European
Commission

Tempus IV programme

Study of the Achievements of Tempus IV Projects

in Improving Student Services in Higher Education Institutions in the Western Balkans

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Erasmus+

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Executive summary

The aim of this report is to provide an analysis of the main achievements, the impact and the sustainability of the Tempus IV (2007-2013) projects in the development of support services for students at universities in the Western Balkans[1]. The report also identifies obstacles and shortcomings.

1. Definition of student support services

Student support services are understood to include a broad range of assistance provided to students by universities (as a result of the Tempus IV project). These include specific student services such as career counselling, guidance, help in finding housing, a job, extra tutorials etc., and student support services in general that improve the overall quality of higher education provision (better teaching methods, injection of more research, internships etc.) These services also include the sustainability of this offer after the end of the Tempus IV funding period.

Student support services are important for ensuring transparent and equitable access to information about admission criteria, the study programmes offered, the degree/diploma awarded and students' rights and obligations. Support services offered by Higher Education Institutions (HEIs) contribute to enhancing students' academic skills and competences, and retention and graduation rates. Student support services are also vehicles for empowering students, by giving them the opportunity to discuss the curriculum and to provide a means for student feedback on university management issues. They are important for overcoming inequality in education and supporting students with special needs.

It is known that university governance and management in general, and student support services in particular, cannot be directly linked to students' performance and attainment. However, the offerings of student services shape the conditions that can enhance or limit students' learning experiences and outcomes. A comprehensive set of support measures during studies endows students with competences and empowers them as graduates to tackle the challenges of the 21st century work landscape. That is why university governance and management reforms are increasingly taking the needs and expectations of students into account, in order to improve the quality of HEIs.

2. Key achievements in establishing/promoting student support services

The main achievements of Tempus IV projects in the development of support services to students at universities in the Western Balkans are identified at two levels: direct benefits for students involved in Tempus IV projects who profited from specific services, and indirect benefits for the overall student population through the structural effects on HEIs and the setting of higher standards for student support.

2.1. The direct and immediate impact of Tempus IV projects

a. In terms of specific student support services

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[1] In EU terms, the Western Balkans comprises of Albania, Bosnia and Herzegovina, former Yugoslav Republic of Macedonia, Kosovo (This designation is without prejudice to positions on status, and is in line with UNSCR 1244 and the ICJ Opinion on the Kosovo declaration of independence), Montenegro and Serbia

Tempus IV has achieved direct and immediate benefits for students who were involved in these European Union (EU) funded projects under the Tempus IV programme. This is particularly the case for Joint Projects[2] that targeted education institutions. One or more new student support services were developed and implemented under almost all Joint Projects.

Tempus IV has significantly contributed to the transfer of knowledge among HEIs and to the need for support to students in the Western Balkans. As a result of Tempus IV projects, nine out of 10 HEIs learned about student support which other partners offered. However, there is considerable variance in the areas in which student support was established or promoted as a result of Tempus IV projects.

- During the implementation of Tempus IV, nine out of 10 HEIs offered a new student support service that was not available before. Examples are student agreements, tutoring, or training in transferable skills. A significant share of participating HEIs introduced career guidance to address employment prospects.

- During the implementation of Tempus IV projects eight out of 10 HEIs improved existing student support services. This was particularly the case for improved administrative support and more transparent information about programmes offered and degrees awarded.

- After the end of EU funding, approximately half of the HEIs introduced new student support services inspired by former Tempus IV partners, such as setting up student alumni for the networking of graduates and support for students.

b. In terms of general services that enhanced the overall quality of education

The number of HEIs involved in Tempus IV projects, and the number of students who have benefited directly from new support services, are significant but nevertheless modest compared to the total student population. Direct beneficiaries are barely a fraction of the total number of students and scholars in the Western Balkans. That is why evidence about the spill-over effects is of great importance. Indeed, the gatekeepers of knowledge (professors, deans and rectors) speak about beneficial changes that Tempus IV has brought to university culture.

The vast majority of HEIs introduced new and improved existing administrative support as a result of the Tempus IV projects. The majority of Tempus IV projects introduced learning support and a specifically learner-centred approach: six out of 10 introduced learning practices for developing the critical thinking of students; seven out of 10 HEIs introduced tutoring, academic supervision, guidance and counselling for thesis writing, and training in research methodology. As a result of Tempus IV projects, structured training in transferable skills was introduced by approximately half of the participating HEIs. In addition, obligatory internships/placements were introduced by four out of 10 HEIs. Also, e-learning was introduced in six out of 10 participating HEIs. A similar share offered practical training and/or involvement of students in research and innovation.

Student representation in HEI management bodies is, as a rule, enshrined in the legislation and administrative practices of universities/faculties. From the formal position, all faculties had student bodies before, during and after Tempus IV. Based on interviews with student representatives, it may be concluded that this involvement was more relevant and effective during Tempus IV projects. Student feedback mechanisms and

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[2] Joint Projects are implemented by the institutions themselves. Relevant themes for Joint Projects include curriculum development, enhancing university governance and creating better links between higher education and society at large.

procedures for dealing with student complaints were set in place during Tempus IV projects (an issue identified by student representatives as a weak point for student empowerment in the Western Balkans).

The impact on students of specific individual support services is well evidenced in this study. However, achieving a comprehensive, full range of new student support services was not an explicit requirement of the Tempus IV calls for projects. Indeed, in a bottom-up choice of topics, projects chose the rather narrow objective of developing one or two student support services, rather than developing and implementing a full spectrum of support. Most projects chose to establish a student service that related to the area of learning support. No HEI in the Western Balkans has given evidence of providing comprehensive student support services before, as a result of, or after the end of a Tempus IV project.

2.2. The indirect and longer-term impact of the Tempus IV projects

Indirect benefits for students and a longer-term impact was achieved through Structural Measures projects aimed at reforming higher education systems. There was also a cumulative effect from specific services established during the implementation of Tempus IV projects. In addition, changes occurred in the university culture, through the promotion of reforms in the area of student support.

Tempus IV projects had a cumulative effect of benefits for students through a broad range of activities and their potential for longer-term impact may be identified. Tempus IV students were the first to profit from the establishment of European standards. Tempus IV funds have been used to introduce new student support services and/or improve existing ones, but also to prepare new textbooks, purchasing equipment, for the mobility of students and HEI staff, and for incoming scholars. The modernised programme has had a spillover effect. More students were being exposed to newer teaching practices, and raising aspirations for interactive teaching, especially among early stage researchers/assistants. Some of those aspirations are being taken up by ministries responsible for education and will be enshrined in new laws.

Tempus IV contributed to kick-starting a new wave of modernisation and university management reforms at HEIs. The main vehicles were the provision of equipment from project funds and the transfer of knowledge among partner organisations. The immediate beneficiaries were early stage researchers: they could use the newly purchased state of the art equipment; and they were exposed to new teaching and training methods for completing their Master degree and/or PhD, through outgoing mobility and/or lectures by visiting scholars. This training of new generations of early stage researchers/assistants was an impetus for quality enhancement of teaching practices. This had a longer-term impact for the subsequent exposure of the larger student population to new ways of co-producing, transferring, appropriating and using knowledge.

Tempus IV projects had an integrative role in the region where individual faculties have a high level of autonomy. Certain universities have become slightly more integrated and opened up to interdisciplinary approaches through networking of faculties.

Some lessons learnt were embedded in new policies and administrative commitments were enshrined in new laws. Tempus IV projects contributed to the development of national policies and strategies for identifying and meeting the need for student support, based on the transfer of knowledge among international partners. Indeed, six out of 10 HEIs believe that their Tempus IV project contributed to the development of national policies relevant to student support.

Tempus IV projects, and in particular Structural Measures projects, have contributed to raising standards for student support services at HEIs and they have raised expectations of stakeholders.

3. Lessons learnt about needs for comprehensive student support

Views expressed by the gatekeepers of knowledge, such as rectors, deans, teaching staff, and student representatives and students, can serve as guidance for looking forward and establishing those student support services that have been poorly developed up until now. They may be summarised as follows.

In the Western Balkans region the main focus of on-going university management reforms is on enhancing the performance of the best and the most talented students and graduates. This is an objective of all educational systems. However, ineffective or non-existent student support services leave a considerable proportion of the student population to fend for themselves. This is particularly the case for students who encounter transitional difficulties, who find themselves trapped in failure due to one subject, who have special needs at one point in time or during their entire time in education, or experience academic burnout. The lack of structured support to students lagging behind results in studies taking longer and students dropping out, which causes frustration among young people and leads to the high social costs of failure.

Stakeholders in the region stress that Western Balkans countries are lagging behind in interdisciplinary education and the provision of structured training in transferable skills. Interdisciplinary is seen as *condition sine qua non* for addressing 21st century complexities in the Western Balkans. However, overcoming disciplinary barriers in HEIs is, as a rule, pursued only, or mainly, via plans to create special interdisciplinary department or interdisciplinary courses. This is positive, but insufficient. Efforts go into forming special 'interdisciplinary experts', rather than bridging disciplinary barriers and involving the key stakeholders in the co-production of knowledge, whenever relevant, at all the departments and faculties.

Many students are graduating in the Western Balkans without having been equipped with the skills needed to be sufficiently attractive for the labour market. Structured training in transferable skills, such as those provided under Tempus IV projects, is not seen as a priority by many HEIs.

There is a lack of comprehensive student support for mobile students and early stage researchers/assistants. The commitment of national resources for circular mobility is very low.

In the Western Balkans the self-perception of HEIs about their importance is still expressed by input and output numbers. HEIs rarely address the quality of outcomes, employability and career pathways of graduates, as measurements of the societal value of learning.

Disengagement/disempowerment of students is often identified in the Western Balkans as a consequence of a process that starts with the education in early childhood. Children, adolescents and students are not sufficiently encouraged to develop critical thinking and to strive for positive change. They are guided to get through their education, with as little desire as possible to "rock the boat". The only actions for which students mobilise are as a rule limited to student excursions and lobbying for obtaining more exam sittings. It is often heard from the stakeholders in the Western Balkans that many student organisations operate as spokespersons for political parties rather than for the student population. Students and even student organisations often reinforce this perception.

All the stakeholders in the Western Balkans highlighted the importance of the internationalisation that occurred thanks to the Tempus IV projects. They share the view that students benefited immensely from the establishment of regional and broader international networks during the implementation of the Tempus IV projects. However, they all also reported low sustainability of international/regional networks after the end of EU funding. Following the end of EU funding, it was difficult or impossible to maintain and broaden international relations. There is poor national support for mobility of students and staff. HEIs' efforts to maintain international contacts established during Tempus IV projects are at best, seen as vehicles for applying for more EU funding. Public-private partnerships and the involvement of employers in establishing and maintaining an international transfer of knowledge that also entails student and early-stage researchers' mobility is still a matter to be addressed effectively in the future.

4. Recommendations

Based on lessons learnt and reflections by key stakeholders in the Western Balkans region, the following recommendations were put forward.

4.1. Recommendations to European funding agencies

R1 – The Commission could consider including in the grant agreement, a clause whereby recipients of EU funding are committed to providing feedback about the outcomes and impacts of projects, over a period of say three to five years following the end of EU support. This would correspond to the period during which beneficiaries are obliged to keep all records for possible financial audits. This new commitment would in fact constitute an innovative scientific, policy and social impact audit and would bring considerable European added value.

R2 – The Commission could consider elaborating guidelines for a comprehensive range of student support services that modern HEIs are expected to offer.

R3 – The empowerment of students to have their say in the quality assurance and the improvement of structures and procedures taking into account the needs and expectations of students, could be central to future EU support to HEIs in the Western Balkans.

R4 – In all programmes funded by the EU, even when they are bottom-up with respect to the choice of topic, the Commission could require projects to have students as a priority group and to commit to an interdisciplinary approach and the provision of transferable skills.

R5 - It is suggested that, whenever relevant, applicant institutions and beneficiaries of EU funding are asked to elaborate in their application a road-map for the recognition of credits for their mobile students and to facilitate and accelerate the recognition process.

R6 – It is suggested that more systematic external quality control of the implementation and achievement of project objectives by peer reviewers be requested from beneficiaries of EU funding, in order to better support the culture of social responsibility.

R7 – The European Commission could consider putting even greater efforts into disseminating information about opportunities and explaining in detail the evaluation and selection procedures for projects, in order to inform stakeholders, and in particular students and early-stage researchers/assistants, that the selection rules for projects are fair, transparent and are rigorously applied.

4.2. Recommendations to HEIs and national stakeholders

R8 - Student agreements detailing their rights and obligations of students are recommended to be common practice at HEIs. The empowerment of students through comprehensive student support that gives a voice to students for shaping their learning environment and for ensuring robust channels for taking up student aspirations and grievances as part of student agreement is highly recommended.

R9 - Student organisations could develop codes of conduct to strengthen their ability and capacity to address corrupt practices and interference by political parties in matters that concern student support services at HEIs.

R10 - Ministries responsible for education could elaborate guidance on the comprehensive set of student support services that HEIs should offer. External control bodies could be given the mandate to implement systematic monitoring of the delivery of student support services. This would be a measure for the empowerment of the student population. It could also be one of the robust indicators for funding and ranking universities.

R11 – Greater attention to structured training in transferable skills, as a standard part of curricula at HEIs is suggested.

R12 - University and faculty autonomy need to go hand in hand with accountability measures and a comprehensive and rigorously implemented system of monitoring for quality. It is suggested that better data be collected through external and internal HEI evaluation/quality assurance for academic provision and support to students. Involvement of a full range of stakeholders in quality control, including industry/the business community, and students is recommended.

R13 – It is suggested that HEIs put more effort into enhancing the societal value of learning, research and innovation. This can be done by promoting interdisciplinarity, involving stakeholders as co-producers of knowledge, and by regularly assessing the immediate and longer-term impacts of learning outcomes by internal and external peer reviewing.

R14 – Tracer studies by HEIs are recommended in order to gather information about employability, access to first job and career trajectories, together with the establishment of alumni associations for monitoring longer term outcomes and ensuring peer support.

R15 – The employability and career advancement of graduates could be used as a robust indicator of the quality of learning at HEIs. This could be one of the key performance indicators for national planning, in order to supplement the output statistics as data sources about the quality and societal value of learning.

R16 – As a rule, the involvement of non-academic organisations in curriculum development and performance evaluation, enhances the innovation potential of HEIs and employability of graduates. More interactive transfer of knowledge between industry and academia is suggested. This would support stronger student learning and better employability.

Introduction

The overall objective of the Tempus programme (1990-2013) was to contribute to an area of cooperation in the field of higher education between the European Union and partner countries surrounding the EU and nearby (the Western Balkans, Eastern Europe and Central Asia, North Africa and the Middle East). The latest phase of the programme, Tempus IV, covered the period 2008-2013.

The specific objectives of the Tempus IV programme were to promote the reform and modernisation of higher education in the partner countries, enhance the quality and relevance of their higher education systems, build capacity to help them internationalise and create better links with the labour market, develop human resources, enhance mutual understanding between people and cultures and promote cooperation and networking within the regions covered by the programme.

Tempus IV was financed by three of the European Commission's external assistance instruments: the Instrument for Pre-accession Assistance (Western Balkans); the European Neighbourhood and Partnership Instrument (Eastern Europe, North Africa and the Middle East); and the Development and Cooperation Instrument (Central Asia). The Education, Audiovisual and Culture Executive Agency (EACEA) was responsible for the management of Tempus IV, under powers delegated by the European Commission.

Six different Calls for Proposals were published during this period and 550 projects selected, representing a budget of EUR 483 million. Each project received funding of between EUR €0.5 million and €1.5 million and lasted either 2 or 3 years. Tempus IV partnerships are made up of consortia including higher education institutions, businesses, ministries, NGOs, and other organisations working in the field higher education, from inside the EU and from the partner countries.

Given the success of the Tempus programme over the past 20 years, Tempus-like activities now continue to be financed by the Capacity-building in Higher Education action (CBHE) component of Erasmus+ programme for education, training, youth and sport, which started in January 2014. These are now open to a wider range of countries throughout the world. International cooperation between the EU and Partner Countries outside the EU represents an important component of the Erasmus+ programme.

Now that the last Tempus IV projects are coming to an end in 2017, there is a clear need to assess the impact of Tempus IV projects and use the results to help further develop capacity-building activities in the Erasmus+ programme. The European Commission's Directorate General for Education and Culture, with the support of EACEA, launched a series of thematic studies to look at the impact of the programme in key areas of reform and gather examples of good practice for the future. These are to help promote the Capacity Building in Higher Education action of Erasmus+ in all eligible countries, and provide an overview of what can be achieved with these kinds of projects, pit-falls to avoid and examples of best practice for inspiration.

One key reform area was chosen for each of the four Tempus regions:

- Western Balkans: the development of student support services at universities;
- Southern Mediterranean: university-business cooperation;
- Eastern Europe: curriculum development at master level in the fields of engineering and environmental sciences/agriculture;

Central Asia: internationalisation of higher education, including convergence to Bologna.

The aim of this report is to provide an analysis of the main achievements, the impact and the sustainability of the Tempus IV (2007-2013) projects in the development of support

services to students at universities in the Western Balkans. The report also identifies examples of good practice as well as obstacles and shortcomings.

This report builds on the study implemented in Albania, Bosnia and Herzegovina, Kosovo, Montenegro and Serbia. Lessons learnt from the implementation of Tempus IV are intended to be useful for the future participation of Higher Education Institutions (HEIs) from this region in other EU programmes. It is also expected that the identification of the key success factors and obstacles can also contribute to capacity building for university governance and modernisation of management in EU programmes in other regions of the world.

1. Definition and broad concept of student support services

Student support is understood to include a broad range of services offered to students by HEIs. For the purpose of this study, the research team identified six areas of student support and elaborated 27 indicators for collecting evidence about the provision of support by HEIs. They are:

- **Administrative support:** promotion of the programme (e.g. outreach, completeness of information about aims, content, national grading system, degree/diploma); student enrolment (e.g. transparency of admission criteria, student agreement about rights and responsibilities); financial aspects (e.g. tuition fees/waiving, access to grants and loans, insurance, financial and legal advice); and information on medical insurance. (Medical insurance and health services are enshrined in health care laws and are the remit of public institutions that operate outside the universities. HEIs do provide information upon request by students and this may be considered as part of the administrative support that students receive).

- **Social integration support:** accommodation/housing (i.e. access to student accommodation, support to access private rentals, mobility support. Specialised public institutions that operate outside the universities manage student accommodation. Private rentals are outside the remit of student services and universities. Information regarding who to contact in order to apply for student accommodation may be supplied by HEIs as part of student social integration support.); welfare for families and children (e.g. facilities, legal advice, confidential advisor); services for less able students (e.g. facilities and/or extra tutoring, legal advice, confidential advisor); gender issues (e.g. guidance for identifying open and hidden violence and/or gender discrimination, legal advice, confidential advisor); local organisation of social activities (e.g. peer support, welcome reception for new students, lab tour, social media, internet library, pairing of students); alumni association (e.g. sharing of experiences and career opportunities, and follow up of graduates in terms of employment).

- **Career guidance:** employment opportunities (e.g. meet the employers events, support for placements); exposure to knowledge from different sectors (e.g. visiting scholars from academic and non-academic organisations); summer schools and workshops (e.g. bringing students and teachers from different organisations together to discuss training, and career landscape); women in academia and business organisations (e.g. mitigating some aspects of the gender gap).

- **Cross-border networking and internationalisation:** mobility of students and staff (e.g. student exchange programmes, cooperation on joint tasks and projects, cooperation at the regional level and international networking; mastering foreign languages (e.g. openings for global knowledge; using literature in foreign language; teaching in foreign language); raising awareness about cultural

specificities of partner organisations (e.g. enhancing capacity to address complexity and work in multicultural environments).

- **Learning support:** learner-centred approach (e.g. innovation in teaching practices, critical thinking, tutoring, supervision, guidance for thesis preparation; acquaintance with research methodology); interdisciplinarity (e.g. overcoming fragmentation of teaching and learning content and methods, interdisciplinary research techniques); transferable skills (e.g. skills important to employers that can be taken from one situation to another and from one job to another, such as public speaking and communication, intellectual property rights (IPR), research ethics, commercialisation of research output, project and human resource management, entrepreneurship); internships/placements and cross-sectorial mobility (e.g. exposure to industry, world of business, public sector); e-learning (e.g. support for working and mobile students, online availability of teaching and learning resources); training for research and involvement of students in research (e.g. overcoming HEIs' traditional focus only on teaching and more exposure to research and innovation).

- **Inclusion in faculty/university governance:** representation of students in management bodies (e.g. structures and procedures for the activities of student organisations, leadership competences); student feedback (e.g. mechanisms and procedures for dealing with students' feedback, take up of students' requests and complaints); evaluation of teachers (e.g. involvement in quality assurance of teaching practices); graduate surveys (e.g. monitoring and feedback on the overall quality of HEI education and training and employability).

The outdated practice whereby HEIs provided only administration facilities and possibly access to student accommodation and health insurance is no longer satisfactory. Ideally, services to students should encompass all six of the areas of support identified above. This is necessary in order to authentically empower students to shape their education and acquire competences for later tackling the complexities of the work landscape of the 21st century. The quest for comprehensive student support services has been well built into transnational programmes, such as Tempus, Erasmus Mundus in the past, and Erasmus+. Certain Erasmus+ actions require applicant universities to give evidence of the substantial scope and quality of the student support they will offer, if they wish to benefit from the EU funding.

2. Why do student support services matter?

Student support services are important for ensuring transparent and equitable access to information about admission criteria, study programmes offered and the degree/diploma awarded, as well as students' rights and obligations. Support services offered by HEIs contribute to enhancing students' academic skills and competences, and retention and graduation rates. Student support services are also vehicles for empowering students by giving them the opportunity to discuss the curriculum and to provide fora for student feedback on university management issues. They are important for overcoming inequality in education and supporting students with special needs.

It is known that university management and student support services cannot be directly linked to students' performance and attainment. However, the offerings of student services shape the conditions that can enhance or limit students' learning experiences and outcomes.[3] A comprehensive set of support during studies endows students with competences and empowers them as graduates to tackle the challenges of the 21st century work landscape. That is why university governance and management reforms are

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[3] *See for example: Nusche 2008.*

increasingly taking the needs and expectations of students into account, so as to provide quality assurance at HEIs.[4]

3. Evidence gathering and challenges encountered

The 24 projects selected for this study by the Education and Culture Executive Agency (EACEA) were either completed or were close to completion in 2015/2016, having been launched between 2008 and 2012. The selected projects include 14 Joint Projects (JPHES) and 10 Structural Measures projects (SMGR). The selected projects included over 270 participations[5] of HEIs from Albania, Bosnia and Herzegovina, Kosovo, Montenegro, Serbia and other partners from the EU Member States and partner countries (see Appendix 3 for the list of partners from the Western Balkans and other parts of Europe). Several projects were implemented in more than one Western Balkan country, and many projects had multiple participations from any one of the universities. They included a broad range of stakeholders in addition to HEIs. Seven out of 10 participations concerned HEIs. Ministries, public administrations, local authorities, businesses, industry, student organisations, and other stakeholders were also partners.

A survey questionnaire for the HEIs in the Western Balkans, supported under Tempus IV projects, was sent out to 97 HEIs encompassing departments/faculties/universities that participated in the selected projects and had benefited from the EU funding (see again Appendix 3). They included 10 HEIs in Albania, 10 HEIs in Bosnia and Herzegovina, four HEIs in Kosovo, eight HEIs in Montenegro and 23 HEIs in Serbia. Some HEIs had several participations in different projects (e.g. University of Belgrade had 10 participations, University of Montenegro six). The focus of the survey was to capture which specific student support services have been introduced or improved in the Western Balkans as a result of the Tempus IV projects.

A more strategic perspective on perceptions about needs, implementation and benefits for students and institutions, and obstacles encountered, was captured on site visits in Albania, Bosnia and Herzegovina, and Serbia in November and December 2015. During the site visits, 80 interviews were conducted in these three countries with a range of relevant stakeholders: Ministries of Education, Ministries of Youth, gatekeepers of knowledge at the HEIs such as rectors, deans, heads of departments, international relations officers, as well as the EU delegation, the National Erasmus+ office, and last but not least, representatives of student organisations and students. The information gathered in face-to-face interviews is integrated in the analysis of the Western Balkans region. In order to capture opinions of HEIs in Kosovo and Montenegro, an open-ended interview questionnaire methodology was used. HEIs provided written feedback and in-depth information and explanations regarding the achievements and obstacles encountered in maximising the impact of Tempus IV projects. These answers were taken on board for the analysis of the Western Balkans region.

The quantitative survey, open-ended questions and qualitative face-to-face interview methodology were underpinned by the literature review.[6]

The stocktaking of student support services introduced and/or developed as a result of Tempus IV Joint Projects and strategic planning under Structural Measures, together with assessment by the key stakeholders following the end of projects, allows the assessment of a range of Tempus IV impacts.

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[4] *The Ministerial Conference approved in May 2015 the Standards and Guidelines for Quality Assurance in the European Higher Education Area (EHEA) specifically mentioning needs and aspirations of students.*

[5] *We use the term "participations" because a single HEI may have participated in more than one project, and thus the count refers to the number of times HEIs have been involved in the selected Tempus IV projects.*

[6] *Key data on the Tempus IV programme are published at eacea.ec.europe.eu/tempus*

The key challenges encountered during the evidence gathering relate to the difficulty in persuading HEIs to provide feedback after the end of EU funding and the passivity of students.

It took numerous emails and follow-up telephone calls by the research team, and insistence by the National Erasmus+ Offices (NEOs), to achieve an acceptable response rate from HEIs that had benefitted from Tempus IV funding. The only request by the research team was that selected projects provide their opinions by filling out a questionnaire about benefits achieved for their students and for their own institution.

At the end of the day, response rates varied considerably between countries, with the highest response rate from the projects and HEIs in Bosnia and Herzegovina and the lowest in Serbia. Specifically, from Albania, responses were received from all selected projects implemented in that country and from 10 out of 15 HEI participations; from Bosnia and Herzegovina, responses came from all the projects and all 10 participations; from Kosovo four out of five projects answered covering four out of six HEI participations; from Montenegro six out of seven projects provided feedback covering eight out of 10 HEI participations; while in Serbia eight out of 15 projects answered and responses came from only 23 out of 56 HEI participations.

HEIs in the Western Balkans have not yet established a practice of providing a broad and coherent range of student support services. Although the vast majority of Tempus IV projects had students as their main and/or direct priority group, no project had a specific objective to empower students by developing a coherent set of student support services. At best, individual projects had selected a narrow scope, by committing to providing one or only a few student support services as part of university governance reform. Nine out of 10 projects had students as a main priority group and the overwhelming majority did offer new student support that was not available before. However, they are, as a rule, stand-alone new services, such as a practical placement programme, or setting up a career centre. Indeed, in answers to the questionnaire, the most frequent explanation for not providing specific types of student support was "Not foreseen in the project objectives". As there was no formal commitment by HEIs to empower students outside the narrow objectives specified in the grant agreement for supporting them in one or two areas, and no tradition of doing so as a general practice, relatively modest or no effort by HEIs went into ensuring that students received a full range of support. Indeed, information about student support *de facto* provided gives a patchwork of disperse services that do not build into a network of effective and efficient support.

