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The main achievements of the Tempus Programme in Eastern Europe 1993 - 2013

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**THE MAIN ACHIEVEMENTS OF THE TEMPUS
PROGRAMME IN EASTERN EUROPE
1993-2013**

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Preface

The main aim of the Tempus programme is to support the modernisation of higher education in Partner Countries outside the European Union. The targeted regions include Eastern Europe, Central Asia, Western Balkans and the Southern Mediterranean. Of the 27 countries that the programme works with outside the EU, six are in Eastern Europe.

Cooperation between the EU and its Eastern European partners – Armenia, Azerbaijan, Belarus, Georgia, Moldova and Ukraine – represents a major objective of the European Union's external relations and aims at increasing political, economic and cultural links both between the European Union and the Partner Countries and among the Partner Countries themselves.

Between 1993 and 1995, the above-mentioned six countries started participating in the Tempus programme, which was part of the overall EU initiative to support economic and social transition of Eastern Europe in the framework of the Tacis programme. Since then, Tempus has been going from strength to strength in the region.

The Tempus programme, as a whole, was launched in 1990 and since then, it has been achieving consistent results. Given its impact, the European Commission's proposal for a new education programme, Erasmus+ (2014-2020) incorporates Tempus-like activities.

However, before moving on, we have taken a moment to look back at the impact of the programme in the region, since its introduction. This publication aims to highlight those achievements and the role of the stakeholders who contributed to them. It is important to acknowledge their contributions and their hard work, helping make the programme a success.

The National Tempus Offices (NTOs) have played a pivotal role in this respect. They were established when the programme started in their countries and some of the colleagues responsible for the NTOs have been with us for several years. Their untiring dedication to the programme and the wealth of experience they have built up over the past years has been instrumental to the smooth running of the programme. They have proved to be very reliable, trustworthy and committed partners and respected members of the Tempus family. The success of the programme in the region is due, above all, to their hard work and dedication.

This publication starts with a general review of the impact of Tempus in the region as a whole, before focusing the lens on each of the six countries in turn, which each NTO has contributed to. We hope that you will find this document stimulating and inspiring and we look forward to continuing to work with the region through enhanced cooperation under Erasmus + from 2014-2020.

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INTRODUCTION

The European Union has a vital interest in promoting stability, better governance and economic development at its Eastern borders.

The last two decades have brought sweeping changes in the region. Since the conclusion of Partnership and Cooperation Agreements (PCAs) between the European Union and Eastern Partners, successive enlargements have brought greater geographic proximity, while reforms supported by the European Neighbourhood Policy (ENP), launched in 2004 and renewed in 2011, have brought these countries politically and economically closer to the EU.

The European Neighbourhood & Partnership Instrument (ENPI), operational since January 2007, has become the main tool to provide financial assistance to the region, replacing the former TACIS programme as the source of EU funding for Tempus.

Over the last years, the growing political and economic challenges faced by Eastern partners, as well as their increasing aspirations for closer ties with the Union, have called for a more ambitious partnership with these countries.

In this context, the EU decided to launch the "Eastern Partnership" initiative in May 2009. As a specific Eastern dimension of the ENP, this new strategic policy initiative seeks to back political and socio-economic reforms in the Partner Countries, facilitating their convergence towards the EU in a bilateral and multilateral framework.

As one of the four operational thematic platforms developed under the Partnership umbrella, the platform 4 "Contacts between people" particularly supports the interaction between EU and Partner Countries' citizens, focusing mainly on students, academic staff, researchers, young people and cultural actors.¹

Increased cooperation in this area, recognised as a promoter and monitor of change, is expected to enhance the participation by Partner Country students and academic staff in EU international higher education cooperation programmes, as well as to increase the convergence of higher education systems, foster school cooperation and improve collaborative learning.²

In this framework, the Tempus Programme has proven instrumental for contributing to the modernisation of higher education in the Partner Countries neighbouring the EU. Building on a bottom-up approach, it is able to effectively respond to locally identified priorities and expectations, in particular given the fact that these countries are facing similar challenges linked to their recent history.

¹ COM (2008) 823 of 3.12.2008 - Communication from the Commission to the European Parliament and the Council-"Eastern Partnership"

² JOIN (2012) 13 of 15.5.2012 – Joint Communication to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions – "Eastern Partnership: a Roadmap to the autumn 2013 Summit"

Eastern European partners have joined Tempus at different stages between 1993 and 1995.

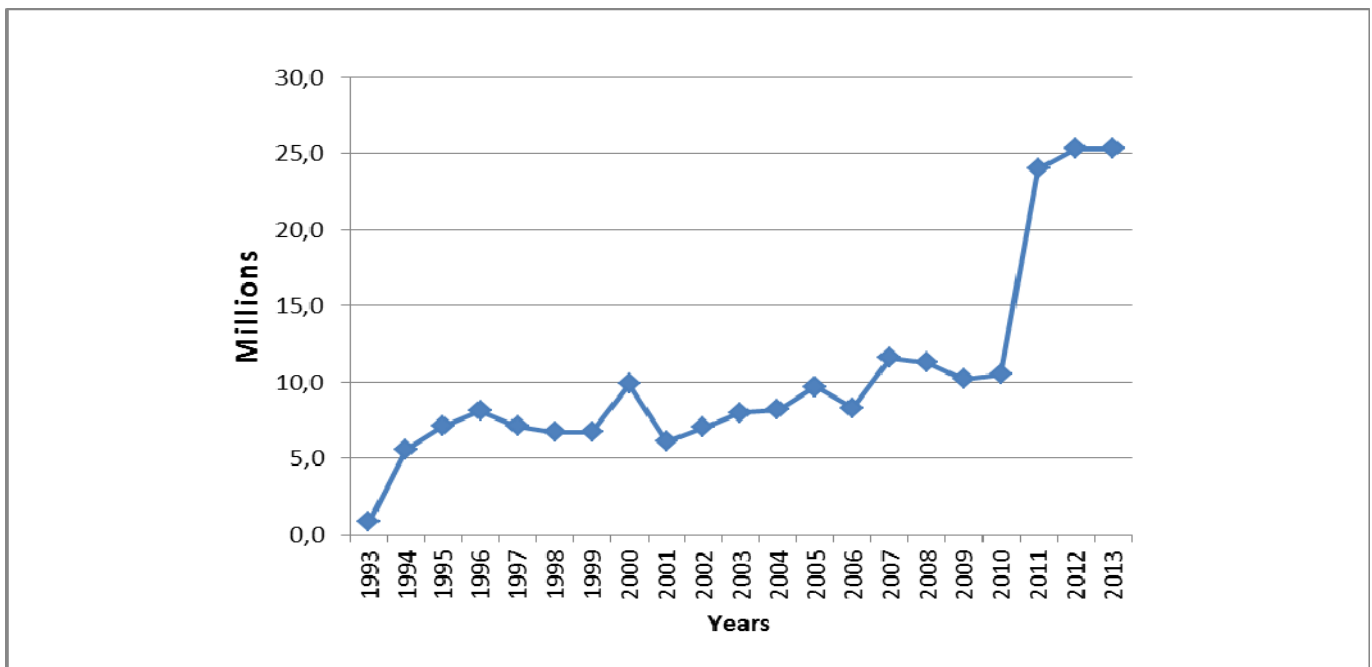
The total budget allocated to these countries since then has been 218 million Euro. 42 million Euro was allocated between 1993 and 1999 under Tempus I and Tempus II, 57 million Euro was allocated through Tempus III and 118 million was allocated under Tempus IV.

**Total Budget by Year for all Countries in Eastern Europe
Participating in the Tempus programme**

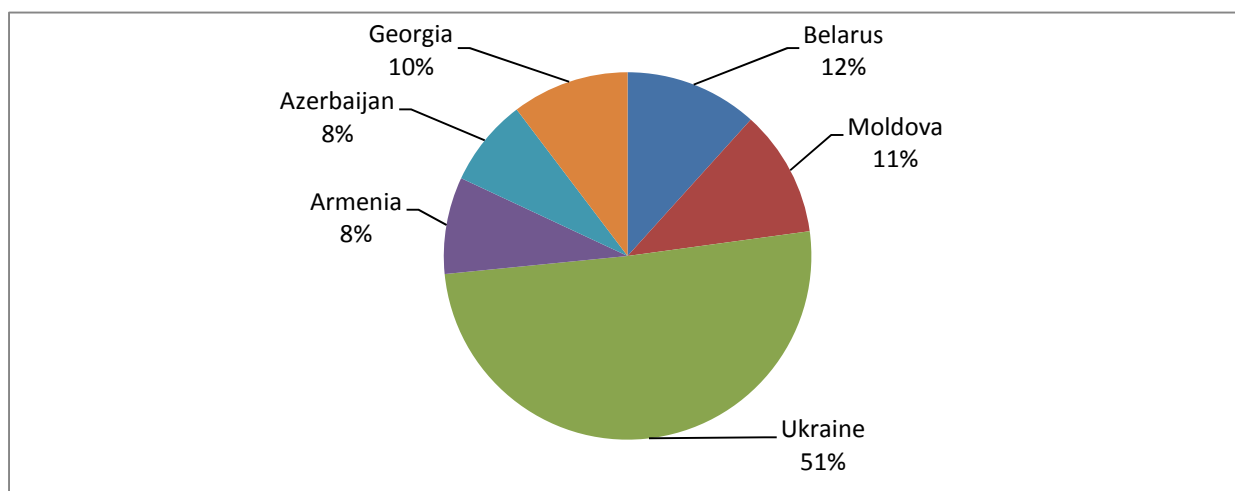
Total amount (Millions of Euro)	Tempus I*	Tempus II					
	1993	1994	1995	1996	1997	1998	1999
	0,8	5,6	7,1	8,1	7,1	6,7	6,7

*Under Tempus I, the budget covered mainly preparatory actions

Total amount (Millions of Euro)	Tempus III							Tempus IV						
	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
	9,9	6,1	7,0	8,0	8,2	9,7	8,3	11,6	11,3	10,2	10,5	24,0	25,3	25,3



Breakdown of the Total Budget Committed by Country (1993-2013)³



The most active country to date (in terms of number of projects) is Ukraine, followed by Belarus and Moldova. However, note should be taken of the fact that Eastern Partners joined the Tempus Programme at different stages between 1993 and 1996, with Ukraine and Belarus being the first countries in the region to take part in the Programme.

Number of Projects in Which One or Several Institutions in the Country Have Been Involved (1993-2012)*

Country	Tempus I**	Tempus II	Tempus III	Tempus IV***	Total
Armenia	-	3	15	22	40
Azerbaijan	-	2	14	17	33
Belarus	-	11	19	21	51
Georgia	-	5	19	29	53
Moldova	-	4	28	26	58
Ukraine	-	35	109	61	204
Total****	-	60	204	175	439

* The number of projects comprises cooperation projects between HEIs (excluding Pre-JEPs and Compact Measures)

**Under Tempus I only Preparatory Projects and Compact Measures were funded in Belarus and Ukraine

*** These figures are for the first five Calls for Proposal, Tempus IV (2008-2012)

**** Country figures cannot be added, as several countries can be involved in the same project.

³ Under Tempus (in case of multi-country projects) the budget committed to each country is the result of a theoretical calculation and is proportionate to the number of institutions of each country participating in the selected projects. These figures do not necessarily correspond to the real budget that the institutions of the country concerned will receive during the implementation of the project.

