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TO THE COUNCIL, THE EUROPEAN PARLIAMENT AND

THE ECONOMIC AND SOCIAL COMMITTEE

(1 August 1991 - 31 July 1992)

on the scheme for cooperation and mobility in higher
education between Central/Eastern Europe and
the European Community (Tempus)

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FOREWORD

The TEMPUS Scheme: a tool to support the overall reform process

1. *The dramatic events of 1989 and 1990 in Eastern and Central Europe confronted the European Community with unprecedented political and economic challenges. Among the rapidly and effectively-developed measures designed, within the PHARE Programme, to provide practical assistance and expertise to help the countries concerned restructure their economies and political systems so that they could maximise the benefits they could derive from the new situation, was the TEMPUS Scheme.*

2. *The aim was action in the field of higher education and training to support the reform process. It was clear from the beginning that TEMPUS would need to be a flexible instrument able to cover additional countries as soon as their inclusion in the PHARE programme was decided. Between May 1990 and March 1992, the number of countries which had become eligible for TEMPUS increased from two to ten: Albania, Bulgaria, Czechoslovakia, Estonia, Hungary, Latvia, Lithuania, Poland, Romania and Slovenia. By their participation in TEMPUS these countries have fully acknowledged that universities have a vital part to play in the process through which these countries are seeking to restructure their political and economic life to meet the challenges of rejoining the other half of the continent.*

European Community Investment in TEMPUS

3. *The European Community has made a very substantial investment in TEMPUS. To date almost 200 million ECU of PHARE funds have been used to support TEMPUS activities. The size of the investment is a very clear proof of the deep concern felt at the political level by the European Community that the Scheme should fully achieve its objectives.*

4. *The TEMPUS Programme is a concrete example of the readiness and capacity of the European Community to assist, in a rapid, practical and innovative fashion, to the needs of the emergent and re-emergent Eastern and Central European democracies as they carry out the process of restructuring their societies and economies.*

Second TEMPUS Annual Report: The TEMPUS Scheme 1991/92

5. *This is the second Annual Report published by the Commission concerning the implementation of the TEMPUS Scheme. The first Annual Report, covering the period May 1990-July 1991, set out in considerable detail the origins, structure and management of the Scheme, and referred to all the relevant Decision texts and Annexes related to these aspects. In order to avoid lengthy repetition of this explanatory framework, this second Annual Report, covering the period August 1991-July 1992, refers only in summary to these aspects, for the better orientation of readers.*

6. *The main emphasis of the present Report is upon further development of the Scheme and in particular on its concrete achievements in its second year of operation 1991/2. TEMPUS has come a long way in a short time and particularly in the period under report it has had a significant impact in its field of action. However, the present situation of the countries in Central and Eastern Europe which are participating in the TEMPUS Scheme, despite all that they have already achieved, is still problematic. They are still in the middle of the complex and difficult process of overcoming the negative inheritance of their recent past. They are having to make profound changes in their political, economic and social structures in order to rejoin the free world.*

7. *New approaches to the structures and philosophy of education can make a vital contribution to overcoming resistance to change, forming more relevant knowledge, technique and skills, and above all replacing old ways of thinking with new ones.*

Mutual Benefit of TEMPUS Participation

8. *TEMPUS is also a two-way street. By addressing the problems of change in the higher education systems of the eligible countries, the partner institutions and organisations in the European Community also change themselves. TEMPUS helps to restore communication between scholars and scientists, and both sides benefit from this. But also, when the partners in JEP networks work together, thinking through the problems of what to teach and how to teach it, and when they mobilise their resources to meet the problems and needs of higher education in the eligible countries, the benefits flow in both directions.*

Future Development of TEMPUS: paving the way for TEMPUS II

9. *It is evident that the TEMPUS Scheme must retain the specific features which give the eligible countries direct access to the strategic resources, knowledge and expertise, which are essential to the development of their higher education systems as elements in their societies which will continue to foster wider and deeper societal change. Nevertheless in our still changing continent TEMPUS must itself change if it is to continue to assist change.*

External Evaluation of TEMPUS

10. *The Commission's proposals for the future development of TEMPUS in the period 1994-1998 draw heavily on the experience acquired to date in the implementation of the TEMPUS Scheme. In particular, the functioning of the TEMPUS Scheme in its first phase was the subject of an external evaluation carried out by the firm Coopers and Lybrand. The results of this evaluation show clearly not only that TEMPUS has got off to an impressive start and enjoys wide popularity in both East and West but also that it has already had considerable impact on institutions participating in Central and Eastern Europe.*

11. *At the same time the evaluation report also looks at the broader picture, raising a number of important questions about the future direction the programme should take, in particular regarding the need to clarify the objectives and role of TEMPUS in each of the eligible countries and to develop in this context appropriate tailor-made strategies for future development.*

Commission's proposals for TEMPUS II

12. *These concerns are reflected in the Commission's proposals for the second phase of the TEMPUS Scheme covering the period 1994 -1998. Over and above the conclusions reached by the external evaluation of the programme, the Community, through these proposals, seeks to address the fundamental issue of the future intellectual resources of and for a wider Europe which it is hoped will emerge from the new cooperation links created and activities undertaken as part of the TEMPUS Scheme.*

13. *The Commission's proposals cover not only the continuation of activities with the ten countries already participating until now, countries which, it should be underlined, are in very different stages of the reform process, but also concern the newly-independent States of the former Soviet Union. These states are given the opportunity to participate in TEMPUS in accordance with their specific interests. It is felt that since these states find themselves in a broadly similar situation with regard to their economic and social reform efforts as those countries designated eligible for support until now, the experience acquired with TEMPUS in its first phase can be put to good use.*

TEMPUS Conference October 1992

14. *A spotlight was turned upon these and many other issues linked to the future development of TEMPUS 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 provided an excellent forum for an in-depth exchange of opinions and lively debate on the many diverse ways in which TEMPUS already contributes and can best continue to contribute to the reform process in the eligible countries. There was a clear consensus on the need to continue and consolidate the action of TEMPUS in the field of higher education cooperation in the context of an integrated approach to Community aid to Central and Eastern Europe and the Republics of the former Soviet Union.*

Conclusions

15. *TEMPUS has demonstrated beyond all doubt the possibility of increasing convergence of principles and practice between the European Community and the eligible countries in the realm of higher education development. The positive results of co-decision making in TEMPUS demonstrate the potential for this form of practical cooperation in other fields of joint work by the Community and its partners in the emerging pattern of cooperation across a transformed continent. The TEMPUS Scheme is making an important contribution to political and economic reform and restructuring in the eligible countries, by providing material resources at critical points, but also, and just as importantly, by 'letting in fresh air' after half a century of closed windows. In this sense the TEMPUS Scheme has genuinely been a flagship for the long-term objectives of the European Community's external policies towards Central and Eastern Europe. It is hoped that the Commission's proposals for the second phase of the programme from 1994-98 demonstrate amply how the work of TEMPUS can not only be consolidated with regard to the countries eligible for support hitherto but also be extended to enable the Republics of the former Soviet Union to benefit from the experience and knowledge acquired so far.*

Brussels, October 1992



I RESUME OF THE OBJECTIVES OF THE COUNCIL DECISIONS RELATING TO THE TEMPUS PROGRAMME

1. As part of the overall PHARE programme of Community aid for the economic restructuring of the countries of Central/Eastern Europe TEMPUS has two underlying objectives. These are to promote the quality and support the development of the higher education systems in eligible countries, by encouraging their growing constructive interaction with partners in the European Community¹.
2. The Council Decision establishing the TEMPUS Scheme specifies the following principal aims:
 - 2.1 to facilitate the coordination of the provision of assistance to the eligible countries in the field of exchange and mobility, particularly for university students and teachers, whether this assistance is provided by the Community, by its Member States or by third countries of the G-24 group².
 - 2.2 to contribute to the improvement of training in the eligible countries, particularly in subject areas to which they give priority, and to encourage their cooperation, including joint cooperation, with partners in the Community, taking into account the need to ensure the widest possible participation of all the regions of the Community in such actions;
 - 2.3 to increase opportunities for the teaching and learning in the eligible countries of those languages used in the Community and covered by the Lingua programme and vice-versa;
 - 2.4 to enable students from the eligible countries to spend a specific period of study at university or to undertake industry placements within the Member States, while ensuring equality of opportunity for male and female students as regards participation in such mobility;
 - 2.5 to enable students from the Community to spend a similar type of period of study or placement in an eligible country;
 - 2.6 to promote increased exchanges and mobility of teaching staff and trainers as part of the cooperation process.
3. Since May 1990 the Commission has carried out three selections of Projects within this framework. In the present Report an account is given of the most recent of these, describing and analysing the framework of management, the stage-by-stage procedures, and the outcomes of the selection of Projects to be supported in the academic year 1992/93.

