

TWINNING INTERIM QUARTERLY REPORT NUMBER 3



EUROPEAN COMMISSION

EU Delegation to Azerbaijan					
Reg. In No:	1688656		Date:	04.03.19	
	HoD	OPS	CFS	ADM	PEP
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TWINNING PROJECT  
INTERIM QUARTERLY REPORT

**Project Title:** Support to Strengthening the Higher Education System in Azerbaijan

**Partners:** Centre for Pedagogical Studies of the Republic of France (CIEP)

European Social Fund Agency (ESFA) (Lithuania)

Academic Information Center (AIC) (Latvia)

Ministry of Education of the Republic of Azerbaijan (MoE)

**Date:** 12 January 2019

READ AND APPROVED  
*[Signature]*  
17.03.2019  
17.03.2019  
17.03.2019

## LIST OF ABBREVIATIONS

ANO	Accreditation and Nostrification Office
AP	Action Plan
AzHE	Higher Education of Azerbaijan
AzQF	National Qualifications Framework of Azerbaijan
BC	Beneficiary Administration
BC	Beneficiary Country
BFUG	Bologna Follow-Up Group
BP	Bologna Process
CA	Contracting Authority
CEENQA	Network of Central and Eastern European Quality Assurance Agencies in Higher Education
CIMO	Centre for International Mobility
DG	Directorate General
ECTS	European Credit Transfer and Accumulation System
EHEA	European Higher Education Area
ENIC	European Network of Information Centres on Academic Recognition and Mobility
ENP	European Neighbourhood Policy
ENPI	European Neighbourhood and Partnership Instrument
ENQA	European Association for Quality Assurance in Higher Education
EQAR	European Quality Assurance Register for Higher Education
EQF	European Qualifications Framework
ESG	European Standards and Guidelines for Quality Assurance
ESU	European Students' Union
ETF	European Training Foundation
EU	European Union
EUA	European University Association
EUD	European Union Delegation
EUR-ACE	European Accreditation of Engineering Programmes
FP7	Seventh Framework Programme
HE	Higher Education
HEI	Higher Education Institution
HERE	Higher Education Reform Experts
INQAAHE	International Network for Quality Assurance Agencies in Higher Education
IQA	Internal Quality Assurance
JPL	Junior Project Leader
LLL	Lifelong Learning
MA	Master of Arts
MESRI	Ministry of Higher Education, Research and Innovation of France
MoE	Ministry of Education of the Republic of Azerbaijan
MS	Member State
MSP	Member State Partner
NAQAAE	National Authority for Quality Assurance and Accreditation of Education
NCP	National Contact Point
NGO	Non-Governmental Organisation
NQF	National Qualifications Framework
OECD	Organisation for Economic Cooperation and Development
OSCE	Organization for Security and Co-operation in Europe
PAO	Programme Administration Office
PhD	Doctor of Philosophy
PL	Project Leader
PSC	Project Steering Committee
QA	Quality Assurance
QF	Qualifications Framework
R&D	Research and Development
R&D&I	Research, Development and Innovation
RTA	Resident Twinning Adviser
SEC	State Exam Center of the Republic of Azerbaijan
S&G	Standards and Guidelines
STE	Short Term Expert

SWOT	Strengths, Weaknesses, Opportunities and Threats
TAIEX	Technical Assistance and Information Exchange
TNA	Training Needs Analysis
ToR	Terms of Reference
TRE	Twinning Review Expert
TRM	Twinning Review Mission
UAS	University of Applied Sciences
VAK	Higher Attestation Commission
VET	Vocational Education and Training

**Section 1: Project data**

<b>Twinning Contract Number</b>	ENI/2018/395-401
<b>Project Title:</b>	Support to Strengthening the Higher Education System in Azerbaijan
<b>Twinning Partners (MS and BC)</b>	Centre for Pedagogical Studies of the Republic of France (CIEP) European Social Fund Agency (ESFA) (Lithuania) Academic Information Center (AIC) The Ministry of Education of the Republic of Azerbaijan (MoE)
<b>Report Number:</b>	3
<b>Period covered by the report:</b>	13 October 2018 - 12 January 2019
<b>Duration of the project:</b>	13 <sup>th</sup> of April 2018 – 12 <sup>th</sup> April 2020 (24 months)
<b>Rapporteur:</b>	Mr. Bruno Curvale, MS Project Leader Mr. Shahin Bayramov, BC Project Leader

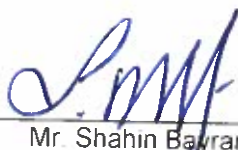
Signed and approved by Mr. Bruno Curvale, MS Project Leader and Mr. Shahin Bayramov, BC Project Leader.



Mr. Bruno Curvale

18.02.2019

Date



Mr. Shahin Bayramov

18.02.2019

Date

## **Section 2: Content**

This section describes the activities of the project. It is divided in five sections.

**2A – BACKGROUND**

**2B – ACHIEVEMENT OF MANDATORY RESULTS**

**2C – ACTIVITIES IN THE REPORTING PERIOD**

**2D – TIMING AND DELAYS**

**2E – ASSESSMENT**

## 2A - BACKGROUND

- Overall objectives

Overall objective and indicators of achievement	
To further develop Azerbaijan's higher education system through aligning it with a competence-based education approach.	
Indicator of achievement	State of achievement/ problems encountered
Positive assessment of the progress made towards the implementation of the Bologna Process (BP).	<p><b>Remarks from QP 1:</b></p> <ul style="list-style-type: none"> <li>The legislative documents in the BC impart already the notions of the Bologna Process principles, and there is a clear politic will to reinforce the collaboration between Azerbaijan and EU countries (for ex., all HEIs met so far consider mobility a priority). In general, focus groups demonstrated good knowledge of the European Higher Education Area (EHEA) basic principles, as well as willingness to shift towards student-centred learning and competence-based higher education. Yet the <b>practical implementation of the competence-based higher education</b> was named to be main issue both by the Ministry and HEIs.</li> <li>While the Bologna process is known by all universities encountered during the first missions of the project, there appears sometimes to be a misunderstanding and <b>confusion of what exactly covers the Bologna process</b> and whether it is still a relevant process for higher education reforms (for ex. at some universities, experts were asked if the Bologna process regulates the time for internships and whether it is still an appropriate framework for improvement of higher education as it was created twenty years ago). Further missions should continue to reinforce the overall understanding of the BP.</li> </ul> <p><b>Remarks from QP 2:</b></p> <ul style="list-style-type: none"> <li>The project continues to support and to make a greater awareness of the BP among different BC stakeholders. The remarks from the QP1 are relevant for QP2 as well.</li> </ul> <p><b>Remarks from QP 3:</b></p> <ul style="list-style-type: none"> <li>Analysis of legislative documents revealed that <b>the Bologna process principles are not enough reflected in local legislative acts in Higher Education. Recommendations were formulated</b> to improve the alignment of local legislative acts with the Bologna process requirements.</li> </ul>

- Project purpose

Project purpose and indicators of achievement	
To increase the institutional capacities of the Ministry of Education, higher education institutions and the Accreditation and Nostrification Office for the continued introduction of the principles, mechanisms, tools and policies of the European Higher Education Area (EHEA) and to ensure their consistent implementation and application supporting the shift towards a student-centred system.	
Indicator of achievement	State of achievement/ problems encountered
<ul style="list-style-type: none"> <li>MoE, higher education institutions and Accreditation and Nostrification Office have been trained on principles, mechanisms, tools and policies of the European Higher Education Area on student - centred concept;</li> <li>Processes and methodologies for streamlining competence-based education provision in line with</li> </ul>	<ul style="list-style-type: none"> <li>Work in progress under Component 1; no particular problems encountered so far;</li> <li>Work in progress under Component 3; no particular problems encountered so far;</li> <li>Work in progress under Component 4; no particular problems encountered so far</li> </ul>

<p>the EU best practices adapted to BC context developed and piloted.</p> <ul style="list-style-type: none"> <li>- The improved capacity of the Accreditation and Nostrification Office results in a compliance with the ESG.</li> </ul>	
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- **Policy Developments since the project start**

**Quarterly period 2:**

The **National Qualifications Framework for Lifelong Learning of the Republic of Azerbaijan (AzNQF)** was finally approved by the Cabinet of Minister of Azerbaijan with minor amendments on 18<sup>th</sup> July 2018.