Passivity of students is a feature of the HEI landscape in the Western Balkans. Students themselves, representatives of student organisations, rectors, deans, professors and ministries responsible for tertiary education, complained about the lack of involvement of the student population in university management. All stakeholders affirm that students solve most of their student concerns through informal peer groups.

This particular issue about low activation by the student population, in having their say in university management and matters which affect their present situation and shape their future, will be analysed at some length in the following sections of this report.

4. Data processing and analysis

Data from the quantitative survey was cleaned and coded, and the research team transcribed all the interviews that were recorded.[7] Analysis of the literature and the identification of similarities and differences captured in questionnaires and interviews allows for the use of pooled data, i.e. combining results for all the Western Balkans projects under review, to draw conclusions about types of student support provided. The approach to student support services, as well as the identification of difficulties and barriers to student empowerment by the key stakeholders, exhibit substantial commonalities in the Western Balkans region.

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[7] *Informed consent was asked from the interviewees for recording the conversation. One interviewee only (from Albania) preferred not to have the interview recorded.*

Chapter 1: The impact of Tempus IV

EACEA selected two types of projects for assessing the Tempus IV impact on student support services. They are Joint Projects targeting individual higher education institution(s), and Structural Measures projects aimed at reforming higher education systems which requires the obligatory presence of the Ministry of Education for all participating countries. The expected and achieved outcomes of Tempus IV are embedded in the specific rationale of these different types of projects.

1.1. Impacts of Joint Projects and Structural Measures

Joint Projects, included students in the project and developed and implemented one or more new or improved student support services, as a result of Tempus IV. Examples of topics related to services are students' internships, inclusion of students with disabilities, conversion courses for unemployed graduates, knowledge triangles, library services, enterprise-academia connections, or Master and PhD education in specific scientific disciplines. Joint Projects also included some incoming and outgoing mobility of students and/or staff.

Achieving a comprehensive range of new student support services was not an explicit requirement of the Tempus IV Calls for Joint Projects targeting education institutions and multilateral partnerships. Indeed, the analysed Joint Projects were bottom-up and had chosen a rather narrow objective to establish one or two student support services, rather than developing and implementing a full spectrum of support services. In that context, no HEI in the Western Balkans has given evidence of providing comprehensive student support services before, as a result of, or after the end of the Tempus IV projects.

Structural Measures aimed at reforming higher education systems focused on providing guidelines about quality assurance, strengthening the student role in governance and management, addressing the social dimension of higher education,. The student population benefited indirectly from the project outputs. Tempus IV Structural Measures projects rarely had as an objective, the implementation of a specific student service, although several addressed a learner-centered approach or career centre for bringing academia and industry closer together.

For those reasons, the main achievements of the Tempus IV projects in the development of support services to students at universities in the Western Balkans will be addressed at two levels: the direct benefits for students involved in Tempus IV projects, who profited from specific services, and the indirect benefits for the overall student population through the structuring effects at HEIs.

1.2. The key achievements of Tempus IV projects

Firstly, the student support services which HEIs introduced or improved as a result of a Tempus IV project are looked at. Then, obstacles they encountered in the Western Balkans HEI landscape are identified. In section 1.3 practices that have produced direct and immediate benefits for students are addressed.

Then the cumulative effect of Tempus IV achievements and strategic effects in the HEI landscape is addressed. Some changes in the proposed or enacted legislation that were inspired to by Tempus IV are also identified. In section 1.4, the structural impact of Tempus IV with respect to student support services are identified and indirect, longer-term impact for students is dealt with.

1.3. How Tempus IV has established/promoted student support services

Tempus IV has significantly contributed to the transfer of knowledge among HEIs about the need for support to students in the Western Balkans. As a result of Tempus IV projects, nine out of 10 HEIs learned about student support which other partners offered

- During the implementation of Tempus IV, nine out of 10 HEIs offered a new student support service that was not available before, such as student agreements, tutoring, or training in transferable skills.

- During the implementation of Tempus IV projects eight out of 10 HEIs improved the existing student support service. This was particularly the case for improved administrative support and more transparent information about programmes offered.

- After the end of EU funding, approximately half of the HEIs introduced new student support services inspired by former Tempus IV partners, such as setting up student alumni services for the networking of graduates and support for students.

1.3.1. Achievements according to areas of student support services

There is considerable variance in the areas in which student support was established or promoted as a result of Tempus IV projects.

The vast majority of HEIs introduced new and improved existing administrative support as a result of the Tempus IV projects. Eight out of 10 HEIs introduced information on the study programmes offered by the university and made it available online. Six out of 10 HEIs introduced student agreements, detailing students' rights and obligations. This level of support continued to be provided after the end of EU funding (see Appendix 1 Figures 1, 2, 3).

The majority of Tempus IV projects introduced learning support and a specifically learner-centred approach: six out of 10 introduced learning practices for developing the critical thinking of students; seven out of 10 HEIs introduced tutoring, academic supervision, guidance and counselling for thesis writing, and training in research methodology. This level of support continued to be provided after the end of EU funding (see Appendix 1 Figure 9).

Structured training in transferable skills was introduced as a result of Tempus IV projects by approximately half of the participating HEIs. At four out of 10 HEIs students received training in commercialisation of research outputs, project and human resource management and entrepreneurship. Six out of every 10 HEIs introduced public speaking and research ethics as a result of the Tempus IV projects. This level of support continued to be provided after the end of EU funding (see Appendix 1 Figure 11).

Obligatory internships/placements were introduced as a result of Tempus IV projects by four out of 10 HEIs. Five out of 10 HEIs used the European Credit Transfer and Accumulation System (ECTS) for internships contributing toward a degree. Six out of 10 HEIs suggested or helped students find an institution in which to carry out their internship. This level of support continued to be provided after the end of EU funding (see Appendix 1 Figure 12).

E-learning was introduced as a result of the Tempus IV projects in six out of 10 participating HEIs. HEIs that introduced e-learning during Tempus IV continued to offer

online access to teaching and learning resources to students, after the end of EU funding (see Appendix 1 Figure 13).

Practical training and/or the involvement of students in research and innovation were introduced as a result of a Tempus IV project, by seven out of 10 participating HEIs (see Appendix 1 Figure 14).

Student representation in HEI management bodies is, as a rule, enshrined in legislation and administrative practices of universities/faculties and thus from the formal point of view, all faculties had student bodies before, during and after Tempus IV. Based on interviews with student representatives, it may be concluded that this involvement was more relevant and effective during Tempus IV projects. This was particularly significant in the general university landscape, which is not conducive to activating students to shape their learning environment (see Box 1).

Student feedback mechanisms and procedures for dealing with student complaints, which was an issue identified by student representatives as a weak point for student empowerment in the Western Balkans, were put in place during Tempus IV projects. Approximately half of participating HEIs established mechanisms and improved procedures for dealing with student concerns and complaints (see Appendix 1 Figure 16). Activation of students and procedures for taking on board student feedback regarding the quality of teaching was more effectively implemented in Tempus IV projects. This was a significant step forward as students rarely took initiatives to shape their learning environment before Tempus IV projects. However, in the qualitative interviews, all the stakeholders questioned the sustainability of the effectiveness of these mechanisms and procedures after the end of Tempus IV, because the general university landscape is conducive to the passivity of the student population (see again Box 1).

A significant share of participating HEIs introduced career guidance and addressed employment opportunities. Career centres are considered as a success story in some countries (see Box 2). Six out of 10 introduced "meet the employers" events, and seven out of 10 introduced structured discussions with students and/or trainees about career options in various sectors of the economy. As a result of the Tempus IV projects, six out of 10 HEIs introduced lectures by visiting scholars from both academic and non-academic organisations (see Appendix 1 Figure 18).

As a result of the Tempus IV projects, student exchange/mobility programmes with Tempus IV project partner institutions were offered by four out of 10 HEIs; international mobility of students and/or trainees with institutions outside the Tempus IV partnership was offered by three out of 10. However, cooperation by students from different Tempus IV project partner institutions on joint academic tasks and/or research projects not involving student mobility was offered by less than two out of 10 HEIs (see Appendix 1 Figure 23; see also Box 3).

Box 1. Student representation: challenges for activating a passive student population

Problem: Student representation is built into university governance in the Western Balkans. There are elected student representatives, bodies, and procedures for student complaints. However, all the stakeholders are extremely critical about the lack of activation of the student population. Student representatives report that the student population is passive, that it is difficult to mobilise students to stand up for themselves. The majority of students do not object or react to out-dated education systems, absence of interactive learning, or lack of teaching of modern research methods with a view to enhancing their employability. There is a subjective belief among students that they are unable to change or improve their learning environment.

More generally, students have the perception that the society in which they live is not open to creative or critical thinking, making it more difficult for them to act as individuals and to organise themselves into activist groups. In the words of one student:

"Apathy rules, and despair about the fact that nothing can be changed".

Another student stresses:

"Students do not take a stand against bribery and corruption at universities because they are afraid of professors, who are often part of the political establishment".

As one student put it:

"You complain to your friends but don't have the guts to complain to the right institutions or to the right structures because you are afraid that something negative might happen to you".

According to a student representative:

"Students generally do not take proactive action in order to improve the educational systems in which they are formed, or even to enforce rights to which they are entitled by law or regulations. They will generally react only in the most extreme situations".

Students themselves appear to have low expectations towards their representatives. The only requests that students make are for extra sittings of exams. In the words of student representatives themselves, student organisations focus on organising field trips and parties at the department/faculty level and lobbying for more examination periods.

The opinions of HEI staff about student representatives at faculties, and students in general, are equally critical. Professors, deans and rectors find that students are passive, and that student representatives behave as spokespersons for political parties rather than speaking for their fellow students. A prevailing opinion is that membership of a student organisation is a springboard for a political career.

Solution: Tempus IV projects set examples of good practice for student involvement in university management. In one region a student representative remarked that:

"Student Ombudsman is the highest achievement of the student's union".-
Tempus can maybe contribute but is for sure not the solution to a problem of societ.
What has the ombudsman to do with Tempus

Obstacles: There is general agreement that the key requirements for empowering students have not, up to now, been coherently taken up by national stakeholders. Students themselves are not drivers of changes, as they neither expect nor request better student support services. It was often mentioned in the Western Balkans that obstacles to the empowerment of students are embedded in the university landscape and that ministries could do more to promote the culture of authentic participation by students in shaping the quality of teaching.-this is not an obstacle to the proposed solution

Bringing together students and staff from all Tempus IV project partner institutions in events such as summer schools was achieved by two out of 10 HEIs. The majority, six out of 10, organised workshops with only some partners of the Tempus IV project. This may have diminished the structuring effects of networking, resulting in the dispersion of efforts and resources (see Appendix 1 Figure 20). It is nevertheless interesting to note that after the end of EU funding, some joint activities did take place among some of the partners. They relate mainly to cooperation in elaborating new joint proposals for EU funding.

Box 2. Career centres: student support success story

Problem: It is difficult for graduates to find a job in the area of their studies. Students get little, if any, structured training in transferable skills. Here a link could be created to DG EAC Study on the skills gap in the WB

Solution: Career centres established at faculties help students by training them in basic transferable skills such as CV writing, drafting of a motivational letter and how to prepare for a job interview. Through workshops, summer schools and winter schools, an entrepreneurship week and a job fair, they can enable students to find internships and get information about career options. At these events students also get an opportunity to follow and discuss vacancies, so once they graduate they know where and how to look for a job.
In the words of one student:
> "Workshops organised by career centre helped us find information outside the university about the subject matter we are studying at the university".

The key success factors: alignment of the objectives of the university to increase the offerings of services to students, and in particular for better connections between universities and market needs. – again link toe DG EAC study

Tempus IV projects provided funding to establish a structure, provided know-how from other countries, helped roll out activities, and allowed for the elaboration of a forward-looking road map. Without the support from Tempus IV, it would not have been possible for career centres to have such a high impact on students. – what high impact?? A statement like this requires data otherwise it is hot air

The highlight of the career centres in some countries is the significant involvement of student volunteers. One student volunteer explained her empowering experience:
> "Lectures are sometimes tiring, and being part of the career centre gives us energy and creativity. Our activities are helping companies to invest together in the right direction and they help us organise activities' such as training or open lectures and meetings, and to make the students less passive".

The proximity of career centre offices to where students are on a daily basis is instrumental for their success. Career centres located at faculties, in visible spots, rather than in administrative quarters at the university, achieve better results in reaching out to and engaging students.

A small minority of HEIs in the Western Balkans region addressed the cultural specificities of partner organisation as a priority issue during Tempus IV projects (see Appendix 1 Figure 25). Less than two out of 10 HEIs offered seminars/workshops/discussions addressing the cultural specificities of partner regions/countries. This is a strikingly low

percentage in view of the history of the region and the need for cultural dialogue to underpin cooperation in the Western Balkans region and the participation of these countries in a global world.

Box 3. Enhancing internationalisation and the mobility of students and staff

Problem: Faculties and universities are slow in adopting reforms to modernise teaching practices, provide better and more comprehensive learning support to students, and engage in international mobility for the purpose of transfer of knowledge.

Solution: Tempus IV provided a means for staff and students to network and travel abroad. It supported the transfer of knowledge and Joint Projects that had mobility as one of their component. Tempus IV did not aim to promote mobility of staff and students as a specific task or service, but did enable it. In several countries legislative norms are expected to contribute to enhancing mobility. In order to make teaching staff more competitive, and to motivate them to be mobile, they will no longer be evaluated only on their publication list but also on their teaching and exchange experience abroad. Professors will be evaluated also on the added value they bring to the university through participation in EU programmes.

Achievements: Tempus IV projects gave a significant boost to internationalisation and mobility. Many university professors have benefited from mobility under Tempus IV projects and have contributed to spreading new teaching practices in their home HEI. Thanks to the incoming and outgoing students and staff, the quality of teaching had increased at institutions that have benefited from Tempus IV. There is unanimous agreement among Tempus IV beneficiaries, but also among ministries, rectors, deans, and students themselves that internationalisation is the single most important achievement. It has also contributed to increasing efforts to blend teaching with research and innovation at HEIs. This blend has also had structural effects leading to improvement in the ranking of universities. For students, the highlight of Tempus IV projects was that internationalisation opened doors for higher quality standards for teaching and merit-based selection procedures for the mobility of students.

Challenges: Following the end of EU funding, staff mobility is very low. Also the number of incoming foreign students is very low. Courses in English language are a rarity. Difficulties for foreign students to get a visa are still significant and there is little support to help them to settle. Students are insufficiently informed about the requirements and selection procedures for international mobility grants. Student organisations are not particularly engaged in promoting the value of mobility and exercising pressure on the government and industry in order to allocate the means for learning mobility.

Obstacles: Sufficient national resources need to be allocated for supporting circular mobility. However, under conditions of economic downturn and low or no sponsorship from weak industry, internationalisation still remains dependent on foreign funding. This box is structured different from the others I think they should be harmonised

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One would expect that learning about similarities and differences, basic knowledge of the local language, history, customs, culture of education and culture of work would be a net benefit of international projects. In a broader sense, capacity building to address the complexity of diversity and ability to work in multicultural environments is expected to be

a mission of a modern university. The list of partners gathered around Tempus IV projects (see Appendix 3) is evidence of the impressive scope and the potential for internationalisation that was built into the projects. Partners had ample opportunities to offer students more than previously, due to the cross-fertilisation of knowledge from different cultural landscapes. This opportunity was not used sufficiently to produce structural change.

In the Western Balkans, publicly-funded student accommodation is traditionally managed by public services, operating outside faculties and universities. In this context, only three out of 10 HEIs provided information about accommodation. This information was usually limited to referral to an external service (see Appendix 1 Figure 4). Access to public student accommodation is both merit based and needs based. The problem is that public student accommodation is in short supply in all the countries of the region and there is no support for students to find alternative affordable rentals. In the private rental market, students are not supported by HEI services to find accommodation (or any other services for that matter) and are not protected from arbitrary rent increase or evictions.

In the Western Balkans medical insurance is outside the remit of faculties and universities. The law regulates entitlements, whilst provisions fall under the remit of public health care protection that automatically covers all students up to a certain age. In this context, less than two out of 10 HEIs provided information on medical insurance during the Tempus IV projects (see Appendix 1 Figure 3). This provision of information mainly related to outgoing students and staff. Under Tempus IV there were very few incoming students. The numbers of incoming students and staff continue to be low nowadays. The issue that is not resolved regarding incoming students is associated with visas. Namely, the national systems do not distinguish between student status and other statuses of foreign citizens. The issues of visas and medical insurance of foreign students may be expected to become more prominent as the numbers of foreign students increase. National authorities will need to take appropriate steps if the region is to become more attractive and successful in international mobility programmes, such as certain Erasmus+ actions or other EU programmes.

1.3.2. Lowlights in the provision of student support services

In the Western Balkans HEIs there is poor awareness of gender issues and very few Tempus IV projects tackled the issues effectively (see Appendix 1, Figure 8). The prevailing opinion among student representatives is that there are no gender issues at their HEI and that discrimination, harassment and violence do not occur in their environment. In the unlikely event that they would occur, the prevailing opinion is that it is best for peers to deal with them. The gatekeepers of knowledge at HEIs share the views that gender discrimination and/or any form of related violence are non-issues in their environment. In this context, Tempus IV projects did not contribute significantly to breaking down the stereotypes and creating structures and procedures for allowing individual students to raise their voice when subject to or witnessing hidden or overt discrimination and/or harassment (see Box 4).

Box 4. The perception of gender issues at HEIs

Problem**:** A statement by a student representative may illustrate the dominance of stereotyping about gender. He argued that if there are gender issues they are limited to harassment of professors by female students. Women seduce teachers and report them only when they stop giving them passing grades. In brief, in the eyes of this male student representative, it is the female students who are to blame. He does not see that teaching staff have any responsibility. The assumption that there are gender issues is equally a stereotype

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There is low or no commitment to supporting young families. Very few projects introduced support for families as a result of Tempus IV (see Appendix 1 Figure 6). In this context, Tempus IV projects did not contribute to bringing about changes for students in the early stages of having a family. Interviews with stakeholders reveal that the existence of the needs for services to support students and PhD candidates living with a partner and a child is not even acknowledged. It is taken for granted that students and early-stage researchers/assistants should postpone starting a family until the end of studies or until being well established in their career.

In the Western Balkans region there is a lack of commitment of HEIs to supporting students lagging behind due to transitional learning difficulties and/or being disabled students. As a consequence, very few Tempus IV funded projects contributed to improvements in support for the student population with special needs for learning support (see Appendix 1, Figure 7). Very few projects delivered support to students with special needs; furthermore, their achievements appear to be largely contained to only a few types of disabilities. Those HEIs that provide support for students with disabilities offer mainly wheelchair access.

Western Balkan students are not very competitive for mobility programmes at the international level. This is largely due to the closed and ex-cathedra educational practices that still prevail at HEIs, an insufficient number of HEIs implementing integrative multidisciplinary/interdisciplinary teaching and training for transferable skills, and insufficient knowledge of foreign languages. This resulted in Tempus IV projects having relatively small numbers of HEIs involved in providing student support services in these areas.

Offerings of integrative, multidisciplinary/interdisciplinary teaching for overcoming fragmentation were introduced by HEIs, but sustainability is low. The spill-over effect for the benefit of other faculties which did not participate directly in Tempus IV is low and slow (see Box 5). This issue of resistance to crossing disciplinary borders was systematically invoked by the stakeholders in interviews.

During the Tempus IV projects, no HEI has set up a functional alumni association as a result of Tempus IV (see Box 6). In fact, only three out of 10 HEIs consider alumni career services and alumni networks an important student support service – the majority sees it as not being a top priority (see Appendix 1 Figure 28). Some inspiration from Tempus IV projects nevertheless may be observed and has resulted in improved practices.

Box 5. Overcoming fragmentation of learning content

Problem: Highly autonomous faculties are not motivated to forge disciplinary bridges. They are often competing for students and for public funding for infrastructure. Within autonomous faculties, the resistance to interdisciplinarity is strong among teachers who are used to ex-cathedra lecturing. One professor summarised the problem:
> *"HEIs still suffer from academic feudalism".*

Solution: Tempus IV has contributed to greater awareness of the importance of interdisciplinarity. Some universities have made significant efforts as a result of Tempus IV projects to promote interdisciplinarity. In a few cases, Tempus IV contributed to the introduction of new competences and new professions. New departments have been created thanks to Tempus IV funding. New training programmes have been set up. Examples are the University of Arts in one country that is a forerunner in interdisciplinary teaching and training in skills. In another, it is the Faculty of Archaeology. Besides the above mentioned issue with interdisciplinarity I don't see how opening a new department or a new training programme is an example for it ? this needs further explanation

Challenges: National funding agencies are too slow in removing obstacles to funding multidisciplinary and interdisciplinary programmes, facilitating accreditation of programmes and recognition of degrees awarded and adapting the infrastructure funding practices.

All the stakeholders, Tempus IV project participants, gatekeepers of knowledge at HEIs, student representatives and students stressed in interviews that partnerships between academia and industry are rare. This is to a lesser extent due to strong disciplinary and sectorial boundaries and resistance in academia towards innovation, and to a greater extent due to the weak industrial base in the Western Balkans countries. Faculties have difficulties in finding companies where students can undertake an internship. They stress that the pool of companies is small, and it is always the same companies that HEIs are soliciting for placements or other inputs.

The quest for management reforms at HEIs coming from the ministries responsible for tertiary education often encounters resistance at HEIs. The strongest opposition to change comes from those academics that are used to mono disciplinary ex-cathedra teaching. Several Tempus IV projects contributed to introducing an interactive learning environment. However, these project participants report that a considerable share of staff at HEIs do not support the generalisation of more interactive teaching.

HEIs complain about bureaucracy in ministries responsible for tertiary education, the lack of a long-term strategy and the insufficient allocation of resources for the modernisation of university management. They particularly denounce the lack of funding for research and for mobility. They argue that the lack of resources impacts negatively on the quality of learning support given to students.

Tempus IV provided a space for inter-institutional dialogue through some projects such as Third Mission. In the 21st century, social expectations towards universities are that HEIs should play an increasingly important role in promoting economic growth and social progress. The traditional university missions of teaching and research are being broadened to include the so-called Third Mission activities that facilitate university engagement with industry and society. The involvement of public authorities in the dialogue about societal value and societal responsibilities of universities and ways for

enhancing their role as drivers of development was considered as particularly valuable in one country project (see Appendix 3 project 530243).

Box 6. Alumni association: exploring legislative routes for supporting networking and career trajectories of graduates

Problem: Universities in the Western Balkans are not motivated to follow up their graduates and document the quality of studies in terms of employability. In the words of one civil servant:

> *"Social responsibility of universities is very poor".*

University management reform is not sufficiently supported by legislation to enhance the social responsibility of HEIs to link academic training with the world of work. There is little or no information about competences, employability, or the employment trajectories of graduates as indicators of the quality of university education.

Solution: Tempus IV projects inspired initiatives for setting up an alumni association. Alumni associations are generically set up on a voluntary basis. They allow the assessment of the quality of educational outcomes. Alumni provide support to students and graduates through peer networking regarding job opportunities and career prospects. However, because of the low commitment of universities for establishing such student support services, legislative routes are being explored. In one Western Balkan country the performance of universities will be evaluated, and funding will be allocated in conjunction with the information about access to employment by graduates in their area of study.
In the words of a civil servant:

> *"The evaluation and ranking of HEIs will be dependent on the quality of the study programmes and also on the employment status of graduates".*

The key success factors: Some universities already gather much information about their students and the database can be completed with details about the job that a graduate accesses and their career advancements. However, in most universities there is no structure or procedure to implement a unified tracer study. It is also unclear who should be providing information about the graduates' first job – whether it is the graduate or the employer. Clear guidelines as to the universities' remit to follow up graduates until their first employment are necessary.

A general reproach to HEIs comes from the ministries, and often reported by HEIs themselves, is the short sightedness of universities and faculties. The stakeholders report a lack of foresight among HEIs that is quite remarkable. HEIs continually struggle to get more and more students without longer-term visions of their profile and employability. A professor observed that universities are not preparing for what is ahead for them. The intake of students at one university in a single year was approximately 90,000 students. In the same year, there were approximately 60,000 births in that country. Universities are not aware that they will have to prepare for a future when they will be competing for fewer students and for times when quality and employability will need to be a central concern, in order for faculties to survive and be competitive.

1.4. How Tempus IV inspired/promoted structural changes to better support students

The gatekeepers of knowledge, and in particular rectors and deans, spoke in interviews about the cumulative effects of Tempus IV projects. By the very nature of their role they

were looking for the impact on HEIs and on the general student population, rather than focusing only on the benefits for a group of students or early stage researchers/assistants who were directly involved in a single project. In the 80 interviews conducted in the Western Balkans, all the stakeholders highlighted the difficulties faced by HEIs due to an economic downturn, the heritage of traditional ex-cathedra teaching practices, little or no research at universities, low mobility of students and staff and institutional resistance to change. In this context, student support services were seen as part of the toolkit for changing the university culture.

The qualitative analysis of the in depth interviews points to the potential for four key longer-term impacts of Tempus IV in the Western Balkans. They relate to the cumulative effect of the components of Tempus IV projects: the kick-start of modernisation in teaching practices, integration of faculties against the landscape of non-integrated universities, and the contribution of Tempus IV to policy dialogue and the elaboration of new laws, bylaws and administrative practices. The key message is that all these impacts have indirectly contributed to better student support.

- Tempus IV projects had a cumulative effect of benefits for students, through a broad range of activities. Tempus IV students were the first to profit from the establishment of European standards. Tempus IV funds have been used to introduce new student support services and/or improve existing ones, but also to prepare new textbooks, purchasing equipment, for the mobility of students and HEI staff, and for incoming scholars. The modernised programme has had a spill-over effect with more students being exposed to newer teaching practices. It has also raised aspirations for interactive teaching, especially among early-stage researchers/assistants. These descriptions of impact came from gatekeepers of knowledge at universities in Tirana, Sarajevo, Banja Luka, Belgrade and Novi Sad. Some of those aspirations for a comprehensive approach to student support are being taken up by ministries responsible for education and are being enshrined in new laws. This is the case, for example, in Albania. Also in Republica Srpska (which is one of the regions of Bosnia and Herzegovinw) the draft of a new law about student organisations has been partly inspired by the internationalisation and the transfer of knowledge that also occurred during Tempus IV projects

- Tempus IV contributed to kick-starting a new wave of modernisation in teaching and university management reform at HEIs. The main vehicles were the provision of equipment from the project funds and the transfer of knowledge among partner organisations. The immediate beneficiaries were early-stage researchers. They could use the newly purchased state of the art equipment. They were exposed to new teaching and training methods for completing their Master degree and/or PhD through outgoing mobility and/or lectures by visiting scholars. This training of new generations of first stage researchers/assistants was an impetus for quality enhancement in teaching practices. This had a longer-term impact on the subsequent exposure of the larger student population to new ways of co-producing, transferring, appropriating and using knowledge. One of the project beneficiaries (see project 144684, Appendix 3) showed the visiting team the equipment purchased from the Tempus IV project used for training students and a new generation of researchers, to illustrate the start of the snowball effect of his project. Another professor argued that the highest benefit for students is the change in the university culture which the Tempus IV project brought about (see project 144677 Appendix 3).

