

TWINNING INTERIM QUARTERLY REPORT NUMBER 4



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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: 13 May 2019

READ AND APPROVED
[Signature]
04.06.2019

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
TRE
TRM
UAS
VAK
VET

Terms of Reference
Twinning Review Expert
Twinning Review Mission
University of Applied Sciences
Higher Attestation Commission
Vocational Education and Training

Section 1: Project data

Twinning Contract Number	ENI/2018/395-401
Project Title:	Support to Strengthening the Higher Education System in Azerbaijan
Twinning Partners (MS and BC)	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)
Report Number:	4
Period covered by the report:	13 January 2018 - 12 April 2019
Duration of the project:	13 th of April 2018 – 12 th April 2020 (24 months)
Rapporteur:	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



Mr. Shahin Bayramov

Date

20/05/2019

Date

30.05.2019

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>Remarks from QP 1:</p> <ul style="list-style-type: none"> • 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 practical implementation of the competence-based higher education was named to be main issue both by the Ministry and HEIs. • 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 confusion of what exactly covers the Bologna process 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. <p>Remarks from QP 2:</p> <ul style="list-style-type: none"> - 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. <p>Remarks from QP 3:</p> <ul style="list-style-type: none"> - Analysis of legislative documents revealed that the Bologna process principles are not enough reflected in local legislative acts in Higher Education. Recommendations were formulated to improve the alignment of local legislative acts with the Bologna process requirements. <p>Remarks from QP4:</p> <ul style="list-style-type: none"> - <i>In almost every project activity, the AzQF was presented and promoted, with specific focus on level descriptors for levels 6-8. Relevant resources, produced within the framework of the Bologna process regarding competence-based approach and student-centered learning were used for training materials during workshops and other meetings.</i>

- 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
- MoE, higher education institutions and Accreditation and Nostrification Office have been trained on principles, mechanisms, tools and policies of the	- <i>Numerous 49 workshops, with a total number of participants amounting to 415 (253 men, 162 women), were carried out to train relevant stakeholders on various aspects of European Higher Education Area</i>

<p>European Higher Education Area on student - centred concept;</p> <ul style="list-style-type: none"> - Processes and methodologies for streamlining competence-based education provision in line with the EU best practices adapted to BC context developed and piloted; - The improved capacity of the Accreditation and Nostrification Office results in a compliance with the ESG. 	<p><i>competence-based approach (CBA) and student-centered learning (SCL) (the work on the SCL has just been started recently within the Component 2). Most of the pilot HEIs seem still quite far from SCL/CBA approach, as it appears to be far from their priorities. The training process and awareness raising on the SCL/CBA importance takes time. Little commitment at institutional level does not support a lot in this regard.</i></p> <ul style="list-style-type: none"> - 3 Methodologies, 1 set of recommendations for methodology and 1 methodological compendium for streamlining competence-based education provision in line with the EU best practices were drafted by MS experts; they will be tested in further project activities. They are: a) 2 methodologies for competence-based education standards called 'Concept and methodology for competence-based education standards' (drafted as outcome of Act. 1.1); b) 1 methodology on how to transform labour market data into programme specific education requirements (drafted as outcomes of Act. 1.4); c) 1 set of recommendations for methodology of developing national classifications of programmes in higher education; d) 1 methodological compendium on how to write learning outcomes was elaborated (as output of Act. 2.2). - <i>The ANO was supported by MS experts to revise their current procedures and methodologies to follow EU practices. 1 handbook for methodologies for study programmes evaluations was drafted. No obstacles were met in this regard.</i>
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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 18th 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.
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.

Quarterly period 4:

1. The Cabinet of Ministers approved the “**Classification of Specialties for Bachelor Level**” on 12 February 2019. The new classification will take force starting from the new academic year, in other words, from 15 September 2019.
2. The President signed a decree “**On allocation of scholarship to doctoral students, to students studying in higher, secondary professional and vocational education institutions as well as those studying master courses in the Azerbaijan National Academy of Sciences**” on 14 February, 2019. This decree will be applied to about 110,000 students across the country. Under this new decree, the scholarships for the students studying in above-mentioned levels were increased up to 25%.
3. Elchin Babayev was appointed **new BSU rector** on March 11, 2019 at the presidential decree. Previously, he was Executive Director of Science Development Fund at the Presidential Administration of Azerbaijan.

• **Project Assumptions**

Project Assumptions	Assessment of implementation
<p>Project Purpose</p> <ul style="list-style-type: none"> • The Government maintains its political will to modernise its higher education system; • Universities are willing to cooperate; • MS partners adapt to local context and constraints. 	<ul style="list-style-type: none"> - <i>Although the government maintains in general its political will to modernise the higher education system, more support at the national and institutional levels shall be granted to some important measures, like providing access to continuous education for all academic staff, encourage upgrading of training equipment and learning/teaching materials, encourage recruitment of younger academic staff, etc.</i> - <i>Universities are willing to cooperate, but they appear to need further capacity reinforcement on how to transform their financial, administrative and pedagogical autonomy into better quality of educational services provision;</i> - <i>MS partners try to adapt to local context and constraints; however, the practical focus of some workshops could further be improved.</i>
<p>Component 1:</p> <ul style="list-style-type: none"> • The Government maintains its political will to modernise its higher education system; • The MoE and the Ministry of Labour cooperate effectively in relation to the provision of data that informs about labour market needs and requirements; • The MoE deploys adequate human resources. 	<ul style="list-style-type: none"> - <i>The political will of the government is there; a series of measures are currently being put in place to enhance a better monitoring of the labour market needs (i.e. establishment of skills observatories at the Ministry of Labour);</i> - <i>The MoE considers that it is outside of their work scope to deal with labour market issues. Cooperation with the Ministry of Labour and Social Protection of Population appears to be beyond the objectives of the current project.</i> - <i>Despite a heavy workload, the MoE tries to support the project activities where necessary.</i>
<p>Component 2:</p> <ul style="list-style-type: none"> • The Government maintains its political will to modernise its higher education system; • The MoE and Higher Education Institutions remain committed to reforming curricula; • The MoE and the higher 	<ul style="list-style-type: none"> - <i>The Government maintains its political will to modernise its higher education system. CBA and SCL are mentioned as priority in the national strategy and as a member of the Bologna process, the BC government is committed to implement relevant Bologna process requirements.</i> - <i>Meetings with academic staff regarding the new state standards revealed that academic staff is more interested in discussing the list of subjects rather than the list of</i>

<p>education institutions deploy adequate human resources.</p>	<p><i>competences/learning outcomes. It shows that most of the academic staff still tends to implement a subject-based approach rather than competence-based approach (although some universities, i.e. the Azerbaijan University of Oil and Industry, have started new pilot practices). The project workshops and other activities aims to support the shift from subject-based teacher-oriented approach towards competence-based student-centred one;</i></p> <p><i>- Despite heavy workload at the level of MoE and HEIs, both strive to support project activities at their best.</i></p>
<p>Component 3:</p> <ul style="list-style-type: none"> • The Government maintains its political will to modernise its higher education system; • The Accreditation and Nostrification Office and higher education institutions cooperate effectively; • The Accreditation and Nostrification Office and higher education institutions deploy adequate human resources. 	<p><i>- The Government maintains its political will to modernise its higher education system. Although the status of ANO has been changed recently by a presidential decree (it became again a part of MoE), it does not seem to bring important changes in the way of functioning of ANO and its scope of work;</i></p> <p><i>- The ANO cooperates effectively with the project, the same do universities. The interest of academic staff appears sometimes quite weak to some workshops, because the topics of competence-based approach and student-centred learning are not for the moment at the core of institutional strategies of universities.</i></p>
<p>Component 4:</p> <ul style="list-style-type: none"> • The Government maintains its political will to modernise its higher education system; • The MoE and Higher Education Institutions remain committed to reforming curricula; • The MoE and the higher education institutions deploy adequate human resources; • The legal decision-making process will be undertaken in a timely manner. 	<p><i>- The assumptions are in general implemented. As regards the commitment to reform curricula, there is a strong one at the level of MoE. Given the local context, it appears more relevant to keep the current level of pedagogical autonomy of universities (without enlarging it): the state standards shall prescribe the list of subjects and the intended competences / learning outcomes at the national level, and universities shall make sure to provide their study programme aligned with those.</i></p> <p><i>- The legal decision-making process is not always mastered by the project team. However, it does not impede the implementation of project activities. The project coordination tries to adapt the agenda of missions/ project activities to the legal decision-making agenda.</i></p>

