

**TWINNING INTERIM QUARTERLY REPORT NUMBER 8**



EUROPEAN COMMISSION

*Read and Approved*  
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*21 July 2020*

**TWINNING PROJECT  
INTERIM QUARTERLY REPORT**

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

**Partners:** France Education International (FEI) (France)

European Social Fund Agency (ESFA) (Lithuania)

Academic Information Center (AIC) (Latvia)

Ministry of Education of the Republic of Azerbaijan (MoE)

**Date:** 19 June 2020

## LIST OF ABBREVIATIONS

AQAE	Agency for Quality Assurance in Education AP
AzHE	Higher Education of Azerbaijan
AzQF	National Qualifications Framework of Azerbaijan BC
Beneficiary Country	
BFUG	Bologna Follow-Up Group
BP	Bologna Process
CA	Contracting Authority
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
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
MoE	Ministry of Education of the Republic of Azerbaijan
MoE DSHE SPE	Department of Science, Higher Education and Secondary Professional Education of Ministry of Education
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
PAO	Programme Administration Office
PL	Project Leader
PSC	Project Steering Committee
QA	Quality Assurance
QF	Qualifications Framework
RTA	Resident Twinning Adviser
STE	Short Term Expert
SWOT	Strengths, Weaknesses, Opportunities and Threats
TAIEX	Technical Assistance and Information Exchange
TNA	Training Needs Analysis
ToR	Terms of Reference
TRE	Twinning Review Expert
TRM	Twinning Review Mission
UAS	University of Applied Sciences
VAK	Higher Attestation Commission
VET	Vocational Education and Training

Section 1: Project data

<b>Twinning Contract Number</b>	ENI/2018/395-401
<b>Project Title:</b>	Support to Strengthening the Higher Education System in Azerbaijan
<b>Twinning Partners (MS and BC)</b>	France Education International (FEI) (France) European Social Fund Agency (ESFA) (Lithuania) Academic Information Center (AIC) The Ministry of Education of the Republic of Azerbaijan (MoE)
<b>Report Number:</b>	8
<b>Period covered by the report:</b>	13 January 2020– 12 April 2020
<b>Duration of the project:</b>	13 April 2018 – 12 July 2020 (27 months)
<b>Rapporteur:</b>	Mr. Bruno Curvale, MS Project Leader Mr. Shahin Bayramov, BC Project Leader

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



Mr. Bruno Curvale

6/07/2020

Date



Mr. Shahin Bayramov

6/07/2020

Date

## Section 2: Content

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

**2A – BACKGROUND**

**2B – ACHIEVEMENT OF MANDATORY RESULTS**

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

**2D – TIMING AND DELAYS**

**2E – ASSESSMENT**

## 2A - BACKGROUND

Overall objectives	State of achievement/ problems encountered
<p><b>Overall objective:</b> To further develop Azerbaijan's higher education system through aligning it with a competence-based education approach.</p> <p><b>Indicator of achievement:</b> Positive assessment of the progress made towards the implementation of the Bologna Process (BP).</p>	<p><u>Remarks from QP 1:</u></p> <ul style="list-style-type: none"> <li>The legislative documents in the BC impart already the notions of the Bologna Process principles, and there is a clear politic will to reinforce the collaboration between Azerbaijan and EU countries (for ex., all HEIs met so far consider mobility a priority). In general, focus groups demonstrated good knowledge of the European Higher Education Area (EHEA) basic principles, as well as willingness to shift towards student-centred learning and competence-based higher education. Yet the <b>practical implementation of the competence-based higher education</b> was named to be main issue both by the Ministry and HEIs.</li> <li>While the Bologna process is known by all universities encountered during the first missions of the project, there appears sometimes to be a misunderstanding and <b>confusion of what exactly covers the Bologna process</b> and whether it is still a relevant process for higher education reforms (for ex. at some universities, experts were asked if the Bologna process regulates the time for internships and whether it is still an appropriate framework for improvement of higher education as it was created twenty years ago). Further missions should continue to reinforce the overall understanding of the BP.</li> </ul> <p><u>Remarks from QP 2:</u></p> <ul style="list-style-type: none"> <li>The project continues to support and to make a greater awareness of the BP among different BC stakeholders. The remarks from the QP1 are relevant for QP2 as well.</li> </ul> <p><u>Remarks from QP 3:</u></p> <ul style="list-style-type: none"> <li>Analysis of legislative documents revealed that the <b>Bologna process principles are not enough reflected in local legislative acts</b> in Higher Education. Recommendations were formulated to improve the alignment of local legislative acts with the Bologna process requirements.</li> </ul> <p><u>Remarks from QP4:</u></p> <ul style="list-style-type: none"> <li>In almost every project activity, the <b>AzQF was presented and promoted</b>, 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-centred learning were used for training materials during workshops and other meetings.</li> </ul> <p><u>Remarks from QP5:</u></p> <ul style="list-style-type: none"> <li>Remarks from QP1 – QP4 are relevant for QP5.</li> </ul> <p><u>Remarks from QP6:</u></p> <ul style="list-style-type: none"> <li><b>European Standards and Guidelines in Quality Assurance (ESG) and ECTS User's Guide are not enough known by HEIs</b> and only some staff from the MoE is well familiar with these key documents. The dissemination of these documents, further in the project and afterwards, shall be continued.</li> <li>Even though state standards for study programmes provide a list of general and professional learning outcomes to be achieved by students, it appears that in practice, the <b>teaching and learning process in HEIs is not competence-based</b>. Syllabuses of courses are not described in learning outcomes and the teaching and learning practices are not competence-based. Most of study programmes still aim at <b>delivering theoretical knowledge</b>, and in many cases the <b>practical skills are also not developed enough</b>. The assessment of students' achievements is mostly checking if a student is well acquired theoretical knowledge. The learning, teaching and assessment methods are not</li> </ul>

