDUCATION SYSTEMS IN THE ELIGIBLE COUNTRIES

First of all it is important to highlight the considerable potential for renewal which exists and which has explained the success of the TEMPUS programme in its first three years of operation.

The generally high level of teaching and research, and in particular the high level of theoretical knowledge students are required to attain, should be underlined and is indeed borne out by the reports of many TEMPUS participants from the European Community.

The fact that many academics and students played a substantial role in the breakdown of the old regimes should not be forgotten either. As far as the student body is concerned, an increased demand for qualification and requalification through various types of participation in higher education and training, linked to an impatience to obtain qualifications relevant to a new economic environment, is an important factor. TEMPUS projects focusing upon curriculum development and mobility have evident relevance to the satisfaction of these demands.

At the level of university staff members, one of the main reasons for the success of individual projects is the strong personal commitment of the individual staff members pushing for reform within their institutions.

In this context the role of the internationalisation of higher education as a factor working in favour of change becomes apparent as a means of introducing needed innovations and harnessing the energies of staff members working for the reform of their own situations but at the same time badly in need of financial support, and also perhaps guidance due to a lack of project management experience.

The unique opportunity for change offered by the TEMPUS Scheme lies not only in the emphasis on aid via cooperation but also in the transfer of concepts of good practice in project management which had already been absorbed into academic cultures and administrative procedures in the Community, and from the first could be adapted and applied to TEMPUS Joint European Projects. It should be noted that higher education institutions in the Member States had gained their relevant experience to a large extent via participation in inter-university cooperation projects within European Community schemes such as ERASMUS and COMETT.

2.2. STRUCTURAL OBSTACLES TO REFORM THE LEGACY

At the same time the massive problems faced by the higher education systems in Central and Eastern Europe cannot be overlooked.

One of the greatest challenges which the TEMPUS programme has had to face is the heritage of the past 40 or 50 years in the countries of Central and Eastern Europe.

Although dealing systematically with problems such as the more or less rigid separation of teaching and research between academies of sciences and the universities, the lack of diversification of higher education in the majority of the countries covered, control of access and student numbers and the extent and nature of state intervention, was not the direct concern of individual TEMPUS projects, debate in the eligible countries on these structural issues clearly determined the environment in which the TEMPUS Scheme has been implemented.

While an attempt has been made over the last three years to tackle some of these shortcomings by means of decree or new legislation, others cannot be dealt with in this way. There is, for example, no rapid and easy solution to the problem of resistance to change among those responsible for the functioning of higher education.

Moreover, the impact of new laws may not be immediately apparent. For example, while in many of the eligible countries new laws gave full or a substantial degree of autonomy to universities, it has become clear that for many academics and administrators learning to cope with that autonomy will take time. A certain tendency to reject any central authority or decision-making power could be detected in many instances in Central and Eastern Europe, thus weakening university leaderships and rendering the definition of policy at institutional level extremely difficult, and consequently complicating prioritisation of issues and resource allocation. The opposition to change of considerable numbers of tenured staff mentioned above posed particular problems in this context.

Similarly, a further consequence of increased university autonomy and the consequent weakening of the role of university leaderships was to constrain the possibility of introducing strategic reform not just at the level of the individual institution but also of the system as a whole. The very concept of planning or strategy was often, not surprisingly in the light of past experience, strongly resisted.

Further stresses upon the higher education system and the adaptation of staff to new conditions derived from the conditions of political uncertainty which, in various forms, continued to prevail in the eligible countries.

2.3. PRACTICAL OBSTACLES TO REFORM

2.3.1. Resource constraints

Over and above the more general factors mentioned above, there are a number of practical obstacles to the reform process and hence to the implementation of the TEMPUS programme. The most obvious one, in all cases, has been the limitation of the financial support available from national and external sources. Serious budgetary difficulties could be observed everywhere, the state budgets available to higher education institutions being constantly reduced and in many cases barely covering the minimum basic salary and infrastructure costs.

Furthermore, as a result of the low salary levels paid to university staff as public employees, it has become a common feature for staff members, often the most able of them, to take on alongside their commitment to the university second and even third jobs in order to survive. This clearly constitutes a serious constraint to rapid progress and change. Moreover, in some eligible countries one side-effect of the provision of retraining for academic staff, not only within the framework of TEMPUS, but also more generally, is an internal brain-drain, notably in relation to management or computing, as specialists trained in these new and popular subject areas find jobs in the private sector where their salaries increase significantly in comparison with academic ones.

2.3.2. Administrative and legal constraints

The factors of resistance to change were not confined to higher education and its institutions but could also be found throughout the administrative systems in the eligible countries thus affecting decision-making at central level, e.g. with regard to recognition of study courses, the status of new institutions, and the range and patterns of participation in higher education. Thus, even where there was a commitment to change, the administrative mechanisms needed to supervise and shape it were often deficient or even non-existent.

The juridical framework for reform was also often a problem, with insufficient or even contradictory legislation, both directly related to the higher education sector (regarding the recognition of new courses/institutions, or the financing of institutions) and in such intensely practical matters as, for example, the ability of universities or their subdivisions to have bank accounts, and in other fields of indirect importance for TEMPUS, such as the possibility of money transfers, and exemption of grants made under assistance schemes from VAT regulations.

There were also technical problems with COCOM (COordinating COMmittee for export controls) regulations concerning the acquisition of equipment, bad communication and/or telecommunication facilities in certain countries, and visa problems affecting the free movement of persons whose mobility was supported under TEMPUS.

2.4. TEMPUS AS A COLLABORATIVE RESPONSE TO THE PROBLEMS OF HIGHER EDUCATION IN THE ELIGIBLE COUNTRIES

The TEMPUS Scheme was not in any sense established as a pre-set panacea for these problems. On the contrary, by common consent of all concerned, it was designed, within PHARE, to provide assistance to the restructuring of the higher education sector with the maximum amount of flexibility consistent with accountability for the use of the Community's resources. Its fundamental starting-point was the common purpose, shared by academics everywhere, to re-establish a true commonwealth of science and scholarship which had been disrupted for more than half a century.

The immediate task was to enable trans-national teams of academics to be formed which could discern the most pressing needs at that point in time, and to take the first steps to meet them.

From the start a co-decisional *modus operandi* was adopted by the Commission and the national authorities concerned, and this was steadily refined and improved until it became a smoothly-running model of trans-national cooperation (as set out in flow-chart 1 on p. 17). Prioritisation with reference to the specific, developing needs of the individual eligible countries was achieved by a continuous process of consultation and discussion, and selection of high-quality projects was ensured by the procedures outlined in flow-chart 2 (cf. p. 19).

Because of the real historical conjuncture in which the TEMPUS Scheme took shape, its aim has necessarily been directed at a constantly moving target. The measure of the success achieved jointly by the participating institutions and consortia, the authorities of the eligible countries, and the Commission, has been precisely its capacity to achieve a series of beneficial outcomes, for example with regard to the development of new curricula and teaching materials which now demand and permit effective multiplication and dissemination throughout the systems concerned.

3. RECORD OF DEVELOPMENT AND ACHIEVEMENT IN THE ACADEMIC YEAR 1992/93

Within its overall objective of assisting the eligible countries to transform their higher education systems in such a way as to maximise the latter's contribution to the general economic and social restructuring envisaged under the PHARE Programme, the TEMPUS Scheme has, in its third year of implementation, addressed the following main issues:

- ❖ consolidation of Joint European Projects by means of intensive monitoring based upon an intensive Site-Visit Programme involving approximately 10% of projects currently running;
- ❖ further development of mobility JEPs for those eligible countries wishing to commit resources in this way;
- ❖ preparations for the promotion in the academic year 1993/94 of participation in TEMPUS by southern European Member States and Ireland through a special action involving intensive network-building contacts between these countries and universities in the eligible countries;
- ❖ jointly working with the national authorities concerned to ascertain more precisely the eligible countries' current and future priorities for reform.

3.1. THE TEMPUS BUDGET FOR 1993/94: THE CO-DECISION-MAKING PROCESS

The overriding factor with regard to the budgetary mechanisms governing the TEMPUS programme is that TEMPUS forms part of PHARE (cf. flow-chart 1). The critical factors are:

- ❖ the PHARE budget for each of the eligible countries is settled annually in negotiations between the Commission on the one hand, and the national authorities of those countries on the other;
- ❖ within that national budget, the disposition of the funds is at the discretion of the authorities concerned, and the proportion of that budget allocated to TEMPUS activities is set by them in consultation with the Commission;

- ❖ within the TEMPUS allocation provided from its PHARE budget by each of the eligible countries, projects are selected for support within a co-decision making process whereby both the Commission and the national authorities assess the quality of the projects, the Commission concentrating on the extent to which projects conform to the objectives and criteria of the TEMPUS Scheme, and the national authorities judging first and foremost their relevance to the priority needs of their country as they perceive them in the developing situation of the restructuring of their higher education systems;
- ❖ the final decision by the Commission and the Ministers of Education in the eligible countries on any given project is the outcome of a series of in-depth discussions of these convergent assessments. (cf. flow-chart 1).