Over the years, Tempus has significantly contributed to strengthen the links among Eastern Partners and between these countries and the EU, fostering an increased internationalisation of local educational systems. Altogether, approximately 190 Higher Education Institutions have taken part in the Programme.

Cross-regional partnerships have allowed higher education institutions to benefit greatly from mutual learning and fruitful exchanges of experiences which have paved the way for the implementation of sweeping reform processes in the countries concerned.

I- MAIN ACHIEVEMENTS OF THE PROGRAMME

In this first section, the impact of Tempus on the region as a whole will be analysed, at individual, institutional and national level.

1.1 - Main Achievements at Staff Level

Tempus has played an **important role in the professional development of staff** in the region over the past twenty years.

Professional development opportunities are often limited in higher education institutions (also in the EU) and Tempus has given professors the opportunities to meet other peers in their field, in different countries. By working together in international consortia, professors have been **exposed to different perspectives and gained new insights into their subject**. This has allowed them to work together with leading experts in their field and sometimes travel to another Tempus Partner Country to job-shadow and update their skills and knowledge. They have also gained valuable work experience by teaching students in a different country (sometimes in a foreign language). The contacts built have proven extremely useful for pursuing further research and enhancing their publications list. Indeed, contacts with European professors, made through Tempus, have sometimes led to further research activities after the end of the project, such as joint publications and peer-reviews. This has definitely helped enhance the sustainability and the long-term impact of the projects' outcomes.

Tempus promotes a 'bottom-up' approach and **helps break down hierarchies** inherent in the universities. This has given professors and in particular younger staff, great liberty to experiment with new ways of working in the incubator that is the Tempus project, through collaboration with professors outside their higher education institution. A number of curriculum development projects are led by women in the region, particularly in the Caucasus, a leadership opportunity that would have been difficult to gain in certain institutions otherwise.

Tempus focuses not only on academic staff, but puts **equal emphasis on the training of non-academic administrative staff** as well. For example, Tempus projects have helped these professionals develop and update such competencies as financial management, public procurement, computer networking and library cataloguing skills, by using the latest tools and techniques. Projects have also contributed to empower administrative staff by increasing their awareness of the important role that they can play in the higher education institution's success. This has further motivated them to be proactive and take part in continuous professional development throughout their career.

Tempus has given staff from the region the opportunity to **develop their intercultural skills**, by working together with staff from many different countries in a multi-country consortium. In the past many professors in the region had studied in Russia or in other Eastern European countries. After the end of the Soviet Union, a number of professors and political leaders, in particular from the Caucasus, established links with US academic institutions, obtaining their PhD there. Conversely, fewer contacts existed with European universities. In this respect, the National Contact Points in the

EU have been instrumental in helping institutions from the region to find EU partners. Over 300 Individual Mobility Grants, awarded under Tempus III, have allowed staff to travel easily to another Tempus Partner Country for specified periods. They have also brought staff together from countries that had no tradition of collaboration. In certain cases, it was also the first opportunity for many younger staff, who had obtained their PhD at home, to work in an international team. In fact, many projects report that the biggest challenge on a Tempus project is learning to work together to overcome cultural differences. All the same, this is considered as an incredibly enriching experience by participants who report to have learned as much about themselves, as the academic or administrative subject area.

It is also worth noting that in recent years, mobility of staff, students and academic staff has been very much supported by the Erasmus Mundus Programme, which is one of the main EU programmes for international mobility of higher education students and professors.

Individual Mobility Grants Offered (Tempus III, 2000-2006)

<i>Country</i>	<i>Number of Individual Mobility Grants</i>
Armenia	60
Azerbaijan	26
Georgia	42
Belarus	40
Moldova	61
Ukraine	100
Total	329

1.2 - Main Achievements at Institutional Level

1.2.1 - Implementing Curriculum Reform

One of the main actions of the Tempus programme involves reforming curricula, which was particularly relevant in the context of socio-economic changes in the early 1990s. During Tempus III, more than one third of all projects in the region focused on curriculum reform, while in Tempus IV, the percentage of projects in this field increased to 55%. This has always been a popular topic for Tempus projects, because it allows professors to work together in international consortia, to revise old courses or develop new ones. Even though the action involves a '**bottom-up approach**', the vast majority of the developed/upgraded courses have succeeded in gaining recognition from their higher education institutions and relevant national authorities in-country, which testifies to the high esteem in which the Tempus programme is held.

The Tempus programme has also served as a **useful tool for updating existing academic courses**. Professors from EU universities have worked together with professors from the 6 countries in the region, to pool their expertise in an academic discipline and modernise a chosen curriculum. Today, much academic material is available on-line. People-to-people contacts have been necessary to obtain access to the latest up-to-date material and research in a particular field and Tempus has facilitated these exchanges. Indeed, increasing access to internet in recent years hasn't always meant that the best material is now readily available on-line, which was not the case when Tempus was launched. Professors are often reluctant to publish course material on the web as it is a source of competitive advantage for them and helps attract the best students. People-to-people contacts through Tempus have helped build the trust necessary to allow the exchange of this academic material.

Via Tempus, a number of **new fields of study have been introduced or developed** in the region, such as environmental science, renewable energy, biotechnology, social work and public health. Labour market needs in the region have evolved much over the past twenty years and higher education institutions have not always had the necessary resources to adapt curricula at the same pace as these evolutions. Tempus has allowed professors from the region to make contacts with European HEIs, who had ready-made courses in a required area, and to work together with them to adapt these study programmes to labour market needs in the region (by translating the courses' content into local languages or developing country-specific case studies for example). Tempus has also helped break the barriers to more traditional classroom-based learning and has introduced new teaching methods such as evening courses, e-learning courses, blended learning and intensive on-site courses for professionals. This development has allowed professionals to combine work with study, which wasn't always possible before.

New methods of designing and structuring courses have also been introduced by Tempus. Based on the principles of the Bologna Process, many European professors are already accustomed to designing courses based on 'learning outcomes' and European Credit Transfer System and Accumulation credits and have transferred this know-how to colleagues in the Partner Countries. Professors there have been convinced of its merits – facilitating student exchange with European universities by allowing institutional recognition, upon return home, of periods spent in Europe or in a country in the region. These bottom-up reforms have encouraged Ministries of Education to redesign the degree structure along the Bologna model. The three-cycle system of Bachelor, Master and Doctorate has been introduced in the region, even though at a different speed between the countries and not in all cases to the full extent. The third cycle, in particular, is still less developed in a few countries. Joint Degrees and Double-Degrees, at the Master level, with European higher education institutions are sometimes constrained by linguistic difficulties. In other cases, the mutual recognition of degrees, for students who wished to pursue their post-graduate studies both in Europe and in other Eastern European countries, continues to be an issue.

1.2.2 - Providing Necessary Equipment for Communications and Laboratories

The provision of equipment has always been an attractive component of the Tempus programme for higher education institutions in the region. Between 1993 and 2013, Tempus will have provided approximately **44 million Euro's worth of equipment** to all projects in the region. It is no surprise that a large number of curriculum development projects in the region are in the area of engineering, information technology and environmental management.

Tempus has **stocked university libraries with recent text books** and periodicals for new courses. The **provision of laboratory equipment** has also been very important in supporting practical coursework in the hard sciences. Without such equipment, the effectiveness of such courses would have been severely hindered. Universities took pride in the equipment donated and often allocated rooms to house it and staff to supervise and maintain it. As the benefits of such equipment became apparent, university governing bodies were persuaded to invest more themselves. New equipment was often coveted by researchers and people working in the industry who didn't have access to such up-to-date materials. It was still used by them after the end of the project, sometimes on a fee basis, thus contributing to further enhance the project's financial sustainability.

As internet connection became more widespread across the region, computers, scanners and printers proved a good return on investment, as email and Skype became the main **means of communication** between project partners. Tempus has also allowed the purchase of video-conferencing equipment, which would have been beyond the budget of many higher education institutions otherwise.

Most higher education institutions in the region participating in Tempus have a computer room, funded by the programme to attest to the fact. Computers have not only been essential for communication with European partners but also for introducing **new forms of learning in universities**, such as e-learning and blended learning. In a number of cases, these computer rooms are used by adults from the local community for evening classes. Special computer programmes have facilitated language learning, Computer Aided Design and other specialised courses, which require computer access. Internet is quickly replacing the traditional library and internet access provides a wealth of on-line literature for student's research and course assignments. Computer programmes for identifying plagiarism have also been very useful for professors. Therefore, the value of these computers in terms of learning potential is not to be underestimated.

1.2.3 - Encouraging Reform of University Governance and Management

Tempus projects have not only covered curriculum development but have also worked **on the reform of higher education institutions' structures and processes** – something that has often proven more challenging than curriculum development, given the strict hierarchies and politics that exist in many universities. About 20% of Tempus IV projects in Eastern Europe have been focused on this topic. For

example, a number of projects have involved setting up international relations offices or improving systems and processes in existing ones, to facilitate international student exchange, help develop international strategies and introduce new students' services. Tempus has also helped set up career guidance offices in many universities, which didn't exist before and put in place career databases, set up alumni associations, helped develop fundraising strategies with alumni and assisted students in finding placements during their studies. All this has contributed to helping students find jobs immediately after graduation and reducing youth unemployment – a widespread phenomenon in the region.

Tempus projects have also **tackled the challenging subject of university governance**. The opportunities for university Presidents and Rectors to visit universities in Europe and meet with their counterparts have exposed them to other ways of working. Whether management processes have become more democratic, transparent and effective in their home universities since, is still open to debate, as highlighted by a recent Tempus study on university governance in the region⁴. However, Tempus has helped raise awareness of alternative ways of working and of the importance of external representatives on governing bodies.

Departments in universities tend to work quite autonomously and **Tempus has put academics and professionals from different faculties and departments in contact with each other**, who might not have had exchanges otherwise. They have had to collaborate well together, to make the project a success. This has helped break down institutional 'silos' in the university and promote knowledge sharing, as well as the transfer of information and know-how between departments.

Working as partners on Tempus projects has helped build the management capacity of Partner Country institutions in the region. This was evidenced by the decision to allow Partner Country institutions to apply as coordinator for the first time in Tempus IV in 2008. Since then, approximately 9% of Tempus IV projects from the region have been managed by a local coordinator, particularly in the Caucasus, with a rising interest by local institutions in covering this role more and more in the future. Some of these projects have been excellently managed and have produced high quality results. This experience and the responsibility for managing a grant of up to 1.5 million Euro has helped to professionalise university staff and shows the increasing ownership of the Partner Countries' Higher Education Institutions.

A number of **Tempus projects in the region have focused specifically on the topic of quality assurance**. In Armenia, Georgia, Moldova and Ukraine, Tempus has been instrumental in promoting a quality assurance culture within local higher educations.

Enhancing quality assurance in European universities is one of the aims of the Bologna Process. Many European universities have put in place stringent systems and process to ensure not only the quality of the curricula, but also of university management systems and processes. **Quality assurance is**

⁴ Changing rules: A Review of Tempus support to University Governance, a Tempus Study, Issue No 1, February 2010
http://eacea.ec.europa.eu/tempus/tools/publications_en.php

promoted through detailed industry surveys and benchmarking before developing curricula, review boards and students' evaluations. Quality assurance of systems and processes is promoted through obtaining ISO certification, 'investor in people' awards and other internationally recognised accreditation.