- Tempus IV projects had an integrative role in the region where individual faculties have a high level of autonomy. This may be observed in particular through national projects bringing together large numbers of HEIs from different parts of a single country (see for example projects 530243; 511224; 145010; 145677, Appendix 3). The stakeholders identify that national networking under Tempus IV

projects and internationalisation had an integrative function for largely unconnected, closed, faculties/universities. Under Tempus IV, HEIs opened up to the transfer of knowledge between national and international partners and the ultimate beneficiaries were students.

- Some lessons learnt were embedded in new policies and administrative commitments enshrined in new laws. In addition, national means were provided to ensure sustainability after the end of EU funding of some new and/or improved services to support students. This is the case, for example, for newly created career centres in Albania, and improved ones in Serbia.

- Tempus IV projects contributed to the development of national strategies and policies for identifying and meeting the need for student support services based on the transfer of knowledge among international partners. Indeed, six out of 10 HEIs believe that their Tempus IV project contributed to the development of national policies relevant to student support (see Appendix 1 Figure 27).

The number of HEIs involved in Tempus IV projects, and the number of students who have benefited directly from new support services and mobility, are significant. They are nevertheless modest compared to numbers of students – a drop in the sea of students. Direct beneficiaries are barely a fraction of the students and scholars in the Western Balkans. That is why testimonials about the spill-over effects, even though they cannot be underpinned by figures, are of great importance. Positive impact for developing comprehensive sets of student support services cannot be ascribed to any individual project; there is no example of good practice that resulted in the development of national strategies for comprehensive student support. There are narratives by the key stakeholders as evidence of the impact that Tempus IV has brought to the university culture that are relevant for student support.

Chapter 2: Conclusions, challenges and recommendations

The two distinct types of Tempus IV projects, Joint Projects targeting individual higher education institutions and Structural Measures projects aimed at reforming higher education systems, have had complementary impact. Joint Projects have had a more immediate and direct impact on the establishment of one or more student support services as a result of Tempus IV. Structural Measures projects produced less direct impact on student support services. Their merit is in the longer-term impact expected from the elaboration of guidelines or legislative norms to support university management reform. This may be expected to contribute to achieving more strategic effect and may result in the elaboration and implementation of a comprehensive system of support for students at HEIs in the Western Balkans.

Lessons learned about the achievements and encountered obstacles of Tempus IV projects are a rich basis for drawing key conclusions, being forward-looking and making recommendations.

2.1. Conclusions

Tempus IV has provided support to numerous HEIs in the Western Balkans. Projects have served as vehicles for supporting the networking of HEIs in establishing and promoting student support services. The development of new support services often included the involvement of non-academic institutions, public stakeholders such as ministries responsible for tertiary education and student representatives (see again the list of projects and partners Appendix 3).

2.1.1. Achievements and obstacles in the Western Balkans

The highlights of Tempus IV projects in the Western Balkans relate to the benefits for students directly involved in Tempus IV projects and the policy impacts achieved. Lowlights may be largely ascribed to the unfavourable economic framework conditions under which HEIs operate in the Western Balkans and the difficulties in scaling up good practices for student support services. The slow pace of change in university culture with respect to the student support services is also partly due to resistance from the teaching staff and partly due to the lack of initiatives by the students.

2.1.2. Highlights of immediate and longer-term achievements

Tempus IV has achieved its objectives and has had a significant impact on students who participated in Tempus IV projects via the establishment and promotion of specific student support services. Tempus IV has contributed to the structuring and strategic enhancement of student support via university governance and management reforms. The first may be considered as an immediate impact, the latter as a longer-term impact of Tempus IV.

- The transfer of knowledge about the needs for student support was significant in the Western Balkans. New student support services were introduced as a result of Tempus IV and the existing services have been improved. The most frequent establishment of new and the improvement of existing support services concern: administrative support; social integration support; learning support; student organisation's participation in governance; career guidance; and cross-border networking and internationalisation.
- Students who studied under Tempus IV projects were empowered through structures and procedures that allowed for their better participation in university

management, and through new direct procedures for student feedback as a result of Tempus IV.

- Students have benefited under Tempus IV from the implementation of European standards. Tempus IV funds have been used to purchase state of the art equipment used for Masters Theses prepared by students, and for the PhDs of early-stage researchers/assistants. As a result, learning support to students has been significantly enhanced.
- New, up to date textbooks have been written through Tempus IV projects.
- Student and staff mobility has contributed significantly to internationalisation among beneficiary HEIs.
- Largely disintegrated universities with autonomous faculties have become more integrated through the networking of national HEIs. This has resulted in better offerings of quality education to students, especially for bridging scientific disciplines.
- Interdisciplinary concepts have been tested and new courses have been developed.
- The raising of quality standards for student support services is also evidence of the cumulative effect of Tempus IV projects. Individual services established or promoted through a single Tempus IV project add up to a vision of a need for a more coherent set of services to be implemented in the future by HEIs.
- Certain good practices in Tempus IV inspired changes in administrative practices and laws, for the benefit of the entire student population. The spill-over effect of Tempus IV is evidenced by the take-up in new legislation and quality standards in administrative practices and an increase in different offers to student, inspired by Tempus IV projects.

Master and PhD theses, publications and conferences, document the scientific impact of Tempus IV. The policy impact is seen in the take-up of quality standards for student support, through national legislation that has recently been passed or is under preparation. Some social impact is seen through benefits for students who were directly involved in Tempus IV projects and were well supported in specific areas that were the direct focus of the project.

2.1.3. Lowlights: features of the HEI landscape limiting change

The broader social impact of Tempus IV projects on students in the Western Balkans is limited, due to the lack of activation and empowerment of students and due to the features of the HEI landscape.

- The student population in the Western Balkans is passive and is insufficiently involved in shaping their learning environment. They express discontent over a lack of transparency about student's rights and obligations. They do that, as a rule, by complaining amongst peers. They rarely, and only in extreme cases, take up matters with university management bodies.
- There is hardly any demand or pressure from students to enhance their employability, through more interactive education and through learning transferable skills.
- Students express their general interest in studying abroad, but are doing little to request new support services from HEIs that will enhance their competences and chances of mobility. There are hardly any requests from student representatives or students for better support for learning foreign languages, or training in interdisciplinary and transferable skills.
- Student representatives participating in university management bodies are often reproached by university staff and students alike, that they are acting as spokespersons for political parties. They appear to do little to promote student support services at HEIs.

- HEIs are rather conservative, resisting change and dismiss requests to assume greater social responsibility. Practices of ex-cathedra teaching to large numbers of students are still predominant, partly due to a lack of resources and partly due to the resistance of teaching staff to adopt interactive teaching. Students are seen as "billing categories"[8] rather than active participants in the learning process.
- Academia is largely detached from the labour market, which in turn is strongly influenced by political parties, especially in the public sector. Under these conditions, an opinion amongst students prevails that the quality of the study programme is not important. What appears as important to them is to get through their studies with as little effort as possible, and then look for connections to access the job market.
- National resources to ensure the more widespread transfer of knowledge do not support mobility that would enhance 'brain circulation'.
- Interdisciplinarity is often taken as a quest for creating a new department or a new 'interdisciplinary profession'. In a non-integrated university, highly autonomous faculties are competing for students (and equipment) and are not driven to developing authentic joint interdisciplinary programmes.
- The HEI landscape in the Western Balkans is affected by unfavourable economic circumstances. Industry is weak and is not significantly involved in shaping university study programmes and/or sponsoring programmes, students and staff.
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2.2. Challenges

The obstacles encountered during the implementation of Tempus IV projects, and the views expressed by the stakeholders about the challenges, can serve as guidance for the forward-looking enhancement of the social responsibility of stakeholders and the establishment of a more comprehensive set of student support services.

2.2.1. Quest for the future

In the Western Balkans region, the main focus of on-going university management reforms is on enhancing the performance of the best and the most talented students and graduates. This is the objective of all educational systems. However, ineffective or non-existent student support services leave considerable proportions of the student population to fend for themselves. This is particularly the case for students who encounter transitional difficulties, who find themselves trapped in failure over one subject, who have special needs at one point in time or during the entire educational process, or experience academic burnout. The lack of structured support to students lagging behind results in longer studies and drop-out, frustrated young people and high social costs of failure.[9]

Western Balkans countries are lagging behind in interdisciplinary education, the provision of structured training in transferable skills and comprehensive student support for mobile students and early-stage researchers/assistants. The commitment of resources for circular mobility[10] is very low.

Interdisciplinarity is seen as *condition sine qua non* for addressing the 21st century complexities also in the Western Balkans. However, overcoming disciplinary barriers in HEIs is, as a rule, pursued only or mainly via plans to create a special interdisciplinary department or interdisciplinary course. This is positive but insufficient. Instead of forming special 'interdisciplinary experts', efforts should be made towards broadening students'

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[8] *A university professor used the term "billing category" to explain lack of concern for employability. It is because only the numbers of students on public scholarships and self-paying students that matter and not the quality of teaching and support services provided.*

[9] *By way of example it is assessed that there are thousands of so-called "eternal students", those trapped in student status for 10 years or more.*

[10] Repetitive mobility of a students and staff between home and host higher education institution.

perspectives, bridging disciplinary barriers and involving the key stakeholders in the co-production of knowledge.

There are numerous students graduating in the Western Balkans without having been equipped with the skills needed to be sufficiently attractive for the labour market. Structured training in transferable skills, such as the training provided under Tempus IV projects, is very rare at HEIs in the Western Balkans. It is not even an aspiration for many HEIs.

In the Western Balkans, the self-perception of HEIs about their importance is still measured by input and output numbers. They rarely address the quality of outcomes, employability and the career pathways of graduates.

Disengagement/disempowerment of students was often identified in the Western Balkans as a consequence of a process that starts with early childhood education. Children, adolescents and students are not sufficiently encouraged to develop critical thinking and to strive for positive change. They are guided to get through their education with as little as possible desire to "rock the boat". Actions for which students mobilise are as a rule limited to student excursions and lobbying for obtaining more exam sittings. It is often heard from the stakeholders in the Western Balkans that many student organisations operate as spokespersons for political parties rather than for the student population. Students and even student organisations often reiterate this observation.

All the stakeholders in the Western Balkans countries highlighted the importance of the internationalisation that occurred, thanks to Tempus IV projects. They share the view that students benefited immensely from the establishment of regional and broader international networks during the implementation of the Tempus IV projects. However, they all also reported low sustainability of international/regional networks after the end of EU funding. Following the end of EU funding, it was difficult or impossible to maintain and broaden international relations. HEIs' efforts to maintain international contacts established during Tempus IV projects are at best, seen as vehicles for applying for more EU funding. Public-private partnerships and the involvement of employers in establishing and maintaining an international transfer of knowledge that also entails student and early-stage researchers' mobility, is still a matter for future national strategies and implementation plans.

2.2.2. Quest for greater social responsibility of HEIs

In interviews, stakeholders have systematically been raising the question of the social responsibility of HEIs, of the university staff and the students, and the lack of this responsibility in the Western Balkans.

Ministries reproached HEIs that they are focused on enrolling as many students as possible, without taking sufficiently into account their capacity to deliver high quality education and with little concern for the employability of graduates. Industry is aware that graduates lack the skills required for the available jobs, and request work experience. This request makes it difficult for young people to find a first job, without having the right 'connections'. Students are aware that they do not exercise sufficient pressure on the establishment to improve out-dated teaching practices. Therefore they feel disempowered.

HEIs in turn often reproach ministries that there is a lack of commitment to delivering a coherent national strategy. They affirm that the standards for HEIs, set by the ministry often remain 'aspirational', as funds are not made available for their implementation. This is typically the case for incoming and outgoing mobility that is in principle promoted in policy circles, but is not supported by the allocation of funds.

Addressing the issue of the social responsibility of stakeholders was not a specific remit of Tempus IV. It was not an objective of this study either. However, the stakeholders raised the issue so frequently in interviews that it merits a brief comment and a few examples.

In the Western Balkans, it was frequently mentioned that university studies are considered to be 'parking spots' for some young people, as it postpones their pending unemployment. The public costs of the practice of massive enrolment of insufficiently motivated youth, and the negative effect for committed students, may need to be better factored into strategic planning in the region. This 'parking opportunism' may partly be an explanation for the passivity of students. The lack of requests for comprehensive students support services may be associated with low expectations by a large segment of the student population towards university studies in general. It may also partly explain the weak commitment of HEIs to providing a comprehensive set of student support services.

Stakeholders are unanimous in the assessment that Tempus IV projects enabled the establishment of student support services, which promoted social responsibility. This was achieved through instruments such as student agreements, detailing students' rights and obligations, and through project monitoring instruments.

However, there is always room for improvement and better quality control for funding agencies. Some Tempus IV project partners underlined the importance of external monitoring to ensure that all partners actually deliver all they were promised. Some national ministries also suggested more stringent monitoring by the EU of the quality of project outputs. One ministry was quite explicit about the mixed outputs of Tempus IV projects - some good and some unsatisfactory and some Structural Measures projects with little use for policy improvements.

Tempus IV projects were externally monitored for the quality of their achievements, but the main focus was on the overall achievements, and there was considerable tolerance for deviations from the initial project objectives. This was also the case when the project objectives specifically included the establishment of a student support service. An example is a project that had to establish an alumni association, as one of its objectives. A partner that was supposed to deliver simply stated in the final report of their activities that they abandoned the task because it was difficult to achieve. Abandoning a task under an EU-funded project may be accepted, but with well-justified reasons which cannot be 'it is difficult'. Some social responsibilities exercised by, for example, re-allocation of EU resources to another task or another partner would be in order.

A weak sense of social responsibility may also be reflected in the way former beneficiaries of Tempus IV projects reacted to the request by this study for information, after the end of EU funding. In the light of the objective of achieving worldwide visibility of EU actions and programmes, the request for accountability and the increasing importance of impact assessment in view of justifying the use of public funding, some obligations for providing information would be in order. It may also be necessary to build into the EC rules and regulations, some guiding principles regarding the beneficiaries' commitment to providing feedback after the end of EU funding. The good practice, and even the statutory obligation to assess the impact of programmes two years after their end, can be fully robust, only if there is an authentic commitment by – and an obligation for – the beneficiaries to cooperate in the exercise.

2.2.3. Quest for attributing more importance to the student support services on offer

There is evidence that Tempus IV projects have contributed to changes in the university culture in the Western Balkans. However, there is still a certain distance between what

academics consider as important areas for student support for skills and capacity building, and the needs of modern industry to innovate.

The perception of top priorities by the university staff regarding student support services may be considered as an important indicator of their commitment to empowering students.

Learning support, being central to the quality of the education and employability of graduates, was considered as the top priority by all the stakeholders in the Western Balkans.

This study shows that the most essential or core scientific competences to be passed to students are ranked by HEIs as a top priority (multiple answers were possible - see Appendix 1 Figure 28). The majority of HEIs in the Western Balkans attach the highest importance to improving the offer of learning facilities, such as laboratories and libraries (seven out of 10 consider it to be a top priority), followed by international relations and mobility (six out of 10). The development of information systems for students is a top priority for one out of two HEIs. The least important are the provision of student support services for housing, health care and psychological counselling. This is to be expected, as these forms of support are not within the remit of universities in the Western Balkans. However, student participation in university management is not given great importance either. Student unions are considered to be a top priority by a small share of HEIs. Student unions are formally part of the university management structure, but they are considered by the overwhelming majority of stakeholders to be poor performers. In that context, the overwhelming majority of HEIs do not consider that ensuring their input is a top priority.

When looking at the personal views of the teaching staff about competences that students should acquire for accessing research jobs in academia and contributing to innovation in industry, it can be seen that they consider the ability to learn and adapt as a top priority. The capacity for analysis and the grasp of sophisticated IT tools are identified as a top priority for scientific competences by a minority of professors (multiple answers were possible - see Appendix 1, Figure 29). The ability to work in a team is considered to be a top priority and the graduate's skill in project and team management by seven out of 10 professors. However, business culture and management skills, the ability to manage and steer teams, or awareness of the pertinence of research and its impact on the environment is a top priority for a small minority. Only about a quarter of respondents consider these as a top priority.

The majority of HEIs see motivation/involvement and personal aptitudes or interpersonal skills as a top priority, whereas the ability to self-assess is a top priority skill for the minority (see again Appendix 1 Figure 29).

Very tentatively, it may be said that considerable numbers of HEIs are still facing very basic obstacles to teaching and research/innovation training, due to the lack of well-equipped labs and libraries, and overcrowded classes. As a consequence, individual mentoring/tutoring is not seen by the majority of professors as a particularly important issue to be aspired to or achieved. It is perceived as too ambitious a goal and largely out of reach. Along the same vein, some skills which are considered to be instrumental for succeeding in Horizon 2020 projects and in particular programmes, such as Erasmus+ and Marie **Skłodowska-Curie Actions, are not considered to be a top priority by many professors in the Western Balkans. Typically, they concern** the ability to work in an interdisciplinary environment, leadership qualities such as being able to manage and steer teams or awareness of the pertinence of research and its impact on the environment. These skills are not likely to be supported by a significant proportion of professors in the Western Balkans. Only around half of the respondents identify the 'ability to develop a network', 'language skills', 'the ability to assess', and 'project

management skills' as a top priority (see Appendix 1, Figure 28). In view of the relatively low competitiveness of graduates from the Western Balkans in EU mobility schemes, raising awareness of professors to valorise and develop these skills is an area where major advances are necessary.

In summary, teamwork is considered to be very important, whereas applied aspects of research (business, societal and environmental issues) are deemed not to be particularly important by a considerable proportion of professors. Universities are clearly in need of focusing more on so-called Third Mission activities, i.e. striving towards promoting economic growth and social progress, as well as empowering students.

2.3. Recommendations

Based on lessons learnt and reflections by the key stakeholders in the Western Balkans region, the following recommendations are put forward.

2.3.1. Recommendations to the European funding agencies

R1 – The Commission could consider including in the grant agreement, a clause whereby recipients of EU funding are committed to providing feedback about the outcomes and impacts of projects, over a period of say three to five years, following the end of EU support. This would correspond to the period during which beneficiaries are obliged to keep all records for possible financial audits. This new commitment would in fact constitute an innovative scientific, policy and social impact audit, with a potential for achieving considerable European added value.

R2 – The Commission could consider elaborating guidelines for a comprehensive range of student support services that modern HEIs are expected to offer.

R3 – The empowerment of students to have their say in the quality assurance and the improvement of structures and procedures for taking into account the needs and the expectations of students could be central to future EU support to HEIs in the Western Balkans.

R4 – In all programmes funded by the EU, even when they are bottom-up, with respect to the choice of topic, the Commission could require that projects having students as a priority group, commit to an interdisciplinary approach and the provision of transferable skills.

R5 - It is suggested that, whenever relevant, applicant institutions and beneficiaries of EU funding are asked to elaborate in the application, a road-map for the recognition of credits for their mobile students and to facilitate and accelerate the recognition process.

R6 – It is suggested that more systematic external quality control of the implementation and achievement of project objectives by peer reviewers be requested from the beneficiaries of EU funding, in order to better support a culture of social responsibility.

R7 – The European Commission could consider putting even greater efforts into disseminating information about opportunities and explaining in detail, the evaluation and selection procedures for projects in order to inform stakeholders, and in particular students and early-stage researchers or assistants that the selection rules for projects are fair, transparent and are rigorously applied.

2.3.2. Recommendations to HEIs and national stakeholders

R8 - Student agreements detailing the rights and obligations of students are recommended to be general practice at HEIs. The empowerment of students through

comprehensive student support that gives a voice to students for shaping their learning environment and for ensuring robust channels for taking up student aspirations and grievances as part of student agreement is highly recommended.

R9 - Student organisations could develop codes of conduct to strengthen their ability and capacity to address corrupt practices and interference by political parties in matters that concern student support services at HEIs.

R10 - Ministries responsible for education could elaborate on guidance on a comprehensive set of student support services that HEIs should offer. External control bodies could be given the mandate to implement systematic monitoring of the delivery of student support services. This would be a measure for empowering the student population. It could also be one of the robust indicators for funding and ranking universities.

R11 – Greater attention to structured training in transferable skills as a standard part of curricula at HEIs is suggested.

R12 - University and faculty autonomy need to go hand in hand with accountability measures and a comprehensive system of monitoring for quality assurance. It is suggested that better data be collected through external and internal HEI evaluation/quality assurance for academic provision and support to students. Involvement of a full range of stakeholders in quality control, including industry/the business community is recommended.

R13 – It is suggested that HEIs put more effort into enhancing the societal value of learning, research and innovation. This can be done by promoting interdisciplinarity, involving stakeholders as co-producers of knowledge, and by regularly assessing immediate and longer-term impacts of learning outcomes by internal and external peer reviewing.

R14 – Tracer studies by HEIs are recommended, in order to gather information about employability, access to first job and career trajectories, together with the establishment of alumni associations for monitoring longer term outcomes and ensuring peer support.

R15 – The employability and career advancements of graduates could be used as a robust indicator of the quality of learning at HEIs. This could be one of the key performance indicators for national planning, in order to supplement the output statistics as data sources, about the quality and societal value of learning.

R16 – As a rule, the involvement of non-academic organisations in curriculum development and performance evaluation, enhances the innovation potential of HEIs and employability of graduates. A more interactive transfer of knowledge between industry and academia is suggested. This would constitute strong student learning and employability support.

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Reale E., D. Avramov, C. Donovan et al (2016 *(forthcoming)*) A review of literature on evaluating the scientific, social, and political impact of social sciences and humanities research. Special issue of *Research Evaluation*

Selected Tempus IV projects[11]

Conversion Courses for Unemployed University Graduates in Serbia (2008)

Developing and Setting up Measures for Initiating, Enhancing and Sustaining Higher-Education-Society Cooperation INTERFACE (2010)

Developing Third Mission activities in Albanian Universities (2012)

Development of Career Guidance Aimed at Improving Higher Education in Serbia (2011)

Developing information literacy for lifelong learning and knowledge economy in Western Balkan countries (2011)

Development of Lifelong Learning Framework in Serbia (2008)

Development of Master Study Programmes in Education (2008)

Development of the Lifelong Learning Concept at the University of Montenegro (2010)

Enhancing the Quality of Distance Learning at Western Balkan Higher Education Institutions (2010)

Equal Access For All: Strengthening the Social Dimension For a Stronger European Higher Education Area (2011)

Fostering and Developing the Quality Culture at the University of Prishtina (2008)

Governance and Management Reform in Higher Education in Serbia GOMES (2009)

Improvement of Students' Internship in Serbia (2010)

Internal Quality Assurance at Serbian Universities (2008)

International Accreditation of Engineering Studies (2008)

Kosovo Interdisciplinary Knowledge Triangle Centre - PhD based Education, Research and Training for Medical and Natural Sciences (2009)

Matching Competences in Higher Education and Economy: From Competence Catalogue to Strategy and Curriculum Development COMPETENCE (2008)

Network for Post Graduate Masters in Cultural Heritage and Tourism Management in Balkan Countries (2011)

New Library Services at Western Balkan Universities (2009)

Production and Profitability improvement in Serbia Enterprises by Adopting Lean Thinking Philosophy and Strengthening Enterprise – Academia Connections (2010)

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[11] *For details see Appendix 3.*

Strengthening Student Role in Governance and Management at the Support and Inclusion of Students with Disabilities at Higher Education Institutions in Montenegro (2011)

Support and Inclusion of students with disabilities at higher education institutions in Montenegro (2011)
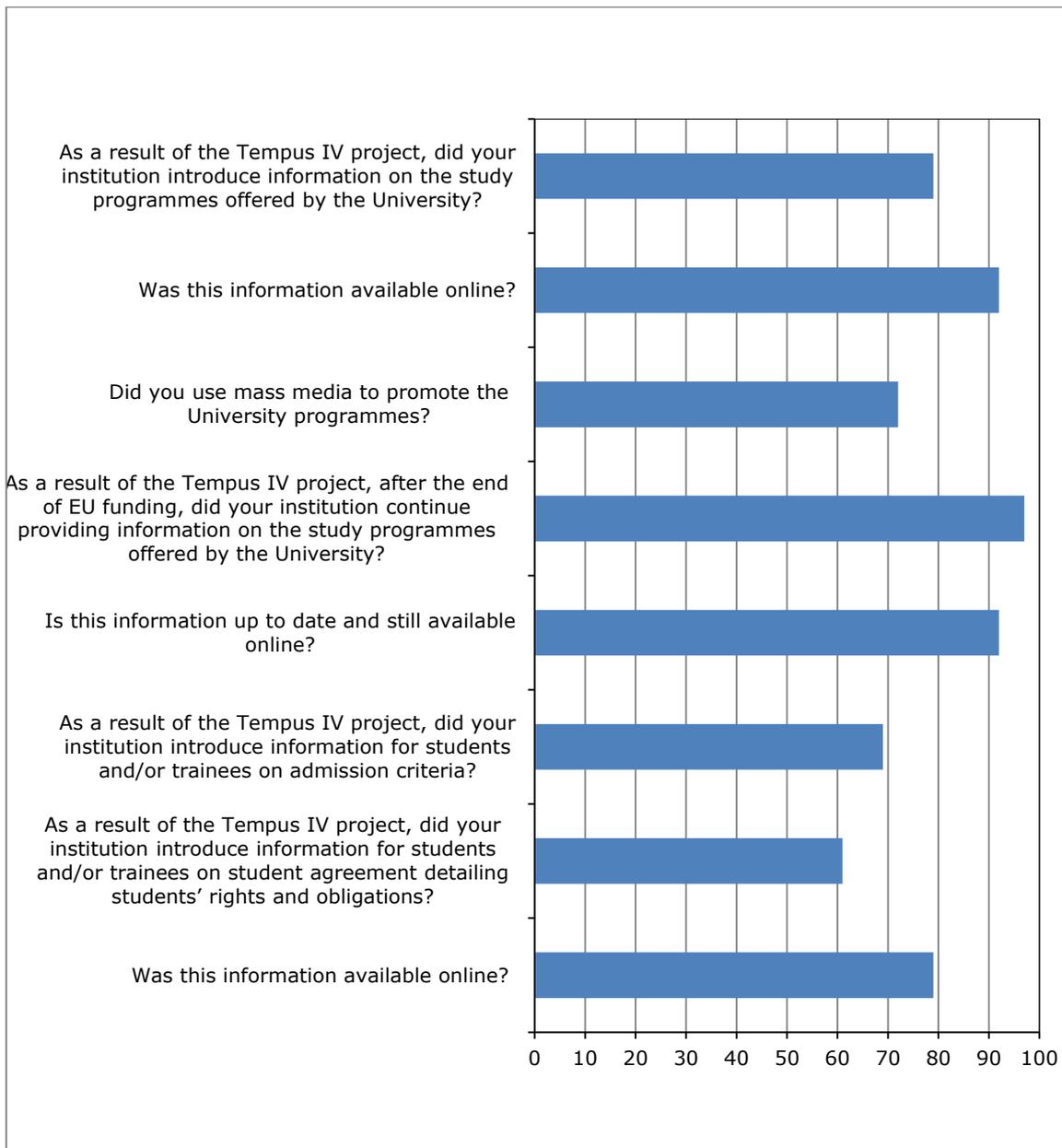
Strengthening Student Role in Governance and Management at the Universities of Serbia in line with the Bologna Process (SIGMUS)