**Quarterly period 3:**

1. The **State Program on Increasing the International Competitiveness of the Higher Education System in the Republic of Azerbaijan for 2019-2023** was adopted by the President of Azerbaijan on Nov. 16, 2018.
2. The **Decree on Amendments to the “Law on Education” of Azerbaijan** adopted by the President of Azerbaijan on Dec. 10, 2018 brought changes regarding the time of university rectors being in office: “The rectors for the state-owned higher education institutions are appointed for 5-year term”; Previously, the rectors were appointed for an indefinite period in office. The amendments to the law also introduced some other provisions, i.e. 16.3. accreditation of education institutions; 22.8-22.17 new provisions on doctorate studies; etc.
3. The **Decree on Conduct of Additional Measures to Improve the Attestation Process of Scientific and Scientific-Pedagogical Workers in Azerbaijan** dated of Nov. 28, 2018. The decree instructs the Higher Attestation Commission, Education Ministry and Academy of Sciences of Azerbaijan to draft proposals regarding the establishment of single electronic database in order to improve the rules for awarding scientific degrees and scientific titles, to improve management process in the field of assessment and monitoring of research activities, to ensure availability of a database on scientific research and ensure an open access to information concerning the field of science as well as to improve the quality of relevant statistic and analytical reports and submit the proposals to the President of the Republic of Azerbaijan. The Decree also instructs the Higher Attestation Commission to draft proposals on improving the work of this Commission. The decree stipulates that it aims to improve the attestation process of scientific and scientific-pedagogical workers in Azerbaijan and improve the quality of a scientific research in Azerbaijan given the challenges that exist on the global level
4. **Mr. Idris Isayev** was appointed a **Deputy to the Minister of Education** of Azerbaijan on **16 November 2018**. Previously, he served as a Deputy to the Minister of Labour and Social Protection of Azerbaijan.
5. On 17 January 2019 President instructed the Cabinet of Ministers to abolish the Accreditation and Nostrification Department and transfer its functions to the Ministry of Education.

- **Project Assumptions**

<b>Project Assumptions</b>	<b>Assessment of implementation</b>
<p><b>Project Purpose</b></p> <ul style="list-style-type: none"> <li>• The Government maintains its political will to modernise its higher education system,</li> <li>• Universities are willing to cooperate,</li> <li>• MS partners adapt to local context and constraints.</li> </ul>	<ul style="list-style-type: none"> <li>- All assumptions are implemented so far.</li> </ul>

<p><b>Component 1:</b></p> <ul style="list-style-type: none"> <li>• The Government maintains its political will to modernise its higher education system;</li> <li>• The MoE and the Ministry of Labour cooperate effectively in relation to the provision of data that informs about labour market needs and requirements;</li> <li>• The MoE deploys adequate human resources.</li> </ul>	<ul style="list-style-type: none"> <li>- The government maintains its political will to modernise the system;</li> <li>- MoE is willing to improve its collection of data on market needs and requirements, but has few available resources; the cooperation with the Ministry of Labour could be further strengthened;</li> <li>- The MoE deploys adequate human resources as according to their current capacities.</li> </ul>
<p><b>Component 2:</b></p> <ul style="list-style-type: none"> <li>• The Government maintains its political will to modernise its higher education system;</li> <li>• The MoE and Higher Education Institutions remain committed to reforming curricula;</li> <li>• The MoE and the higher education institutions deploy adequate human resources.</li> </ul>	<ul style="list-style-type: none"> <li>- N/A (component not started yet).</li> </ul>
<p><b>Component 3:</b></p> <ul style="list-style-type: none"> <li>• The Government maintains its political will to modernise its higher education system;</li> <li>• The Accreditation and Nostrification Office and higher education institutions cooperate effectively;</li> <li>• The Accreditation and Nostrification Office and higher education institutions deploy adequate human resources.</li> </ul>	<ul style="list-style-type: none"> <li>- <i>Assumptions are implemented so far</i></li> </ul>
<p><b>Component 4:</b></p> <ul style="list-style-type: none"> <li>• The Government maintains its political will to modernise its higher education system;</li> <li>• The MoE and Higher Education Institutions remain committed to reforming curricula;</li> <li>• The MoE and the higher education institutions deploy adequate human resources;</li> <li>• The legal decision-making process will be undertaken in a timely manner.</li> </ul>	<ul style="list-style-type: none"> <li>- <i>Assumptions are implemented so far</i></li> </ul>



## 2B - ACHIEVEMENT OF MANDATORY RESULTS

### Results under components

Results and indicators of achievement	State of achievement/ problems encountered
<b>Result 1 Selected National Education Standards are aligned to include a competence-based focus</b>	
<ul style="list-style-type: none"> <li>- A concept and methodology for transforming education standards to be competence-based is improved;</li> <li>- National education standards for programmes in three sectors are updated;</li> <li>- A methodology for transforming labour market intelligence into programme specific education requirements is developed;</li> <li>- National classifications for programmes in three sectors are developed;</li> <li>- Visibility materials are developed that informs about the benefits of competence-based education;</li> <li>- A study visit of up to 7 MoE members is organised in an EU Member State on competence based education system.</li> </ul>	<ul style="list-style-type: none"> <li>- <b>A concept and methodology for transforming education standards to be competence-based <u>has been drafted</u></b>. It will be further discussed with stakeholders during later project activities so to achieve its appropriation and any additional improvements if necessary. This benchmark has been <b>achieved in QP2 (relevant annexe is available in the previous quarterly report)</b>.</li> <li>- <b>A methodology for transforming labour market intelligence into programme specific education requirements <u>has been developed</u></b>. It will be further discussed with stakeholders during later project activities so to achieve its appropriation and any additional improvements if necessary. This benchmark has been <b>achieved in QP2 (relevant annexe is available in the previous quarterly report)</b>.</li> <li>- Recommendations for revision of <b>4 national standard for higher education (Bachelor and Master Degrees in Physics, Physics Teacher, Chemistry Teacher, Chemical Engineering)</b> to integrate competence-based approach and align with AzQF <b><u>have been formulated (see Annex 1. Mission Report of Activity 1.5)</u></b>.</li> </ul> <p>All other indicators have not been addressed yet by project activities.</p> <p>For some target groups, composed of academic staff from universities, the notion of "competence" is a new one and some difficulties in understanding it and how to move from discipline-oriented approach towards competence-based one were noticed.</p>
<b>Result 2. Pilot Study programmes in priority areas of education are improved to be more student-centred</b>	
<ul style="list-style-type: none"> <li>- A concept of student centred study programme is developed;</li> <li>- At least 12 study programmes are revised;</li> <li>- A methodological compendium on the use of learning outcomes is developed;</li> <li>- A training workshop on student-centred approaches for teaching, learning and assessment is organised.</li> <li>- Programme regulations on recognition developed.</li> </ul>	<p>Not started yet</p>
<b>Result 3 The quality assurance system is further developed to reflect the student-centeredness of study programmes</b>	
<ul style="list-style-type: none"> <li>- Standards for programme accreditation are improved:</li> </ul>	<ul style="list-style-type: none"> <li>- Standards for programme accreditation were drafted in line with ESGs QA <b><u>(see Annex 2 Mission Report of</u></b></li> </ul>

<ul style="list-style-type: none"> <li>- A handbook on self-evaluation processes of MEI is developed;</li> <li>- A training workshop for higher education institutions on self-evaluation is conducted;</li> <li>- At least 12 self-evaluation reports for the pilot study programmes are compiled;</li> <li>- At least 4 mock accreditations of study programmes are conducted;</li> <li>- A pool of reviewers, including student representatives and representatives of the labour market is trained;</li> <li>- A study visit of up to 7 MoE members is organised in an EU Member State on Quality Assurance in the EHEA;</li> <li>- A study visit of up to 7 MoE members is organised in an EU Member State on student-centeredness of study programmes.</li> </ul>	<p><b>Activity 3.1).</b> This benchmark has been <b>achieved</b>.</p> <ul style="list-style-type: none"> <li>- A more complete version of handbook for evaluation of study programmes (<b>including both self-evaluation and external evaluation processes</b>) was designed (<b>see Annex 3. Mission Report of Activity 3.3.1</b>). This benchmark has been <b>achieved</b>.</li> </ul>
<p><b>Result 4. Recommendations on amendments of legislative and regulative framework developed</b></p>	
<ul style="list-style-type: none"> <li>- A synopsis report on the legal and regulatory system for education standards, credit system. Recognition and quality assurance of study programmes is compiled;</li> <li>- A proposal for the amendment of legal regulations is prepared to ensure that the credit system is based on the concept of learning outcomes and student workload;</li> <li>- Regulations for recognition at institutional level are amended in line with European best practices to allow for recognition of parts of studies based on learning outcomes;</li> <li>- A proposal for the amendment of the legal and regulatory framework for quality assurance is prepared;</li> <li>- A proposal to enhance the governance system of three pilot universities is developed and tested.</li> </ul>	<ul style="list-style-type: none"> <li>- A synopsis report on the legal and regulatory system for education standards, credit system. Recognition and quality assurance of study programmes was designed (<b>see Annex 4. Mission Report of Activity 4.1</b>). This benchmark has been <b>achieved</b>.</li> </ul>

## 2C. ACTIVITIES IN THE REPORTING PERIOD

A total of 11 expert missions, with a total 51 STE working days were implemented during the reporting period.

