



European Commission
TEMPUS



TEMPUS @ 20

A RETROSPECTIVE OF THE TEMPUS PROGRAMME
OVER THE PAST TWENTY YEARS, 1990-2010

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PREFACE

In the context of globalisation, our post-modern societies need to invest even more in their human resources. This is the reason why education ought to be a major component of any strategy which aims to foster development, enhance international competitiveness, economic growth, social cohesion and democracy.

Education has always been a high priority in European Union cooperation programmes with non-EU countries, particularly neighbouring ones. Education helps promote stability, prosperity and democracy in these countries. In addition, the three main characteristics of the EU's education policy approach, namely people-to-people contacts, voluntary participation and peer-learning, also contribute to mutual understanding, respect and intercultural dialogue.

Supporting the development of higher education in non-EU countries is of major importance, given the role higher education plays in the creation and dissemination of knowledge and preparing future generations.

Since 1990 the Tempus Programme has played a major role in supporting the development of higher education in the EU's neighbouring countries in Central and Eastern Europe, the Western Balkans, Central Asia, North Africa and the Middle East. It has been one of the foundation stones of the EU Enlargement process and has helped prepare Candidate Countries for the transition to EU membership. Today it has a key role to play in helping modernise education institutions and systems and in creating an open space for enhanced cooperation with the EU. It is also instrumental in promoting not only bilateral cooperation with individual countries but also co-operation at regional level.

I am proud to present this publication, the first on Tempus to cover the entire 20 years of its lifetime. It looks back over the illustrious 20 years of the Programme, highlighting its successes and achievements. It is a historical testimony to the efforts of all those involved in making the Programme a success.

It is as relevant today in the neighbouring countries, as it was in the countries of Central and Eastern Europe 20 years ago. As the publication highlights, the strength of Tempus has been its ability to adapt to evolving needs in different regions.

At a time when the European Commission has started to reflect on the future generation of external cooperation programmes in the field of education (2014-2020), Tempus is ideally placed to be a reference model.

A handwritten signature in black ink, which appears to read 'Štefan Füle'.

Štefan Füle

European Commissioner for
Enlargement and Neighbourhood

INTRODUCTION


There are not many EU programmes that go from strength to strength, 20 years into their existence. Tempus is one of the rare few. Its Latin derivation (*tempus* meaning 'time') was probably more revealing of its destiny when it was born in 1990, than its acronym – Trans-European Mobility Scheme for University Studies (mobility no longer being its main aim). In 1990, Tempus was the only EU education programme which focused on the EU's neighbouring countries. Since then, it has increased from 16 participating countries to 56. It has grown from an enlarged European continent to cover three others; Central Asia, North Africa and part of the Middle East. Its role has expanded from supporting a smooth transition to democracy and market economy in Central and Eastern Europe, to contributing to the education dimension of the EU's external relations, such as enlargement, development and 'neighbourhood' policies. 'Stretching from Portugal to Mongolia and with more than 2 200 higher education establishments involved, Tempus has constituted the largest university network in academic history'¹. Tempus has remained a success story. What has been the secret of its success?

Tempus has been based on a simple philosophy that has proven it works: people-to-people intercultural exchange, projects based on the transfer of knowledge and expertise and a bottom-up grass-roots approach to higher education reform. Its success has also been due to its flexibility. Tempus has managed to adapt to changing political, economic, social and geographical contexts and address the needs of its stakeholders.

This publication will tell the story of Tempus over the past 20 years. The first section will reveal how it has managed to adapt to these changing circumstances. In the second section, the core elements of the Programme that have been the basis of its success will be explored in greater detail. It is this combination of flexibility, yet continuity that has allowed the Programme to have such impact. This will be illustrated in the third section, with concrete examples of how Tempus has transformed faculties, universities and national education systems.

Above all, Tempus is a story about people – the people who made the policy, who managed the Programme and who made the projects. This publication is a testimony to all their efforts. So let us travel back in time to see what they have achieved.

¹ European Communities Conference Report: 'The Dynamics of Tempus in Higher Education, 14-15/11/1997 Slovenia', European Communities, Luxembourg, 1998.



PART 1

TEMPUS: TWENTY YEARS RESPONDING TO CHANGING NEEDS IN DIFFERENT REGIONS

Due to the flexible nature of the Programme, Tempus has been able to respond to the changing needs of its stakeholders in different regions.

1 1990-1993: Tempus I, An 'Assistance' Programme

Tempus was born into a very different world than the world we know in 2010. In the 1990s, computers were being used by universities in Western Europe for the first time. Students still read books in libraries and the only other means of international written communication apart from post was fax.

Before 1990, Europe was strictly divided in two. Contact between East and West was difficult, if not impossible. Western Europe was a black hole for Eastern Europeans and vice versa. Germans could not meet easily with fellow Germans. Media on both sides had to use their imagination to 'imagine' what the 'other' might look like (often portraying negative stereotypes).

When economies in Communist countries began stagnating, civil pressure began mounting on the system and the winds of political change swept through Central and Eastern Europe. The Wall came tumbling down, leaving another world to be 'discovered' on the other side.

Higher Education Bearing the Mark of Communist Systems

The higher education systems which were revealed after the fall of the 'Iron Curtain' bore the mark of decades of totalitarian rule. Education was centrally managed. Contact with other partners in society was restricted by national authorities. Academic programmes were long and highly specialised. Ard Jongsma, from International Correspondents in Education, writes somewhat ironically that, *'because of the lack of short-cycle non-academic programmes, higher education as a whole was a bit 'higher' in Central and Eastern Europe, than it was in the European Union'*². Theoretical and applied sciences were given priority. The emphasis was placed on knowledge, rather than on 'know-how' and on 'learning-by-heart', rather than practical application. Foreign language learning had been dominated by Russian and communication in other languages was initially difficult.

2 Jongsma, Ard, *Tempus @ 10: A Decade of University Cooperation*, European Commission DG Education and Culture, Office for Official Publications of the European Communities, Luxembourg, 2002, p. 6.



ETF Staff Promoting the Tempus Programme in Barcelona, Spain, 1993.

Even though theoretical and applied sciences were prioritised, laboratories often lacked necessary equipment. Libraries were also limited in content to what complied with the predominant ideology. After an initial golden period of technological investment in university infrastructure, funding sources were running dry. Access to the latest technological innovations was difficult. Universities often lacked personal computers and fax machines and modern laboratory equipment for teaching and research activities.

The EU's Response to the Fall of the Wall

Even though it still did not have a legal base for education in its Treaties, the EU had been promoting closer co-operation in the area of education through a series of Action Programmes launched in the 1980s, to respond to growing demands to bring the EU closer to its citizens³. The Erasmus Programme had just been launched in 1987 and word was spreading about its merits. This brought a 'European dimension' to an activity that was otherwise very much of national preserve – higher education.

After the fall of the Berlin Wall, the EU was quick to respond to political circumstances. French President François Mitterrand suggested supporting reforms in education and training in the countries of Central and Eastern Europe. Founding-fathers are difficult to pin-point in the midst of Commission corridors. However, David O'Sullivan was one of the members of the Task Force for Human Resources who drafted the Programme. He describes how *'we burnt the midnight oil to devise two instruments: Tempus and the Training Foundation'*⁴.

The European Council meeting in Strasbourg on 8 and 9 December 1989 (which took place exactly one month after the fall of the Wall), called for the opening up of EU education and training programmes to new neighbouring countries. By 14 December, the Ministers of Education adopted Council conclusions to this effect⁵.

By 18 December, the Council had adopted a regulation on the PHARE Programme. As its French meaning 'lighthouse' suggests, it was to act as a beacon of light and 'implement economic aid measures in favour of the Republic of Hungary and the Polish People's Republic'⁶. Training and human resource development was identified as an important component. On 7 May 1990, Tempus was created as a 'scheme' for this purpose within PHARE⁷. It was to be a privileged EU education programme, with a budget of 320 million ECUs for 1990-1993, a budget far greater than that of the Erasmus Programme⁸.

An 'EC Tempus Office' was established in Brussels in 1990, to manage the first Call for Proposals and Tempus projects. It worked in close cooperation with the Commission's Task Force on Human Resources, Education, Training and Youth, which became Directorate-General XXII⁹. Leslie Wilson, who headed the first Tempus Office, describes how *'it was a really exciting time for Tempus. The programme was just beginning and the EC Tempus Office was completely new, welcoming a fresh team of dynamic, motivated individuals, eager to make the programme a success...'*

Central and Eastern Europe & the 'Western Countries'

While Poland and Hungary were the first beneficiaries of PHARE in 1989, it had enlarged to cover Czechoslovakia by the time Tempus became part of the PHARE Programme. The German Democratic Republic (East Germany) also joined for a year in 1990, before it was re-united with West Germany.

3 Resolution OJ (85) C 175 on the Report from the Ad Hoc Committee for a People's Europe to the European Council Meeting on 29 June 1985 in Milan.

4 *Ten Years of the European Training Foundation, 1994-2004*, European Commission, Office for Official Publications of the European Communities, Luxembourg, 2004, p. 12.

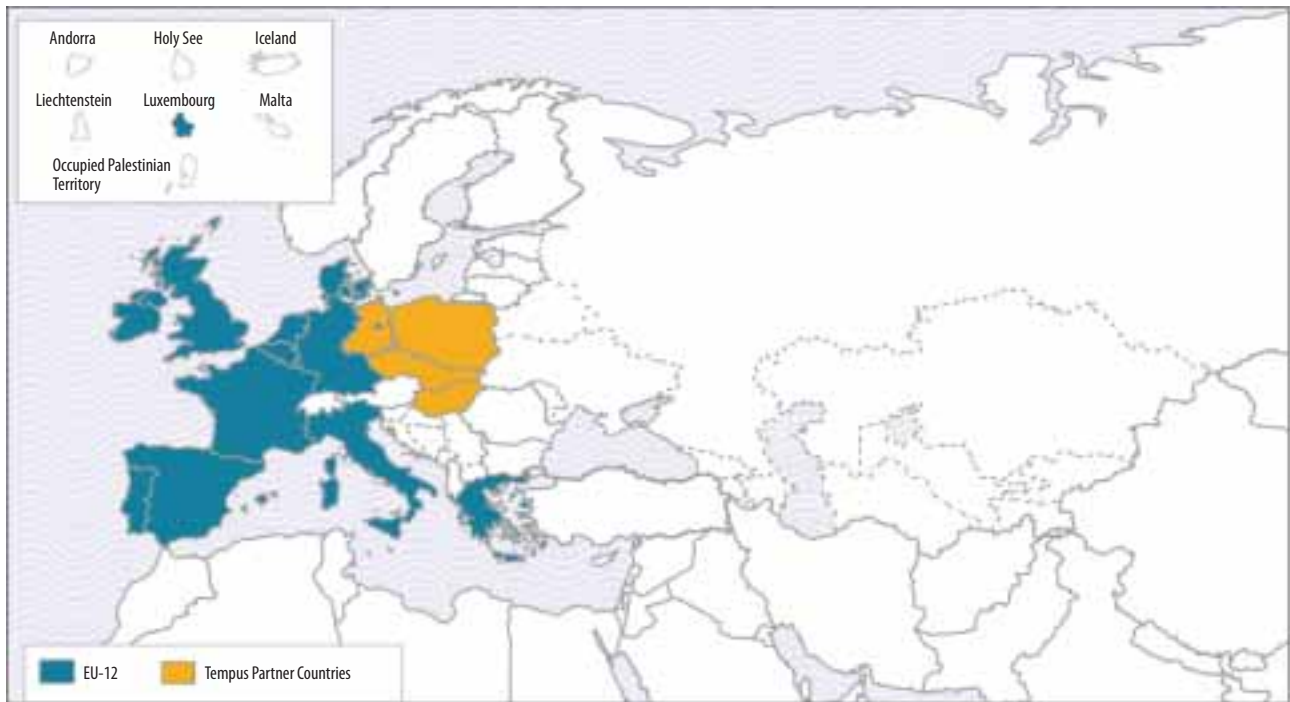
5 Conclusions on Relations with the countries of Central and Eastern Europe in the area of Education and Training (OJ (90) C 27).

6 Council Regulation (EEC) No 3906/89 of 18 December 1989 on economic aid to certain countries of Central and Eastern Europe.

7 Council Decision 90/233/EEC of 7 May 1990 establishing a trans-European mobility scheme for university studies (TEMPUS).

8 Pépin, Luce, *The History of European Co-operation in the Area of Education and Training, Europe in the Making – an Example*, European Commission, Office for Official Publications of the European Communities, Luxembourg, 2006, p. 126.

9 The European Commission Directorate-General for Education, Training and Youth.



Map No 1: Countries Participating in the Tempus I Call for Proposals in 1990.

However, the Council Decision establishing the Programme left the door open for participation of any of the countries of 'Central and Eastern Europe, designated as eligible for economic aid... in any subsequent relevant legal act'¹⁰. Yugoslavia joined in 1991, but only for a year (as it would no longer exist as Yugoslavia in 1992). Romania and Bulgaria also entered (and stayed until they joined the EU Socrates Programme as EU Candidate Countries). The Baltic States, Slovenia and Albania followed suit in 1992.

Tempus I was open, not only to the 12 Central and East European Countries and the 12 EU Member States at that time (Greece joined in 1981, Spain and Portugal in 1986), but also to a third group known as the 'Western Countries' which comprised of Austria, Finland and Sweden (yet to join the EU), Turkey (an EU Candidate Country), Norway and Switzerland, but also the USA, Canada, Australia and Japan. David O'Sullivan describes the logic of including the 'Western Countries'; 'We realised that a little money could only go a long way if efforts were coordinated, which is why you find references to non-EU countries in the original Council Regulation. The idea was to start with the definition of needs, then get partners together from both the EU and the G24 to cooperate in delivery'¹¹.

② 1994-1999: Tempus II, A 'Transition' Programme

Tempus II emerged in the context of the transition of the countries of Central and Eastern Europe to democracy and market economies and their preparations for accession to the European Union. By the mid-1990s, most of countries of Central and Eastern Europe had democratically elected governments. Some were now casting their eyes westwards. By 1998, Poland, Hungary and the Czech Republic had already joined NATO. The opportunity to 're-unite' Europe presented itself and the EU embarked on the course of its fifth enlargement, the largest and most complex to date.

Further east, after 73 years, in 1991 the Soviet Union ceased to exist. Its former Soviet republics declared their independence, placing a number of new countries on the map. The Russian Federation, the 'Stans' of Central Asia and the countries of the Caucasus would become important players in Tempus.

¹⁰ Council Decision 90/233/EEC of 7 May 1990 establishing a trans-European mobility scheme for university studies (TEMPUS).

¹¹ *Ten Years of the European Training Foundation, 1994-2004*, p. 12.



Tempus Project Presentation on Team-Building and Self-Assessment Skills, Ukraine, 2009.



A Meeting of an Armenian Management Team at Yerevan State University, Armenia, 2007.

Steps Towards Internationalisation

Whereas the priorities of Tempus I were set within the framework of PHARE, a novelty of Tempus II was that it asked the Partner Countries to identify priority areas for reform of their national higher education systems. Priorities identified included ‘internationalisation’, ‘reform in university management and financing’ and the ‘training of manpower for the implementation of newly adopted legislation.’¹²

The structures in universities still resembled those under the old system, as structural reform would take longer to achieve, given the necessity of challenging deeply-embedded traditions. While democracy could be introduced with a constitution, it would take longer to introduce democratic principles in university governance in many institutions. However, there was a certain curiosity to learn more about new management techniques being introduced in Western universities, such as strategic planning methods and management information systems.

The most pressing need for universities was guidance in developing new courses to develop the human resource capabilities, necessary for the transition to a market economy and potential EU accession. Such new courses included European studies, business studies, EU law and economics and translation.

As academics were initially reluctant to publish on-line for copyright reasons, the importance of access to European university libraries for international textbooks and academic literature cannot be underestimated. European language skills were required to take advantage of these opportunities, as translations were not yet readily available. In order to facilitate the growing number of exchanges with foreign universities, the necessary infrastructure, in terms of a fully equipped and suitably staffed international office was required.