2B - ACHIEVEMENT OF MANDATORY RESULTS

Results under components

Results and Indicators of achievement	State of achievement/ problems encountered
Result 1 Selected National Education Standards are aligned to include a competence-based focus	
<p>1.1. A concept and methodology for transforming education standards to be competence-based is improved;</p> <p>1.2. National education standards for programmes in three sectors are updated;</p> <p>1.3. A methodology for transforming labour market intelligence into programme specific education requirements is developed;</p> <p>1.4. National classifications for programmes in three sectors are developed;</p> <p>1.5. Visibility materials are developed that informs about the benefits of competence-based education;</p> <p>1.6. A study visit for 2 representatives from Higher Education Department, 1 representative from the Accreditation and Nostrification Office and 1 representative from the Education Institute of the Ministry of Education and 3 representatives (7 people in total) from pilot universities is organised in an EU Member State on competence based education system.</p>	<ul style="list-style-type: none"> - R1.1 - Achieved: <u>A concept and methodology for transforming education standards to be competence-based has been drafted.</u> It will be further discussed with stakeholders during later project activities so to achieve its appropriation and any additional improvements if necessary; - R. 1.2 – Partly achieved: The list of competences for 12 pilot study programmes was produced; however, this list needs to be discussed with relevant academic staff including the discussion on the list of subjects compulsory for each programme. - R. 1.3 - Achieved: <u>A methodology for transforming labour market intelligence into programme specific education requirements has been developed.</u> It will be further discussed with stakeholders during later project activities so to achieve its appropriation and any additional improvements if necessary; - R. 1.4 and R. 1.5 were not performed yet; - R. 1.6 - Achieved: <u>A study visit of 7 MoE members to Lithuania and Latvia</u> on the topic of competence-based approach was organised. The feedback report was produced. <p><i>Problems encountered:</i></p> <ul style="list-style-type: none"> ✓ <u>Getting acquainted stakeholders with new notions:</u> 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. ✓ <u>Make sure that project deliverables are sustainable:</u> It is important to make sure that the methodologies produced under R. 1.1 and 1.3 are used in further project activities. ✓ <u>Revise national curricula in key sectors:</u> More expertise is needed on the result 1.2; a reallocation from other activities would be necessary ✓ <u>Translation of important documents</u> would need to be discussed with relevant working groups as some concepts appear to be difficult for translation.
Result 2. Pilot Study programmes in priority areas of education are improved to be more student-centred	
<p>2.1. A concept of student-centred study programme is developed;</p> <p>2.2. At least 12 study programmes are revised;</p> <p>2.3. A methodological compendium on the use of learning outcomes is developed;</p>	<ul style="list-style-type: none"> - R. 2.1. – this result was not addressed yet. - R. 2.2 – In progress: learning outcomes for the programme of Physics were defined, but not yet discussed with academic staff. - R. 2.3 – Achieved: a draft of methodological compendium on the use of learning outcomes was developed. It will be further discussed with stakeholders during later project activities so to achieve its appropriation and any additional improvements if necessary

<p>2.4. A training workshop on student-centred approaches for teaching, learning and assessment is organised.</p> <p>2.5. Programme regulations on recognition developed.</p>	<p>- R. 2.4 and 2.5 were not performed yet.</p> <p><i>Problems encountered:</i></p> <ul style="list-style-type: none"> ✓ Weak interest of most academic staff for CBA/SCL; ✓ Training materials of MS experts shall be more practically oriented.
<p>Result 3 The quality assurance system is further developed to reflect the student-centeredness of study programmes</p>	
<p>3.1. Standards for programme accreditation are improved;</p> <p>3.2. A handbook on self-evaluation processes of HEI is developed;</p> <p>3.3. A training workshop for higher education institutions on self-evaluation is conducted;</p> <p>3.4. At least 12 self-evaluation reports for the pilot study programmes are compiled;</p> <p>3.5. At least 4 mock accreditations of study programmes are conducted;</p> <p>3.6. A pool of reviewers, including student representatives and representatives of the labour market is trained;</p> <p>3.7. A study visit of up to 7 MoE members is organised in an EU Member State on Quality Assurance in the EHEA;</p> <p>3.8. A study visit of up to 7 MoE members is organised in an EU Member State on student-centeredness of study programmes.</p>	<p>- R. 3.1 – Achieved: <u>Standards for programme accreditation were drafted in line with ESGs QA.</u></p> <p>- R. 3.2 – Achieved with increased deliverables: A more complete version of handbook for evaluation of study programmes (including both self-evaluation and external evaluation processes) was designed.</p> <p>- R.3.3 – Achieved. Training workshops for HEIs on how to conduct self-evaluation were put in place.</p> <p>- Results 3.4-3.8 were not performed yet.</p> <p><i>Problems encountered:</i></p> <ul style="list-style-type: none"> ✓ Self-evaluation approach appears quite unknown by some members of HEI's academic staff. Some of them saw few interest in such kind of exercise and they believe that nothing will change in terms of future improvements. MS experts searched to convince local academic staff on the usefulness of self-evaluation practices.
<p>Result 4. Recommendations on amendments of legislative and regulative framework developed</p>	
<p>4.1. A synopsis report on the legal and regulatory system for education standards, credit system. Recognition and quality assurance of study programmes is compiled;</p> <p>4.2. 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;</p> <p>4.3. 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;</p> <p>4.4. A proposal for the amendment of the legal and regulatory framework for quality assurance is prepared;</p> <p>4.5. A proposal to enhance the governance system of three pilot universities is developed and tested.</p>	<p>- R. 4.1 – Achieved. A synopsis report on the legal and regulatory system for education standards, credit system, recognition and quality assurance of study programmes <u>was designed has been developed.</u></p> <p>- R.4.2 and R. 4.3– In progress of achievement. A proposal for the amendment of legal regulations for recognition at institutional level in line with European best practices to allow for recognition of study programmes based on learning outcomes.</p> <p>- Results 4.4 – 4.5 were not performed yet.</p> <p><i>Problems encountered:</i></p> <ul style="list-style-type: none"> ✓ A greater integration into European network of ENIC-NARIC Centres of the Azeri department for Nostrification would help to promote a shift toward current practices of recognition instead of nostrification approach.

2C. ACTIVITIES IN THE REPORTING PERIOD

A total of 14 expert missions, with a total 70 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 the amendment of legal regulations for recognition at institutional level in line with European best practices to allow for **recognition of study programmes based on learning outcomes**;
- Undertake **capacity building activities for the Ministry of Education** (including Accreditation and Nostrification Office) **and other stakeholders** regarding programme accreditation and hold **training workshops for HEIs** on how to conduct self-evaluation processes;
- finalise the handbook to support quality assurance system of study programmes to reflect student-centeredness and competence-based approach: **guidelines for both self-evaluation and external evaluation** of study programmes were drafted.

Several capacity reinforcement meetings were carried out for the staff from ANO, MoE and HEIs 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 annexes.

Component 1 Selected National Education Standards are aligned to include a competence-based focus

Reference number and title of Activity

Activity 1.5.3 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

Name of MS experts who delivered it:

Mr. Jean-Marc Planeix (FR); Ms. Inga Juknytė-Petreikienė (LT)

Duration of the activity:

28 January – 1 February 2019 (10/10 working days)

SCHEDULE OF THE MISSION:

28 January 2019

The STEs carry out a deskwork working on the state standards for study programmes at MoE.

29 January 2019

The STEs continue a deskwork working on the state standards for study programmes at MoE.

30 January 2019

Finalizing the work on national standards for higher education and discussing the template for state standards for study programmes.

Stakeholders: Ms. Vusala Gurbanova, Senior Advisor at HE Depart, MoE, Component Leader I Ms. Nargiz Garakhanova, Senior Advisor at HE Dept., MoE, Component Leader IV Ms. Lala Abbasova, Chief Advisor at Accreditation Dept., ANO.

31 January 2019

Deskwork at MoE.

1 February 2019

Meeting with MoE representatives to debrief about the results of the mission.

Stakeholders: Mr. Shahin Bayramov, Deputy Head of Science and Higher Education Dept., BC Project Leader, Mr. Yashar Omarov, Senior Advisor at Science and Higher Education Dept., RTA Counterpart, Ms. Vusala Gurbanova, Senior Advisor at Science and Higher Education Depart, MoE, Component Leader I, Mr. Azad Akhundov, Senior Advisor at Science and Higher Education Dept., MoE, Component Leader II.

Objectives and tasks of the Mission:

The objective of this activity was to review the current NSSP in selected areas (Chemistry, Primary school teacher, Informatics and Math Teacher, Foreign Language Teacher, Geography, Biology- Ecology, Computer sciences, Oil and gas engineering, Information technologies, Electrical energy engineering, Computer 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 (new competences were selected) and a new template for the state programmes for study programmes in those areas were suggested. For more details, see the Annex to the Mission Report of Activity 1.5.3.

Component 1 Selected National Education Standards are aligned to include a competence-based focus
Reference number and title of Activity

Activity 1.5.4 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

Name of MS experts who delivered it:

Ms. Tatjana Koke (LV)

Duration of the activity:

18 February –22 February 2019 (10/10 working days)

SCHEDULE OF THE MISSION:**18 February 2019**

Deskwork to review a new version of study programmes in priority areas suggested by Twinning experts.

19 February 2019

Deskwork to prepare for the workshops in two higher education institutions.

20 February 2019

Workshop on development of competence-based and student-centered study programmes. Mapping of learning outcomes in Azerbaijan State Pedagogical University.

Stakeholders: See the Annex to the Mission Report of Activity 1.5.4.

21 February 2019

Workshop on development of competence-based and student-centered study programmes. Mapping of learning outcomes in Azerbaijan Technical University.

Stakeholders: See the Annex to the Mission Report of Activity 1.5.4.

22 February 2019

- Meeting with MoE representatives to debrief about the results of the mission.