The main task of the reporting period was to:

- continue revision of national standards for study programmes in selected areas,
- provide recommendations for improvement of current legal and regulatory framework on education standards, quality assurance and recognition of periods of studies,
- develop standards for programme accreditation in line with the European Standards and Guidelines for Quality Assurance in the European Higher Education Area,
- draft handbook/s to support quality assurance system of study programmes to reflect student-centeredness and competence-based approach: **develop a handbook for self-evaluation and external evaluation of study programmes**

Several capacity reinforcement meetings were carried out for the staff from ANO and MoE during this quarterly period

Summaries of meetings, interviews and workshops carried out during short-term missions are presented below. Recommendations from missions are provided in the end of each activity description

<b>Component 1 Selected National Education Standards are aligned to include a competence-based focus</b>
<b>Reference number and title of Activity</b> <b>Activity 1.5.2</b> Provide recommendations for improvement of education standards for programmes in the priority areas (incl. legislative arrangements) with a view to describing achievements based on competences and skills, considering the AzQF
<b>Name of MS experts who delivered it:</b> Mr. Jean-Marc Planeix (FR), Ms. Inga Juknytė-Petreikienė (LT)
<b>Duration of the activity:</b> 19 – 23 November 2018 (10/20 working days)
<b>SCHEDULE OF THE MISSION:</b>  <b>19 November 2019</b> The STEs discuss the agenda of the mission week with the Twinning team  <b>20 November 2018</b> Meeting with the Working Group on Natural Sciences to revise national study programmes in physics on how to shift from current disciplinary-based national standards into competence-based ones <b>Stakeholders:</b>  <b>MoE</b> <i>Ms. Vusala Gurbanova, Senior Advisor at Science, Higher and Secondary Professional Education Department, MoE</i>  <b>Baku State University</b> <i>Mr. Eldar Alakbarov, Associate Professor at the Chair for General Physics and Methodology of Physics Teaching; Ms. Vusala Dadashova, Senior Teacher at the Chair for General Physics and Methodology of Physics Teaching; Mr. Arif Orujov - Senior Teacher at the Chair for General Physics and Methodology of Physics Teaching, Counterpart, Senior Advisor at Science, Higher and Secondary Professional Education Department, MoE</i>  <b>Sumgait State University</b> <i>Mr. Mahammad Zarbaliyev, Chair of the Solid Matter and Semiconductors Physics Department, Mr. Fuad Mammadov, Chair of the Department for Physics Teaching Methodologies</i>
<b>21 November 2018</b>

**Meeting with the Working Group on Technical and Technological Sciences to revise national study programmes in chemical engineering on how to shift from current disciplinary-based national standards into competence-based ones**

**Stakeholders:**

**MoE**

*Ms. Vusala Gurbanova, Senior Advisor at Science, Higher and Secondary Professional Education Department, MoE*

**Azerbaijan State Oil and Industry University**

*Ms. Sevinj Mammadkhanova, Dean; Mr. Yunis Gahramanli, Chair of the Department; Mr. Alakbar Hasanov, Chair of the Department*

**Baku State University**

*Mr. Ibrahim Mammadov, Professor at the Petroleum Chemistry and Chemical Technology Chair; Ms. Ofelia Javadova, Teacher at the Petroleum Chemistry and Chemical Technology Chair*

**Baku Engineering University**

*Mr. Yusif Abdullayev, Chair of the Chemical Engineering Department; Mr. Javanshir Salmanov, Chemical Engineering Teacher*

**22 November 2018**

**Meeting with the Working Group on Educational Sciences to revise national study programmes in physics teacher and chemistry teacher on how to shift from current disciplinary-based national standards into competence-based ones**

**Stakeholders:**

**MoE**

*Ms. Vusala Gurbanova, Senior Advisor at Science, Higher and Secondary Professional Education Department, MoE*

**Baku State University**

*Mr. Eldar Alakbarov, Associate Professor at the Chair for General Physics and Methodology of Physics Teaching; Mr. Arif Orujov, Senior Teacher at the Chair for General Physics and Methodology of Physics Teaching; Mr. Fuad Karimli, Associate Professor at Physical and Colloidal Chemistry Chair; Ms. Arzu Pashayeva, Teacher at the Chair for Chemistry Teaching Methodology*

**Azerbaijan State Pedagogical University**

*Mr. Jahangir Huseynov, Head of General Physics Chair, PhD in Physics, Associate Professor; Ms. Sevinj Jalilova, Head of the Chair for the Physics Teaching Methodology, PhD in Pedagogy, Associate Professor*

**23 November 2018**

**The STES work on mission deliverables in the MoE meeting room**

**Objectives and tasks of the Mission:**

The objective of this activity was to discuss with members of national working groups in charge of designing of state standards for study programmes (SSSP) how to review the current NSSP in 4 selected areas (Physics, Physics Teacher, Chemistry Teacher, Chemical Engineering) to make them tuned with the AzQF with a specific focus on competence-based approach.

**Recommendations and results:**

State standards in the above-mentioned selected SSSP were revised jointly with the working groups (new competences were selected by the WG members) and a **new template for the state programmes for study programmes** in those areas were suggested.

**Recommendations to MoE:**

The experts drafted a set of recommendations for HEIs and MoE (for details see Annex 1).

**Component 3. The quality assurance system is further developed to reflect the student-centeredness of study programmes**

**Reference number and title of Activity**

**Activity 3.1** Develop standards for programme accreditation in line with the European Standards and Guidelines for Quality Assurance in the European Higher Education Area

**Name of MS experts who delivered it:**

**Mr. Bruno Curvale (FR), Ms. Eliane Kotler (FR), Mr. Almantas Šerpatauskas, Ms. Jolanta Silka (LV)**

**Duration of the Activity**

26 – 30 November 2018 (16/20 working days)

**SCHEDULE OF THE MISSION:**

**26 November 2018**

**Workshop at the Accreditation Department, Accreditation and Nostrification Office (ANO).  
Presentation of best practices in programme accreditation from France, Lithuania and Latvia  
Stakeholders:**

*Mr. Tofiq Ahmadov, Head of Accreditation Department, ANO; Ms. Lala Abbasova, Senior Specialist at Accreditation Department, ANO. Ms. Konul Fatiyeva, Head Specialist at Accreditation Department, ANO.*

**27 November 2018**

**EU and local experts jointly carry out deskwork on criteria and indicators related to programme accreditation for Azerbaijan  
Stakeholders:**

*Mr. Tofiq Ahmadov, Head of Accreditation Department, ANO; Ms. Lala Abbasova, Senior Specialist at Accreditation Department; Ms. Konul Fatiyeva, Head Specialist at Accreditation Department.*

**28 November 2018**

- The STEs work on the draft document related to indicators on study programme accreditation in Azerbaijan in ANO.
- Senior PL Mr. Curvale and RTA Ms. Bydanova meet with EUD Project Manager Mr. Rza Zulfugarzade.

**29 November 2018**

- The STEs discuss the draft document related to indicators on study programme accreditation in Azerbaijan with the Accreditation Department staff.

**Stakeholders:**

*Mr. Tofiq Ahmadov, Head of Accreditation Department, ANO; Ms. Lala Abbasova, Senior Specialist at Accreditation Department; Ms. Konul Fatiyeva, Head Specialist at Accreditation Department.*

- Senior PL Mr. Curvale and RTA Ms. Bydanova meet with Mr. Yagub Piriye, Acting Head of the Science, Higher and Secondary Professional Education Department, MoE.
- Senior PL Mr. Curvale and RTA Ms. Bydanova meet with Mr. Trevor Cook, Team Leader of the EU-funded Technical Assistance Project "Support to Implementation of AzNQF."

**30 November 2018**

**The STEs continue drafting the indicators and road map related to the study programme accreditation in ANO.**

**Objectives and tasks of the Mission:** To develop criteria and indicators as well as a roadmap for the programme accreditation.