¹ The legal basis of the Programme for the period under report is provided by the Council Decision No 90/233/EEC of 7 May 1990, OJ No L131. Please see also TEMPUS Annual Report 7 May 1990/31 July 1991 [SEC (92) 226 (final)], Section I, for an historical account of the origins and original objectives of the TEMPUS Scheme.

² As part of the Community's concern to ensure the optimum coordination of PHARE actions with similar G-24 initiatives - a task conferred on the Commission by the G-7 World Economic Summit in July 1989, Article 9 of the Council Decision on TEMPUS provided for the coordination of TEMPUS actions with similar actions of third countries, including, where appropriate, participation in TEMPUS projects.

II PROGRAMME STRUCTURES, BUDGET AND MANAGEMENT PROCEDURES 1991/92

1. Structures

Under its remit from the Council, the TEMPUS Programme achieves its objectives by supporting the categories of activities within the field of training listed in the Annex to the Council Decision and described below. The operation of the TEMPUS Programme during the period covered by this report relates to the selection of projects for 1992/93³.

2. Action 1: Joint European Projects

2.1 The main vehicle for cooperation consists of Joint European Projects (JEPs), involving the participation of at least one university from an eligible country, and of partner organisations, of which one must be a university, in at least two EC Member States. Provision is also made for participation by eligible organisations in G-24 countries. In the case of Joint European Projects of a regional character, universities in at least two of the eligible countries must be involved.

2.2 Grants are awarded to JEPs for the following purposes:

- ♦ cooperative education and training actions, such as continuing education and training schemes, open and distance learning, short intensive programmes
- ♦ structural development of higher education by activities such as curriculum development and upgrading of facilities
- ♦ development of universities' capacities to cooperate with industry by activities such as staff exchange with industry, establishment of facilitating service structures, and the provision of consultancy advice by universities to enterprises
- ♦ student mobility for study and teacher mobility for teaching, study or retraining⁴
- ♦ regional activities involving cooperative/training actions and the creation/updating of facilities to deal with problems common to two or more eligible countries.

3. Action 2: Individual Mobility Grants for Staff

In parallel with support for mobility within Joint European Projects, Individual Mobility Grants for staff (teaching assignments, practical placements, staff retraining and updating and certain specified short visits) are also provided for.

³ During the period covered by the report the countries eligible under the TEMPUS Scheme were as follows: Albania, Bulgaria, Czechoslovakia, Estonia, Hungary, Latvia, Lithuania, Poland, Romania and Slovenia.

⁴ Under new regulations adopted in 1991 in the light of experience acquired to date, TEMPUS Programme student mobility now takes place only within Joint European Projects; a special category of project providing for large-scale organised student mobility, the Mobility JEP, was introduced for the first time in 1992/93.

4. Action 3: Complementary Measures and Youth Exchange

- 4.1 Limited support is also made available for activities arising from the extension to the eligible countries of European associations in higher education, for publications and other information activities directly related to the TEMPUS Programme, and for surveys and studies intended to assist in its monitoring and evaluation.
- 4.2 There is also provision for limited support for youth exchanges and related activities involving organised cultural interactions intended to provide opportunities for young people normally outside the higher education system to participate in a European experience.

5. Budget

- 5.1 TEMPUS is funded by the eligible countries from within the allocation they receive under the PHARE Programme. Once the total PHARE Budget has been divided among the countries eligible for support, the national authorities of the latter determine how much of their national share of the resource is to go to activities under the TEMPUS Scheme. The total budget available from the PHARE Programme for such activities for the year 1992/93 amounted to 98.3 MECU, an increase of some 40% over the previous year.
- 5.2 The breakdown of the PHARE funds allocated, in consultation with the Commission, by the national authorities of the eligible countries to TEMPUS projects in approval (whether new or renewed) for the academic year 1992/93 was as follows:

Country	1992/93 MECU	% of total
Albania	1.2	1.2
Bulgaria	8.0	8.15
Czechoslovakia	13.0	13.25
Estonia	1.0	1.01
Hungary	16.0	16.3
Latvia	1.5	1.53
Lithuania	1.5	1.53
Poland	26.0	26.5
Romania	13.0	13.25
Slovenia	2.3	2.34
Sub-totals	83.5	
Carry over/interest	2.3	
PHARE Regional Facility	12.5	
Totals 1992/93	98.3	

- 5.3 The cumulative total funding provided from PHARE to the TEMPUS Scheme since the latter's inception in July 1990 and the completion of the selection round in 1992 amounts to 191.96 MECU

6. Management of the TEMPUS Scheme

6.1 The Commission

The TEMPUS Scheme continues to be managed within the Commission by the Task Force Human Resources, Education, Training and Youth, in accordance with the provisions of the Annex to the Council Decision and on the basis of guidelines adopted annually. The Task Force liaises closely with the PHARE Operational Services of the Directorate General for External Relations. The Commission is assisted in the operational implementation of the TEMPUS Programme by the EC TEMPUS Office, a non profit organisation with which appropriate contractual arrangements have been made.

6.2 TEMPUS Management Committee

According to the provisions of Article 5 of the Council Decision on TEMPUS the Commission is assisted, with particular reference to the general guidelines governing TEMPUS, including the financial guidelines on the assistance to be provided, questions relating to the overall balance of TEMPUS and arrangements for the monitoring and evaluation of TEMPUS, by a Committee composed of two representatives appointed by each Member State and chaired by the Commission representative. During the period under report the Commission convened meetings of the TEMPUS Management Committee, held on 12-14 December 1991, 24 February 1992 and 29 June 1992. The first of these included a special informal meeting of the TEMPUS Management Committee with representatives of the higher education authorities of the eligible countries, held with the purpose of providing the occasion of a broad-ranging strategic discussion of issues relating to the future development of the TEMPUS Programme

6.3 National TEMPUS Offices in eligible countries

- ♦ The authorities responsible for higher education in each of the countries already eligible in the 1990/91 continued to cooperate with the Commission, notably through the operation of National TEMPUS Offices in their capital cities. (including the capital of Slovakia in the case of Czechoslovakia) in relation to all operational aspects, particularly those concerning advice on the relevance to national needs of TEMPUS Programme projects, and the selection of individual applicants from their countries. Their other main responsibility remained in the field of information activities relating to development of TEMPUS in their countries. The integrated role of National TEMPUS Offices in the eligible countries constituted a focus for the external evaluation of the TEMPUS Scheme undertaken during the period under report (cf. Section IV).
- ♦ The authorities in the countries becoming eligible since 1 September 1991 (Albania, Estonia, Croatia, Latvia, Lithuania and Slovenia) acted to establish comparable Offices in their own countries to act as the main intermediary agencies between themselves and the Commission. The Commission provided guidance and resources to facilitate this task, notably in the field of computer-assisted pre-selection procedures, communications, staff-training and information activities, and making use of the experience previously acquired in relation to the already existing National TEMPUS Offices.
- ♦ The integration into the TEMPUS Scheme of the countries concerned was rapidly and efficiently completed thus making possible their full participation in the 1992/93 selection process, and this despite the very great material and organisational difficulties affecting them in the most critical period of their political and economic transformation.

- ♦ Cooperation and co-decision making with the National TEMPUS Offices involved an intensive sequence of absolutely necessary meetings, bringing together representatives of all offices concerned to coordinate management information flows, selection processes, exchange of information on specific projects under Actions 1 and 3, and transfer of data on applicants selected under Action 2.
- ♦ The computerisation of the National TEMPUS Offices in the newly eligible countries and their integration in a shared database and assessment procedure ensured that all TEMPUS Offices were able to deal in the same way with applications for whose assessment they were responsible. Computer hardware and software tailored to their specific situation were supplied by the Commission to the National TEMPUS Offices concerned and arrangements were made for the necessary training for their staffs. The use of common standardised assessment criteria allowed, by the end of the selection round, the transfer of data for the production of overall statistics, for contracts administration, and for grants payments.