Stakeholders: Mr. Yaqub Piriye, Head of Science and HE Dept., Mr. Shahin Bayramov, BC PL, Deputy Head of Science and HE Dept., Mr. Yashar Omarov, RTA Counterpart, Head of HE Unit)

- Report writing

Objectives and tasks of the Mission:

- State Standards for selected study programmes are revised, with a view to describing achievements based on competences and learning outcomes, considering AzQF;
- Workshops on development of competence-based and student-centered study programmes at pilot universities delivered.

Recommendations and results:

State standards in the selected SSSP were revised and workshops on development of competence-based and student-centered study programmes at pilot universities were delivered. For more details, see the Mission Report of the Activity 1.5.4 in the Annex.

Component 1 Selected National Education Standards are aligned to include a competence-based focus
Reference number and title of Activity

Activity 1.9 Study visit on best practise for competence-based education system (Lithuania and Latvia)

Name of BC experts who participated:

1. Ms. Vusala Gurbanova, Senior Advisor at the Science, Higher and Secondary Professional Education Department, Ministry of Education;
2. Mr. Yashar Omarov, RTA counterpart, Head of Higher education and secondary professional education sector;
3. Mr. Tofiq Ahmadov, Head of Accreditation Department of Accreditation and Nostrification Office of the Ministry of Education;
4. Mr. Anvar Abbasov, Deputy Director, Education Institute of the Ministry of Education
5. Mr. Natig Talibov, Vice-rector of Sumgait State University;
6. Mr. Gasim Mammadov, Vice-rector of Azerbaijan Oil and Industry University;
7. Mr. Hamzaagha Orujov, Vice-rector of Baku Engineering University;

8. Mr. Tarlan Arzumanov, RTA Language Assistant.
Duration of the activity: 11 February – 15 February 2019 (5 working days)
SCHEDULE OF THE MISSION: 11 February 2019 (Lithuania) A visit to the Centre for Quality Assessment in Higher Education, Research and Higher Education Monitoring and Analysis Centre (MOSTA), Ministry of Education, Science and Sport of the Republic of Lithuania. 12 February 2019 (Lithuania) A visit to Vilnius Gediminas Technical University, Vilnius university Life Sciences Center, Center for Physical Sciences and Technology 13 February 2019 Departure to Riga, Latvia 14 February 2019 A visit to Academic Information Centre, Ministry of Education and Science of Latvia, Riga Technical University, Faculty of Computer Science and Information Technology 15 February 2019 A visit to Academic Centre of University of Latvia, University of Latvia, Faculty of Education, Psychology and Art For more details of the study visit agenda, see the Annex to the Feedback Report of Activity 1.9 in the Annex of IQR4.
Objectives and tasks of the Mission: The objective of the study visit was to introduce the participants to best practices in MS countries in the following fields: <ul style="list-style-type: none"> - implementation of competence-based education standards on national and institutional levels; - transformation of labour market data into discipline specific education requirements on national and university levels; - national classifications of programmes in higher education; - any other related aspects.
Results: See the Study Visit Feedback Report of Activity 1.9 in the Annex.

Component 2. Pilot Study Programme Curricula in Priority Sectors are Improved to be More Student-Centred
Reference number and title of Activity
Activity 2.2 Develop a compendium on how LO are identified and designed, which will guide people responsible for development and review of programme in implementing a student-centered approach
Name of MS experts who delivered it: Ms. Inga Juknytė-Petreikienė (LT)
Duration of the Activity 01 – 05 April 2019 (15/20 working days)

SCHEDULE OF THE MISSION:**1 April 2019**

- A meeting with Mr. Azad Akhundov, Component II Leader and Twinning team in Ministry of Education. Preparation for workshops at HEIs.
- A workshop with academic staff representing study programmes in Biology, Geography and Ecology from Baku State University (BSU) and Sumgait State University (SSU) in BSU.

Stakeholders: See the Annex to the Mission Report of Activity 2.2.

2 April 2019

A workshop with academic staff representing study programmes in Informatics teacher, Math teacher and Chemistry teacher from Azerbaijan State Pedagogical University (ASPU) and Sumgait State University in ASPU.

Stakeholders: See the Annex to the Mission Report of Activity 2.2.

3 April 2019

A workshop with academic staff representing study programmes in Electrical Energy Engineering, Computer Engineering and Information Technologies from Azerbaijan Oil and Industry University (ASOIU) and Azerbaijan Technical University (AzTU) in ASOIU.

Stakeholders: See the Annex to the Mission Report of Activity 2.2.

4 April 2019

A workshop with academic staff representing study programmes in Chemical Engineering and Physics from Baku State University and Azerbaijan State Oil and Industry University in BSU.

Stakeholders: See the Annex to the Mission Report of Activity 2.2.

5 April 2019

Report writing

Objectives and tasks of the Mission:

- to develop methodological compendium on identifying and defining learning outcomes that includes a check-list for designing learning outcomes.
- To organize working sessions with relevant stakeholders to identify levels for writing learning outcomes; to present best MS' and international practices on learning outcomes identification and design and to discuss strategies for writing learning outcomes (top-down and bottom-up); alignment of learning outcomes with the programme/module/course activities;

Recommendations and results:

A methodological compendium on identifying and defining learning outcomes that includes a checklist for designing learning outcomes was developed. For more details, see the Mission Report of the Activity 2.2 in the Annex.

Component 2. Pilot Study Programme Curricula in Priority Sectors are Improved to be More Student-Centred
Reference number and title of Activity

Activity 2.4 Improve study programmes in the priority areas in pilot universities to incorporate learning outcomes and inform and raise awareness about these achievements

Name of MS experts who delivered it:

Mr. Philippe Turek (FR)

Duration of the Activity

08 – 12 April 2019 (5/35 working days)

SCHEDULE OF THE MISSION:**8 April 2019**

Deskwork at Ministry of Education. Working on the suggested version of State Standard in Physics.

9 April 2019

Meeting with an employer representative in Ministry of Education.

Stakeholders: *Namig Tagiyev, Lead Training Officer at Sumgait Technological Park***10 April 2019**

A meeting to identify the list of subjects for the study programme in Physics in Baku State University.

Stakeholders: *Academic staff from BSU and SSU (See the Annex to the Mission Report of Activity 2.4)***11 April 2019**

A meeting to identify competences and learning outcomes for Physics study programme with academic staff from BSU and SSU and employers.

Stakeholders: *Academic staff from BSU and SSU; employers' representatives (See the Annex to the Mission Report of Activity 2.4)***12 April 2019**

- Attending the Dissemination Day of the Nizami project titled Restructuring and Development of Doctoral Studies in Azerbaijan in line with Requirements of Higher Education Area in Hyatt Regency hotel.
- Report writing

Objectives and tasks of the Mission:

- to improve study programmes in the field of Physics in pilot universities to incorporate learning outcomes and inform and raise awareness about these achievements

Recommendations and results:

A new version of the State Standards with the learning outcomes was completed and a revised syllabus was suggested. For more details, see the Annexes to the Mission Report of the Activity 2.4.

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

Activity 3.2 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**

Names of MS expert(s) who delivered it

Ms. Nora Skaburskiene (LT), Ms. J. Silka (LV)

Duration of the activity

04 – 08 February 2019 (10/10 STE Working Days)

MISSION SCHEDULE**4 February 2019**

Meeting in the Accreditation and Nostrification Office. Preparation for the workshops at pilot universities. Identifying topics of trainings concerning external evaluations at HEIs.

Stakeholders: *Mr. Tofiq Ahmadov, Head of Accreditation Department, ANO, Ms. Lala Abbasova, Chief Specialist at Accreditation Department, ANO*

5 February 2019

- STEs prepare presentations for the workshops at HEIs.
- Discussions on new format of state standards for study programmes

Stakeholders: *Mr. Tofiq Ahmadov, Head of Accreditation Department, ANO, Ms. Lala Abbasova, Chief Specialist at Accreditation Department, ANO*

6 February 2019

Deskwork on drafting a handbook for universities on how to write learning outcomes

7 February 2019

Workshop on Concept and Principles of Programme Accreditation in Baku State University

Stakeholders: *See the Annex 2 to the Mission Report of the Activity 3.2.*

8 February 2019

Workshop on Concept and Principles of Programme Accreditation in Azerbaijan State Oil and Industry University

Stakeholders: *See the Annex 2 to the Mission Report of the Activity 3.2.*

Objectives and tasks of the Mission:

- to deliver workshops on programme accreditation-related issues for the Accreditation and Nostrification Office and pilot universities

Recommendations and results: For more details, see the Mission Report of the Activity 3.2 in the Annex

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

Reference number and title of Activity

Activity 3.3.2 Create handbook on methodologies and requirements for study programme evaluation

Names of MS expert(s) who delivered it

Mr. Mourad Attarca (FR), Mr. Almantas Šerpatauskas (LT)

Duration of the activity

14 – 18 January 2019 (10/10 STE Working Days)

MISSION SCHEDULE

14 January 2019

Meeting with the staff of the Accreditation Department. Presentation of Lithuanian and French practices on assessment of competence based and student-centred approach of study programmes.

Stakeholders: Mr. Tofiq Abbasov, Head of Accreditation Department, Ms. Lala Abbasova, Senior Specialist at Accreditation Department, Ms. Konul Fatiyeva, Head Specialist at Accreditation Department, 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.