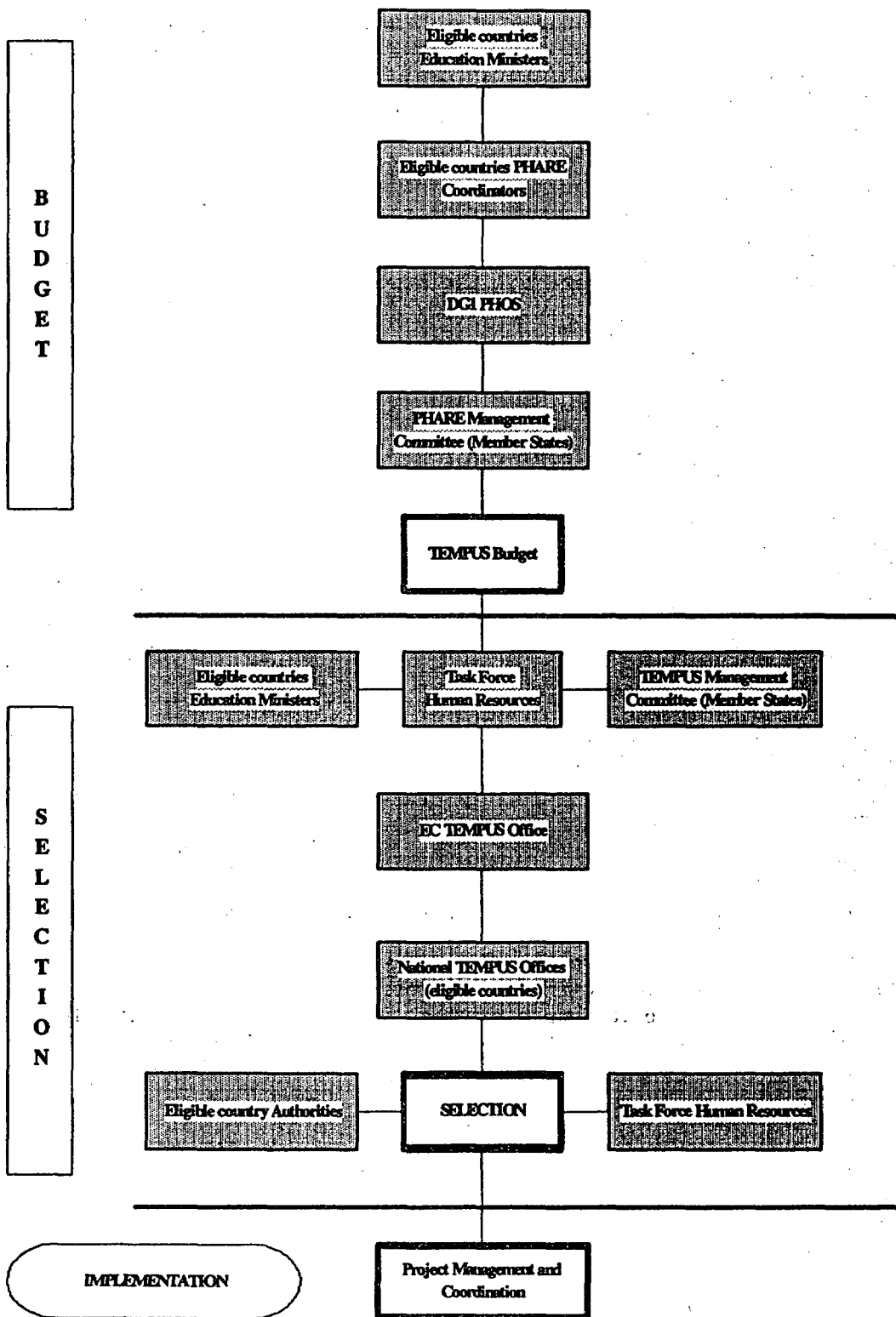
By following this procedure all parties seek to achieve, within the constraints on financial resources, the best possible balance of judgements, with reference to both quality factors and respect for the priorities established by the countries to which the assistance is directed. Inevitably, although a high proportion of applications conform to the various *desiderata* mentioned in the Guide for Applicants, it is only possible at the end of the selection process to support a relatively low percentage of them (averaging only 12% in the four selections to date).

The budget-forming process for TEMPUS activities in 1993/94 had to take into consideration two new elements, agreed on by the Commission and the PHARE coordinators of each of the eligible countries in November 1992, in order to start TEMPUS II in 1994/95 (cf. section 5, p. 33 ff.) with a clean slate:

- ❖ the funds allocated to TEMPUS in 1993 for activities in 1993/94 would have to be used primarily to pay off the remaining financial liabilities of national and regional Joint European Projects already running in their second and third years of funding (financial 'overhang');
- ❖ the need to make provision for the full three-year costs of the Joint European Projects to be selected to commence in 1993/94.

As a result a total budget of over 134.65 MECU (including the cost of technical assistance to the Commission for the implementation of TEMPUS) was allocated for the year (an increase of almost one third compared with 1992/93). However, given the need to provide first and foremost for the remaining costs of projects which began in 1991/92 and in 1992/93, this implied that the number of new projects starting in academic year 1993/94 would be very limited, and in the case of some eligible countries it meant that no new projects at all could be considered. Thus, with the full agreement of the eligible countries concerned, the 1993/94 call for applications was cancelled with regard to Joint European Projects involving Bulgaria, the Czech Republic, Slovakia, Poland and Romania. The call remained open for Albania, Estonia, Hungary, Latvia, Lithuania and Slovenia, but even for these countries only a very limited number of new proposals could be accepted because the bulk of the available budget would still have to be used for re-funding existing Joint European Projects.

Flow-chart no 1 - The co-decision making process in TEMPUS



3.2. JEP GRANT ACTIVITIES: RESULTS OF THE 1993 SELECTION ROUND

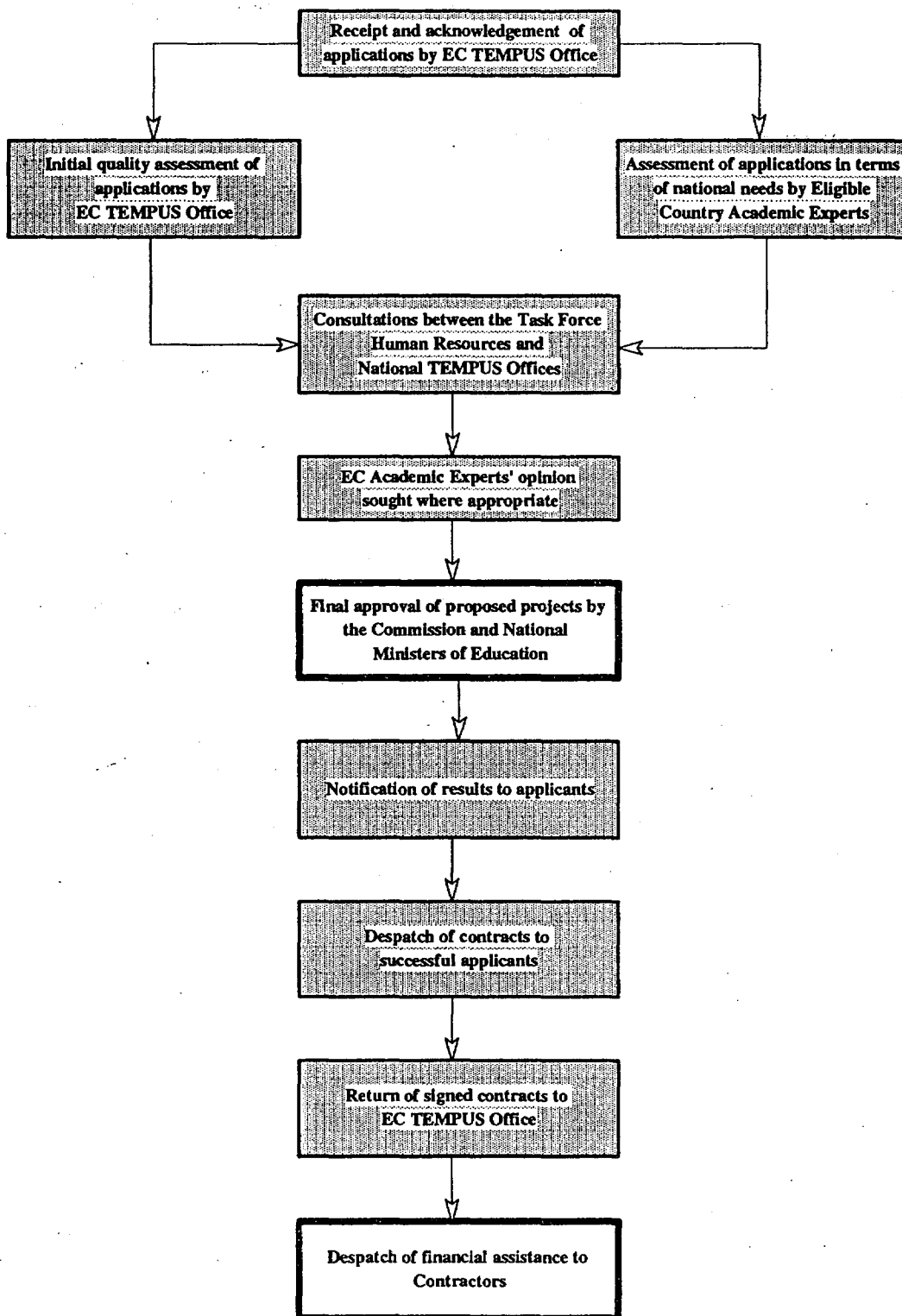
The total budget allocated for Joint European Projects, including renewals of multiannual projects currently running and approved for re-funding, amounted to over 117 MECU. This total included a sum of 10.25 MECU from the PHARE Regional Facility for the continued support of regional projects currently running. The new regional projects accepted for the academic year 1993/94 will be funded from the national budgets of the countries concerned.

From the global total, over 106 MECU were allocated to the financing of the 'overhang' from previous years (i.e. the costs of current renewals), while 11.41 MECU was used to support a total of 39 new projects (37 national and 2 regional) starting in academic year 1993/94 (including provision for renewal of funding for a further two years).

Number of JEPs supported in 1993/94	504
Number of new JEPs in 1993/94	39
Number of JEPs renewed in 1993/94	465
Number of new JEP proposals received in 1993	308
Total amounts available for TEMPUS in 1993/94 from the PHARE budget:	MECU
National	118.9
Regional	10.25
Technical assistance to the Commission	5.50
Total	134.65

Selection procedures for Joint European Projects are summarised in flow-chart 2. The main features were as follows:

Flow-chart no 2 - The stages of the selection process for TEMPUS projects



Thus under the overall supervision of the Commission:

- ❖ all applications for support for Joint European Projects were submitted to the EC TEMPUS Office in Brussels. Copies of applications concerning their institutions were then sent to the National TEMPUS Offices in each of the eligible countries;
- ❖ the EC TEMPUS Office and the National TEMPUS Offices jointly determined which applications corresponded to the priority areas established by the eligible countries;
- ❖ an overall assessment of the quality of applications received was carried out by the EC TEMPUS Office, with a parallel assessment procedure by the six National TEMPUS Offices in terms of the benefit of projects to their country within the overall PHARE context;
- ❖ bilateral consultations were then held in order to coordinate the different assessments carried out with a view to arriving, as far as possible, at a common assessment of projects for discussion with panels of experts and the early identification of those projects where opinions differed and where an expert opinion would be particularly important;
- ❖ following this internal consultation procedure, the Commission consulted external academic experts representing the main TEMPUS priority areas from both Community Member States and the eligible countries;
- ❖ as a result of these consultations a final list of projects proposed for support was drawn up by the Commission. Following the agreement of the Ministers of Education in the eligible countries concerned, the Commission decided the award of TEMPUS grants to the applicants figuring on the final list.

New JEP applications for activities commencing in 1993/94 for cooperation activities with Albania, Estonia, Hungary, Latvia and Lithuania:

JEP type	Received	Accepted	%
Mobility	40	9	22.5
Structural	268	30	11.2
Total	308	39	12.6

Additionally, the Commission continued to support 465 projects first accepted in the academic years 1991/92 and 1992/93 and which submitted renewal applications in 1993:

Year	Received	Renewed
1991/92	274	244
1992/93	240	221
Total	514	465

Taken with the 39 new projects starting in 1993, this gives a total of 504 Joint European Projects running in 1993/94. The average grant per project is as follows:

	Organisation (in ECU)	Mobility (in ECU)	Total (in ECU)	Number
new JEPs	58,500	58,500	117,000	39
1992/93 JEPs	71,500	78,500	150,000	221
1991/92 JEPs	75,500	84,000	159,500	244
Total				504

3.2.1. Analysis by subject-area

Most of the 39 new JEPs supported are in engineering and applied science subjects (8 or 20.5%), in agriculture and agro-business (6 or 15.4%), and in business, management and applied economics (5 or 12.8%). Although only one environmental protection project was supported, there were three in medical sciences and 5 in natural sciences and mathematics (7.7% and 12.8% respectively).