7. Coordination with other programmes

- 7.1 The TEMPUS Decision specifies that there should be consistency and, where appropriate, complementarity between TEMPUS and other actions at Community level, both within the Community and in assistance to the eligible countries. Because of the exceptional circumstances in which the TEMPUS Programme was adopted and launched this interaction and coordination is particularly worthy of mention in respect of the COMETT and the ERASMUS programmes.
- 7.2 In particular, efforts were made to monitor the content-related programme linkages between TEMPUS & ERASMUS and TEMPUS & COMETT. Reciprocal representation was provided for at the meetings of the TEMPUS, COMETT and ERASMUS Committees and during the relevant selection meetings, including subsequent scrutiny of TEMPUS applications to ensure an appropriate exchange of information and consistency of approach.
- 7.3 As part of its commitment to develop a long-term strategy with regard to the future development of education and training systems in the eligible countries, the Commission also sought to ensure complementarity with other assistance in the field of training accorded to the eligible countries, particularly in anticipation of the operational phase of the European Training Foundation, as well as in relation to other education and training initiatives within the overall PHARE programme such as the ACE programme and the DG XII initiative for Cooperation in Science and Technology with Central and Eastern European Countries.

III. SELECTION PROCEDURES AND RESULTS

1. Joint European Projects

The procedure developed and refined in the course of previous selections was successfully applied to the selection for 1992/93. The stages were as follows:

- ♦ Copies of all applications submitted to the EC TEMPUS Office in Brussels were sent to the national TEMPUS Offices in each of the eligible countries.
- ♦ A parallel assessment procedure then followed, an overall assessment of the quality of applications received being carried out by the EC TEMPUS Office, the ten national TEMPUS Offices concentrating on 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. This process also ensured the identification of those projects where opinions differed and where an expert opinion was particularly important.
- After inputting of the data and computer production of the necessary listings and statistics, expert meetings chaired by the Commission were held on 22, 25 and 27 May 1992. These enabled advice to be given by TEMPUS Experts from both the eligible states and the Member States of the Community to underpin the Commission's final decisions on applications.
- Final discussions then took place with representatives of the Ministries of Education and the central PHARE coordinators as a result of which a final list of projects proposed for support was drawn up by the Commission and agreed by the Ministers of Education in the eligible countries. Thus the selection procedure was completed within the period under report (13 July 1992).

2. Individual Mobility

- 2.1 In addition to the mobility of teaching/training and administrative staff available within Joint European Projects, a considerable number of individuals in these categories submitted applications and were proposed for support. In the following a distinction is made between mobility from East to West and vice-versa.
- 2.2 Procedures adopted for processing applications for support received from individual teacher/trainers and administrators in both Member States and the eligible countries differed according to the category of applicant and the direction of the envisaged mobility.
- 2.3 All proposals for financial support regarding individual mobility from the eligible countries to the European Community were put forward by the national TEMPUS Offices in the eligible countries themselves.
- 2.4 On the other hand, proposals regarding individual staff mobility from the European Community to the eligible countries were prepared by the EC TEMPUS Office in Brussels.
- 2.5 All TEMPUS Offices used the same selection procedures and criteria for the assessment of applications from staff members.

3. Complementary Measures: Selection procedures

- 3.1 For Action 3 Complementary Measures a pattern of consultation with the National TEMPUS Offices similar to that used in relation to Joint European Projects again underpinned the Commission's decisions on the award of grants.
- 3.2 Proposals for support for Complementary Measures under Action 3 of TEMPUS (support to associations, for publications and for certain surveys and studies, as well as for youth exchange activities) were drawn up by the Commission following analysis of the applications received and in consultation with the appropriate authorities in the eligible countries.
- 3.3 For Action 3 Youth Exchange activities, separate information material, guidelines and application forms were provided for Youth Exchange activities in the second selection round of 1991/92, for which the deadline set was 15 September 1991, and the first selection round of 1992/93 with a deadline at 15 March 1992, permitted full computerisation of the assessment, in line with the practice under the other Actions of the TEMPUS Programme.

4. TEMPUS Projects approved in 1992/93

Joint European Projects (JEPs): support awarded

- For 1992/93, 234 national and regional projects were selected for their first year of support in academic year 1992/93. These included 30 Mobility Joint European Projects which were supported. Support was also given to a further 127 'renewal' projects first selected in 1990 and now beginning their third year of activities, and 274 'renewal' projects first selected in 1991 and now beginning their second year of activities. This makes a total of 635 Joint European Projects currently running.
- A total of 1979 applications were received in the 1992 selection round for cooperation activities with Albania, Bulgaria, Croatia, Czechoslovakia, Estonia, Hungary, Latvia, Lithuania, Poland, Romania and Slovenia to meet the deadlines of 31 January 1992 (29 February 1992 for Albania, Estonia, Latvia and Lithuania)⁵. Of all new applications received for projects starting in 1992, 234 (11.8%) were selected for support.
- Although the overall budget for 1992/93 was increased to 98.3 MECU (a 39.4% increase), of which 91.2 MECU was available for JEPs, the necessity to continue funding the successful projects approved in 1990/91 and 1991/92 inevitably reduced the scope for supporting new projects starting in 1992/93 (11.8% of the total number of applications received, compared to 22.7% in 1991). The total available budget was divided between new projects and renewals in the following proportions: 24.9% for 1990 renewals (22.7 MECU); 44.4% for 1991 renewals (40.5 MECU); 30.7% for 1992 new projects (28.0 MECU).
- For academic years 1990/91, 1991/92 and 1992/93 the Commission thus awarded funds in 1992 as follows:

Type of project	JEP Action 1 (MECU)	JEP Action 2 (MECU)	Total
<u>1990/91</u> <i>renewal projects</i> 127	11.2	11.5	22.7
<u>1991/92</u> <i>renewal projects</i> 274	22.0	18.5	40.5
<u>1992/93</u> <i>New projects</i> 234	15.9	12.1	28.0
Totals for JEPS	49.1	42.1	91.2

⁵ Because of the political and military situation in former Yugoslavia, new applications could only be considered if they related to Croatia and Slovenia. Further developments in that situation led to the decision to freeze support proposed for Croatian participation in projects.

- ♦ This means an average of 120,000 ECU per new project proposed for support (68,000 ECU for the preparation and implementation of projects under Action 1 and 52,000 ECU to cover the mobility costs of participating students and teachers), 179,000 ECU per 1990/91 renewal project embarking on its third year of activities (88,000 ECU on average for Action 1 and 91,000 ECU for Action 2 mobility), and 148,000 ECU per 1991/92 renewal project embarking on its second year of activities (80,000 ECU on average for Action 1 and 68,000 ECU for Action 2 mobility).

5. Joint European Projects: Selection policy

- 5.1 The basis for the selection of these projects was the desire, within the budget available, to give sufficient financial support to 11.8% of new applications received in 1992 to be able to carry out their proposed activities, thus remaining in line with the overall aims of the TEMPUS Scheme to support the development of the higher education systems in the eligible countries, and according to the priorities established by the eligible countries. The table below shows the selection rate for each country and includes participation in regional projects.

Country	% of accepted JEPs
Albania	16.3
Bulgaria	13.2
Czechoslovakia	5.3
Estonia	7.9
Hungary	4.6
Latvia	13.9
Lithuania	10.9
Poland	17.5
Romania	9.8
Slovenia	22.0

- 5.2 When interpreting the figures given in the table above, the high number of applications overall and the total budgets available for each country after funding needed for renewal support for on-going multi-annual projects should be borne in mind. The main reason for the small share taken in new projects by certain countries (notably Czechoslovakia and Hungary) was the need to earmark sufficient funds for the large number of such projects.