TACIS

With the disintegration of the former Soviet Union, the EU developed the TACIS Programme, ‘the world’s largest aid programme of its kind’¹³, which aimed to help the authorities of the former Soviet Union bring about economic reform and recovery, as well as its speedy integration into the world economy. The Programme’s needs analysis pointed out that, ‘the isolation of the former Soviet Union has resulted in ignorance of market mechanisms and modern economics among enterprise managers and understanding of essential economic concepts and techniques. Policy-makers faced with the enormous task of economic restructuring, lacked the knowledge to carry out their role effectively’¹⁴. Tempus was to be used as a tool for TACIS in the area of higher education and vocational training. The objectives were very clear; ‘only projects making a structural contribution to economic development and the promotion of a market economy’ would be funded¹⁵.

Maastricht & EU Membership Negotiations

Article 49 of the Maastricht Treaty (1992) stated that any European state which respects the principles of liberty, democracy, human rights and fundamental freedoms, and the rule of law may apply to join the Union. EU heads of government, meeting in Copenhagen in 1993, laid down the basic conditions for

12 Van der Sleen, Max, *Final Report on the Second Phase of the Tempus Programme (1994-2000)*, Ecorys-Nei, Rotterdam, October 2003, p. iii.
 13 European Commission Press Release (RAPID) MEMO/92/54 of 14.09.1992 on the Tacis Programme (EC Technical Assistance to the Commonwealth of Independent States and Georgia).
 14 EC Press Release (RAPID) MEMO/92/54 of 14.09.1992 on the Tacis Programme.
 15 EC Press Release (RAPID) MEMO/92/54 of 14.09.1992 on the Tacis Programme.

membership – the ‘Copenhagen Criteria’. One of these conditions was having ‘a public administration capable of applying and managing EU laws in practice’¹⁶. The Essen European Council developed the strategy for Enlargement and stressed that integration would be supported by the EU’s PHARE Programme¹⁷.

A Commission working paper written in 1998 stated that the Tempus Programme was in line with the priorities of the Essen European Council and would make a major contribution to their fulfilment¹⁸. It was decided that 10% of PHARE would be used to fund Tempus.

Between 1998 and 2000, EU leaders agreed to start the process of membership negotiations with 10 countries of Central and Eastern Europe: Bulgaria, the Czech Republic, Estonia, Hungary, Latvia, Lithuania, Poland, Romania, Slovakia and Slovenia. The Mediterranean islands of Cyprus and Malta were also included. Pre-accession strategies for each country aimed to help adapt legislation in 31 policy areas, to comply with those of the EU, to adopt the ‘acquis communautaire’¹⁹. Training of national administrations and economic and legislative bodies in topics such as EU law, economics, politics and EU languages was necessary to support this. Tempus was identified as having an invaluable role to play in this ‘Institution Building’ process, in preparation for EU Enlargement.

It is interesting to note that during this period, six of the seven EU programmes were merged into two large programmes; Socrates covering education and Leonardo da Vinci for vocational training. Tempus was the only one to be renewed in its own right, which highlights the very specific nature of its vocation. Indeed, Tempus-PHARE funding is estimated to have represented 30% of national spending on higher education in the Partner Countries during Tempus II²⁰. From 1997, Socrates and Leonardo were opened up to certain candidate countries. Tempus was identified as having a very important ‘bridging’ role to play during this transition.

Relocation to the ETF

In 1993, the Edinburgh European Council decided that the EC Tempus Office would be moved to the European Training Foundation in Turin in 1995. In 1994, Yassin Belakhdar, Coordinator of Technical Services in the EC Tempus Office in Brussels recalls that ‘The first time we came to Turin was in mid-1994. I just remember we stood there thinking, “Oh my God, what a mess,” and “they are never going to make it”. The main building of the Villa²¹ looked good but the parts that were meant to be our offices were a shambles. I think it had been empty for more than 30 years. It looked bombed out. I didn’t return until two months later and the transformation was amazing. It was only then that I regained my belief in the operation’²².



Tempus Department from the European Training Foundation on the Terrace of Villa Gualino, Turin, Italy, 2005.

Tempus was to remain happily in the ETF until 2008, for the majority of its lifetime to date. Marleen Voordeckers, former head of the Tempus Department at ETF, describes how ‘it was the biggest department of the ETF, with on average 25 staff members, plus an “army” of external staff support at times when applications or reports were received and had to be registered and evaluated. During these weeks, the ETF looked more like a beehive! Several important changes occurred while the programme management of Tempus was done by the ETF. All these changes had consequences for the Tempus Department: staffs were needed with different skills, knowledge and contracts had to be changed, and even our Tempus database had several complete overhauls. No, there was never a dull moment...’

16 European Commission Enlargement, Uniting A Continent, http://europa.eu/pol/enlarg/index_en.htm

17 Council of the European Union Presidency Conclusions Meeting in Essen on 9 and 10 December 1994 on the Report from the Council to the Essen European Council on a strategy to prepare for the accession of the associated CEEC (Annex IV).

18 Commission Working Document SEC(1998) 909 final of 29.05.1998 on bilateral and multilateral cooperation between the member states of the European Union and the Central and East European countries in the area of higher education, p. 12.

19 The ‘acquis communautaire’ is the body of EU laws with which the candidate country must apply before it can join the EU.

20 Van der Sleen, Max, *Mid-term Evaluation Report of the Third Phase of the Tempus Programme (2000-2006)*, Ecorys-Nei, Rotterdam, November 2003, p. 7.

21 Villa Gualino was the villa on the hillside overlooking Turin, where the ETF was housed from 1994.

22 *Ten Years of the European Training Foundation, 1994-2004*, European Commission, Office for Official Publications of the European Communities, Luxembourg, 2004, p. 14.

From Vigo to Vladivostok

Belarus, Ukraine and the Russian Federation had already joined in 1993, stretching the Tempus map as far east as Vladivostok. Russia was to become the biggest Tempus Partner Country – and still is to this day. Its regions are as active in the Programme as its capital.

The declaration of independence of its constituent republics paved the way for a wave of Central Asian members. Kazakhstan, Kyrgyzstan and Uzbekistan joined in 1994, then Armenia, Azerbaijan and Georgia in 1995, followed by Tajikistan in 1996 and Turkmenistan in 1997. Mongolia participated under the TACIS Programme for ten years from 1995 to 2004. With its new Development and External Relations remit, the total number of Partner Countries in Tempus increased from 11 to 26.

In the meantime, a fourth wave of EU Enlargement would bring Austria, Sweden and Finland into the EU in 1995, when they also became full members of the Programme, increasing the number of EU Member States from 12 to 15.

3 2000-2006: Tempus III, A 'Modernisation' Programme

The societal context in which Tempus III was placed was very different from Tempus I or II. By the 2000s, those going on Tempus mobility visits were used to booking their travel over the Internet, rather than asking a travel agent to provide this service, due to the rise of e-commerce. By virtue of a Protocol to the Treaty of Amsterdam, the Schengen Agreement abolished border controls, allowing people to move without passports between most EU Member States. The war in the former Yugoslavia had ended and the last countries had gained independence. On 1 January 2002, the Euro arrived. Twelve of the fifteen Member States now had a common currency. Going to the bank or bureau de change and working out exchange rates was no longer necessary when travelling between them. In 2004, the EU grew from 15 to 25 Members and in 2007, to 27.

In line with EU developments, the focus of Tempus III was very much on the modernisation of higher education, to equip students with skills required by the labour market and to be active citizens in society.

Links with the Labour Market

It is interesting to note that, while student traineeships were common place during Communist times, they had almost ceased



Intercultural Learning through Institutional Partnerships, Uzbekistan.

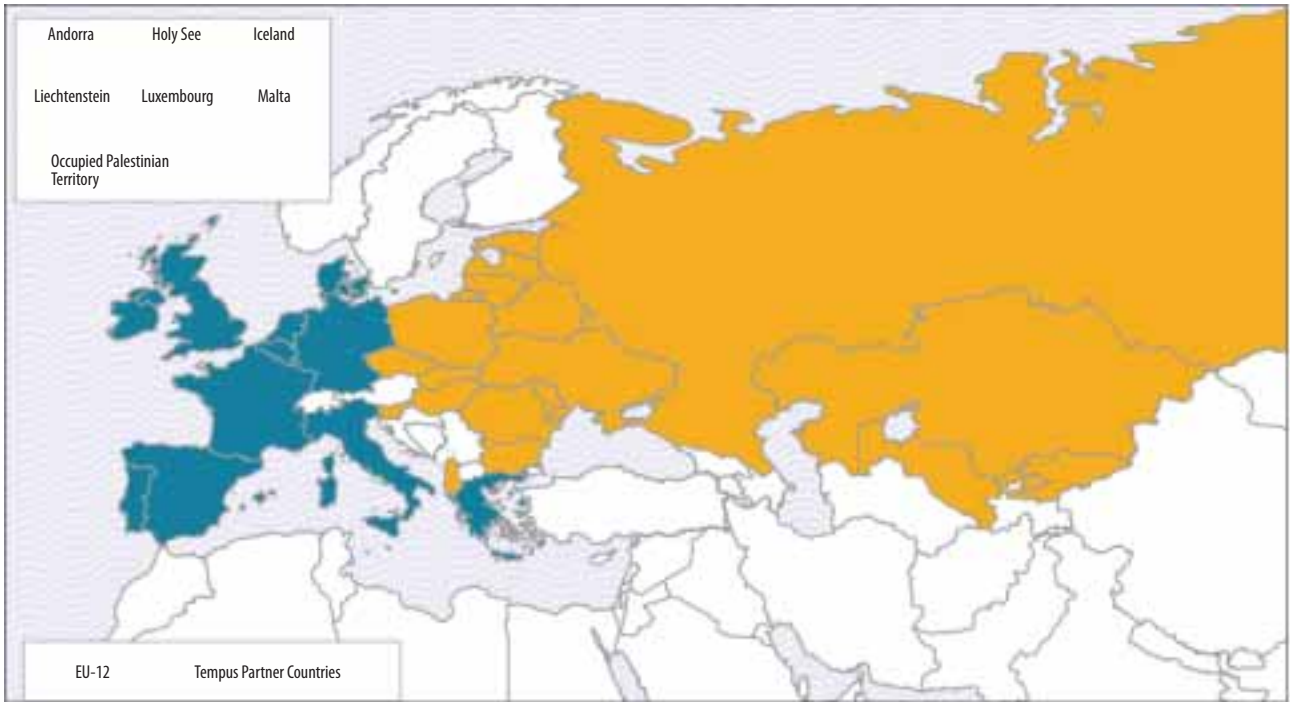
to exist since the transition. Industries were still undergoing a period of adaption to the free market and the economic priority was survival in the wake of heightened competition. If links between universities and industry existed, they were the result of personal contacts. Mechanisms were sought to establish more formal links, to ensure greater alignment between labour market requirements and modernising of curricula²³.

Opening Up to the World

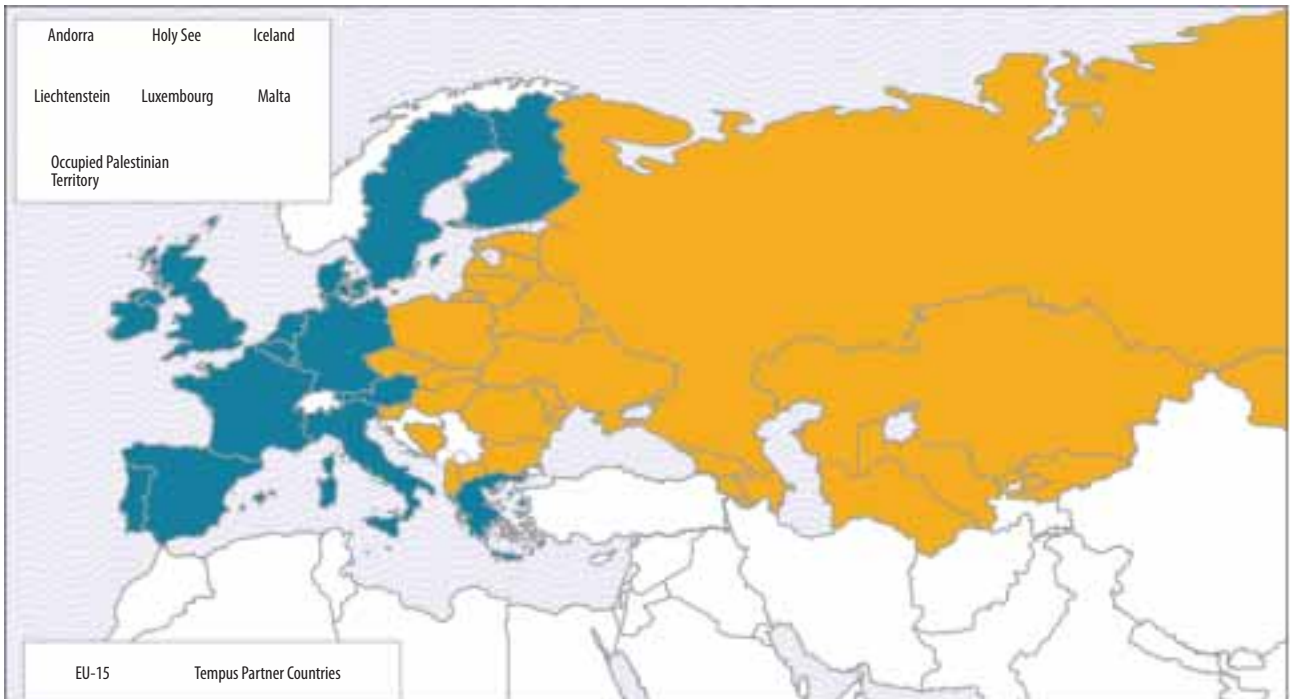
In the context of growing globalisation, modernisation also meant opening up to the world. Building relations with universities in other countries was increasingly necessary, to offer international opportunities to students and staff. In certain Partner Countries, it enhanced institutional credibility. With the advent of the Internet, students in some countries could obtain information on degrees abroad and sought international opportunities to improve their language skills and career prospects. Academics with experience from a foreign university were often considered more qualified than those without. International cooperation in research gave EU institutions access to the information to become 'cutting-edge' in particular fields, where knowledge and expertise lacked at home. In the race for institutional match-making, there was a desire to cement these links through formal inter-institutional agreements. Upgrading of management procedures such as performance-related budgeting methods, IT-supported accounting systems and more sophisticated student enrolment databases were necessary in all countries, to accommodate growing internationalisation²⁴.

²³ European Commission, *Linking the Worlds of Work and Education Through Tempus*, Office for Official Publications of the European Communities, Luxembourg, 2007, p. 48.

²⁴ Van der Sleen, Max, *Mid-term Evaluation Report*, p. 56.



Map No 2: Countries Participating in the Tempus II Call for Proposals in 1994.



Map No 3: Countries Participating in the Tempus II Call for Proposals in 1999.

Development in the Recognition of Studies

In spite of the development of aeroplanes that could move students faster than the speed of sound and electronic communications which allowed students to spread a message around the world in seconds, students still found themselves swimming against the tide, in a patchwork sea of different national academic recognition systems. They often returned home after their Tempus visit, to find that their period of study went unrecognised in the EU and Partner Countries. To their disappointment, the fruits of their labour remained unrewarded in their home country (as was also sometimes the case for EU students participating in intra-EU mobility programmes).

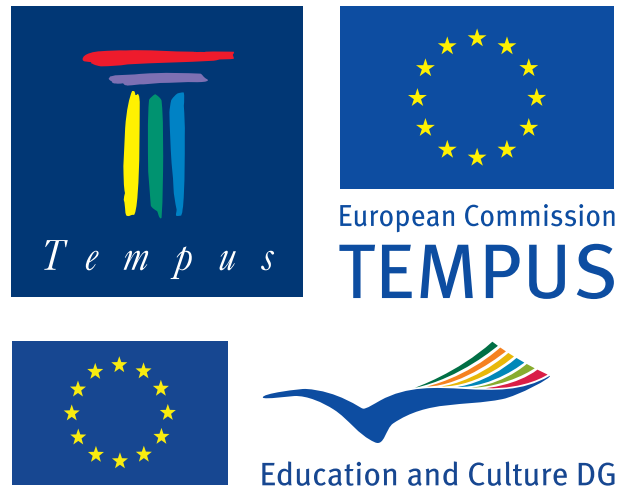
The Bologna Declaration signed in 1999, aimed to create a European Higher Education Area to allow mobility between different institutions by making degrees and diplomas more compatible²⁵. It initiated a decade of major reforms in the EU but also among many Tempus Partner Countries. Luce Pépin believes that, *'Bologna changed the paradigm: it was no longer simply a question of mobility and cooperation, but rather of convergence between systems'*²⁶.