Looking at the cumulative picture, TEMPUS projects are running in 16 different subject areas ranging from engineering and agriculture to humanities and art and design. The two biggest subject areas (management and engineering) still account for almost half of all projects currently running.

Equipment purchase is much more extensive in the technology related subject areas than in those related to humanities. For example, in engineering projects an average grant allocated to equipment is more than double that allocated to a project in the subject area of modern languages. On the other hand, of all subject areas, management studies registered the highest personnel costs.

3.2.2. Analysis by eligible country, Member State, and G-24 participant country

It should be borne in mind that the 1993/94 selection round was anomalous in the sense that very few projects could be supported and the Call for Applications was cancelled in the case of five of the eligible countries (Bulgaria, Czech Republic, Slovakia, Poland and Romania). (cf. Section 3.1).

Of the six eligible countries which participated in the Call for Applications, five were represented in the 39 new projects selected. No projects from Slovenia could be supported.⁷ In addition, Poland and Slovakia are involved in 1 and 2 projects respectively. The participation of the countries having participated in the Call for Applications is detailed in the following table:

⁷ Slovenia had no projects supported as there proved to be no funds available for new projects from that country's PHARE budget, all available moneys having to be used to cover the overhang.

Eligible state participation	Country involvement	Coordinating country (other than EC)
Albania	5	—
Estonia	6	3
Hungary	18	16
Latvia	6	—
Lithuania	5	1
Total	40 ⁸	

In terms of contractors, of the 39 projects supported the largest proportion by far was taken by Hungary (14 or 35.9%). All other projects had contractors in the European Community.

With regard to Member State participation in general there was a reasonably even distribution, only Luxembourg not being represented, while in terms of contractual responsibility Germany and the UK provided contractor institutions in over a quarter of the total cases.

Also noteworthy were the 16 involvements of G-24 countries in the 39 projects supported, including 5 each in Sweden and Finland, 2 in Norway and 4 in the USA.

3.2.3. Special Action structural JEP: the establishment of a Eurofaculty in Riga

A Special Action initiated in the period under report was the preparatory work undertaken prior to the establishment of a 'Eurofaculty' in the Baltic States designed to support, develop and restructure higher education in the three Baltic States in the fields of law, economics and public and business administration and more generally to promote cooperation between the countries involved.

The proposal for the establishment of a 'Eurofaculty' in the Baltic States was adopted by the Council of the Baltic Sea States on 6th March, 1992.

The Commission was invited by the Council of the Baltic Sea States to coordinate the implementation of the 'Eurofaculty' in the framework of the TEMPUS programme and the decision was taken to base the Centre in Riga with the initial participation of universities in Estonia, Latvia, Lithuania, Denmark, Finland, Norway, Poland, Germany, and Sweden. It is planned to extend the network in due course to universities in Russia.

⁸ The total of 40 participants in 39 projects can be explained by the fact that one of the projects is a regional project involving Hungary and Latvia.

The Centre will be a legally autonomous foundation financed by national donations, and by the Commission through the TEMPUS programme. The total budget for the first two years of operation amounts to an estimated 3.5 MECU including for the academic year 1993/94 a total budget of 320,000 ECU allocated from the national TEMPUS budgets of the four eligible countries involved (Estonia, Latvia, Lithuania and Poland) within the framework of a regional JEP to fund the preparatory work necessary and the activities of the first phase.

The first phase of activities under the umbrella of the Eurofaculty Centre will begin in September 1993 with the training/updating (including language preparation in English and German) of academic staff and postgraduate students (approximately 150), together with the upgrading of existing libraries in Estonia, Latvia and Lithuania.

During the second phase starting in September 1994 regular undergraduate and postgraduate courses are envisaged for approximately 250 students per year in subjects selected by the Baltic universities.

3.3. INDIVIDUAL MOBILITY AND COMPLEMENTARY MEASURES, RESULTS OF THE 1993 SELECTION ROUND

A total of 11.45 MECU was allocated in the 1993 budget to support activities other than Joint European Projects in 1993/94. The activities concerned comprised Individual Mobility Grants, Complementary Measures projects, and Youth Activities. Additionally, approximately 10% of this total was allocated to financial support for contracts covering expenses essential to the running of the National TEMPUS Offices in the eligible countries.

3.3.1. Complementary Measures: Grants to Associations, for publications, studies and surveys

In the case of support for Complementary Measures the procedures followed a pattern analogous to that used for the selection of Joint European Projects, streamlined to allow two selection rounds per year.

A total of 1.2 MECU was budgeted to cover the cost of supporting a limited number of specific Complementary Measures projects submitted by associations of universities in relation to the extension of academic networks intended as springboards and multipliers for cooperation initiatives, and for publications and for studies and surveys serving a similar purpose and strictly related to the aims of TEMPUS. In the first selection round (of two) for activities to be undertaken in 1993/94, nine such projects were supported.⁹

3.3.2. Joint European Networks (JENs)

Preliminary work was also carried out in the period under report to prepare for the introduction in 1993/94 of a further type of Complementary Measure, the Joint European Network, intended to enable the most successful already-completed Joint European Projects in the eligible countries which had been involved longest in the TEMPUS Scheme to maintain their networks and disseminate their results as examples of good practice. Support awarded for these activities will be regarded as part of the Complementary Measures budget. (See also 5.4.3.).

⁹ To complete the picture of Complementary Measures activities supported in 1992/93, the results of the second selection round (deadline for applications, June 1992) should be added to those given: 17 projects supported at a total cost of 162,000 ECU, giving a grand total for the period under Report of 26 projects at a cost of 250,000 ECU.

3.3.3. Youth Activities

A further budgetary provision was made for support for Youth Activities and related activities intended to improve young people's awareness of the European dimension. A total of 2.4 MECU was allocated for this purpose for activities in 1993/94, in two selection rounds, in the first of which 49 projects, involving exchange experience based on organised cultural interaction involving 1,116 young people, were supported, while 406 youth leaders were to undertake short preparatory visits or training courses. The selection procedures used followed the same pattern as that for Joint European Projects.

Among the eligible countries, Poland has put particular stress upon Youth Activities, including a series of Youth Pilot Projects and regional training courses for youth leaders intended to lead to long-term cooperation in this field, allocating 1 MECU for 1992/93, and a further 2 MECU for 1993/94 for these purposes.¹⁰

The Pilot Projects, aimed at young people between 15 and 25 who would not be otherwise be in a position to take part in an inter-cultural event, are intended to develop from the experience acquired to date in Youth Activities within the programmes of the European Community in this field. After discussions with the Polish national authorities, the Commission drew up special guidelines and application forms for Pilot Projects to promote cooperation between young people and/or bodies responsible for youth affairs in Poland and the EC Member States. The aim is to select projects which are innovative and beneficial at local level, and respond to the needs and interests of young people in relevant fields (e.g. combating racism, youth criminality, ecology, cultural and artistic activities, youth journalism etc.), and are managed by the young people themselves. Particular attention will be given to projects which could be used as a model in other communities/countries, and which could lead to forms of cooperation or networking. Particular attention will be given to projects involving disadvantaged young people.

3.3.4. Individual Mobility Grants

The structures and procedures for the selection of Individual Mobility Grants, also involving two selection rounds per year, continued to reflect the devolution of the responsibility for staff mobility from the eligible countries to the Member States of the European Community to the respective National TEMPUS Offices. Each of the latter, with the assistance of local academic expert advisers, received the applications from its own country and then assessed them, in consultation with the EC TEMPUS Office, according to criteria agreed with the Commission. Both the National TEMPUS Offices and the EC TEMPUS Office used the same specially-developed interchangeable computer software to input the data and generate the necessary statistics. The use of the common standardised assessment criteria allowed the efficient transfer of data for the production of overall statistics, for contracts administration, and for preparation of grants payments awarded in the final selection by the Commission. The selection process is illustrated in flow-chart 3.

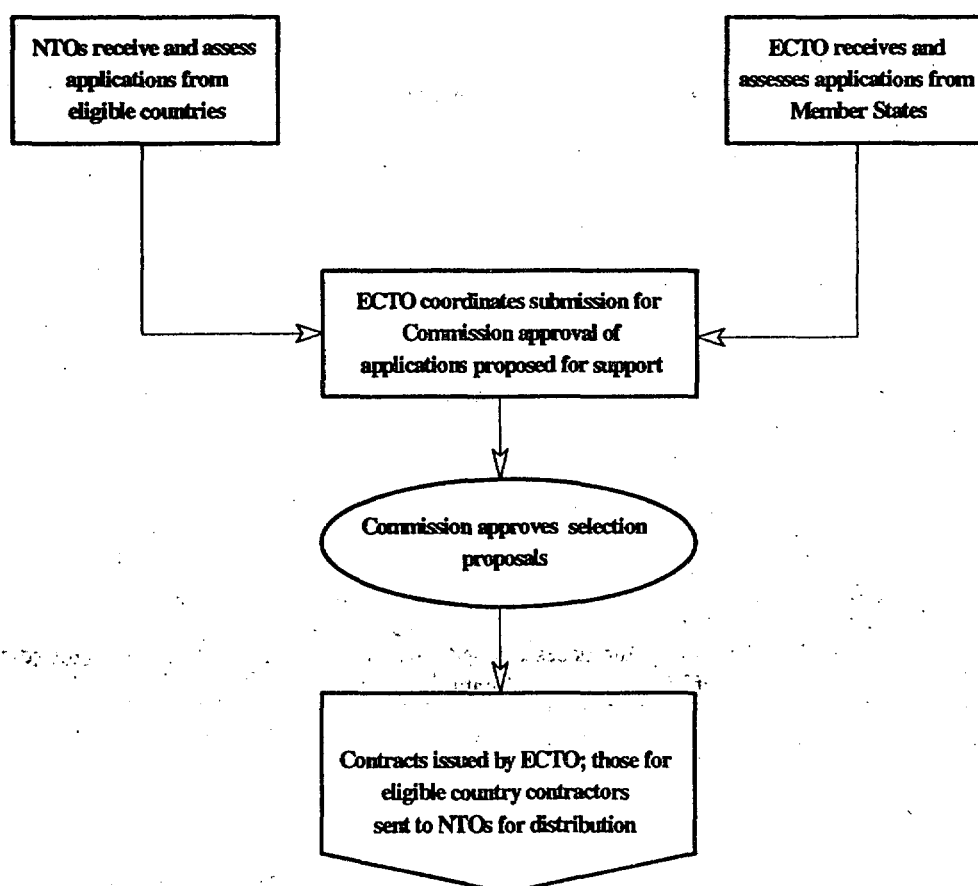
¹⁰ To complete the picture of Youth Activities supported in 1992/93, the results of the second selection round (deadline for applications, September 1992) should be added to those given: 75 projects involving 1,561 participants, giving a grand total for the period under report of 124 projects involving 3,083 participants; additionally, 18 applications within the special Pilot Projects to be carried out between 1 May and 31 December 1993 with Poland were supported at a cost of 242,300 ECU.