**Recommendations and results:**

The criteria and indicators and a road map for programme accreditation were developed during the mission. They cover the following areas:

- Programme aims and learning outcomes
- Curriculum design
- Teaching staff
- Facilities and learning resources
- Study process and students' performance assessment
- Programme management

For more details, see Annex I and II.

**Recommendations:**

- The experts drafted a set of recommendations for ANO, MoE and HEIs (for details see Annex 2).

**Component 3. The quality assurance system is further developed to reflect the student-centeredness of study programmes****Reference number and title of Activity**

**Activity 3.3.1** Create handbook on methodologies and requirements for study programme evaluation

**Names of MS expert(s) who delivered it**

Ms. Nora Skaburskienė (LT), Ms. Asnate Kažoka (LV)

**Duration of the activity**

17 – 21 December 2018 (10/20 STE Working Days)

## MISSION SCHEDULE

**17 December 2018**

**Meeting with the staff of the Accreditation Department, Accreditation and Nostrification Office**

**Stakeholders:**

**Stakeholders:**

*Mr. Tofiq Ahmadov, Head of Accreditation Department, ANO; Ms. Lala Abasova, Senior Specialist at Accreditation Department, ANO; Ms. Elmira Manafova, Senior Specialist at Accreditation Department, ANO; Ms. Konul Fatiyeva, Head Specialist at Accreditation Department, ANO.*

**18 December 2018**

**Meeting with the staff of the ANO Accreditation Department. Discussions and deskwork on developing a Handbook on methodologies**

**Stakeholders:**

*Mr. Tofiq Ahmadov, Head of Accreditation Department, ANO; Ms. Lala Abasova, Senior Specialist at Accreditation Department, ANO.*

**19 December 2018**

**Meeting at the ANO Accreditation Department. Discussions and deskwork on developing a handbook on self-evaluation**

**Stakeholders:**

*Mr. Tofiq Ahmadov, Head of Accreditation Department, ANO; Ms. Lala Abasova, Senior Specialist at Accreditation Department, ANO; Ms. Konul Fatiyeva, Head Specialist at Accreditation Department, ANO; Ms. Sugra Jafarova, Intern.*

**20 December 2018**

**Meeting with the staff of the ANO Accreditation Department. Discussions and deskwork on developing a Handbook on methodologies**

**Stakeholders:**

*Mr. Tofiq Ahmadov, Head of Accreditation Department, ANO; Ms. Lala Abasova, Senior Specialist at Accreditation Department, ANO; Ms. Sugra Jafarova, Intern.*

**21 December 2018**

**Meeting with the staff of the ANO Accreditation Department. Discussions and deskwork on developing a Handbook on methodologies**

**Stakeholders:**

*Mr. Tofiq Ahmadov, Head of Accreditation Department, ANO; Ms. Lala Abasova, Senior Specialist at Accreditation Department, ANO; Ms. Sugra Jafarova, Intern.*

### **Objectives and tasks of the Mission:**

To draft a handbook on methodologies and requirements for study programmes evaluations

### **Recommendations and results:**

Handbook on methodologies and requirements (the parts concerning **working principles of external evaluators and guidelines for external evaluation report**) was drafted.

### **Recommendations to ANO**

The experts drafted a set of recommendations for ANO (for details see Annex 3)

## **Component 4 Recommendations on amendments of legislative and regulative framework developed**

### **Reference number and title of Activity**

**Activity 4.1** Assess the current legal and regulatory framework on education standards, quality assurance, credits and recognition of periods of studies

### **Names of MS experts who delivered it**

**Ms. Marie-Odile Ott (FR), Ms. Aurelija Valeikienė (LT), Ms. Jolanta Silka (LV)**

### **Duration of the activity**

10 – 14 December 2018 (15/20 working days)

10 December 2018

**A meeting with representatives of the Science, Higher and Secondary Professional Education Department, Ministry of Education**

**Stakeholders:**

*Mr. Azad Akhundov, Chief Advisor at Science, Higher and Secondary Professional Education Department, MoE; Ms. Nargiz Garakhanova, Component Leader IV and Senior Advisor at Science, Higher and Secondary Professional Education Department, MoE; Ms. Vusala Gurbanova, Senior Advisor at Science, Higher and Secondary Professional Education Department, MoE; Mr. Kamran Rasulov, Senior Advisor at Science, Higher and Secondary Professional Education Department, MoE.*

11 December 2018

**A meeting in the Accreditation and Nostrification Office (ANO). Discussing the new version of State Standards for Higher Education.**

**Stakeholders:**

*Mr. Tofiq Ahmadov, Head of Accreditation Department, ANO; Ms. Lala Abbasova, Senior Advisor at Accreditation Department, ANO.*

12 December 2018

- STEs Ms. Marie-Odile Ott and Ms. Aurelija Valeikiene review the relevant legislative documents in MoE and discuss them with Ms. Vusala Qurbanova, Component Leader I and Senior Advisor at Science, Higher and Secondary Professional Education Department, MoE.
- STE Ms. Jolanta Silka reviews relevant documents in ANO and discusses them with Ms. Lala Abbasova, Senior Advisor at Accreditation Department, ANO.

13 December 2018

Deskwork at MoE for all the STEs.

14 December 2018

- Meeting with ANO and MoE representatives to debrief about the mission results

**Stakeholders:**

*Ms. Nargiz Garakhanova, Component Leader IV, Senior Advisor at Science, Higher and Secondary Professional Education Department, MoE; Mr. Azad Akhundov, Chief Advisor at Science, Higher and Secondary Professional Education Department, MoE; Ms. Vusala Gurbanova, Leading Advisor at Science, Higher and Secondary Professional Education Department, MoE; Ms. Lala Abbasova, Senior Advisor at Accreditation Department, ANO*

- Report writing

**Objectives and tasks of the Mission:** to review the current legal and regulatory framework on education standards, quality assurance, credits and recognition of periods of studies

**Recommendations and results:**

The experts reviewed around 20 documents made available, either already approved legislation items on different issues of higher education (HE), or draft documents such as the draft of the State Standard of higher education and Accreditation Rules of Higher Education Institutions and Study Programmes. For more details on the reviewed documents, see Annex.

**Recommendations:**

- The experts drafted a set of recommendations for ANO, MoE and HEIs (for details see Annex 4).

#### Missions and STE Working Days in 3<sup>rd</sup> Quarter

ACTIVITIES	WORK PLAN	QR 1	QR 2	QR3	QR4	TOTAL
TOTAL NUMBER OF STE DAYS	Planned	QP 1	QP 2	QP 3		
GENERAL ACTIVITIES						
Kick-off Meeting	3		3			



Steering Committee Meetings	48	6	6	6		
Closure Meeting	3					
<b>COMPONENT 1:</b>						
1.1 Improvement of concept and methodology for competence-based education standards	30	18	10			
1.2 Identify three priority areas for the improvement of competence-based education standards on the basis of economic and social relevance, which includes an assessment of the contribution of sectors to the GDP and an analysis of the employability of graduate	20	5				
1.3 Assess and review the current system for using labour market data and skills forecasting within the Ministry of Education and other related bodies	20	10	10			
1.4 Develop methodology to transform labour market data into programme specific education requirements	15		15			
1.5 Provide recommendations for improvement of education standards for qualification for programmes in the priority areas (incl. legislative arrangements) with a view to describing achievements based on competences and skills, considering the AzQF	30		10	10		
1.6 Provide recommendations for improvement of methodology for developing national classifications of specialities in higher education	15					
1.7 Improve national classifications of specialities in the priority areas	15					
1.8 Awareness raising on the benefits of competence-based education to support the implementation of student-centred curricula as part of the educational reforms	15					
1.9 Organise study visit on best practise for competence based education system	Study visit					
<b>COMPONENT 2:</b>						
2.1 Develop and discuss concept of student-centred study programme, which includes the basic parameters for the development and review of study programmes at institutional level	30					
2.2 Develop a methodological compendium on how learning outcomes are identified and designed, which will guide people responsible for development and review of	20					

programme in implementing a student-centred approach						
2.3 Hold training workshops on innovative teaching, learning and assessment methods, including the allocation of credits based on learning outcomes and student workload in order to ensure that student-centred curricula are also implemented in practice	15					
2.4 Improve study programmes in the priority areas in pilot universities to incorporate learning outcomes and inform and raise awareness about these achievements	40					
<b>COMPONENT 3:</b>						
3.1 Develop standards for programme accreditation in line with the European Standards and Guidelines for Quality Assurance in the European Higher Education Area	20			16		
3.2 Undertake capacity building activities for the Ministry of Education staff (including Accreditation and Nostrification Office and other stakeholders) to enhance the staff's role in supporting accreditation procedures	15					
3.3 Create handbook on methodologies and requirements for self-evaluations of higher education institutions	15			10		
3.4 Hold a training workshop for higher education institutions on how to conduct self-evaluation processes	20					
3.5 Pilot universities undertake a self-evaluation of study programme in a priority area	30					
3.6 Conduct training for external reviewers, establish a pool of trained reviewers	20					
3.7 Undertake a mock accreditation at each pilot university for a study programme in a priority area	30					
3.8 Organize study visit on best practice for external quality assurance in the European Higher Education Area for up to 7 staff members of the Beneficiary	Study visit					
3.9 Organize study visit to the EU member state on best practice for student-centeredness of study programmes for up to 7 staff members of the Beneficiary	Study visit					
<b>COMPONENT 4:</b>						
4.1 Assess the current legal and regulatory framework on education standards, quality assurance, credits and recognition of parts of studies	15			15		

