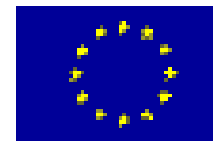


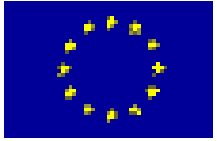


TEMPUS

**A EUROPEAN COMMUNITY
PROGRAMME**

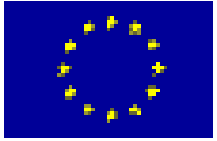
European Commission





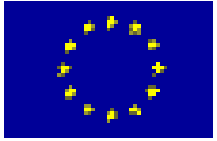
What is Tempus ?

- An EU programme for the development of higher education systems in the partner countries through cooperation with institutions from the Member States of the EU
- The only programme of this nature in the region
- Helps establish new courses and reform old ones
- Supports restructuring of educational institutions, helps universities to reform
- Supports the design and implementation of reform strategies in higher education
- Encourages academic (and non academic) networking
- Provides material support
- Funds East/West and West/East academic mobility grants
- Non academic staff involved as well: NGOs, the media, trade unions, professional associations are invited to actively participate in Tempus networks.



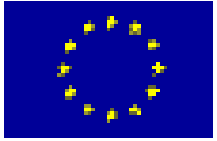
What is Tempus: three types of grants

- Joint European Projects: grants to groups of institutions that develop projects in the field of curriculum development, university management, and training courses for institution building
- Structural and Complementary Measures: grants to develop national reform strategies, and enhance institutional development of higher education establishments
- Individual mobility grants: for higher education staff with a specific development project
- More information on:
<http://www.etf.eu.int/Tempus.nsf>



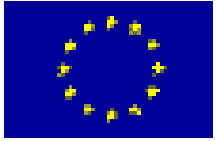
What is Tempus: the bottom up approach

- Focuses on transformation within universities rather than on policy developments at national level
- Multilateral model of cooperation, with a “people to people” dimension, which generates new insights, ideas, and new networks of personal and professional contacts
- The bottom-up approach has positive consequences on the programme’s results, it facilitates entrepreneurship at faculty level and has helped to create large networks of personal relationships
- An important gateway to international contacts
- With national priorities to streamline support and embed Tempus in national reforms



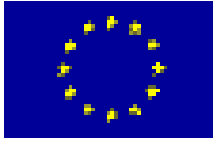
Tempus' main achievements in Central Asia and the Caucasus: sustainable partnerships

- Has built bridges between higher education institutions (including regional universities) that have become significant catalysts in higher education
- Has built up sustainable partnerships (that have continued to live after the end of the programme, through academic networking, joint participation in conferences, exchange of academic staff, joint research and publications...)



Main achievements: curriculum reform

- Curriculum modernisation as an entry point for reforms, not an end in itself, partnership goes far beyond the improvement of curricula
- Reform of previously politicised subject areas (history, philosophy, etc)
- Development of new curricula in topics that are relevant for the transition period: market economics, subject specific economics and management, European studies, applied modern languages, environmental sciences, etc.
- Rigid overloaded and inflexible curricula which covered a narrow scope are modernised and replaced with modular structures, more in line with the labour market needs and often forged into internationally compatible formats
- Upgraded higher education facilities, mainly computers, increased access to the use of information technologies



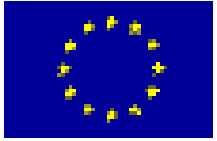
TEMPUS III



Directorate-General for Education and Culture

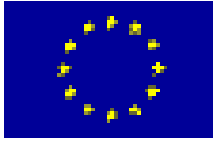
Main achievements: higher education legislation

- Higher education legislations have been influenced by a strong “European flavour”
- Introduction of some European issues such as credit systems or quality assurance into reform policies
- Promotion of convergence of higher education systems (through the Bologna process)



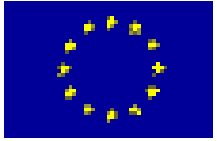
Main achievements: upgraded skills

- Teacher training modernised, alternative teaching methods, new academic and pedagogic developments
- Skills of university staff are upgraded, new management skills and competencies are developed;
- Attitude and mentality changes; new civic values related to democracy and civil society
- Development of skills in project definition, management, public relations and financing. Universities are applying the lessons learnt towards their own government in the process for lobbying for funding



Main achievements: university management

- Upgraded university management: increased autonomy, more entrepreneurial attitude
- Positive impact on the reputation of universities and their ability to attract students; positive influence on career development of staff involved in Tempus (impact on those who are shaping tomorrow's academic environment)
- Emergence of a culture of quality; introduction of self evaluation systems that are required for accreditation
- Opening up education systems to civil society, the world of work and the international world
- Increased access to knowledge networks
- Access to higher education has increased



TEMPUS III

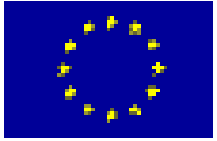


Directorate-General for Education and Culture

Challenges facing higher education in Central Asia and the Caucasus

Should be more supply driven:

- Need to enhance university- enterprises relations with an explicit focus on employability
- When developing new curricula, need to establish mechanisms ensuring relevance with the needs of the labour market
- Education systems are too demand-driven, and do not enough involve the social partners



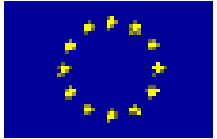
TEMPUS III



Directorate-General for Education and Culture

Challenges facing higher education in Central Asia and the Caucasus

- Need to develop research careers, and enhance academic education and science / research cooperation (for example, develop technology transfer units)
- Lack of short-term non academic programmes
- Higher education State funding needs to become more efficient; need to identify other sources of funding
- High inequalities in access to higher education
- Quality needs to be enhanced: large variations in quality between higher education institutions
- High level of corruption that reduces the general level of education quality
- Need to develop frameworks for lifelong learning ensuring continuity between different levels of education and training; design courses for adults
- Call for harmonisation from the Bologna process: need for integration into the European higher education space and adoption of the Bologna process elements



The Bologna Process

- Aim: to establish the European Higher Education Area
- To reform the structures of higher education systems in a convergent way while safeguarding the fundamental values and diversity of European higher education
- The actions include:
- Adaptation of a common framework of readable and comparable degrees
- Introduction of undergraduate and postgraduate levels in all countries, with first degrees no shorter than 3 years and relevant to the labour market needs
- Introduction of credit systems compatible with ECTS
- Promotion of a European dimension in quality assurance
- Elimination of the remaining obstacles to the free mobility of students and teachers