15 January 2019

STEs start work on a handbook on program evaluation together with ANO staff.

16 January 2019

The STEs and ANO staff work on self-evaluation handbook for universities.

17 January 2019

The STEs continue working on the handbook in the hotel due to stormy weather conditions.

18 January 2019

The STEs discuss and finalize the draft of the handbook on study program evaluations with ANO staff.

Stakeholders: Mr. Tofiq Abbasov, Head of Accreditation Department, Ms. Lala Abbasova, Senior Specialist at Accreditation Department.

Objectives and tasks of the Mission:

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

Recommendations and results:

A handbook for self-evaluation of universities reflecting student-centred and competence-based approach as well as guidelines for self-assessing the competence-orientedness and student-centeredness of a study programme were developed. For more details, see the Mission Report of the Activity 3.3.2 in the Annex.

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

Reference number and title of Activity

Activity 3.4 Hold a training workshop for higher education institutions on how to conduct self-evaluation processes

Names of MS expert(s) who delivered it

Ms. Nora Skaburskiene (LT), Ms. J. Silka (LV)

Duration of the activity

04 – 08 February 2019 (10/10 STE Working Days)

MISSION SCHEDULE**4 February 2019**

Meeting in the Accreditation and Nostrification Office. Preparation for the workshops at pilot universities. Identifying topics of trainings concerning external evaluations at HEIs.

Stakeholders: Mr. Tofiq Ahmadov, Head of Accreditation Department, ANO, Ms. Lala Abbasova, Chief Specialist at Accreditation Department, ANO

5 February 2019

- STEs prepare presentations for the workshops at HEIs.

- Discussions on new format of state standards for study programmes

Stakeholders: Mr. Tofiq Ahmadov, Head of Accreditation Department, ANO, Ms. Lala Abbasova, Chief Specialist at Accreditation Department, ANO

6 February 2019

Deskwork on drafting a handbook for universities on how to write learning outcomes

7 February 2019

Workshop on Concept and Principles of Programme Accreditation in Baku State University.

Stakeholders: See the Annex 2 to the Mission Report of the Activity 3.2.

8 February 2019

Workshop on Concept and Principles of Programme Accreditation in Azerbaijan State Oil and Industry University.

Stakeholders: See the Annex 2 to the Mission Report of the Activity 3.2.

Objectives and tasks of the Mission:

- to deliver workshops on programme accreditation-related issues for the Accreditation and Nostrification Office and pilot universities

Recommendations and results: For more details, see the Mission Report of the Activity 3.2 in the Annex

Component 4 Recommendations on amendments of legislative and regulative framework developed**Reference number and title of Activity**

Activity 4.1.2 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. Aurelija Valeikienė (LT)

Duration of the activity

28 January – 1 February 2019 (5/5 working days)

MISSION SCHEDULE

28 January 2019

Meeting with MoE representatives to discuss the draft of Higher Education Standards.

Stakeholders: Ms. Vusala Gurbanova, Senior Advisor at Science and Higher Education Dept., MoE, CL I, Ms. Nargiz Garakhanova, Senior Advisor at Science and Higher Education Dept., MoE, CL IV, Ms. Lala Abbasova, Chief Specialist at Accreditation Department, ANO, Mr. Anar Naghiyev, Deputy Director, Education Institute.

29 January 2019

A joint deskwork and discussion with MoE representatives to draft the updated version of Higher Education Standards.

Stakeholders: Ms. Vusala Gurbanova, Senior Advisor at HE Dept., MoE, CL I, Ms. Nargiz Garakhanova, Senior Advisor at HE Dept., MoE, CL IV.

30 January 2019

A joint discussion with MoE representatives regarding the new format of state standards suggested by Twinning experts under Activity 1.5.3

Stakeholders: Ms. Vusala Gurbanova, Senior Advisor at HE Dept., MoE, CL I, Ms. Nargiz Garakhanova, Senior Advisor at HE Dept., MoE, CL IV.

31 January 2019

A joint deskwork and discussion with MoE representatives to draft the updated version of Higher Education Standards.

Stakeholders: Ms. Vusala Gurbanova, Senior Advisor at HE Dept., MoE, CL I, Ms. Nargiz Garakhanova, Senior Advisor at HE Dept., MoE, CL IV.

1 February 2019

- A joint deskwork and discussion with MoE representatives to draft the updated version of Higher Education Standards.

Stakeholders: Ms. Vusala Gurbanova, Senior Advisor at HE Dept., MoE, CL I
Ms. Nargiz Garakhanova, Senior Advisor at HE Dept., MoE, CL IV.

- Report writing

Objectives and tasks of the Mission: to finalise the drafting of national standards in higher education

Recommendations and results: For more details, see the Mission Report of the Activity 4.1.2 in the Annex.

Component 4 Recommendations on amendments of legislative and regulative framework developed

Reference number and title of Activity

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

Names of MS experts who delivered it

Ms. Inara Dunska (LV), Ms. Kristina Sutkute (LT)

Duration of the activity

25 February – 1 March 2019 (10/10 working days)

MISSION SCHEDULE

25 February 2019

A meeting with staff of the Nostrification Department. Presentation of recognition practices in Lithuania and Latvia

26 February 2019

Reviewing the Draft Law on Nostrification

A workshop on recognition practices at the Nostrification Department

Stakeholders: Ms. Turan Topalova, Head of Nostrification Dept., Ms. Sakina Huseynova, Lawyer at ANO.

27 February 2019

- Meeting with Ms. Nargiz Garakhanova, CL IV, Senior Advisor at Higher Education Department to discuss current practices in recognition of periods of study in Azerbaijani HEIs.

- Workshop in Azerbaijan State Pedagogical University on recognition periods of study and ECTS credits

Stakeholders: See the Annex to the Mission Report of Activity 4.2.

28 February 2019

Workshop in Azerbaijan Oil and Industry University on recognition of periods of study and ECTS credits (Attended also by Azerbaijan Technical University representatives)

Stakeholders: See the Annex to the Mission Report of Activity 4.2.

1 March 2019

Debriefing meeting with Science, Higher and Secondary Professional Education Department of the Ministry of Education.

Objectives and tasks of the Mission: to assess recognition practices in the pilot universities, to suggest an amendment of regulations for recognition at institutional level to allow for recognition of period of studies based on learning outcomes and in line with European best practices

Recommendations and results: For more details, see the Mission Report of the Activity 4.2 in the Annex.

Missions and STE Working Days in 4th 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			6
Steering Committee Meetings	48	6	6	6		18
Closure Meeting	3					-
COMPONENT 1:						
1.1 Improvement of concept and methodology for competence-based education standards	30	18	10			28
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				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			20
1.4 Develop methodology to transform labour market data into programme specific education requirements	15		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	15	35 (10 extra WD were allocated from Act. 1.2 through SL 2 as the BC asked for the additional review of subjects in pilot SSSP)
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					-
COMPONENT 2:						
2.1 Develop and discuss concept of student-centred study programme, which includes the basic parameters	30					-

for the development and review of study programmes at institutional level						
2.2 Develop a methodological compendium on how learning outcomes are identified and designed, which will guide people responsible for development and review of programme in implementing a student-centred approach	20				5	5
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				5	5
COMPONENT 3:						
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		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				10	10
3.3 Create handbook on methodologies and requirements for self-evaluations of higher education institutions	15			10	10	20 (5 additional WD were allocated from Act. 3.2 through SL4 as the BC asked to add one more deliverable which is a handbook for external evaluation)
3.4 Hold a training workshop for higher education institutions on how to conduct self-evaluation processes	20				10	10
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	Study visit					-

student-centeredness of study programmes for up to 7 staff members of the Beneficiary						
COMPONENT 4:						
4.1 Assess the current legal and regulatory framework on education standards, quality assurance, credits and recognition of parts of studies	15			15	5	20 (5 extra WD were allocated from Act. 4.2 through SL4 as the BC asked for more support in drafting the last version of HE state standards)
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				10	10
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

During the period covered by the **4th Quarterly Report**, 3 trainings, 32 workshops and 4 interviews were organised, involving respectively 364 experts (212 men, 152 women) of the MoE, HEIs and other stakeholders.

In total, since the project start, 3 trainings, 49 workshops, 30 interviews and 1 kick-off event were organised, involving 738 participants from the BC.