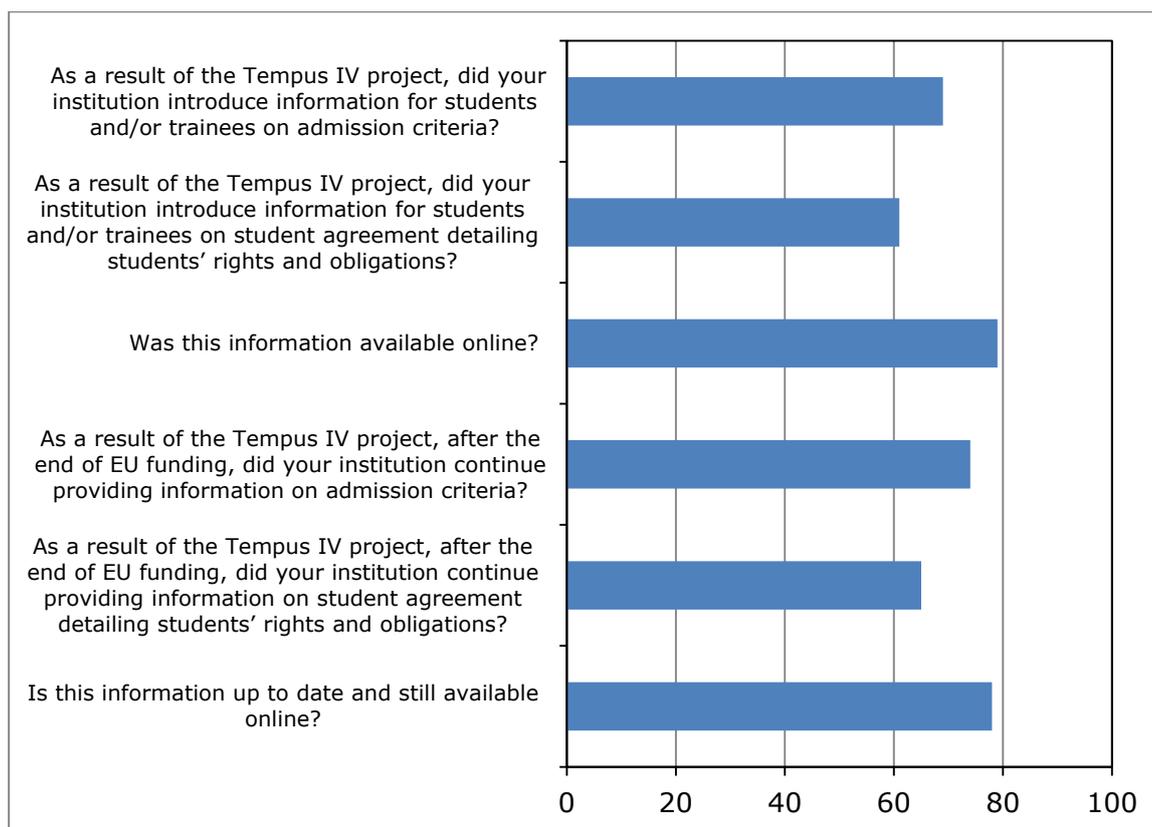Virtual Manufacturing Network - Fostering an Integration of the Knowledge Triangle WBC (2008)
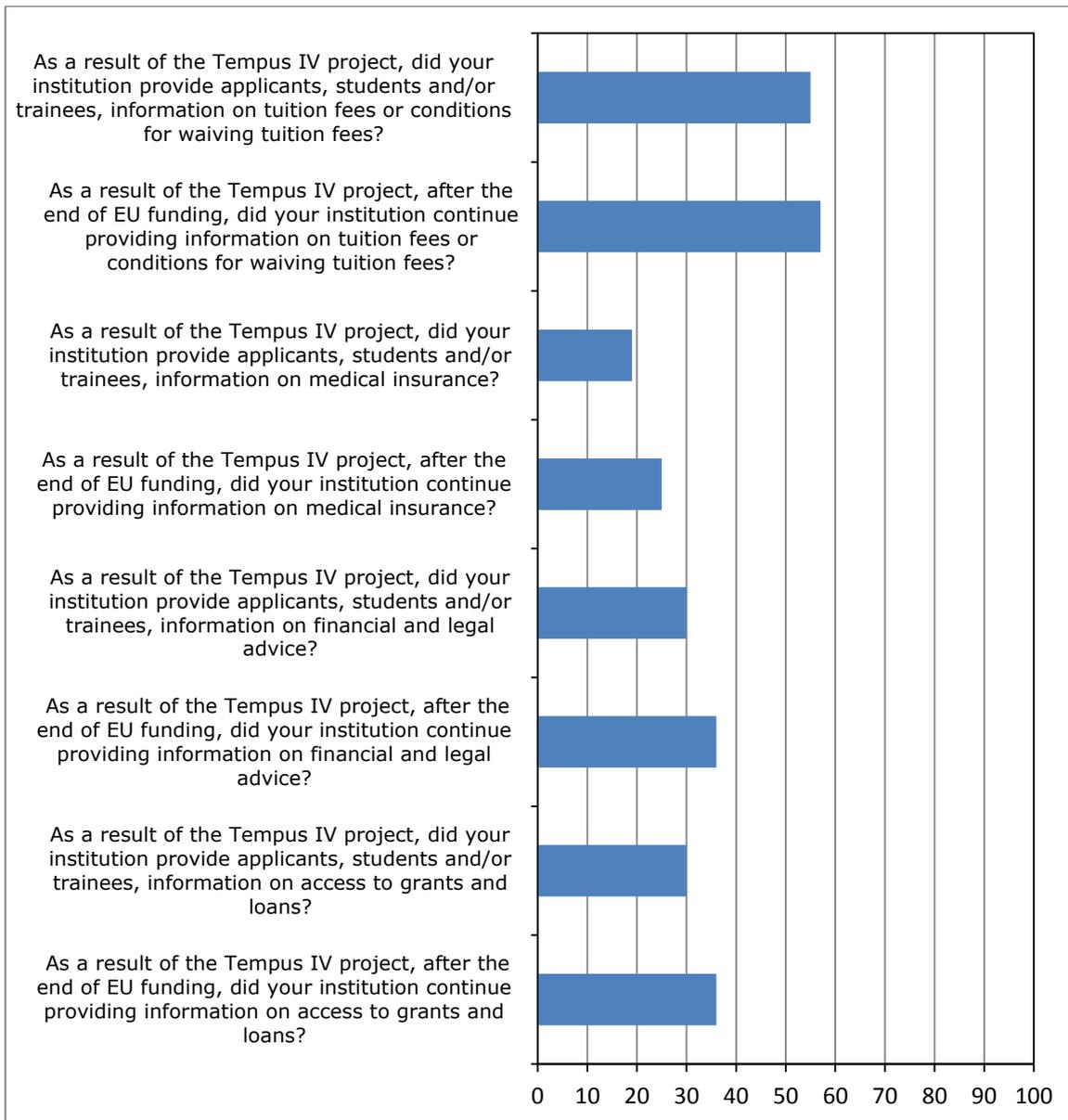
Appendix1: Figures

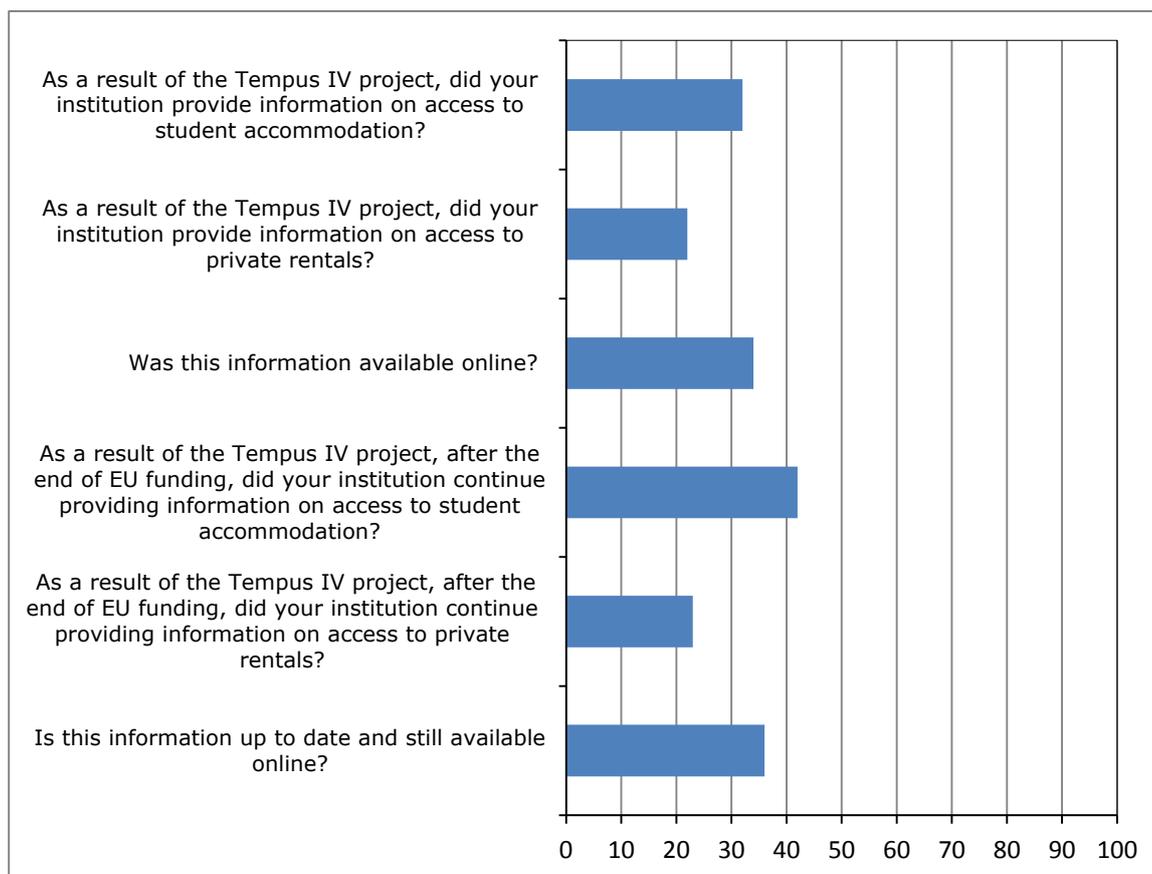## Figure 1: Type of administrative support provided (1) ("yes" answers in %)

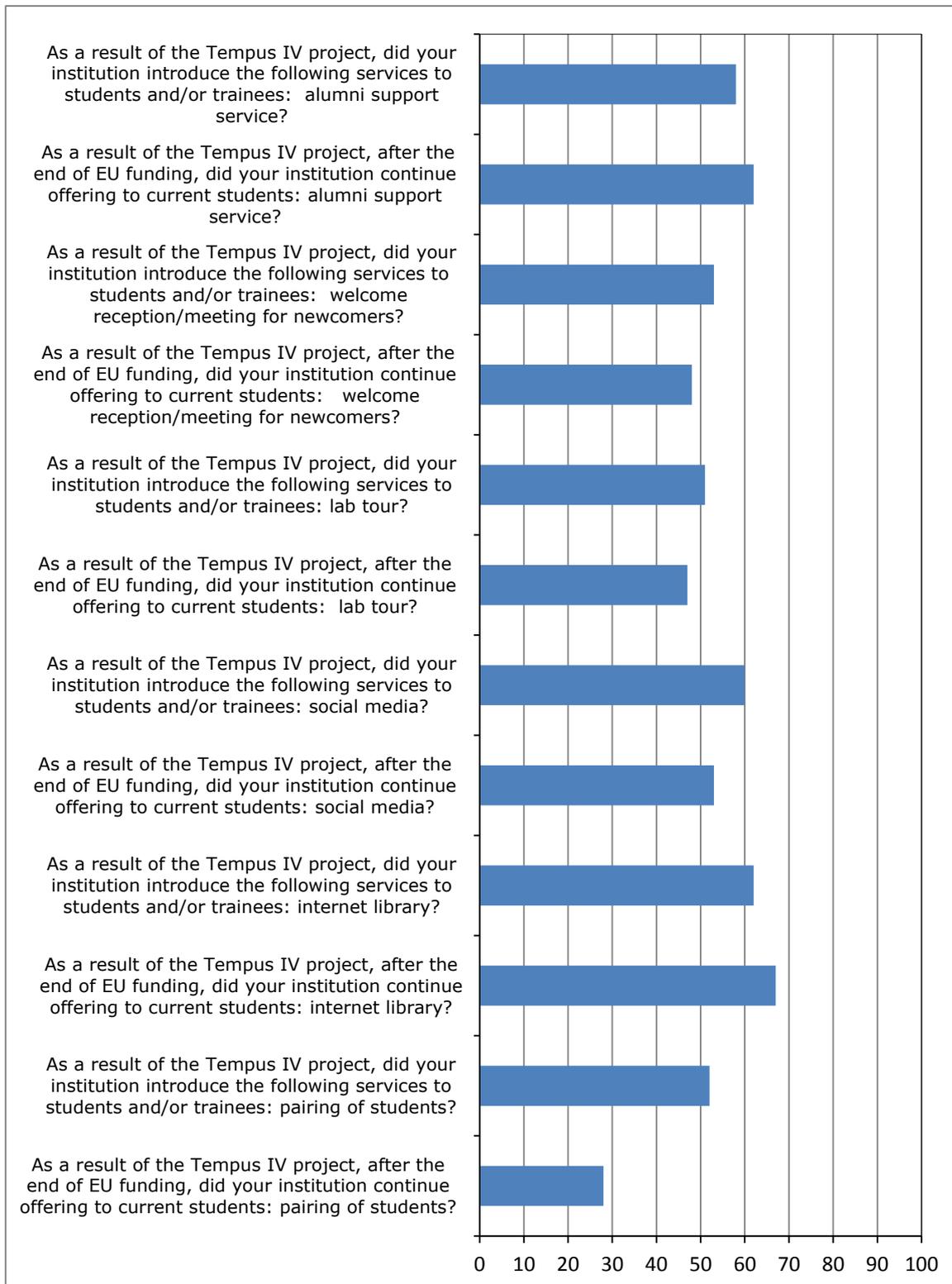## Figure 2: Type of administrative support provided (2) ("yes" answers in %)

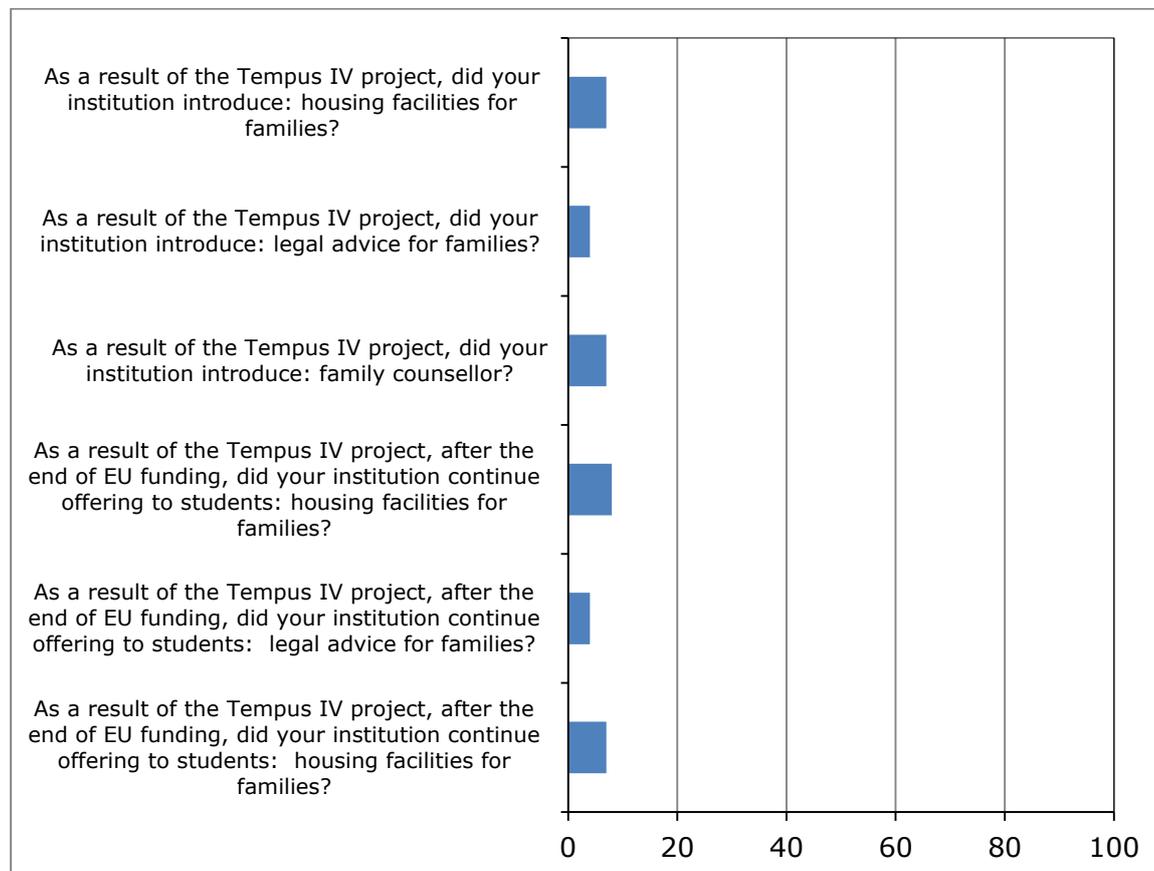## Figure 3: Type of administrative support provided (3): ("yes" answers in %)

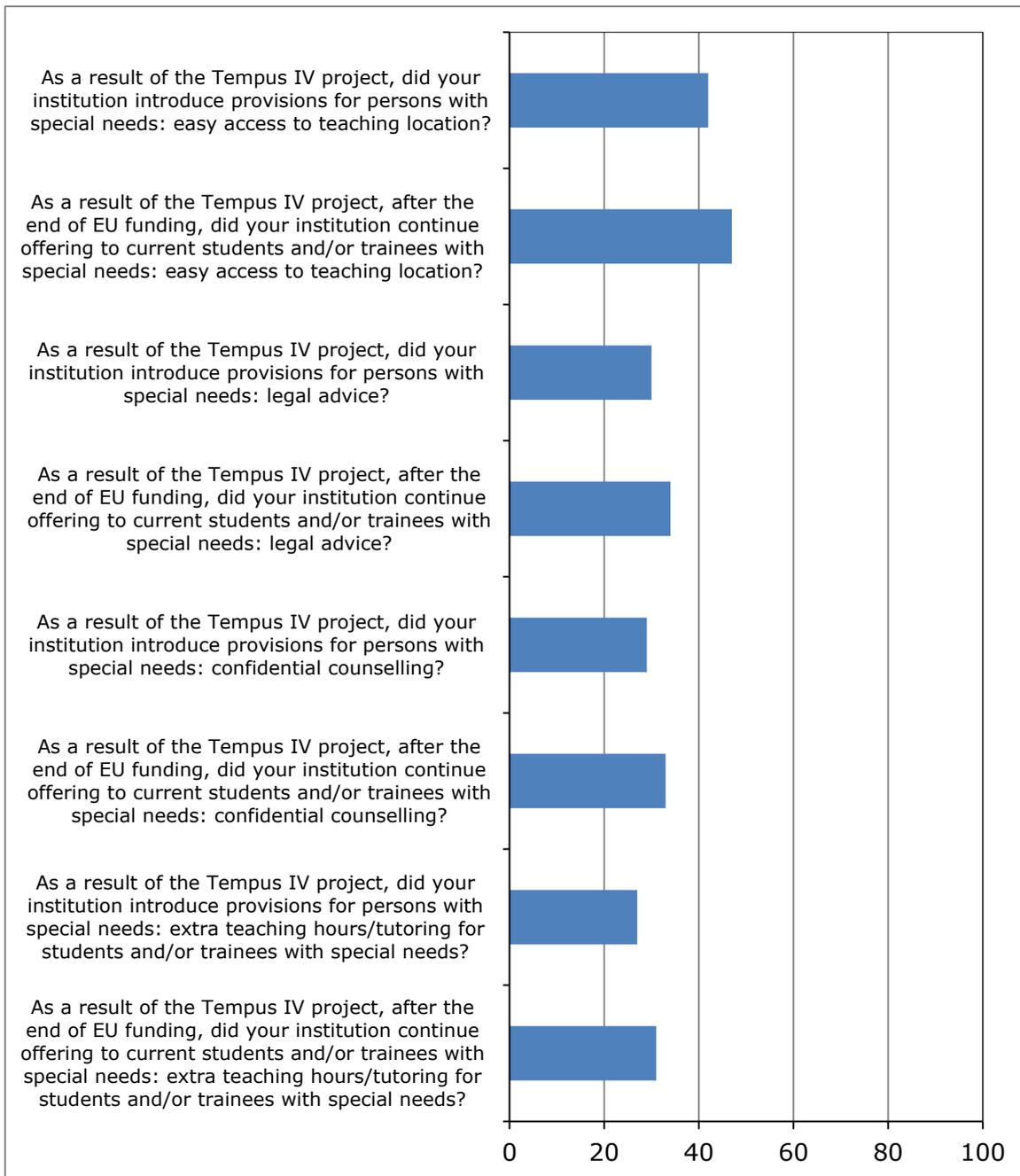## Figure 4: Social integration support: accommodation/housing ("yes" answers in %)

Figure 5: Social integration support: local organisation of social activities ("yes" answers in %)

Figure 6: Social integration support provided: welfare for families and children
("yes" answers in %)

Figure 7: Social integration support: services for disabled students ("yes" answers in %)