6. Joint European Projects: Participation of eligible countries

The factors reviewed in § 5.2 also affected the pattern of distribution of funds from country to country. The large rise in Polish participation was accounted for by the decision of the Polish national authorities to allocate a higher proportion of their overall PHARE budget to TEMPUS. The effect in terms of rates of participating acts in selected projects is shown below:

Country	Participation 1991/92 (all projects)	Participation 1992/93 (new projects)
Albania	---	3.4
Bulgaria	11.8	14.5
Czechoslovakia	20.6	13.2
Estonia	---	3.4
Hungary	24.6	10.3
Latvia	---	4.7
Lithuania	---	4.7
Poland	16.2	42.7
Romania	13.1	13.2
Slovenia	---	8.5
former Yugoslavia	13.8	---

7. Joint European Projects: Budgetary division between renewals and new projects

- 7.1 In 1992/93, 3 countries (Hungary, Poland, Czechoslovakia) had to apply part of their budget to refinance multi-annual projects approved in 1990 and 1991, 3 countries (Bulgaria, Romania and Slovenia) had to apply part of their budget to refinance multi-annual projects approved in 1991, while 4 other countries (Albania, Estonia, Latvia and Lithuania) used their budget to finance only new projects.
- 7.2 In renewals of 1990 projects 49.2% of the average grant was used for organisation/equipment costs (Action 1) and 50.8% for mobility (Action 2), in renewals of 1991 projects the equivalent figures were 54.3% and 45.7%, while in new projects supported in 1992, they were 56.8% and 43.2%. Within Action 2 85% of the support is used for East-West mobility (mainly for retraining/updating of teaching staff and for student mobility). West-East mobility mainly takes the form of teaching assignments.
- 7.3 The average for equipment allocations varied in relation to national subject-area priorities and the disciplines involved in the projects.
- 7.4 The amounts requested for projects averaged 207,000 ECU while support granted averaged 143,000 ECU. This was comparable to the amounts awarded during 1991/92 (135,000 ECU), but grants for renewals were generally higher than grants for new projects (157,000 ECU as against 120,000 ECU).

8. Joint European Projects: Distribution of support between new and renewal National and Regional projects

- 8.1 The 12.5 MECU available from the PHARE regional fund were used in 1992/93 to refinance the third and second years respectively of projects first supported in 1990. New Regional projects had to be financed entirely from the national budgets of the eligible countries concerned.
- 8.2 The eligible countries benefiting from regional funding were Poland, Hungary and Czechoslovakia, and to a lesser degree Bulgaria, Romania and Slovenia, because renewals of 1990/91 and 1991/92 projects involved only them.

9. Joint European Projects: Member State coverage

- 9.1 Even bearing in mind the considerable number of successful new projects in the 1992/93 selection round, it is clear that participation of the countries in the South and West of the Community still leaves room for improvement (Greece, Spain and Portugal, with 2.6%, 2.1%, 0.9% of coordinated projects respectively). This is also the case as far as Ireland is concerned, for which the comparable figure was also 0.9%. Equally disappointing, given the size of the higher education provision in the Member States concerned, are the figures for coordinating activity by organisations in Germany and Italy (7.3% and 5.6% respectively). It should, however, be assumed that these rates to some extent also reflected the fact that some one-third of all new JEPs are coordinated in the eligible countries.
- 9.2 The levels of involvement are considerably better in all these cases (see Tables in Annex 1), but it must be of concern that in a number of leading Member States the willingness to be involved in TEMPUS projects was not fully matched by a willingness to take the initiative in establishing them. The comparable indicators for Belgium, France, Netherlands and United Kingdom showed, on the other hand, that these Member States were participating particularly well in relation to the size of their higher education sectors. The reasons for the variations described certainly relate to existing contacts and networks created in the context either of ongoing European Community programmes in higher education such as ERASMUS and COMETT, or built up bilaterally with eligible countries in pre-TEMPUS times. These undoubtedly influenced the initial distribution of coordinating and involved countries, and, given the multiannual basis of the funding of the vast majority of projects, it was inevitable that this would be repeated in the results of subsequent selection rounds. It may, however, be foreseen that as multiannual projects come to their end, there will be increasing scope for both radically revised and completely new project applications to succeed, particularly in the light of the stringent monitoring of outcomes and impact which will be instituted with the establishment of an intensive site-visiting Programme (cf. Section IV of this Report).
- 9.3 There was a very significant positive change in the 1992/93 round, in that almost one-third of all supported projects were coordinated by the eligible countries themselves, with a consequent further decrease in the overall percentage of coordinations undertaken by the group of Member States which had figured largest in the earlier selection rounds. Thus the German-coordinated percentage of the increased number of successful projects fell to 7.3%, the comparable figures being 12.0% in the case of France, 9.4% in that of the Netherlands, and 15.4% in that of the United Kingdom. This encouraging tendency may be considered a positive gain in relation to the aims of TEMPUS and will certainly continue to grow stronger as universities in the eligible countries identify their needs and gain experience in forming effective partnerships for change with their European Community counterparts.

10. Joint European Projects: Subject area coverage

The main bulk of the 234 new JEPs proposed for support are in the priority subjects specified by the eligible countries, notably in engineering and applied science subjects (55, or 23.5%), in business management (40, or 17.1%), environmental protection (24, or 10.3%), and medical sciences (21, or 9.0%). Applications in business and management studies, and in social science subjects relevant to restructuring, were of particularly high quality. A significant and generally welcome trend away from applied science and engineering and towards restructuring-related social sciences and environmental protection studies was also noted. Some 21% of projects are in non-priority areas considered to be relevant by the eligible countries, particularly teacher training and natural sciences.

Subject area	All applications		Supported projects	
	Number	%	Number	%
management/business administration	283	14.3	40	17.1
medical sciences	176	8.9	21	9.0
app. sci., engineering, technologies	552	27.9	55	23.5
modern European languages	84	4.2	9	3.8
agriculture/agro-business	106	5.4	14	6.0
environmental protection	146	7.4	24	10.3
social/economic sciences (priority)	65	3.3	15	6.4
priority areas (general)	43	2.2	7	3.0
non-priority areas	524	26.6	49	20.9
Totals	1979	100.0	234	100.0

11. Joint European Projects: G-24 coverage

11.1 As part of its continuing commitment to the Western countries of the G-24 group to coordinate assistance to the eligible countries, the Commission is responsible for ensuring the coordination with actions in the same field as TEMPUS which are developed by countries which are not members of the Community. Article 9 of the Council of Ministers Decision on the TEMPUS Programme provides for the coordination of such actions, including where appropriate participation in TEMPUS projects. The countries concerned are seven EFTA countries (Austria, Finland, Iceland, Liechtenstein, Norway, Sweden and Switzerland), the USA, Canada, Japan, Australia, Turkey and New Zealand. A special information meeting with representatives of the G-24 countries was held in Brussels on 1-2 October 1991.

- 11.2 In 1992/93 a little more than 17% of all applications received, and an equal percentage of those supported, involved organisations in the G-24 countries. The main countries participating are Austria, Norway, Sweden, the USA and Finland, although institutions in Canada, Turkey and Switzerland are also present in a small number of projects. Moreover, at the completion of the 1992/93 selection round, 4 of the 234 projects supported (2 submitted from Sweden, 1 from Austria and 1 from Finland), were coordinated by such organisations in these countries. It is important to underline that the Austrian, Swedish and Finnish governments supported financially the involvement of their institutions in TEMPUS projects, thus underlining the importance of organised counterpart funding at national level in order to truly operationalise G-24 participation in TEMPUS.

12. Joint European Projects: Qualitative indicators of positive trends

- 12.1 As specified above, Joint European Projects cover a wide range of subject areas. The positive outcomes of Joint European Projects are related to the restructuring of the higher education system as such, but also, depending on the discipline involved, may have broader effects as well. In this respect, projects may provide a direct response to human resources development needs in the field of industry, environmental protection, internationalisation of commercial contacts etc.
- 12.2 One of the most salient indicators of the impact of TEMPUS concerns the upgrading of facilities, at both departmental and institutional level. This upgrading, covers a wide spectrum of outcomes and has shown a clear evolution during the running of the programme, depending on the physical state of the higher education institutions involved. Two main types of equipment may be provided: administrative and communication equipment on the one hand and scientific equipment on the other.

Administrative and communication equipment has an immediate effect and covers facilities such as fax machines, photocopiers, PC's, text processing software, etc. In the first year of participation of any eligible country, a considerable investment is made for this purpose. Although not directly linked to project activities, this equipment may prove to be vital for the success of a project, because communication between the partners and the management of the project on the ground largely depends on the availability of these facilities.