Training sessions and training participants in Quarter 4

UPDATED 10.05.2019						
Number of project activities in Quarter 4						
Number of trainings, workshops, interviews, etc.	Component					
	0	1	2	3	4	SUM
• Trainings				3		3
• Workshops		15	6	3	5	29
• Interviews			2		2	4
• Kick-off and closing meetings						

Total		15	8	6	7	36
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Number of participants in Quarter 4						
Number of participants (MoE officials, HEIs representatives, students, stakeholders, etc.)	Component					
	0	1	2	3	4	SUM
• Trainings				118		118 (65 men, 53 women)
• Workshops		75	82	70	4	231 (141 men, 90 women)
• Interviews			6		9	15
• Kick-off and closing meetings						
Total		75	88	188	13	364 (212 men, 152 women)

Number of project activities in Quarter 1-4						
Number of trainings, workshops, interviews, etc.	Component					
	0	1	2	3	4	SUM
• Trainings				3		3
• Workshops		28	6	10	5	49
• Interviews		26	2		2	30
• Kick-off and closing meetings	1					1
Total	1	54	8	13	7	83

Number of participants in Quarter 1-4						
Number of participants (MoE officials, HEIs representatives, students, stakeholders, etc.)	Component					
	0	1	2	3	4	SUM
• Trainings				118		118 (65 men, 53 women)
• Workshops		251	82	78	4	415 (253 men, 162 women)
• Interviews		100	6		9	115
• Kick-off and closing meetings	90					90
Total	90	351	88	196	13	738

Project Management

Side letters

- Side Letter No. 5 of 25 April 2019 a) enabled Mrs. Skaburskienė (Cat II) to replace Mr. Pernot (Cat I) and enabled Mrs. Butkiene (Cat II) to replace Mr. Jourdan (Cat I) under Activity 3.4. Mrs. Nora Skaburskienė and Mrs. Jolita Butkiene have participated in previous mission of the project to develop tools for self-evaluation; hence it made it easier for them to support the pilot universities in the process of self-evaluation at this stage; b) it also added one more participant to study visit under Activity 3.8, bringing the number of participants from the total of 7 to 8. One more participant from the Accreditation

Department of the Ministry of Education was added to the study visit group. This will enable a larger representation of pilot universities in the study visit, together with relevant representatives from MoE. In total, the group will be composed of 1 representative from each of the 5 pilot universities (BSU, ADPU, AzTU, ASOIU, BEU), 2 representatives from Accreditation and Nostrification Office of MoE (ANO), 1 representative from Science, Higher Education and Secondary Professional Department of MoE; c) it also enabled Mrs. Koke (Cat II) to replace Mrs. Grigorijeva (Cat I) under the Activity 2.4. The number of working days under this Activity will be decreased from 10 to 5.

- Mr. Giedrius Viliunas, Junior Project Leader from Lithuania, was appointed Acting Director of Research and Higher Education Monitoring and Analysis Centre (MOSTA) of Lithuania. Previously, he was serving as a deputy to the minister of education and science of Lithuania.

Links with other on-going/ previous projects:

- On Jan. 25th, the RTA attended the Closing Conference of the Twinning project "Support to further reforms of the civil service system in Azerbaijan". Launched in November 2016 and being implemented by State Examination Centre of the Republic of Azerbaijan together with Lithuanian partners, the project aimed to create a framework of new grouping of civil service positions, development of the civil service recruitment, performance appraisal and remuneration systems. For the Azerbaijani civil service recruitment system experts recommended moving forward from a knowledge-based evaluation system to a system based on evaluation of competencies and using several selection methods to help identify candidates' competencies;
- EU Technical Assistance Project *Strengthening Research Development and Innovation (RDI) in higher education in Azerbaijan*: on 01/03/2019, the RTA attended the **Kick-off meeting**
- EU Technical Assistance Project *Support to Implementation of National Qualifications Framework in Azerbaijan*: on 13/02/2019 a **coordination meeting** including relevant ongoing EU projects (NQF, RDI, HE Twinning projects) to discuss relevancies of components related to higher education and curriculum development.
- Mrs. Diane Whaley, English Language Specialist, U.S. Department of State, a new visit to the Azerbaijani State Pedagogical University for April – June 2019: keeping contact for the upcoming activity focused on **revision of Foreign Language Teacher programme**.
- EU Erasmus + *Establishment and Development of Quality Assurance Centres in Azerbaijan Universities* (ref. 586351-EPP-1-2017-1-AZ-EPPKA2-CBHE-JP): established contact with Mrs. **Gulshan Bayramova, Head of Project Management Office, Baku Business University**

Visibility:

Over the 4th quarter, the Twinning project performed the following steps for project visibility:

- **The project webpage**. 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 Juknyte-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 Juknyte-Petreikienė*
- Criteria and indicators for external evaluation in Azerbaijan, *STEs Mr. Bruno Curvale (FR), Ms. Eliane Kotler (FR), Mr. Almantas Šerpatauskas, Ms. Jolanta Silka (LV)*
- New template_State Standard for Physics_Bachelor&Master (including annexes), *STE Ms. Inga Juknyte-Petreikienė*
- State Standard of the Study Field of Chemical Engineering_new version, *STE Ms. Inga Juknyte-Petreikienė*
- State Standard of the Study Field of Chemistry Teacher_new version, *STE Ms. Inga Juknyte-Petreikienė*
- State Standard of the Study Field of Physics_new version, *STE Ms. Inga Juknyte-Petreikienė*

- State Standard of the Study Field of Physics Teacher_new version, *STE Ms. Inga Juknytė-Petreikienė*

4th Quarter

- Handbook on how to write learning outcomes
- Guideline for self-assessing the competence-orientedness and student-centeredness of a study programme
- Guidelines for preparation of self-evaluation report
- Competences for new version of Biology/Ecology study programme
- Competences for new version of Chemical engineering study programme
- Competences for new version of Chemistry teacher study programme
- Competences for new version of Geography study programme
- Competences for new version of Informatics/Math teacher study programme
- Competences for new version of Physics (Bachelor and Master) study programme
- Competences for new version of Computer engineering study programme
- Competences for new version of Electrical energy engineering study programme
- Competences for new version of Information technologies study programme
- Learning outcomes or student-centered approach to teaching, learning and assessment in HE; *PPT, STE Inga Juknytė-Petreikienė*
- Handouts for workshops under Act.3.4 (four sheets of paper in total)
- Physics studies. Required competences; *PTT, STE Pilippe Turek*
- Sample syllabus in Physics

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*

4th Quarter

- Study Programme of Computer Science - Bachelor level, *MoE*
- Study Programme of Computer Science - Master level, *MoE*
- Study Programme of Computer Engineering_Bachelor level
- Study Programme of Computer Engineering_Master level
- Study Programme of Oil and Gas Engineering_Bachelor level
- Study Programme of Oil and Gas Engineering_Master level
- Study Programme of Math teacher_Bachelor level
- Study Programme of Math teacher_Master level
- Study programme of Biology_Bachelor level
- Study programme of Biology_Master level
- Study programme of Ecology_Bachelor level
- Study programme of Ecology_Master level
- Document on division of powers in management of higher education
- Draft rules for doctoral studies
- Extract from the draft Law on Nostrification

Recuperation of delays

The **Activity 1.9** *Organise study visit on best practise for competence-based education system*, which was originally planned for the ninth month (Mid-December 2018 – Mid-January 2019) of the project, was implemented in the tenth month (from mid-January 2019 to mid-February 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, was finalised in the tenth month (from mid-January to mid-February 2019). The longer time taken for this activity is due to the fact that an additional deliverable was added to this activity: guidelines for external evaluation were also produced.

The **Activity 3.4** *Hold a training workshop for higher education institutions on how to conduct self-evaluation processes*, which was originally planned for the tenth month (Mid-January – Mid-February 2019) of the project, was implemented in the eleventh month (from mid-February 2019 to mid-March 2019).

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.

Activities performed with advance

The **Activity 2.2** *Develop a methodological compendium on how learning outcomes are identified and designed, which will guide people responsible for development and review of curricula in implementing a student-centred approach*, initially planned in the fifteenth month (Mid-June – Mid-July 2019), was implemented in the twelfth month (Mid-March – mid-April 2019).

The **Activity 2.4** *Improve study programmes in the priority areas in pilot universities to incorporate learning outcomes and inform and raise awareness about these achievements*, initially planned in the sixteenth month (Mid-July – Mid-August 2019), was implemented in the twelfth month (Mid-March – mid-April 2019).

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 tenth month (from mid-January to mid-February 2019).

The **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*, initially planned in the fourteenth month (Mid-May – mid-June 2019), was implemented in the eleventh month (from mid-February to mid-March 2019).

2E. ASSESSMENT

Overall assessment of progress

An important number of meetings with HEIs and ANO was delivered since the beginning of the project. In the next quarterly period, more time shall be allocated to **discuss project deliverables with the MoE in order to enable progress on further project activities**. It could also be good to envisage steps for project outcomes dissemination and implementation of recommendations; fortunately, at this point the project still have time to support those through its activities.

The unsatisfactory quality of working groups for the revision of SSSP brings delay in producing the expected deliverables.

The component leaders continue to support the organisation of different activities and strive to do their best to support the project.

Issues

1. In the previous quarterly period, it appeared difficult to **discuss the new version of state standards for selected study programmes (SSSP) with the academic staff**, which was sent by universities to project workshops in a quite chaotic way. The project indicated several times to the BC that the quality of participants to those workshops was disappointing. During this quarterly period the BC informed the project that the national working groups in charge of revision of SSSP are currently being renewed. The project was select relevant people for working groups and suggest to the MoE.
2. The BC asked that the selected **SSSP** would undergo the **revision by experts coming from relevant fields**. This was not foreseen in the initial ToR of the project which focus on the tuning with the AzQF and a shift towards competence-based approach. The current pool of short-term experts contains field experts for certain fields, but do not cover all pilot areas. New experts shall be added to the pool of short-term experts of the project.

Recommendations

- Despite a heavy agenda of project missions and activities with HEIs, more time shall be devoted to meetings with key stakeholders of the project (MoE) in order to discuss the project progress and deliverables.