Figure 8: Social integration support: gender issues ("yes" answers in %)
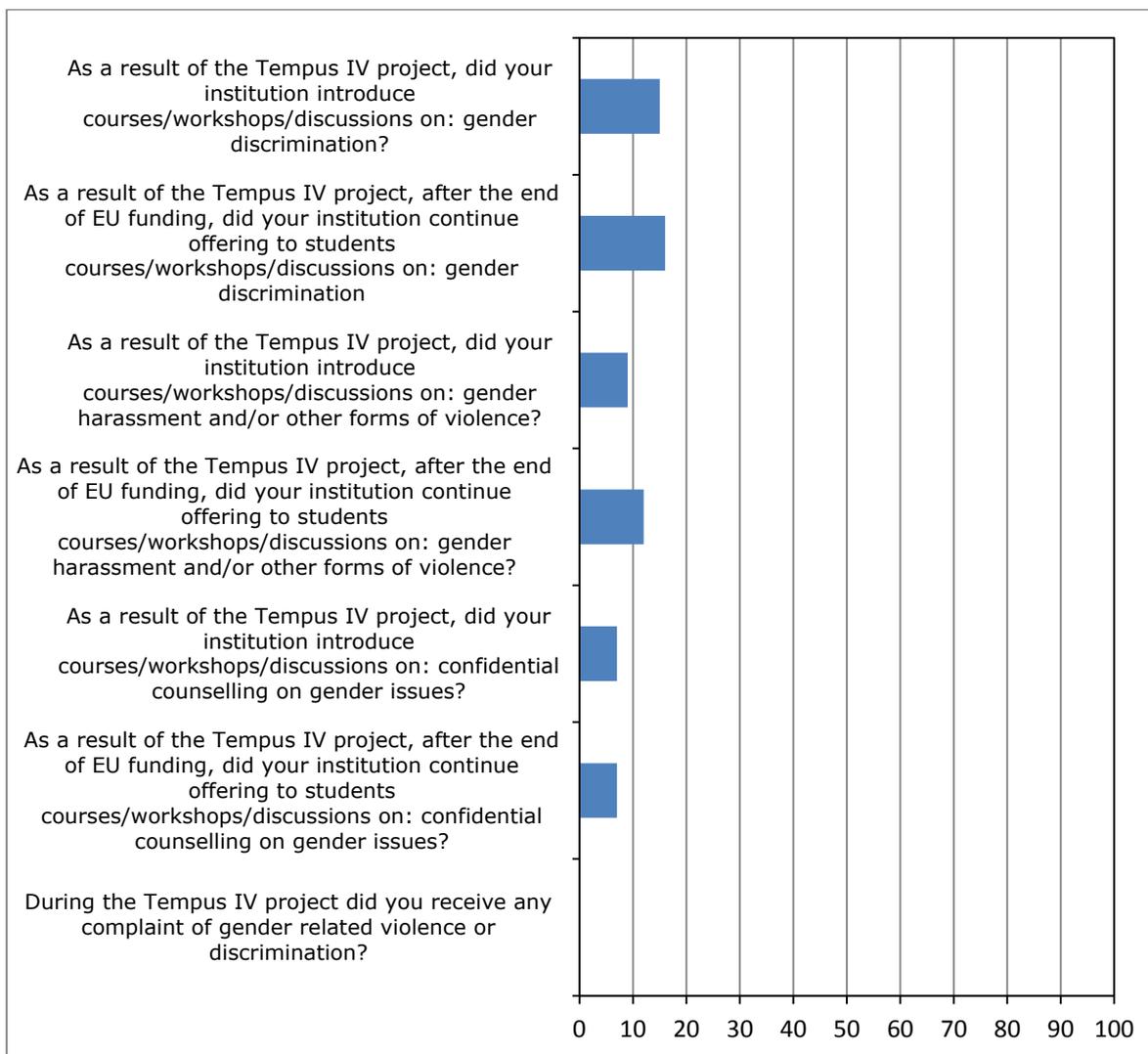
Figure 9: Learning support: learner centred approach ("yes" answers in %)
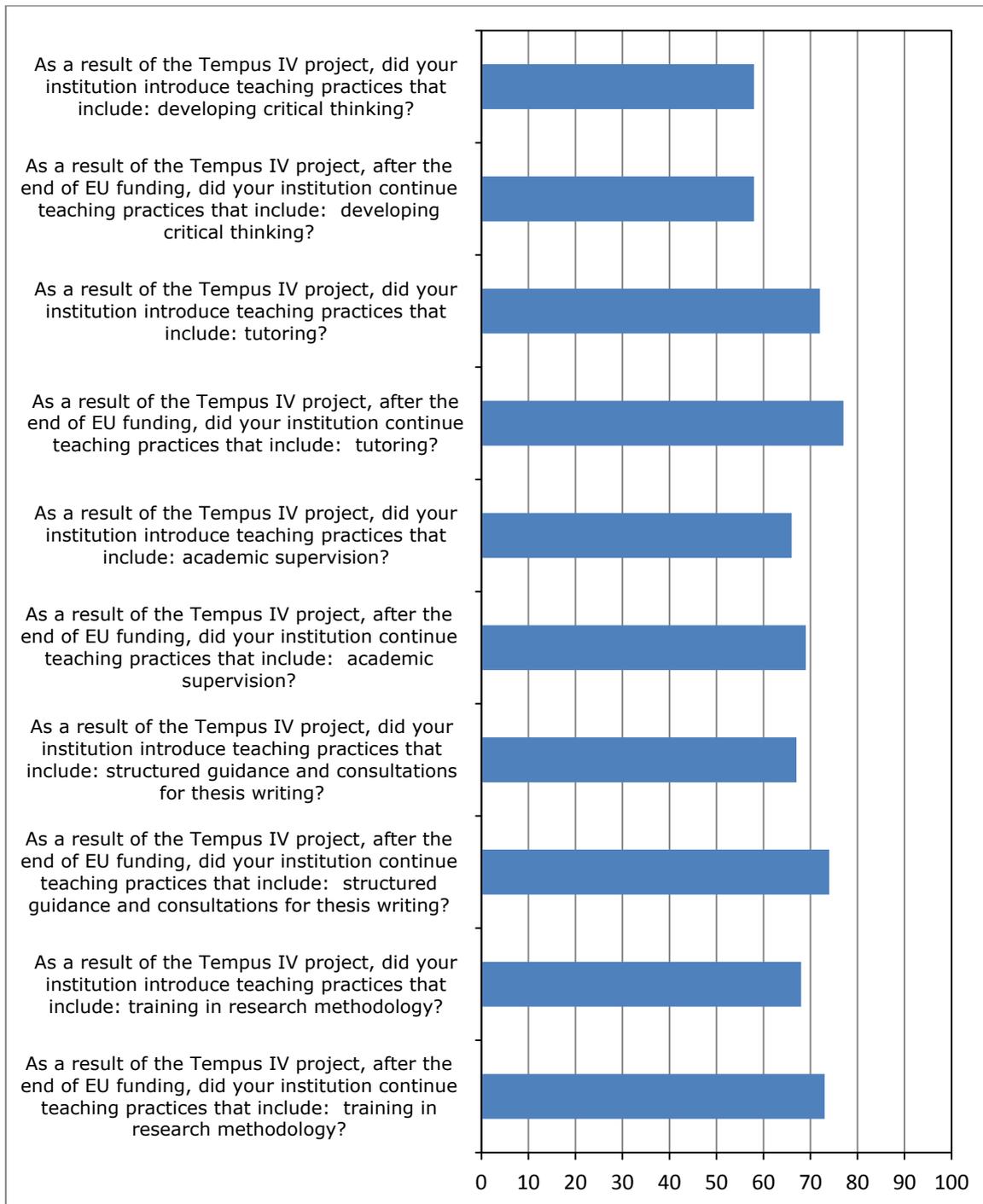
Figure 10: Learning support: interdisciplinary approach ("yes" answers in %)
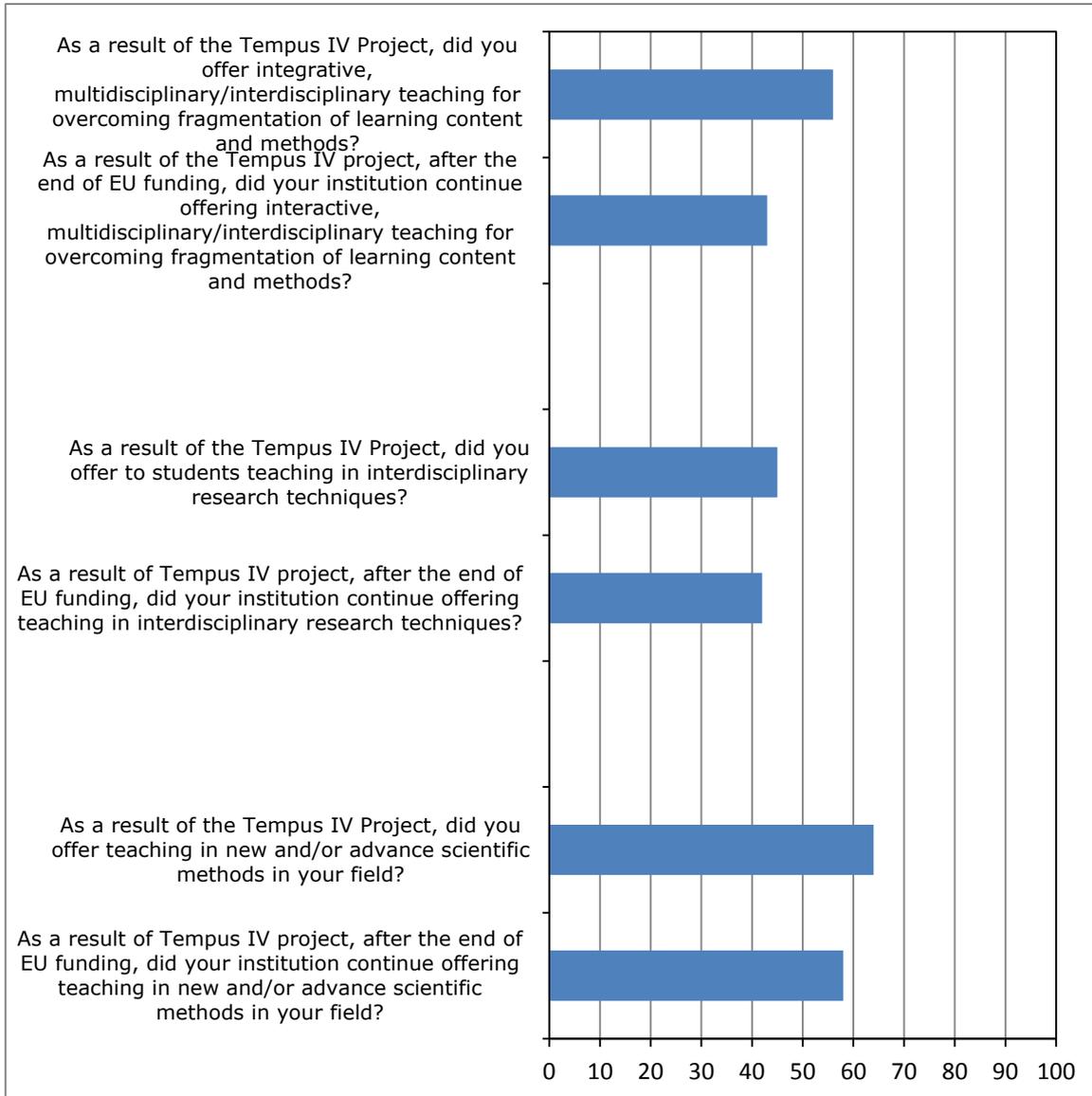
Figure 11: Learning support: transferable skills ("yes" answers in %)
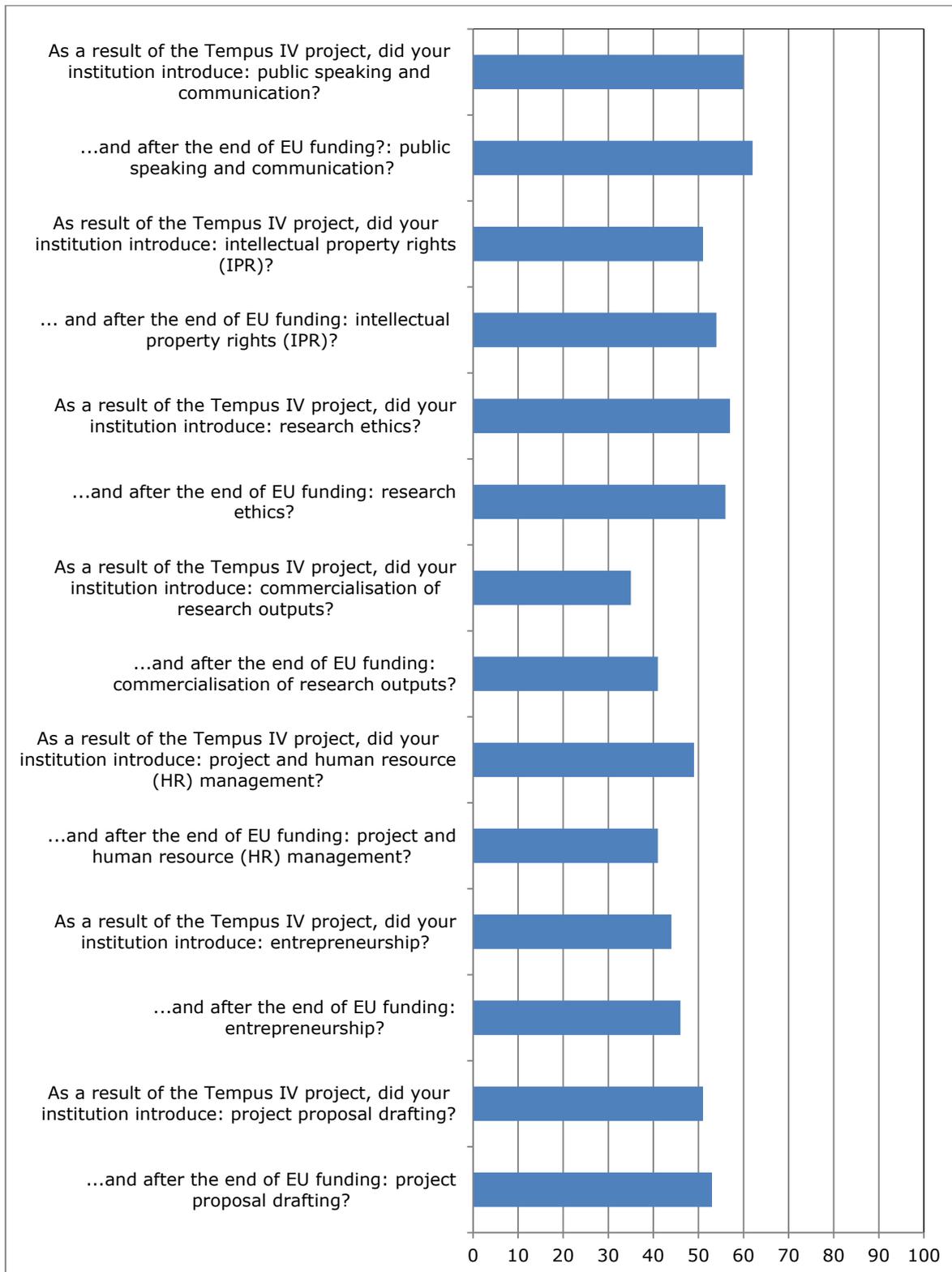
Figure 12: Learning support: internships/placements ("yes" answers in %)
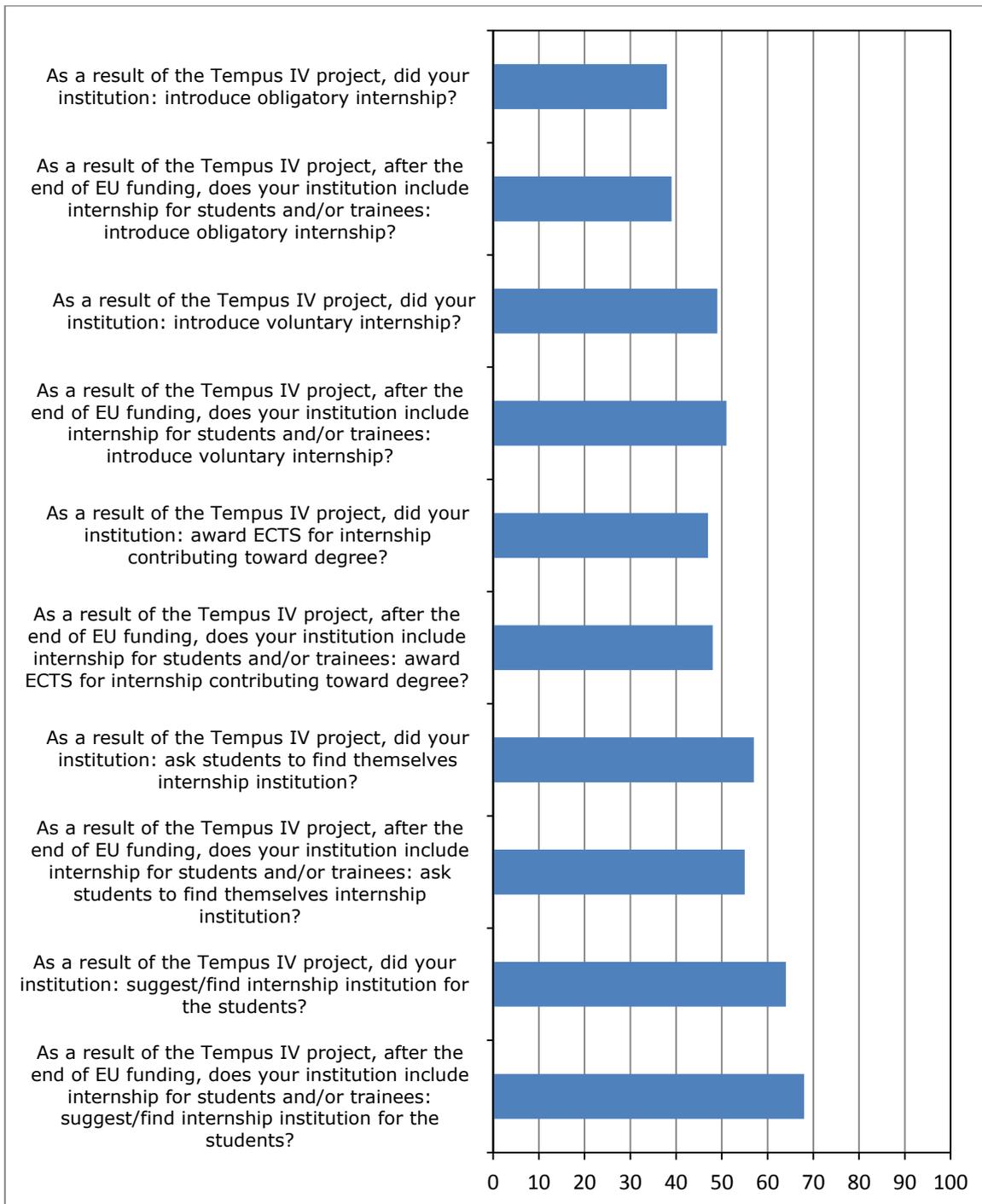
Figure 13: Learning support: e-learning ("yes" answers in %)
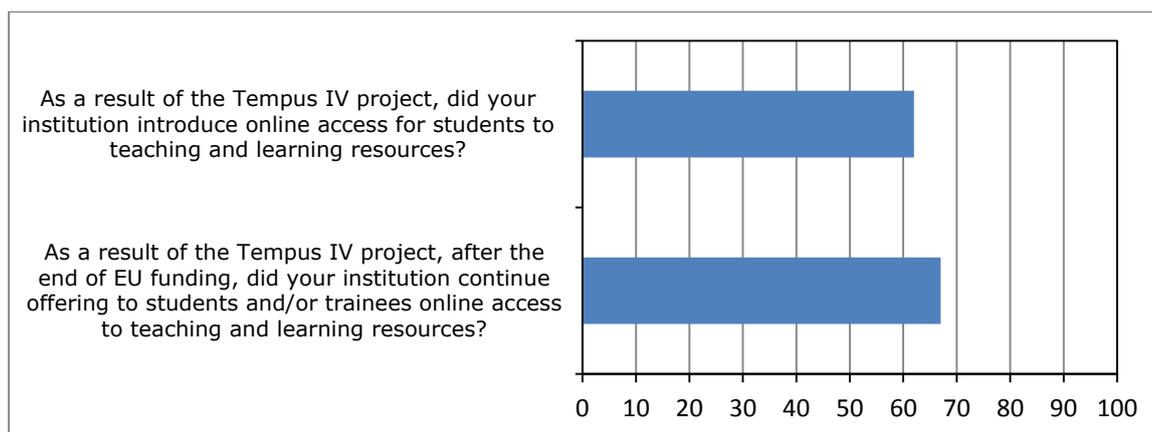
Figure 14: Learning support: training for research, and involvement of students and trainees in research ("yes" answers in %)
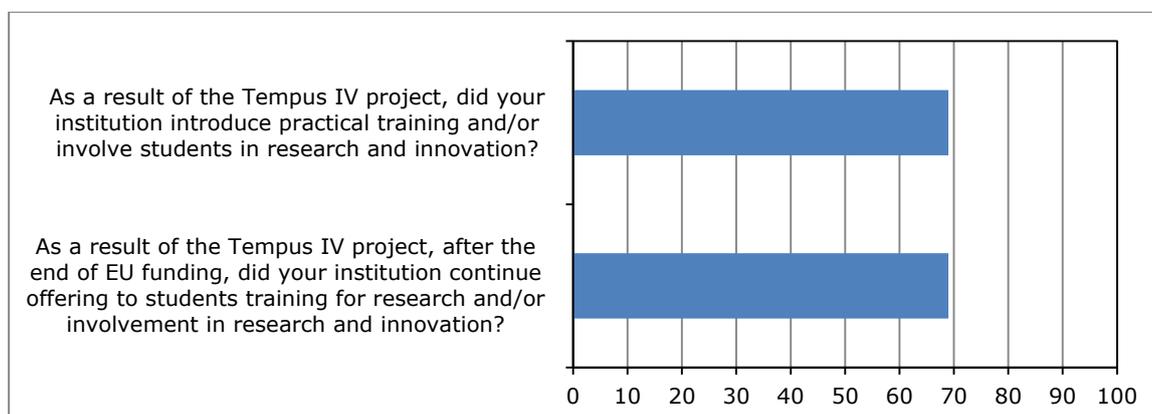
Figure 15: Governance: representation of students in HEI management bodies ("yes" answers in %)
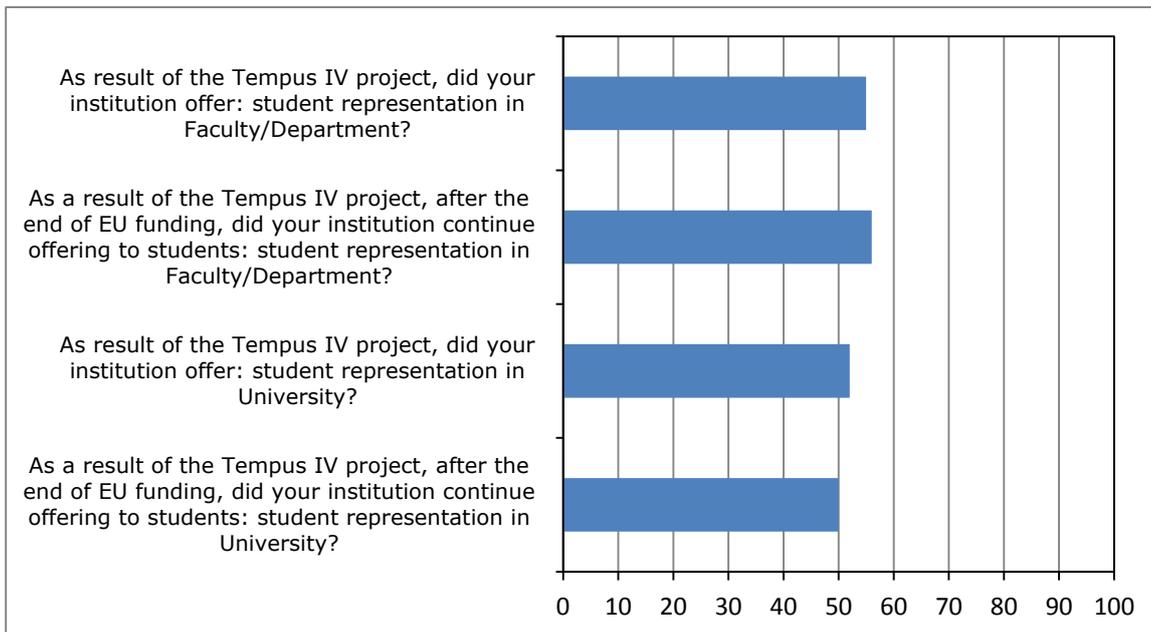
Figure 16: Governance: student feedback ("yes" answers in %)
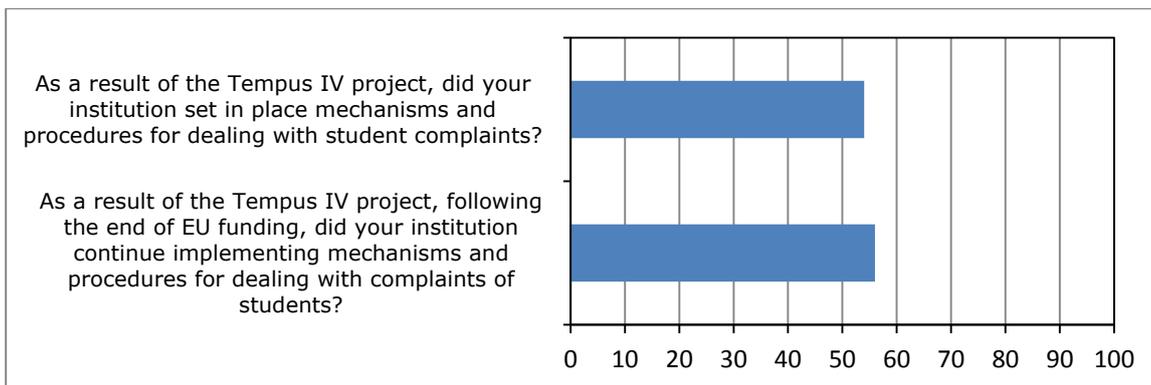
Figure 17: Governance: evaluation of teachers ("yes" answers in %)
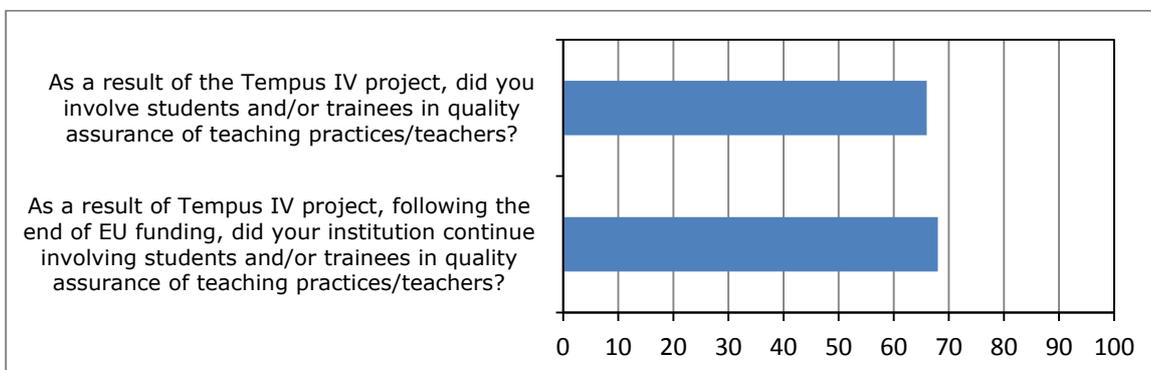
Figure 18: Career guidance: employment opportunities and alumni associations ("yes" answers in %)
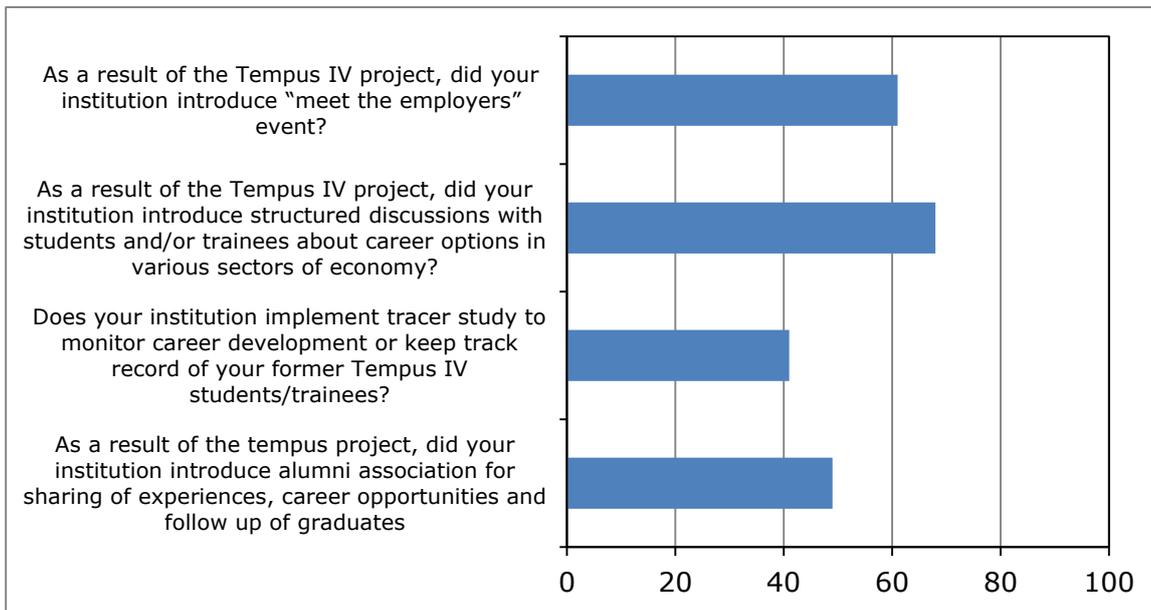
Figure 19: Career guidance: exposure to knowledge from different sectors ("yes" answers in %)
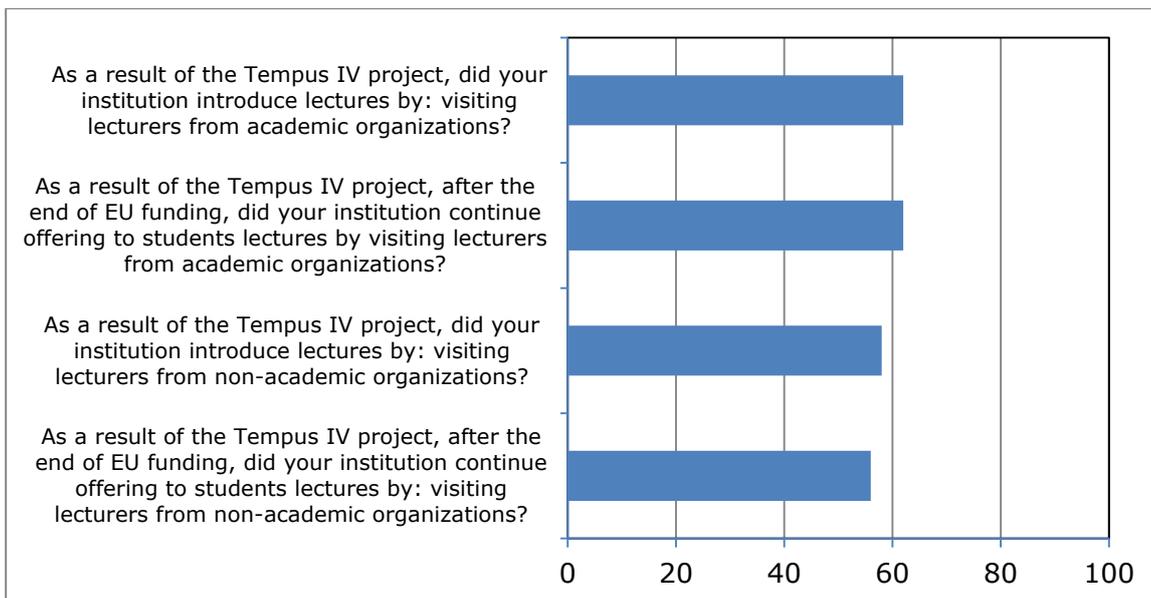