EU Lisbon Strategy

In the EU Member States, modernisation was very much at the heart of the Lisbon Strategy which promoted economic growth, to make Europeans more employable in the 'knowledge economy' and give the EU competitive advantage over emerging economies on the global stage. Education policy became a corner stone of the Lisbon Strategy. While the budget for education represented merely 0.1 % of the Community budget in 1986, by 2000 it had been increased six times to 0.6%²⁷. The 'open method of coordination' was proposed as a new working method to provide a new framework for cooperation between Member States, whose national policies could thus be directed towards certain common objectives. It was based on the principle of 'convergence' in policy areas, by developing key indicators, benchmarking against them and exchanging best practice. Benchmarking was initially greeted with fear by certain Member States.

The Lifelong Learning Paradigm

During a European Council meeting in Brussels in 2005, Member States declared that 'lifelong learning constitutes a sine qua non condition for achieving the Lisbon objectives'²⁸. The European Year of Lifelong Learning in 1996 had indeed raised awareness of the importance of education from cradle to grave. 'Education' has different definitions in different Member States. The EU was trying to inculcate citizens with a broader definition of education than one confined within the four walls of education institutions, that encompassed practical skills, know-how and life experience.



Logos Used at Different Stages of the Tempus Programme.

The notion of different learning trajectories was also promoted. The Conclusions of the European Council held in March 2000 called on Member States to make their education systems 'more open and flexible and to do away with existing barriers between the different forms of learning'²⁹. In the context of Tempus III and its aim of promoting links between higher education and society, what is interesting to note is that the Commission was stressing the importance, not only of formal education in higher education institutions, but also informal and non-formal education and the role of different actors outside higher education institutions; in 'education' in the broadest sense.

Conscious of the somewhat inferior status given to vocational training courses in academic ranking systems, the Copenhagen Process³⁰ launched in 2002 created the framework for 32 countries

25 The overarching aim of the Bologna Process is to create a European Higher Education Area (EHEA) based on international cooperation and academic exchange that is attractive to European students and staff as well as to students and staff from other parts of the world.

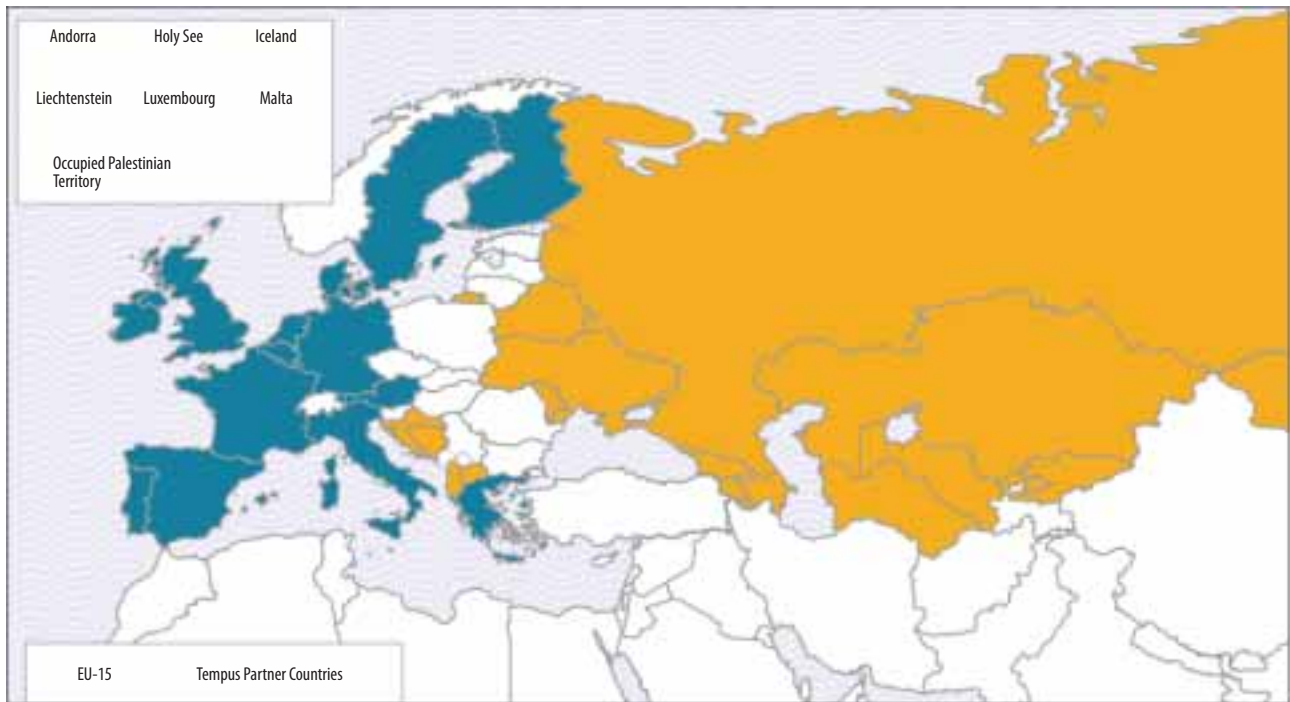
26 Pépin, Luce, *The History of European Co-operation*, p. 9.

27 Pépin, Luce, *The History of European Co-operation*, p. 5.

28 Council of the European Union Presidency Conclusions 7619/1/05 REV 1 of 23 March 2005 para. 34.

29 Lisbon European Council Presidency Conclusions of 23 and 24 March 2000 on a new strategy to strengthen employment, economic reform and social cohesion as part of a knowledge-based economy para. 1.26.

30 See: European Commission Education and Training Copenhagen Process, http://ec.europa.eu/education/vocational-education/doc1143_en.htm



Map No 4: Countries Participating in the Tempus III Call for Proposals in 2000.

to work together and to make it more attractive for school leavers. The Commission has also subsequently put in place a number of tools to recognise vocational training qualifications and periods of work in different countries, to facilitate mobility between EU Member States.

New Geographical Configurations

The fifth EU enlargement was completed in 2004 and included eight countries from Central and Eastern Europe and two Mediterranean islands. Meanwhile, the EU was conscious of the importance, given the political climate, of maintaining good relations with its neighbours in the Southern Mediterranean. The Barcelona Process (1995), followed by the Euro-Mediterranean Partnership signed in 2004, aimed to strengthen relations with these countries.

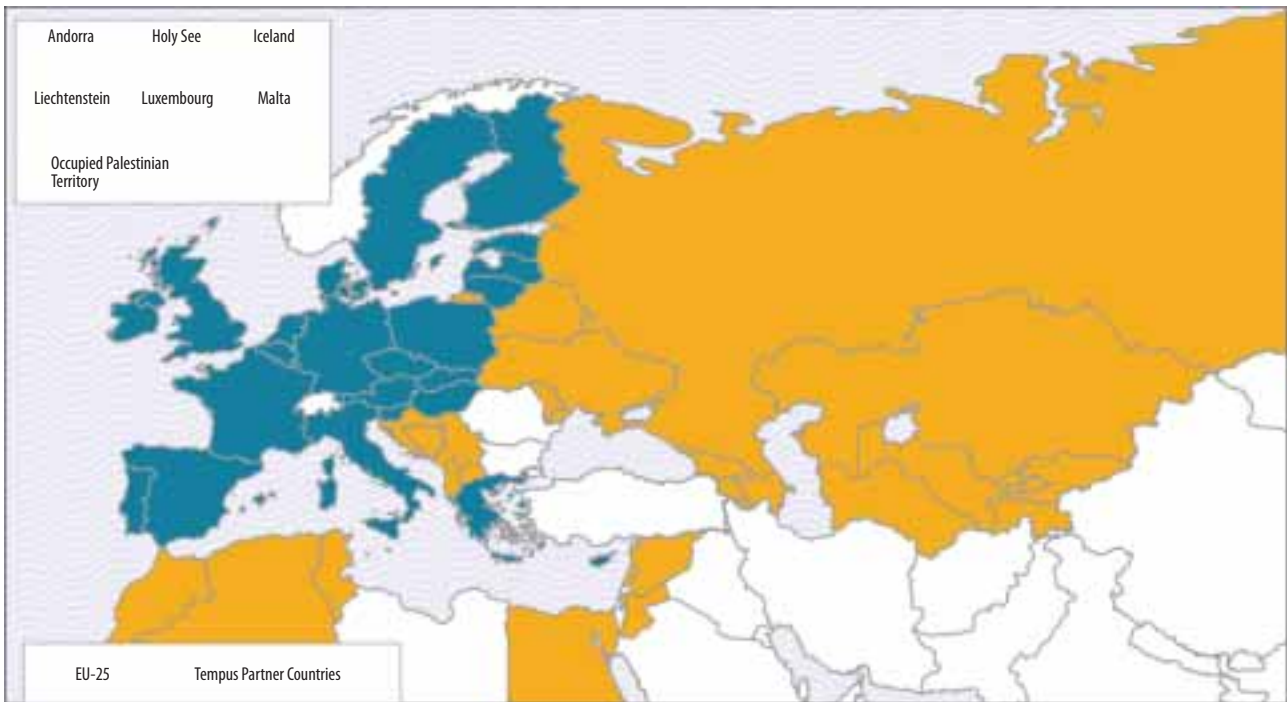
One of the cornerstones of the policy was rapprochement between peoples through a social, cultural and human partnership aimed at encouraging understanding between cultures and intercultural dialogue. The MEDA II³¹ Programme was one of the main instruments to promote this ideal in more concrete terms. Tempus was identified as a suitable tool to help achieve this. As a result, under Tempus III, the Tempus map took a new form, expanding radically south and south-westwards.

The adoption of the Council Resolution of 2000³² set out the framework for Community assistance to the Western Balkans and Tempus III then included the participation of Croatia and the Federal Republic of Yugoslavia. In addition, eight MEDA countries joined from 2002. These included Algeria, Egypt, Jordan, Lebanon, Morocco, the occupied Palestinian territory, Syria and Tunisia.

However, this increase was counterbalanced by the reduction in the number of Partner Countries, when 10 former Partner Countries from Central Europe fulfilled their ambitions (partly due to the support of the Tempus Programme) and became EU Member States themselves. They would continue to participate in the Programme, but with a new role and funding conditions.

31 See: Portal of the European Institutions (EUROPA) website, Summaries of EU legislations, External relations, Mediterranean partner countries, (http://europa.eu/legislation_summaries/external_relations/relations_with_third_countries/mediterranean_partner_countries/r15006_en.htm).

32 Council Regulation (EC) No 2666/2000 of 5 December 2000 on assistance for Albania, Bosnia and Herzegovina, Croatia, the Federal Republic of Yugoslavia and the Former Yugoslav Republic of Macedonia, repealing Regulation (EC) No 1628/96 and amending Regulations (EEC) No 3906/89 and (EEC) No 1360/90 and Decisions 97/256/EC and 1999/311/EC.



Map No 5: Countries Participating in the Tempus III Call for Proposals in 2005.

4 2007-2013: Tempus IV, A Partner Country Programme Supporting National Reforms

The world Tempus finds itself in today is very different from the world Tempus was born into 20 years ago. The near failure of certain EU Member States to ratify the Lisbon Treaty has somewhat called into question the political structures which Central and Eastern European countries were eager to join in 1989. While Tempus participants took many aeroplanes at that time, by 2009, the Stern Report's³³ eye-opening analysis of the future political and economic costs of climate change for the planet began to prick Tempus participants' carbon conscience.

Yet the aims and methodology of Tempus remain as relevant today. Under Tempus IV, it was recognised that while previous programmes had succeeded in achieving significant impact at institutional level, their impact could go no further, without national legislative reform and changes in national higher education systems as a whole. There was still much work to be done. A clearer focus was needed at macro level, to implement reforms that would make the work of the micro projects sustainable in the long term.

Accreditation

The strong interpersonal relations that have been forged between academics working on Tempus projects over the years, have led to a desire to cement institutional relationships in the form of joint programmes (sometimes leading to joint-degrees and double-degrees), to bring their initial Tempus collaboration one step further. Accreditation bodies in certain countries remain rigid and traditional in their thinking and continue to work in national silos, accrediting courses that are not structured in a way that lend themselves to international linkages. Accreditation requirements that are locked in the past hinder courses from adapting to the changing needs of the labour market.

Quality Assurance

In Partner Countries, the concept of 'quality assurance' (in terms of content and delivery of programmes) is still very closely linked to 'official recognition' and accreditation of new degrees. However, in EU Member States, one does not automatically imply the other

33 Stern, Nicholas, *Stern Review on The Economics of Climate Change*, pre-publication edition, HM Treasury, London, Oct. 2006.



Celebrating the 20th Anniversary of Tempus in Moldova, 2010.

(even if there are links between both). The concept of ‘quality assurance’ is all encompassing, impacting on all facets of university management and student services. Quality assurance mechanisms go hand in hand with university governance. The systems and processes that are in place in Partner Countries to assure quality are still in their infancy in many countries. Reilly and Jongma believe that there is a greater need for the involvement of students and employers, more publically available transparent information about the quality assurance process, central information systems such as intranets and publishing of performance indicators³⁴.

Partnership with Non-University Stakeholders

In order to make courses more relevant to the needs of the labour market and society at large, higher education institutions in the Partner Countries are looking for ways to involve local stakeholders in curriculum development. These include local authorities, NGOs, chambers of commerce, trade associations and enterprises – and not only within their own country, but also on a regional level. In the context of very high unemployment in certain Partner Countries, this helps create placements and possible jobs for graduates, and enhances the reputation of their degrees. Input from various stakeholders into curriculum development also helps enrich the content of degrees and makes them more relevant.

Reform in EU Universities

Partner Country higher education systems were confronted with many challenges. This was also the case in the EU. While the Lisbon Strategy set the EU the target of becoming the ‘most competitive knowledge-based economy by 2010’³⁵, the first alarm

bells began ringing after its mid-term review in 2004, which stressed that more extensive reforms would be needed to achieve it. One of the areas identified for future reform were universities. As Janez Potočnik, Commissioner for Science and Research observed in 2006, ‘universities are power-houses of knowledge generation’ but they needed to ‘adapt to the demands of a global, knowledge-based economy’³⁶.

Two Commission Communications have been instrumental in tackling the obstacles to higher education reform in the EU. The 2005 Communication on ‘Mobilizing the brainpower of Europe’ identified that ‘too many graduates – even at the highest level – lack the kind of entrepreneurship and skills sought on the labour market. Most universities are strongly dependent on the state and ill-prepared for worldwide competition over talent, prestige and resources’³⁷. Furthermore, ‘over-regulation and control hinders modernisation, efficiency, and “universities” capacity to react swiftly to changes in their environment’. The second communication of 2006, the Communication on ‘Delivering on the Modernisation Agenda for Universities’ stated that: ‘Member States value their universities highly and many have tried to “preserve” them at national level through detailed regulations, organising them, controlling them, micromanaging them and, in the end, imposing an undesirable degree of uniformity on them’. The Commission also highlighted the need for ‘procedures for the recognition of academic qualifications in line with those for professional qualifications’ and the need to ‘make European degrees more easily recognised outside Europe’³⁸.

Recently, the EU has embarked on a new strategy – Education and Training 2020³⁹ – to make amends.

34 Reilly, John & Ard Jongma, *Enhancing Quality in Higher Education: a Tempus Survey*, European Commission: Tempus, Office for Official Publications of the European Communities, Luxembourg, 2009, p. 7.

35 Commission Staff Working Document SEC(2010) 114 final of 02.02.2010 the Lisbon Strategy evaluation document, p. 18.

36 European Commission Press Release (RAPID) IP/06/592 of 10.05.2006 on modernising Europe’s universities.

37 Commission Communication COM(2005) 152 final of 20.04.2005 on Mobilising the Brainpower of Europe: enabling universities to make their full contribution to the Lisbon Strategy, p. 3.

38 Commission Communication COM(2006) 208 final of 10.05.2006 to the Council and the European Parliament on Delivering on the Modernisation Agenda for Universities: Education, Research and Innovation, p. 11.

39 Education and Training 2020 webpage, main policy initiatives and outputs in education and training since the year 2000: strategic framework for European cooperation in education and training (‘ET 2020’), http://ec.europa.eu/education/lifelong-learning-policy/doc1120_en.htm



Tempus Team at the Education, Audiovisual and Culture Executive Agency (EACEA), 2010.