	<p>diverse enough.</p> <ul style="list-style-type: none"> <li>The ESGs 2015 reminds that study programmes shall have explicit intended <b>learning outcomes</b>, which shall be designed by <b>involving students and other stakeholders</b>. HEIs should ensure that study programmes are delivered in a way that <b>encourages students to take an active role</b>. The usage of active methods in teaching and learning appears occasionally in <b>HEIs of Azerbaijan, not having the recommended regular and systematic usage</b>.</li> </ul> <p><u>Remarks from QP 7:</u></p> <ul style="list-style-type: none"> <li>The further progress of the Bologna Process relies on its effective implementation at the level of HEIs. In this regard, it is important to make sure that <b>competence-based approach and student-centered learning becomes an integral part of HEIs' institutional strategies</b>. The missions performed under the Activity 4.5 showed that those strategies need to be modernised and aligned with the European and international practices. In this quarterly period, the project started working with 3 pilot universities (SSU, AzPU and AzTU) to help them revise their <b>Strategic Development Plans</b>.</li> <li>The results of mock accreditations performed under the Act. 3.7 showed that it is <b>rare to find at the level of HEIs any specific policy</b> targeting support to academic or administrative staff for <b>innovative teaching practices</b>. Awareness raising events, promoting innovative teaching, competence-based approach and student-centered learning, will be conducted in the next QP. During those events, the top management of HEIs will be particularly targeted.</li> <li>Numerous events (trainings, workshops, working meetings) were carried out since the project started. They mainly covered the academic staff from pilot HEIs; hence <b>more academic staff from largest public universities becomes progressively familiar</b> with the notions of <b>competence-based approach and student-centered learning</b>.</li> </ul> <p><u>Remarks from QP 8:</u></p> <ul style="list-style-type: none"> <li>This QP revealed again shortages at the level of recognition of study periods taken abroad. In most HEIs <b>ECTS gained abroad are not fully recognized</b>. Under Component 4, working meetings with MoE staff were carried out and guidelines for HEIs were elaborated.</li> <li>In this QP, the work on Strategic Development Plans of HEIs was further pursued and finalization of mock accreditations performed.</li> </ul>
<p><b>Project purpose:</b> 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.</p>	<p>1. MoE, higher education institutions and Accreditation and Nostrification Office have been trained on principles, mechanisms, tools and policies of the European Higher Education Area on student - centred concept</p> <p>In total, since the project start, <b>15 trainings, 98 workshops, 96 interviews and 1 kick-off event were organized, involving 2107<sup>1</sup> participants</b> from the BC. Those were carried out to train relevant stakeholders (MoE, HEIs, EQAA, etc.) on various aspects of European Higher Education Area regarding competence-based approach (CBA), student-cantered learning (SCL) and other relevant areas. In order to ensure that the impact from these events would build a sustainable impact, it is necessary to make sure that those aspects are integrated into institutional strategies of HEIs. (<i>A total of 876 (492 men, 384 women) in 98 workshops</i>)</p> <p><b>Obstacles</b> encountered:</p> <ul style="list-style-type: none"> <li>✓ <i>Low motivation of some academic staff in universities to change their teaching practices</i></li> <li>✓ <i>Difficulties to integrate the improvement of teaching skills of</i></li> </ul>

<sup>1</sup> This figure includes duplicated calculations, in other words, one and the same person who attended various activities under various components of the project has been calculated as per the number of his/her participation