4.2 Assess the recognition practices in the pilot universities and develop proposals for changes to reflect recognition based on learning outcomes and in line with European best practices	15					
4.3 Review the legal and regulatory framework for recognition and, if required, submit recommendations to comply with European best practices	15					
4.4 Amend the legal provisions on the credit system to reflect that credits are based on learning outcomes and student workload	20					
4.5 Assess the university governance system in three pilot universities with a view to ensuring the best approaches that support the development and review of student-centred programmes, through the participation of students in university governance, and develop proposals to enhance the system	15					
4.6 Further reinforce knowledge about quality assurance in line with the European Standards and Guidelines for Quality Assurance in the European Higher Education Area and practices from international accreditations to ensure the application of the notion of student-centeredness	15					

### Trainings, Workshops and Interviews

The number of workshops is shown in the table below. During the period covered by the third Quarterly Report a total of 25 experts (14 men, 11 women) of the MoE, HEIs and other stakeholders were involved with workshops held as part of the missions.

In addition, a total of 10 workshops have been held for the representatives of MoE, higher education institutions and other stakeholders.

### Training sessions and training participants in Quarter 3

UPDATED 22.01.2019						
Number of project activities in Quarter 3						
Number of trainings, workshops, interviews, etc.	Component					SUM
	0	1	2	3	4	
• Trainings						
• Workshops		3		7		10
• Interviews						
• Kick-off and closing meetings						
<b>Total</b>		3		7		10

Number of participants in Quarter 3	
Number of participants (MoE officials, HEIs	Component

representatives, students, stakeholders, etc.)	0	1	2	3	4	SUM
• Trainings						
• Workshops		17		8		25
• Interviews						
• Kick-off and closing meetings						
<b>Total</b>		<b>17</b>		<b>8</b>		<b>25</b> (14 men, 11 women)

Number of project activities in Quarter 1-3						
Number of trainings, workshops, interviews, etc.	Component					
	0	1	2	3	4	SUM
• Trainings						
• Workshops		13		7		20
• Interviews		26				26
• Kick-off and closing meetings	1					1
<b>Total</b>	<b>1</b>	<b>39</b>		<b>7</b>		<b>47</b>

Number of participants in Quarter 1-3						
Number of participants (MoE officials, HEIs representatives, students, stakeholders, etc.)	Component					
	0	1	2	3	4	SUM
• Trainings						
• Workshops		176		8		184 (111 men, 73 women)
• Interviews		100				100
• Kick-off and closing meetings	90					90
<b>Total</b>	<b>90</b>	<b>276</b>		<b>8</b>		<b>374</b>

## Project Management

### Side letters

- **Side Letter No. 3** of 12 November 2018 a) added two new Short-Term Experts (STEs) Ms. Jurgita Šiugždiniienė and Ms. Tatjana Koke to the project's pool of experts. Ms. Šiugždiniienė (Cat II) was suggested to replace originally nominated short-term experts Mrs. Laura Stračinskienė (Cat I) under the Activity No. 4.5 and Mrs. Nora Skaburskienė (Cat II) under the Activity No. 4.6. Ms. Koke (Cat II) was suggested to replace Ms. Gunta Kinta (Cat II) under the Activity 1.5. As STEs with university experience were considered to be more appropriate to implement the Activities 4.5 and 4.6, those two new experts were suggested to be added to the original pool of experts. They are considered first-row experts within their areas of expertise and their competences can prove very useful to achieve results of the above-mentioned activities (Activities 4.5 and 4.6). b) It also made short-term expert Ms. Eliane Kotler (Cat I) available to replace Mr. Françoise Pernot (Cat I) under the Activity 3.1 (mission w/k Nov. 26, 2018) and to make short-term expert Mr. Mourad Attarça (Cat I) available to replace Mr. Solange Pisarz (Cat I) under the Activity 3.3 (mission w/k Jan. 21, 2019). As all of the MS experts listed as STEs in the project contract are high-level experts within their areas of expertise, the scheduling of the project has its challenges. Due to non-availability of STEs Mr. Françoise Pernot and Mr. Solange Pisarz to implement the above-said activities, they were suggested to be replaced respectively by Ms. Eliane Kotler and Mr. Mourad Attarça.

- **Side Letter No. 4** of 9 January 2019 a) added extra 5 working days to the **Activity 3.3 Create handbook on methodologies and requirements for self-evaluations of higher education institutions** from **Activity 3.2 Undertake capacity building activities for the Ministry of Education staff to enhance the staff's role in supporting accreditation procedures** in order to implement an extra mission under the **Activity 3.3**. Fifteen working days have been allocated for the **Activity 3.3** in the original budget. The purpose of this Activity is to produce a handbook for external evaluators, a handbook for self-evaluation and guidelines for an external evaluation. 10 out of those 15 days were already used within the **Activity 3.3.1** during a mission implemented on December 17 to 21, 2018 to develop a handbook for an external evaluation. The remaining 5 days were planned to be used to produce a handbook for a self-evaluation within the mission week of January 14 to 18, 2019 by STE Mourad Attarça (FR). However, as one STE is not enough to draft such a document, based on discussions with the BC, it was decided to add 5 additional days to this mission from the **Activity 3.2** so that Mr. Almantas Šerpatauskas (LT) will be the second expert to perform this above-mentioned mission; b) it also added extra 5 working days to the **Activity 4.1 Assess the current legal and regulatory framework on education standards, quality assurance, credits and recognition of parts of studies** from **Activity 4.2 Assess the recognition practices in the pilot universities and develop proposals for changes to reflect recognition based on learning outcomes and in line with European best practices** in order to implement an extra mission under the **Activity 4.1**. Fifteen working days have originally been allocated for the **Activity 4.1**. The purpose of this Activity is to revise national higher education legislation in order to provide recommendations so that it complies with the European Standards and Guidelines. All those 15 days were already used under the mission implemented on December 10 to 14, 2018 by Ms. Marie-Odile Ott (FR), Ms. Aurelija Valeikienė (LT) and Ms. Jolanta Silka (LV). However, as a mission of three experts was not enough to revise all national higher education legislative documents that are under development by the Ministry of Education at the moment, following discussions with the BC, it was suggested to add 5 extra working days to the **Activity 4.1** from **Activity 4.2** in order to implement an extra mission under **Activity 4.1** and finish the work started during the first mission. The remaining 10 working days under **Activity 4.2** are planned to be used within a mission to be carried out on February 25 to March 1 2019 by STEs Ms. Kristina Sutkutė (LT) and Ms. Inara Dunska (LV).
- **Mr. Yashar Omarov**, RTA Counterpart and at the same time Senior Advisor in the Science, Higher and Secondary Education Department at MoE, was appointed **Head of the Higher Education Unit** within this Department in December 2018. Previously, this post was held by Mr. Sulhaddin Gozalov, who passed away in April 2018.