New Management of the Programme

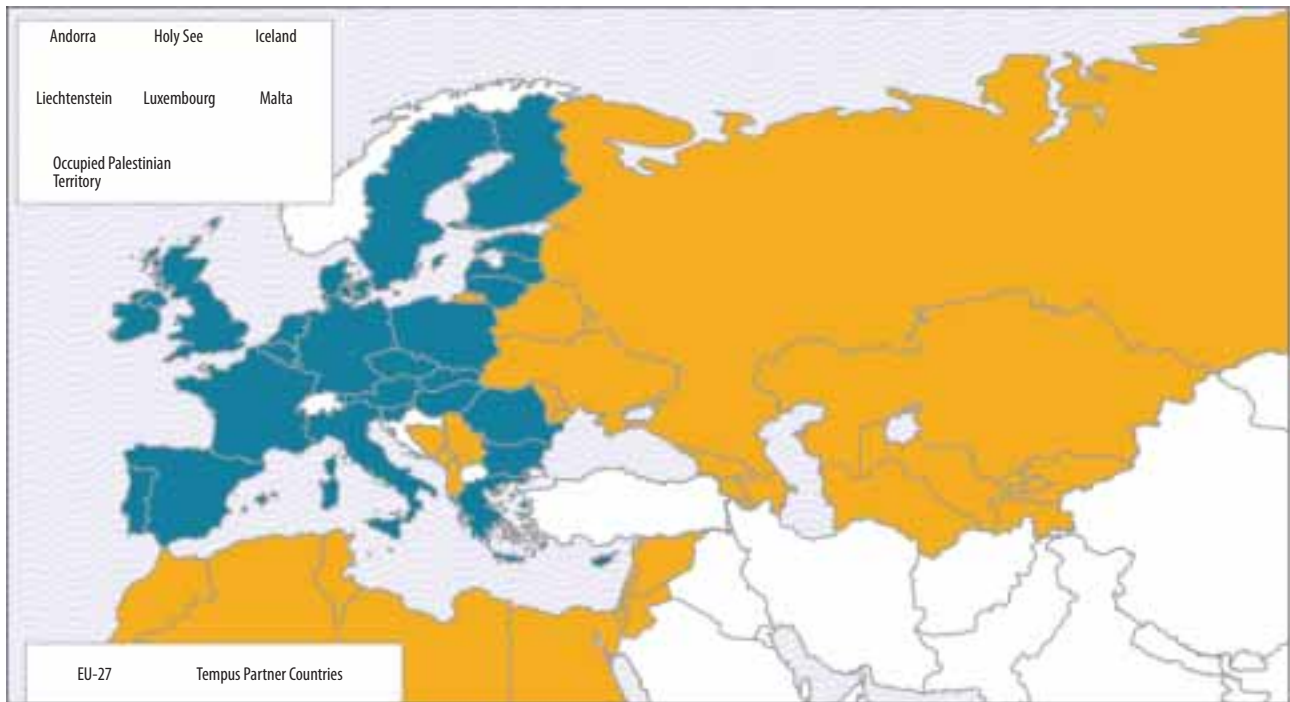
In 2008, technical assistance of the Tempus Programme returned to Brussels to the Directorate-General for Education and Culture. In 2009, management of the Programme was transferred to the new Education, Audiovisual and Culture Executive Agency⁴⁰, which is responsible for the management and implementation of certain strands of EU programmes. Since the same beneficiaries often apply for a number of these programmes, under the management of one Agency, all programme procedures could be harmonised, to make them more user-friendly. Klaus Haupt, head of the Tempus team at the Agency describes how *'the transition of the Tempus Programme to the new Agency went very smoothly. Some of the team had already been working on Tempus for a number of years. Others were new, but learned the ropes very quickly. Thanks to a good team spirit and strong management,*

the Programme went from strength to strength at the Agency.' However, it is the Directorates-General in the European Commission who play the leading role, setting the strategic orientation of the Tempus Programme, deciding how much money will fund it and approving Calls for Proposal.

Tempus in Motion

Even after 20 years, the map marking Tempus territory has not been fixed forever. It is still changing...

⁴⁰ Official website of the Education, Audiovisual & Culture Executive Agency (EACEA) of the European Commission, http://eacea.ec.europa.eu/index_en.php



Map No 6: Countries Participating in the Tempus IV Call for Proposals in 2010.

Israel has been one of the latest members to join the Programme. It opened a National Tempus Office in 2008. Libya has just joined the Programme, in time to participate in the fourth Call for Proposals under Tempus IV.

Unfortunately, Tempus had to part with Croatia and the former Yugoslav Republic of Macedonia. Given progress in closing chapters of the 'acquis communautaire', they have been rewarded

with early access to certain actions of the EU's Lifelong Learning Programme, where they will participate on an equal footing with existing EU members. However, both countries will be welcomed back to the Tempus family on becoming fully-fledged EU Member States.

This now brings the Tempus family outside the EU to 27⁴¹.

41 These include: Albania, Algeria, Armenia, Azerbaijan, Belarus, Bosnia-Herzegovina, Egypt, Georgia, Israel, Jordan, Kazakhstan, Kyrgyzstan, Lebanon, Libya, Moldova, Montenegro, Morocco, the occupied Palestinian territory, the Russian Federation, Serbia, Syria, Tajikistan, Tunisia, Turkmenistan, Ukraine, Uzbekistan, and Kosovo under UNSC Resolution 1244/99.

PART II

TEMPUS: THE SECRET OF ITS SUCCESS

The first part of this publication has looked at how Tempus has evolved over the past 20 years, to respond to the changing needs of its beneficiaries. While this is indeed true, it is interesting to note that there have also been elements of the programme that have remained constant throughout. Let us now explore the four cornerstones of the programme that have contributed to its success over the past 20 years; its philosophy, core activities, partners and the role of National Tempus Offices in the Partner Countries and National Contact Points in the EU Member States.

1 The Philosophy of the Programme

In spite of structural, geographical and historical evolutions over the past 20 years, the underlying philosophy of the programme has remained constant. Three key elements of this philosophy can be identified; a bottom-up approach, transfer of knowledge and people-to-people exchange. While inherently simple, they have been prerequisites of the Programme's success.

The Bottom-Up Approach

During certain periods of the Programme, political imperatives have encouraged a more 'top-down' approach. This was evident during the last phase of Tempus II, when 'institution building' in preparation for accession of central European countries to the EU was business critical. However, the essence of the Programme remains bottom-up. Tempus has reached down to the grass-roots and empowered people to sow the seeds of new ideas.

While the guidelines for each Programme have been driven by wider political imperatives, the development and implementation of those guidelines in the form of Tempus projects have been carried out by beneficiaries on the ground. While Calls for Proposal must conform with broad national priorities in the area of higher education, these Calls merely mention broad themes that a Tempus project should fall under, but are not at all prescriptive in terms of tasks to be carried out. Beneficiaries are given the liberty to identify their own subject areas and activities. Stakeholders are given the freedom to manage the projects themselves, as they see fit.

To a certain extent, Tempus relies on the motivation of people to make a difference. By creating this space for initiative, 'islands of innovation' have been created, in countries where national policies for such initiatives have not yet been in place⁴². Actions emanate

42 Jongsma, Ard, *Tempus @ 10*, p. 22.



Voyage of Discovery on an Underwater Maritime Archaeology Tempus Project, 2007.



Tempus Project Workshop with an External Evaluator, London, 2010.

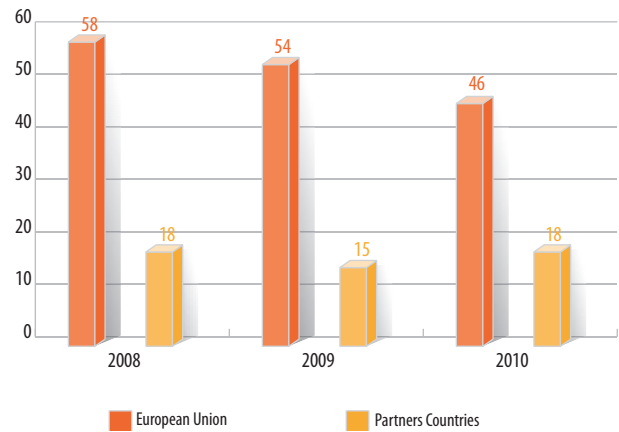


Figure 1: Tempus IV – Origin of Project Contracting Institutions (EU/Partner Countries)

from individuals themselves. It is hoped that the successful achievements of these actions will ultimately influence policy formation at national level and bring about systemic reform.

Under Tempus III, Partner Country institutions could take on the role of local project co-ordinator (but the contracting institution had to be based in the EU). Under Tempus IV, both EU and Partner Country institutions may apply for a project and assume the role of contracting institution, being directly responsible for the management of the grant and taking the decisions on its allocation. In fact, now, approximately 24% of all projects are co-ordinated by Partner Country institutions. Academic faculties and Departments, with the benefit of a Tempus grant, have more freedom to develop curricula and broaden minds than ever before. The seeds of a project idea can now be grown in the Partner Countries themselves.

Transfer of Knowledge & Know-How

Another element underpinning the Tempus philosophy is the transfer of expertise – not only theoretical knowledge, but more importantly know-how, skills and practical experience. This transfer tended to be ‘one-way’ during the early stages of Tempus. Tempus I was after all an ‘assistance’ programme and pioneers from European universities set out with this ‘know-how’ to ‘assist’ their new neighbours. While it was an admirable objective at the time, nowadays, the transfer is more ‘two-way’. Mutual learning as a two-way process is at the heart of the Tempus philosophy.

Certain higher education institutions in the Partner Countries participate in projects funded by international donors, such as the World Bank and Soros Foundation. They are in contact with institutions on other continents and have taken on board their

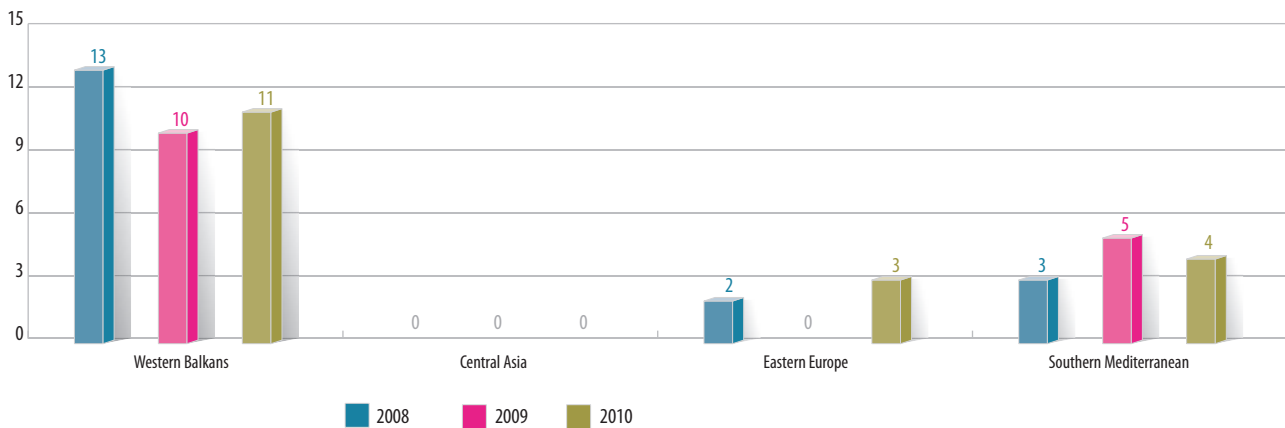


Figure 2: Tempus IV – Number of accepted projects coordinated by institutions in Partner Countries

expertise. They also obtained expertise from more developed countries in their region, which do not participate in Tempus. Certain institutions in the Partner Countries have now developed their own centres of excellence in areas that are specific to the local context, where knowledge has evolved from practical experience. They may be recognised as experts in a certain field, not only in their own country, but also in their region. For example, Jordan, Syria and Egypt have close linguistic and cultural ties with the Gulf States and are collaborating together. Finally this knowledge and ‘know-how’ is often valuable also to European partners, who might not otherwise be exposed to it.

People-to-People Exchange

Tempus started as a ‘trans-European mobility scheme for university studies’. The ‘people-to-people’ approach was vital for breaking down stereotypes and fostering the intercultural understanding necessary to re-unify Europe in the truest sense – its people.

While Tempus is no longer a mobility Programme, a large proportion of its funding is still used to give project participants the opportunity of face-to-face encounters with their peers in other countries. The power of the Programme to break down cultural barriers is one of its main strengths. The TACIS and CARDS programmes have adopted Tempus for this reason. Intercultural dialogue is one of the cornerstones of the Barcelona Process and so Tempus was also recognised as having a valuable role to play under MEDA. As former Commissioner for Education and Culture, Viviane Reding said, *‘A successful dialogue between cultures needs solid foundations and those foundations are education and culture, which enable citizens to get to know each other better. In proposing to extend the Tempus Programme [to the MEDA countries], the Commission will enable teachers, students and researchers to*

*work better together and help to forge solid links on both sides of the Mediterranean’*⁴³.

Given the religious and nationalist tensions that are present today, the ‘people-to-people’ approach is more relevant than ever. Tempus IV has recognised this, creating larger consortia to bring people from a larger number of countries in contact with each other, to work on a common Tempus project. In spite of the development of modern telecommunications such as video-conferencing, a substantial allocation of the Tempus grant is still dedicated to face-to-face meetings, as no sum of money can equal the value that this interpersonal experience brings.

Tempus has also helped break down cultural barriers within institutions. The mindset of academic and administrative staff can be very different, each having little appreciation of the other’s way of thinking. Students are also being called upon to play an active role in the reform process. All are obliged to work closely together on certain Tempus projects, step into each other’s shoes and see the situation from the other’s perspective. This not only raises awareness and empathy, but contributes to breaking down silos embedded in governance structures, promotes smoother information flows in institutions and creates a stronger institutional identity.

43 Nuthall, Keith, ‘EU may bankroll joint programmes with the Palestinians’, *Times Higher Education Supplement*, 22 February 2002 (<http://www.timeshighereducation.co.uk/story.asp?storyCode=167392§ioncode=26>).

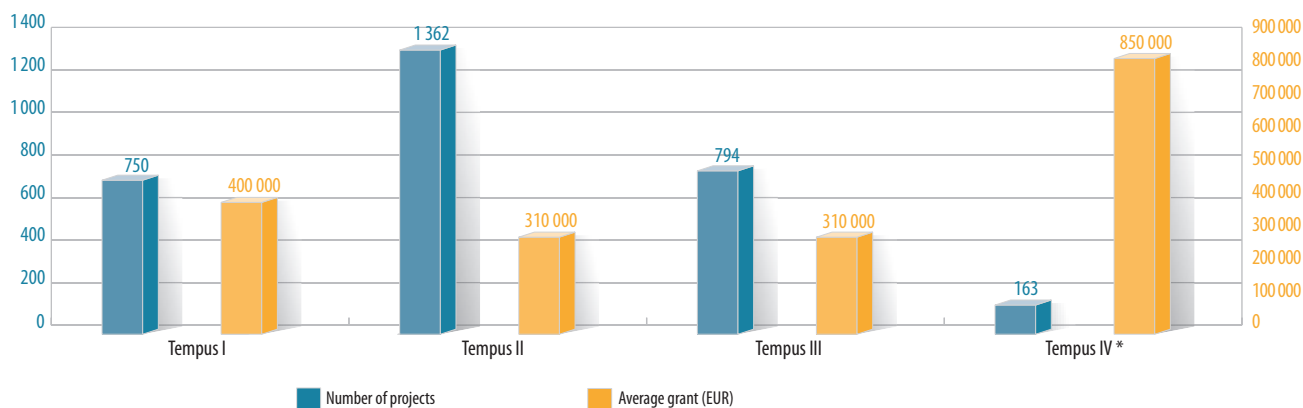


Figure 3: Number of approved Joint European Projects and average project grant per programme period

* The figure for Tempus IV only covers three selection rounds (2008, 2009, 2010).

2 Core Activities

A second feature of the Programme that has remained stable over the past 20 years is the structure. There have been some sporadic innovations such as an Action funding Youth Exchanges under Tempus I. Otherwise, the same types of Action have been used with continuing success throughout.