	<p><i>academic staff into institutional development strategies of HEIs</i></p> <p>2. Processes and methodologies for streamlining competence-based education provision in line with the EU best practices adapted to BC context developed and piloted</p> <p><b>2 methodologies, 1 set of recommendations for methodology, 1 methodological compendium</b> for streamlining competence-based education provision in line with the EU best practices and <b>1 concept</b> were drafted:</p> <ul style="list-style-type: none"> <li>- 1 methodology for competence-based education standards called 'Concept and methodology for competence-based education standards' (Act. 1.1);</li> <li>- 1 methodology on how to transform labour market data into programme specific education requirements (Act. 1.4);</li> <li>- 1 set of recommendations for methodology of developing national classifications of programmes in higher education (Act. 1.6);</li> <li>- 1 methodological compendium on how to write learning outcomes was elaborated (Act. 2.2);</li> <li>- 1 concept of student-centred study programme (as output of Act. 2.1).</li> </ul> <p><b>Obstacles</b> encountered:</p> <ul style="list-style-type: none"> <li>✓ No obstacles to be noted. However, because of two issues mentioned under point 1, there is a concern about the sustainability of all these tools.</li> </ul> <p>3. The improved capacity of the Accreditation and Nostrification Office results in compliance with the ESG.</p> <ul style="list-style-type: none"> <li>- The ANO was supported by MS experts to revise their current procedures and methodologies regarding the accreditation of study programmes to follow EU practices. <b>1 handbook for methodologies for study programmes evaluations</b> was elaborated.</li> <li>- The ANO staff was involved in a joint work with MS experts at the stage of accompanying HEIs to prepare their self-evaluation reports.</li> <li>- The ANO staff took part and supported the organisation of 23 mock accreditations for selected study programmes, implemented together with MS experts.</li> <li>- The ANO staff supported the organisation of trainings of local external evaluators. <b>Training materials for training of external evaluators</b> were produced.</li> </ul> <p><b>Obstacles</b> encountered:</p> <ul style="list-style-type: none"> <li>✓ Turnover of some members of ANO staff</li> <li>✓ Lack of English language knowledge among some local evaluators and some ANO staff</li> </ul>
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- **Policy Developments**

**Quarterly period 2:**

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

**Quarterly period 3:**

1. The **State Program on Increasing the International Competitiveness of the Higher**

- Education System in the Republic of Azerbaijan for 2019-2023** was adopted by the President of Azerbaijan on Nov. 16, 2018;
2. The **Decree on Amendments to the “Law on Education” of Azerbaijan** adopted by the President of Azerbaijan on Dec. 10, 2018 brought changes regarding the time of university rectors being in office: “The rectors for the state-owned higher education institutions are appointed for 5- year term”; Previously, the rectors were appointed for an indefinite period in office.
  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.

#### Quarterly period 5:

1. On 20 May 2019, the Cabinet of Ministers approved the **Rules on “On admission of bachelor degree holders into secondary professional education institutions, admission of sub-bachelor degree holders into bachelor studies of higher education institutions and on transfer of people who have not completed their bachelor degrees into secondary professional education institutions.”** According to these rules, bachelor degree holders with high average performance indicators will be able to get admitted into secondary professional education institutions without taking a centralized exam and accordingly, sub-bachelor degree holders with high average performance indicators will be able to get admitted into higher education institutions (only into programs which are relevant to the programme they studied in sub-bachelor degree) by bypassing the centralized exam. These Rules also allow those who have not finished their bachelor studies to get transferred into secondary professional education institutions within 15 years after the completion of the fixed duration of studies.
2. On 10 May 2019, the Cabinet of Ministers approved **“Classification of specialties**

(specializations) for master level of higher education.”

3. On 4 July 2019, a Presidential decree was signed on creation of the **National Observatory for Labour Market and Social Protection of Population in Azerbiadjan**.

**Quarterly period 6:**

1. Mr. Shahin Bayramov, BC Project Leader and also Deputy Head of the Higher Education Department of the Ministry of Education, was appointed **Rector of Mingachevir State University** at the presidential order on 31 July, 2019.
2. Mr. Vilayat Valiyev was appointed **Rector of Azerbaijan Technical University**, one of the pilot universities of the Twinning project, at the presidential order on 31 July, 2019. Prior to his new post, he was acting as Director of Economic Reforms Research Institute at the Ministry of Economy.
3. Mr. Tofiq Ahmadov, Head of Accreditation Department, quitted his position. The position was taken on his replacement by Mrs. Lala Abbasova, **Deputy Head of Accreditation Department**, who has actively cooperated with the project previously.