Quality assurance has also been fostered **through the field monitoring of projects** by the National Tempus Offices in-country and project officers from the Education, Audiovisual and Culture Executive Agency (EACEA) in Brussels. Since 2009, the EACEA has put increased emphasis on field monitoring to improve the quality of projects in the region and has introduced a policy of monitoring all projects, at least twice during their life cycle. Each visit involves meetings with the Rector or Vice Rector of the University, the Dean of the faculty, those involved in running the project from one or more partner institutions, as well as with the final beneficiaries, usually the students, to carry out a full evaluation of the project and help improve its quality.

As a result, over the years, Tempus has increasingly become a meaningful support instrument, enabling Higher Education Institutions to develop appropriate governance and management structures, in order to effectively harness their potential and accomplish their educational purpose.

1.2.4 - Fostering Links between Higher Education Institutions and the Labour Market

Many Tempus projects in the region included private sector partners, particularly local small medium enterprises. Tempus encourages the involvement of enterprises in designing new curricula. Local employers often sat on the project steering committee and curriculum review panels and thus participated directly in the curriculum design process. Most curriculum development projects have carried out detailed industry analysis via surveys to find out the precise needs of the labour market and tailored courses accordingly, to ensure that they were as relevant as possible. It is important to note that the labour market includes not only the private sector, but also NGOs and local authorities who participated as partners in Tempus projects.

The Tempus programme has **developed concrete structures**, such as career centres, technology transfer offices and entrepreneurship hubs, which have **developed strategic and sustainable links with the labour market**.

Practical placements and graduate training programmes in companies for students have also been integrated into many of these new courses, contributing to help **students secure jobs upon graduation** - particularly important in a region where youth unemployment is very high. By creating a more relevantly skilled labour force, Tempus has helped give local companies competitive advantage on international markets and thus contributed to economic development. By helping students find jobs at home, it has also helped prevent brain-drain to regions where employment opportunities are more plentiful.

1.3 - Main Achievements at National Level

1.3.1 - Supporting Reform of Higher Education Systems and Policies

Even though not originally focused on it, Tempus has had an impact on national policy reform in the six Partner Countries in the region. Tempus came to the region at the right moment when most of the countries were beginning to introduce major reforms in higher education. **Tempus was considered by all the external evaluations carried out as a useful support mechanism to help implement these reforms, working hand-in-hand with the Ministry of Education.** Tempus Structural Measures projects, in which the Ministry must participate as a partner, tackled national policy issues such as quality assurance, promotion of innovation and entrepreneurship in the education system.

All the National Tempus Offices have established effective working relationships and constructive dialogue with the Ministry of Education and the EU Delegation. Each country's national priorities are set by the Ministry of Education and the National Tempus Offices are consulted in the selection of projects to be funded in each Call for Proposals. Furthermore, they are regularly invited by the national authorities to provide inputs into national studies and publications. Given their knowledge of other countries in the region through Tempus, they serve as a useful point for comparative analysis.

Since 2008, Tempus has been used to fund a network of more than 50 **Higher Education Reform Experts** from the countries in the region. These are local professors, Ministry officials or students who are interested in higher education policy reforms. With the support of Tempus funding, they have had the opportunity to take part in a number of seminars on higher education reform in the EU. Upon return, they have **shared their knowledge and expertise with universities, by holding seminars and workshops to disseminate information about the latest developments in EU higher education policy reform and the Bologna process.** European experts have also been invited, using Tempus funding, to give training seminars in the Partner Countries.

Participation in the Tempus Programme with EU institutions has **helped promote Bologna principles and tools and highlight their usefulness.** To date, five of the six countries are actively participating in the Bologna Process which is a major driver for change in the higher education sector. Following the meeting in Copenhagen in January 2012, the Bologna Follow-Up Group (BFUG) agreed on recommending to the European Higher Education Area (HEA) Ministers to have Armenia as the host of the 2015 Ministerial Conference, while also hosting the BFUG Secretariat from 2012 to 2015. At the Bucharest conference in April 2012, Armenia was the first non-European member state to be given this role.

1.3.2 – Promoting Regional Cooperation

Tempus has contributed to promote greater cooperation between countries in the region. Prior to Tempus IV, cooperation tended to take place mainly in the framework of national projects where the targeted Partner Country was cooperating with several EU institutions. As a priority of Tempus IV, multi-country projects helped strengthen the intra-regional cooperation dimension. Indeed, multi-country projects represent 64% of the total number of projects under Tempus IV in the Eastern European countries.

It is also interesting to note that Tempus has fostered cooperation between certain countries in the region that had no strong tradition of cooperation prior to this. Opportunities for cooperation continued to present themselves and were further explored with countries in other regions, such as Central Asia and the Southern Mediterranean. Therefore, the programme is helping to **break down social and cultural barriers**.

Many of these large multi-country projects are Joint Projects. They cover topics such as links with the private sector, internationalisation of higher education institutions and promoting innovation. By working together, exchanging best practice and benchmarking against each other, each country has learned from his neighbours. **These lessons and experience have fed into national higher education policy reforms**. The benchmarking reports produced by these projects often motivate countries to achieve better results in a particular area, as they take pride in their accomplishments.

II - MAIN RESULTS BY COUNTRY

1) Armenia

Armenia joined the Tempus Programme in 1995. Since then, Armenian Higher Education Institutions (HEIs) have participated in 40 projects (Joint Projects and Structural Measures) focusing on governance reforms, as well as on the design of new modular study programmes.

Armenia signed the Bologna Declaration in 2005 and since then, topics such as the three-cycle system, quality assurance, tuning methodology⁵, ECTS, accreditation of study programmes, internationalisation, mobility of students and academic staff, accountability of the system and links with the labour market have been largely addressed in the country.

Tempus has been instrumental in promoting a quality assurance culture within local higher education institutions. This has represented a big challenge, even for prominent universities in the country, as it has promoted the introduction and/or revision of a number of existing tools and processes.

For some institutions, such as the National Centre for Professional Education Quality Assurance (ANQA), Tempus has provided the very first important opportunity to acquire new skills and competences, as well as to establish contacts worldwide. Since its establishment in 2008, the Centre has been involved in Tempus projects. This has allowed its staff to gain a valuable understanding of how to create a quality assurance system and of how to introduce adequate procedures for institutional audits and programme accreditation, in line with the European Standards and Guidelines on Quality Assurance.

Tempus has also contributed to the design of new interdisciplinary Master Degree programmes which did not exist before in Armenian universities, such as for example, the Master of Applied Biosciences, Geo-information Technologies, Public Health, Social Policy and Administration, Library and Information Sciences, Migration and Occupational Therapy. These programmes have been developed in cooperation with other EU and Partner Country institutions, with the aim to share good practice and professional experience, as well as integrate new methodologies and structures into home universities and develop new professions.

In the framework of new or upgraded curricula, innovative teaching and learning methods have been introduced, in particular, distance learning approaches, which were relatively new in Armenia.

An innovative aspect of recent Tempus projects is the promotion and strengthening of effective partnerships between universities and enterprises, aimed at developing study programmes relevant to the labour market's needs. Several ongoing projects are specifically addressing common

⁵ Tuning is a European university-driven project which proposes an approach to implementing the Bologna Process in Higher Education Institutions and their subject areas. The Tuning approach consists of a methodology to (re-)design, develop, implement and evaluate study programmes for each of the three Bologna cycles. Tuning contributes to the development and enhancement of high-quality competitive study programmes. <http://www.unideusto.org/tuningeu/>

constraints, such as for example, the lack of institutional infrastructure, which has hindered for a long time, the development of relationships between higher education institutions and employers.

It is worth noting that in the framework of the Tempus IV 5th Call for Proposals (2012), for the first time, two projects coordinated by Armenian universities have been awarded a grant. This has represented an achievement, but also a new challenge for local higher education institutions.

The increasing participation of both universities and other institutions (Ministries, enterprises, non-governmental organisations) testifies to the great interest of local players in the Tempus Programme, and more in particular to their willingness to explore new cooperation opportunities with other organisations.

Finally, it is worth mentioning the positive impact of regional cooperation projects on fostering mutual understanding and trust between academic institutions in the region.

Two Examples of Projects from Armenia

Title of Project	Master Program in Applied Biosciences (MAPB)
Project Number	159340-TEMPUS-1-2009-1-ES-TEMPUS-JPCR
Year	2010
Coordinator	University of Alicante – Spain
Partners involved and their countries of origin	<p>EU institutions University of West of England – United Kingdom Aristotle University of Thessaloniki – Greece Consulting Company P & B – Portugal</p> <p>Partner Country institutions Armenia Yerevan State University (YSU) Armenian National Agrarian University (ANAU)</p> <p>Georgia Tbilisi State University Georgian State Agricultural University Kutaisi Akaki Tsereteli State University</p>
Grant Size	1,112,407.00 Euro
Aims of the project	The aim of the project was to develop a two-year Master Degree programs in Applied Bioscience in the fields of Food Biotechnology, Agriculture Biotechnology and Health Care Biotechnology, based on a modular system and ECTS. The ultimate purpose was to prepare students for scientific careers in industry or for professional careers in bioscience-based enterprises operating in marketing, business development, technology transfer and other fields.
Impact of the project	<p>The newly developed programme provides specialization courses designed to prepare highly qualified professionals in applied biosciences and biotechnology, as well as narrow-profile specialists in different domains including healthcare, environmental, food and agro biotechnology.</p> <p>Through the intensive use of computer-based technologies, the programme developed modern teaching methodologies (including online distance learning) and scientific investigations, in line with current international standards. The coursework and the intensive practical classes in well-equipped research laboratories, at the Yerevan State University and at the Armenian National Agrarian University, as well as in industry and clinical diagnostic laboratories, provided students with high level skills and competences to be used in a wide range of biotechnology fields. Potential employers of the MSc graduates include scientific research laboratories, clinical laboratories and diagnostic centres, pharmacological and pharmaceutical companies, analytical services, agro and food processing industry, supply, safe and sale services, etc.</p>

Title of Project	Geographic information technology for sustainable development in Eastern neighbouring countries (GIDEC)
Project Number	511322-TEMPUS-1-2010-1-SE-TEMPUS-JPCR
Year	2010
Coordinator	Royal Institute of Technology, Geodesy/Architecture and Environment - Sweden
Partners involved and their countries of origin	<p>EU institutions Polytechnical University of Valencia – Spain Stuttgart University of Applied Sciences – Germany</p> <p>Partner Country institutions Armenia Yerevan State University of Architecture and Construction (YSUAC) Yerevan State University (YSU) Armenian National Agrarian University (ANAU) Centre of Geodesy and Cartography</p> <p>Ukraine Lviv Polytechnical National University Kiev National University of Construction and Architecture</p> <p>Moldova Technical University of Moldova Tiraspol State University</p>
Grant Size	925.941,01 Euro
Aims of the project	The project aimed at supporting the sustainable development in the Partner Countries of qualified geographic information technology (GIT) specialists, trained on the basis of local needs and in accordance with the Bologna principles.
Impact of the project	In the framework of this project, existing geodesy curricula were modernized, new curricula and teaching materials were developed and 6 new GIS Laboratories were set up. Moreover, re-training programmes involving partner universities' staff were carried out. New pedagogical methods and quality assurance mechanisms in geodesy/GIS education were adopted.