Figure 20: Career guidance: joint activities with Tempus IV partners ("yes" answers in %)
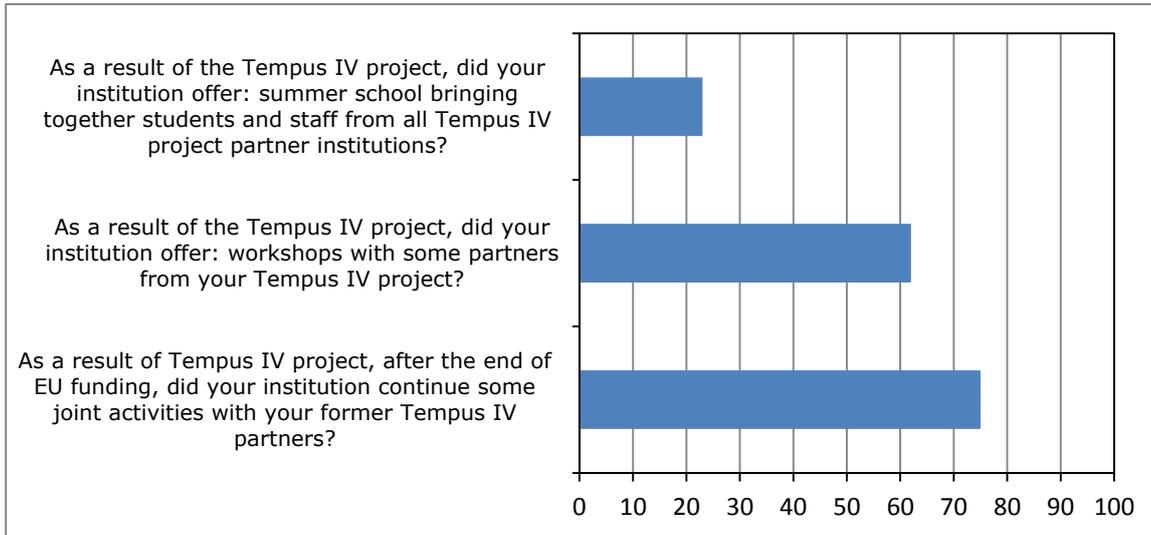
Figure 21: Career guidance: women in academia and business organizations ("yes" answers in %)
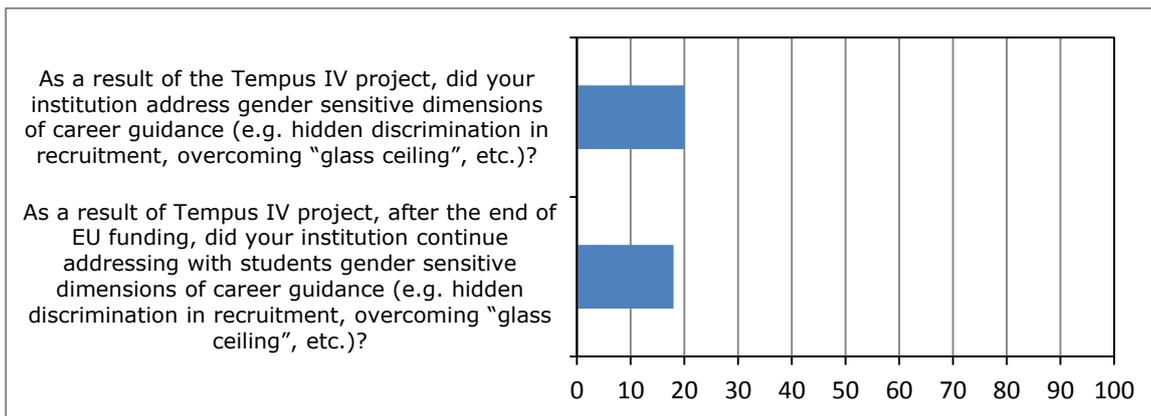
Figure 22: Cross-border networking and internationalisation: mobility of students ("yes" answers in %)
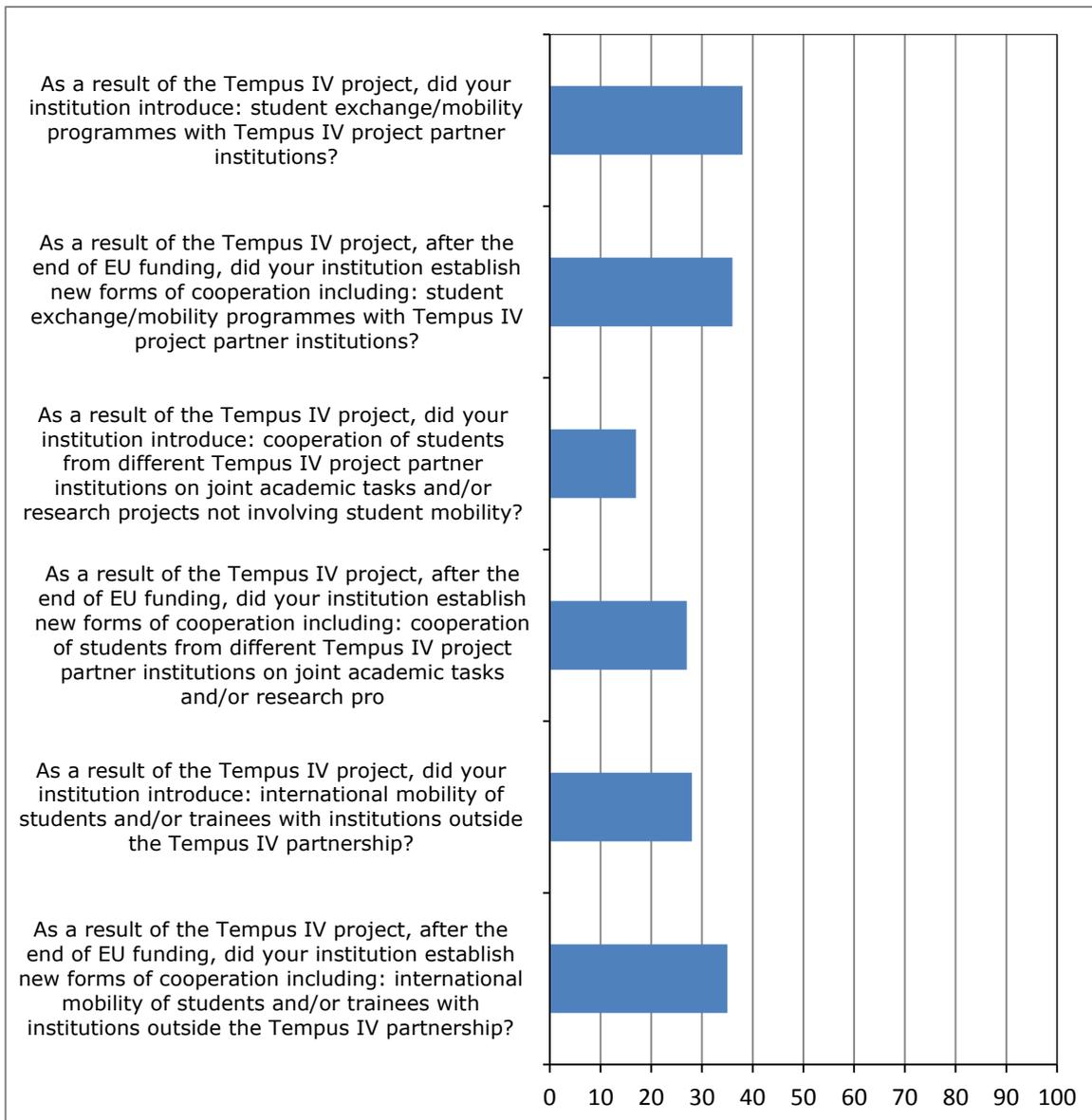
Figure 23: Cross-border networking and internationalisation: specific support offered by HEI to enable/facilitate mobility
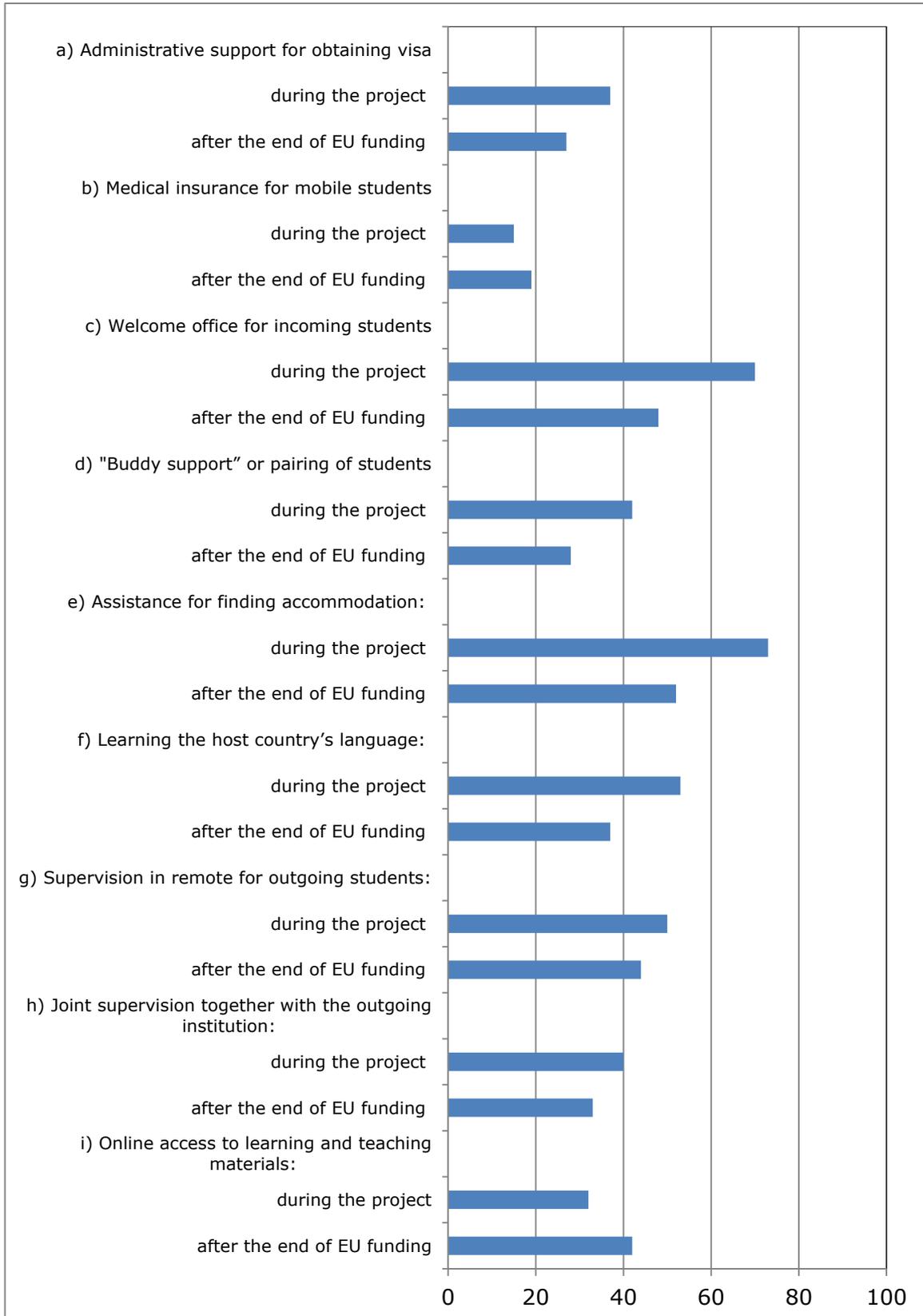
Figure 24: Cross-border networking and internationalisation: learning foreign languages ("yes" answers in %)
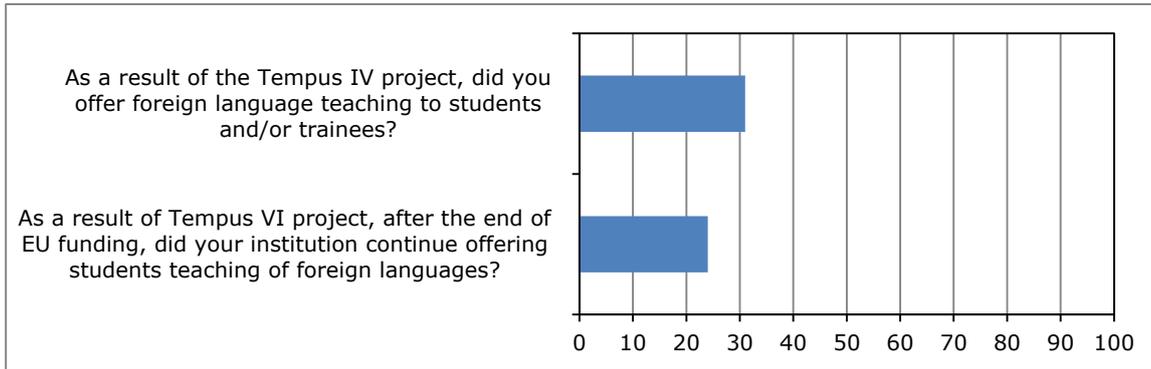
Figure 25: Cross-border networking and internationalisation: sensibilisation to cultural specificities of partner organizations
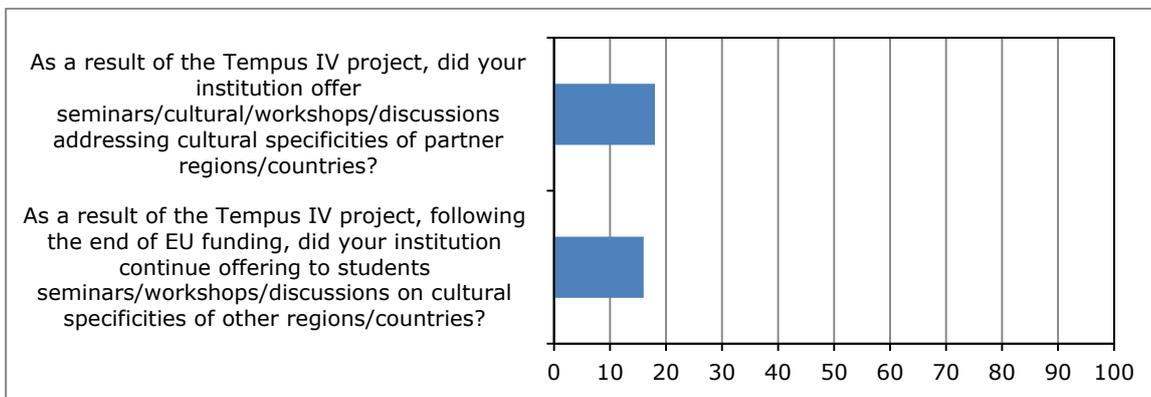
Figure 26: Transfer of knowledge among tempus IV partners ("yes" answers in %)
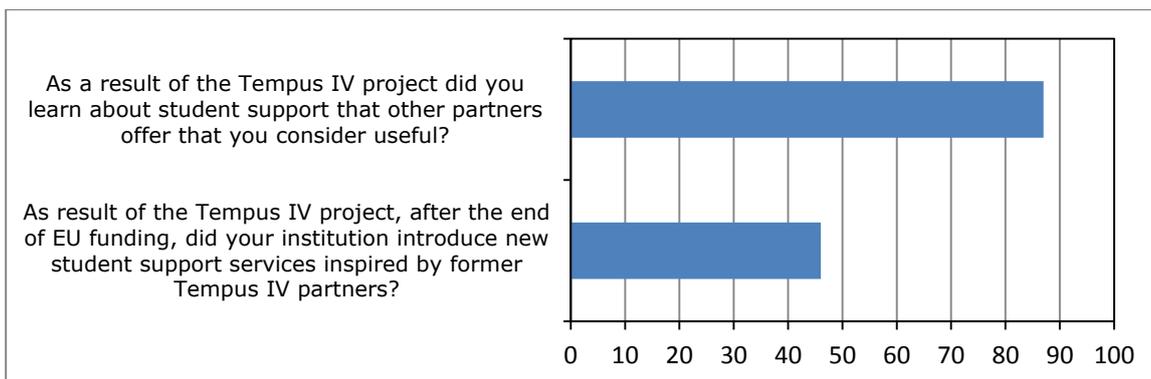
Figure 27: Satisfaction with achievements regarding student support services
("very or rather satisfied" in %)
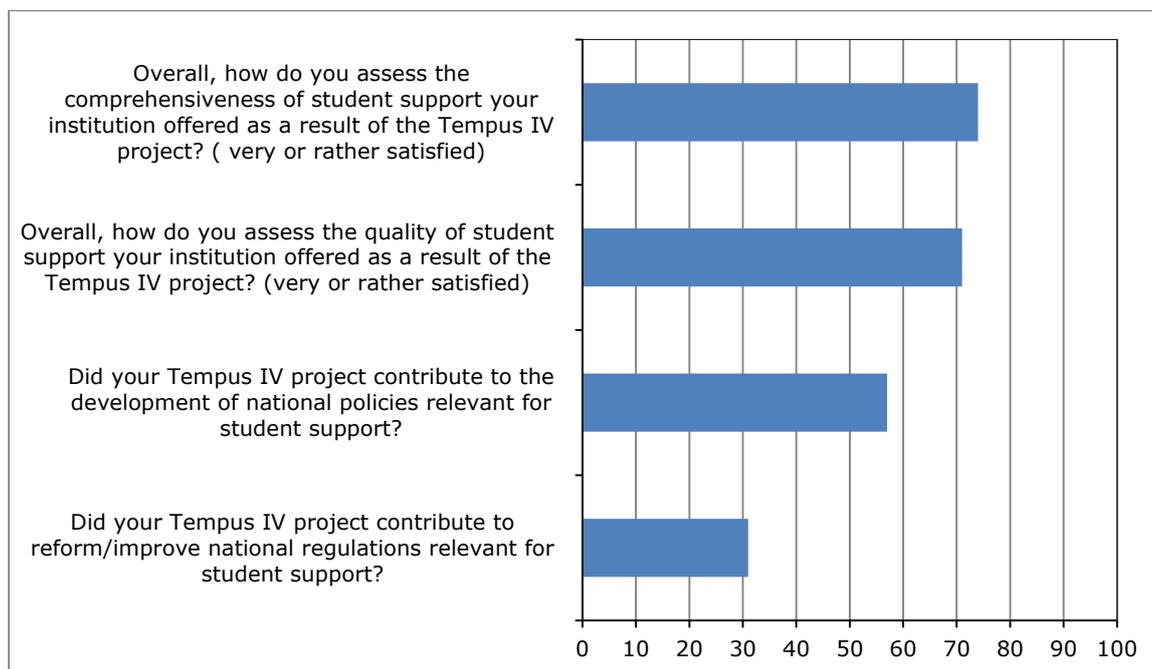
Figure 28: Importance for HEI of student support services (multiple choices of categories for 'top priority' were possible)
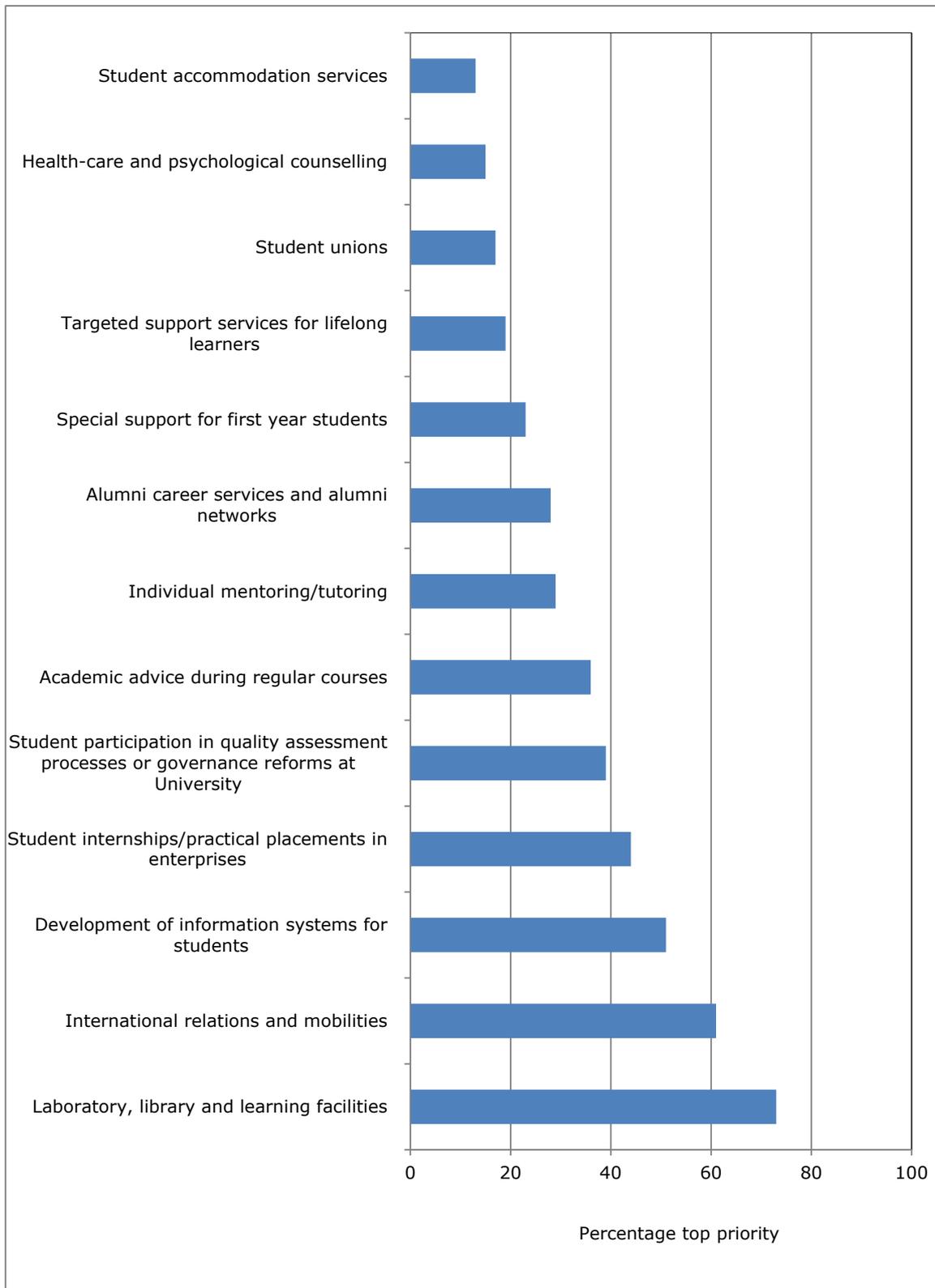
Figure 29: Opinions of professors about the importance of competences for accessing research jobs in academia and/or industry in their country
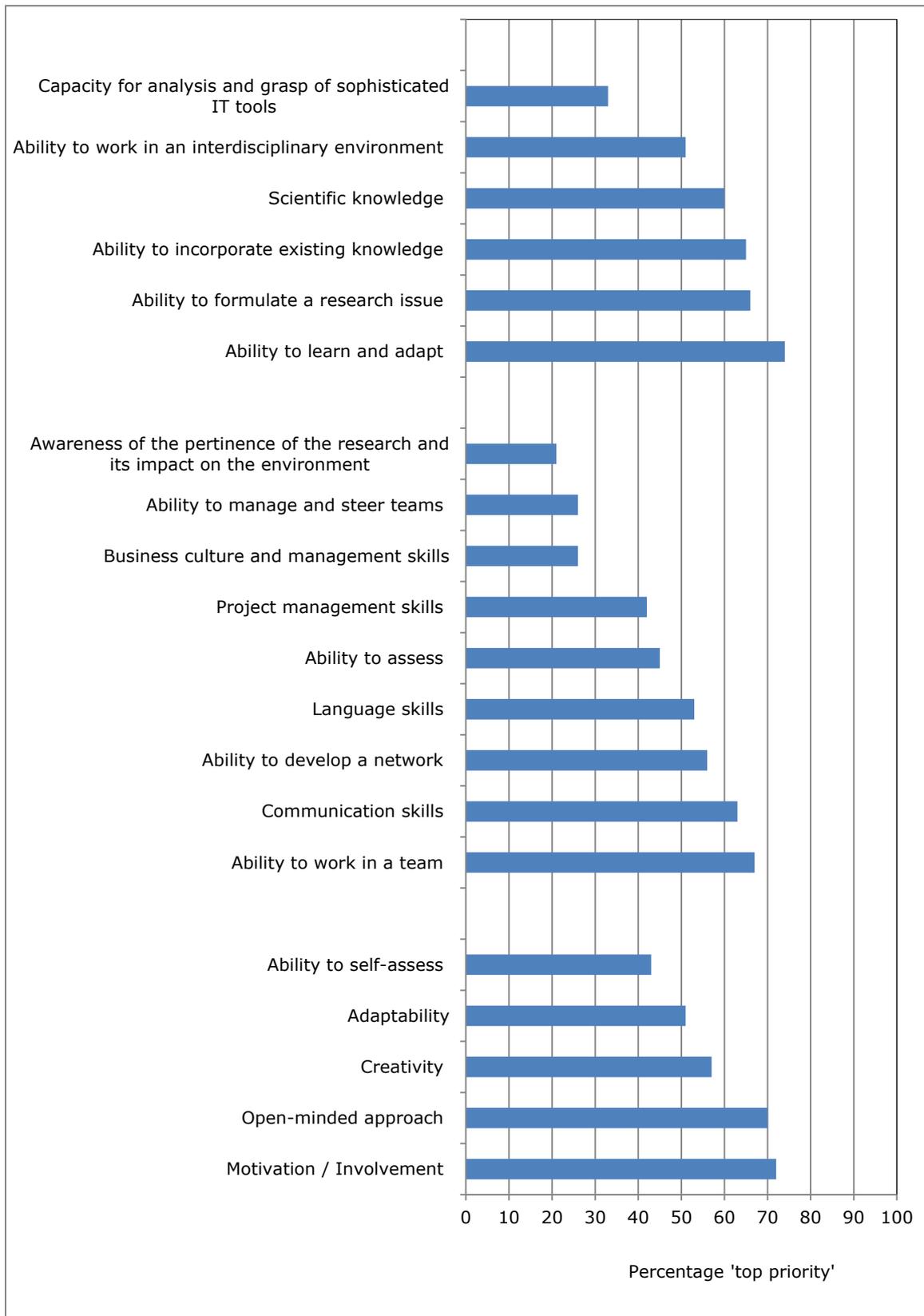
Appendix 2: Project fiches