**Quarterly period 7:**

1. The status of Accreditation and Nostrification Department of the Ministry of Education was changed and it became the Agency for Quality Assurance in Education at the presidential decree signed on 29 December, 2019. This decree came 11 months after a presidential decree dated January 2019 which changes the status of the Accreditation and Nostrification Office and attached it as a Department to the Ministry.
2. In the same decree, the President approved the document titled “Charter of the Agency for Quality Assurance in Education.”

**Quarterly period 8:**

1. Azerbaijan State Pedagogical University, one of the six pilot universities of the Twinning project, signed a double degree program with the George Washington University of the United States in Baku on 31 January 2020. According the agreement, the two-year master program will train education managers starting from the 2019-2020 academic year. The teaching process will be implemented by both American and local professors.

• **Project Assumptions**

	<b>Assessment of implementation</b>
<p><b>Project Purpose:</b></p> <ul style="list-style-type: none"> <li>• The Government maintains its political will to modernise its higher education system;</li> <li>• Universities are willing to cooperate;</li> <li>• MS partners adapt to local context and constraints.</li> </ul>	<ul style="list-style-type: none"> <li>- 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 HEIs, like providing access to <b>continuous education for all academic staff</b>, encourage <b>upgrading of training equipment and learning/teaching materials</b>, encourage <b>recruitment of younger academic staff</b>, etc.</li> <li>- Universities are willing to cooperate, but they appear to need further capacity reinforcement on how to <b>transform their financial, administrative and pedagogical autonomy into better quality</b> of educational services provision;</li> <li>- MS partners try to adapt to local context and constraints; however, <b>the practical focus of some workshops managed to be improved.</b></li> </ul>
<p><b>Component 1:</b></p> <ul style="list-style-type: none"> <li>• The Government maintains its political will to modernise its higher education</li> </ul>	<ul style="list-style-type: none"> <li>- It seems that the political will of the government to ensure high quality higher education system is there. However, the external evaluation of selected study programmes revealed the <b>poor training conditions and a lack of modern equipment at HEIs</b> which hampers the provision of high- quality study programmes. There is a need to consider a <b>better level of public or private</b></li> </ul>

<p>system;</p> <ul style="list-style-type: none"> <li>• The MoE and the Ministry of Labour cooperate effectively in relation to the provision of data that informs about labour market needs and requirements;</li> <li>• The MoE deploys adequate human resources.</li> </ul>	<p><b>funding for HEIs</b>, in order to enable the international attractiveness and competitiveness of the national higher education system.</p> <ul style="list-style-type: none"> <li>- At the <b>national level</b>, a series of measures have been put in place to enhance a <b>better monitoring of the labour market needs</b> (i.e. establishment of skills observatories at the Ministry of Labour). Within the MoE, some staff members consider that it is outside of their work scope to deal with labour market issues; those who would be willing to cover those issues report the lack of staff for organising such a work. In general, the cooperation between the Ministry of Labour and Social Protection of Population appears quite weak and it is not targeted specifically by the current project. A closer cooperation is recommended for the future.</li> <li>- Despite a heavy workload, the <b>MoE</b> (both Higher Education Department and Accreditation Department) tries to <b>support the project activities</b> where necessary. However, if the <b>human capacities</b> of both departments could be <b>increased</b>, it would enable a better appropriation and implementation of project results.</li> </ul>
<p><b>Component 2:</b></p> <ul style="list-style-type: none"> <li>• The Government maintains its political will to modernise its higher education system;</li> <li>• The MoE and Higher Education Institutions remain committed to reforming curricula;</li> <li>• The MoE and the higher education institutions deploy adequate human resources.</li> </ul>	<ul style="list-style-type: none"> <li>- Even though Azerbaijan is an active member of the Bologna process and the <b>competence-based education (CBA) and student-centred learning (SCL)</b> are mentioned as priority in the national education strategy, it appears that <b>in reality</b>, when it comes to the implementation at the study programmes level at HEIs, both aspects are given a <b>little consideration by both top managements of HEIs and academic staff</b> of study programmes. The <b>change in university pedagogy</b> does not appear as an institutional priority at HEIs level. It is also very <b>rare to find curricula and course syllabuses described in learning outcomes</b>. This situation makes implementation of project activities under this component quite uneasy. However, some recent improvements in this regard could be mentioned: thanks to an Erasmus+ project 'PETRA', 2 of the project pilot universities (SSU and AzPU) have established their new Teaching and Learning Centers. There is also one in Khazar University. This is a very good and important step towards a generalisation of innovative teaching, learning and assessment methods at universities. It could be good if other pilot HEIs could also establish one.</li> <li>- Meetings with academic staff regarding the new state standards revealed that <b>academic staff is more interested in discussing the list of subjects</b> rather than the list of competences/learning outcomes. It shows that most of the academic staff still tends to implement a <b>subject-based approach rather than competence-based approach</b> (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. Remarks from the <b>Quarterly Period 7: step by step the dialogue with the selected academic staff regarding competence-based approach /student-centered learning becomes easier</b>, which is probably the result of getting a better knowledge through the workshops/trainings organised by the project.</li> <li>- Both MoE and HEIs <b>would need to have more human resources</b> to enable a better implementation of project's recommendations; however, within their current constraints <b>both strive to support project activities at their best</b>.</li> </ul>
<p><b>Component 3:</b></p> <ul style="list-style-type: none"> <li>• The Government</li> </ul>	<ul style="list-style-type: none"> <li>- Given the fact that it is suggested, within the <b>Component 1</b>, to make state standards for <b>study programmes more flexible</b> providing <b>HEIs with more autonomy</b> in defining the subjects to teach, the</li> </ul>