2) Azerbaijan

Azerbaijan joined Tempus in 1995. Since then, Azerbaijani partners have participated in 33 Tempus projects, the majority of which have been Joint Projects, in the area of curriculum reform. Furthermore, Tempus has also contributed to improving university management practices and quality management systems.

Since the beginning of Tempus III, Azerbaijani universities have participated in several Joint Projects focusing on the improvement of curricula in engineering studies, particularly in the field of oil and gas. By working in international consortia, local HEIs have been exposed to innovative tools and processes, while being confronted with new opportunities and perspectives. Universities' academic staff have travelled to European countries and upgraded their level of teaching, in line with the Bologna requirements.

Professors had the opportunity to access the latest research and know-how of European universities, which allowed them to improve and update courses in several disciplines and, most importantly, to develop new academic programmes in fields which had never been covered before in the country's universities, such as energy management.

Under Tempus IV, funded projects have addressed new areas of cooperation, such as biomedical engineering and linguistic disciplines.

Particularly important is the number of national projects. This reflects the high interest of local HEIs in further developing and strengthening their structures, on the basis of identified needs and priorities. Furthermore, national projects have significantly contributed to fostering active collaboration among Azerbaijani HEIs, including those located in the most remote regions of the country.

In 2010, for the first time, a Tempus project in Azerbaijan was awarded to a local institution as coordinator; the Azerbaijan University of Languages. This national project, involving several Azerbaijani institutions in the country, focuses on the reform of translation and interpretation and is implemented with the participation of universities from Italy, France, Germany and Great Britain. The project is delivering excellent results which are widely appreciated by both local and European stakeholders.

During the last period, a few governance reform projects on teacher training and on the development of international relations have also been implemented, together with Structural Measures projects on quality assurance.

The involvement of the Ministry of Education as a partner, in some current projects, has significantly contributed to addressing policy issues such as quality assurance and the transfer of innovative practices to enterprises, while facilitating the incorporation of the Bologna Process's principles (European Credit Transfer System, Diploma Supplement and the three-cycle system) into the national education system.

As a result of the projects implemented, Tempus is recognised by the national authorities as a key instrument for fostering the modernisation of the country's higher education system.

The Programme is also highly appreciated by Azerbaijani universities. In nearly all of them, there is a team/unit specifically dealing with the Programme and acting as a liaison between local faculties and European universities, in consultation with the National Tempus Office whenever necessary.

Two Examples of Projects from Azerbaijan

Title of Project	Reforming Interpreting and Translation Studies in Azerbaijan
Project Number	511329-TEMPUS-1-2010-1-AZ-TEMPUS-JPCR
Year	2010
Coordinator	Azerbaijan University of Languages
Partners involved and their countries of origin	<p>EU institutions Scuole Civiche di Milano – Italy University of Leipzig- Germany University of Essex – United Kingdom University of Strasbourg/ITIRI - France</p> <p>Partner Country institutions</p> <p>Azerbaijan Nakhchivan State University Lankaran State University Ganja State University Baku In-service Teacher Training and Retraining Institute Ministry of Education of the Republic of Azerbaijan</p>
Grant Size	1.076.258,43 Euro
Aims of the project	The project's objective was to improve the quality of Interpreting and Translation studies in Azerbaijan, according to international standards and in line with the Bologna requirements.
Impact of the project	<p>The project contributed to upgrade Interpreting and Translation studies at Bachelor and Master levels, in all the involved universities. Through training activities, project participants acquired skills, competences and experience which positively impacted on their professional standing. This, in turn, contributed to sustainably enhancing the quality of language teaching and translation services at a more global level in the country. The established language resource centres are open to students, staff and other groups (young researchers, professionals etc.), providing them with the necessary skills for their professional development.</p> <p>Teaching staff both in the EU and in Azerbaijan largely benefited from cooperation activities within the project. Mutual learning and exchange of experiences took place in a constructive environment. Moreover, for some teachers from universities located in remote Azerbaijani regions, such as Lankaran and Ganja, this project represented the very first opportunity to collaborate with European colleagues.</p>

Title of Project	"Master's degree course in energy management in the chemical and oil industries in Azerbaijan"
Project Number	CD_JEP_JEP_27035_2006
Year	2006
Coordinator	Cologne University of Applied Sciences - Germany
Partners involved and their countries of origin	<p>EU institutions Technical University of Warsaw (TUW)- Poland</p> <p>Partner Country institutions</p> <p>Azerbaijan Azerbaijan State Oil Academy (ASOA) Sumgayit State University (SUS)</p>
Grant Size	275.000 Euro
Aims of the project	The project's objective to set up a Master degree course in Energy Management represented a first important step towards upgrading local teaching on the subject, by using well-trained staff in cooperation with European partners. The Master Degree course was developed taking into account the needs of the oil and chemical industries, in close collaboration with ASOA and SUS.
Impact of the project	<p>The projects contributed to reforming and developing the Master study program on Energy Management, in line with the standards of similar study programmes developed in EU institutions.</p> <p>The specialists trained by the two participating Azerbaijani universities are now able to ensure production quality in the oil and chemical industries. This contributes to reducing energy consumption, bringing down production costs and, most importantly, limiting environmental pollution.</p> <p>The project allowed staff from the Partner Country's HEIs to learn much more about the best practices in project development and management, including how to conduct a needs assessment study and how to design programs based on the outcomes of such a study. All these newly acquired competences were widely disseminated through a number of activities, including publishing methodology and findings in an international journal.</p>

3) Belarus

Belarus started participating in the Tempus Programme in 1993. Since then, Belarusian partners have been involved in 51 projects (Joint Projects and Structural Measures).

The implementation of Tempus projects by Belarusian Higher Education Institutions has produced a number of positive results, both tangible and intangible, with positive impact on the work of the institutions themselves, as well as on the Belarusian system of higher education as a whole.

Thanks to the Program and particularly to the collaboration with EU partners in the framework of the funded projects, new approaches to management, administration, planning, and quality assurance have been introduced in the country, following internationally recognised standards.

A new assessment system, aligned to the European Credits Transfer System (ECTS), has been used for the educational standards, curricula and programmes of a new generation in many higher education institutions. However, the introduction of ECTS is still one of the most problematic issues to be implemented through curriculum reform-type projects.

The educational agenda has been significantly expanded. New study courses have been introduced, existing curricula have been upgraded, innovative teaching and learning methods have been adopted from time to time and modern technologies have started to be used, in line with the objective of increasing convergence with the EU education system. Nevertheless, further steps need to be taken in this direction. The newly developed educational material is used by the teaching staff and by students.

A Master course in Economics has been extended at national level, being developed by several universities in the country. Professionals trained in the areas of Real Property Studies, Social Pedagogy and Work, GIS and Ecology have found a work placement at several organisations, institutions, industrial enterprises and businesses located widely across the country, thanks to the high quality skills and competences acquired.

Tempus projects have also significantly contributed to the reorganisation and optimisation of the governance and management of HEIs. A department of Dutch language has been created at the Minsk State Linguistic University. New services on administration, strategic and functional planning, quality assurance and research have been opened at the Gomel State University, at the Grodno State University and at the International State Sakharov Environmental University.

Overall, the participation of the Belarusian HEIs in the TEMPUS Programme has led to the increased visibility of Belarusian education institutions abroad, enhanced internationalisation of the education sector and increased the attractiveness of the Belarusian education system within the region.

Two Examples of Projects from Belarus:

Title of Project	Transformation of the educational process at BSU based on ECTS-compatible technologies
Project Number	24214-2003- TACIS 2003 University Management
Year	2003
Coordinator	Otto-von-Guericke Magdeburg University, Germany
Partners involved and their countries of origin	<p>EU institutions University of Malaga - Spain University of Trento - Italy</p> <p>Partner Country institutions Belarus Belarusian State University (BSU) Brest State University (BSU)</p>
Grant Size	269 301,00 Euro
Aims of the project	<p>The project's scope was to reform higher education in the area of Computer Mathematics, History, Economics and Sociology at the partner institutions, according to the Bologna requirements.</p> <p>In particular, the project aimed at developing educational programs on Bachelor/Master degree courses on the basis of ECTS, preparing documents for the introduction of the developed Master degree courses at the Belarusian universities, establishing centres for the management of the Bologna Process in the two local universities involved.</p>
Impact of the project	<p>Staff and students of the two Belarusian partner universities conducted visits to EU universities and learned how the educational process for students specializing in "Computer Mathematics", "Economy", "History" and "Sociology" was organized. On the basis of the knowledge and experience gained, they developed curricula for these 4 specialties according to the ECTS system.</p> <p>The project's results were broadly disseminated across the entire higher education system in the country through the drafting of a Regulation on the application of ECTS. Approved by the Ministry of Education, the Regulation has made compulsory, since 2003, the development of university curricula on the basis of the ECTS system.</p> <p>Moreover, the project created centres of academic mobility at the Belarusian partner universities, allowing students to get information on mobility issues.</p>

Title of Project	Modernization and Implementation of Business Education Programmes for Tourism in Belarus (MIBET)
Project Number	144522-TEMPUS-1-2008-1-DETEMPUS-JPCR
Year	2008
Coordinator	University of Paderborn, Germany
Partners involved and their countries of origin	<p>EU institutions Kaufmann Consulting GmbH - Germany Matej Bel University Banska Bystrica - Slovakia European Academy Bolzano - Italy Prague University of Economics - Czech Republic</p> <p>Partner Country institutions Belarus Belarusian State Economic University Belarusian State University of Physical Culture Brest State University Ministry of Education Ministry of Sport and Tourism National Agency for Tourism Republican Union Tourist Organizations State University of Grodno Vitebsk State University</p>
Grant Size	904 714,00 Euro
Aims of the project	The project's objectives were to involve Belarusian universities in the European Higher Education Area; to introduce ECTS for students in the field of tourism at the Belarusian partner universities; to initiate the transfer of know-how in the field of tourism between the EU and Belarus, as well as within the regions in the country.
Impact of the project	The project resulted in the development of new curricula, based on the ECTS system for 7 specialties in the field of tourism, for the first and second cycle of higher education. New curricula were approved by the Ministry of Education and successfully implemented in the Belarusian partner universities. Information about the project was actively disseminated through the web-site, mass media, meetings with students and presentations at the exhibitions and seminars on tourism. The project's activities have successfully continued to be developed in the framework of two other projects: 'Network of E-Learning Training in Tourism' and Teacher Education and training in Belarus

4) Georgia

Georgia joined the Tempus Programme in 1995. Tempus-funded projects in the country have created a solid basis for the successful adoption of the Bologna principles, while supporting curriculum development, the introduction of quality assurance mechanisms and lifelong learning.

Although the majority of the 53 funded projects have been carried out in the field of curriculum development (covering subject areas such as medicine, biosciences, engineering, law, agriculture, education, social work, etc.), the last generation of projects are more focused on the establishment of links between higher education institutions and enterprises, as well as on the development of the knowledge triangle (research, education, innovation).

Tempus projects have supported the development of new courses and the upgrading of existing curricula at bachelor, master and doctoral level, introducing modern teaching, learning and assessment methods.