Scientific equipment mainly concerns modern information processing systems (such as computers, computer assisted equipment, etc.) and is directly related to the project activities themselves. This type of equipment also supports other actions within the TEMPUS framework, particularly curriculum development.

- 12.3 A characteristic of the long period of isolation experienced by many of the higher education institutions in Central/Eastern Europe was the lack of up to date specialist literature in many disciplines. Given the especially difficult position of social sciences under the previous regime in many of the countries, the opportunity provided by TEMPUS to catch up with the latest developments abroad was felt as particularly valuable. Thus, in many disciplines, upgrading of libraries and provision of access to specific periodicals brought a very concrete improvement in the situation. A practical example of this can be found at the Technical University of Gdansk, where thanks to TEMPUS support, substantial library upgrading could be achieved in the field of environmental protection. This upgrading forms part of the establishment of a multi-disciplinary environmental studies centre.

12.4 The technical upgrading of existing language laboratories, or purchase of new ones, was also an integrated part of many projects in different subject areas. Although in many eligible countries specialised language studies already existed at a high level, professionals and students in other disciplines such as engineering, medicine, agriculture etc. often lacked sufficient knowledge of foreign languages for international cooperation to be effective. Much effort was therefore invested in the updating of participants' knowledge of foreign languages, both of staff and students.

12.5 The major contribution of TEMPUS to the restructuring of higher education in the eligible countries falls within curriculum development and teaching materials development. The reason for this is that it leads to a change in the approach to higher education, which was felt to be too theoretical and over-specialised in the past, and left its graduates unable to respond flexibly to changes taking place in society. The development of curricula and teaching materials based on EC experience has led to the creation of new courses and the upgrading of existing courses.

A good example of this can be found in the development in Poland (Gdansk) of an MSc programme in environmental protection on the basis of three series of environmental courses, which will not only be integrated in a local engineering degree but will also become a cross-faculty interdisciplinary course. Another project in Hungary (Budapest) concerns the training and education of librarians according to European standards, which involves the development of new curricular packages for both under- and postgraduate studies in library and information science and applications. A project in modern languages concerns multipurpose curriculum development and development of teaching materials in English and German for industrial training, teacher training and for undergraduate students in technical universities in Czechoslovakia. Other excellent examples are the creation in Czechoslovakia of common curricula in social work studies and the first degree course in animal production recognised by the Hungarian local authorities.

12.6 Very important in the light of democratisation of civil society are activities in the field of social and economic sciences, law and European Studies, humanities etc. Although not all of these areas are considered to have top priority for all of the eligible countries, it is clear that their impact will be felt more and more since future decision makers are often graduates from such disciplines. Medicine and social work projects offer, on the other hand, an opportunity to specialise in underdeveloped but necessary fields. In Romania, for example, the need for more well-educated social workers led to a request by the authorities themselves to set up curricula in subjects which had never previously been taught in higher education. In some cases, this has led to collaboration between higher education institutions and humanitarian aid organisations.

12.7 Although not yet developed sufficiently, university/industry cooperation links, involving industry from both the European Community and the eligible countries, are beginning to appear. The intention of TEMPUS is to contribute to increase the capability of Central/Eastern European universities to provide the indispensable human resources to respond to the needs of a society in transition. In this respect, education in the field of management and business administration is particularly important in the context of market economy oriented management.

An example of this is a project in Hungary which is working on a European accreditation of an MBA programme which is being developed for agro-business managers. One of the features typical of this project is the field-work approach, in the shape of a sandwich programme where Hungarian agro-business managers spend alternately one month in university and one month in their firm in order not to lose contact with, and support from their own enterprise, and where in the last year of the three-year MBA practical placements in EC enterprises are planned. In the field of telecommunications one project is strongly supported by the local (Slovak) PTT, in another aeronautics project the Polish aircraft industry is heavily involved.

12.8 Transnational networking, some of it including EC Member States as well as G24 countries, and student and staff mobility also clearly represent an important benefit to the departments and institutions concerned, and are particularly important for attitudinal change. In this respect it may be interesting to note that in the new 1992/93 selection round within the framework of Joint European Projects a total of more than 6000 teachers from Central/Eastern Europe were awarded a grant to spend a period in the European Community in order to be retrained/updated, to carry out a practical placement or a teaching assignment. From West to East the corresponding figure for staff mobility is close to 4000 people, while a total of almost 6000 students from the eligible countries and 900 from the European Community were awarded a grant for a period of study or practical placement. The value of the personal contacts which are built up during the periods abroad cannot be overestimated as a means for improving mutual understanding.

12.9 Additional information on specific projects can be found in the 1992/93 Compendium.

13. Individual Mobility

13.1 Alongside the mobility of teachers within Joint European Projects, a considerable number of individual teachers were awarded Individual Mobility Grants in the first selection round (of two) for 1992/93. It is estimated that altogether a total 467 staff members from the eligible countries will undertake updating, teaching and exploratory visits, in the Community in the academic year 1992/93. The total funds required to finance this mobility for individual teachers amounts to 1,861,275 ECU.

13.2 The Commission also awarded support to 101 staff members from European Community countries wishing to visit the eligible countries for various approved purposes, including teaching assignments, during academic year 1992/93 at a total cost of 104,090 ECU

14. Complementary Measures

14.1 A total of 246,000 ECU was awarded in the first selection round (of two) for 1992/93 for 24 Complementary Measures projects under Action 3 of TEMPUS to enable the completion of a limited number of specific projects submitted by associations of universities, for publications and for studies and surveys which fulfil the aims of TEMPUS. The projects which attracted grants under Action 3 were very precisely targeted upon extension of priority area associational networks or overcoming specific information deficits which it was thought might have negative effects for the extension and strengthening of the Programme as a whole.

14.2 It must be noted with regret that in some cases the unavoidable limitation of funds available for Action 3, due to the need to earmark available resources for renewal funding of JEPs, led to the absence of certain eligible countries from Action 3 projects in which their presence would clearly have been desirable from the point of view of the building of a pan-European dimension.

15. Youth Exchange

Under Action 3 of the Programme, 34 youth exchange activities (20 reciprocal youth exchange projects, 10 short preparatory visits and 4 training courses for youth workers) received TEMPUS support for the second half of the year September 1991/September 1992, at a total cost of 291,760 ECU. A first selection round (of two) for youth projects to be supported during 1992/93 has yielded 31 projects (16 reciprocal exchanges, 8 short visits, and 7 training courses), with funding amounting to 292,162 ECU.

16. Information activities

- 16.1 The principal objective of the TEMPUS Scheme, that of assisting effectively in the development of human resources in the higher education sector of the eligible countries, was reflected in the information policy adopted and the information materials provided. The underlying approach was to keep all the products uncomplicated, ensuring that they address the essential concerns of users.
- 16.2 During the period under report two editions of the *Vademecum* and the application forms were prepared and the first was distributed in all nine Community languages (the deadline for the second, now renamed *Guide for Applicants/Vademecum*, which was completed and sent for translation in all nine Community languages, fell after the period ended). The small leaflet summarising the key facts on TEMPUS in nine languages was updated and again given wide distribution. This was supplemented by updates on newly-admitted eligible countries as required. Separate guidelines, application forms and information sheets for Youth Exchange activities were distributed in the nine languages.
- 16.3 A *Compendium* of 1991/92 projects was published in October 1991 in English, but with introduction and instructions for use in English, French and German, and given wide distribution during the period under report, as was the *Directory of Higher Education Institutions in Central and Eastern Europe*, first published in December 1991 and the *Annual Report* on the Scheme, covering the period 7 May 1990 until 31 July 1991, prepared for the Commission by the EC TEMPUS Office and published officially on 12 February 1992 (cf. Annex 3). The *Directory of Higher Education Institutions in Central and Eastern Europe* is the only such guide currently available.
- 16.4 The documentation mentioned was given wide distribution both within the Community and in the eligible countries. In the eligible countries in particular the previous high level of interest in the TEMPUS Programme continued so that supplies of the *Vademecum* had again to be repeated more than once. 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, National TEMPUS Offices and the media.
- 16.5 In quantitative terms the following items were sent out by the Commission during the period under report:
- * 40,000 *Vademecums* in 9 languages
 - * 3,000 *Compendiums*
 - * 25,000 leaflets, in 9 languages
 - * 8,000 lists of accepted projects.
 - * 20,000 *Directories* of higher education institutions in Central and Eastern Europe
 - * 30,000 copies of the *Annual Report* for 1990/91

17. Contracts administration

All contract texts for 1992-93 were revised in the light of the experience from previous years and by the end of the period under report, the Commission was ready to proceed, on completion of selection procedures in the various TEMPUS actions, with the issue of contracts to successful applicants and notification of unsuccessful applicants. The main problems encountered in contracts administration hitherto were those associated with making direct payments to eligible countries, and those connected with bank transfer to countries whose currencies were not convertible.