JEPs & JPs

Joint European Projects (and Joint Projects, as they have been called under Tempus IV) have been the main-stay of Tempus. They involve multilateral partnerships between higher education institutions in the EU and the Partner Countries, to work together on activities such as curriculum development, institution building and improving university governance. They are implemented by the higher education institutions themselves. They have been an integral part of all four programmes. Under Tempus I, they represented 90% of the total Tempus budget⁴⁴. In the third Call of Tempus IV, they represented 78% of the total number of selected projects. Under Tempus I, the focus was on 'structural development', 'cooperative educational activities' and 'staff and student exchange'. The promotion of university/industry cooperation was added to the list in Tempus II. 'Curriculum development' was a very popular choice under Tempus III and remains so under Tempus IV.

Part of the success of JEPs was that they could be undertaken on the initiative of academics at faculty and department level, to address departmental needs. Knowledge transfer was at their core and they demanded resources. They were perfect for

building on existing contacts made between academics on the conference circuit. They created something tangible in a short period, whose impact was easily discernable.

IMGs

As the 'M' in Tempus denotes, Tempus originated as a mobility programme. Since Tempus I, 'Individual Mobility Grants' were offered to university staff, staff of enterprises and students to work or study at a partner institution in another country. They funded mobility for periods of up to one year. Unlike the Erasmus Programme, this mobility, whether on the part of EU or non-EU nationals, was always across the external EU border. Under Tempus III, over a dozen Calls specifically aimed at IMGs were launched. With the development of Erasmus Mundus, the role of mobility within Tempus IV diminished and IMGs became a thing of the past. Tempus was no longer to be a 'mobility programme' per se. However, Tempus IV still contains a significant mobility element, but it is for a more limited time-frame and is directly instrumental to the project.

CMs & AMs

Even though their name has changed throughout Tempus history, the 'Complementary Measures' in Tempus I, 'Support

⁴⁴ Report from the Commission COM(96) 428 final of 20.9.1996 to the Council, the European Parliament, the Economic and Social Committee and the Committee of the Regions on Evaluation of the First Phase of Tempus 1990/91 – 1993/94, p. 4.

	Tempus I	Tempus II	Tempus III	Tempus IV*
Central Europe	750	1177		
Western Balkans			268	55
Central Asia		185	68	20
Eastern Europe			296	64
Southern Mediterranean			162	46
Total	750	1362	794	163

Figure 4: Number of accepted Joint European Projects by region

* The figure for Tempus IV only covers three selection rounds (2008, 2009, 2010). Regional figures cannot be added because some of the projects are multi-regional.

Activities' in Tempus II and 'Accompanying Measures' in Tempus IV amount to more or less the same thing. They have funded information and dissemination activities such as Tempus conferences, studies⁴⁵ and stakeholder surveys – all necessary for engaging with the general public and ensuring the Programme remains relevant to stakeholders' needs.

Structural Measures

While JEPs were effective in promoting innovation and change at micro institutional level, their limits were recognised in tackling the macro-level reforms, necessary to move forward the 'modernisation agenda'. The Evaluations of Tempus I and II alluded to the obstacles to sustainability that JEPs were confronted with, due to outdated national policies and legal frameworks. This highlighted the need for reforms in certain areas. Tempus III and IV decided to specifically tackle reform at national level, introducing a new category of projects – 'Structural and Complementary Measures'. Ministries and government departments could also become members of the consortium to work on such reforms. As is the case for JEPs, these activities are based on priorities that the competent Partner Country authorities identify before the Call for Proposals is launched. Even though they tend to be more limited in number than JEPs, their impact is at national level and thus intended to be more wide reaching. Given the focus on reform, Structural Measures were extended in terms of budget and duration and were given priority under Tempus IV.

	Tempus I	Tempus II	Tempus III
Central Europe	6864	5304	
Western Balkans			575
Central Asia			228
Eastern Europe			665
Southern Mediterranean			632
Total	6864	5304	2100

Figure 5: Number of Individual Mobility Grants per region

	Tempus I	Tempus II	Tempus III	Tempus IV*
Central Europe	138	335		
Western Balkans			81	18
Central Asia			44	7
Eastern Europe			87	12
Southern Mediterranean			47	13
Total	138	335	259	46

Figure 6: Number of accepted Structural and Complementary Measures by region

* The figure for Tempus IV only covers three selection rounds (2008, 2009, 2010). Regional figures cannot be added because some of the projects are multi-regional.

45 See the bibliography of this study for some examples.

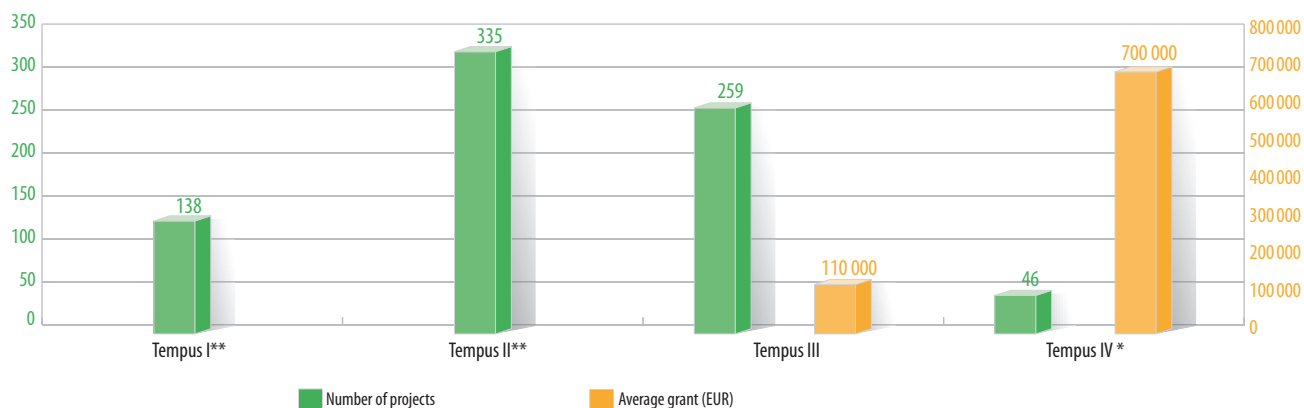


Figure 7: Number of approved Structural and Complementary Measures and average project grant per programme period

* The figure for Tempus IV only covers three selection rounds (2008, 2009, 2010).

** Average project grant not available for Tempus I and II.



The German and Egyptian Ministers of Education presented with Tempus Project T-Shirts, Egypt, 2004.

3 Type of Partners

Another element that has remained stable throughout is the type of partners eligible to participate in the Programme. It is important to stress that the emphasis of Tempus has always been on higher education institutions rather than on individuals. They are the main target group and they are the beneficiaries. Unlike other EU programmes, Tempus encompasses higher education institutions in the broadest sense, placing the same emphasis on third level vocational training, as on more academic forms of higher education.

The EU recognises that one of the most important aspects of EU higher education reform is creating closer links between universities and society and especially the world of work. For this reason, it has always encouraged non-university partners to join consortia⁴⁶, even as far back as 1990 in Tempus I. These could include businesses from large corporations to small medium enterprises, public and local authorities, chambers of commerce, professional associations and organisations representing employees and employers.

However, there have been some minor developments in this respect. Tempus II was widened to include 'training bodies'. It also allowed for possible additions, stating that each Member State

⁴⁶ Certain categories of non-university partners can join on a self-financing basis.

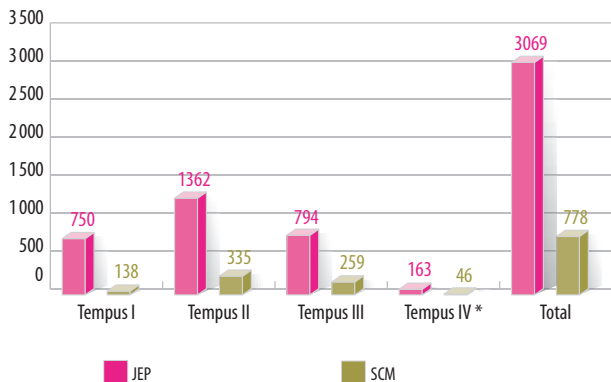


Figure 8: Number of approved Joint European Projects (JEP) and Structural and Complementary Measures (SCM) per programme period

* The figure for Tempus IV only covers three selection rounds (2008, 2009, 2010).



Colleagues from the EC Tempus Office in Brussels and some of the National Tempus Offices, Romania, 1993.

or Partner Country could determine what type of establishments could participate in Tempus. Given the EU social agenda, social partners and non-governmental organisations were specifically mentioned in the Calls for Tempus III. Under Tempus IV, the criteria as to what constituted an eligible ‘academic institution’ became clearer. Ministries and national and regional administrations could also be partners. In order to promote wider stakeholder representation from the higher education sector, rector, teacher and student organisations were also specifically mentioned. Research institutions could also become partners, but not a lead partner, in keeping with the thinking that Tempus’ role is not to fund research. The EU’s Framework Programmes for Research and Technological Development are there to serve that purpose.

4 The Role of the National Tempus Offices and National Contact Points

The most important element that has featured continuously throughout the Programme has been the role of the National Tempus Offices (NTOs) in the Partner Countries and National Contact Points (NCPs) in the EU Member States. They have not only been a current feature of the Tempus Programme since its

inception, they have been its backbone. Tempus was created in Brussels, but needed people with local know-how to bring the Programme to their home countries. National Tempus Office Coordinators with knowledge of EU and national policies and practices were crucial as ‘translators’. They helped stakeholders on the ground to understand how Tempus could be relevant to their local context. In many of the Partner Countries, it is interpersonal relations that are the key to bringing an idea to fruition. NTOs played the key role of ‘interlocutors’, forging those relationships that could make the Programme happen. They also acted as ‘engineers’, building bridges between countries, and initiating project partnerships. The participation of organisations and institutions in each of the Partner Countries is testimony to their effectiveness.

Pioneers

In the initial period of Tempus I, NTOs were the pioneers, enthusiastically setting up the necessary structures to start the Programme in Central and Eastern Europe. While their initial role was supposed to be purely administrative, they proved capable of providing more than mere administrative support. The first evaluation report notes that a ‘high level of trust’ was built between them and the education institutions. In a post-communist society where all previous societal norms were turned on their head, the importance of trust cannot be underestimated. In fact, they were often called upon to be ‘moderator in case of conflicts among key actors of Tempus’, conflicts which were inevitable in



Representatives from National Tempus Offices in Partner Countries, Antwerp, Belgium, 2010.

a period where new roles and responsibilities were still being defined⁴⁷. Having proved their worth and their effectiveness, it was decided to enlarge their role. More responsibilities, previously carried out by the EC Tempus Office in Brussels and the Tempus Department in the ETF in Turin were delegated to them.

Tempus II expanded to include the TACIS countries of Central Asia. Tempus Information Points (TIPs) were created there⁴⁸. Regardless of the official title, the role of both included promotion, information and support with partner-searching, applications and reporting. They also facilitated communication between the EC officials in Brussels and national administrations, relations which, in the climate of EC accession negotiations were not always the easiest. Various National Tempus Offices in the PHARE region also published a series of country impact booklets in 1998⁴⁹ and this activity continued in several countries in the 1990s. NTOs actively contribute to studies and surveys carried out on behalf of the Commission's services.

Assisting Projects on the Ground

Under Tempus III, the role of the NTOs was extended to include field monitoring. Local beneficiaries appreciated this. A survey carried out by external consultants on the role of NTOs indicated that the majority of the surveyed participants rated the quality of the services received as good or very good and that respondents were especially satisfied with the support in project monitoring⁵⁰. During the country visits carried out to complete the survey, the external consultants found 'strong examples of very active and capable NTOs whose support was highly valued and went far beyond the narrower remit outlined above to also include dissemination of best practice and policy advice.'

Important Advisors

Under Tempus IV, NTOs now have an important role to play in the selection process, given their in-depth knowledge of the education institutions and organisations in their country. After a pre-selection has been made by a group of external evaluation experts, NTOs are consulted on the applications, along with EU Delegations and relevant Ministries in the Partner Countries. Their role in field monitoring of projects has increased, corresponding to the increasing emphasis placed on this in Tempus IV. NTOs also support the new network of Higher Education Reform Experts, like the Bologna experts in EU countries. They also take on the organisation of Tempus events, such as the conference to celebrate the 20th anniversary of the Tempus Programme.

National Contact Points

While NTOs are funded by the Tempus Grant, the sister National Contact Points based in the EU Member States are funded by their national authorities. Many have privileged relations with the Ministries and thus are well-placed to raise awareness about obstacles encountered by EU participants. In spite of the fact that they do not receive Tempus funding, they have willingly given of their time to assist EU applicants. Most are in close contact with NTOs in the Partner Countries and all meet every six months face-to-face. They therefore have access to valuable information on Partner Country institutions and are well placed to help with the mammoth task of partner-searching. Their information and advice has been much appreciated. They thus have made a significant contribution to the creation of many consortia. Without their support, it is difficult to envisage the successful participation of EU institutions in the Programme.

47 Report from the Commission COM(96) 428, p. 10.

48 TIPs have now been replaced by fully fledged NTOs in the Central Asian Countries.

49 Van der Sleen, Max, *Final Report on the Second Phase of the Tempus Programme*, p. 69.

50 Van der Sleen, Max, *Mid-term Evaluation Report*.

PART III

TEMPUS: EVIDENCE OF ITS ACHIEVEMENTS

In the first part of this study, we saw how Tempus has adapted to the changing needs of various stakeholders in different countries. The second part of the publication looked at the different elements of the Programme that have ensured its effective delivery over the past twenty years. More than EUR 1.4 billion has been channelled through the Programme over the past 20 years. What exactly has Tempus achieved in concrete terms? In this third section, all will be revealed. Evaluations have been carried out for each of the Programme phases by external assessors⁵¹. Let us look briefly at their findings, as well as personal testimonies from participants, to see what impact Tempus has had on faculties and universities in the Partner Countries, at national and regional level, as well as in the EU itself.

1 Departments and Faculties in the Partner Countries

New Curricula

As we saw at the start of this study, in 1990, academic programmes were long and highly specialised in the countries of Central and Eastern Europe and emphasis was placed on theoretical and applied sciences. Academics and experts from Western Europe are currently trying to introduce student-centred approaches which promote not only the acquisition of knowledge, but also the acquisition of key competences. Tempus helped raise awareness of new concepts in curriculum development such as learning outcomes, modules, ECTS⁵², continuous assessment and course evaluations by students. Curricula were developed by international teams, which gave a broader world-view on the subject matter. In certain countries, women were involved in course development for the first time.

Tempus also introduced new academic subject areas that hereto had never existed. For example, in Central and Eastern Europe, Tempus developed courses in European Studies, business studies, EU law, economics and foreign languages. The creation of the Department of Applied Modern Languages at Babeş-Bolyai University in Romania is evidence of this⁵³. It was the first vocationally oriented translation degree in Romania, to prepare students for the tasks of EU accession. They studied subjects such

51 External evaluations have been carried out for Tempus I, II and III. See bibliography of this study for more information.

52 The European Credit Transfer System is a system of credits developed to facilitate transfer of students between institutions. Credits are based on the workload needed in order to achieve expected learning outcomes. One credit generally corresponds to 25-30 hours of work.