<p>maintains its political will to modernise its higher education system;</p> <ul style="list-style-type: none"> <li>• The Accreditation and Nostrification Office and higher education institutions cooperate effectively;</li> <li>• The Accreditation and Nostrification Office and higher education institutions deploy adequate human resources.</li> </ul>	<p><b>external monitoring for study programmes quality</b> becomes crucial. In this regard the <b>ANO has an important role</b>. It seems that the Government currently maintains its political will to use <b>accreditation as a lever for improving quality of higher education programmes</b> as in December 2020 the new Education Quality Assurance Agency (EQAA) was established by a Presidential Decree.</p> <ul style="list-style-type: none"> <li>- In general, the EQAA cooperates effectively with the project, the same do universities. A <b>considerable work was delivered by HEIs in order to prepare 24 self-evaluation reports</b>, produced in both <b>English and Azeri</b>. It was the first experience for most HEIs in writing a self-evaluation report for a study programme. The project supported the relevant academic staff with <b>3 rounds of workshops on how to write self-evaluation report</b>. However, despite an important amount of capacity building, a regular practice is further needed to gain an enough level and experience of such an exercise.</li> <li>- An effective cooperation with AQAE also took place to organise trainings of external evaluators (although the targeted number of participants, 100 persons, could not be achieved) and 23 mock accreditations of study programmes at the Bachelor level. A change in status and some changes in staff of AQAE brought some minor difficulties during the implementation, however they were able to be overcome.</li> </ul>
<p><b>Component 4:</b></p> <ul style="list-style-type: none"> <li>• The Government maintains its political will to modernise its higher education system;</li> <li>• The MoE and Higher Education Institutions remain committed to reforming curricula;</li> <li>• The MoE and the higher education institutions deploy adequate human resources;</li> <li>• The legal decision-making process will be undertaken in a timely manner.</li> </ul>	<ul style="list-style-type: none"> <li>- A <b>good illustration of the government's will</b> to modernise higher education is the preparation of a <b>new Law on Higher Education</b>. Designing such an important piece of legislation was one of the recommendations of the project. The document was translated into English and an expert mission is planned under the QP 8 to formulate recommendations in line with EU practices.</li> <li>- As regards the <b>commitment to reform curricula</b>, there is a <b>strong one</b> at the level of MoE. New state standards for <b>around 150 study programmes at the level of Bachelor</b> shall be revised and put in place from <b>September 2020</b>. The project has revised 15 among them. State standards for <b>master's programmes</b> shall be revised later, tentatively within a <b>three- year period</b> from now.</li> <li>- In the <b>new state standards at Bachelor level</b>, professional and generic competences required from graduates are indicated and the <b>autonomy of HEIs</b> to define the subjects is increased <b>from 40 ECTS to 60 ECTS</b>.</li> <li>- 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.</li> </ul>