#### Link with other on-going/ previous projects:

- **EU Technical Assistance Project *Strengthening Research Development and Innovation (RDI) in higher education in Azerbaijan***: 12/11/2018 meeting with Krzysztof Gulda, Team Leader, and Jacek Gajewski, key expert, and Anar Nagiyev, Deputy Director of Education Institute, to share experiences and resources between two projects. An access of the Twining project's internal resources platform was opened to the TA project
- **EU Technical Assistance Project *Support to Implementation of National Qualifications Framework in Azerbaijan***: 28/11/2018 MS SPL and RTA met with TL of the TA project on NQF implementation to discuss linkages between tools produced under two projects (i.e. the methodology on how to transform labour market requirements into educational requirements);
- **EU Technical Assistance Project *Strengthening the institutional capacity of the Ministry of Education of the Republic of Azerbaijan***: n/a;
- 19/12/2018: RTA and RTA-A attended a presentation by **Diane Whaley, English Language Specialist, U.S. Department of State, at Azerbaijani State Pedagogical University**. Mrs. Whaley supported the Chair of English Language Teacher to introduce a new curriculum plan for the programme of English Language Teacher. Mrs. Whaley explained:
  - the current shortcomings in the programme of English Language Teacher. They are: theory instead of practice, memorization instead of skills acquisition, complete reliance on textbook, unrealistic expectations regarding what students can learn,
  - the current lacks of the university staff. They are insufficient mastery of own discipline (there should be at least a C1 level of English language mastery for all teaching staff), approaches and methods to teach communicatively (no effective methodologies in the classroom), ability to create effective teaching materials to supplement the textbooks and offer students more individualized instruction

The Foreign Language Teacher being one of the pilot programmes of the project, it should further be considered how the outcomes of Mrs. Whaley's mission (possibly prolonged for a new stay from Feb. to May 2019) could be integrated in the project work on development of new state standards for this field.

## Visibility:

Over the 3<sup>rd</sup> quarter, the Twinning project performed the following steps for project visibility:

- **The project webpage** The project website was further developed and improved. The webpage is regularly updated with the upcoming missions, the mission reports, STE presentations, the documents produced during the STE missions, photos and other relevant info regarding the project activities.
- **Facebook page** of the project is being regularly updated with relevant news and photos from the STE missions - <https://www.facebook.com/twinningInHE>.

## Translations:

Translations from **English into Azerbaijani** so far:

- Competence-based approach in higher education curricula: Lithuanian case (ppt), *STE Ms. Inga Juknytė-Petreikienė*,
- The Tuning Methodology - Tools for mobility (ppt), *STE Mr. Jean-Luc LAMBOLEY*
- Using labour market information for matching and anticipating skills (ppt), *STE Mr. Gintautas Jakštas*
- Best European Practices using the Labour Market Intelligence (ppt), *STE Mr. Gerard Gasquet*
- Competence-based approach in higher education curricula: Lithuanian case (ppt), *STE Ms. Inga Juknytė-Petreikienė*
- Criteria and indicators for external evaluation in Azerbaijan, *STEs Mr. Bruno Curvale (FR), Ms. Eliane Koller (FR), Mr. Almantas Šerpatauskas, Ms. Jolanta Silka (LV)*
- New template\_State Standard for Physics\_Bachelor&Master (including annexes), *STE Ms. Inga Juknytė-Petreikienė*
- State Standard of the Study Field of Chemical Engineering\_new version, *STE Ms. Inga Juknytė-Petreikienė*
- State Standard of the Study Field of Chemistry Teacher\_new version, *STE Ms. Inga Juknytė-Petreikienė*
- State Standard of the Study Field of Physics\_new version, *STE Ms. Inga Juknytė-Petreikienė*
- State Standard of the Study Field of Physics Teacher\_new version, *STE Ms. Inga Juknytė-Petreikienė*

Translations from **Azerbaijani into English** so far:

- Decree on ECTS Credits of 2013 (only amended parts of the document was translated), *MoE*
- Accreditation standards for evaluating the activity of higher education institutions, *ANO*
- Classification of study programmes in bachelor degree, *MoE*
- Classification of master level specialties and residency, *MoE*
- Number of students by years and specialties (as of 1 October 2017), *MoE*
- State Standard of Higher Education, Study Programme in IT for Bachelor Level, *MoE*
- State Standard of Higher Education, Study programme in IT and information systems, Master's level, *MoE*
- Template of a study plan approved by the MoE
- State Standard of Higher Education, Study programme in Physics, Bachelor level, *MoE*
- State Standard of Higher Education, Study Programme in Physics Teacher, Bachelor level, *MoE*
- State Standard of Higher Education, Study programme in Physics Teacher, Master's level, *MoE*
- State Standard of Higher Education, Study programme in Primary School Teacher, Bachelor level, *MoE*
- State Standard of Higher Education, Study Programme in Chemistry Teacher, Bachelor level, *MoE*
- State Standard of Higher Education, Study programme in Chemistry Teacher, Master's level, *MoE*
- State Standard of Higher Education, Study Programme in Chemical Engineering, Bachelor level, *MoE*
- State Standard of Higher Education, Study programme in Chemical Engineering, Master's level, *MoE*
- Primary school teacher\_State Standards\_Master level, *MoE*

- New classification of specialties - Bachelor level, *MoE*
- State Standard of Higher Education, *MoE*
- Draft rules on switch between bachelor and sub-bachelor degrees, *MoE*
- Chemical engineering pilot study programme 2018 EN, *MoE*
- State Program on Competitiveness of Higher Education, *Presidential Administration*
- Regulations of Accreditation and Nostrification Office, *MoE*
- Accreditation Rules of Higher Education Institutions and Study Programmes, *MoE*
- Study programme of Foreign Language Teacher - Bachelor level, *MoE*
- Study programme of Foreign Language Teacher - Master level, *MoE*
- Study Programme of Computer Science - Bachelor level, *MoE*
- Study Programme of Computer Science - Master level, *MoE*









### Recuperation of delays

The **Activity 3.1** *Develop methodology to transform labour market data into discipline specific education requirements*, which was originally planned for the fifth month (Mid-August – Mid-September 2018) of the project, was implemented in the ninth month (from mid-Nov. 2018 to mid-Dec. 2019).

The **Activity 3.3** *Create handbook on methodologies and requirements for self-evaluations of higher education institutions*, which was originally planned for the ninth month (from mid-December 2018 to mid-January 2019) of the project, will be implemented in the tenth month (from mid-January to mid-February 2018).

### Activities planned for this quarterly period, but postponed to the next QR or later time

The **Activity 1.6**, focused on development of methodology for **national classifications of specialties in HE** and support on design of national classifications for priority areas, initially planned in the ninth month, is delayed for later period because a new classification of specialties for bachelor's degrees have been recently prepared and is currently under approval.

The **Activity 1.9** *Organise study visit on best practise for competence-based education system*, instead of initially planned ninth month, will be performed in the tenth month.

### Activities performed with advance

The **Activity 4.1** *Assess the current legal and regulatory framework on education standards, quality assurance, credits and recognition of parts of studies*, initially planned in the twelfth month (Mid-March – Mid April 2019) was implemented in the ninth month.

## 2E. ASSESSMENT

### Overall assessment of progress

Generally, the project is advancing smoothly in accordance with the initial agenda of activities. **Key stakeholders (Dept. for HE MoE, ANO MoE and HEIs)** continue their cooperation with the project. A dismissal of the Rector of BSU had an incidence on **availability of BC PL and RTA-Counterpart**, who were asked by the MoE to be involved in supporting organisational changes at this largest public university in the country; still communication on key issues of the project was maintained throughout the quarterly period. The **Component 1 Leader supported the project** and compensated for the lack of availability of the BC PL and RTA-Counterpart.

Under **Component 1**, the activities **1.6 and 1.7**, focused on development of methodology for **national classifications of specialties in HE** and support on design of national classifications for priority areas, were delayed for later period because a new classification of specialties for bachelor's degrees have been recently prepared and is currently under approval.

Under **Component 3**, a **high involvement in the project activities of the Accreditation Unit of ANO** could be stressed. A close cooperation and **successful discussions** took place under activities 3.1 and 3.3.1.

Under **Component 4**, a **constant availability and cooperation of Component 4 Leader** could be noted. The fact that the Component Leader does not speak English did not impede from fruitful discussions with STEs and efforts were made to read relevant documents with the support of Google Translate services.

### Issues

1. Under **Act. 1.5.2 of Component 1**, the **quality of working groups** for seminars regarding the transformation of national state standards for study programmes (NSSSP) into competence-based ones were **somewhat disappointing**. Participants were sent from different pilot universities and

were supposed to be parts of national working groups who design NSSSP, which appeared not to be the case for two thirds of them. The issue was discussed with the BC counterparts and it was agreed to choose more carefully working groups participants for further activities. The Baku State University suggested a new list of participants for the working group from this university.

2. Few time appeared available to **discuss with different stakeholders mission reports** produced under previous project missions. In the next QP, specific time and meetings will be allocated for it.

### Recommendations

- Pay more attention for **selecting participants of project activities target groups** in the future.

### Outlook to the next quarter

The **next step of project implementation** will continue to progress on quality assurance (**Component 3**) and legislative documents revision (**Component 4**). The general national standards and standards for selected programmes will be further revised and discussed with HEIs under **Component 1**.