The Education and Culture Executive Agency (EACEA) provided the attached project fiches as a suggested list of topic-related projects for the "Study of the achievements of Tempus IV projects in the development of student support services at universities in the Western Balkans". They are based on the project description submitted by the partner organisations in their application.

Project fiches illustrate the broad range of topics covered by selected Tempus IV projects and the number of partners involved in them. They are evidence of the internationalisation that occurred at Higher Education Institutions (HEIs) in the Western Balkans, as a result of the Tempus IV projects.

Project fiches have served as a reference to launch a study among participating HEIs about student support services established/promoted as a result of Tempus IV projects. This study did not have, as its objective to evaluate if and how each individual the Tempus IV project achieved each and every one of their objectives.

Reference	**144677-TEMPUS-1-2008-1-IT-TEMPUS-JPCR**
Title	**Development of master study programmes in education**
	The project development of "Master Study Programs in Education" aimed at improving the existing programs and the establishment of a new curriculum in master studies as regards education in Albania. The wider objectives were: • Establish a new vision and tradition for pedagogical higher education, making profit of the experience of participating countries in line with the most advanced and successful available experience. • Establish a new status for teachers and the specialists of educational sciences. • Contribute to a further development of professionalism in education. • Provide concrete basis for the re-planning of pre-service teacher training programs, according to the Western European Trends. • Create conditions for involving students and trainees in educational research. The project covered these aspects: 1. Curriculum 2. Expected skills at the end of the course 3. ECTS procedures and accreditation system 4. Student assessment 5. Internship 6. Final dissertation procedures Broader perspectives included also the impact on innovation of curricula for training of other teachers (primary education, special needs, arts, technology) as well as production of the new tools, including handbooks on assessment, on internship and thesis procedures (lifelong learning concept). Two central parts of the project were fundamental revision of the curricula for master studies in teacher education and educational sciences and the design of the new master programs. The revision had the main aim to make the curricula updated and consistent with EU standards and EHEA requirements and to harmonize the structure of curricula within all faculties in the countries that participants in the project. The establishment of the new master programs in three Balkan countries had the main aim to prepare the specialists of education according to their needs.
Coordinator	LPS Laboratorio di Pedagogia Sperimentale – Diped – Dipartimento di Progettazione Educativa e Didattica – Università Roma Tre Via del Castro Pretorio 20 Roma 00185,Italia Phone: 00390657339674 Fax: 00390657339662
Contractor Partners	Università Roma Tre Via Ostiense 159 Roma 00154, Italia Phone: 00390657335736

	Fax: 00390657335736
	CDELL - University of Nottingham, United Kingdom Danish School of Education - University of Arhus, Denmark
	Faculty of Education, Kosovo
	Faculty of Social Sciences, Tirana Albania
	Graduate School, Former Yugoslav Republic of Macedonia (FYROM)
	University of Pristina, Kosovo
	Graduate School, Tetovo

Original Project Budget:	991.470
Maximum Grant Awarded	880.582
Contract Duration	24 months
Approved Project budget	923.748

Reference	**144684-TEMPUS-1-2008-1-RS-TEMPUS-JPHES**
Title	**WBC virtual manufacturing network – fostering an integration of the knowledge triangle**
Description	Within the knowledge triangle of education, research and innovation in the area of virtual product and process development the proposed TEMPUS project intended to establish efficient and effective mechanisms and structures of collaboration between key actors for the knowledge triangle throughout the WBC region - HE institutions, enterprises (especially SMEs), research and innovation centers, local and regional authorities. The project aimed to contribute to enhance and modernize HE capacity in the area of virtual manufacturing technologies, as a core condition for success of renewed Lisbon strategy. Part of purpose of the project was: 1. To set up and equip regional Collaborative Training Centers in four WBC countries 2. To enlarge VMnet network throughout the WBC region, bringing new experts and members of academia, research, business and governments 3.To develop, assess and implement new regional model for university-enterprise cooperation 4. To modernize and adjust vocational training programme to address the needs of small business and labor market 5.To provide students with opportunity to gain practical experience in industry 6.To raise awareness in the society about necessity of integration of the knowledge triangle for the region prosperity and to ensure quality dissemination of project results and ideas
Coordinator	University of Kragujevac Sestre Janjic 6 Kragujevac 34000, Serbia
Contractor	University of Kragujevac Sestre Janjic 6 Kragujevac 34000, Serbia
Partners	C3M D.O.O., Slovenia Elcon Geeatevau D.O.O, Croatia Institute For Production Engineering (IPU), Denmark

METALIK D.O.O., Montenegro Regional Economic Develoment Agency of Sumadija and Pomoravlje, Serbia SCGM D.O.O., Serbia Tri best D.O.O., Bosnia and Herzegovina University of Banja Luka, Bosnia and Herzegovina University of Ljubljana, Slovenia University of Padova, Italia University of Podgorica, Montenegro University of Rijeka, Croatia	
Original Project Budget	720.370
Maximum Grant Awarded	686.670
Contract Duration:	45 months
Approved Project budget	720.370

Reference	**144856-TEMPUS-1-2008-1-RS-TEMPUS-JPGR**
Title	**International accreditation of engineering studies**
Description	The overall objective of this project was to enhance the quality and relevance of higher education in engineering area in partner countries and to reach the integration of partner country universities into the European university system by international accreditation of engineering studies. Fulfilling defined priorities for partner countries (both national and programme), the project aimed to finalize with three firm results: 1. Governance reform (University management and student services) where EU established standards for institution quality assurance and excellence would be introduced in at least one partner country and the results will be approved by international accreditation of such an organized institution. 2. Curricular reform (Modernization of curricula in at least two study programs) in partner countries in such a way that these programs would pass international accreditation. 3. Development of partnerships with enterprises, especially concerning EU standards for student internships and mobility, which is extremely important for engineering studies. Such students would be ready for EU labor market. This would contribute to more intensive relation between Higher education and society. At least two study programmes at different partner country faculties were to be accredited by relevant European Accreditation Agency (ASIIN) as a result of performed reform activities. The planned reform activities were to encompass: 1. Introduction of quality assurance system based on the best practice of recognized European engineering schools; 2. Improvement of laboratory, library, learning and teaching facilities (to procure necessary legal software, laboratory scale models, textbooks, blended learning facilities, etc.); 3. Local International Offices establishment; 4. Local Student Office improvement by development of informational system facilities; 5. Student practice organization through development of partnership with enterprises; 6. Indispensable curriculum corrections, and, 7. New teaching staff employment *(if necessary). International accreditation of selected study programs was anticipated by this project, too. Accredited study profile was to be more competitive in

	the increasingly contested education market.
Coordinator:	Faculty of Mechanical Engineering, University of Belgrade Kraljice Marije 16 Belgrade 11120, Serbia
Contractor	University of Belgrade Studentski trg 1 Belgrade 11000, Serbia
Partners	ASIIN Consult GmbH, Germany German University in Cairo, Egypt Imperial College London, United Kingdom Informatika, Serbia IvDam Process Control doo, Rep office of EMERSON Process Management for Serbia Mihajlo Pupin Institute, Serbia Robotina d.o.o., Slovenia Technical University of Munich, Deutschland Universitat Politècnica de Catalunya, España University Karlsruhe (TH), Germany University of Kragujevac, Serbia

Original Project Budget	853.536
Maximum Grant Awarded	643.235
Contract Duration	48 months
Approved Project budget	675.111

Reference	**145009-TEMPUS-1-2008-1-RS-TEMPUS-JPHES**
Title	**Conversion courses for unemployed university graduates in Serbia**
Description	One of the major goals of the EU society is to increase the adaptability of workers and enterprises, on the one hand, and the flexibility of labor markets, on the other. These goals could be achieved more efficiently if investing in human capital through better education and skills are encouraged. This area is where the project saw growing need for expert involvement in helping educated young people adapt to new demands and helping Serbian society to face the problem of large number of unemployed graduates. Relevant national authorities in Serbia, such as four biggest universities, the Ministry of Education and the National Council for Higher Education, but also National Employment Service and Serbian Chamber of Commerce, decided to take on the challenge of developing new teaching programmes which will provide additional skills, highly desired at the labor market. By identifying the employers' needs and allowing them to influence the Serbian national education system in order to contribute to increase its efficiency, one of the wider objectives of our Project, to achieve synergy of the HE system in Serbia with the labor market, was to be addressed. The main objective of the project was to increase the employability of the university graduates in Serbia by offering them to acquire additional integrated skills, complementary to their basic vocational

<table>
<tr><td></td><td>skills gained through their basic education. That was to be achieved by developing 8 Master Programmes for Graduate Conversion, in the field of engineering, agriculture, business and economy. In this way, mobility and employability of graduates in Serbia at local, regional, and European labor market was to be increased.
The developed courses were conducted through the Centres for Education Conversion, which were to be established at each of the four participating universities in Serbia, as one of the main goals of this project. A group of 300 graduates was to undergo the training within the duration of the Project.</td></tr>
</table>

Coordinator	University of Novi Sad Trg Dositeja Obradovica 5 Novi Sad 21000, Serbia
Contractor	University of Novi Sad Trg Dositeja Obradovica br.6 Novi Sad 21000, Serbia
Partners:	Galway-Mayo Institute of Technology, Ireland National Council for Higher Education, Serbia National Employment Service, Serbia Serbian Chamber of Commerce, Serbia University of Belgrade, Serbia University of Exeter, United Kingdom University of Kragujevac, Serbia University of Ljubljana, Slovenia University of Nis, Serbia Wageningen University, Nederland

Original Project Budget	877.750
Maximum Grant Awarded	666.422
Contract Duration	36 months
Approved Project budget:	701.586

Reference	**145010-TEMPUS-1-2008-1-RS-TEMPUS-JPHES**
Title	**Development of lifelong learning framework in Serbia**
Description	The main goal of this project was the development of lifelong learning framework in Serbia. It is important to emphasize that the project was in line with the national priorities: development of lifelong learning in the context of the reform of higher education in Serbia, the training of non-university teachers, development of partnerships with enterprises and employers, reduction of the unemployment and definition of qualification framework. In order to achieve the general objective of the project, development of national strategy for lifelong learning in Serbia ensuring a successful transition to knowledge-based economy and society, it was vital to create the institutional framework, develop institutional mechanisms and define the infrastructure for the realization of lifelong learning concept. In broader context, it aimed to enhance the quality and efficacy of human resources, form the sound basis for dynamic knowledge-based economy and contribute to greater social cohesion.

	Higher education in Serbia should constitute the major source of knowledge, skills and competences, but economy and employment sector should also more rely on universities and take advantage of closer cooperation with them. The public resources for education are very limited and private funding (e.g. from businesses) has not been enough mobilized. The proportions of GDP allocated to public expenditure on education and to research and development are 3.4% and 0.25% respectively. Therefore it is necessary to establish stronger and redefined ties between institutions of higher education, society and employment sector. Universities and other institutions of higher education should be the key poles of lifelong learning culture. But this calls for the reform of higher education process in the segment that relates to lifelong learning, making it more accessible to broad public ensuring the improvement of skills and qualifications and encouragement of innovation actions, entrepreneurship and knowledge transfer towards economic sector. In developing lifelong framework in Serbia it should be ensured that it will be in accordance with EU LLL polices on key competences for lifelong learning that defines the following eight domains: communication in the mother tongue, communication in a foreign language, mathematical literacy, science and technology, digital competence, learning to learn, interpersonal, intercultural, social and civic competences, sense of innovation and entrepreneurship and cultural awareness and expression. Serbian universities, headed by the University of Kragujevac, as the grant applicant of the project, attempted to achieve the specific aims of the project: monitoring and meeting of the existing and new knowledge and skills requirements, establishment of lifelong learning centers, development of core lifelong courses, setting up of teaching and learning environment based on ICT, development of National system for recognition and evaluation of formal lifelong learning, as well as other tasks envisaged by the project proposal. All the key stakeholders (government, universities, employers, commercial sector, municipality, etc.) had agreed to support the realization of these project goals since they are in line with the needs of ongoing social and economic reform in Serbia and the current European trends in the development of knowledge-based economy and greater social cohesion.
Coordinator	University of Kragujevac Jovana Cvijica bb Kragujevac 34 000, Serbia
Contractor:	University of Kragujevac Jovana Cvijica bb Kragujevac 34 000, Serbia
Partners	Aarhus University, Denmark Belgrade Information Technopark, Serbia City of Kragujevac, Serbia Ministry of Education, Serbia National Council of Higher Education, Serbia National Employment Service, Serbia SPARK, Nederland Union of Employers of Serbia, Serbia University of Craiova, Romania University of Novi Pazar, Serbia

	University of Technology and Life Science, Poland
Original Project Budget	599.582
Maximum Grant Awarded	534.354
Contract Duration	36 months
Approved Project budget	562.499

Reference	**145129-TEMPUS-1-2008-1-BA-TEMPUS-SMHES**
Title	**Matching competences in higher education and economy: From competence catalogue to strategy and curriculum development**
Description	The main objective of the project was the development and advancement of procedures and tools for assessing and improving the match between competences developed by institutions of higher education and those required by the labour market in the four Western Balkan partner countries. Tools were to be created for an up-to date linking strategy based on the European Qualifications Framework. These tools were to be based on knowledge transfer from EU partner universities, which have significant experience applying similar tools. In each of the four target countries, Competence and Observation Centres (COC) were to be established to serve as national knowledge transfer and training centres for higher education institutions, relevant stakeholders and as service centres for their home university institutions. Furthermore, the project was to have an observatory and documentation function about national strategy developments and processes. The key objectives were: 1. To develop or advance methodology and tools for assessing the match between skills and competences developed by institutions of higher education and those required by the labour market in 4 partner WB countries and develop recommendations for curricula adaptation. 2. To found four Competence and Observatory Centres (COC) which would serve as a national knowledge transfer and trainings centre for relevant stakeholders and as a service centre. 3. To conduct the knowledge/skills/competences analysis based on 8 pilot study projects.
Coordinator	University of Zenica Fakultetska 3 Zenia 72000, Bosnia and Herzegovina
Contractor	University of Zenica Fakultetska 3 Zenica 72000, Bosnia and Herzegovina
Partners	Fachhochschule Joanneum Gesellschaft mbH, Austria Ka Ho Sint-Lieven Gent, Belgium University of Girona (UdG), Spain University of Montenegro, Montenegro University of Novi Sad, Serbia University- Ss. Cyril and Methodius University; FYR of Macedonia Business Start-up Centre – World University Service Austria (WUS AUSTRIA), Austria
Original Project Budget	817.593

Maximum Grant Awarded	649.153
Contract Duration	36 months
Approved Project budget	681.050

Reference	**145158-TEMPUS-1-2008-TEMPUS-SMHES**
Title	**Fostering and developing the quality culture at the University of Pristina**
Description	The overall objective of the project was to foster and develop the Quality Culture at all levels as: teaching, learning, research, administrative and student support services while taking in to account perspectives of internal and external university stakeholders.

The project was aimed to contribute on constantly improving quality in teaching, learning, research and student support with the aim to strengthen the role of the University of Pristina to society and to assure comparability and accountability of UP. Comparability: In order to be able to compare, to benchmark different university institutions, UP needs to have comparable system of quality assurance. This leads to international cooperation, joint degrees and harmonization of higher education systems in general.

Accountability: Everyone in the process of delivering higher education needs to be accountable and responsible for their actions.

Organization of 17 workshops at each Faculty of UP with the aim of awareness-raising would contribute on active involvement of academic and non-academic staff and students as well in development of Quality Culture of their own institution.

University of Pristina was launching its new Doctoral Programs in October 2008. In Kosovo research is primarily carried out within the Doctoral Programs, as Government is not providing any extra funding for additional research. The project was aimed at developing specific guidelines for ensuring quality at doctoral studies/ research so that this new Doctoral Program would at least be better than the old ones.

Closer cooperation with the labour market that was to be introduced during the project would help UP to design study programmes that would enable graduates to fulfill labour-market needs. With this UP would take an important step towards making human resource development more relevant in Kosovo and would thus contribute substantially to the economic development in the region while at the same time enhancing the employability of UP graduates.

As several reports provided by the European University Association and most recently its Trends V report show, the provision of student support is a major factor in implementing a Quality Culture in higher education institutions. It facilitates the transition from high school into university and from university into the outside world and helps to effectively implement approaches to student-centred learning. Therefore, one aspect of the project was to be the connection of Quality Assurance with the provision of guidance and counseling services. Developing the alumni database, advancement of services offered by student support service center at UP and introduction of new services as counseling of students with disabilities and special needs were some of the activities planned in this context. Moreover the link between central student support service center and Faculties was foreseen as well on the project.

Self-assessment of 6 Faculties resulting with compilation of Self-

	assessment report, peer review group visits and Quality Improvement Plan for these units was aimed to make units accountable and comparable with other same units in Europe. Keeping up to date with the European trends in QA as participation of senior management of UP and Faculty Deans to European Quality Assurance Forums, exchange of experiences with EU partners and gaining of experiences as external reviewer to EU project partners would facilitate integration of UP to European Higher Education Area. Study-visit of QA Faculty based coordinators at partner countries would contribute to further capacity building at QA staff of UP. Development of five years draft of Quality Assurance Strategy based on inputs taken from all university stakeholders, and with active participation of experts from partner countries would enable UP to develop the roadmap toward European Standards on Quality Assurance.
Coordinator	University of Prishtina Rektorati, Nena Tereze, pn. Prishtina 10000,Kosovo
Contractor	University of Prishtina Prishtina 10000,Kosovo
Partners	Ministry of Education, Science and Technology (Kosovo) National University of Ireland Cork; also known as University College Cork, Ireland University of Salzburg, Austria University of Wuppertal, Germany World University Service Austrian Committee (WUS Austria), Austria

Original Project Budget	539.272
Maximum Grant Awarded	510.869
Contract Duration	42 months
Approved Project budget	537.771

Reference	**145677-TEMPUS-1-2008-1-RS-TEMPUS-SMGR**
Title	**Internal quality assurance at Serbian universities**
Description	The IQA and enhancement system at Serbian universities is built with the observance of the autonomy and specific character of the university units, on the basis of their positive experiences in the QA. Excellent experiences and efficient suggestions of EU partners were to be used for the development of the IQA system in the vertical line, from the level of individual HE process participants up to the university level. This was expected to also assist in a better interconnection among Serbian HE institutions, as well as their integration into the European HE area. In this respect, a formation of quality centres was planned at each university, with full engagement of students, teachers and administrative staff. At the same time, university information systems were to be improved and transparency achieved.
Coordinator	University of Nis Univerzitetski trg 2 NIS 18000, Serbia

Coordinator	University of Nis Univerzitetski trg 2 NIS 18000, Serbia
Partners	Middlesex University, United Kingdom National Council for Higher Education of Serbia, Serbia Sofia University St. Kliment Ohridski, Bulgaria University of Arts - Belgrade, Serbia University of Belgrade, Serbia University of Kragujevac, Serbia University of Novi Pazar, Serbia University of Novi Sad, Serbia University of Zilina, Slovakia
Original Project Budget	527.448
Maximum Grant Awarded	491.869
Contract Duration	39 months
Approved Project budget	518.193

Reference	**158764-TEMPUS-1-2009-1-RS-TEMPUS-JPGR**
Title	**New library services at Western Balkan universities**
Description	The aim of the project submitted by University library of Belgrade, University Library of Kragujevac, University library of Nis, University library of Montenegro, University library of Sarajevo and University library of Tuzla were to ensure modernization of the existing university library networks, to establish new Web based library services and institutional repositories and to implement European standards in university learning environment. During the project period existing library networks were going to be upgraded to ensure the whole range of Web based ILS services. Institutional repositories for university e-documents with searching and harvesting facilities were to be established as well. Partner university libraries have joined together in this project because of their similar library experience. Being a part of larger Western Balkan library network, named COBISS Net, new established model of learning environment may also be the pilot model for other universities in Western Balkan. Project was based on numerous training programmes that should wide up information knowledge and skills of university researchers and establish new learning attitudes among students. Sustainability of the project would be based on the already established system of financing of the existing library network model.
Coordinator	University of Belgrade Bulevar kralja Aleksandra 71 Belgrade 11000, Serbia
Contractor	University of Belgrade Studentski trg. 1 Belgrade 11000, Serbia
Partners	Middlesex University, United Kingdom University of Kragujevac, Serbia

	University of Maribor, Slovenia University of Montenegro, Montenegro University of Nis, Serbia University of Sarajevo, Bosnia and Herzegovina University of Tuzla, Bosnia and Herzegovina University of Vienna, Austria
Original Project Budget	697.525
Maximum Grant Awarded	590.672
Contract Duration	36 months
Approved Project budget	656.552

Reference	**158926-TEMPUS-1-2009-1-RS-TEMPUS-SMGR**
Title	**Governance and management reform in higher education in Serbia (GOMES)**
Description	The Project GOMES has been designed to support the structural reform of higher education in Serbia and the strategic framework development adopted at the national level by the National Council of Higher Education (NCHE), Ministry of Education (MoE) and the Conference of Serbian Universities (CSU). In the last years, the higher education reform in Serbia has been conducted entirely in the spirit of the Bologna Process and has encompassed the principal aspects of this Process, including ECTS, curriculum development, external and internal quality assurance, accreditation, qualifications frameworks. The reports presented at the Ministerial Conferences related to the Bologna Process stocktaking have demonstrated undeniable successes in this process. However, at this moment, the Serbian higher education system is faced with the need to critically reconsider the obtained results and continue the reform processes, enhancing the quality and relevance of higher education institutions, as well as the convergence with the current EU developments. Accordingly, this project was oriented towards several selected lines, in accordance with both the priorities of Tempus and the decisions adopted at the level of NCHE. Having in mind the national importance of the project, the guidance was to be assigned to a Steering Committee, composed of the highest representatives of NCHE, MoE, SCU and the Student Association of Serbia, as well of the Universities of Belgrade and Novi Sad (Novi Sad being the Grant-holder of the project). On the basis of a proposal formulated by NCHE, the Government of the Republic of Serbia initiated recently the important work on the reformulation of the Strategy of the Development of Higher Education in Serbia. Within many aspects of this complex activity, this project was to focus on the problem of functional integration of the Serbian universities. Integration of Serbian universities represents, according to the recent conclusions of NCHE and CSU, one of the main obstacles in the improvement of quality of both education and research at Serbian universities, divided into faculties which possess a high degree of autonomy. Adequate measures were to be proposed, so that the partner universities would be in the position to implement them and provide an adequate feedback. All Serbian universities were to be reorganized according to the adopted model. Within this part of the project, attention was also to be paid to the adaptation of the LHE to the needs of the continuation of the reform of the higher education system.

	National standards for quality assurance have been adopted by the NCHE in 2006, and applied in the process of accreditation of all higher education institutions in Serbia, which started in 2007 and which will be terminated by the end of 2009. The accreditation process has been led by the Committee for Accreditation and Quality Assurance (CAQA), nominated by the NCHE according to the Law on Higher Education (LHE). During the process, a lot of experience has been acquired. According to this experience and the desire to maximally harmonize the actual standards with the EU standards, the project was to be focused on the formulation of new standards for external quality assurance. Within this general orientation, the emphasis was to be laid on the introduction of learning outcomes in the formulation of study programmes, reconsideration of the list of degrees and titles obtainable at the higher education institutions, reorganization of external quality assessment bodies at both the national level and the university level, enhancement of the student participation at all stages of quality assessment and tuning of the study programmes between the Serbian universities and the selected EU universities.
Coordinator	University of Novi Sad Trg Dositeja Obradovica br. 6 Novi Sad 21000, Serbia
Contractor	University of Novi Sad Trg Dositeja Obradovica br.6 Novi Sad 21000, Serbia
Partners	Conference of University of Serbia, Serbia Council of Europe, France Jagiellonian University, Poland Ministry of Education, Serbia National Council of Higher Education, Serbia Singidunum University, Serbia State University of Novi Pazar, Serbia Student Conference of Serbian Universities, Serbia Technical University of Crete, Ellas Università degli Studi di Firenze, Italia Université de Versailles Saint Quentin en Yvelines, France University of Arts, Serbia University of Belgrade, Serbia University of Kragujevac, Serbia University of Nis, Serbia

Original Project Budget	871.683
Maximum Grant Awarded	787.263
Contract Duration	45 months
Approved Project budget	869.011

Reference	**159034-TEMPUS-1-2009-1-XK-TEMPUS-JPHES**
Title	**Kosovo interdisciplinary knowledge triangle center - PhD based education, research and training for medical and natural sciences**
Description	The project Kosovo Interdisciplinary Knowledge Triangle Center PhD

<table>
<tr><td></td><td>based Education, Research and Training aimed at improving the conditions for the development of professional research capacities and PhD study programmes at Faculties for Medical & Natural sciences at the University of Pristina (UP). Thus the project followed the aim of supporting the UP in fulfilling a central role in Kosovo's innovation system and society according to the Lisbon convention and Bologna Process.

It was initiated by the UP and involved faculties, in line with Kosovo University and Education Ministry strategies. It followed the TEMPUS programme objectives and priorities for Higher Education and Society, and current European Innovation, Research and development policies. The project was devoted to the contribution to the aim that the UP and thus Kosovo come closer to the European Research Area and to the European Higher Education Area. Also the national Tempus priorities for Kosovo address the issues of Knowledge triangle: education-innovation-research and Training courses for public services, in the area of Higher Education and Society.

The project objectives were:

- To support the UP in the improvement of conditions and capacity building for both current and future PhD study programs by development of a clear strategy for target areas based on analytical assessment and benchmark analysis. 30 current PhD students were to visit the partner institution in Scotland and attend intensive 2-week trainings. Future generations were expected to profit from project results.

- To contribute to an interdisciplinary knowledge triangle of education, research & innovation and advanced training by establishing an Interdisciplinary Knowledge Triangle Centre - To support UP's capacity building by initiating a PhD study programme, developing models for future RD projects and conducting 2 pilot projects.