Outlook to the next quarter

The **next step of project implementation** will be :

- to continue progress on the revision of NSSP for selected programmes (Component 1&2): **programmes in Foreign language teacher, Computer Sciences and Computer Engineering** will be revised;
- to support pilot HEIs for **drafting self-evaluation reports** (Component 3),
- to continue progress on **legislative documents revision** (Component 4),
- support **student-centred approach in pilot programmes** (Component 2).

The following activities should be progressed through during the QP5:

COMPONENT 1:

- **Act. 1.5.5** 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
- **Act. 1.6** Provide recommendations for improvement of methodology for developing national classifications of specialities in higher education
- **Act.1.7** Improve national classifications of specialities in the priority areas

COMPONENT 2:

- **Act. 2.1** Develop and discuss concept of student-centred study programme, which includes the basic parameters for the development and review of study programme at institutional level.
- **Act. 2.4.2** Improve study programmes in priority areas in pilot universities to incorporate Los and inform and raise awareness about these achievements – work on the **study programme of Foreign Language Teacher**

COMPONENT 3:

- **Act. 3.4.2** Support for writing the self-evaluation report
- **Act. 3.8** Organize study visit on best practice for external quality assurance in the European Higher Education Area for up to 8 staff members of the Beneficiary
- **Act. 3.5.2** Support for self-evaluation report writing

COMPONENT 4:

- **Act. 4.3.** Review the legal and regulatory framework for recognition and, if required, amend in accordance with European best practices

Confirmed Missions for 5th Quarter

15.04-19.04.2019	Act. 1.6 Provide recommendations for improvement of methodology for developing national classifications of specialities in higher education STEs: Mr. Gintautas Jakstas (LT)
29.04-03.05.2019	Act. 3.4 Support for writing the self-evaluation report STEs: Ms. Jolita Butkiene (LT), Ms. Nora Skrabuskiene (LT)
13.05-17.05.2019	Act. 4.3. Review the legal and regulatory framework for recognition and, if required, amend in accordance with European best practices STEs: Mr. Jean-Luc Lamboley (FR), Ms. Kristina Sutkute (LT)
20.05-25.05.2019	Act. 2.4.2 Improve study programmes in priority areas in pilot universities to incorporate Los and inform and raise awareness about these achievements – work on the study programme of Foreign Language Teacher STEs: Mr. Eckhart Hoetzel (FR), Ms. Tatjana Koke (LV)
27.-31.05.2019	Act. 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
3-7.06.2019	Act.1.5.5 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 STE: Ms. Pierre Collet (FR)
10-14.06.2019	Act.1.7 Improve national classifications of specialities in the priority areas STEs: Philippe Turek (FR)
24-28.06.2019	Act. 2.1 Develop and discuss concept of student-centred study programme, which includes the basic parameters for the development and review of study programme at institutional level. STEs: Mr. M. Attarça (FR), Ms. I. Grigoryeva (LV), Ms. I. Kazlauskaitė (LT)

Other activities to be carried out:

- Relevant meetings shall be organized with stakeholders in order to discuss the **translation of key project deliverables.**

Any other issues:

- **5th Project Steering Committee Meeting** is suggested to take place in the **2nd half of August 2019.**

Section 3: Expenditures

Period: 13.01.2019 - 12.04.2019

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 original budget	Amount introduced by side letter /amendments	Amount charged to contingencies	
1	Resident Twinning Advisor remuneration Mrs Elizaveta Bydanova (24 months)											
	Basic salary and non-wage labour costs	13/01/2019-13/04/2019	Payroll from CIEP	25/01/2019 22/02/2019 25/03/2019	Basic salary 2454,85 EUR; non-wage labour costs: 2201,84 EUR 3x*4656,69 Euros			13 970,07 €	14 400,00 €			
	6% of salary and non-wage labour costs	13/10/2018-12/01/2019	Payroll from CIEP	25/01/2019 22/02/2019 25/03/2019	6,00%			838,20 €	864,00 €			
	Sub-Total RTA Remuneration							14 808,27 €	14 400,00 €			
2	RTA Allowances											
	Daily allowances (50%)	13/01/2019-13/04/2019	Invoice 10 Invoice 11 Invoice 12		90 days * 146,50 Euros			13 185,00 €	13 478,00 €			
	Health and accident insurance for RTA	13/01/2019-13/04/2020	MAAF INSURANCE INVOICE 175583057S		INSURANCE FEES (54,26+8,53+16,59 Euros) *3 months			238,14 €	600,00 €			
	Accommodation	13/01/2019-13/04/2021	Lease agreement		RENT 1000 Euros * 3 months			3 000,00 €	3 000,00 €			
	Monthly allowance for APEC return trip	13/01/2019-13/04/2022	Invoice 10 Invoice 11 Invoice 12		700 Euros * 3 months			2 100,00 €	2 100,00 €			
	RTA Office Cost (including office stationery, Telephone, internet..)											
	Sub-Total RTA Allowances							18 523,14 €	19 178,00 €			
4	RTA and Languages assistants											
	RTA LANGUAGE ASSISTANT Tarlan ARZUMANOV	START OF CONTRACT 29/05/2018	Invoice F 07-2018/F02-		(1400 Euros*3 months)			4 200,00 €	4 200,00 €			

RTA ASSISTANT Aytaj ATAKISHIEVA	START OF CONTRACT 01/06/2018	2019/F03-2019	Invoice F 01- 2019/F09- 2018/F10-2019	(1400 Euros*3 months)				4 200,00 €	4 200,00 €
Sub total RTA Assistants								8 400,00 €	8 400,00 €

6
Project coordination cost

THIRD STEERING COMMITTEE

Bruno CURVALE, Senior MS PL (FR) Arrival Paris-Baku 17/02/2019 at 21:05; Departure Baku-Paris 20/02/2019 at 04:55

Fees -STE Cat II	18/02/2019	Payroll from CIEP	22/02/2019	2 days*350 Euros				700,00 €	700,00 €
Project Management Cost	18/02/2019		18/02/2019	1,5*(1days*350 Euros)				1 050,00 €	1 050,00 €
Perdiem	17- 20/02/2019	Depl 1567		2days*293 Euros				586,00 €	586,00 €
International travel	17- 20/02/2019	JANCARTHIE R INVOICE F0010878991	21/01/19	Airticket [PARIS - BAKU - PARIS], eco class 1X(568 Euros)				568,00 €	
		AE 101146941	07/02/19	VISA 1*24 USD	24USD	0,87497		21,00 €	700,00 €
		Invoice qaime 0312801 / 0312803 Le bus direct 46997	20/02/19	TAXI (1*30 AZN)	30AZN	0,51469		15,44 €	
			17/02/19	Public transport 1X (19 Euros)				19,00 €	

Giedrius VILUNAS, Junior MS PL (LT) ; Arrival Vilnius-Baku the 17/02/2019 at 14:55; Departure Baku-Vilnius the 20/02/2019 at 05:50

Fees -STE Cat II	18/02/2019	Pay roll 29/A	22/02/2019	2*days*350 Euros				700,00 €	700,00 €
Project Management Cost				1,5*(1days*350 Euros)				1 050,00 €	1 050,00 €
Perdiem	17- 19/02/2019	Time Sheet	19/02/2019	3*days*293 Euros				879,00 €	879,00 €
International travel	17- 20/02/2019	GLO TERA n°331716	13/02/2019	Airticket (VILNIUS- BAKU - VILNIUS), eco class 1X(416 Euros)				416,00 €	700,00 €
		Evisa AE101154841	11/02/2019	VISA 1*65 USD	65,00 €	0,87497		56,87 €	

Baiba RAMINA, Junior MS PL (LV) : Arrival Riga-Baku the 17/02/2019 at 21:05; Departure Baku-Riga the 19/02/2019 at 05:50

Fees -STE Cat II	18/02/2019	Payroll 2	28/02/2019	1*1day*350 Euros				350,00 €	350,00 €		
Project Management Cost	18/02/2019			1,5*(1*1day*350 Euros)				525,00 €	525,00 €		
Perdiem	17/02/2019-18/02/2019		28/02/2019	2*days*293 Euros				586,00 €	586,00 €		
International travel	17/02/2019-19/02/2019	INVOICE BALTATOUR 60	23/01/2019	Airticket (RIGA - BAKU - RIGA) , eco class 1X(891,80 Euros)				700,00 €	700,00 €		213,29
Sub-Total co-ordination cost		Visa AE101128664	31/01/2019	VISA 1X (21,49 Euros)				8 222,31 €	8 526,00 €		213,29 €

7	Project activities											
C1	Result 1: Selected National Education Standards are aligned to include a competence-based focus											
1.5	Amend education standards for disciplines in the priority areas (incl. legislative arrangements) with a view to describing achievements based on competences and skills, taking into account the AzQF											
	JM PLANEIX (FR) : Arrival Strasbourg-Baku the 27/01/2019 at 21:05; Departure Baku-Strasbourg the 02/2/2019 at 04:55											
	Fees -STE Cat II	28/01/2019-02/02/2019	Payroll from CIEP		5 days*250Euros				1 250,00 €	1 250,00 €		
	Project Management Cost	28/01/2019-02/02/2019			1,5*(5days*250 Euros)				1 875,00 €	1 875,00 €		