The development of new study programmes, in particular, has contributed to the introduction of professions previously non-existent in Georgian society, such as, for example, those of social workers.

Alongside programmes leading to degrees, short-term training courses have been created. Now, accredited pre- and in-service training programmes target science teachers and tourism specialists in all the regions of the country.

Tempus projects have also significantly contributed to fostering dialogue and forging effective relationships between academia and the labour market – an aspect often neglected by local universities, but which is important for the design and delivery of study programmes which are in tune with employers' demands and which increase graduates' future employability prospects.

Another key outcome of Tempus projects has been the development of a higher education quality assurance system in the country.

So far, five projects funded between 2000 and 2011, have supported the development and adoption of accreditation schemes, both at institutional and at national levels, according to the national Georgian accreditation strategy and to EU standards in this field. These projects have had an impact on national legislation, which now recognises learning outcomes as one of the main prerequisites for programme accreditation. Tempus has also contributed to the development of a National Qualifications Framework, which was adopted in 2010.

Participation in the Tempus Programme has also helped create fruitful cooperation opportunities for Georgian universities. They are involved in regional and cross-regional project partnerships e.g. with Central Asian countries and Israel. As far as EU partners are concerned, most projects are implemented in close collaboration with Germany, Spain, UK and Italy.

The interest in the Tempus Programme continues to grow among Georgian HEIs. An increasing number of these institutions, particularly at regional level, are applying to participate in Tempus projects, also as coordinators, building national, regional and cross-regional networks.

Within the Tempus IV 6th Call for Proposals, 103 applications have been submitted by consortia involving Georgian universities. Twelve project proposals included Georgian higher education institutions as coordinators. Project coordination is strongly supported by both the top management within the universities and the national authorities (i.e. the Ministry of Education and Science) as an important element of capacity building for Georgian higher education institutions.

Two Examples of Projects from Georgia

Title of Project	Student Active Learning in Science (SALiS)
Project Number	511275-TEMPUS-1-2010-1-GE-TEMPUS-JPCR
Year	2010
Coordinator	Iliia State University (Georgia)
Partners involved and their countries of origin	<p>EU institutions University of Bremen, Germany Freie University Berlin, Germany University of Plovdiv Paisiy Hilendarskii , Bulgaria National Centre of Excellence for Maths and Science, Ireland</p> <p>Partner Country institutions Georgia Akaki Tsreteli State University Moldova University of Academy of Sciences of Moldova Institute of Educational Sciences Israel The Academic Arab College of Education University of Haifa</p>
Grant Size	845,056.04 Euro
Aims of the project	The main objective of the project was to promote and support contemporary science education by strengthening inquiry-based, and student-active science teaching and learning that is relevant for the societies in the participating countries. This involved the development of curricula and training modules for science teachers' training (pre- and in-service) in SALiS-Universities.
Impact of the project	<p>The project was highly relevant for the new developments in education in Georgia, which have started prioritising science teaching.</p> <p>In this framework, SALiS developed new curricula for pre- and in-service training of science teachers, helping to establish links between traditional degree-leading study programmes and short-term LLL courses.</p> <p>The SALiS concept refers to the process of teaching and learning science through active use of experiments – making observations, posing questions, collecting, analysing and interpreting data and communicating the results.</p> <p>The impact of the project on the development of teaching/learning strategies at university level was extremely positive. Training programmes were accredited and are now targeting teachers throughout the country.</p> <p>As a first Tempus project coordinated by a Georgian university, SALiS also significantly contributed to increasing the managerial skills of the project team. This positive experience has further motivated Georgian universities' to participate as coordinators in Tempus projects, with the aim of strengthen their project management abilities and competences.</p>

Title of Project	Application of Tuning Approaches in the Georgian Higher Education System
Project Number	27200-2006 (TACIS 2006 University Management)
Year	2006
Coordinator	Rijksuniversiteit Groningen (The Netherlands)
Partners involved and their countries of origin	<p>EU institutions Universidad de Deusto - Spain</p> <p>Partner Country institutions Georgia Ministry of Education and Science Javakishvili Tbilisi State University Georgian Technical University Tbilisi State Medical University Tbilisi State Academy of Arts Free University Tbilisi Ilia State University Tsereteli State University</p>
Grant Size	300,000.00 Euro
Aims of the project	To adapt university curricula to the requirements of the Bologna Process by using the Tuning approach.
Impact of the project	<p>This was the first Tempus project involving seven Georgian HEIs. The project supported the reform of curricula in 10 subject areas, including health care, natural sciences, social sciences and humanities and arts. A student-centred approach and a learning outcomes oriented methodology were adopted, focusing on specific and generic subject competences. The newly developed programmes served as examples of good practices for curricula in other subject areas. The application of the Tuning methodology enabled the establishment of contacts with many stakeholders, including labour market representatives. Tuning also served as a precondition for acknowledging the need to develop a National Qualifications Framework (adopted in 2010). This was not the only impact on Georgian legislation. Indeed, since 2009, learning outcomes have been defined by law, in line with "Tuning" and the Bologna Process's principles. Moreover, new accreditation standards require designing curricula in compliance with subject-specific documents.</p> <p>Finally, it is worth noting that one of the indirect results of the project was the creation of effective and sustainable subject-related networks between Georgian HEIs.</p>

5) Moldova

The Republic of Moldova joined the Tempus Programme in 1994. The high level of interest in the Programme is confirmed by the involvement of most local higher education institutions, strong competition and 58 projects (Joint Projects and Structural Measures) accepted for funding.

The contribution of Tempus has been and still remains important for the national higher education system. Tempus projects implemented during 2000-2003 have spurred academic interest in the Bologna Process and in 2005, Moldova joined the Process.

In this respect, the Higher Education Reform Expert's (HEREs) team, launched and supported by the Tempus Programme, is providing information, guidance and advice to HEIs regarding the Bologna reforms at institutional and national levels, thus facilitating the implementation of the processes.

Thanks to Tempus projects, since September 2005, the national higher education system has been legally structured in two cycles (Bachelor and Master); the European Credit Transfer System has been fully implemented and a new concept of quality assurance has been developed.

With particular reference to the last aspect, conceptual guidelines for quality assurance in higher education institutions have been prepared, internal quality management systems have been set up, recommendations regarding the evaluation of students' learning activities have been issued and proposed to HEIs, as supporting documents for drafting internal regulations.

Thanks to the EU support to the Moldovan education system, the university management system has been significantly improved based on modern technologies.

Institution-building projects have supported the creation of a National Training Centre in the field of education management, as well as of a network for continuing professional training in the framework of lifelong learning. Furthermore, projects in this last area have contributed to setting up an appropriate regulatory framework, to develop new training curricula and to introduce innovative, on-line teaching / learning methodologies.

Particularly important has been the contribution of EU partner universities to curricula development. This component of Tempus projects has been highly beneficial to almost all higher education institutions in the country, encouraging in-depth reforms and contributing to enhance the quality of the system. Mobility schemes involving teachers and students (during the period 1994-2013 more than 1200 teachers and students have visited EU universities) have also played an instrumental role in bolstering quality improvement of higher education delivery.

Another significant dimension of Tempus projects is the development of social partnerships and relationships between higher education institutions and the labour market. This has allowed the effective alignment of supply and demand, insuring a better correspondence of the skills and competences acquired to the needs of the economy, and thus improving the employability prospects for graduates.

The objective of integration into the European Higher Education Area remains a priority for the Republic of Moldova. Achieving this goal requires continuing efforts to gradually align to European educational standards.

Two Examples of Projects from Moldova

Title of Project	Western Eastern Teachers Education Network
Project Number	145035-TEMPUS-2008-LT-JPTHN
Year	January 2009
Coordinator	Kaunas University of Technology, Lithuania
Partners involved and their countries of origin	<p>EU institutions Hasselt University – Belgium Royal Institute of Technology – Sweden Aveiro University – Portugal Timsoft Ltd – Romania</p> <p>Partner Country institutions Moldova Alec Russo Balti State University Tiraspol State University B.P.Hasdeu State University of Cahul State Pedagogical University “I.Creangă”, Ukraine National University Kharkov Polytechnic Institute</p>
Grant Size	587, 200 Euro
Aims of the project	<p>The overall objective was to cooperate with existing teacher education networks with a view to promoting European references for professional standards, with strong open and distance learning, e-learning and lifelong learning components.</p> <p>This involved the following:</p> <ul style="list-style-type: none"> • To undertake an analysis of the pedagogic traditions, skills and competencies required for higher education teachers in accordance with the European e-Learning strategy and the e-Bologna action • To improve the quality of teaching and learning in HEIs by providing teaching materials to the eastern members of the consortium • To train around 400 teachers from HEIs and to implement by the end of the project's life the new teaching methodologies for 6 subject areas.
Impact of the project	<p>The developed network for pedagogical innovation in higher education brought together practitioners and experts from western European universities, as well as teachers from eastern HEIs with the purpose of sharing good practice, materials and new teaching methods.</p> <p>The project contributed to change the focus from teacher-oriented methods to student-centred learning, taking into account the pedagogical issues faced by eastern universities when implementing ICT tools in education. The experience of EU partners in mapping education needs and in developing new teaching/learning processes was widely shared with eastern partner universities, positively impacting on project managers, teaching staff, students and other project's beneficiaries.</p>

Title of Project	Développement des partenariats avec les entreprises en Moldavie
Project Number	144544-TEMPUS-2008-FR-JPHES
Year	2008
Coordinator	Agrocampus Ouest- L'Institut Supérieur des Sciences Agronomiques, Agro-alimentaires, Horticoles et du Paysage, Rennes, France
Partners involved and their countries of origin	<p>EU institutions: Ecole Nationale Vétérinaire, Agroalimentaire et de l'Alimentation Nantes-Atlantique (France) C.E.T.A.A. -Centre d'Expérimentation et de Technologie Agro-Alimentaire (France) Université de Gand (Belgique) Université de Pise (Italie) Université Catholique de Porto (Portugal) Université BOKU (Universität für Bodenkultur) de Vienne (Autriche) Pôle de Compétitivité VALORIAL, Rennes (France) Conservatoire National des Arts et Métiers CNAM (France)</p> <p>Partner Country institutions: Moldova Université Technique de Moldavie Académie d'Etudes Economiques de Moldavie Université d'Etat de Moldavie Université Agraire d'Etat de Moldavie Université Coopératiste et Commerciale de Moldavie Université d'Etat de Comrat Ministère de l'Education de la République de Moldavie Ministère de l'Agriculture et de l'Industrie Alimentaire de la République de Moldavie Académie de Sciences de Moldavie</p>
Grant Size	646 000 Euro
Aims of the project	The project aimed at developing partnerships between universities and enterprises in the Republic of Moldova, based on EU academic and non-academic experts' experience.
Impact of the project	<p>As a result of the project implementation, cooperation agreements between higher education institutions and businesses became a common practice for the consortium's universities. The thematic content of undergraduate and master theses significantly changed, reflecting the challenges posed by the labour market. Training for entrepreneurship became a mandatory component of study programmes.</p> <p>An important outcome of the project was the organization of labour fairs, as well as the creation of information tools and methodological support for students' employment.</p> <p>The university network still provides continuing training in the most important areas of the economy: industry, including food, agronomy, computer, construction and urban planning, energy, transport, trade, pedagogy, environment etc.</p> <p>The center for food processing technologies, created in the framework of the project, became a reference point for staff training in the field of food preparation and processing.</p>

6) Ukraine

Ukraine joined the Tempus Programme in 1993.