Some 977 staff members from the eligible countries who will undertake updating, teaching and exploratory visits in the Community were awarded Individual Mobility Grants in the first selection round (of two) for activities in 1993/94, while 404 staff members from European Community countries will visit the eligible countries for various approved purposes, including teaching assignments.¹¹

Additionally, a total of 103 Individual Mobility Grants were made within the framework of a Special Action designed to promote the formation of networks leading to Joint European Projects between the eligible countries and certain European Community Member States (Spain, Italy, Portugal and Ireland), whose participation in TEMPUS had hitherto not been proportionate to the capacity of their national higher education systems.

The total funds budgeted to finance these types of mobility amounted to 4.7 MECU for both normal 1993/94 selection rounds and the Special Action combined.

Flow-chart no 3 - Stages of selection of Individual Mobility Grants



¹¹ To complete the picture of Individual Mobility activities supported in 1992/93, the results of the second selection round (deadline for applications, June 1992) should be added to those given: 638 staff moved from the eligible countries to Member States and 213 in the opposite direction at a total cost of 2,072,760 ECU (giving grand totals for the period under report of 1,615 and 617, at a cost of 4,515,236 ECU).

3.4. LIAISON ACTIVITIES

Cooperation between the Commission and the National TEMPUS Offices established in the capital cities of the eligible countries continued and was strengthened during the period under report. A key feature was the regular consultation with the Commission and the EC TEMPUS Office through bilateral and joint discussions on operational matters such as preparation of selection procedures and information activities.

Of particular importance has been the pivotal role of the National TEMPUS Offices in ensuring smooth liaison between the Commission and their national authorities in relation to the definition of national TEMPUS priorities and also with their PHARE coordinators in the preparation of the budget discussions with the Commission.

A new dimension was added to the role of the National TEMPUS Offices by their responsibilities in relation to the organisation of site-visits to JEPs in their countries. Their organisational role and the participation of their staff in these made an important contribution to this aspect of monitoring (cf. Section 3.6).

Cooperation between the National TEMPUS Offices and the EC TEMPUS Office became increasingly reciprocal in its function, with experienced staff from two of the National TEMPUS Offices being seconded to the EC TEMPUS Office for limited periods, while plans were in preparation for the secondment of a member of EC TEMPUS Office staff to the National TEMPUS Office in Warsaw to assist with the Youth Activities Pilot Projects scheme.

3.5. INFORMATION ACTIVITIES

To assist effectively in the development of human resources in the higher education sector of the eligible countries, information materials were kept as uncomplicated as possible, with the intention of addressing the essential concerns of users.

A new edition of the *Guide for Applicants* and the application forms for TEMPUS **PHARE** was prepared and distributed in all nine Community languages. A separate *Guide for Applicants* relating to the pre-JEP phase of TEMPUS **TACIS** (cf. section 5.3 for further details) was also prepared and distributed. The separate Guidelines, Application Forms and information sheets for Youth Activities were revised and distributed in the nine languages. A special *Guide for Applicants* for support under the Polish Pilot Project scheme was also prepared and sent out to the National TEMPUS Office concerned for distribution. The small leaflet summarising the key facts on TEMPUS in nine languages was updated and distributed.

A *Compendium* of all projects running in 1992/93 was published in October 1992, and given wide distribution, as was the *Directory of Higher Education Institutions in Central and Eastern Europe*, first published in December 1991. This *Directory* is the only such guide currently available.

The *Annual Report* on the scheme, covering the period 1 August 1991 to 31 July 1992, was published early in 1993.

The *Compendium* and the *Annual Report* were distributed to meet the needs of a more specialised institutional readership, the former being of particular interest to partners in existing or planned Joint European Projects, while the latter was best fitted to the information needs of the institutions of the European Community, the Member State contact points, the National TEMPUS Offices and the media.

An exceptional publication was the Report of the TEMPUS Conference held in October 1992, including summaries of the papers and workshop discussions. (cf. Section 5 of this report).

(A full list of TEMPUS publications is given in annex).

3.6. MONITORING

The Commission maintained a full programme of internal monitoring procedures for all TEMPUS actions, carrying out detailed surveys and analyses of a number of relevant aspects (situation in the different eligible countries, the different priority areas, Community involvement, G-24 involvement etc.) of projects supported in the previous selection round.

A particularly important new component of this activity was the organisation and implementation of an intensive programme of site-visits carried out during the period under report which involved a total of 39 visits to ongoing Joint European Projects and covered all the eligible countries. The monitoring of projects included two different visits, one to the eligible country institution involved, concentrating on the progress made towards the realisation of the objectives set, and a financial audit carried out at the contracting institution. A report setting out the main results of the Site-Visit Programme carried out in the academic year 1992/93 will be published concurrently with this report.

The findings and experience acquired from these visits, which were led by the Commission, assisted by the National TEMPUS Offices of the countries concerned, and involved teams of academic experts from both the Member States and Central and Eastern Europe, will clearly be of the highest relevance to the next stage of the TEMPUS Scheme. They will provide a platform for the development of future policies for evaluation of the scheme as a whole, as required by the relevant Council Decision, and with particular reference to the observations made in the Court of Auditors report on the operation of the TEMPUS Scheme published in December 1992, and in the Commission's response thereto.¹²

4. OUTCOMES: MEASURING THE IMPACT OF TEMPUS

This section of the report attempts to measure the results of the TEMPUS Scheme hitherto and is based mainly on an assessment of the written material submitted by projects, primarily in the form of final reports from contractors. Another valuable source of information has been discussions with programme participants, in particular in the course of the extensive Site-Visit Programme mentioned above.

¹² Cf. OJ C 330 Vol. 35 of 15 December 1992 for the Court of Auditors' Report on TEMPUS and the Commission's response.

4.1. JOINT EUROPEAN PROJECTS

This section sets out to illustrate the main conclusions reached so far about the characteristics of successful and less successful projects implemented within TEMPUS.

An attempt has been made to measure the impact of the programme at the following three levels:

- ♦ departmental/faculty level, within a particular higher education institution;
- ♦ institutional level;
- ♦ the higher education system as a whole.

4.1.1. Departmental/faculty level

Information available so far from grantholders' reports and site-visits suggests that the impact of TEMPUS projects in bringing about reform at departmental and faculty level has been significant and, indeed, that the programme's greatest impact hitherto is at this level. The main activities implemented within TEMPUS projects and considered to have a significant impact at this level are as follows:

■ *Curriculum development and the related development of teaching materials*

The overall aim is to update curricula in the eligible countries to European Community standards. Taken together, the revision of existing curricula and the development of new courses represent the most important activities to take place within TEMPUS projects, given their potential long-term impact at both departmental and faculty level in the eligible institutions concerned. Curriculum development is often the main project objective, other activities being carried out to achieve this goal.

In most cases curriculum development involves the introduction of new aspects to already existing courses or the establishment of new courses within already existing degrees. Only in a very few cases have new degree courses been established. Curriculum development activities also include the introduction of new teaching methods such as case studies, practical stages, open and distance learning and action- and problem based learning.

Substantial success has been achieved in this area within TEMPUS to date, despite the fact that it is considered by project participants to represent a particularly demanding challenge. First of all, it requires careful targeting and planning with regard to the needs of the eligible country concerned and the particular local situation. Secondly, it involves coordinated planning with the other activities through which the curriculum development will take place, such as staff retraining, equipment purchase and the preparation of teaching materials. Finally, institutional support is absolutely necessary to ensure success with regard to the recognition of new/revised courses and degrees.

Curriculum development projects which have been successfully implemented within TEMPUS taking into consideration the aspects mentioned above clearly produce concrete results which have a beneficial and long lasting impact on the departments and faculties concerned.

- *Acquisition of equipment*

The installation of new and up to date equipment including the provision of relevant books, periodicals and software generally available to all staff and students at departmental and faculty level is one of the most visible impacts of TEMPUS. The character of the equipment bought varies from one subject area to another, e.g. in management projects the majority of the equipment grant is usually spent on PCs while in modern European languages projects it is spent on language laboratories and books. On average, half of the project organisational grant is spent on equipment. In general however, expenditure on equipment is much more significant in the technology related subject areas than in the humanities related ones. For example, in engineering the average grant allocated to equipment was more than double that allocated to a project in the subject area of modern languages (ECU 59,000 and 28,000 per project respectively). With proper maintenance and service the equipment installed should be of long lasting benefit to the departments concerned.

- *Staff mobility to the EC*

Staff mobility has both personal and institutional impacts at departmental and faculty level when carried out in a coordinated way within a project. In personal terms staff not only gain new skills and knowledge but benefit from exposure to different cultures, teaching and research environments and acquire additional language skills. Retrained teachers who continue their teaching career at the same institutions are able to implement this new knowledge within their departments using teaching and research materials brought from their partner institutions in their own courses. On the other hand, retrained teachers are more attractive to the job market and often have the possibility of more lucrative positions in private enterprise. This is especially true in subjects such as management and computing. Some institutions require teachers to sign a 'declaration of intent' to return before agreeing to their study periods abroad.

- *Student mobility*

While extremely beneficial to the individual students concerned, student mobility appears to have limited immediate impact at departmental or faculty level. However, in the medium term, the role of returnees in influencing attitudes within departments, both among fellow students and staff members, often obliging the latter to consider changes to curriculum and teaching methods, may become substantial. Where student mobility is directly linked to curriculum development the structured involvement of students, whether full-time or post-studies, plays an important role in ensuring necessary feedback regarding the new courses developed. Student mobility, where this concerns directly the training of future university teachers, may also prove beneficial in the medium and long term, although it is difficult to guarantee that students will remain in university life: skilled young professionals with EC experience and a command of foreign languages are often tempted by more attractive offers from private enterprise.

4.1.2. Institutional level

The creation of new institutions or of new faculties in already existing institutions has only been attempted in a few cases within the framework of TEMPUS JEPs. This is due in particular to the high costs involved and the overall complexity entailed in creating completely new curricula, employing staff, building teaching and research facilities etc. Most cases of newly established institutions or faculties occur in subject areas new to the eligible countries' higher education systems, such as business management or environmental studies, and often tend to be linked to continuing education.

If one considers JEP outputs to be cumulative, then it is easier to talk of possible institutional impacts with regard to institutions involved in several projects. The creation of new courses or the introduction of changes into existing courses in several different departments has the potential to create the synergy which can influence the entire institution as does teaching updated to European standards. New teaching methods introduced often spread across institutions and may lead to interdisciplinary cooperation. Equipment purchased is often available to more than one department; this is particularly true for library facilities and materials. The experience acquired at project management level is also an asset at institutional level. As projects develop these factors will combine to increase the effectiveness and competitiveness of the institution as a whole. The institutional visits planned within the Site-Visit Programme for 1993/94 will be particularly important in analysing this aspect.

4.1.3. Higher education system level

The impact of TEMPUS projects at this level is very difficult to assess, and it is important to bear in mind that it is also too early to expect results at this level after three years. Furthermore, the following aspects should be considered:

- ❖ The scale of Joint European Projects: an average project lasts for three years and spends on average 121,000 ECU in its first year, 148,000 ECU in its second year and 179,000 ECU in its third year.
- ❖ The objectives of TEMPUS: while TEMPUS will concentrate in its second phase (cf. section 5, p. 35) on acting in a more targeted way within the framework of national strategies for the development of higher education, in particular via the joint definition with each country of priorities for support within TEMPUS, TEMPUS projects have hitherto been designed primarily to fulfil the needs of particular departments in particular institutions in respect of the concrete activities described above.