- The adoption and promotion of the knowledge triangle approach was key to the capacity-building of a range of subject disciplines. The three dimensions of the traditional knowledge triangle approach were to be supplemented by a further dimension, namely a lifelong learning (LLL) training component. The relevance of the problem solution and thus of the goals of this project anchored in the state Strategy for Higher Education Development and the relevant strategies of the University of Pristina. The Target Faculties for Medicine and Mathematics & Natural Sciences are specifically in line with UP's development strategies, and in particular with its attempt to gradually remodel UP according to the systems of the most advanced universities, such as the models in place at the EU project partners' institutions. Moreover, addressing these problems was to fit exactly to the following two of Kosovo's strategic HE objectives (1) advancing of the capacity for research and scientific work, and (2) development of a complete and functional infrastructure of the higher education. This is also why these problems have been selected as target for this specific project.</td></tr>
<tr><td>Coordinator</td><td>University of Pristina
Rrethi i Spitalit, Bulevardi i Deshmoreve, n.n.
Pristina 10000, Kosovo</td></tr>
<tr><td>Contractor</td><td>University of Pristina
Str. Mothere Tereza str. n 5</td></tr>
</table>

	Pristina 10000, Kosovo
Partners	Austin, Pock and Partners Gmbh, Austria Edinburgh Napier University, United Kingdom Ghent University, Belgium K-Cirt-Kosovo Center for International Higher Education, Research and Medical University of Vienna, Austria Ministry of Education, Science and Technology, Kosovo World University Service (Wus) Austria

Original Project Budget	1.042.963
Maximum Grant Awarded	934.764
Contract Duration	48 months
Approved Project budget	1.032.799

Reference	**510985-TEMPUS-1-2010-1-RS-TEMPUS-JPHES**
Title	**Improvement of students' internship in Serbia**
Description	Number of European declarations (Bologna and Bonn), reports of EU Commission and national reports (Serbia 2009 Progress Report; Linking the worlds of work and education through Tempus; Revised and Extended National Program for Integration of Republic of Serbia in EU) state the importance of university - enterprises cooperation. Universities and enterprises cooperation could be straightened through: internship and trainee exchange, joint research, LLL. The general objective of this project was better interaction between universities and enterprises for timely preparation of the university graduates for the labour market. This project was expected to contribute to the improvement of the model of students' internship in social sciences, humanities, business and management, natural sciences and technologies and to enhance communication channels between universities and enterprises through which transfer of know-how from universities to enterprises in the particular fields were to be achieved. This project was to work on the definition of models for students' internship in selected fields based on experiences of EU partners. In the following steps all necessary steps in all target groups were to be performed (trainings and improvement of capacities) for the preparation of students' internship according to the enhanced model. Students' internship was to be organized, on developed basis and models, carefully monitored and evaluated in order to provide feedback for further improvement. Finally university - enterprises communication canals and practice were to be improved through development of contact offices, raising awareness and trainings in the field of concepts of technology transfer, innovation and innovative culture, negotiation skills, legal issues, good practice and project management. Project results, dissemination and sustainability of the project results should contribute to better university - enterprise cooperation, employability of students and their practical skills and knowledge.
Coordinator	University of Kragujevac Sestre Janjic, 6 Kragujevac 34000, Serbia
Contractor	University of Kragujevac

	Jovana Cvijica, bb Kragujevac 34000, Serbia
Partner	AIESEC Local Committee Kragujevac, Serbia Aristotle University of Thessaloniki, Ellas Coventry University, United Kingdom ENERGETIKA, d.o.o., Serbia JKP Novosadska Toplana, Serbia NIIT d.o.o., Serbia NISSAL, d.o.o., Serbia Politecnico di Torino, Italia Serbian Association of Employers, Serbia UNIOR Components, a.d., Serbia University of Belgrade, Serbia University of Nis, Serbia University of Novi Sad, Serbia Univerza v Ljubljani, Slovenia

Original Project Budget	717.133,26
Maximum Grant Awarded	621.117,01
Contract Duration	36 months
Approved Project budget	693.086,3

Reference	**511084-TEMPUS-1-2010-1-RS-TEMPUS-JPHES**
Title	**Production and profitability improvement in Serbia enterprises by adopting lean thinking philosophy and strengthening enterprise - academia connections**
Description	The wider objective of this project was the development of partnership between universities and enterprises in order to improve practical aspects of the Bologna process implementation in Serbian Universities. Also, the goal was to help enterprises to become more competent in order to prepare themselves for real, free market. The specific objectives were: capacity building for cooperation between universities and enterprises, specifically to work together on resolving Lean implementation practical problems and educating their employees, educating and training university staff and students in Lean thinking, and improve existing curricula with Lean thinking philosophy. Improved curricula were to enable students to get more practical knowledge (they will get opportunity for practical placement in enterprises - members of consortium) and better prepare them for the first day of their employment. By adjusting curricula and accepting methodology for teaching Lean from EU partners, the project was to fulfill Bologna process requirements for more practical knowledge. Established Lean Thinking Centres were to become a starting point for spreading knowledge and ideas about Lean thinking and they were to offer that knowledge to all of the Serbian enterprises, in order to improve really low productivity rate of the whole Serbian economy.
Coordinator	University of Novi Sad Trg Dositeja Obradovica 6

	Novi Sad 21000, Serbia
Contractor	University of Novi Sad Trg Dositeja Obradovica br.6 Novi Sad 21000, Serbia
Partners	Chalmers University of Technology, Sweden Chamber of economy of Vojvodina, Serbia Fabrika Auto Delova, Serbia Japan Tobacco International A.D. Senta, Serbia Metalac Company, Serbia Provincial Secretariat for Economy, Serbia Serbian Chamber of Commerce, Serbia Tarkett Eastern Europe, Serbia Unimet d.o.o., Serbia University of Belgrade, Serbia University of Kragujevac, Serbia University of Ljubljana, Slovenia University of Nottingham, United Kingdom

Original Project Budget	984.577,62
Maximum Grant Awarded	781.977,3
Contract Duration	36 months
Approved Project budget	870.006,3

Reference	**511126-TEMPUS-1-2010-1-RS-TEMPUS-SMGR**
Title	**Enhancing the quality of distance learning at Western Balkan higher education institutions**
Description	The DL@WEB project was designed to improve the quality and relevance of distance education (DL) at Western Balkan higher education institutions and to enable easier inclusion of partner country institutions into European Higher Education Area. The main project objective was to improve, develop and implement accreditation standards, guidelines and procedures for quality assurance of DL study programs at national system levels in WB countries. Those standards were to assimilate the quality of DL courses offered by higher education institutions in WB countries. Developed standards would be incorporated into existing legal and sublegal acts at the national levels and also at the HE institutional levels, in University regulatory documents. In order to provide solid base for the implementation of newly developed accreditation standards, the DL@WEB project aimed to build the necessary capacities trough establishing a framework for improving eLearning methodology and DL quality assurance at HE institutional level, which will be incorporated in University regulatory documents in Western Balkan beneficiary countries. Furthermore, the DL@WEB project was to provide extensive training for all levels of staff involved in accreditation or delivery of DL study programs, from teaching staff, trainers, evaluators, official accreditation reviewers and HE public authorities from each beneficiary PC. Quality Control and Monitoring of project activities and results by internal and external mechanisms was to be realized continuously throughout the whole duration of the project and evaluated at several levels. The project aimed to make a wide impact on the national

	accreditation systems in WB partner countries, and thus the synergy of Western Balkan higher institutions and national Ministries of Education, National Councils for Higher Education and Commissions for Accreditation from Serbia, Montenegro and FYRM was expected to be the best guarantee of the sustainability of project results beyond its life time
Coordinator	University of Kragujevac Svetog Save, 65 Cacak 32000, Serbia
Contractor	University of Kragujevac Jovana Cvijica , b.b. Kragujevac 34000,Serbia
Partners	Commission for Accreditation and Quality Assurance, Serbia Council of Higher Education, Montenegro FON University, Former Yugoslav Republic of Macedonia (FYROM) Ministry of Education and Science of Montenegro, Montenegro Ministry of Education and Sciences, Former Yugoslav Republic of Macedonia (FYROM) Ministry of Education, Serbia National Council for Higher Education, Serbia Ss. Cyril and Methodius University in Skopje, Former Yugoslav Republic of Macedonia (FYROM) The European Foundation for Quality in eLearning, Belgium Universite D'Aix-Marseille, France University Macerata, Italia University Mediterranean, Montenegro University of Belgrade, Serbia University of Montenegro, Montenegro University of Nis, Serbia University Primorska Faculty of Management Koper, Slovenia

Original Project Budget	822.144,13
Maximum Grant Awarded	713.818,93
Contract Duration	38 months
Approved Project budget	793.132,15

Reference	**511224-TEMPUS-1-2010-1-AT-TEMPUS-JPHES**
Title	**INTERFACE - developing and setting up measures for initiating, enhancing and sustaining higher-education-society cooperation**
Description	The project "INTERFACE" aimed to contribute to ensure that the targeted Universities (PCU) are able to facilitate the graduates' entrance into the labor market through enhanced partnerships with enterprises, to set up - based on these partnerships - an institutionalized lifelong learning (LLL) system, and to establish a quality improvement system through coordinated contact with alumni. More specifically, the project aimed at enhancing the employability of alumni, at ensuring LLL and on the job training for academics, at fostering transfer and multiplication of knowledge to society and thus at combating brain drain. Moreover, the institutionalized contact to alumni working for enterprises was to help setting up a continuous learning and quality improvement system at the PCUs which will be using the

<table>
<tr><td></td><td>input given by their alumni.
In order to achieve these goals, firstly, each PCU was to conduct an analysis of already existing activities related to the domain of this project. Additionally, good practice examples from the EU partner universities (EUU) were to be reviewed. Secondly, a strategy was to be developed at each PCU on how to fill the existing gaps when it comes to setting up linkages to enterprises and society at large. Thirdly, so called Interface Centers (IC) were to be established at each PCU. They were to be the main responsible body at each PCU with regard to the universities' relations with students about to graduate, with alumni, with enterprises and with society at large.
The ICs launched their operations through the implementation of a pilot project at each IC. These were dealing with either career counseling, alumni relations or LLL.
The results achieved within this project were to be disseminated through roadshows, open days, a web portal and a visibility package and through the final conference and local workshops open to the public.
 3-year business plans were to be developed to ensure the sustainability of the ICs beyond the project period.</td></tr>
<tr><td>Coordinator</td><td>Karl-Franzens-Universität Graz
Universitaetsplatz, 3
Graz 8010, Austria
Internet site address: http://international.uni-graz.at</td></tr>
<tr><td>Contractor</td><td>Karl-Franzens-Universität Graz
Universitaetsplatz, 3
Graz 8010, Österreich</td></tr>
<tr><td>Partners</td><td>AbsolventInnenverein der Studiengänge Management, Österreich
European University Continuing Education Network, Belgium
First Private University, Former Yugoslav Republic of Macedonia (FYROM)
Institute for Strategic Research and Education, Former Yugoslav Republic of Macedonia (FYROM)
New Bulgarian University, Bulgaria
Polytechnic University of Tirana, Albania
Serbian Unity Congress Serbia, Serbia
Student Parliament of University of Sarajevo, Bosnia and Herzegovina
Student Union of University of Mostar, Bosnia and Herzegovina
University of Liverpool, United Kingdom
University of Mostar, Bosnia and Herzegovina
University of Nis, Serbia
University of Novi Sad, Serbia
University of Sarajevo, Bosnia and Herzegovina
University of Tirana, Albania
University "St.Kliment Ohridski" Bitola, Former Yugoslav Republic of Macedonia (FYROM)
Wirtschaftsuniversität Wien, Austria
World University Service - Österreichisches Komitee, Austria</td></tr>
</table>

Original Project Budget	1.032.890,26
Maximum Grant Awarded	855.924,99
Contract Duration	42 months
Approved Project budget	951.027,77

Reference	**511332-TEMPUS-1-2010-1-RS-TEMPUS-SMGR**
Title	**Strengthening student role in governance and management at the universities of Serbia in line with the Bologna Process (SIGMUS)**
Description	The Project SIGMUS was designed to strengthen the role of students in governance and management at the Universities of Serbia in line with the Bologna process. The models of student services in the EU partner countries were to be in-depth examined through training periods at EU university partners and at EU student associations, with the aim to implant their knowledge and experience in Serbia. Furthermore, strengthening of student representative bodies was to be made through detailed planning of capacity building of the student representative bodies and developing on-line visibility of student parliaments through creating web portals. Moreover, training programs for trainers were to be held at EU partner universities. In order to improve current involvement of students in the implementation of Bologna process, seminars on student participation in the implementation of Bologna process were to be held at all universities in Serbia with participation of EU partner institutions. Establishment and development of student services at Serbian Universities was another important task of the project. It was to be realized through creating a database of all student organizations in Serbia, implementing student e-services, creating alumni organizations for each university in Serbia and establishing the Student Mentors Pool. The project consortium was to devote full attention to the mechanisms of evaluation and quality control and monitoring of the project activities and outcomes, in the form of internal and external evaluations. The project results were to be nation-wide disseminated, and also available to the higher education institutions in the area. Having in mind that the project is of high national priority, it had full support from all Serbian Universities, as well as from the Ministry of Education and the National Council for Higher Education; this was expected to be the best guarantee for sustainability of the project beyond its duration.
Coordinator	University of Belgrade University Clinical Center of Serbia, Pasterova ulica, 2 Belgrade 11000, Serbia
Contractor	University of Belgrade Studentski trg 1 Belgrade 11000, Serbia
Partners	Middlesex University, United Kingdom Ministry of Education, Serbia National Council of Higher Education, Serbia State University of Novi Pazar, Serbia Student Conference of Serbian Academy of Applied Studies (SKASS), Serbia Student Conference of Serbian Universities (SKONUS), Serbia Students' Alliance of Belgrade, Serbia Student Union BOKU, Austria Student Union of Serbia, Serbia Technical University of Crete, Ellas The Assoc. of Directors of Serbian Schools of Applied Studies, Serbia University of Kragujevac, Serbia University of Maribor, Slovenia

	University of Megatrend, Serbia University of Nis, Serbia University of Novi Sad, Serbia University of Singidunum, Serbia University of Udine, Italy
Original Project Budget:	969.149,29
Maximum Grant Awarded	750.767,42
Contract Duration	38 months
Approved Project budget	834.311,42

Reference	**511382-TEMPUS-1-2010-1-ME-TEMPUS-SMHES**
Title	**Development of the lifelong learning concept at the University of Montenegro**
Description	The project broad aim was to improve learning opportunities in Montenegrin society at large and achieving higher employability. This was to be achieved through the development of LLL university strategy with the aim to: • Enable wider access to higher education • Incorporate non-formal and informal education into the overarching national qualification framework • Enhance partnerships with relevant social partners Taking into consideration the complexity of the process, it was planned to focus on several aspects, addressing each with an appropriate set of activities. Therefore, it was expected that throughout, by the end, and after the project implementation: • Legislative framework for the introduction of LLL concept was to be developed -cooperation with enterprises in view of LLL concept and university-enterprise cooperation was to be improved • Learning opportunities for adults Flexible learning paths for adults were to be improved • Connections between stakeholders were to be improved to improve vertical and horizontal access • Basis for introducing procedures for validation of non-formal and informal learning were to be introduced • Comprehensive dissemination campaign on LLL concept in society at large was to be implemented • Conditions for the exploitation of the project results immediately and after the project end were to be developed • Day-to-day and overall management process was to be secured –and quality plan implemented.
Coordinator	University of Montenegro Cetinjska 2 Podgorica 20 000, Montenegro
Contractor	University of Montenegro Cetinjska 2 Podgorica 20 000, Montenegro
Partners	Center for Vocational Education, Montenegro Chamber of Economy of Montenegro, Montenegro Employment Agency of Montenegro, Montenegro Katholieke Universiteit Leuven (K.U. Leuven), Belgium Ministry of Education and Science, Montenegro

	University of Aarhus, Denmark University of Alicante, Spain World University Service - Austrian Committee, Austria
Original Project Budget	486.423,07
Maximum Grant Awarded	385.736,72
Contract Duration	29 months
Approved Project budget	428.834,6

Reference	**516758-TEMPUS-1-2011-1-GR-TEMPUS-JPGR**
Title	**Support and inclusion of students with disabilities at higher education institutions in Montenegro**
Description	The SINC@HE project has been designed to improve the quality and relevance of support and inclusion of students with disabilities in Montenegro. The main project objective was to create the conditions and standards that will assimilate the quality of inclusion of students with disabilities in EU HEIs and be harmonized according to EU practices and policies. Developed standards would be incorporated into existing legal and sublegal acts at the national levels and at the HE institutional levels. A long term objective of the outcomes was to strengthen the open society values regarding the inclusion of students with disabilities in HEIs. In order to provide a solid base for the implementation of newly developed inclusive standards the SINC@HE project was to build necessary capacities through establishing a framework for improving support and inclusion and quality assurance at HEIs that will be incorporated in HEI regulatory documents. HEIs have to keep the academic and non-academic staff well informed and trained on the needs of students with disabilities. Thus, the SINC@HE project was to provide extensive training for all levels of staff involved in support and inclusion of students with disabilities in HEIs. Quality Control and Monitoring of project activities and results by internal and external mechanisms were to be realized continuously throughout the whole duration of the project and evaluated at several levels. Considering the synergy of Ministry of Information society and Telecommunications, Association of youth with disabilities of Montenegro, Institute for Education and Rehabilitation of persons with hearing and speech disorders and DRUŠTVO STUDENTOV INVALIDOV SLOVENIJE, as well as the readiness of the university institutions from all beneficiary countries, the major assumptions for improving the support and inclusion of students with disabilities in HEIs are established and this was considered the best guarantee of the sustainability of project results beyond its life time.
Coordinator	University of Macedonia - Research committee Egnatias 156, KZ Thessaloniki 54006, Greece
Contractor	University of Macedonia - Research committee Egnatias 156, HΘ Thessaloniki 54006, Greece
Partners	Arcola Research LLP, United Kingdom Association of youth with disabilities of Montenegro, Montenegro Faculty For Management Herceg Novi, Montenegro Institute for Educ. and Rehab. of hearing and speech disorders, Montenegro

	Institute of Information Communication Technology, Montenegro
	Ministry of Information society and Telecommunications, Montenegro
	The Slovenian Association of Disabled Students, Slovenia
	University Mediterranean, Montenegro
	University of Donja Gorica, Montenegro
	University of Macerata, Italia
	University of Warsaw, Poland

Original Project Budget	640.482,74
Maximum Grant Awarded	553.257,23
Contract Duration	36 months
Approved Project budget	615.212,37

Reference	**516851-TEMPUS-1-2011-1-RS-TEMPUS-SMGR**
Title	**Equal access for all: strengthening the social dimension for a stronger European higher education area**
Description	Equal access to higher education provides advantage in access to labour market and represents a major tool for eradicating poverty and social exclusion. The project's aim was to increase chances of youth in Serbia to enter and remain in higher education (HE), especially Roma, persons with disabilities, rural population, young people from lower education families and other underrepresented groups.
	This project addressed identified problems of diversification of student body entering and completing HE by addressing following set of activities organized in nine work packages.
	First set of activities encompassed improvement of the policy framework for diversifying the student body entering and completing HE through: analysis of existing primary and secondary data on access and completion of HE, functioning of relevant institutions and organizations, exchanging experiences on institutional best practices of universities in Serbia and learning from best practices in EU partner countries.
	Second set of activities included improvement of the existing HE statistics in line with best European practices and support existing structures to improve data collection, analysis and dissemination. This was to support establishment of the evidence based policy making.
	Third segment of the project was dedicated to the piloting of measures intended for specific underrepresented groups. Purpose of this package was to use available set of policy instruments, pilot other identified instruments and verify effectiveness through innovative operation of student support service. This should have enabled the project team to fine-tune policy recommendations for decision makers.
	Improved policy recommendations, results from piloting of the effective support measures and enhanced statistical system of HE were to be consequently reflected in the improvement of existing national regulation through the draft Law on Pupil and Student Standards and changes to internal regulations of the universities.
Coordinator	University of Nis
Cirila i Metodija, 2
Nis 18000, Serbia
Contractor	University of Nis
Univerzitetski trg, 2
Nis 18000, Serbia

Partners	Association of Roma Students, Serbia Association of Students with Disabilities, Serbia Centre for Education Policy, Serbia Commissioner for Protection of Equality, Serbia Ministry of Education of the Republic of Serbia, Serbia Roehampton University, United Kingdom Social Inclusion and Poverty Reduction Unit, DPM Office, Serbia Statistical Office of the Republic of Serbia, Serbia St. Cyril and St. Methodius University of Veliko Turnovo, Bulgaria Student Conference of Serbian Universities, Serbia University of Belgrade, Serbia University of Novi Pazar, Serbia Universitat de Barcelona, Spain University of Arts in Belgrade, Serbia University of Maribor, Slovenia University of Novi Sad, Serbia
Original Project Budget	1.214.207,11
Maximum Grant Awarded	945.627,2
Contract Duration	42 months
Approved Project budget	1.050.697,2

Reference	**517117-TEMPUS-1-2011-1-IE-TEMPUS-JPHES**
Title	**Developing information literacy for lifelong learning and knowledge economy in Western Balkan countries**
Description	The main features of this project included the identification of best IL practice, transfer of knowledge, development and implementation of IL programs and training including online IL suites, development of IL policy and dissemination and exploitation of results across all participating countries. Wider objectives: The project aimed to further the Bologna Process for a Europe of knowledge by exploring inclusion of IL competencies in curricula. The creation, with Faculty, of curriculum-integrated IL programs (embedded in the three-cycle system (bachelor/master/doctorate), quality assurance and recognition of qualifications for the development of lifelong learning in society at large. These innovative technologies were to benefit all stakeholders such as undergraduate and postgraduate students, librarians, academic staff, ministries, national and public libraries, local communities. Specific objectives: • Development of IL programs for learners and their use in curricula. • Development of innovative online IL modules for lifelong learning. • Harmonization of the IL programs with those currently active in Western Balkan countries. • Strengthen the capacities of higher education institutions for the strategic planning and implementation of information literacy programs to instill transferable skills for a "competitive, dynamic, knowledge-based economy". • To develop IL policy, guidelines, - goals, mission. • To disseminate information about the approaches to IL development and ensure their sustainability. Principle outcomes and outputs:

	• Guidelines for planning IL programs. • Harmonized contents for the teaching of IL. • Training of IL practitioners. • Development of innovative online IL modules. • Implementation of the IL programs. • Dissemination and Sustainability of the IL programs.
Coordinator	Limerick Institute of Technology Moylish Park, null Limerick 0000, Ireland
Contractor	Limerick Institute of Technology Moylish Park, null Limerick 0000, Ireland
Partners	Agricultural University of Tirana, Albania Middlesex University, United Kingdom The National and University Library of Kosova, Kosovo Transylvania University of Brasov, Romania University Fan S Noli of Korce, Albania University of Bihać, Bosnia and Herzegovina University of Crete, Greece University of Mitrovica, Kosovo University of Montenegro, Montenegro University of Mostar, Bosnia and Herzegovina University of Sarajevo, Bosnia and Herzegovina University of Tirana, Albania

Original Project Budget	1.422.780,07
Maximum Grant Awarded	1.171.557,58
Contract Duration	48 months
Approved Project Budget	1.301.730,65

Reference	**517119-TEMPUS-1-2011-1-RS-TEMPUS-SMGR**
Title	**Development of career guidance aimed at improving higher education in Serbia**
Description	Number of European documents /Memorandum of lifelong learning, Resolution on better integration lifelong guidance into lifelong learning, ET2020.../ considers career guidance as key strategic component for implementing lifelong learning and employment strategies at national and regional levels. Career guidance contributes to higher efficiency in HE, higher level and better quality of human resource, addresses shortage of skills, decreases drop out, but also contributes to achieving significant objectives in field of employment. Project Careers was focused on development of career guidance in higher education as an integral part of development of system of career guidance in Serbia. Specific objectives of the project were: • Development of Program of Career Information, • Guidance and Education aiming to increase youth employability, • Enabling wider accessibility and variety of programs in Career guidance at Higher Education Institutions, • Raising the level of recognizing importance of Career Guidance by the policy makers and other stake holders and

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Development of CGC Programme for Youth and Methodology for CGC centers at Serbian HE institution.

The project was to try to contribute to the implementation of certain measures and activities of the National Strategy of career guidance and counseling which are primarily related to students. The document itself represents an important strategic framework and a platform for institutionalization, sustainability and further development and promotion of CGC in Serbia. Readiness of the State to be more actively involved in dealing with career guidance system and the establishment of centers of the state universities which work since 2006. Represent a suitable basis to integrate "bottom-up" and "top-down" processes in order to strengthen links between policy and practice in the area of career guidance.

Direct benefits of the project were expected for students, universities, academic staff, employers and policy makers.
</td></tr>
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Coordinator	University of Belgrade Studentski trg, 1 Belgrade 11000, Serbia
Contractor	University of Belgrade Studentski trg, 1 Belgrade 11000, Serbia
Partners	Beogradska otvorena skola (Belgrade Open School), Serbia Infostud 3 d.o.o., Serbia Ministry of Education, Serbia Ministry of Youth and Sport, Serbia Public Enterprise for electric energy transmission, Serbia Student Conference of Serbian Universities, Serbia Swansea University, United Kingdom The University of Padova, Italia University of Kragujevac, Serbia University of Nis, Serbia University of Novi Sad, Serbia University of Silesia in Katowice, Poland University Singidunum, Serbia

Original Project Budget	951.178,64
Maximum Grant Awarded	763.903
Contract Duration	42 months
Approved Project Budget	849.557,32

Reference	**517471-TEMPUS-1-2011-1-IT-TEMPUS-JPCR**
Title	**Network for post graduate masters in cultural heritage and tourism management in Balkan countries**
Description	The project aimed at creating a university network for Post Graduate Masters in Cultural Heritage and Tourism Management, starting also two Pilot Master Courses, one in Albania and one in Kosovo. Local institutions in the PC have in fact expressed their need to enhance cultural tourism in their countries as important element of cultural and sustainable economic growth; as result this also arises the demand for a professional figure with the skills and the proficiencies needed to work in this field. These aims were to be pursued by reviewing and reforming the actual

<table>
<tr><td></td><td>curricula of the PC with the Bologna Process guidelines and creating and implementing two master pilot courses (in Shkodra and Pritzen Universities). During the project many agreements with local institutions and enterprises were to be established, in order to create stages where the students can apply what they have learnt and help them enter in the labor market. The project was also to provide teachers and administration training thanks to the experience and the shared knowledge of the EU partners. The number of EU Partners is due to the fact that they cover all the interdisciplinary aspects of the project. Teachers and students were also to take advantage of short periods of study and stages in the EU partner countries. There were to be set quality assurance standards for the master degree. The master pilot was to be evaluated and then improved and implemented in the other PC, together with tutoring work to help the sustainability of the project. The dissemination activities were to include opening conferences, short term and medium term workshops on partial results, a website and publications on the final results. The publications aimed to serve as guideline for cultural tourism development, giving the PC the cultural bases for heritage management policies and aimed to contribute to the development of a sustainable tourism-based economy.</td></tr>
</table>

Coordinator	University "G.d'Annunzio" Chieti-Pescara via de' Vestini, 31 CHIETI I- 66013, Italia
Contractor	University "G.d'Annunzio" Chieti-Pescara via de' Vestini, 31 CHIETI I- 66013, Italia
Partners	Aleksandër Moisiu University of Durrës Albania, Albania Alma Mater Studiorum Universita' di Bologna, Italia Antiquity of Southeastern Europe Res. Centre, University of Warsaw, Poland Economic Faculty Shkodra University "Luigj Gurakuqi", Albania Institut Catala' D'arqueologia Classica, Spain Instituti i Monumenteve te Kultures "Gani Strazimiri", Albania Svimap Network, Italy Università Telematica "Leonardo Da Vinci", Italy University of Prizren, Kosovo World University Service Kosova Committee, Kosovo

Original Project Budget	849.899,93
Maximum Grant Awarded	706.843,37
Contract Duration	48 months
Approved Project budget	706.843,37

Reference	**530243-TEMPUS-1-2012-1-ES-TEMPUS-SMHES**
Title	**Developing third mission activities in Albanian universities**
	Albanian universities need to reinforce their role for the social and economic development of the country. This is a national priority stated in the Higher Education Strategy and in the Action Plan defined by national authorities. Teaching and learning and research, the traditional missions of universities, need improvements in order to support Albanian development. Additionally what is named university Third Mission (3M)

	needs also a stronger and deeper development in Albanian universities. The three groups of activities which are part of 3M (technology transfer, continuing education and social engagement) are still incipient in Albanian universities and a greater effort should be undertaken for making universities more responsive to social and economic needs, especially at regional level. This project U3M-AL focused on promoting 3M activities in Albanian universities, training university staff, establishing Regional Development Centres in charge of 3M activities in each public university and finally creating an Albanian network for promoting 3M activities at national level. The project U3M-AL was to try to promote cultural and structural reforms in universities but not only. The role of the socioeconomic environment was considered also critical for the success of this project. In this sense, the project was to promote the relationships with regional industry, employers, public authorities and the society at large. All of them were to be part of the activities developed in this project and in the remaining activities when the project will be over.
Coordinator	University of León Facultad de Educación - Campus de Vegazana, null LEÓN 24071, España
Contractor	University of León Avda. Facultad, 25 LEÓN 24071, Spain
Partners	Istituto Superiore Mario Boella, Italy Ministry of Education and Science, Albania Turun Yliopisto (University of Turku), Suomi / Finland Universidad Politecnica de Valencia, Spain Università di Roma "La Sapienza", Italy Universiteti Aleksandër Moisiu Durrës (University of Durres), Albania Universiteti Bujqesor i Tiranes (Agricultural Univ. of Tirana), Albania Universiteti Eqrem Çabej i Gjirokastrës (Univ. of Gjrokaster), Albania Universiteti Fan Noli i Korçë (University of Korça), Albania Universiteti i Vlores (University of Vlore), Albania Universiteti Luigj Gurakuqi i Shkodrës (University of Skodra), Albania Universiteti Politeknik i Tiranës (Polytechnic Uni. of Tirana), Albania University Solutions, Spain
Original Project Budget	866.075,12
Maximum Grant Awarded	727.825,2
Contract Duration	24 months
Approved Project budget	808.695,3

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