In addition to participating in the Tempus II Call for Proposals, the country also took part in two special Calls on preliminary project preparation (pre-JEPs) in 1993 and 1994, covering the following areas: humanities and social sciences, including history and law, political sciences and economics, modern European languages and improvement of university governance.

As part of the Tempus Programme, more than 300 projects have been financed in the country between 1994 and 2012, including Joint Projects, Structural Measures and Individual Mobility Grants.

Under **Tempus II (1994-1999)**, projects have mainly contributed to the implementation of European approaches to the training of statisticians and interpreters, as well as to develop/upgrade Master Degree courses in economics, econometrics, banking, environment and natural resource economics, clinical psychology, European studies, social sciences and the improvement of modern language skills. They have also helped to create an information system for the management of higher education institutions.

In the framework of **Tempus III (2000-2006)**, Structural Measures projects have helped to develop a system of quality assurance in Ukrainian Universities, in line with the Bologna Process provisions. Recommendations have also been elaborated for the implementation of licensing and accreditation procedures based on European standards. An all-Ukrainian network of regional advisory units on ECTS implementation has been established involving 10 higher education institutions. Another important component of project's activities has been represented by the strengthening of effective relationships between higher education and society at large.

Within **Tempus IV (2008-2013)**, projects have continued to focus on the development of regulatory documents, recommendations and operating procedures on the use of policies and tools for quality assurance, according to the European Network for Quality Assurance (ENQA) guidelines. They have also contributed to the development of internationalisation strategies, to strengthen cooperation with enterprises and to set up innovation centers. Lifelong learning principles have been applied and mobility schemes, within newly developed or upgraded study programmes, have been successfully implemented.

Overall, the long-term impact of the Tempus Programme in Ukraine can be measured in terms of an increased internationalisation of the education system, with the establishment of effective and lasting partnerships between Ukrainian and European higher educational institutions which have led to the launch of new joint research and academic mobility projects.

Universities' professors confirm that cooperation with their European counterparts has enabled them to acquire new knowledge and skills, as well as to implement new teaching and assessing methodologies. This has positively affected the quality of education in general, while strengthening the competitiveness of higher education institutions participating in the Tempus Programme.

Students have reported to have highly benefited from the involvement in innovative learning methods and concepts, as well as from the familiarisation with the European university culture. This

has contributed to improve their communication skills, enhance their command of foreign languages, develop a more self-dependent approach to learning and foster intercultural dialogue.

Work placements for both academic and non-academic staff have positively affected governance systems and management processes. They have also spurred the development of new curricula and modules, while consolidating a practical orientation to learning.

Finally, a particularly important impact of Tempus projects has been the strengthening of communication between key national stakeholders at different levels, both within the academic world and between this and the Ministry of Education, local authorities and the labour market.

Beyond higher education institutions, the Ministry of Education and Science has also been a major beneficiary of the Programme, being an active partner in a large amount of projects, including Structural Measures projects. The Ministry's role has been particularly important for the implementation of the project's outcomes at the national level. The Ministry's officials are involved in information and communication activities within projects. Moreover, they ensure the updating of national and sectoral standards for the curricula, created as part of Tempus projects, act as consultants and experts in the formulation of recommendations on national policy development and actively contribute to the improvement of the regulatory and legal framework.

Two Examples of Projects from Ukraine

Title of Project	Career and Employability Centre: New Services for Graduates - (TEMPUS-CARE)
Project Number	UM_JEP-27010-2006
Year	2007
Coordinator	Katholieke Hogeschool Sint-Lieven, Gent, Belgium
Partners involved and their countries of origin	<p>EU institutions Academie de Grenoble - GIP-FIPAG (Groupement d'Interet Public - Formation et Insertion Professionnelles de l'Academie de Grenoble), France Umea University, Umea, Sweden</p> <p>Partner Country institutions Ukraine National Metallurgical Academy of Ukraine, Dnipropetrovsk</p>
Grant Size	298, 630,00 Euro
Aims of the project	The project aimed at enhancing the employability of the National Metallurgical Academy's graduates, in line with the changing demands of the labour market.
Impact of the project	<p>The project introduced structural changes at the Academy. It strengthened the capacities of the staff, built a cooperation platform between the Academy and the business sector in Dnipropetrovsk and provided the Academy's graduates with extensive employment skills and competences.</p> <p>The enhanced communication between higher education institutions and business entities bridged a gap between students' employment needs and the expectations/ demands from the potential employers. International expertise, built up within the project, helped to work out and launch study modules on entrepreneurship, business skills etc.</p> <p>The established Career and Employability Centre is still fully operational and provides advice and counseling to Academy's students. The annual Job Fares continue to be highly popular among students and from year to year attract more and more business sector's participants.</p> <p>The project positively affected inter-university relations and led to the development of new joint initiatives.</p>

Title of Project	TRUE ASSESSMENT – Distance Learning Network for Teachers (TRAST)
Project Number	IB-JEP-24141-2003
Year	2004
Coordinator	University of Roma Tre, Italy
Partners involved and their countries of origin	<p>EU institutions</p> <p>CDELL, School of Education, University of Nottingham, UK</p> <p>Partner Country institutions</p> <p>Ukraine</p> <p>Testing Board of Professional Competence Assessment Central In-Service Teachers’ Training Institute of the Academy of Educational Sciences of Ukraine Ukrainian Association of School Heads Distance Learning Center, National Academy for Public Administration, Office of the President of Ukraine</p>
Grant Size	449,170 Euro
Aims of the project	The aim of the project was to introduce modern assessment methods and techniques in the everyday practice of Ukrainian education institutions. This objective was achieved by exposing educators (classroom teachers and their administrative supervisors) to new knowledge and best practices in educational assessment.
Impact of the project	<p>The TRAST project successfully achieved all the planned outcomes. These included the following:</p> <ul style="list-style-type: none"> - Setting up of centres of instruction on monitoring and testing in the majority of in-service teacher training institutes in the country. - Training courses on educational assessment for educators (including distance learning courses) were developed and continue to be provided, on a regular basis, by the project's partner universities and by the Ukrainian Association of School Heads. - The Ukrainian Association of Education Assessment and Testing, established within the project in 2007, is fully operational and its members provide expert support in educational assessment. - Project participants/beneficiaries continue to be involved in external independent assessment (ZNO), by providing preparatory courses for school graduates, producing assessment-related papers on specific topics, as well as manuals on educational assessment. <p>Building on the achievements of the TRAST Tempus project, several research projects were developed and implemented by the project partners in the area of educational assessment and several PhD theses were presented in this field.</p> <p>Joint (inter-partner) publications, including assessment-related manuals, were re-printed in collaboration with the publishing house “Master-Class” and widely disseminated in the country.</p>

ANNEXES

ANNEX I

Brief overview of the Tempus programme

Tempus is the EU's external cooperation programme that has been supporting the modernisation of higher education systems in the European Union's neighbouring countries for over 20 years. The number of Partner Countries involved has changed during this time. At present, the programme covers the 27 countries in the Western Balkans, Central Asia, Eastern Europe, Northern Africa and the Middle East⁶.

Since its creation, Tempus has contributed to promoting cooperation between higher education institutions in the European Union and the Partner Countries, through various capacity building activities. It also promotes the voluntary convergence of higher education systems in these countries with EU policies and processes in higher education, including the Bologna Process. Indeed, the Bologna Process has become a reference for most of Tempus Partner Countries, by setting in motion a series of reforms, to modernise higher education systems and to make them more compatible and comparable.

Background

Initially covering countries in Central and Eastern Europe, the first phase of the programme was launched in 1990 and lasted until 1993. During this period, Tempus sought to contribute to socio-economic reforms, through cooperation in higher education. These countries were later to join the EU itself.

The second phase of the programme, Tempus II, covered the next six years (1994-2000). During this period, the programme was extended to certain countries in Eastern Europe and Central Asia. National priorities for the Programme, defined by national authorities were introduced for the first time.

The third phase of Tempus was implemented from 2000 to 2006. The concept of cooperation between different countries in the same region was introduced during this time. In the framework of the Euro-Mediterranean partnership, Tempus III was extended to North Africa and the Middle East, with a view to contributing to promoting socio-economic development of this region. The programme also aimed at promoting inter-cultural understanding as a means of sustainable growth, peace and reinforced the 'intercultural' and 'civil society' dimension of the EU's policies in these regions.

Since 2007, Tempus has entered its fourth phase, which runs until 2013. It puts emphasis on regional and cross-regional cooperation and reinforcing links between higher education and society. The programme is integrated into the European Union's 'Neighbourhood', 'Enlargement' and 'Development' policies, which aim to promote prosperity, stability and security. As of 2014, the Erasmus+ Programme will continue to support Tempus like capacity building actions.

Tempus is funded by three financial instruments: the Instrument for Pre-accession Assistance (IPA), the Development Cooperation Instrument (DCI) and the European Neighbourhood and Partnership Instrument (ENPI).

⁶ Tempus partners (2012): Albania, Algeria, Armenia, Azerbaijan, Belarus, Bosnia and Herzegovina, Egypt, Georgia, Israel, Jordan, Kazakhstan, Kyrgyzstan, Lebanon, Libya, Moldova, Montenegro, Morocco, Palestine, Russia, Serbia, Syria, Tajikistan, Tunisia, Turkmenistan, Ukraine, Uzbekistan and Kosovo (*this designation is without prejudice to positions on status, and is in line with UNSCR 1244 and the ICJ Opinion on the Kosovo Declaration of Independence*)

Main characteristics of Tempus

Tempus was designed to contribute to reforming and upgrading the higher education institutions and systems in the Tempus Partner Countries. Through cooperation at higher education level, the programme also aims to strengthen civil society, promote democracy, as well as enhancing mutual understanding and intercultural dialogue between the EU and its partners. It promotes a "bottom-up" approach, since the content and methodology of the projects are left to project beneficiaries to define (within the priorities set by the Call). However, the Programme can also be described as "demand-driven", since the national and regional priorities are established by the national authorities in each Partner Country, to maximise the impact of the Programme on the higher education reform process.

Tempus IV supports three types of projects:

- *Joint Projects* target higher education institutions and fund multilateral partnerships between these EU and Partner Country institutions, to develop, modernise and disseminate new curricula, teaching methods and teaching materials. They also aim to enhance quality assurance mechanisms in institutions, modernise the governance and management of higher education institutions and strengthen their contribution to lifelong learning and the 'knowledge triangle' of 'education-research-innovation'.
- *Structural Measures* aim to reform higher education systems in the Partner Countries and to enhance their quality and relevance to the world of work and society at large. They promote further convergence with EU developments in the field of higher education. They focus on issues linked to the reform of governance in higher education institutions (qualification systems, quality assurance mechanisms, autonomy of institutions...) and foster links between higher education, the world of work and other sectors of education. They can also include studies and research, the organisation of national, regional and thematic conferences and seminars, the provision of training, policy advice and the dissemination of information.

Both Joint Projects and Structural Measures are funded through Calls for proposal. The grant awarded varies between 0.5 to 1.5 million EUR.