Thus, any contribution to the development of higher education systems as such must be seen in a more long-term perspective and certainly derives at present from the implementation of a critical mass of projects running successfully rather than from any direct impact on the system.

At the same time, one important impact of TEMPUS is the experience it has allowed individual academics to acquire in learning the business of international cooperation with colleagues from the European Community and beyond. The joint identification of problems leading to the preparation of projects targeted to solve these problems as well as the elaboration and implementation of work programmes, participation in an open competition for funds and participation in meetings and joint decision-making procedures are all aspects of this phenomenon.

At the level of the higher education system, the creation of National TEMPUS Offices in each country to take responsibility for the implementation of the programme in their country has led over the past three years to the setting up at central level of groups of highly qualified persons with invaluable experience of running international cooperation programmes in each of the 11 beneficiary countries, experience which, it is to be hoped, will be put to good use in a context much wider than TEMPUS.

4.1.4. Factors contributing to the impact of TEMPUS projects

A number of different factors govern the success of individual TEMPUS projects. On the basis of experience gained hitherto, the main factors conditioning the outcome may be categorised as follows:

- ◆ involvement and cooperation of all project partners on an equal basis;
- ◆ strong personal commitment of all partners, in particular a high degree of initiative of eligible country partners along with sustained support by the institutional management both in the Community and in the eligible countries, i.e. the success of a project often depends on it being supported strongly by individuals pushing for reform;
- ◆ realistic project aims understood by all and leading to a clear, structured work programme;
- ◆ adequate financial resources to realise the objectives defined;
- ◆ support for curriculum development as part of a coherent institutional development strategy;
- ◆ careful selection of staff to be retrained with regard to age, position, language ability and attitude to change;
- ◆ adaptation of Western materials to meet the needs of the target institution in the eligible country.

4.1.5. Individual Mobility

A synoptic view of the impact of TEMPUS in this field can be derived from a survey carried out in 1992/93 on teaching staff who had received Individual Mobility Grants in previous years. Short visit grants may be awarded to carry out a variety of activities: to prepare an application for a Joint European Project; to contribute to the preparation of new teaching materials and/or to take part in a teaching programme; to collect and disseminate information and to give advice.

More short visit grants to prepare a Joint European Project were awarded than any other type. During this type of visit information on teaching methods and programmes was exchanged, possible areas for cooperation were defined, practical aspects of the project were discussed, meetings took place between staff and students (if students were to be involved in the project) and a draft Joint European Project was either written there and then, or soon after the visit. Many grantholders visited more institutions than planned. Analysis showed that a large proportion of such visits actually led to a JEP application being submitted, and a much smaller number to the preparation of a Complementary Measures project.

Visits to prepare teaching materials often revealed that a new course was being designed from scratch. Sometimes, existing course material was reviewed, in others new technology was introduced.

During visits to collect and disseminate information, to exchange advice and/or to increase mutual understanding of respective higher education and training systems, information was sometimes exchanged beforehand, so that during the visit structured information sessions involving staff from different departments rather than informal discussions could ensue.

In some cases, a JEP application was the unexpected outcome of a visit which had another activity as its main aim. In a few cases student and/or staff exchanges took place immediately after the IMG visit, funded by the universities themselves, before the partners knew whether a JEP application would be successful.

On the whole, it may be said that teaching visits, like JEP-preparation visits, produce very concrete results. Sometimes teaching/training assignments led to the production of new materials as well as the subsequent exchange of up-to-date teaching materials and, more frequently, to curriculum development. Some European Community academics reported that they adapted curricula in their home universities as a result of what they had learned during their IMG visits.

Grantholders who went on teaching assignments often reported that the original programmes of lectures planned had widened considerably during the visit, or had been extended to include information seminars on the TEMPUS Scheme itself. The follow-up to a teaching visit was often limited in scope. Following enthusiastic reception of their lectures, many lecturers wished simply to repeat the exercise, without foreseeing any variants or widening of cooperation.

The teaching staff from the eligible countries were usually interested in the integration of a practical university/industry element in many European Community university courses and some reported the immediate introduction of a practical element into their own courses. Many also expressed interest in the relatively informal student/teacher relationship common in certain Member States. The level of commitment of teaching staff in the eligible countries was often praised although at the same time difficulties faced by staff committed to implement change were also noted.

Common to all grantholders was an increase in their knowledge of the host country and an impression of the climate of intellectual curiosity in the eligible countries. Almost all participants mentioned that they acquired comprehensive information on educational policy-making in the country(ies) visited.

European Community visitors often referred to the poor level of equipment, particularly in the laboratories, of the universities visited; also drawing attention to the need for textbooks. While some subject area specialists found that their fields were under-developed in some of the eligible countries, favourable comments were also made on the high-level of teaching there and the impressively solid theoretical knowledge that students of hard sciences were required to obtain.

Most reports said that communication was satisfactory either because the hosts in the eligible country spoke one (or more) foreign language(s) (usually English, German or French) or good interpreters were present, but users of Spanish and the Portuguese found that communication was a barrier to future cooperation.

Valuable spin-off from Individual Mobility Grants included attendance by eligible country grantholders at conferences and symposia while carrying out their missions and increased reciprocal understanding of other countries and systems of education and training. Publications, subject area networks and cooperation in other areas such as distance learning and research were also planned as a result of these contacts.

It thus seems clear that Individual Mobility plays a relatively low-cost but important part in the process of promoting the transnational cooperation which is the primary objective of TEMPUS.

5. PREPARATIONS FOR TEMPUS II

This section of the Report addresses the main principles of the Council Decision of 29 April 1993 establishing the second phase of the TEMPUS Scheme and the particular modifications to it in relation to the strategy for TEMPUS TACIS and for the continuation of TEMPUS PHARE.

5.1. TEMPUS CONFERENCE OCTOBER 1992

The Commission's proposals for TEMPUS II were submitted to the Council of Ministers of the European Communities and the European Parliament at the beginning of October 1992. Simultaneously the main issues linked to the future development of TEMPUS were discussed at a major conference on 'The role of higher education in the reform process of Central and Eastern Europe' organised by the Commission on 1-2 October 1992 in Brussels.

The Conference was able to reflect on the role of Central and Eastern European higher education in the overall reform process of the countries concerned, in the context of their transition to both market economy and democracy. It attempted to identify the key problems which must be tackled if this role is to be fully assumed. The role of Community support in this context, with particular regard to the future development of TEMPUS, was examined objectively and in depth.

A broad consensus quickly emerged that the successful restructuring of the higher education system might be a crucial factor in the transition to democracy and a market economy in the eligible countries. Equally, however, it was recognised that barriers inhibiting the fulfilment of this role by universities still remained. TEMPUS was praised as an early visible sign of the commitment to overcome these obstacles in order to ensure that universities make their fullest possible contribution to the transition process. Practical suggestions for improving the way it functions were put forward and the Commission undertook to ensure that these recommendations were examined and followed up as appropriate during the next phase of the TEMPUS Scheme.

5.2. COUNCIL DECISION OF 29 APRIL 1993

Following an initial exchange of views among the Education Ministers of the European Community in November 1992, and the positive opinion of the European Parliament rendered in March 1993, the Council Decision adopting the second phase of the Trans-European cooperation Scheme for higher education (TEMPUS II) was taken on 29 April 1993.¹³ This Decision effectively continued the operation of the TEMPUS Scheme to the existing eligible countries and also extended it to the Republics of the former Soviet Union, enabling those Republics wishing to devote a part of the overall funds made available to them by the Community to participation in the TEMPUS Scheme (cf. Foreword).

¹³ OJ N° L112/34, 6 May 1993

The Council Decision of 29 April 1993 also reflects the Commission's intention to direct TEMPUS in its next phase of development more firmly towards the higher education reform strategy of each individual eligible country. This is reflected both in the newly defined objectives of TEMPUS II set out in Article 4 of the Decision and in Article 5, which states that the Commission shall agree with the competent authorities in each eligible country detailed objectives and priorities for the role of TEMPUS II in the respective national strategies for social and economic reform. In addition, one of the tasks now assigned to the TEMPUS Committee is to consider the objectives and priorities to be discussed with each country.

The Annex to the Council Decision on TEMPUS sets out the different activities covered by the TEMPUS II programme. TEMPUS **TACIS**, like TEMPUS **PHARE** until now, will concentrate on Joint European Projects (including attendant mobility) between at least two Member State higher education institutions and one eligible country higher education partner institution as the main instrument for the cooperation activities envisaged.

5.3. TEMPUS **TACIS**: THE PRE-JEP STRATEGY

For TEMPUS **TACIS** it is the Commission's intention to modulate the particular mix of activities proposed for TEMPUS II as well as the time-scale for their introduction to meet the differing needs and conditions of development of the eligible states concerned.

Given the overall aims of the TACIS Programme, support will be focused on projects for structural change in higher education, aimed at encouraging institutional development within higher education (e.g. by encouraging large scale curriculum overhaul, by strengthening institutional autonomy or via the introduction of appropriate institutional management techniques).

TEMPUS II activities are planned to commence in the academic year 1994/95. In order to be able to implement viable TEMPUS **TACIS** Joint European Projects at that time, the Commission intends to undertake preliminary action in 1993/94, concentrating mainly on support for the preparatory mobility of staff between universities planning cooperation on an institutional level at a later date (e.g. study and information gathering visits, preparation of institutional cooperation, staff updating and retraining, teaching assignments etc.).

The countries eligible for these pre-programme phase activities for the academic year 1993/94 are Belarus, the Russian Federation, and the Ukraine, although it is envisaged that other Republics of the former Soviet Union may also be included in the programme in the future. Eligible partners in the beneficiary countries will be restricted to one university per project, while in the EC two to three higher education institutions may participate. One institution from a non-EC (G-24) country may also participate.

Following discussions in Belarus, the Russian Federation and the Ukraine with representatives of the authorities and the universities, the Commission decided to provide support in the following areas:

- ◆ humanities and social sciences
- ◆ political sciences and economics (not focusing on business/management)
- ◆ modern European languages (not focusing on literature or linguistics)
- ◆ improvement of university management.

The Commission also decided, in view of the overall aims of the TACIS Programme, that particular consideration would be given to projects relevant to the fields of agriculture, energy and transport.

By encouraging the preliminary mobility envisaged in this pre-programme phase, within the perspective of a planned cooperation between institutions, the Commission intends to meet the need for the re-establishment of contacts between academics in the NIS (Newly Independent States) and their counterparts in the Community while at the same time recognising the value of support to institutional development as the optimum means of maximising the impact of TEMPUS in the NIS.