18. Scrutiny and follow-up of Interim Reports (1991-92) and Final Reports (1990-91)

- 18.1 During the period under report it was possible to analyse the first year's Final Reports of Joint European Projects supported in 1990. The analyses of the reports provided valuable feedback concerning organisational and operational questions, the professional benefits for those involved, and possible improvements to the administration of grants, especially with regard to how reporting procedures could be modified to better serve as a resource for comparative information on experiences and recommendations.
- 18.2 The scrutiny of the Final Reports covering the first year of operation of the JEPs supported in 1990, revealed that the contractors had succeeded in utilising almost the totality of the funds allocated to them despite the delayed start of operations due to the exceptionally short period available for the selection process in the first year of operation of the TEMPUS Scheme.
- 18.3 For the same reason, the contractors experienced some difficulty in relation to the organisation of mobility. The difficulty lay mostly in the shorter period available for academic placements within the ongoing academic year. Nevertheless, a greater number of teaching staff than projected moved to universities in the Member States of the European Community (855 as against 699), more than compensating for the shortfall (140) of teachers projected to move to the eligible countries. Because of the shortened period for placements, there was also a relative shortfall of students moving in both directions. In the circumstances, it was a considerable achievement by the coordinators to have made a period of study abroad possible for almost 80% of the initial projected number of students wishing to participate within the JEPs supported.
- 18.4 The main findings from these analyses were largely confirmatory of those reached by the Coopers and Lybrand Report and summarised in Section IV of this report.

IV. MONITORING AND EVALUATION OF THE TEMPUS SCHEME

1. Monitoring, evaluation and general Scheme development

- 1.1 The evaluation strategy for TEMPUS was developed by the Commission with the advice of the TEMPUS Committee in March 1991 to meet the need to prepare the continuation or the adaptation of the Decision of the Council of Ministers, due according to Article 11 of the Council Decision, by 31 December 1992. A call for tender was launched in mid-1991 for evaluation of the results of the programme in 1990/91, to be carried out between 1 October 1991 and 30 April 1992. The contract was awarded to Messrs Coopers and Lybrand.
- 1.2 It was decided that the evaluation should concentrate on the functioning of the 153 JEPs selected for support in 1990/91. Neither individual mobility of staff and students under Action 2 of the programme nor Complementary Measures or Youth Exchange activities under Action 3 were the objects of analysis.
- 1.3 The evaluation consisted of interviews with governmental officials and local TEMPUS Offices in the eligible countries, review of one third of the final reports from first year grantholders as well as an in-depth case study analysis of 17 JEPs.

- 1.4 Coopers and Lybrand's investigations revealed that TEMPUS enjoyed wide popularity both in East and West. Projects had on the whole managed to attain their objectives without facing any major obstacles and had spent the funds allocated to them. The programme had had considerable impact on the participating institutions, above all at departmental level, through access to updated equipment and materials and increased motivation. Western partners had also derived considerable benefit from the scheme through a widening of curricula and staff horizons and the expansion of academic contacts.
- 1.5 The report also addressed the issue of the future direction of the TEMPUS Scheme and the need to clarify its objectives and role, in particular whether the emphasis should be on support to the long-term reform of higher education or on meeting manpower and skill shortages during economic reform.
- 1.6 The Coopers and Lybrand Report recommended that an effort should be made to develop individual strategies adapted to the needs of the situation in each of the eligible countries.
- 1.7 The Commission's proposals for the second phase of the programme to be presented to Council in September 1992 will draw heavily on these conclusions and recommendations. They will also be incorporated, where appropriate, into the TEMPUS *Guide for Applicants*.
- 1.8 As part of the creation of the preconditions necessary to the further development of the programme, the Commission also 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 of the different eligible countries, of the different priority areas, of Community involvement, G-24 involvement etc.) of applications from the two selection rounds prior to the period covered by this Report. The analysis of each aspect was reflected in a separate detailed profile report and also in a global profile for internal use.
- 1.9 It was also decided that a further monitoring resource should be created by the establishment of an intensive programme of Site Visits to ongoing JEPs in the coming academic year.

V. FUTURE PERSPECTIVES

1. The TEMPUS Programme, during the period under report, continued to demonstrate the capacity of the European Community to develop a flexible and practical response to the needs of the growing number of emergent and re-emergent Eastern and Central European democracies for assistance to enable the critical higher education sector to contribute to the process of restructuring their societies and economies. In turn, university staff, trainers and students in the eligible countries and their counterparts in the Member States of the European Community continued to respond to the initiative with an enthusiasm which can be measured by the exponential increase in the number and quality of project applications.
2. Equally gratifying has been the evidence over the period of increasing convergence of principles and practice between the European Community and the eligible countries in the realm of higher education development. It may not be unrealistic to suppose that the positive results of co-decision making in TEMPUS demonstrate the potential for this form of practical cooperation in other fields of joint work by the Community and its partners in the emerging tapestry of a transformed continent. In this sense the TEMPUS Scheme has genuinely been a flagship for the long-term objectives of the European Community's external policies, particularly as expressed in the PHARE Programme.

3. In every respect, the period under report has been far from tranquil. It was inevitable that the disintegration of old hegemonies and the rise of new forms of aggregation in the eastern part of the European continent would affect the functioning of the Scheme. Nevertheless the Commission and its partners at national and institutional level have not only succeeded in keeping up the momentum of the Scheme but have articulated and refined its *modus operandi* and extended its benefits to four additional eligible countries. They have also done all in their power to limit the damage inflicted by the situation in former Yugoslavia.

4. The TEMPUS Scheme thus continues to make an important contribution to political and economic reform and restructuring in the eligible countries, not only by providing material resources at critical points, but also by 'letting in fresh air' after half a century of closed windows. Its success to date in assisting change in the eligible countries augurs well for its capacity to meet even greater demands in the future.

EXECUTIVE SUMMARY

Structure, budget and management of the Programme

TEMPUS (Trans-European Mobility Scheme for University Studies) forms part of the overall programme of Community aid for the economic restructuring of the countries of Central/Eastern Europe, known as PHARE, within which training is one of the priority areas for cooperation.

To implement this objective TEMPUS was adopted by the Council of Ministers of the European Community on 7 May 1990, for an initial 'pilot phase' of three years beginning on 1 July 1990, within a perspective of five years.

Targeted to meet the specific needs of Central and Eastern Europe, the double objective of TEMPUS is to promote the quality and support the development of the higher education systems in the countries designated as eligible for economic aid, by encouraging their growing interaction with partners in the European Community.

The main vehicle for ensuring this cooperation consists of **Joint European Projects**, which involve the participation of at least one university from an eligible country, and of partner organisations, of which one must be a university, in at least two EC Member States. In the case of Joint European Projects of a regional character to be supported from the PHARE regional facility universities in at least two of the eligible countries must be involved.

In parallel with this project-based support (Action 1), individual mobility grants for staff (teaching assignments, practical placements, staff retraining and updating and visits) were also provided for (Action 2).

Thirdly, limited support was also available for the extension to the eligible countries of European associations in higher education, for publications and other information activities related to the TEMPUS Programme, and for surveys and studies intended to assist in its monitoring and evaluation. There was also provision for limited support for youth exchanges and related activities intended to catalyse the acquisition by young people of a better awareness of the European dimension.

The total budget available for 1992/93 was 98.3 MECU, including both measures to be supported from the national budgets allocated to TEMPUS by each of the eligible countries for 1992/93 and to Joint European Projects of a regional character to be supported from the PHARE regional facility.

The total funds allocated to projects under the TEMPUS Programme between its inception in July 1990 and the completion of the selection round in 1992 totalled 191.96 MECU.

The Programme is implemented on behalf of the Commission by the Task Force Human Resources, with the technical assistance of the EC TEMPUS Office, which is an autonomous body of the European Cooperation Fund.