The following **activities should be progressed through during the QP4:**

#### COMPONENT 1:

- **Act. 1.5.3** Provide recommendations for improvement of education standards for qualification for programmes in the priority areas (incl. legislative arrangements) with a view to describing achievements based on competences and skills, considering the AzQF
- **Act. 1.5.4** Provide recommendations for improvement of education standards for qualification for programmes in the priority areas (incl. legislative arrangements) with a view to describing achievements based on competences and skills, considering the AzQF;
- **Act. 1.9** Study visit on best practise for competence-based education system (Lithuania and Latvia)

#### COMPONENT 3:

- **Act. 3.2** Undertake capacity building activities for the Ministry of Education staff (including Accreditation and Nostrification Office and other stakeholders)
- **Act. 3.3.2** Create handbook/s for study programmes evaluations (handbook on self-evaluations of higher education institutions);
- **Act 3.4** Hold a training workshop for higher education institutions on how to conduct self-evaluation processes;

#### COMPONENT 4:

- **Act. 4.1.2** Assess the current legal and regulatory framework on education standards, quality assurance, credits and recognition of periods of studies - **additional mission to finalise the activity deliverables**

### Confirmed Missions for 4<sup>th</sup> Quarter

14-01.-18 01 2019

**Act. 3.3.2** Create handbook/s for study programmes evaluations (handbook on self-evaluations of higher education institutions)  
**STEs:** Mr. Mourad Attarca (FR), Mr. Almantas Šerpatauskas (LT)

28 01-01.02 2019

**Act. 4.1.2** – additional mission to finalise the activity deliverables  
**STE:** Ms. Aurelia Valeikiene (LT)

28 01-01.02 2019

**Activity 1.5.3** additional mission to finalise the activity deliverables  
**STEs:** Ms. Inga Petrikeiene (LT), Mr. Jean-Marc Planeix (FR)

04.02-08.02.2019	<p><b>Act. 3.2</b> Undertake capacity building activities for the Ministry of Education staff (including Accreditation and Nostrification Office and other stakeholders); define the outline of handbook for external evaluators + discuss study programmes evaluation framework with HEIs  <b>STEs:</b> Ms. Nora Skaburskiene (LT), Ms. J. Silka (LV)</p>
11.02-15.02.2019	<p><b>Act. 1.9</b> Study visit on best practise for competence-based education system (Lithuania and Latvia)</p>
18.02-22.02.2019	<p><b>Act. 1.5.4</b> Provide recommendations for improvement of education standards for qualification for programmes in the priority areas (incl. legislative arrangements) with a view to describing achievements based on competences and skills, considering the AzQF (revision of study programmes in Educational Sciences: foreign language teacher, IT teacher, math teacher, primary school teacher)  <b>STE:</b> Ms. T. Koke (LV)</p>
25.02-01.03.2019	<p><b>Act. 4.2</b> Assess the recognition practices in the pilot universities (also include national level) and develop proposals for changes to reflect recognition based on learning outcomes and in line  <b>STEs:</b> Ms. I. Dunska (LV), Ms. K. Sutkute (LT)</p>
11.03-15.03.2019	<p><b>Act 3.4</b> Hold a training workshop for higher education institutions on how to conduct self-evaluation processes  <b>STEs:</b> J. Butikiene (LT), A. Kazoka (LV)</p>

**Other activities to be carried out:**

- Continue **translation of relevant documents**: translation of key documents from English/Azeri/English (legislative documents and national standards for study programmes);

**Any other issues:**

- **4<sup>th</sup> Project Steering Committee Meeting** is suggested to take place in **mid April 2019**

Section 3: Expenditures

Period: 13.10.2018 - 12.01.2019

Section n°	Name of services / goods purchased or direct costs	Date(s) of services	Invoice number	Date of invoice	Breakdown and clarification	Amount paid in local currency (if applicable)	INFOEURO exchange rate	Amount paid in EUR	Amount foreseen in budget	original	Amount introduced by side letter /amendment	Amount charged to contingencies	
1	Resident Twinning Advisor remuneration Mrs Elizaveta Bydanova (24 months)												
	Basic salary and non-wage labour costs	13/10/2018-12/01/2019	Payroll from CIEP	Payroll of 25/10/2018; 26/11/2018; 18/12/2018	Basic salary: 2732,53euros non-wage labour costs: 1927,42euros 3x*4659,95 euros			13 979,85 €	14 400,00 €				
	6% of salary and non-wage labour costs	13/10/2018-12/01/2019	Payroll from CIEP	Payroll of 25/10/2018; 26/11/2018; 18/12/2018	6,00%			838,79 €	864,00 €				
	Sub-Total RTA Remuneration												
2	RTA Allowances												
	Daily allowances (50%)	01/10/2018-31/12/2019	Invoice 7 Invoice 8 Invoice 9	31/10/2018 30/11/2018 30/12/2018	92 days * 146,50 euros			13 478,00 €	13 478,00 €				
	Health and accident insurance for RTA	13/10/2018-12/01/2019	MAAF INSURANCE INVOICE 175583057S	01/07/2018-01/10/2018	INSURANCE FEES (53,21+8,18+14,87euros) *3 months			228,78 €	600,00 €				
	Accommodation	13/10/2018-12/01/2019	Lease agreement	01/07/2018-01/10/2018	RENT 1000 euros * 3 months			3 000,00 €	3 000,00 €				

	Monthly allowance for APEC return trip	13/10/2018-12/01/2019	Payroll from CIEP	01/07/2018-01/10/2018	700euros * 3 months		2 100,00 €	2 100,00 €	
	RTA Office Cost (including office stationery, Telephone, internet.)								
	<b>Sub-Total RTA Allowances</b>								
							18 806,78 €	19 178,00 €	
<b>4</b>	<b>RTA and Languages assistants</b>								
	RTA LANGUAGE ASSISTANT Tarlan ARZUMANOV	START OF CONTRA CT 29/05/2018	Invoice F07-2018/F08-2018/F09/2018	11/10/2018-25/10/2018-19/12/2018	(1400 euros*3 months)		4 200,00 €	4 200,00 €	
	RTA ASSISTANT Aytaj ATAKISHIEVA	START OF CONTRA CT 01/06/2018	Invoice F05-2018/F06-2018/F07/2018	11/10/2018-25/10/2018-19/12/2018	(1400 euros*3 months)		4 200,00 €	4 200,00 €	
	<b>Sub total RTA Assistants</b>						8 400,00 €	8 400,00 €	
<b>6</b>	<b>Project coordination cost</b>								
	<b>FIRST STEERING COMMITTEE 12/07/18</b>								
	Giedrius VILJUNAS, Junior MS PL (LT) Vilnius-Baku Steering Committee 12/07/18 Modification of 1st trimester Arrival Vilnius-Baku 11/07/2018 at 14.10 Departure Baku-Vilnius 13/07/2018 at 05.10								
	International travel (correction 2nd trimester)	11-13/07/18	Evisa AE100604 959	28/06/2018	VISA 1*24 Mistake of sum	24 USD	0,8366	-0,09 €	215,73 €
	<b>SECOND STEERING COMMITTEE 08/11/2018</b>								
	Bruno CURVALE, Senior MS PL (FR) Paris-Baku Arrival Paris-Baku 07/11/2018 at 02:00 Departure Baku-Paris 08/11/2018 at 04:15								
	Fees -STE Cat II	08/11/2018	Payroll from CIEP	26/11/2018	1*days*350€			350,00 €	350,00 €

Project Management Cost	08/11/2018		08/11/2018	1,5*(1*days*350€)			525.00 €	525.00 €	
Perdiem	7- 8/11/2018	Depl 1371	11/12/2018	2*days*293€			879.00 €	879.00 €	
International travel	7- 9/11/2018	JANECART HIER INVOICE F0010340 261	23/10/18	Airticket [ PARIS - BAKU - PARIS ] , eco class 1X(620,50 euros)			700.00 €	620.50 €	
		Evisa AE 10096057 0	24/10/18	VISA 1*24 USD		24USD		20.50 €	
		Invoice qaime 0312801 / 0312803	07/11/2018- 09/11/2018	TAXI (2*25 AZN)		50AZN		25.86 €	
Giedrius VILIUNAS, Junior MS PL (LT)									
Vilnius-Baku Arrival Vilnius-Baku the 07/11/2018 at 02:00 Departure Baku-Vilnius the 09/11/2018 at 05:20									
Fees -STE Cat II	08/11/2018	Pay roll 270/A	15/11/2018	1*days*350€			350.00 €	350.00 €	
Project Management Cost	08/11/2018		08/11/2018	1,5*(1days*350€)			525.00 €	525.00 €	
Perdiem	7- 8/11/2018		15/11/2018	2*days*293€			586.00 €	586.00 €	
International travel	7- 9/11/2018	DELTA INTERSE RVICE 12531888 7	29/10/2018	Airticket [ VILNIUS-BAKU - VILNIUS ] , eco class 1X( 873,52euros)			700.00 €	700.00 €	244.42
		Evisa AE100962 103	25/10/2018	VISA 1*83 USD		83.00 €		0.85419	
Baiba RAMINA, Junior MS PL (LV)									
Riga - Baku Arrival Nice-Baku the 06/11/2018 at 20:55 Departure Baku-Riga the 08/11/2018 at 21:45									
Fees -STE Cat II	08/11/2018	PAYROOL LIST n11- 1	30.11.2018	1*1day*350€			350.00 €	350.00 €	