5.4. TEMPUS **PHARE** NEW MODES OF COOPERATION (JEP+, CME+ AND JEN)

In the light of the suggestions made by Coopers and Lybrand in the Evaluation Report prepared in 1991¹⁴ and by the European Court of Auditors in their Report on TEMPUS mentioned earlier¹⁵, and in accordance with the provision of the Council Decision on TEMPUS II, a number of important decisions have now been made with regard to the future development of TEMPUS. The principal objective is to position TEMPUS more clearly within a strategic framework for higher education development within each country. This is reflected first and foremost in the choice of well-defined priorities for support for each country. It is hoped in this way to develop a greater relevance for the process of economic and social reform and also to establish a selection procedure which avoids the frustration of applicants and substantial over subscription, as was the case under the first phase of the TEMPUS Scheme.

To this end, from the academic year 1994/95 onwards, two new types of project are being introduced into the programme on an experimental basis in addition to the existing possibilities for Joint European Projects and Complementary Measures. These will be known respectively as "JEP+" and "CME+", and are designed to support particular priorities identified by the national authorities of individual eligible countries to correspond to the strategic needs of higher education reform. The decision on whether or not to continue with these activities after 1995 will be based on the experience gained in 1994.

5.4.1. JEP+ Projects

JEP+ Projects will be a small number of specific projects defined by the national authorities in the eligible countries which address particular national needs, for example, curriculum development projects at national level, the setting up of a faculty or centre in a particular field etc. These projects will be subject to a special tender procedure on the basis of detailed terms of reference.

5.4.2. CME+ Projects

CME+ Projects will aim at providing technical assistance and support to national authorities in the field of higher education policy development, for example, studies on the establishment of accreditation and evaluation centres, or on computerised information systems in libraries. These projects will also be subject to a special tender procedure on the basis of detailed terms of reference.

¹⁴ Cf. Annual Report on the TEMPUS Scheme 1 August 1991-31 July 1992, Section IV, for fuller details of this evaluation.

¹⁵ Cf. footnote 12, page 27.

5.4.3. Joint European Networks (JENs)

Within the framework of the TEMPUS **PHARE** programme the first 120 Joint European Projects came to the end of their three-year TEMPUS funding in August 1993. It seems certain that the results of these projects are of major importance and represent a considerable resource for the universities concerned. As a result of cooperation with the European Community via the networking of higher education institutions in several countries significant improvements have been introduced, both in the development of curricula and teaching materials, and in the updating and retraining of staff.

In this light, and with a view to maximising the benefits and the impact of the resources invested in TEMPUS projects hitherto, the Commission of the European Communities will make additional support available to the best Joint European Projects finishing in 1992/93 in order to (a) contribute to the maintenance of the results accomplished within the project and (b) stimulate the dissemination of the JEP results outside the project network in the eligible country/ies involved. This additional support will be awarded in the form of a TEMPUS Joint European Network grant.

The principal activities envisaged are: maintenance of results by the continuation of teaching of new courses introduced through TEMPUS JEP support; maintenance of the international network established through TEMPUS JEP support by the organisation of workshops and seminars; maintenance of the equipment purchased with the TEMPUS JEP grant; dissemination of the results of the JEP through staff mobility and in particular via meetings, seminars, workshops and conferences. The second essential aspect of JEN projects will be the introduction of activities enabling all higher education institutions in the eligible countries to benefit from the TEMPUS experience of the relatively limited number which have participated in JEPs. In general, the question of the dissemination of the results of JEPs within the country will certainly receive more attention as the Programme develops.

ANNEX 1

TEMPUS PUBLICATIONS

TEMPUS publications issued during the period 1 August 1992 - 31 July 1993:

1. TEMPUS Guide for applicants 1993/94, in 9 languages, giving full details of the Scheme, its objectives and selection criteria, together with application forms for the various activities.

DA	Catalogue N° 11 16 CY-75-92-469-DA-C	ISBN: none
DE	Catalogue N° 11 16 CY-75-92-469-DE-C	
EN	Catalogue N° 11 16 CY-75-92-469-EN-C	
ES	Catalogue N° 11 16 CY-75-92-469-ES-C	
FR	Catalogue N° 11 16 CY-75-92-469-FR-C	
GR	Catalogue N° 11 16 CY-75-92-469-GR-C	
IT	Catalogue N° 11 16 CY-75-92-469-IT-C	
NL	Catalogue N° 11 16 CY-75-92-469-NL-C	
PT	Catalogue N° 11 16 CY-75-92-469-PT-C	

2. Special Guide for applicants for TEMPUS **TACIS**, in 9 languages, giving details of the Scheme, explaining the pre-JEP strategy, its objectives and selection criteria, together with an application form for activities in the pre-JEP phase.

DA	Catalogue N° 11 16 CY-78-93-685-DA-C	ISBN: 92-826-5799-X
DE	Catalogue N° 11 16 CY-78-93-685-DE-C	ISBN: 92-826-5800-7
EN	Catalogue N° 11 16 CY-78-93-685-EN-C	ISBN: 92-826-5802-3
ES	Catalogue N° 11 16 CY-78-93-685-ES-C	ISBN: 92-826-5798-1
FR	Catalogue N° 11 16 CY-78-93-685-FR-C	ISBN: 92-826-5803-1
GR	Catalogue N° 11 16 CY-78-93-685-GR-C	ISBN: 92-826-5801-5
IT	Catalogue N° 11 16 CY-78-93-685-IT-C	ISBN: 92-826-5804-X
NL	Catalogue N° 11 16 CY-78-93-685-NL-C	ISBN: 92-826-5805-8
PT	Catalogue N° 11 16 CY-78-93-685-PT-C	ISBN: 92-826-5806-6

3. Youth activities Guidelines, in 9 languages, providing details of this part of the TEMPUS Scheme, together with an application form.

DA	Catalogue N° 11 16 CY-75-92-461-DA-C	ISBN: none
DE	Catalogue N° 11 16 CY-75-92-461-DE-C	
EN	Catalogue N° 11 16 CY-75-92-461-EN-C	
ES	Catalogue N° 11 16 CY-75-92-461-ES-C	
FR	Catalogue N° 11 16 CY-75-92-461-FR-C	
GR	Catalogue N° 11 16 CY-75-92-461-GR-C	
IT	Catalogue N° 11 16 CY-75-92-461-IT-C	
NL	Catalogue N° 11 16 CY-75-92-461-NL-C	
PT	Catalogue N° 11 16 CY-75-92-461-PT-C	

4. Pilot Projects with Poland in 4 languages (DE, EN, FR, IT), providing details of this special action of the TEMPUS Scheme, together with an application form.

Catalogue N°: none ISBN: none

5. TEMPUS Leaflet, in 9 languages, giving a brief outline of the Scheme.
Catalogue N°: none ISBN: none
6. List of accepted Joint European Projects in EN.
Catalogue N°: none ISBN: none
7. TEMPUS Compendium for 1992/93, in EN (introduction in DE, EN, FR) giving details of all JEPs and Complementary Measures projects currently running, together with indexes.
EN Catalogue N° 11 16 CY-76-92-649-EN-C ISBN: 92-826-4911-3
8. Directory of Higher Education Institutions in Central and Eastern Europe in EN, with brief introductions to the structures of the higher education systems in each of the eligible countries.
EN Catalogue N° 11 16 CY-80-93-016-EN-C ISBN: 92-826-6278-0
9. Report of the TEMPUS Conference held in October 1992, in 4 languages including summaries of the papers and workshop discussions.
DE Catalogue N° 11 16 CY-79-93-720-DE-C ISBN: 92-826-6159-8
EN Catalogue N° 11 16 CY-79-93-720-EN-C ISBN: 92-826-6160-1
ES Catalogue N° 11 16 CY-79-93-720-ES-C ISBN: 92-826-6158-X
FR Catalogue N° 11 16 CY-79-93-720-FR-C ISBN: 92-826-6161-X
10. Annual Report 1991/92 in 9 languages.
DA Catalogue N° 11 16 CY-76-92-641-DA-C ISBN: 92-826-4903-2
DE Catalogue N° 11 16 CY-76-92-641-DE-C ISBN: 92-826-4904-0
EN Catalogue N° 11 16 CY-76-92-641-EN-C ISBN: 92-826-4906-7
ES Catalogue N° 11 16 CY-76-92-641-ES-C ISBN: 92-826-4902-4
FR Catalogue N° 11 16 CY-76-92-641-FR-C ISBN: 92-826-4907-5
GR Catalogue N° 11 16 CY-76-92-641-GR-C ISBN: 92-826-4905-9
IT Catalogue N° 11 16 CY-76-92-641-IT-C ISBN: 92-826-4908-3
NL Catalogue N° 11 16 CY-76-92-641-NL-C ISBN: 92-826-4909-1
PT Catalogue N° 11 16 CY-76-92-641-PT-C ISBN: 92-826-4910-5

ANNEX 2

STATISTICAL TABLES

JEP DISTRIBUTION BY SUBJECT AREA	Supported projects (new and renewal projects)	
	Number	%
10: Management/Business administration	80	15.9
20: Medical science	44	8.7
30: Applied sciences, technologies/Engineering	130	25.8
40: Modern European languages	31	6.1
50: Agriculture/Agro-business	33	6.5
60: Environmental protection	37	7.3
70: Social/Economic sciences	24	4.8
80: Priority areas (general)	13	2.6
91: Architecture/Urban and regional planning	12	2.4
92: Art/Design	10	2.0
93: Education/Teacher-training	25	5.0
94: Humanities/Philological sciences (non-priority)	6	1.2
95: Law	10	2.0
97: Natural sciences/Mathematics	36	7.1
98: Social sciences (non-priority)	12	2.4
99: Non-priority areas (general)	1	0.2
Total	504	100

OVERALL STATISTICS ON JEP SELECTION 1993/94

Supported applications (new and renewal projects)				
	Coordinating country		Country involment	
		%		%
B	28	5.5	137	6.0
D	47	9.3	223	9.7
DK	18	3.6	63	2.7
E	8	1.6	112	4.9
F	59	11.7	206	9.0
GR	13	2.6	69	3.0
I	23	4.6	137	6.0
IRL	4	0.8	61	2.6
L	0	0.0	0	0.0
NL	40	7.9	149	6.5
P	6	1.2	51	2.2
UK	104	20.6	303	13.2
WE	0	0.0	2	0.8
ALB	0	0.0	14	0.6
BG	9	1.8	66	2.9
CZ	15	3.0	81	3.5
EE	3	0.6	17	0.7
H	38	7.5	125	5.4
LT	1	0.2	16	0.6
LV	1	0.2	15	0.6
PL	24	4.8	155	6.8
RO	30	6.0	87	3.9
SLO	18	3.5	38	1.6
SK	9	1.8	46	2.0
A	2	0.4	24	1.0
AUS	0	0.0	1	0.04
CDN	0	0.0	4	0.2
CH	0	0.0	5	0.2
IS	0	0.0	0	0.0
J	0	0.0	1	0.04
N	0	0.0	11	0.5
NZ	0	0.0	0	0.0
S	2	0.4	26	1.1
SF	2	0.4	23	1.0
T	0	0.0	2	0.08
USA	0	0.0	16	0.7
Total	504	100.0	2,286	100.0