## B - ACHIEVEMENT OF MANDATORY RESULTS

### Result 1. Selected National Education Standards are aligned to include a competence-based focus

State of achievement	Indicators of achievement	Comments
<b>R1.1 - A concept and methodology for transforming education standards to be competence-based is improved</b>		
<p>Achieved, through Activities 1.1.1&amp;1.1.2.</p>	<ul style="list-style-type: none"> <li>- 6 short-term missions with participation of 3 FR STE, 2 LV STE and 1 LT STE;</li> <li>- 2 mission reports suggesting elements for concept and methodologies for transforming education standards to be competence-based;</li> <li>- 1 concept and methodology drafted by RTA on the base of mission reports;</li> <li>- 1 workshop on the best practices on transformation of national standards into competence-based standards for the staff of Department of Science, Higher Education and Secondary Professional Education of Ministry of Education (MoE DSHESPE), attended by 7 persons;</li> <li>- 2 interviews with academic staff of ASOIU and BSU;</li> <li>- 2 meetings with employers (SINAM and Ministry of Transport, Communication and High Technologies of Azerbaijan);</li> <li>- 4 meetings with academic staff involved in revision of state standards for study programmes at BSU, BEU, AzTU and ASOIU;</li> <li>- 3 working meetings with MoE DSHESPE.</li> </ul>	<p>A concept and methodology for transforming state standard for study programmes to be competence-based has been drafted and accepted by the BC. Relevant mission reports were endorsed. To sustain the usage of this concept and methodology by universities, visibility materials will be prepared in QP9 and dissemination across universities performed (<i>A total of 7 MoE staff members participated in the workshop.</i>)</p>
<b>R1.2 – National education standards for programmes in three sectors are updated</b>		
<p>Under finalisation, through Activities 1.2, Act. 1.5.1-1.5.8</p>	<p>Activity 1.2 (focused on identification of 3 priority sectors):</p> <ul style="list-style-type: none"> <li>- 1 short term mission (1 LT STE);</li> <li>- 1 mission report on identification of 3 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 graduates;</li> <li>- 1 workshop for MoE DSHESPE to raise awareness regarding the priority sectors for the development of competence-based education standards based on economic and social relevance, attended by 3 persons;</li> <li>- 3 working meetings with relevant stakeholders (National Confederation of Entrepreneurs of Azerbaijan Republic (ASK), Education Institute of the MoE, State Employment Service at the Ministry of Labour and Social Protection of Population);</li> <li>- 1 working meeting with MoE DSHESPE.</li> </ul> <p>Activities 1.5.1 – 1.5.8 (focused on revision of selected state standards of study programmes):</p> <ul style="list-style-type: none"> <li>- 8 short-term missions with 4 FR STE; 3 LT STE; 7 LV STE</li> </ul>	<p><b>Comments:</b> State Standards of Study Programs (SSSP) at Bachelor level in 15 pilot areas (Biology, Geography, Physics, Ecology, Chemical Engineering, Oil and Gas Engineering, Electrical Engineering, Information Technology, Computer Engineering, Computer Science, Chemistry teacher, Math teacher, Informatics teacher, Primary school teacher and Foreign Language teacher) were revised by the Twinning experts. All those 15 revised programs were later translated into Azerbaijani and sent out to relevant universities for their review and suggestions. On 24-27 December 2019, meetings were organized with Working Groups</p>

	<ul style="list-style-type: none"> <li>- 15 mission reports with recommendations for improvement of education standards for programmes in the priority areas with a view to describing achievements based on competences and skills, including recommendations for learning outcomes.</li> <li>- 3 working meetings with academic staff from pilot universities (with the Working Group on Natural Sciences to revise national study programmes in physics on how to shift from current disciplinary-based national standards into competence-based ones, attended by participants from MoE, BSU, SSU; with the Working Group on Technical and Technological Sciences to revise national study programmes in chemical engineering on how to shift from current disciplinary-based national standards into competence-based ones, attended by participants from MoE, ASOIU, BSU, BEU; with the Working Group on Educational Sciences to revise national study programmes in physics teacher and chemistry teacher on how to shift from current disciplinary-based national standards into competence-based ones, attended by participants from MoE, BSU, AzPU), attended by 22 persons;</li> <li>- 2 workshops with pilot universities on development of competence-based and student-centered study programmes and mapping of learning outcomes in Azerbaijan State Pedagogical University and in Azerbaijan Technical University, attended by 68 (35 men, 33 women) persons;</li> <li>- 11 working meetings with local working groups of relevant programmes (Information Technology, Ecology and Geography, Biology, Primary School Teacher, Math Teacher, Informatics Teacher, Oil and Gas Engineering, Chemistry teacher, Geography, Electrotechnics and Electronical engineering);</li> <li>- 6 working meetings and interviews with selected employers (AzerKosmos OJSC, Sumgait Chemical Industrial Park, Physics Institute of the National Academy of Sciences of Azerbaijan, LafargeHolcim), and pilot universities (BSU, AzPU) and 1 workshop at Sumgait State University on how revise state standard for Physics programme for the academic staff, attended by 5 persons.</li> <li>- Working meetings with MoE DSHESPE to debrief about the results of each mission.</li> </ul>	<p>representing the above said 15 pilot programs grouped into Educational sciences, Engineering sciences, Natural Sciences and IT sciences at the Ministry of Education. The university representatives involved in teaching of those pilot programs voiced their suggestions and remarks regarding the revised SSSP in meetings attended by Ministry of Education representatives and RTA of the Twinning project. As a result of those meetings, the Working Groups were tasked to agree their suggestions to the new SSSPs among other members of the working groups from different universities and submit their proposals to Twinning office not later than the beginning of February 2020. The final version of SSSP is waiting for approval by the Minister of Education (planned upon end of quarantine period).</p>
<p><b>R. 1.3 – A methodology for transforming labour market intelligence into programme specific education requirements is developed</b></p>		
<p>Achieved, through Activities 1.3 and 1.4.</p>	<ul style="list-style-type: none"> <li>- 7 short-term missions (2 FR, 2 LV, 3 LT);</li> <li>- 3 mission reports providing analysis of the current situation in BC regarding the use of labour market intelligence and recommendations for different stakeholders (MoE, accreditation bodies, student associations, universities) on how to use the labour market (LM) data for higher education</li> </ul>	<p>A concept and methodology for transforming state standard for study programmes to be competence-based has been drafted and accepted by the BC.</p>