Perdiem	27/01/2019-01/02/2019	Depl. 9561	1*6days*293Euros		1 758,00 €	1 758,00 €		
International travel	27/01/2019-02/02/2019	Invoice JANCARTHIE R F-0010879730	Airticket [STRASBOURG - BAKU - STRASBOURG], eco class 1X(417,79Euros)	23/10/18	417,79 €	700,00 €		
		Evisa AE101111212	VISA (1*24USD)	17/01/19	21,00 €		24\$	0,87306
Inga Juknyte-Petrikeiene (LT) : Arnval Vilnius-Baku the 27/01/2019 at 14:55; Departure Baku-Vilnius the 02/02/2019 at 21:35								
Fees -STE Cat II	28/01/-01/02/2019	Payroll FR 2019	5 days*350Euros	janv.-19	1 750,00 €	1 750,00 €		
Project Management Cost	28/01/-01/02/2019		1,5*(5days*350 Euros)		2 625,00 €	2 625,00 €		
Perdiem	27/01-01/02/2019	Account advanced AA2019-013	1*6days*293Euros	07/02/2019	1 758,00 €	1 758,00 €		
International travel	27/01-02/02/2019	Invoice Mytrip.com AEI-B-7247068	Airticket (VILINIUS - BAKU -VILINIUS), eco class 1X(289,04Euros)	07/01/19	289,04 €	700,00 €		
		Evisa AE101087506	VISA (1*24USD)	03/01/19	20,95 €		24\$	0,87306
Tajana Koke (LV) : Arrival Riga Baku the 27/01/2019 at 21:05; Departure Baku-Riga the 02/02/2019 at 04:55								

Fees -STE Cat II	28/01/- 01/02/2019	Payroll AA2019/10- 004	28/02/2019	5 days*350Euros			1 750,00 €	1 750,00 €	
Project Management Cost	28/01/- 01/02/2019			1,5*(5days*350 Euros)			2 625,00 €	2 625,00 €	
Perdiem	27/01- 01/02/2019		08/03/2019	1*6days*293Euros			1 758,00 €	1 758,00 €	
International travel	27/01- 02/02/2019	Invoice Ballatour No 63	23/01/19	Airticket (RIGA - BAKU-RIGA) , eco class 1X(700,20Euros)			700,00 €	700,00 €	21,97 €
	27/01- 02/02/2019	Evisa AE101114060	22/01/19	VISA (1*21,77Euros)					
Total 1,5							18 597,78 €	12 416,00 €	21,97 €
1,9	Activity 1.9 Organize study visit on best practise for competence based education system Study visit to LT and LA (7 participants + interpreter; 6 nights for each visit)Ms. Vusala Gurbanova, Mr. Yashar Omarov, Mr. Tofig Ahmadov, Mr. Anvar Abbasov, Mr. Natig Talibov, Mr. Gasim Mammadov, Mr. Gasim Mammadov, Mr. Hamzaagha Orujov, Mr. Tartan Arzumanov								
Travel costs and visa for BC participants (Azerbaijan- Lithuania/Latvia- Azerbaijan)	10/02- 17/02/2019	Delta Interservis Invoice N°163051	15/01/19	7 persons X490,13Euros			3 430,91 €	4 900,00 €	
		Evisa		5 persons x 35Euros			175,00 €		
Per Diems LT	10/02- 17/02/2019	FP19/01	05/02/19	8 persons x3days x183 Euros			4 392,00 €	4 392,00 €	
				8 persons*3days*211 Euros			5 064,00 €	5 064,00 €	

	Travel to off-site visits	10/02-17/02/2019				1*400 Euros				400,00 €	
	Incidental Costs	10/02-17/02/2019				8 persons*6 days*10 Euros				480,00 €	480,00 €
	International travel for interpreter/ RTA-A (Inc Visa Costs)	10/02-17/02/2019	Delta Interservis Invoice N°163051	15/01/19		1*495,41 Euros				490,13 €	700,00 €
	Local Travel (Intercity Travel - not covered by per diem)	10/02-17/02/2019	Delta Interservis Invoice N°163354	18/02/19		1x285 Euros				285,00 €	1 200,00 €
	Total 1.9									14 317,04 €	17 136,00 €
	Sub-total Component 1									32 914,82 €	29 552,00 €
2	Pilot study programme curricula in priority sectors are improved to be more student-centred										
2,2,1	Develop a methodological compendium on how learning outcomes are identified and designed, which will guide people responsible for development and review of curricula in implementing a student-centred										
	Inga Petrekiene (LV) ; Arrival Vilnius-Baku the 31/03/2019 at 06:10; Departure Baku-Vilnius the 06/04/2019 at 15:10										
	Fees -STE Cat II	01-05/04/2019	Payroll	05/03/2019		5 days*350 Euros				1 750,00 €	1 750,00 €
	Project Management Cost	01-05/04/2019				1,5*(5days*350 Euros)				2 625,00 €	2 625,00 €
	Perdiem	31/03-05/04/2019	Time sheet	05/03/2019		1*6days*293Euros				1 758,00 €	1 758,00 €
	International travel	31/03-06/04/2019	Invoice Mytrip com AEI-B-7522782	13/03/19		Airticket [VILNIUS - BAKU - VILNIUS] , eco class 1X(417,79 Euros)				331,64 €	700,00 €
	Total 2.2		EVisa AE10111212	07/03/19		VISA (1*75 USD)	75azn			38,75 €	
	Subtotal Component 2									6 503,39 €	6 833,00 €
3	Result 3: The quality assurance system is further developed to reflect the student-centeredness of study programmes										
3,1	Develop standards for programme accreditation in line with the European Standards and Guidelines for Quality Assurance in the European Higher Education Area										
	Almantas Serpatauska (LT)	25-11-01/12/2018	Evisa AE100987360	23/10/18		VISA 1*24USD				24USD	-6.61 €

Total 3.1										-6,61 €	0,00 €
3.2	Undertake capacity building activities for relevant stakeholders to enhance their accreditation-related capacities										
Nora Skaburskiene (LT) ; Arrival Vilnius-Baku the 03/02/2019 at 14:00; Departure Baku-Vilnius the 09/02/2019 at 06/20											
Fees -STE Cat I	04-08/02/2019	Payroll	08/02/2019	5 days*350 Euros						1 750,00 €	1 750,00 €
Project Management Cost	04-08/02/2019			1,5*(5days*350 Euros)						2 625,00 €	2 625,00 €
Perdiem	03-08/03/2019	Time sheet	08/02/2019	1*6 days*293 Euros						1 758,00 €	1 758,00 €
International travel	03-09/02/2019	Delta Interservis N° 162954	04/01/19	Airticket [VILNIUS-BAKU - VILNIUS], eco class 1X(297,36 Euros)					297,36 €		
		Evisa EA101108366	15/01/19	VISA 1*65 USD	65,00 €	0,87306			56,75 €		700,00 €
		Transfert from Hotel apartment in castle City	05/02/19	Transfert 25 AZN					12,87 €		
Jolanta Silka (LV) ; Arrival Riga-Baku the 03/02/2019 at 14:55; Departure Baku-Riga the 09/02/2019 at 05:50											
Fees -STE Cat I	04-08/02/2019	Payroll N°2	28/02/2019	5 days*350Euros						1 750,00 €	1 750,00 €
Project Management Cost	04-08/02/2019			1,5*(5days*350 Euros)						2 625,00 €	2 625,00 €
Perdiem	03-08/03/2019		18/02/2019	1*6 days*293Euros						1 758,00 €	1 758,00 €
International travel	03-09/02/2019	Invoice Baltatour No 41	17/01/19	Airticket [RIGA - BAKU - RIGA], eco class 1X(359,20Euros)					359,20 €		
		EVisa AE110118366	15/01/19	VISA 1*21,70+21,88 Euros					43,58 €		700,00 €
		Taxi	09/02/19	Taxi 1*30AZN			30AZN		15,44 €		
Total 3.2									13 051,20 €		13 666,00 €

3.3.2 Create handbook on methodologies and requirements for self-evaluations of higher education institutions									
Almantas Serpatauska (L.T) : Arrival Vilnius-Baku the 13/01/2019at 05:05; Departure Baku-Vilnius the 19/01/2019 at 05:50									
Fees -STE Cat I	14- 18/01/2019	Payroll	janv.-19 14- 18/01/2019	5 days*350 Euros				1 750,00 €	1 750,00 €
Project Management Cost	14- 18/01/2019			1,5*(5days*350 Euros)				2 625,00 €	2 625,00 €
Perdiem	13- 18/01/2019	Time sheet	22/01/2019	1*6 days*293 Euros				1 758,00 €	1 758,00 €
International travel	13- 19/01/2019	Delta Servis N°162957	07/01/19	Airticket [VILNIUS - BAKU - VILNIUS]. eco class 1X(297,45 Euros)				297,45 €	
		Evisa AE101093356	07/01/19	VISA 1*24 USD	24usd		0,87306	20,95 €	700,00 €
		Invoice Taxi Kaspian safe	18/02/219	Taxi 1*25 AZN	25azn		0,51356	12,84 €	
Mourad Altarca (fr) : Arrival Paris-Baku 13/01/2019 at 18:30; Departure Baku-Paris 19/01/2019 at 07:35									
Fees -STE Cat II	14- 18/01/2019	Payroll from CIEP	26/11/2018	5*days*250 Euros				1 250,00 €	1 250,00 €
Project Management Cost	14- 18/01/2019		28- 29/11/2018	1,5*(2*days*250 Euros)				1 875,00 €	1 875,00 €
Perdiem	13- 18/01/2019	Depl 1475	23/11/2018 11/12/2018	6*days*293 Euros				1 758,00 €	1 758,00 €
International travel	13- 19/01/2019	Invoice JanCARTHIER F-001 0872509	20/12/18	Airticket [PARIS - BAKU - PARIS]. eco class 1X(575,5 Euros)				575,50 €	700,00 €
		Evisa AE101097933	09/01/19	VISA 2*51 USD	102USD		0,87306	89,05 €	
		ratp	13- 19/01/2019	Public transport (1*28,10 Euros)				28,10 €	
Total 3.3								12 039,89 €	12 416,00 €
3.4 Hold a training workshop for higher education institutions on how to conduct self-evaluation processes									
Jolita Butikiene (L.T) : Arrival Vilnius-Baku the 10/03/2019at 14:55; Departure Baku-Vilnius the 16/03/2019 at 05:50									
Fees -STE Cat I	11- 15/03/2019	Payroll	mars-19	5 days*350 Euros				1 750,00 €	1 750,00 €
Project Management Cost	11- 15/03/2019			1,5*(5days*350 Euros)				2 625,00 €	2 625,00 €