TEMPUS SCHEME: OVERALL FIGURES

1990	1991	1992	1993	TOTAL
------	------	------	------	-------

1. BUDGET:

Total TEMPUS budget (in MECU)	23.16	70.5	98.0	•129.15	320.81
National indicative programme	23.16	55.5	85.5	108.00	272.16
Regional funds		15.0	12.5	10.25	37.75
Other PHARE sources				10.90	10.90

* To finance pluri-annual activities

2. PROJECTS:

Number of Joint European Projects supported	153	452	643	504	
national projects	118	357	506	414	
regional projects	35	95	137	90	
of which: renewed		134	403	465	
new	153	318	240	39	750
<u>Mobility flows within Joint European Projects</u> (new + renewed):					
Staff: (total)	1,308	5,198	9,870	9,518	25,894
from ECE ¹ to EC	724	3,148	6,014	5,876	15,762
from EC to ECE	584	2,050	3,794	3,436	9,864
from ECE to ECE	-	-	62	206	268
Students: (total)	1,218	3,099	6,407	6,166	16,890
from ECE to EC	1,033	2,747	5,612	5,253	14,645
from EC to ECE	185	352	786	873	2,196
from ECE to ECE	-	-	9	40	49

Number of Individual Mobility Grants supported (each person can visit more than one country)	1,572	1,657	1,396	2,239	6,864
Staff: from EC to ECE	315	280	314	629	1,538
Staff: from ECE to EC	489	706	1,082	1,610	3,887
Students: from EC to ECE	35	34	-	-	69
Students: from ECE to EC	733	637	-	-	1,370

Number of Complementary Measures supported	40	37	42	19	138
---	----	----	----	----	-----

Number of Youth Activities supported	65	66	106	114	351
---	----	----	-----	-----	-----

¹ ECE = Eastern and Central Europe

OVERALL FIGURES BY ELIGIBLE COUNTRY

Fact Sheet Albania

1990	1991	1992	1993	TOTAL
------	------	------	------	-------

1. BUDGET:

Total TEMPUS budget (in MECU)			1.25	*4.94	6.19
National indicative programme			1.20	2.50	3.70
Regional funds			0.05	0.04	0.09
Other PHARE sources				2.40	2.40

* To finance pluri-annual activities

2. PROJECTS:

Number of Joint European Projects supported			9	14	
national projects			8	13	
regional projects			1	1	
of which: renewed			1	9	
new			8	5	13
Mobility flows within Joint European Projects (new + renewed):					
Staff: from ALB (total)			47	124	171
to EC			47	124	171
to ECE			-	-	-
to ALB (total)			48	73	121
from EC			48	73	121
from ECE			-	-	-
Students: from ALB (total)			50	65	115
to EC			50	65	115
to ECE			-	-	-
to ALB (total)			-	6	6
from EC			-	6	6
from ECE			-	-	-

Number of Individual Mobility Grants supported (each person can visit more than one country)			63	163	226
Staff: from EC to ALB			9	37	46
from ALB to EC			54	126	180
Students: from EC to ALB			-	-	-
from ALB to EC			-	-	-

Number of Complementary Measures supported (number of projects in which ALB is involved)			-	4	4
---	--	--	---	---	---

Number of Youth Activities supported (number of projects in which ALB is involved)			-	2	2
---	--	--	---	---	---

Fact Sheet Bulgaria

1990	1991	1992	1993	TOTAL
------	------	------	------	-------

1. BUDGET:

Total TEMPUS budget (in MECU)		6.0	8.92	•15.71	30.63
National indicative programme		5.0	8.00	15.00	28.00
Regional funds		1.0	0.92	0.71	2.63
Other PHARE sources				-	-

* To finance pluri-annual activities

2. PROJECTS:

Number of Joint European Projects supported		53	86	66	
national projects		31	59	49	
regional projects		22	27	17	
of which: renewed		7	52	66	
new		46	34	-	80
Mobility flows within Joint European Projects (new + renewed):					
Staff: from BG (total)		259	607	620	1,486
to EC		259	607	620	1,486
to ECE		-	-	-	-
to BG (total)		150	341	344	835
from EC		150	341	344	835
from ECE		-	-	-	-
Students: from BG (total)		70	295	321	686
to EC		70	295	321	686
to ECE		-	-	-	-
to BG (total)		-	29	57	86
from EC		-	29	57	86
from ECE		-	-	-	-

Number of Individual Mobility Grants supported (each person can visit more than one country)		140	128	296	564
Staff: from EC to BG		16	20	54	90
from BG to EC		102	108	242	452
Students: from EC to BG		-	-	-	-
from BG to EC		22	-	-	22

Number of Complementary Measures supported (number of projects in which BG is involved)		19	12	4	35
--	--	-----------	-----------	----------	-----------

Number of Youth Activities supported (number of projects in which BG is involved)		7	12	9	28
--	--	----------	-----------	----------	-----------

Fact Sheet Czech Republic²

1990	1991	1992	1993	TOTAL
------	------	------	------	-------

1. BUDGET:

Total TEMPUS budget (in MECU)			*10.94	10.94
National indicative programme			8.00	8.00
Regional funds			2.94	2.94
Other PHARE sources				

* To finance pluri-annual activities

2. PROJECTS:

Number of Joint European Projects supported			81	
national projects			26	
regional projects			55	
of which: renewed			81	
new			-	-
<u>Mobility flows within Joint European Projects</u> (new + renewed):				
Staff: from CZ (total)			691	691
to EC			671	671
to ECE			20	20
to CZ (total)			428	428
from EC			417	417
from ECE			11	11
Students: from CZ (total)			612	612
to EC			608	608
to ECE			4	4
to CZ (total)			130	130
from EC			126	126
from ECE			4	4

Number of Individual Mobility Grants supported (each person can visit more than one country)			240	240
Staff: from EC to CZ			89	89
from CZ to EC			151	151
Students: from EC to CZ			-	-
from CZ to EC			-	-

Number of Complementary Measures supported (number of projects in which CZ is involved)			3	3
---	--	--	----------	----------

Number of Youth Activities supported (number of projects in which CZ is involved)			15	15
---	--	--	-----------	-----------

² for 1990-1992 see fact sheet Czechoslovakia

Fact Sheet Slovak Republic³

1990	1991	1992	1993	TOTAL
------	------	------	------	-------

1. BUDGET:

Total TEMPUS budget (in MECU)			*6.18	6.18
National indicative programme			5.00	5.00
Regional funds			1.18	1.18
Other PHARE sources			-	-

* To finance pluri-annual activities

2. PROJECTS:

Number of Joint European Projects supported			46	
national projects			12	
regional projects			34	
of which: renewed			44	
new			2	2

Mobility flows within Joint European Projects (new + renewed):				
Staff:	from SK (total)		365	365
	to EC		351	351
	to ECE		14	14
	to SK (total)		226	226
	from EC		210	210
	from ECE		16	16
Students:	from SK (total)		292	292
	to EC		289	289
	to ECE		3	3
	to SK (total)		41	41
	from EC		36	36
	from ECE		5	5

Number of Individual Mobility Grants supported (each person can visit more than one country)			136	136
Staff:	from EC to SK		41	41
	from SK to EC		95	95
Students:	from EC to SK		-	-
	from SK to EC		-	-

Number of Complementary Measures supported (number of projects in which SK is involved)			2	2
--	--	--	----------	----------

Number of Youth Activities supported (number of projects in which SK is involved)			10	10
--	--	--	-----------	-----------

³ for 1990-1992 see fact sheet Czechoslovakia

Fact Sheet Czechoslovakia

1990	1991	1992	1993	TOTAL
------	------	------	------	-------

1. BUDGET:

Total TEMPUS budget (in MECU)	3.7	12.8	18.46		34.96
National indicative programme	3.7	9.0	15.00		27.70
Regional funds		3.8	3.46		7.26
Other PHARE sources					-

2. PROJECTS:

Number of Joint European Projects supported	39	124	163		
national projects	39	57	70		
regional projects	-	67	93		
of which: renewed		50	125		
new	39	74	38		145
<u>Mobility flows within Joint European Projects</u> (new + renewed):					
Staff: from CS (total)	141	636	1,192		1,969
to EC	141	636	1,181		1,958
to ECE	-	-	11		11
to CS (total)	119	405	660		1,184
from EC	119	405	649		1,173
from ECE	-	-	11		11
Students: from CS (total)	154	500	980		1,634
to EC	154	500	979		1,633
to ECE	-	-	1		1
to CS (total)	28	70	167		265
from EC	28	70	165		263
from ECE	-	-	2		2

Number of Individual Mobility Grants supported (each person can visit more than one country)	287	452	269		1,008
Staff: from EC to CS	58	70	78		206
from CS to EC	175	222	191		588
Students: from EC to CS	1	16	-		17
from CS to EC	53	144	-		197

Number of Complementary Measures supported (number of projects in which CS is involved)	24	21	8		53
---	-----------	-----------	----------	--	-----------

Number of Youth Activities supported (number of projects in which CS is involved)	14	22	12		48
---	-----------	-----------	-----------	--	-----------

Fact Sheet Estonia

1990	1991	1992	1993	TOTAL
------	------	------	------	-------

1. BUDGET:

Total TEMPUS budget (in MECU)			1.01	*3.62	4.63
National indicative programme			1.00	1.50	2.50
Regional funds			0.01	0.02	0.03
Other PHARE sources				2.10	2.10

* To finance pluri-annual activities

2. PROJECTS:

Number of Joint European Projects supported			8	17	
national projects			6	11	
regional projects			2	6	
of which: renewed			-	11	
new			8	6	14

Mobility flows within Joint European Projects (new + renewed):

Staff:					
from EE (total)			57	67	124
to EC			57	62	119
to ECE			-	5	5
to EE (total)			33	65	98
from EC			33	56	89
from ECE			-	9	9
Students:					
from EE (total)			36	63	99
to EC			36	63	99
to ECE			-	-	-
to EE (total)			1	8	9
from EC			1	8	9
from ECE			-	-	-

Number of Individual Mobility Grants supported (each person can visit more than one country)			43	113	156
Staff:					
from EC to EE			10	20	30
from EE to EC			33	93	126
Students:					
from EC to EE			-	-	-
from EE to EC			-	-	-

Number of Complementary Measures supported (number of projects in which EE is involved)			3	1	4
---	--	--	----------	----------	----------

Number of Youth Activities supported (number of projects in which EE is involved)			-	4	4
---	--	--	----------	----------	----------

Fact Sheet Hungary

1990	1991	1992	1993	TOTAL
------	------	------	------	-------

1. BUDGET:

Total TEMPUS budget (in MECU)	6.2	16.1	19.27	*18.33	59.9
National indicative programme	6.2	12.0	16.00	16.0	50.2
Regional funds		4.1	3.27	2.33	9.7
Other PHARE sources				-	-