- *Accompanying Measures* are funded through Calls for Tender or Framework Contracts. They comprise of dissemination and information activities such as thematic conferences, studies and activities which aim to identify and highlight good practice or consultation of stakeholders. They are also used to fund the National Tempus Offices and the activities of the group of 'Higher Education Reform Experts' in the Tempus Partner Countries.

Management of Tempus

The Education, Audiovisual and Culture Executive Agency (EACEA) is responsible for both the management and the implementation of Tempus, under powers delegated by the European Commission. The Directorate-General for Development and Co-Operation - EuropeAid and the Directorate-General for Enlargement allocate funds directly to the Executive Agency to manage the Programme and thus have the formal responsibility for supervising its activities. The Directorate-General for Education and Culture brings its expertise and facilitates links with the European Union's internal higher education reform policies. The European External Action Service contributes to the strategic orientations of the Programme.

ANNEX II

Statistics on the Number of Projects in Tempus I and Tempus II (1993-1999)

COUNTRY	JOINT EUROPEAN PROJECTS	STRUCTURAL AND COMPLEMENTARY MEASURES
Armenia	3	-
Azerbaijan	2	-
Belarus	11	-
Georgia	5	-
Moldova	4	-
Ukraine	35	-
Total*	60	-

ANNEX III

Statistics on the Number of Projects in Tempus III (2000-2006)

COUNTRY	JOINT EUROPEAN PROJECTS	STRUCTURAL AND COMPLEMENTARY MEASURES	TOTAL
Armenia	11	4	15
Azerbaijan	12	2	14
Belarus	15	4	19
Georgia	16	3	19
Moldova	18	10	28
Ukraine	80	29	109
Total*	152	52	204

ANNEXE IV

Statistics on the number of projects in Tempus IV (2008-2013)

Applications, Selected Projects, Co-ordinators

Country	2008			2009			2010			2011			2012			2013	TOTAL (2008-12)		
	A	B	C	A	B	C	A	B	C	A	B	C	A	B	C	A	A	B	C
	Armenia	32	4	-	30	3	-	34	4	0	46	2	-	52	9	2	84	194	22
Azerbaijan	21	3	-	18	2	-	20	2	1	40	5	-	45	5	2	63	144	17	3
Belarus	25	4	2	37	4	-	31	2	0	38	3	2	55	8	1	74	186	21	5
Georgia	37	3	-	31	4	-	35	5	1	49	5	1	70	12	2	103	222	29	4
Moldova	37	9	0	33	2	0	35	5	-	36	1	-	62	9	-	68	203	26	-
Ukraine	95	12	-	136	12	-	112	5	-	138	9	-	169	23	-	206	650	61	-
Total*	247	35	2	285	26	-	267	23	2	347	25	3	453	66	7	598	1599	175	14

A Number of applications in which the country was involved as partner or coordinator

B Number of selected projects in which the country's institutions were partner or coordinator

C Number of selected projects in which the country's institutions were coordinator

* Country figures cannot be added, as several countries can be involved in the same project.

Joint Projects and Structural Measures Projects

Country	2008			2009			2010			2011			2012			TOTAL
	JP	SM	TOTAL	JP	S M	TOTAL	JP	SM	TOTAL	JP	SM	TOTAL	JP	SM	TOTAL	
Armenia	4	0	4	2	1	3	2	2	4	2	0	2	5	4	9	22
Azerbaijan	3	0	3	2	0	2	2	0	2	4	1	5	5	0	5	17
Belarus	4	0	4	3	1	4	2	0	2	2	1	3	6	2	8	21
Georgia	3	0	3	3	1	4	4	1	5	4	1	5	10	2	12	29
Moldova	9	0	9	0	2	2	5	0	5	1	0	1	4	5	9	26
Ukraine	12	0	12	9	3	12	5	0	5	8	1	9	16	7	23	61
Total*	35	0	35	18	8	26	20	3	23	21	4	25	46	20	66	175

JP Joint Project

SM Structural Measure Project

* Country figures cannot be added, as several countries can be involved in the same project.

National Projects and Multi-Country Projects

Country	2008			2009			2010			2011			2012			TOTAL
	N	MC	TOTAL	N	MC	TOTAL	N	MC	TOTAL	N	MC	TOTAL	N	MC	TOTAL	
Armenia	0	4	4	0	3	3	1	3	4	0	2	2	2	7	9	22
Azerbaijan	1	2	3	0	2	2	1	1	2	1	4	5	2	3	5	17
Belarus	1	3	4	0	4	4	0	2	2	1	2	3	0	8	8	21
Georgia	0	3	3	0	4	4	0	5	5	0	5	5	1	11	12	29
Moldova	1	8	9	1	1	2	1	4	5	1	0	1	2	7	9	26
Ukraine	2	10	12	3	9	12	0	5	5	1	8	9	6	17	23	61
Total*	5	30	35	4	22	26	3	20	23	4	21	25	13	53	66	175

N National project

MC Multi-country project

* Country figures cannot be added, as several countries can be involved in the same project.

ANNEX V

List of participating institutions by country

Participation of Higher Education Institutions in Tempus IV projects (2008-2012)		Armenia		
Partner Institution/Organisation	City	Number of projects		
		As grant holder	As partner	Total
Yerevan State University	Yerevan	0	13	13
State Engineering University of Armenia (Polytechnic)	Yerevan	0	8	8
Armenian National Agrarian University	Yerevan	0	5	5
Gyumri State Pedagogical Institute after M. Nalbandyan	Gyumri	0	5	5
Yerevan State Academy of Fine Arts	Yerevan	0	5	5
Gavar State University	Gavar	0	4	4
Goris State University	Goris	0	4	4
Russian-Armenian (Slavonic) University	Yerevan	0	4	4
Vanadzor Branch of State Engineering University of Armenia	Vanadzor	0	4	4
Yerevan State Medical University after M. Heratsi	Yerevan	0	4	4
Armenian State Pedagogical University after Khachatur Abovyan	Yerevan	1	2	3
Armenian State University of Economics	Yerevan	1	2	3
Yerevan State University of Architecture and Construction	Yerevan	0	3	3
American University of Armenia Foundation	Yerevan	0	1	1
Eurasia International University	Yerevan	0	1	1
Kapan Branch of State Engineering University of Armenia	Kapan	0	1	1
Public Administration Academy of the Republic of Armenia	Yerevan	0	1	1
Vanadzor State Pedagogical Institute named after Hovhannes Toumanyan	Vanadzor	0	1	1
Yerevan State Linguistic University Bryusov	Yerevan	0	1	1
Total number of participations*		2	69	71
Total number of projects in which institutions from the country are involved				22
Total number of Higher Education institutions involved in Tempus projects				19

* This figure corresponds to the total number of times that the institutions of the country have been involved in Tempus projects. It does not correspond to the number of projects since various institutions can be involved in the same projects.

Participation of Higher Education Institutions in Tempus IV projects (2008-2012)

Azerbaijan

Partner Institution/Organisation	City	Number of projects		
		As grantholder	As partner	Total
Qafqaz University	Khirdalan	1	6	7
Khazar University	Baku	1	5	6
Baku State University	Baku	0	5	5
Nakhchivan State University	Nakhchivan - Baku	0	5	5
Azerbaijan Medical University	Baku	0	4	4
Azerbaijan State Agricultural University	Ganja	0	3	3
Azerbaijan State Oil Academy	Baku	0	3	3
Azerbaijan University of Languages	Baku	1	1	2
Azerbaijan Tourism Institute	Baku	0	2	2
Azerbaijan University	Baku	0	2	2
Baku Slavic University	Baku	0	2	2
Ganja State University	Ganja	0	2	2
Lankaran State University	Lankaran	0	2	2
National Aviation Academy	Baku	0	2	2
Odlar Yurdu University	Baku	0	2	2
Sumgayit State University	Sumgayit	0	2	2
Azerbaijan State Pedagogical University	Baku	0	1	1
Azerbaijan Technical University	Baku	0	1	1
Azerbaijan University of Architecture and Construction	Baku	0	1	1
Baku Business University	Baku	0	1	1
Nakhchivan Private University	Nakhchivan	0	1	1
Total number of participations*		3	53	56
Total number of projects in which institutions from the country are involved				17
Total number of Higher Education institutions involved in Tempus projects				21

* This figure corresponds to the total number of times that the institutions of the country have been involved in Tempus projects. It does not correspond to the number of projects since various institutions can be involved in the same projects.

Participation of Higher Education Institutions in Tempus IV projects (2008-2012)

Belarus

Partner Institution/Organisation	City	Number of projects		
		As grantholder	As partner	Total
Belarusian State University	Minsk	0	7	7
Belarusian National Technical University	Minsk	0	5	5
Belarusian State Economic University	Minsk	0	5	5
Grodno State University named after Yanka Kupala	Grodno	0	5	5
Brest State University named after A.S.Pushkin	Brest	0	4	4
Vitebsk State University named after P.M. Masherov	Vitebsk	0	4	4
Belarusian State University of Physical Culture	Minsk	0	3	3
Gomel State University named after Frantsisk Skorina	Gomel	0	3	3
Belarusian State Technological University	Minsk	0	2	2
Belarusian Trade and Economics University of Consumer Cooperatives	Gomel	0	2	2
Belarusian-Russian University	Mogilev	0	2	2
Grodno State Agrarian University	Grodno	0	2	2
Grodno State Medical University	Grodno	0	2	2
International State Sakharov Environmental University	Minsk	0	2	2
Polotsk State University	Novopolotsk	0	2	2
Belarusian State Agrarian Technical University	Minsk	0	1	1
Belarusian State Agricultural Academy	Gorki	0	1	1
Belarusian State Pedagogical University named after Maxim Tank	Minsk	0	1	1
Gomel State Technical University named after P.O. Sukhoy	Gomel	0	1	1
Mogilev State University named after A.A.Kuleshov	Mogilev	0	1	1
Mogilev State University of Food Technologies	Mogilev	0	1	1
Vitebsk State Technological University	Vitebsk	0	1	1
Baranovichi State University	Baranovichi	0	1	1
Total number of participations*		0	58	58
Total number of projects in which institutions from the country are involved				21
Total number of Higher Education institutions involved in Tempus projects				23

* This figure corresponds to the total number of times that the institutions of the country have been involved in Tempus projects. It does not correspond to the number of projects since various institutions can be involved in the same projects.

Participation of Higher Education Institutions in Tempus IV projects (2008-2012)

Georgia

Partner Institution/Organisation	City	Number of projects		
		As grantholder	As partner	Total
Ilia State University	Tbilisi	2	11	13
Ivane Javakishvili Tbilisi State University	Tbilisi	2	11	13
Batumi Shota Rustaveli State University	Batumi	0	11	11
Akaki Tsereteli State University	Kutaisi	0	7	7
Samtskhe-Javakheti State Teaching University	Akhalkalaki	0	6	6
Iakob Gogebashvili Telavi State University	Tsnori	0	5	5
Georgian Technical University	Tbilisi	0	4	4
International Black Sea University	Tbilisi	0	3	3
Kutaisi University	Kutaisi	0	3	3
Agricultural University of Georgia	Tbilisi	0	2	2
Georgian Institute of Public Affairs	Tbilisi	0	2	2
Gori State Teaching University	Gori	0	2	2
Sokhumi State University	Tbilisi	0	2	2
Tbilisi State Medical University	Tbilisi	0	2	2
University of Georgia	Tbilisi	0	2	2
Batumi State Maritime Academy	Batumi	0	1	1
Caucasus University	Tbilisi	0	1	1
David Tvildiani Medical University	Tbilisi	0	1	1
Shota Meskhia State Teaching University of Zugdidi	Zugdidi	0	1	1
Total number of participations*		4	77	81

Total number of projects in which institutions from the country are involved

29

Total number of Higher Education institutions involved in Tempus projects

19

* This figure corresponds to the total number of times that the institutions of the country have been involved in Tempus projects. It does not correspond to the number of projects since various institutions can be involved in the same projects.