Project Management Cost	08/11/2018	08/11/2018	1,5*(1*1day*350€)				525,00 €	525,00 €		
Perdiem	7-8/11/2018	04/12/2018	2*days*293€	Invoice AUSTIN Hotel			586,00 €	586,00 €		
International travel	7-9/11/2018	09/10/2018	Airticket [ RIGA - BAKU - RIGA ] , eco class 1X563EUROS and travel insurance N°735860637 1*4.80EUROS	INVOICE BALTATO UR N°902			567,80 €	700,00 €		
		30.10.2018	VISA 1*21.59EUROS	Visa AE100626 836			21,59 €			
Sub-Total coordination cost							6 339,16 €	6 991,73 €		244,42 €
<b>Project activities</b>										
C1	Result 1: Selected National Education Standards are aligned to include a competence-based focus									
1.2	Identify the basis of GDP and an analysis of the employability of graduates	three of economic and social areas for the development of competence-based assessment of the education contribution of sectors to the	priority and relevance, which includes an assessment of the contribution of the education standards on the							
	Gintautas JAKSTAS (LT)		Arrival Vilnius-Baku the 01/07/2018 at 14:10 Departure Baku-Vilnius the 07/07/2018 at 05:10							
	International travel ( correction first and 2nd trimester )	07/07/2018	EVISA AE 10062024 22				-33,52 €	252,00 €		
	Total 1.2						-33,52 €	252,00 €		
1.3	Assess and review the current system for using labour market intelligence and skills forecasting: G. GASQUET (Cat I); GINTAUTAS JAKSTAS (Cat I); SAULE MACIUKAITE-ZVINIENE (Cat I); J. SILKA (Cat II)									
	Saule MACIUKAITE-ZVINIENE (LT)		Arrival Vilnius-Baku the 07/07/2018 at 14:40 Departure Baku-Vilnius the 14/07/2018 at 15:40							
	International travel ( correction first trimester)	07/07/2018	EVISA 2476198				0,8633	276,33 €		
		8-14/07/2018	VISA 1*24 Mistake of sum USD				-0,09 €			







	Perdiem	25-29/11/2018	Depl 9242	13/11/2018 21/12/2018	5*days*293€				1 465,00 €	1 758,00 €	
	International travel	25-30/11/2018	Invoice JANCART HIER F-001 0851159	09/10/18	Airticket [ PARIS - BAKU - PARIS ] , eco class 1X(592,5 euros)				592,50 €	700,00 €	
			Evisa AE100974 050	1/11/208	VISA 1*24 USD	24,00 €	0,87935		21,10 €		
		30/11/18	Invoice Taxi DZ-177-CL	01/12/18	TAXI 1*57 euros				57,00 €		
	<b>Total 3.1</b>								<b>20 931,29 €</b>	<b>23 828,00 €</b>	
3.3	Activity 3.3 Create handbook on methodologies and requirements for self-evaluations of higher education institutions : PERNOT/PISARZ/HOUPPE/COURTELLEMENT (Cat I); NORA SKABURSKIENE (Cat II); A.KAZOKA (Cat II)										
3.3.1	Create Handbooks for study programmes evaluations ( Handbook for external evaluators)										
	Nora Skaburskeine (LT)				Arrival Vilnius-Baku the 16/12/2018 at Departure Baku-Vilnius the 22/12/2018 at 05:20						
	Fees -STE Cat I	17-21/12/2018	Payroll from ESFA	27/12/2018	5 days*350euros				1 750,00 €	1 750,00 €	
	Project Management Cost	17-21/12/2018		17-21/12/2018	1,5*fees				2 625,00 €	2 625,00 €	
	Perdiem	16-21/12/2018		13/12/2018	1*6 days*293euros				1 758,00 €	1 758,00 €	
	International travel	16-22/12/2018	Invoice Delta Interservis 162251	30/11/18	Airticket [VILNIUS BAKU - VILNIUS] , eco class 1X(426,36 euros)				426,36 €	700,00 €	
		16-22/12/2018	Evisa AE100992 257	13/11/18	VISA 1*24USD	24USD	0,87935		21,10 €		
	Asnate Kazoka (iv)				Arrival Riga-Baku the 16/12/2018 at 04:50 Departure Baku-Riga the 22/12/2018 at 05:50						
	Fees -STE Cat I	17-21/12/2018	Payroll LIST n12-1	28/12/2018	5 days*250euros				1 250,00 €	1 250,00 €	



	15/12/2018	TAXI	15/12/2018	Taxi 1*15azn	15azn	0,51727	7,75 €		
<b>Jolanta Silka (LV)</b>	15/12/2018 8	TAXI	15/12/2018	Taxi 1*15azn	15azn	0,51727	7,75 €		
				Arrival Riga-Baku the 09/12/2018 at 14:55 Departure Baku-Riga the 15/12/2018 at 05:50					
Fees -STE Cat	10- 14/12/2018 8	payroll N°12-1	28/12/08	5 days*350euros			1 750,00 €		1 750,00 €
Project Management Cost	10- 14/12/2018 8			1,5*fees			2 625,00 €		2 625,00 €
Perdiem	09- 14/12/2018 8	Invoice Nemi Hotel	27/12/18	1*6 days*293euros			1 758,00 €		1 758,00 €
International travel	09- 15/12/2018 8	Invoice Balatour N°1118	10/12/18	Airticket [RIGA - BAKU - RIGA], eco class 1X(414 euros) and travel insurance N°735853544 1*11,20euros			425,20 €		700,00 €
	14/12/2018 8	TAXI	14/12/18	TAXI (1*30 AZN)	30,00 €	0,51658	15,50 €		
	09- 15/12/2018 8	Evisa AE101027 398	05/12/18	VISA 1*21,84EUROS			21,84 €		
<b>Aurelija Valeikiene (LT)</b>				Arrival Vilnius-Baku the 09/12/2018 at 07:55 Departure Baku-Vilnius the 15/12/2018 at 13:30					
Fees -STE Cat	10- 14/12/2018 8	Payroll from ESFA	27/12/18	5 days*350euros			1 750,00 €		1 750,00 €
Project Management Cost	10- 14/12/2018 8		10- 14/12/2018	1,5*fees			2 625,00 €		2 625,00 €
Perdiem	09- 14/12/2018 8		10/12/18	1*6 days*293euros			1 758,00 €		1 758,00 €
International travel	09- 15/12/2018 8	Invoices Delta Interservis 19205072 5	12/12/18	Airticket [VILNIUS - Baku - VILNIUS ], eco class 1X(640,77 euros)			640,77 €		700,00 €
	10- 15/12/2018 8	invoices QAIME FAKTURA 312809-	10/12/2018 15/12/2018	TAXI (2*25 AZN)	30,00 €	0,51658	15,50 €		





## **Section 4: Annexes (Mission reports)**

### **1) Mission Report of Activity 1.5.2**

Annex 1: New suggested format for Bachelor and Master Programmes in Physics teacher

Annex 2: General and professional competences for Bachelor and Master Degrees of Chemical Engineering; Physics and Chemistry Teacher; Physics

### **2) Mission Report of Activity 3.1**

Annex\_1 Criteria and indicators for study programme evaluation and accreditation in Azerbaijan

Annex\_2 Drafting a National Roadmap for Programme Accreditation

### **3) Mission Report of Activity 3.3.1**

Annex 1 Template for Evaluation Report

### **4) Mission Report of Activity 4.1**

Annex I Detailed analysis of legislation in the Republic of Azerbaijan: correspondence between the new draft State Standard of Higher Education and the National Qualifications Framework (AZQF)

#### **Annex II Quality Assurance**

Analysis and recommendations for the legislative acts related to the quality assurance

#### **Annex III**

Credit transfer and recognition