53 Project reference number JEP-15532-1996 (1996-1999).

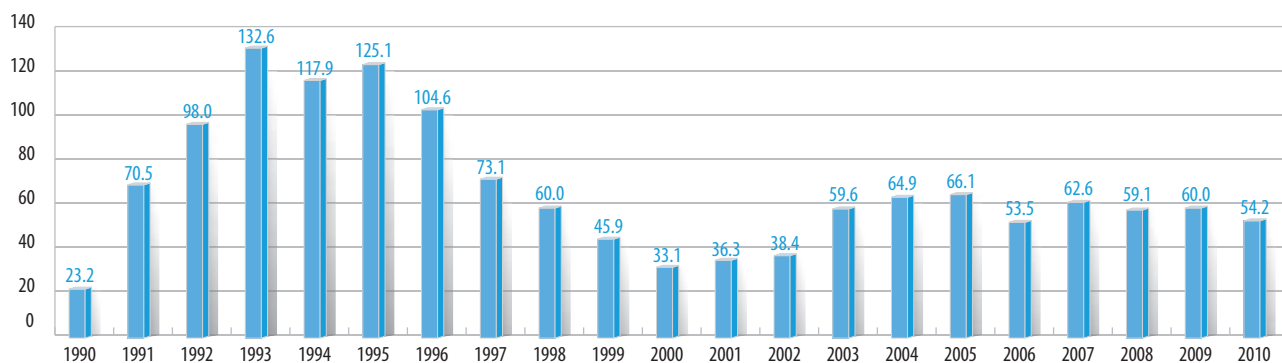


Figure 9: Tempus budget 1990-2010 (in EUR million)

The year refers to the budget year, which is not necessarily the year in which the funds were awarded to projects.

as economics, law and international relations in addition to two foreign languages. Rodica Baconsky, the project co-ordinator mentions how *'in the context of Romania's joining the EU, AML Cluj-Napoca provided a considerable number of professional translators who worked long and hard on the translation of the "acquis communautaire" into Romanian during the accession process. Many of the Romanian translators in the EU institutions in Brussels are graduates of this course.'*

The 'Enhancing Risk Perception in Engineering Education in Egypt'⁵⁴ project (known as RISK) is an example of a new academic subject, introduced in the Arabic-speaking world for the first time. In Arab countries, the concept of 'risk' is very different from that understood in the Western world. 'Risk' is defined as 'anything that has been given to you and from which you have the opportunity to draw profit' and may have the connotation of a potential beneficial outcome [this meaning of risk is very close to the Arabic word *rezq*' very close to the pronunciation of English word *risk*]. In the Western world, it is considered as something that should be managed with a mitigation strategy to avoid potential harm or loss. The project introduced a multi-disciplinary post-graduate Risk Management Diploma in the Faculty of Engineering of Cairo University. It was the first of its kind in the Middle East at university level. The local project co-ordinator Fouad Khalaf describes how *'the idea landed at the proper time amid increasing awareness of the seriousness of the situation and that risk control is the task of everybody.'* It inspired other institutions to start risk management undergraduate courses in Egypt and the Middle East. The Co-ordinator describes how *'Tempus RISK has managed to get a group of diversified persons (science, literature, medical – Europeans and Egyptians) to sit together and talk about common topics related to risk in the broad sense.'*

A New Generation of Staff

Tempus has also contributed to training a new generation of teaching and research staff in university faculties. Before 1989, many staff from Central and Eastern Europe had never been to a Western European country. Tempus has bred a new kind of professor, who is much better travelled and worldly-wise than his predecessors, one who has brought different perspectives to lectures. Due to the training they have received on Tempus projects, they have acquired new knowledge and skills. They have learned new teaching methods, to adapt to a wider range of student target groups such as on-site intensive courses, e-learning, blended-learning and evening courses for those already in work.

Indeed, teaching staff who have benefited from Tempus have stated how *'participating in a Tempus project and therefore experience of higher education in an EU country, had often encouraged them to opt for an academic career and to take up a PhD, with the choice of topic often influenced by mobility'*⁵⁵. In the 'Restructuring of Economic Curricula in Russian Agrarian Universities'⁵⁶, Russian staff had the opportunity to learn about the content of similar courses in EU universities. Valery Koshelev from Moscow Timiryazev Agricultural Academy describes how *'the Russian teaching staff and students participating in the project got*

⁵⁴ Project Reference Number CD JEP-30095-2002 (2004-2007).

⁵⁵ European Commission DG Education and Culture, *The Impact of Tempus III: The Impact of the Tempus Programme on Higher Education Development in the Tempus Partner Countries, A Survey*, Office for Official Publications of the European Communities, Luxembourg, 2008, p. 26.

⁵⁶ Project reference number JEP-10014-95 (1995-1998).



New Text-Books and Computers Purchased with the Tempus Grant, Ukraine, 2006.



EACEA Project Officers Holding One-to-One Sessions with Beneficiaries at an Annual Grant Holder Meeting.

acquainted with the content of the courses delivered in EU universities, literature (text-books and periodicals), visited lectures of the best professors and on the new knowledge and experience developed new courses, text-books, case-studies etc., and introduced new teaching methods at their home university.'

One of the main features of Tempus is that it puts equal emphasises on the training of non-academic staff. Administrative staff was empowered to believe that they had an equally important role to play in the institution's future. Through their interaction with European universities, they learned diverse skills, such as financial management, data-base management, public procurement, computer networking and library cataloguing. This training gave them the confidence to take initiatives and be proactive in making their institution a better place to study and work. Certain Tempus projects such as the 'Regional Inter-University Library Network' project⁵⁷ in Algeria are evidence of this. As a result of the project, books were coded for the first time, an on-line catalogue was created which could be consulted by all universities and a system for inter-library loans was set up to maximise the use of limited reading material.

Cooperation between Individual Faculties and the World of Work

Tempus has helped improve cooperation between faculties and industry in most countries. On the one hand, this has benefitted the higher education institutions. Feedback they received from employers on the current needs of the labour market could be incorporated into their new courses to make them more relevant for the labour market. On the other hand, in certain countries, 'employers see their [Tempus graduates] qualifications as better,

resulting from improved and updated curricula, teaching methods and teaching faculties in line with EU standards'⁵⁸. By equipping students with skills that are directly relevant for the labour market, Tempus has improved the employability of new graduates and helped tackle unemployment, which in certain countries was as high as 20%. By creating a more productive and better skilled labour force, it has given companies competitive advantage on international markets and thus contributed to economic development of the Partner Countries.

The 'Economics for Engineering Student Mobility' project⁵⁹ in Georgia is an example of this. It aimed to give engineering students the opportunity to study in EU universities. The project coordinator Anthony Ward from the Manchester Metropolitan University describes how '*Georgian students, who visited EU universities, were encouraged to continue to study the new subjects. Some students returned to Limerick and accomplished their PhD studies successfully. After coming back to Georgia, they've been employed very successfully in the mobile phone company MagtyCom.*

The world of work does not just comprise the private sector. Tempus has also developed courses to prepare graduates to work in NGOs, government departments and local authorities, to develop policies and work on projects for the betterment of society. Indeed, these bodies have been actively encouraged to participate in Tempus consortia for this very reason.

⁵⁷ Project reference number JEP-31137-2003 (2003-2005).

⁵⁸ European Commission DG Education and Culture, *The Impact of Tempus III*, p. 29.

⁵⁹ Project reference number JEP-10778-1999 (1999-2001).



Veterinary Studies Project, Barcelona, Spain, 2008.

Certain Tempus projects have focused specifically on the theme of employability. The 'Career and Employability Centre: a New Service for Graduates' project in Ukraine is one such example. Through the creation of the Centre, the project co-ordinator Volodymyr Shatokha describes how *'the concept of supporting student employability was developed in the Academy, awareness was raised among students of the importance of developing skills relevant for the present needs of the labour market, relations were built between the Academy and future employers and graduates are thus given brighter prospects for their future.'*

Providing Essential Equipment

Tempus started as an aid programme and included an essential component to give necessary material and equipment to countries in need. While the urgency for aid as such has diminished, there is still a strong development cooperation logic and the provision of essential equipment to higher education institutions is very much at the heart of the Programme. In fact, since it began 20 years ago, approximately, EUR 350 million of Tempus funding has been devoted to the purchase of new equipment – approximately 30% of the total. Photocopiers and scanners have been purchased for use by academic and administrative

staff. Equipment such as faxes and video conferencing machines allowed people to communicate more easily with counterparts in Western Europe. IT equipment gave people access to the worldwide web and a wealth of academic resources previously inaccessible – as well as to people, by e-mail. A very important element for curriculum development projects has been scientific equipment, purchased with Tempus funding for teaching laboratories. Without this, the effectiveness of course teaching would have been significantly reduced.

One must not forget that 10 of the new EU Member States benefitted from Tempus equipment as former Partner Countries. On many university campuses, 20 years later, this equipment still remains as a legacy of Tempus. One such example is the TEREZA project which set up the 'Centre for Facilitation of University Education for visually impaired students' with a Tempus grant in 1992 in the Czech Technical University in Prague. Now, it offers services to university students in the whole of the Czech Republic. Thanks to this equipment, blind students can search the Internet, use specifically designed applications and communicate through web-sites. *'Every "trifle" of this kind helps in the end to increase the self-confidence and certainty of everyone who has either never seen or lost sight later. And often it is this self-confidence which is without exaggeration decisive in managing the tasks of university education'*⁶⁰.

The provision of equipment has sometimes raised awareness in the Partner Country institutions of the difference such equipment can make to the quality of teaching and learning. It thus encouraged Partner Country institutions to invest some of their own funding in additional resources. The provision of equipment has also fostered a sense of pride and responsibility. Sometimes the Partner Country institution has responded by providing renovated premises or allocating support staff, to ensure the new equipment is adequately taken care of.

The equipment budget has also been used for books, periodicals and journals. New subject libraries have come into existence, thanks to Tempus funding. The Programme has given hundreds of academics and thousands of students access to books, which otherwise, would have been inaccessible. With the advent of Amazon in 1995, we take this access for granted, but in pre-Amazon times, this fact was of utmost significance for curriculum development projects.

Without equipment for communications and scientific experiments, efforts invested in partnership building and curriculum development would have been rendered useless. Equipment

60 TEREZA, Centre for Support of Visual Impaired Students at Universities Department of Mathematics, FNSPE CTU in Prague, website <http://www.tereza.fjfi.cvut.cz/en>



Before...



... And after Tempus

has helped make projects sustainable. It has often been shared with the local community, so its benefits have gone beyond the confines of the project.

2 Partner Country Universities

The impact of the Tempus Programme has not been limited to individual departments and faculties. It has also impacted on higher education institutions in a broader sense, helping change the way entire higher education institutions function.

New Governance Structures & Processes

We have already seen how the management of certain Partner Country universities often tended to be rather hierarchical. Jongsma describes how *'ordering a box of pencils would require stamps from all administrative corridors, both within and outside the university'*⁶¹. There were limited management information systems for knowledge sharing between faculties and they operated in splendid isolation from each other. According to the Survey on the Impact of Tempus, *'most university authorities stated that Tempus has made a big contribution to achieving effective, professional and transparent university management, as well as better education services. More than 85% of respondents said that Tempus has had an influence on modernising administration'*⁶².

Projects introduced new concepts in university governance and management, such as greater autonomy from the State, accountability to key stakeholders and competitiveness, stressing the importance of the efficient use of resources. Strategic planning methods were also introduced by Tempus. The *'Environment Driven Strategic Planning'* project⁶³ at the State Engineering University of Armenia aligned the strategic planning process at the university with the needs of its external and internal environment. As a result of the project, strategic planning has been extended to department/faculty level, involving all stakeholders. As a result, Prof. Yuri Sargsyan describes how *'new effective structures are created such as a quality assurance centre and students on-line registration office, while some systems and structures are restructured and updated, such as internal quality assurance systems, credit based study organisation, the establishment of Public Relations division and the reorganisation of some educational units and services.'*

Projects also helped introduce more democratic working methods in governance structures and transparency in decision-making approaches. Pre-Tempus, many universities in the Partner

61 Jongsma, Ard, *Tempus @ 10*, p. 5.

62 European Commission DG Education and Culture, *The Impact of Tempus III*, p. 13.

63 Project reference number JEP 25058-2004 (2005-2007).



Tempus Experts Sharing Their Views at Regional Seminar in Almaty, Kazakhstan, 2010.



Working with Students at a Career Employability Center, Set up with Tempus Funding, Ukraine, 2007.

Countries just had one governing body; the Senate (or academic council), responsible for academic matters, representing academic staff interests. Representation of students or external stakeholders in the Senate was less common. Tempus generated a debate on the most appropriate structures and helped raise awareness of the importance of external representation. In specific projects, it introduced another body to university governance structures, the Advisory Board, which included stakeholders from industry, the arts and science, who were well placed to advise on how the institution could make education more relevant to the 'real world'. Tempus also encouraged universities to build bridges with industry and the world at large, by helping them create new offices for Technology Transfer and International Relations.

Better Quality Assurance

Enhancing the quality of higher education institutions is a key priority for the Bologna Process and a popular theme for Tempus projects. Quality assurance in higher education institutions is not something that is merely related to academic recognition and assessment but is relevant for the institution as a whole. Tempus helped promote the use of internal and external evaluation procedures for all aspects of academic life. In the 'Quality University Management and Institutional Autonomy' project⁶⁴ in Syria, a mission statement, quality standards and evaluation procedures were developed at Damascus University. The Head of the National Tempus Office Syria, Dr. Rami Ayoubi describes how *'the project enhanced the capacities of university administrators and faculty members'* and *'promotes understandings between academic staff, students and administrators and also stakeholders.'* As a result of this project, the Centre for Quality Assurance at the University of Damascus became a reference for the country as a whole.

In Ukraine, Belarus and Moldova, the survey on the impact of Tempus III⁶⁵ highlights the impact such changes had on the behaviour of university staff and the working environment. 'Some of the specific achievements of modernisation include involving younger academics and students in the decision-making process, developing quality assurance systems, including recruiting qualified staff or integrating quality assurance responsibilities into existing job profiles. As a result of this, relations between central management and faculties improved at all levels.'

'Student-Centred' Approaches

Student-centred approaches derive from constructivist views of education, in which the construction of knowledge is shared and learning is achieved through students' engagement with activities⁶⁶. Tempus has helped create greater awareness of the needs of broader student groups and helped engage them in learning. The 'Identification and Support for Students with Dyslexia in higher education in the Balkans and Europe' project⁶⁷ aims to ensure that learners with dyslexia have greater support on entering university. The project co-ordinator Prof. Angela Fawcett describes how *'dyslexia has been traditionally stigmatised so that students were reluctant to come forward for help. In Bosnia and Croatia for example, students are now coming forward voluntarily to seek help, because they have been told by others that this has been particularly helpful to them.'*

64 Project reference number UM_JEP-32120-2004 (2005-2008).

65 European Commission DG Education and Culture, *The Impact of Tempus III*, p. 32.

66 Kain, Donna J., 'Teacher-Centered versus Student-Centered: Balancing Constraint and Theory in the Composition Classroom', *Pedagogy*, vol. 3.1, Duke University Press, winter 2003, pp. 104-108.

67 Project reference number 144878 – TEMPUS – 2008-UK-JPGR (2009-2010).

3 National Policies in the Partner Countries

Reforming the national system of higher education in the Partner Countries was not the main focus of Tempus. However, Tempus has had an indirect impact on legislative reforms. Some academics who participated in Tempus projects went on to attain key decision-making positions in higher education Ministries and had direct influence on education policy. Their experience in Tempus has given them the conviction to pro-actively lobby for policy reforms. Many National Tempus Offices have been based in the Ministry of higher education in the Partner Countries and thus have had contact on a daily basis. A number of heads and former heads of National Tempus Offices have also acted as advisors to the Minister on specific higher education issues. One has even become the Minister himself.

National Legislative Reforms

A number of Tempus projects have contributed directly to legislative reforms, especially in countries which acceded to the EU. The project 'Developing a System for Quality Assessment of Educational Performance'⁶⁸ which was introduced in the former Yugoslav Republic of Macedonia, is one such example. It aimed to introduce a national system of quality assessment, with a classification system for scientific, creative and education disciplines, to create a much more reliable mechanism for allocating funding to higher education institutions. Prof. Bozin Donevski, who co-ordinated the project, describes how *'the classification was incorporated in the new law for higher education adopted in 2000'*. This classification system has also been incorporated into the law for higher education adopted in 2008. Under Tempus II PHARE, '42% of the JEPs (Joint European Projects) have either directly or indirectly influenced the development of national regulations and legislation on regulated professions (doctor, pharmacist, dental practitioner, midwife, general case nurse, veterinary surgeon and architect)'.⁶⁹

National Policy Reforms

Since 2008, Tempus has been used to fund a network of approximately 165 Higher Education Reform Experts (HEREs) from the Partner Countries. These are local experts who are knowledgeable on higher education reform policies and processes. HEREs have the opportunity to meet with the nominated Bologna Experts from EU countries at international conferences, which are organised to encourage the exchange of experience and best practice. They have provided higher education Ministries with information and advice on modernisation of the higher education sector in the Partner Countries. The 2009 HERE activity report gives an overview of their work to date⁷⁰. In Lebanon,



Presenting an Action-Plan for Croatia's Entry into the Erasmus Programme, Croatia, 2010.



Monitoring Visit of a Tempus Project by EACEA and National Tempus Office, Kazakhstan, 2009.