	<p>study programmes.</p> <ul style="list-style-type: none"> <li>- 1 methodology for higher education institutions on how to use LM data for higher education study programmes, drafted by RTA on the basis of mission reports;</li> <li>- 3 workshops for MoE DSHE SPE on European practices of using labour market intelligence and to discuss a relevant model for Azerbaijan (MoE DSHE SPE), attended by 12 participants (6 men, 6 women) in total;</li> <li>- 4 workshops in different universities with academic staff involved in pilot study programmes and selected employers to discuss the EU practices (in BSU for heads of 5 study programmes in natural sciences (Biology, Computer Science, Ecology, Geography and Physics) and selected employers; in ASOIU for the members of national working group on Technical and Technological Sciences (Chemical Engineering, Computer Engineering, Electrical Energy Engineering, Information Technologies, Oil and Gas Engineering), selected labour market representatives and members of academic staff of relevant universities (BSU, ASOIU and BEU); in ASPU for members of the national working group on educational sciences (Chemistry/Physics Teacher, Foreign Language Teacher, Math Teacher, and Primary School Teacher) and selected labor market representatives to look at the example of study programmes (French, Lithuanian and Latvian cases); in Ganja State University for members of academic staff from programmes in Natural Sciences, Education Sciences and Engineering Sciences), attended by 127 persons (74 men, 53 women) in total.</li> <li>- 3 working meetings with employers and relevant ministries (Deloitte, branch office of UK-based consulting and audit company in Baku, Ministry of Economy, Ministry of Labour and Social Protection of Population), 7 working meetings with academic staff of BSU, BEU, AzTU, ASOIU, AzPU, UNEC and with Azerbaijan Student Youth Organizations' Union, and 3 working meetings with MoE DSHE SPE.</li> </ul>	<p>Relevant mission reports were endorsed. To sustain the usage of this methodology by university, visibility materials will be prepared in QP9 and dissemination across higher education institutions will be done (<i>A total of 7 MoE staff members (5 men, 2 women) participated in the workshops</i>)</p>
<b>R. 1.4 – National classifications for programmes in three sectors are developed</b>		
<p>Achieved, with some modifications as to the recent developments in the area in the BC, through Activity 1.6 and</p>	<p>Activity 1.6:</p> <ul style="list-style-type: none"> <li>- 1 short-term mission (1 LT STE);</li> <li>- 1 mission report on methodology for developing national classifications at Bachelor and Master levels;</li> <li>- 1 workshop for the staff of MoE DSHE SPE on best practices of developing classification of study programmes for bachelor and master level in Lithuania, attended by 5 persons;</li> <li>- 1 workshop for the staff of MoE DSHE SPE to present recommendations for improvement of methodology for developing national classifications of programmes in higher</li> </ul>	<p>A mission on the revision of methodology for classification of specialties was conducted. Recommendations were provided by the BC, discussed with the MoE staff and accepted. Given the fact that the national classification of specialties is currently under revision process (a new classification of bachelor's</p>