Selection procedures for Joint European Projects

All applications for support for Joint European Projects are submitted to the EC TEMPUS Office in Brussels. Copies of applications concerning their institutions are then sent to the national TEMPUS Offices in each of the eligible countries.

An overall assessment of the quality of applications received is carried out by the EC TEMPUS Office, with a parallel assessment procedure by the ten national TEMPUS Offices in terms of the benefit of projects to their country within the overall PHARE context.

Bilateral consultations are 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 differ and where an expert opinion is particularly important.

Following this internal consultation procedure, external experts representing the main TEMPUS priority areas from both Community Member States and the eligible countries are consulted.

Discussions then take place with representatives of the Ministries of Education and the central PHARE coordinators in the ten eligible countries. As a result of these consultations a final list of projects proposed by the Commission for support is drawn up. This list is then formally approved by the Ministers of Education in the eligible countries concerned.

Results so far

Joint European Projects

In 1992 the TEMPUS Scheme received 1979 applications for support for Joint European Projects of which a total of 234 were supported. In addition 127 'renewal' projects already approved in 1990 and now going into their third TEMPUS year of activities, and 274 'renewal' projects already approved in 1991, and now going into their second TEMPUS year of activities.

The Joint European Projects approved in 1992 involved cooperation activities and mobility between organisations in the European Community and partners in Albania, Bulgaria, Czechoslovakia, Estonia, Hungary, Latvia, Lithuania, Poland, Romania and Slovenia.

Individual Mobility Grants

In the same 12-month period the European Community, through the TEMPUS Programme, awarded in addition individual mobility grants to 467 staff members travelling from the eligible countries to the Member States, and to 101 teachers from the Community wishing to teach in, or visit, one of the eligible countries.

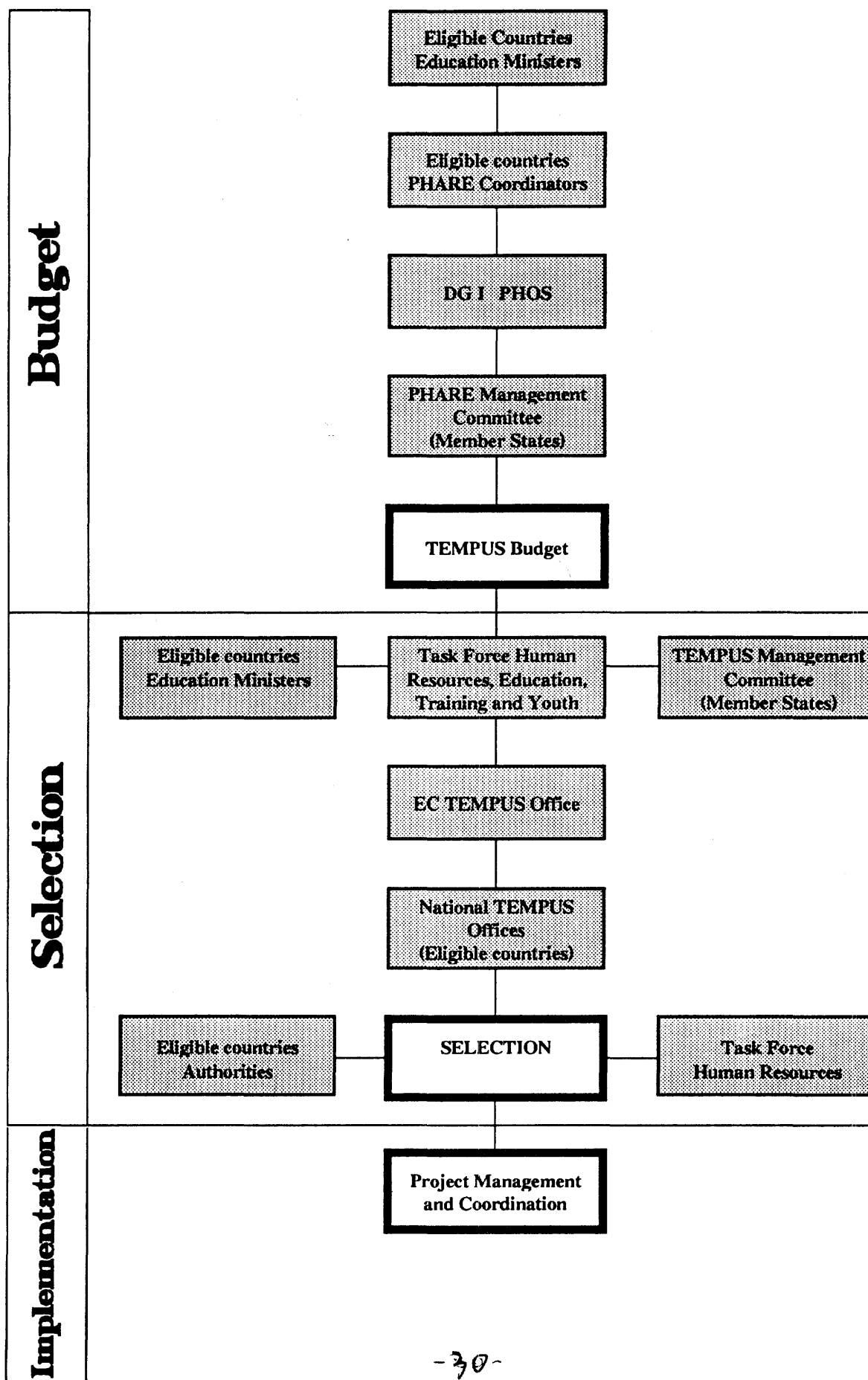
Complementary Measures and Youth Exchange

A total of 24 Complementary Measures projects (in the first of two selection rounds), and 65 Youth Exchange activities (in two selection rounds) were supported in the period covered in the present report.