Perdiem	10- 15/03/2019				1*6 days*293 Euros			1 758,00 €	1 758,00 €
International travel	10- 16/03/2019	Delta Servis N°163337	14/02/19		Airticket [VILNIUS - BAKU - VILNIUS] , eco class 1X(298,13 Euros)			298,13 €	
		Evisa AE101017317 2	21/02/19	24usd	VISA 1*24 USD			21,00 €	700,00 €
		Invopice Deniz inn	15/03/19	40azn	Taxi 1*25 AZN			20,66 €	
Asnete Kazoka (LV) ; Arrival Riga-Baku the 10/03/2019at 04:50; Departure Baku-Riga the 16/03/2019 at 05:50									
Fees -STE Cat I	11- 15/03/2019	Payroll N°3	29/03/2019		5 days*350Euros			1 750,00 €	1 750,00 €
Project Management Cost	11- 15/03/2019				1,5*(5days*350 Euros)			2 625,00 €	2 625,00 €
Perdiem	10- 15/03/2019		29/03/2019		1*6 days*293Euros			1 758,00 €	1 758,00 €
International travel	10- 16/03/2019	Invoice Baltatour No 200	27/02/19		Airticket [RIGA- BAKU - RIGA] , eco class 1X(546,20Euros)			546,20 €	700,00 €
		Evisa AE101185495	02/03/19		VISA 1X(21,54Euros)			21,54 €	
Total 3.4								13 173,53 €	13 666,00 €
Sub-total Componente 3								38 258,01 €	39 748,00 €
4	Recommendations on amendments of legislative and regulative framework developed								
4.1	Assess the current legal and regulatory framework on education standards, quality assurance, credits and recognition of parts of studies								
4.1.2									
	Aurelia Valeikiene (LT), Anival Vilnius-Baku 27/01/2019 at 06:30; Departure Baku-Vilnius 02/02/2019 at 04/55								
Fees -STE Cat I	28/01/2019- 01/02/2019	Payroll			5 days*350 Euros			1 750,00 €	1 750,00 €
Project Management Cost	28/01/2019- 01/02/2019				1,5*(5days*350 Euros)			2 625,00 €	2 625,00 €
Perdiem	27/01/2019- 01/02/2019	Invoice Hotel NEMI	07/02/2019		1*6 days*293 Euros			1 758,00 €	1 758,00 €

International travel	27/01/2019-02/02/2019	Delta servis N° 162950	04/01/19	Airticket [VILNIUS-BAKU - VILNIUS], eco class 1X(571,41 Euros)		571,41 €	700,00 €
	27/01/2019-02/02/2019	Evisa EA101112715	21/01/219	VISA 1*24USD	0,87306	20,95 €	
						6 725,36 €	6 833,00 €
Total 4.1							
4.2	Assess the recognition practices in the pilot universities						
	Inara. Dunska (LV) ; Arrival Riga-Baku 24/02/2019 at 14:55; Departure Baku-Riga 02/03/2019 at 05:50						
Fees -STE Cat I	25/02-01/03/2019	Payroll 2 and 3	28/02/2019 29/03/2019	5 days*350Euros		1 750,00 €	1 750,00 €
	25/02-01/03/2019			1,5*(5days*350 Euros)		2 625,00 €	2 625,00 €
	24/02-01/03/2019			1*6 days*293Euros		1 758,00 €	1 758,00 €
Project Management Cost		Invoice Battatour No 154	19/02/19	Airticket [RIGA-BAKU - RIGA], eco class 1X(359,20 Euros)		359,20 €	
		Evisa AE101160593	18/02/19	VISA 1x(21,97 Euros)		21,97 €	700,00 €
		Taxi from Nemi Hotel	24/02/19	Taxi 1X(25 azn)		12,87 €	
International travel							
Kristina Sutkute (LT) ; Arrival Vilnius-Baku 24/02/2019 at 21:05; Departure Baku-Vilnius 02/03/2019 at 04:55							
Fees -STE Cat I	25/02-01/03/2019	Payroll	Feb 2019	5 days*250Euros		1 250,00 €	1 250,00 €
	25/02-01/03/2019			1,5*(5days*250 Euros)		1 875,00 €	1 875,00 €
	24/02-01/03/2019			1*6 days*293Euros		1 758,00 €	1 758,00 €
Project Management Cost		Delta Servis N°163204	31/01/2101 9	Airticket [VILNIUS-BAKU - VILNIUS], eco class 1X(611,41 Euros)		611,41 €	700,00 €
		Evisa AE101144174	06/02/19	VISA 1*24USD	0,87497	21,00 €	
						12 042,45 €	12 416,00 €
Total 4.2							

Sub-total Component 4									18 767,81 €	19 249,00 €
Total Quarterly report 4									146397,76€	145 886,00 €

Provision for charges in prices (up to a maximum of 2,5% of sub-total)										
Baiba RAMINA, Junior MS PL (LV) Riga - Baku	Arrival Riga-Baku the 17/02/2019 at 21:05 Departure Baku-Riga the 19/02/2019 at 05:50								213,29	213,29 €
Tajana Koke (LV)	Arrival Riga-Baku the 27/01/2019 at 21:05 Departure Baku-Riga the 02/02/2019 at 04:55								21,97	21,97 €
Total Provision for charge									235,26 €	235,26 €

Section 4: Annexes (Mission reports)

1) Mission Report of Activity 1.5.3

Annex I: New suggested format of SSSP based on Chemistry
Annex II: Primary school teacher
Annex III: Informatics and Math Teacher
Annex IV: Foreign Language Teacher
Annex V: Geography
Annex VI: Biology- Ecology
Annex VII: Computer sciences
Annex VIII: Oil and gas engineering
Annex IX: Information technologies
Annex X: Electrical energy engineering
Annex XI: Computer engineering
Annex XII: KENNEDY, D. 2006. Writing and using learning outcomes: a practical guide, Cork, University College Cork.

2) Mission Report of Activity 1.5.4

Annex I: Suggested revised version of The State standard of Bachelor level "050503 – Physics" and Master level "060503 – Physics" specialties
Annex II: Power Point Presentations
Annex III: Lists of participants

3) Feedback report on a study visit to Lithuania and Latvia of Activity 1.9

Annex I Observations by study visit participant Mr. Anvar Abbasov

4) Mission Report of Activity 2.2

Annex I Power point presentation on Learning Outcomes or Student- Centred Approach to teaching, learning and assessment in HE
Annex II A methodological compendium on identifying and defining learning outcomes
Annex III Lists of participants

5) Mission Report of Activity 2.4

Annex I Comparison between the current curricula in Physics (SSHE-AZ / 2014) and the new proposal
Annex II Presentation of the "CBA" with learning outcomes and the pie chart comparing current and new SSHE
Annex III The new SSHE including generic and professional competences
Annex IV Suggestion for a survey among employers
Annex V Lists of participants

6) Mission Report of Activity 3.3.2

Annexes included into the Mission Report's main text

7) Mission Report of Activity 3.2

Annex I Handbook on how to write learning outcomes for HEIs
Annex II Lists of participants who attended workshops on the topic of program accreditation at two HEIs
Annex III Outline for Trainings by ANO
Annex IV External references for Programme learning outcomes
Annex V Examples of assessment of Learning Outcomes
Annex VI Examples of mapping of programme learning outcomes and subject learning outcomes
Annex VII Presentation of Lithuanian experience in accreditation of study programmes
Annex VIII Presentation of Latvian experience in accreditation of study directions

8) Mission Report of Activity 3.4

Annex I Lists of participants of workshops in three pilot universities
Annex II Presentation from the workshops
Annex III Reference materials

9) Mission Report of Activity 4.1.2

Annex I: Revised version of state standards for Higher Education study programmes in chemical engineering

10) Mission report of Activity 4.2

Annex I Comments on the new law regarding recognition
Annex II Recommendations to the Department of Accreditation and Nostrification (ANO)

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