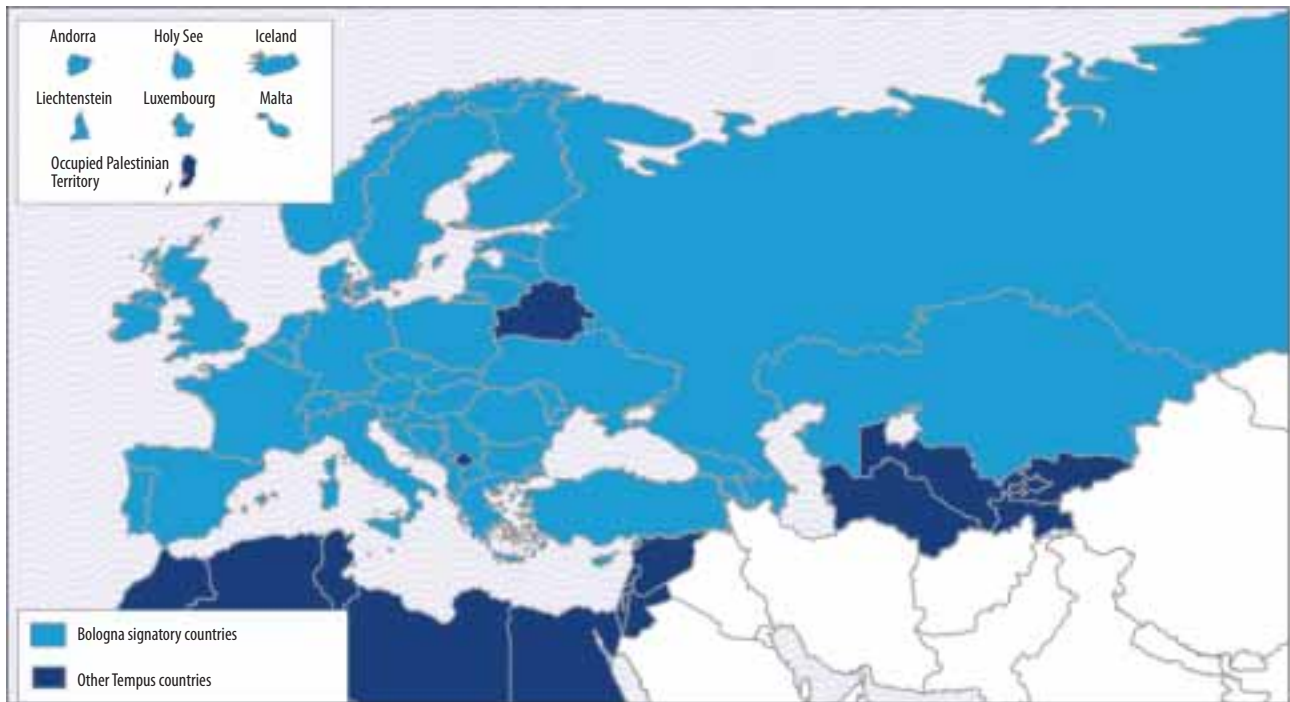
HEREs have formed a 'counselling body' to support reforms. The Head of the National Tempus Office in Lebanon, Dr. Aref Alsoufi, describes their impact; *'The team has made a considerable effort in disseminating the principles of the Bologna Process and is working on combining all efforts to launch a Lebanese process of modernisation'*.⁷¹ In Montenegro, HEREs helped the Ministry of Education to assess the new higher education system by formulating recommendations and suggestions for its improvement.

68 Project reference number CME-03118-1997 (1998-1999).

69 Van der Sleen, Max, *Final Report on the Second Phase of the Tempus Programme (1994-2000)* p. 24.

70 Education Audiovisual and Culture Executive Agency, *Tempus Programme: Higher Education Reform Expert Activity Report 2009*, Brussels, 2009 (http://eacea.ec.europa.eu/tempus/tools/publications_en.php#4).

71 *Overview of the Higher Education Systems in the Tempus Partner Countries: Lebanon*, EACEA, 2010.



Map No 7: The Bologna signatory countries and the other Tempus countries* in 2010.

* Kosovo under UNSCR 1244

Promoting Bologna Reforms and Voluntary Convergence with the European Higher Education Area

The Ex-post Evaluation of Tempus III states unequivocally that 'Tempus III made an important contribution to the five specific objectives required for a European Higher Education Area... Indeed it seems that Tempus III and the Bologna process were both strengthened by the existence of the other – Tempus III helped to bring about Bologna-convergence and... the Bologna process promoted a national impetus for higher education reform that led to individual projects often being taken more seriously'.⁷² The Russian Federation, countries from the Newly Independent States, Caucasus and Western Balkans were also eligible to sign the Declaration and saw the benefits of doing so, to help facilitate growing student mobility and prevent a brain-drain. For those countries that could not⁷³, they have been interested in learning more about the process and which elements might bring advantages to their systems.

'Bologna' sparked a debate in national authorities on accreditation and quality assurance and there was a desire to observe the process more closely and learn from its developments⁷⁴. The feedback provided by National Tempus Offices and national Ministries in the 'Overview of Higher Education Systems in the Tempus Partner Countries' would seem to support this

conclusion. For example, the Albanian Overview states that '*Tempus has also been instrumental in supporting the reform of Bologna process... Tempus contributed to the harmonisation of higher education in terms of introducing the three cycles of study in all Albanian higher education institutions.*'⁷⁵

The Ex-post Evaluation of Tempus III describes how 'even many of the countries that are not Bologna signatories decided to adopt elements of the declaration and used Tempus III to promote its introduction'.⁷⁶ Lebanon is an example of one-such country. The Head of the Lebanese National Tempus Office describes '*how the multidimensional diversity of the Lebanese system has used the Bologna Process as an inspiring tool for harmonisation and the adoption of necessary measures that mobility*

72 Van der Sleen, Max, *Mid-term Evaluation Report*, p. 80.

73 The Communiqué issued by the Conference of Ministers responsible for Higher Education in Berlin on 19 September 2003 stated that only 'Countries party to the European Cultural Convention shall be eligible for membership of the European Higher Education Area', web-site <http://www.bologna-berlin2003.de/en/aktuell/haupt.htm>

74 Van der Sleen, Max, *Mid-term Evaluation Report*, p. 54.

75 Overview of the Higher Education Systems in the Tempus Partner Countries: Albania, EACEA, 2010.

76 Van der Sleen, Max, *Mid-term Evaluation Report*, p. 80.



Colleagues from National Contact Points in the EU Member States, Antwerp, Belgium, 2010.

and recognition issues require'⁷⁷. A number of non-signatory country representatives participated at the last meeting of the Bologna Forum in Vienna in March 2010⁷⁸. Participation in Tempus has helped raise awareness of these 'mobility and recognition issues' and how Bologna reforms can overcome them⁷⁹.

A number of Tempus projects were also used as pilots to initiate reforms and introduce new tools such as the European Credit Transfer System, the diploma supplement and other such innovations. The 'ECTS Based Credit Framework for Armenia'⁸⁰ is one such example. The project aimed to lay the foundations for a system-wide transition to the ECTS system by creating the necessary legislative/regulatory framework for the Armenian higher education system. The Ministry of Education and Science was a key partner in the project. Representatives from two other Armenian partner institutions describe how *'the legislative proposals on the ECTS implementation developed in the project and approved by the Ministry of Education and Science of the Republic of Armenia and Rectors Council, served as a basis for the corresponding amendments in the Republic of Armenia's law on higher and post-higher education.'*

Building Mutual Relationships between Higher Education Institutions and National Ministries

Another major impact of Tempus was fostering better relations between higher education institutions and Ministries of Education. In most Partner Countries, budgets and higher education policy is managed centrally by the Ministries. This can create tensions. Higher education institutions often strive for greater institutional autonomy from the State, yet find themselves tied to it for necessary funding. The survey on the Impact of Tempus III states that 'Tempus played an extremely important

role in fostering links, setting up contacts and generally improving relations between higher education institutions and national authorities'⁸¹. The 'Environment Driven Strategic Planning at the State Engineering University of Armenia' project⁸² demonstrates this. Prof. Yuri Sargsyan describes how the *'revised Strategic Planning model of the State Engineering University of Armenia was recommended as a model for a higher education system by the Ministry of Education and Science of the Republic of Armenia and extensively used by the Armenian higher education institutions in their strategic planning process.'* Tempus has thus contributed, in certain cases, to changing the nature of this relationship.

4 Institutions in the EU Member States

Even though Tempus was designed as an instrument to support capacity building in the Partner Countries, EU Member States also benefitted from the achievements of the Programme (which has resulted in the increasing participation of EU institutions). Tempus came to the fore at a time when EU universities were discovering the challenge and virtues of internationalisation. Indeed, it was only some years before that the well-known Erasmus programme was launched and had opened the door to international exchange for many higher education institutions.

Intercultural Learning Opportunities

Tempus provided intercultural learning opportunities for members of university faculties. Unlike Erasmus, it gave professors and students the possibility to travel and study on other continents. This has helped break down prejudices and cultural stereotypes. In the 'Economics for Engineering Student Mobility' project, the Georgian team described the *'emotions of guest-professors from Ireland and England who came to Georgia and discovered a new world, with friendly people and a unique culture'*⁸³.

77 Overview of the Higher Education Systems in the Tempus Partner Countries: Lebanon, EACEA, 2010.

78 Second Bologna Policy Forum: 'Building the Global Knowledge Society: Systemic and Institutional Change in Higher Education', Vienna 12 March 2010.

79 Ruffio, Philippe, Piia Heinämäki and Claire Chastang, 'State of Play of the Bologna Process in the Tempus Countries (2009-2010)', *A Tempus Study*, No 2, March 2010, EACEA, Brussels.

80 Project reference number SM_SCM-T047B06-2006.

81 *The Impact of Tempus III: The Impact of the Tempus Programme on Higher Education Development in the Tempus Partner Countries, a Survey*, European Commission, Office for Official Publications of the European Communities, Luxembourg, 2008, p. 14.

82 Project reference number JEP-25058-2004 (2005-2007).

83 Project reference number JEP-10778-1999 (2000-2002).



Meeting of National Tempus Offices, the European Training Foundation and the European Commission, Brussels, 2001.



Academics in Deep Discussion During a Coffee-Break at a Tempus Event.

A Two-way Transfer of Know-How

Many people are surprised to learn that the knowledge-transfer on Tempus projects was often two-way. The EU faculties also gained useful knowledge from faculties in Partner Countries. For example, Gulzhakhan Eligbaeva, who participated in the 'Engineering Curricula for a New Degree Structure at the Kazakh National Technical University' project describes how *'at the beginning of cooperation between Kazakhstan and EU countries, there were sceptical comments that this cooperation is a one-way road of knowledge and know-how transfer from EU to Partner Countries. However, the project has become a happy mutual learning from each other... Our university staff surprised the EU colleagues with quality of IT specialists.'*⁸⁴ EU professors were exposed to new perspectives on subjects and even new areas within a subject, which gave them a richer appreciation of the subject area as a whole.

Access to Primary Sources for Research

While Tempus activities were not directly research-related, they provided access to sources and contacts which facilitated research afterwards. In fact '70% of respondents of the survey on the Impact of Tempus III felt that Tempus stimulated some cooperation (with EU universities) in a research area'⁸⁵. For example, in the 'Restructuring of Economic Curricula in Russian Agrarian Universities' project mentioned earlier, the partners published several joint books together after the project. Indeed, the access to information and contacts that the project provided, allowed the creation of the East-European Centre in the University of Hohenheim.

Internationalising the Profile of Universities

Many universities in Western Europe used the opportunity of Tempus to lever their international strategies. Most universities were beginning to invest in International Relations Offices at that time, dedicated to managing intra-European mobility (i.e. Erasmus). Tempus presented a more adventurous path to international development cooperation activities on other continents. Initially, EU higher education institutions were the ones to create the projects. They were in the driving seat. This gave them free rein to choose the countries they would partner with in order to complement their strategies. They were also the only parties who could sign the Grant Agreement with the Commission⁸⁶. Tempus thus enhanced their international reputation and helped them attract the brightest and best students and academics, who were enticed by study opportunities to exotic countries.

84 Project reference number JEP-10096-1995 (1996-1998).

85 European Commission DG Education and Culture, *The Impact of Tempus III*, p. 24.

86 Partner Country institutions take on this role only since Tempus IV.



Opening of the Center of Higher Education for People with Disabilities, Yalta, Ukraine, 2009.

Global Citizenship

Many EU institutions have subscribed to promoting international development in their mission statement. The Tempus Programme fitted with their international development and global citizenship ethos and helped promote these aims. In certain cases, it was individual professors who became involved in Tempus because they genuinely wanted to help countries in a concrete way and make a difference to society. One example is Prof. Alex Schouten from the Balearic Islands Vocational Institute for Tourism. He identified the potential tourism had for helping develop the economy in Kazakhstan and had the idea to establish a course on tourism at the Kazak Ablai Khan University of International Relations⁸⁷. Through his work and dedication, the first specialisation in international tourism in Kazakhstan was created. Professors are so dedicated to this cause that they often work overtime to help achieve the aims of the project. Their altruism has to be acknowledged.

Rigorous Project Management Training

The management of Tempus projects was much more challenging than intra-EU activities. The project concept had to be developed, specific expertise identified, larger resources mobilised and committed for longer periods, without the guarantee of a return on investment. Sometimes, project managers were confronted with the 'nightmare' of transferring funds to far-flung countries without proper banking systems. Equipment had to be purchased and delivered, sometimes hampered by rigid import restrictions. These conditions created a rigorous training ground for international project management in the universities.

A number of EU universities heavily involved in Tempus, established a dedicated international project management unit to build the expertise necessary to win funding and effectively manage these complex projects. One such example is the Technical University Dresden in Germany. Since 1994 a separate division under the responsibility of the vice-rector for research has been giving managerial support to more than 30 Tempus projects with Russia, Central Asia, South Eastern Europe and Eastern Europe. Through training of staff and effective knowledge management systems, it has developed the expertise necessary to excel at the task. The subsequent creation of a European Project Centre in 2005, accounting for all university related EU programmes and managing more than 500 different EU projects also demonstrates that the skills developed during the arduous task of managing Tempus, were readily transferable to other EU programmes. Tempus served as a good preparation ground for other EU projects.

Therefore, while Tempus is often perceived as being primarily to the benefit of the Partner Countries today, its impact on EU Member States has also been wide-reaching.

5 Co-operation Between Countries

It has been debated that Tempus I failed to promote the collaboration that existed between the Central and East European countries and the former Soviet Union⁸⁸. However, the Ex-post Evaluation of Tempus III came to the conclusion that 'TEMPUS III had a significant impact on establishing or rekindling regional co-operation among Partner Countries across all regions.'⁸⁹

On joining the Tempus Programme in 2010, Libyan Minister Abdelkabar Al-Fakhri said *'Libya is proud to join the Tempus Programme along with its North African neighbours. The participation in Tempus is a major step forward for my country in view of reinforcing contacts and exchanges with the EU. Libyan higher education institutions are very keen to start cooperation with their counterparts in Europe and at regional level. I have been impressed by the success of Tempus in all the countries concerned and I have no doubt that Libya will benefit also from this unique opportunity.'*

⁸⁷ Project reference number JEP-10028-95 (1995-1998).

⁸⁸ Jongsma, Ard, *Tempus @ 10*, p. 21.

⁸⁹ Van der Sleen, Max, *Mid-term Evaluation Report*, p. 7.



Meeting of National Tempus Office Co-ordinators in Constanza, Romania, 1993.

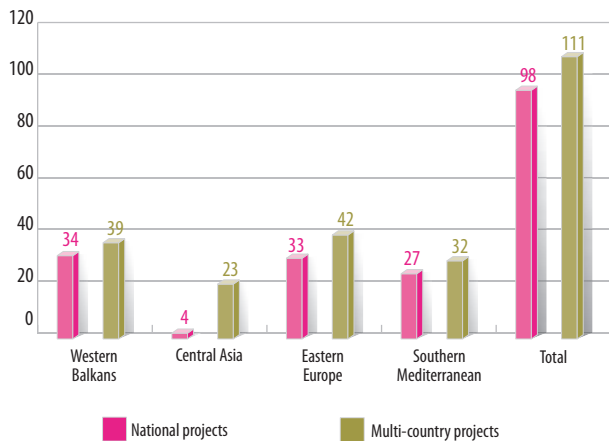


Figure 10: Tempus IV (2008-2010) – National/multi-country projects (Joint Projects and Structural Measures)

In line with current EU policies such as the Union for the Mediterranean and the Eastern Partnership, Tempus IV specifically favoured projects which had a regional dimension. Approximately 53% of Tempus IV projects to date are 'multi-country' projects. One such example is the 'Support for Reform of Doctoral Studies Programmes in the Maghreb Countries'. Algerian, Moroccan and Tunisian universities are cooperating to reform the policies and support structures for doctoral studies in their universities.