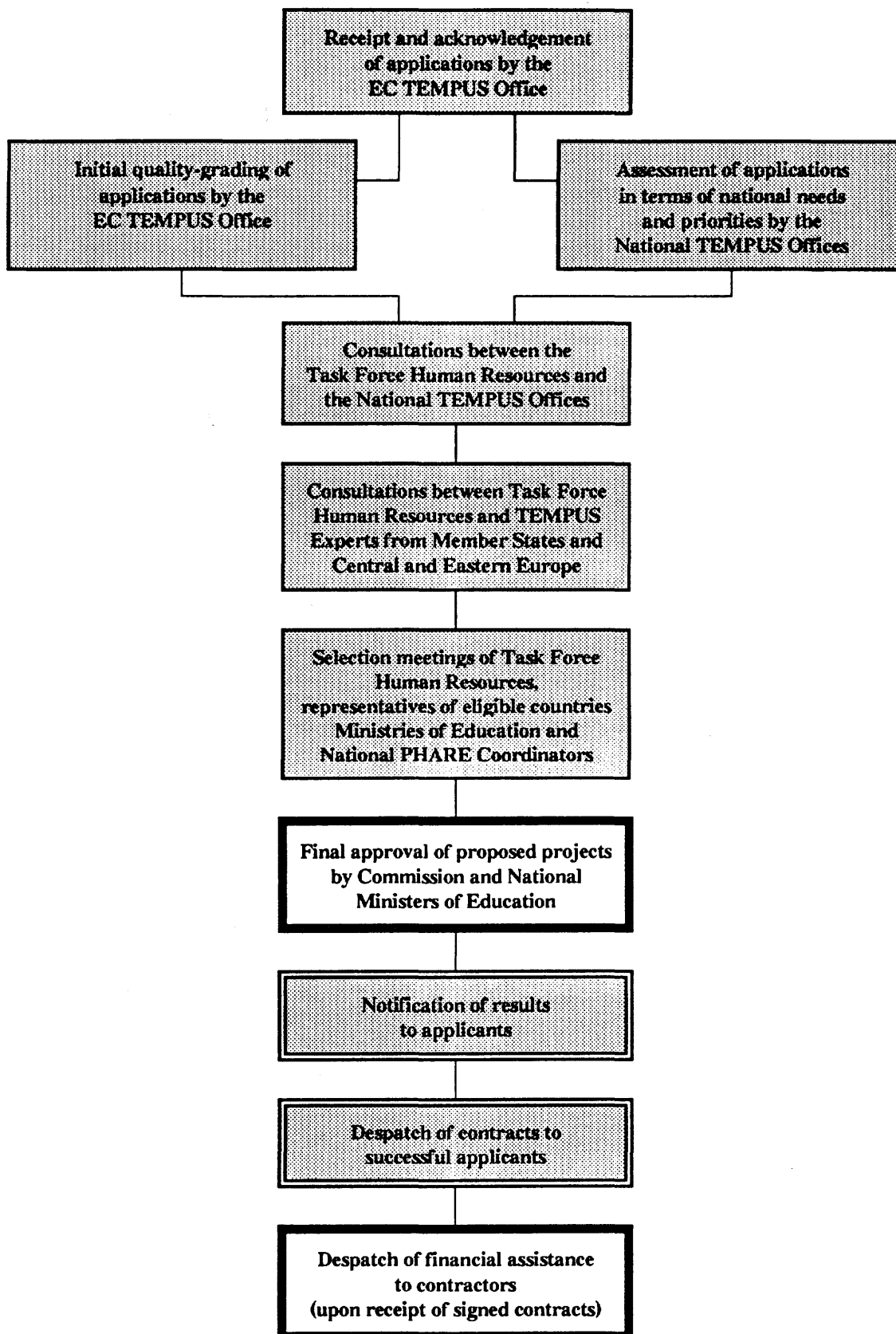
ANNEX 1

Flowcharts

The flowchart below shows the three main stages of the TEMPUS Programme:



Flowchart showing the stages of the selection process for Joint European Projects:



ANNEX 2

Statistical Tables

Table 1: JEP distribution by coordinating country and country involvement

	All applications				Supported applications			
	Coordinating country		Country involvement		Coordinating country		Country involvement	
		%		%		%		%
B	88	4.4	417	21.1	14	6.0	61	26.1
D	196	9.9	834	42.1	17	7.3	97	41.5
DK	51	2.6	212	10.7	12	5.1	29	12.4
E	37	1.9	348	17.6	5	2.1	50	21.4
F	211	10.7	684	34.6	28	12.0	83	35.5
GR	93	4.7	300	15.2	6	2.6	31	13.2
I	131	6.6	531	26.8	13	5.6	62	26.5
IRL	23	1.2	178	9.0	2	0.9	25	10.7
L	1	0.1	6	0.3	0	0.0	1	0.4
NL	120	6.1	511	25.8	22	9.4	70	29.9
P	8	0.4	190	9.6	2	0.9	25	10.7
UK	364	18.4	1039	52.5	36	15.4	122	52.1
AL	0	0.0	49	2.5	0	0.0	8	3.4
BG	41	2.1	258	13.0	6	2.6	34	14.5
CS	147	7.4	584	29.5	10	4.3	31	13.2
EST	7	0.4	101	5.1	0	0.0	8	3.4
H	127	6.4	523	26.4	9	3.7	24	10.3
LAT	16	0.8	79	4.0	1	0.4	11	4.7
LIT	7	0.4	101	5.1	0	0.0	11	4.7
PL	82	4.1	571	28.9	25	10.7	100	42.7
RO	91	4.6	316	16.0	10	4.3	31	13.2
SLO	35	1.8	91	4.6	12	5.1	20	8.5
A	8	0.4	77	3.9	1	0.4	6	2.6
AUS	0	0.0	3	0.2	0	0.0	0	0.0
CDN	0	0.0	21	1.1	0	0.0	3	1.3
CH	2	0.1	41	2.1	0	0.0	2	0.9
IS	0	0.0	1	0.1	0	0.0	0	0.0
J	0	0.0	5	0.3	0	0.0	0	0.0
N	2	0.1	23	1.2	0	0.0	4	1.7
NZ	0	0.0	0	0.0	0	0.0	0	0.0
S	12	0.6	67	3.4	2	0.8	9	3.8
SF	12	0.6	56	2.8	1	0.4	7	3.0
TR	0	0.0	4	0.2	0	0.0	1	0.4
USA	0	0.0	52	2.6	0	0.0	4	1.7
Non eligible	67	2.0					0	0.0
Total projects	1979	100.0			234	100.0		

Table 2: JEP distribution by subject area

Subject area	All applications		Supported projects	
	Number	%	Number	%
10: management/business administration	283	14.3	40	17.1
20: medical science	176	8.9	21	9.0
30: appl. sci., engineering, technologies	552	27.9	55	23.5
40: modern European languages	84	4.2	9	3.8
50: agriculture/agrobusiness	106	5.4	14	6.0
60: environmental protection	146	7.4	24	10.3
70: social/economic sciences (priority)	65	3.3	15	6.4
80: priority areas (general)	43	2.2	7	3.0
91: architecture, urban/regional planning	39	2.0	6	2.6
92: art/design	35	1.8	4	1.7
93: education/teacher-training	114	5.8	12	5.1
94: humanities/philological sciences	49	2.5	4	1.7
95: law	28	1.4	3	1.3
97: natural sciences, mathematics	192	9.7	14	6.0
98: social sciences (non-priority)	50	2.5	5	2.1
99: non-priority areas (general)	17	0.9	1	0.4
Totals	1979	100.0	234	100.0

Table 3a: East-West Individual Mobility under Action 2

To/from	BG	CS	H	PL	RO	SLO	Total
B	7	8	5	12	13	1	46
D	10	22	6	36	12	8	94
DK	3	2	1	1	2	0	9
E	2	1	2	1	2	1	9
F	3	11	1	19	37	3	74
GR	0	0	0	1	2	0	3
I	2	7	0	7	6	0	22
IRL	2	4	0	0	2	0	8
L	0	0	0	0	1	0	1
NL	5	10	3	21	5	0	44
P	0	0	0	1	1	0	2
UK	26	45	12	35	28	9	155
Total	60	110	30	134	111	22	467

Table 3b: West-East Individual Mobility under Action 2

From/to	BG	CS	H	PL	RO	SLO	Total
B	2	2	1	4	0	0	9
D	1	1	2	0	2	0	6
DK	0	1	0	1	2	0	4
E	0	3	4	4	1	0	12
F	4	7	5	6	6	0	28
GR	1	1	6	4	0	0	12
I	0	1	0	3	0	0	4
IRL	0	2	0	0	0	0	2
L	0	0	0	0	0	0	0
NL	0	0	0	0	1	0	1
P	0	0	0	0	0	0	0
UK	2	5	7	5	4	0	23
Total	10	23	25	27	16	0	101

Table 4a: Number of participants per country and per activity in Youth Exchange activities in second selection round 1991

Country	Short preparatory visit	Reciprocal exchange	Training course	Total
B	10	75	9	94
BG	12	35	4	51
CS	29	142	32	203
D	2	83	4	89
DK	13	58	4	75
E	21	3	4	28
F	7	75	0	82
GR	1	15	0	16
H	20	34	13	67
I	17	3	0	20
IRL	12	28	0	40
L	1	0	0	1
NL	0	15	10	25
P	1	0	0	1
PL	1	128	17	146
RO	20	132	0	152
UK	1	46	16	63
Former YU	3	0	0	3
Total	171	872	113	1156

Table 4b: Number of participants per country and per activity in Youth Exchange activities in first selection round 1992

Country	Short preparatory visit	Reciprocal exchange	Training course	Total
B	0	71	12	83
BG	5	14	30	49
CS	9	60	19	88
D	4	40	11	55
DK	2	35	6	43
E	0	3	3	6
F	21	60	3	84
GR	0	6	3	9
H	19	21	33	73
I	0	16	3	19
IRL	0	3	3	6
L	0	0	2	2
NL	0	26	3	29
P	0	0	9	9
PL	27	131	15	173
RO	4	98	0	102
SLO	0	9	60	69
UK	19	44	9	72
Total	110	637	224	971

ANNEX 3

List of Publications

TEMPUS Publications issued during the period under report:

TEMPUS Vademecum (in 9 languages)

TEMPUS Youth Exchange Activities - Guidelines (in 9 languages)

TEMPUS Leaflet (3 editions, in 9 languages)

Annual Report - 7 May 1990 / 31 July 1991 (in 9 languages)

Directory of Higher Education Institutions in Central and Eastern Europe (in English)

List of accepted Joint European Projects (in English)

TEMPUS Compendium (in English) ¹

¹ Future editions will carry the Introduction and Instructions for use in English, French and German.

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