* To finance pluri-annual activities

2. PROJECTS:

Number of Joint European Projects supported	63	161	179	125	
national projects	63	89	91	75	
regional projects	-	72	88	50	
of which: renewed	-	62	155	107	
new	63	99	24	18	204
Mobility flows within Joint European Projects (new + renewed):					
Staff: from H (total)	224	678	1,115	988	3,005
to EC	224	678	1,103	971	2,976
to ECE	-	-	12	17	29
to H (total)	192	455	802	517	1,966
from EC	192	455	790	496	1,933
from ECE	-	-	12	21	33
Students: from H (total)	403	844	1,419	1,179	3,845
to EC	403	844	1,417	1,178	3,842
to ECE	-	-	2	1	3
to H (total)	74	160	232	197	663
from EC	74	160	230	191	655
from ECE	-	-	2	6	8

Number of Individual Mobility Grants supported (each person can visit more than one country)	351	284	125	184	944
Staff: from EC to H	124	63	65	82	334
from H to EC	83	77	60	102	322
Students: from EC to H	24	5	-	-	29
from H to EC	120	139	-	-	259

Number of Complementary Measures supported (number of projects in which H is involved)	27	23	16	7	73
---	----	----	----	---	----

Number of Youth Activities supported (number of projects in which H is involved)	32	17	13	13	75
---	----	----	----	----	----

Fact Sheet Lithuania

1990	1991	1992	1993	TOTAL
------	------	------	------	-------

1. BUDGET:

Total TEMPUS budget (in MECU)			1.5	+5.2	6.7
National indicative programme			1.5	2.5	4.0
Regional funds			-	-	-
Other PHARE sources				2.7	2.7

* To finance pluri-annual activities

2. PROJECTS:

Number of Joint European Projects supported			11	16	
national projects			7	11	
regional projects			4	5	
of which: renewed			-	11	
new			11	5	16
Mobility flows within Joint European Projects (new + renewed):					
Staff:	from LT (total)		83	142	225
	to EC		83	133	216
	to ECE		-	9	9
	to LT (total)		36	96	132
	from EC		36	90	126
	from ECE		-	6	6
Students:	from LT (total)		65	89	154
	to EC		65	89	154
	to ECE		-	-	-
	to LT (total)		11	19	30
	from EC		11	19	30
	from ECE		-	-	-

Number of Individual Mobility Grants supported (each person can visit more than one country)			34	113	147
Staff:	from EC to LT		12	45	57
	from LT to EC		22	68	90
Students:	from EC to LT		-	-	-
	from LT to EC		-	-	-

Number of Complementary Measures supported (number of projects in which LT is involved)			3	4	7
--	--	--	---	---	---

Number of Youth Activities supported (number of projects in which LT is involved)			3	8	11
--	--	--	---	---	----

Fact Sheet Latvia

1990	1991	1992	1993	TOTAL
------	------	------	------	-------

1. BUDGET:

Total TEMPUS budget (in MECU)			1.5	*4.7	6.2
National indicative programme			1.5	2.0	3.5
Regional funds			-	-	-
Other PHARE sources				2.7	2.7

* To finance pluri-annual activities

2. PROJECTS:

Number of Joint European Projects supported			11	15	
national projects			7	9	
regional projects			4	6	
of which: renewed			-	9	
new			11	6	17
Mobility flows within Joint European Projects (new + renewed):					
Staff: from LV			95	124	219
to EC			95	116	211
to ECE			-	8	8
to LV			45	95	140
from EC			45	89	134
from ECE			-	6	6
Students: from LV			52	138	190
to EC			52	138	190
to ECE			-	-	-
to LV			-	40	40
from EC			-	40	40
from ECE			-	-	-

Number of Individual Mobility Grants supported (each person can visit more than one country)			43	96	139
Staff: from EC to LV			14	31	45
from LV to EC			29	65	94
Students: from EC to LV			-	-	-
from LV to EC			-	-	-

Number of Complementary Measures supported (number of projects in which LV is involved)			-	2	2
--	--	--	---	---	---

Number of Youth Activities supported (number of projects in which LV is involved)			5	7	12
--	--	--	---	---	----

Fact Sheet Poland

1990	1991	1992	1993	TOTAL
------	------	------	------	-------

1. BUDGET:

Total TEMPUS budget (in MECU)	12.4	18.1	29.51	*37.52	97.53
National indicative programme	12.4	13.5	26.00	35.00	86.90
Regional funds		4.6	3.51	2.52	10.63
Other PHARE sources				-	-

* To finance pluri-annual activities

2. PROJECTS:

Number of Joint European Projects supported	85	144	245	155	
national projects	85	76	150	105	
regional projects	-	68	95	50	
of which: renewed	-	82	145	154	
new	85	62	100	1	248

<u>Mobility flows within Joint European Projects</u> (new + renewed):						
Staff:	from PL (total)	326	786	1,724	1,557	4,393
	to EC	326	786	1,719	1,536	4,367
	to ECE	-	-	5	21	26
	to PL (total)	256	550	1,178	958	2,942
	from EC	256	550	1,173	931	2,910
	from ECE	-	-	5	27	32
Students:	from PL (total)	467	879	1,764	1,506	4,616
	to EC	467	879	1,763	1,496	4,605
	to ECE	-	-	1	10	11
	to PL (total)	58	53	251	265	627
	from EC	58	53	250	261	622
	from ECE	-	-	1	4	5

Number of Individual Mobility Grants supported (each person can visit more than one country)	884	444	323	539	2,190	
Staff:	from EC to PL	124	97	69	142	432
	from PL to EC	199	114	254	397	964
Students:	from EC to PL	10	9	-	-	19
	from PL to EC	551	224	-	-	775

Number of Complementary Measures supported (number of projects in which PL is involved)	31	24	19	2	76
---	----	----	----	---	----

Number of Youth Activities supported (number of projects in which PL is involved)	26	20	66	59	171
---	----	----	----	----	-----

Fact Sheet Romania

1990	1991	1992	1993	TOTAL
------	------	------	------	-------

1. BUDGET:

Total TEMPUS budget (in MECU)		10.2	13.32	*18.23	41.75
National indicative programme		10.0	13.00	18.00	41.00
Regional funds		0.2	0.32	0.23	0.75
Other PHARE sources				-	-

* To finance pluri-annual activities

2. PROJECTS:

Number of Joint European Projects supported			69	104	87	
	national projects		62	85	78	
	regional projects		7	19	9	
of which:	renewed		6	73	87	
	new		63	31	-	94
Mobility flows within Joint European Projects (new + renewed):						
Staff:	from RO		498	901	1,045	2,444
	to EC		498	901	1,041	2,440
	to ECE		-	-	4	4
	to RO		287	575	575	1,437
	from EC		287	575	575	1,437
	from ECE		-	-	-	-
Students:	from RO		316	817	842	1,975
	to EC		316	817	842	1,975
	to ECE		-	-	-	-
	to RO		57	84	91	232
	from EC		57	84	91	232
	from ECE		-	-	-	-

Number of Individual Mobility Grants supported (each person can visit more than one country)			182	273	237	692
Staff:	from EC to RO		16	31	64	111
	from RO to EC		95	242	173	510
Students:	from EC to RO		1	-	-	1
	from RO to EC		70	-	-	70

Number of Complementary Measures supported (number of projects in which RO is involved)		18	11	3	32
--	--	-----------	-----------	----------	-----------

Number of Youth Activities supported (number of projects in which RO is involved)		10	18	16	44
--	--	-----------	-----------	-----------	-----------

Fact Sheet Slovenia

1990	1991	1992	1993	TOTAL
------	------	------	------	-------

1. BUDGET:

Total TEMPUS budget (in MECU)			2.81	+3.76	6.57
National indicative programme			2.30	2.50	4.80
Regional funds			0.51	0.26	0.77
Other PHARE sources				1.00	1.00

* To finance pluri-annual activities

2. PROJECTS:

Number of Joint European Projects supported			44	38	
national projects			24	25	
regional projects			20	13	
of which: renewed			24	38	
new			20	-	20
Mobility flows within Joint European Projects (new + renewed):					
Staff: from SLO			225	256	481
to EC			221	251	472
to ECE			4	5	9
to SLO			106	162	268
from EC			104	155	259
from ECE			2	7	9
Students: from SLO			138	166	304
to EC			138	164	302
to ECE			-	2	2
to SLO			16	39	55
from EC			16	38	54
from ECE			-	1	1

Number of Individual Mobility Grants supported (each person can visit more than one country)			95	122	217
Staff: from EC to SLO			6	24	30
from SLO to EC			89	98	187
Students: from EC to SLO			-	-	-
from SLO to EC			-	-	-

Number of Complementary Measures supported (number of projects in which SLO is involved)			3	2	5
---	--	--	---	---	---

Number of Youth Activities supported (number of projects in which SLO is involved)			4	5	9
---	--	--	---	---	---

Fact Sheet Yugoslavia

1990	1991	1992	1993	TOTAL
------	------	------	------	-------

1. BUDGET:

Total TEMPUS budget (in MECU)		7.3			7.3
National indicative programme		6.0			6.0
Regional funds		1.3			1.3
Other PHARE sources					

2. PROJECTS:

Number of Joint European Projects supported		71			
national projects		42			
regional projects		29			
of which: renewed		13			
new		58			58
Mobility flows within Joint European Projects (new + renewed):					
Staff: from YU		291			291
to EC		291			291
to ECE		-			-
to YU		203			203
from EC		203			203
from ECE		-			-
Students: from YU		138			138
to EC		138			138
to ECE		-			-
to YU		12			12
from EC		12			12
from ECE		-			-

Number of Individual Mobility Grants supported (each person can visit more than one country)		155			155
Staff: from EC to YU		18			18
from YU to EC		96			96
Students: from EC to YU		3			3
from YU to EC		38			38

Number of Complementary Measures supported (number of projects in which YU is involved)		19			19
--	--	-----------	--	--	-----------

Number of Youth Activities supported (number of projects in which YU is involved)		5			5
--	--	----------	--	--	----------

Fact Sheet DDR

1990	1991	1992	1993	TOTAL
------	------	------	------	-------

1. BUDGET:

Total TEMPUS budget (in MECU)	0.9				0.9
National indicative programme	0.9				0.9
Regional funds					-
Other PHARE sources					-

2. PROJECTS:

Number of Joint European Projects supported	12				
national projects	12				
regional projects	-				
of which: renewed	-				-
new	12				12
Mobility flows within Joint European Projects (new + renewed):					
Staff: from DDR	33				33
to EC	33				33
to ECE	-				-
to DDR	17				17
from EC	17				17
from ECE	-				-
Students: from DDR	9				9
to EC	9				9
to ECE	-				-
to DDR	25				25
from EC	25				25
from ECE	-				-

Number of Individual Mobility Grants supported (each person can visit more than one country)	50				50
Staff: from EC to DDR	9				9
from DDR to EC	32				32
Students: from EC to DDR	-				-
from DDR to EC	9				9

Number of Complementary Measures supported (number of projects in which DDR is involved)	17				17
---	-----------	--	--	--	-----------

Number of Youth Activities supported (number of projects in which DDR is involved)	-				-
---	----------	--	--	--	----------

ISSN 0254-1475

COM(94) 142 final

DOCUMENTS

EN

16

Catalogue number : CB-CO-94-149-EN-C

ISBN 92-77-67639-6