Regional Cooperation Between NTOs and NCPs

Tempus has actively promoted cooperation among National Tempus Offices and among National Contact Points. They exchange best practice and liaise closely with each other to help build new project consortia. Under Tempus IV, joint field monitoring visits by NTOs from the same region are promoted, so that they have a neighbouring country's perspective on the same project and can learn from their experiences. In the EU, 10 of the National Contact Points were former Tempus Partner Countries themselves and thus have shared valuable experience with NCPs in the older EU Member States. The Polish Minister of Science and Education, Prof. Barbara Kudrycka, described how *'After 20 years Europe has a totally different international shape. Poland is not a beneficiary of the TEMPUS programme any more. We joined the group of those countries which assist and share their experience. And with still fresh memories from transformation times, Poland can offer a lot to other partner countries.'*

Seminars on Topics of Regional Interest

Countries within the same region sometimes have similarities between higher education systems and are confronted with common challenges. The European Commission and the Education, Audiovisual & Culture Executive Agency promote the exchange of experience and best practice among countries of the same region for this reason. For example, a series of regional seminars on university governance has recently been organised to allow representatives from universities, Ministries and other organisations to meet and discuss the challenges in this area, specific to their region and how best to overcome them. A series of regional seminars is also being organised in 2010 and 2011⁹⁰ for the Higher Education Reform Experts in Tirana, Tbilisi, Moscow, Barcelona and Almaty on topics such as quality assurance, accreditation and university strategic planning. Thus experts can meet at regional level and exchange ideas. As they have discovered, sometimes, the most innovative solutions require cross-border cooperation.

90 Official website of the Education, Audiovisual & Culture Executive Agency (EACEA) of the European Commission, Tempus Events, http://eacea.ec.europa.eu/tempus/events/index_en.php



Tempus Higher Education Expert Seminar.



Looking Towards the Future: Discussions at the National Tempus Office and National Contact Point Six-Monthly Meeting, 2010.

Outstanding Outcomes

Tempus has promoted co-operation on projects between countries in certain regions. For example, the countries of the former Yugoslavia co-operated very successfully in the Tempus III 'Support Network for Improvement of Strategic Planning' project⁹¹. The project promoted cross-border cooperation between different agricultural faculties in the Western Balkans, by creating a regional network of agricultural universities from seven countries. They worked together closely on improving strategic planning in their universities and exchanged students and staff. The Serbian Minister of Education, Dr. Obradović, describes how *'Tempus facilitated the implementation of the Bologna Process in Serbia and contributed to higher education reform through many curriculum development projects which implemented the ECTS and the three cycle system. It also gave Serbs the opportunity to travel to and to build relations with higher education institutions in neighbouring countries.'*

Another example is the 'Educational Centres' Network on Modern Technologies of Local Governing' project⁹², which is succeeding in regenerating regional co-operation between the Russian Federation and its neighbours Ukraine, Armenia and Moldova. Staff from local administrations in these countries is being retrained in modern public administration management methods, in regional centres, which have been specifically created by the project for this purpose.

The 'Development of E-learning and Distance Learning Courses and Assessment in Biomedical Sciences in the Southern Caucasus' project⁹³ is another good example of a project which

has succeeded in promoting cooperation between universities in Armenia, Azerbaijan and Georgia.

Network Effects within the EU

Tempus also funded many opportunities for networking between EU countries. By bringing actors from the field of higher education together in project consortia, Tempus-specific networks were created, that have had spill-over effects into other academic activities. Tempus has funded numerous opportunities for these academics to meet and discuss issues of concern to national higher education systems in EU countries and promoted the exchange of best national practice. The coordinator of the 'Developing a System of Quality Assessment of Education Performance' project⁹⁴, Prof. Dr. Bozin Donevski, illustrates this: *'at the meetings in Rotterdam, Toulouse and Bath, the participants gained additional experience and sharing of ideas; thoughts and solutions with colleagues from visited institutions. The discussions with experts on quality assurance took the form of a constructive dialogue in which all participants directly learned more in depth about the three different systems and institutions of EU partners, their structure and how they related to national regulatory systems.'*

91 Project reference number JEP-41143-2006 (2007-2009).

92 Project reference number 144742-TEMPUS-1-2008-1-DE-JPHES.

93 Project reference number 158627-TEMPUS-1-2009-1-UK-JPCR.

94 Project reference number CME-03118-1997 (1998-1999).



Clock presented by National Tempus Office Russia to Celebrate the 20th Anniversary of the Programme.

CONCLUSION

Over the past 20 years, Tempus has successfully responded to the evolving needs of its Partner Countries in the area of higher education. It started as an aid programme, providing assistance to the countries of Central and Eastern Europe after the fall of the Iron Curtain. During the transition phase to democracy and market economies in these countries, it provided support with necessary restructuring of universities and government departments. It also helped prepare them for accession to the EU. Tempus III tended to focus more on large-scale reform of higher education systems. Today, Tempus IV is very much a co-operation programme which promotes capacity-building, modernisation and development, peace and security in the countries neighbouring the EU and in the Russian Federation, Central Asia and the Caucasus through international partnership.

The four cornerstones of Tempus have remained solid throughout and have been the secret of its success. Its simple philosophy, promoting a bottom-up approach, has encouraged grass-roots participation and empowerment of participants. Mutual benefits have been ensured through the transfer of knowledge and skills. Above all, people-to-people contacts have broadened minds and intercultural understanding, much more than any academic textbook ever could. A diverse set of higher education stakeholders have been able to work together on projects, targeted at different levels of the higher education system, with local support from the National Tempus Offices in the Partner Countries and National Contact Points in the EU.

If, in 1990, beneficiaries were asked to predict what the outcomes of Tempus would be in 20 years time, it is unlikely that they would have predicted such wide-reaching outcomes. As we have seen in this text, there have been some unexpected achievements on the Tempus journey along the way. Indeed, Tempus has turned out to be one of the most visible forms of EU public diplomacy towards its near and immediate neighbours.

On its tenth anniversary, Ard Jongsma said that the best of Tempus is yet to come. Over the past 10 years, Tempus has demonstrated its best. This begs the question – on its twentieth anniversary, are there still better things to come?

The question is particularly relevant in the context of the reflection that has begun on the next generation of external EU education and training programmes from 2014 to 2020. Tempus has been an irrefutable reference on the EU education and training landscape over the past 20 years. The vast experience of the Programme to date could serve as inspiration for new higher education external relations initiatives. It is the winning combination of its simple philosophy, yet flexibility to adapt to evolving needs that makes Tempus as relevant for addressing the challenges faced by higher education today, as it was 20 years ago. Maybe the best is indeed yet to come...



Благодарность

The Ministry of Education and Science of the Republic of Kazakhstan would like to express its sincere thanks to the Tempus Unit at the Executive Agency for Education, Audiovisual and Culture for the longstanding cooperation in the framework of the Tempus programme.

In the last 15 years, this programme has contributed to the process of reforming Kazakhstan's higher education and to its integration in the European education area, achieving the national priorities in higher education.

During this time, 50 important projects in the following areas have been implemented with the involvement of 67 Kazakhstani higher education establishments: providing academic mobility for students and staff, modernising curricula, introducing joint degree programmes, creating quality assurance systems, recognition of Kazakhstani higher education diplomas within Europe.

Thanks to the Tempus programme, the ideas of the Lisbon Treaty and Bologna Process have been promoted by the foundation and support of the team of Higher Education Reform Experts in the Republic.

We highly value your contribution to the development of higher education in Kazakhstan.

Our heartfelt congratulations on your Anniversary! I would like to express my hope for our continued cooperation and success, to the benefit of our common interests.

Wishing you success and prosperity!

Yours respectfully,

*The Minister of Education and Science
Republic of Kazakhstan*

З. Туимбаев

Letter from the Minister of Education and Science, Kazakhstan, 2010.

ANNEX I

Acronyms and abbreviations

CARDS	Community Assistance to Reconstruction, Development and Stabilisation	MEDA	Financial instrument of the Euro-Mediterranean partnership. MEDA stands for MESures D'Accompagnement (French for accompanying measures)
CEEC	Central East European Country	NCP	National Contact Point
COM	European Commission	NTO	National Tempus Office
CR	Curriculum Reform	PC	Partner Country
DG	Directorate-General of the European Commission	PHARE	Pologne Hongrie Assistance à la Reconstruction des Économies (English: Poland and Hungary Assistance for Economic Restructuring Programme)
EACEA	Education, Audiovisual and Culture Executive Agency	SCM	Structural and Complementary Measures
EC	European Community	SEC	Secretariat General
ECTS	European Credit Transfer System	TACIS	'Technical Aid to the Commonwealth of Independent States' programme
ETF	European Training Foundation	TEMPUS	Trans-European Mobility Scheme for University Studies
EU	European Union	TIP	Tempus Information Point
IMG	Individual Mobility Grant		
JEP	Joint European Project		
JO	Official Journal of the EU		
JP	Joint Project		

ANNEX II

Tempus Partner Countries 1990-2011

	1990	1991	1992	1993
CENTRAL EUROPE				
Bulgaria				
Czech Republic				
Czechoslovakia				
Estonia				
German Democratic Republic				
Hungary				
Latvia				
Lithuania				
Poland				
Romania				
Slovakia				
Slovenia				
WESTERN BALKANS				
Albania				
Bosnia and Herzegovina				
Croatia				
FYR of Macedonia				
Yugoslavia				
Fed. Rep. of Yugoslavia				
Serbia and Montenegro				
Montenegro				
Serbia				
Kosovo*				
EASTERN EUROPE				
Belarus				
Moldova				
The Russian Federation				
Ukraine				
CENTRAL ASIA				
Kazakhstan				
Kyrgyzstan				
Mongolia				
Tajikistan				
Turkmenistan				
Uzbekistan				
CAUCASUS				
Armenia				
Azerbaijan				
Georgia				
MAGHREB				
Algeria				
Libya				
Morocco				
Tunisia				
MASHREK				
Egypt				
Israel				
Jordan				
Lebanon				
occupied Palestinian territory				
Syria				

Tempus Partner Countries

* under UNSC resolution 1244 (1999).

** no Call for Proposals in 2007.

ANNEX III

Glossary of Tempus Countries (2010)



* Under UNSCR 1244

ANNEX IV

Number of Joint European Projects/ Joint Projects by Country

PARTNER COUNTRIES

Country	Tempus I	Tempus II	Tempus III	Tempus IV ²	Total
Albania	13	37	40	14	104
Algeria			16	12	28
Armenia		3	11	8	22
Azerbaijan		2	12	7	21
Belarus		11	15	9	35
Bosnia and Herzegovina		18	54	13	85
Bulgaria ³	79	132			211
Croatia			68	13	81
Czech Republic ³	127	79			206
Egypt			53	16	69
Estonia ³	16	30			46
FYR of Macedonia		25	68	26	119
Georgia		5	16	10	31
German Democratic Republic ¹	12				12
Hungary ³	212	170			382
Israel				3	3
Jordan			18	11	29
Kazakhstan		7	13	13	33
Kosovo (under UNSCR 1244)			19	13	32
Kyrgyzstan		3	14	7	24
Latvia ³	20	32			52
Lebanon			17	12	29
Lithuania ³	18	45			63
Moldova		4	18	14	36
Mongolia		2	8		10
Montenegro			16	9	25
Morocco			40	19	59
occupied Palestinian territory			11	5	16
Poland ³	259	333			592
Romania ³	100	168			268
Serbia			76	35	111
Slovakia ³	82	99			181
Slovenia ³	20	37			57
Syria			25	6	31
Tajikistan			8	5	13
The Russian Federation		97	158	36	291
Tunisia			21	14	35
Turkmenistan		1	15	3	19
Ukraine		35	80	26	141
Uzbekistan		11	26	7	44
Yugoslavia ¹	71				71

¹ Participated only in one Call for Proposals: GDR in 1990 and Yugoslavia in 1991.

² The figure for Tempus IV only covers three selection rounds (2008, 2009, 2010).

³ Participated as Tempus Partner Country during Tempus I and II only.

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

Number of Joint European Projects/ Joint Projects by Country

EU MEMBER STATES

Country	Tempus I	Tempus II	Tempus III	Tempus IV ¹	Total
Austria		154	138	39	331
Belgium	207	352	129	30	718
Bulgaria ²				15	15
Cyprus		1	1	1	3
Czech Republic ²			11	11	22
Denmark	99	166	32	10	307
Estonia ²			9	6	15
Finland		146	65	13	224
France	306	550	253	50	1159
Germany	349	628	292	69	1338
Greece	119	230	88	28	465
Hungary ²			19	15	34
Ireland	86	172	32	11	301
Italy	223	387	219	69	898
Latvia ²			4	5	9
Lithuania ²			4	8	12
Luxembourg	2	3	3		8
Malta			6	1	7
Netherlands	234	370	106	21	731
Poland ²			41	22	63
Portugal	83	169	54	19	325
Romania ²				15	15
Slovakia ²			16	10	26
Slovenia ²			38	25	63
Spain	170	302	157	50	679
Sweden		160	112	28	300
United Kingdom	475	807	240	54	1576

¹ The figure for Tempus IV only covers three selection rounds (2008, 2009, 2010).

² Participated as Tempus Partner Country during Tempus I and II.

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

ANNEX V

Number of Structural and Complementary Measures by Country

PARTNER COUNTRIES

Country	Tempus I	Tempus II	Tempus III	Tempus IV ³	Total
Albania	4	17	7	1	29
Algeria			8	3	11
Armenia			4	3	7
Azerbaijan			2		2
Belarus			4	1	5
Bosnia and Herzegovina		7	22	9	38
Bulgaria ⁴	35	53			88
Croatia			19	2	21
Czech Republic ^{1,4}	3	30			33
Egypt			12	1	13
Estonia ⁴	4	10			14
FYR of Macedonia		11	26	7	44
Georgia			3	2	5
German Democratic Republic ²	17				17
Hungary ⁴	73	32			105
Israel				2	2
Jordan			5	1	6
Kazakhstan			9	3	12
Kosovo (under UNSCR 1244)			10	3	13
Kyrgyzstan			10	3	13
Latvia ⁴	2	18	0		20
Lebanon			6	2	8
Lithuania ⁴	7	12			19
Moldova			10	2	12
Mongolia			2		2
Montenegro			10	6	16
Morocco			9	5	14
occupied Palestinian territory			3	2	5
Poland ⁴	76	82			158
Romania ⁴	32	84			116
Serbia			27	7	34
Slovakia ^{1,4}	2	20			22
Slovenia ⁴	5	14			19
Syria			7	3	10
Tajikistan			8	3	11
The Russian Federation			39	6	45
Tunisia			10	5	15
Turkmenistan			7	2	9
Ukraine			29	3	32
Uzbekistan			14	3	17
Yugoslavia ²	19				19

1 In addition, from 1990 to 1992, 48 Complementary measures were funded for Czechoslovakia.

2 Participated only in one Call for Proposals: GDR in 1990 and Yugoslavia in 1991.

3 The figure for Tempus IV only covers three selection rounds (2008, 2009, 2010).

4 Participated as Tempus Partner Country during Tempus I and II only.

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

Number of Structural and Complementary Measures by Country

EU MEMBER STATES

Country	Tempus I ¹	Tempus II ²	Tempus III	Tempus IV ³	Total
Austria		33	44	16	93
Belgium		55	53	15	123
Bulgaria ⁴				1	1
Cyprus			2	1	3
Czech Republic ⁴			9	6	15
Denmark		25	10	1	36
Estonia ⁴			2	1	3
Finland		28	17	2	47
France		95	66	15	176
Germany		85	89	22	196
Greece		40	21	5	66
Hungary ⁴			8	4	12
Ireland		12	8	6	26
Italy		59	64	19	142
Latvia ⁴			3	1	4
Lithuania ⁴			5	1	6
Luxembourg				1	1
Malta			3		3
Netherlands		67	32	4	103
Poland ⁴			25	7	32
Portugal		23	13	3	39
Romania ⁴				2	2
Slovakia ⁴			12	1	13
Slovenia ⁴			18	6	24
Spain		47	55	19	121
Sweden		39	46	9	94
United Kingdom		169	54	9	232

1 Data on EU Member State participation not available.

2 Does not include data for 1994 (not available).

3 The figure for Tempus IV only covers three selection rounds (2008, 2009, 2010).

4 Participated as Tempus Partner Country during Tempus I and II.

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

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European Commission

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