Participation of Higher Education Institutions in Tempus IV projects (2008-2012)

Moldova

Partner Institution/Organisation	City	Number of projects		
		As grant holder	As partner	Total
State University of Moldova	Chisinau	0	14	14
Balti State University Alecu Russo	Balti	0	11	11
Academy of Economic Studies of Moldova	Chisinau	0	8	8
Cahul State University B.P. Hasdeu	Cahul	0	8	8
Comrat State University	Comrat	0	8	8
Technical University of Moldova	Chisinau	0	6	6
State Agrarian University of Moldova	Chisinau	0	5	5
State Pedagogical University Ion Creangă	Chisinau - Balti	0	5	5
State University of Medicine and Pharmacy Nicolae Testemitanu	Chisinau	0	4	4
Tiraspol State University	Chisinau	0	4	4
Trade-Cooperative University of Moldova	Chisinau	0	3	3
Free International University of Moldova	Chisinau	0	2	2
The Institute of Continuing Education	Chisinau - Balti	0	2	2
University of the Academy of Science of Moldova	Chisinau	0	2	2
International Institute of Management IMI-NOVA	Chisinau	0	1	1
The Institute of Educational Sciences	Chisinau	0	1	1
University of European Studies of Moldova	Chisinau	0	1	1
Total number of participations*		0	85	85

Total number of projects in which institutions from the country are involved

26

Total number of Higher Education institutions involved in Tempus projects

17

* This figure corresponds to the total number of times that the institutions of the country have been involved in Tempus projects. It does not correspond to the number of projects since various institutions can be involved in the same projects.

**Participation of Higher Education Institutions in
Tempus IV projects (2008-2012)**

Ukraine

Partner Institution/Organisation	City	Number of projects		
		As grantholder	As partner	Total
National Aerospace University Kharkiv Aviation Institute	Kharkiv	0	8	8
Taras Shevchenko National University of Kyiv	Kyiv	0	8	8
Taurida National V.I. Vernadsky University	Simferopol	0	8	8
National Technical University Kharkiv Polytechnical Institute	Kharkiv	0	7	7
National Technical University of Ukraine Kyiv Polytechnic Institute	Kyiv	0	7	7
Sumy State University	Sumy	0	7	7
Khmelnysky National University	Khmelnyskyi	0	6	6
Ivan Franko National University of Lviv	Lviv	0	6	6
Lviv Polytechnic National University	Lviv	0	6	6
Oles Honchar Dnipropetrovsk National University	Dnipropetrovsk	0	5	5
Ivano Frankivsk National Technical University of Oil and Gas	Ivano Frankivsk	0	5	5
Odessa National Polytechnic University	Odessa	0	5	5
National Metallurgical Academy of Ukraine	Dnipropetrovsk	0	4	4
Kharkiv National University of Radioelectronics	Kharkiv	0	4	4
Odessa I.I. Mechnikov National University	Odessa	0	4	4
Yuriy Fedkovych Chernivtsi National University	Chernivtsi	0	3	3
Dnipropetrovsk National University of Railway Transport	Dnipropetrovsk	0	3	3
National Mining University	Dnipropetrovsk	0	3	3
Donetsk National Technical University	Donetsk	0	3	3
Kyiv National University of Construction and Architecture	Kyiv	0	3	3
National University of Kyiv-Mohyla Academy	Kyiv	0	3	3
Volodymyr Dahl East-Ukrainian National University	Lugansk	0	3	3
Lutsk National Technical University	Lutsk	0	3	3
Odessa State Environmental University	Odessa	0	3	3
Sevastopol National Technical University	Sevastopol	0	3	3
Uzhhorod National University	Uzhhorod	0	3	3
Zaporizhzhya National Technical University	Zaporizhzhya	0	3	3
Zhytomyr State Technological University	Zhytomyr	0	3	3
Chernihiv State Technological University	Chernihiv	0	2	2

Donetsk National University	Donetsk	0	2	2
Donetsk National University of Economics and Trade	Donetsk	0	2	2
Kharkiv National Academy of Municipal Economy	Kharkiv	0	2	2
Kharkiv National University of Civil Engineering and Architecture	Kharkiv	0	2	2
National University Yaroslav The Wise Law Academy of Ukraine	Kharkiv	0	2	2
V.N. Karazin Kharkiv National University	Kharkiv	0	2	2
National Pedagogical Dragomanov University	Kyiv	0	2	2
Lviv Academy of Commerce	Lviv	0	2	2
Lviv National Agrarian University	Lviv	0	2	2
Ukrainian Catholic University	Lviv	0	2	2
Pryazovskyi State Technical University	Mariupol	0	2	2
Odessa National Economic University	Odessa	0	2	2
Poltava National Technical University named after Yuri Kondratyuk	Poltava	0	2	2
Sevastopol National University of Nuclear Energy and Industry	Sevastopol	0	2	2
Crimean University of Humanities	Yalta	0	2	2
Donbass State Technical University	Alchevsk	0	1	1
Cherkasy State Technological University	Cherkasy	0	1	1
Dnipropetrovsk State Agrarian University	Dnipropetrovsk	0	1	1
Prydniprov's'ka State Academy of Civil Engineering and Architecture	Dnipropetrovsk	0	1	1
Donetsk Institute of Tourism Business	Donetsk	0	1	1
Ivano Frankivsk National Medical University	Ivano Frankivsk	0	1	1
Vasyl Stefanyk Precarpathian National University	Ivano Frankivsk	0	1	1
Kharkiv National Agrarian Univeristy	Kharkiv	0	1	1
Kharkiv National University of Economics	Kharkiv	0	1	1
Kharkiv State Zooveterenary Academy	Kharkiv	0	1	1
Kharkiv University of Humanities Peoples Academy	Kharkiv	0	1	1
Ukrainian State Academy of Railway Transport	Kharkiv	0	1	1
Kherson State Agrarian University	Kherson	0	1	1
Kirovohrad Volodymyr Vynnychenko State Pedagogical University	Kirovograd	0	1	1
Donbass State Engineering Academy	Kramatorsk	0	1	1
Bogomolets National Medical University	Kyiv	0	1	1
Kyiv International University	Kyiv	0	1	1
Kyiv National University Of Trade And Economics	Kyiv	0	1	1

Kyiv University of Tourism, Economics and Law	Kyiv	0	1	1
National Academy of Managing Personnel of Culture and Art	Kyiv	0	1	1
National Transport University	Kyiv	0	1	1
National University of Life and Environmental Sciences of Ukraine	Kyiv	0	1	1
Lesya Ukrainka East-European National University	Lutsk	0	1	1
Mariupol State University	Mariupol	0	1	1
Melitopol State Pedagogical University	Melitopol	0	1	1
Petro Mohyla Black Sea State University	Mykolayiv	0	1	1
Nizhyn Mykola Gogol State University	Nizhyn	0	1	1
National University Odessa Law Academy	Odessa	0	1	1
Odessa Regional In-Service Teacher Training Institute	Odessa	0	1	1
Odessa National Maritime Academy	Odessa	0	1	1
Odessa National Maritime University	Odessa	0	1	1
Odessa State Academy of Civil Engineering and Architecture	Odessa	0	1	1
South Ukrainian National Pedagogical University named after K.D. Ushynsky	Odessa	0	1	1
Poltava University of Economics and Trade	Poltava	0	1	1
National University of Water Management and Nature Resources Use	Rivne	0	1	1
Crimean Engineering and Pedagogical University	Simferopol	0	1	1
Ternopil Ivan Pul'uj National Technical University	Ternopil	0	1	1
Ternopil V.Hnatiuk National Pedagogical University	Ternopil	0	1	1
Vinnytsia National Pirogov Memorial Medical University	Vinnytsia	0	1	1
Vinnytsia National Technical University	Vinnytsia	0	1	1
Yalta University of Management	Yalta	0	1	1
Zaporizhzhya National University	Zaporizhzhya	0	1	1
Zaporizhzhya State Medical University	Zaporizhzhya	0	1	1
Total number of participations*		0	204	204

Total number of projects in which institutions from the country are involved	61
Total number of Higher Education institutions involved in Tempus projects	87

* This figure corresponds to the total number of times that the institutions of the country have been involved in Tempus projects. It does not correspond to the number of projects since various institutions can be involved in the same projects.

ANNEX VI

List of Publications from the Tempus Series

"A Tempus Study" is a series of studies providing an in-depth overview about the management, achievements and impact of the Tempus programme:

Reilly, John and Ard Jongsma, 'Changing Rules: A Review of Tempus Support to University Governance', A Tempus Study No 1, February 2010, EACEA, Brussels.

Education, Audiovisual and Culture Executive Agency. 'State of Play of the Bologna Process in the Tempus Countries (2009-2010)', A Tempus Study, No 2, March 2010, EACEA, Brussels.

Education, Audiovisual and Culture Executive Agency. 'State of Play of the Bologna Process in the Tempus Countries of the Southern Mediterranean, 2009-2010', A Tempus Study, No 3, April 2010, EACEA, Brussels.

Education, Audiovisual and Culture Executive Agency. 'Overview of the Higher Education Systems in the Tempus Partner Countries: Eastern Europe, A Tempus Study', No 4, March 2011, EACEA, Brussels.

Education, Audiovisual and Culture Executive Agency. 'Overview of the Higher Education Systems in the Tempus Partner Countries: Central Asia', A Tempus Study, No 5, March 2011, EACEA, Brussels.

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Education, Audiovisual and Culture Executive Agency. 'Overview of the Higher Education Systems in the Tempus Partner Countries: Southern Mediterranean', A Tempus Study, No 7, March 2011, EACEA, Brussels.

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These documents are available on the Tempus website:

<http://eacea.ec.europa.eu/tempus>

ANNEX VII

Tempus Events Organised in Eastern Europe

22-23 April 2013: Tempus Regional Seminar on *'Human Resource Management in Higher Education in Eastern Europe'*, Moldova State University, Chisinau, Moldova

9-10 July 2012: Tempus Higher Education Reform Experts Seminar on *'Research-Based Education at BA, MA and PhD Level'*, Yerevan State Linguistic University "Bryusov", Armenia

5-6 December 2011: *'Tempus & Erasmus Mundus – Opportunities for the Eastern Partnership'*, Kiev, Ukraine

4-5 November 2010: Tempus Higher Education Reform Experts - Regional Seminar on *'The Role of National Qualifications Frameworks for Quality Assurance'*, Tbilisi State University, Georgia

1-2 March 2010: Tempus regional seminar on *'University Governance in Eastern Europe'*, Premier Palace Hotel, Kiev, Ukraine

In addition, it is worth noting that every year Information-Days to promote the Tempus Programme are organised in each Partner Country.

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