	<p>education in Azerbaijan, attended by 6 persons;</p> <ul style="list-style-type: none"> <li>- Working meetings with members of MoE DSHE SPE.</li> </ul> <p>Activity 1.7:</p> <ul style="list-style-type: none"> <li>- 1 short-term mission (1 FR STE);</li> <li>- 1 mission report on how to improve national classifications of specialities in the priority areas;</li> <li>- Working meetings with selected academic staff from pilot universities.</li> </ul>	<p>programmes was recently adopted and the one for Master's programmes as well), it was suggested by the BC to reallocate working days left out from this activity to the R. 1.2. (A total of 8 representatives of the Ministry of Education participated in the workshops). Further missions under this activity are not foreseen, the activity is considered as completed.</p>
<p><b>R. 1.5 Visibility materials are developed that inform about the benefits of competence-based education</b></p>		
<p>To be performed in a distant mode by the Twinning Office and reported under Activity 1.8.</p>	<p><b>Indicators of achievement:</b> N/A</p>	<p>Given the situation linked to Covid-19, this activity will be implemented without short-term missions. It will be done by RTA and local Twinning office, based on consultations with the BC.</p>
<p><b>R. 1.6 – A study visit of up to 7 MoE members is organised in an EU Member State on competence-based education system</b></p>		
<p>Achieved, through Activity 1.9</p>	<ul style="list-style-type: none"> <li>- A study visit to Lithuania and Latvia on the topic of competence-based approach was organized;</li> <li>- The study visit was attended by 7 people in total (2 representatives from Higher Education Department, 1 representative from the AQAE Office and 1 representative from the Education Institute of the Ministry of Education and 3 representatives from pilot universities);</li> <li>- A feedback report was produced.</li> </ul>	<p>The persons, who attended the study visit are: Ms. Vusala Gurbanova, Senior Advisor at the Science, Higher and Secondary Professional Education Department, Ministry of Education; Mr. Yashar Omarov, RTA counterpart, Head of Higher education and secondary professional education sector; Mr. Tofiq Ahmadov, Head of Accreditation Department of Accreditation and Nostrification Office of the Ministry of Education; Mr. Anvar Abbasov, Deputy Director, Education Institute of the Ministry of Education; Mr. Natig Talibov, Vice-rector of Sumgait State University; Mr. Gasim Mammadov, Vice-rector of Azerbaijan Oil and Industry University; Mr. Hamzaagha Orujov, Vice-rector of Baku Engineering</p>

		University; Mr. Tarlan Arzumanov, RTA Language Assistant.
<b>Problems encountered under mandatory result 1:</b> <ul style="list-style-type: none"> <li>✓ To get academic staff from universities familiar with the notions of “competence” and ‘learning outcome’</li> <li>✓ Some new concepts are difficult for translation.</li> </ul>		

**Result 2. Pilot Study programmes in priority areas of education are improved to be more student-centred**

State of achievement	Indicators of achievement	Comments
<b>R2.1. A concept of student-centred study programme is developed</b>		
Achieved, through Activity 2.1.	<ul style="list-style-type: none"> <li>- 1 short-term mission with 1 FR STE, 1 LT STE, 1 LV STE;</li> <li>- 1 mission report with a proposal for concept of student-centered study programme;</li> <li>- 1 concept and methodology on student-centered approach in higher education;</li> <li>- 5 workshops on student-centered learning (for the staff from Baku State University (BSU) and Sumgait State University (SSU) in the premises of BSU; for the staff from Baku Engineering University (BEU) and Azerbaijan State Oil and Industry University (ASOIU) in premises of ASOIU; for the staff of Azerbaijan State Pedagogical University (ASPU) and Azerbaijan University of Languages (AUL) in ASPU premises; for the staff of Azerbaijan Technical University (AzTU) at AzTU premises; for the staff of Khazar University at the same university’s premise), attended by 105 (56 men, 49 women) persons.</li> </ul>	A concept of student-centred study programme was developed and accepted by the BC. Relevant mission reports were endorsed. To sustain the usage of this concept in the future, visibility materials will be developed, agreed with the BC and disseminated across universities in QP9.
<b>R2.2: At least 12 study programmes are revised</b>		
In progress, through Activities 2.4.1-2.4.3.	<p>Act. 2.4.1:</p> <ul style="list-style-type: none"> <li>- 1 short-term mission with 1 FR STE;</li> <li>- 1 mission report with recommendations on how to improve study programmes in the field of Physics in pilot universities to incorporate learning outcomes;</li> <li>- 3 working meetings with academic staff from BSU and SSU and selected employers.</li> </ul> <p>Act. 2.4.2:</p> <ul style="list-style-type: none"> <li>- 1 short-term mission with 1 FR STE and 1 LV STE;</li> <li>- 1 mission report with recommendations on how to improve study programmes in the field of Foreign Language Teacher in pilot universities to incorporate learning outcomes;</li> <li>- 2 working meetings (1 meeting with</li> </ul>	<p>An additional mission was requested through the Addendum n.1 to raise awareness and improve appropriation of produced results among local stakeholders: learning outcomes for some pilot programme were formulated and would need to be discussed with relevant academic staff.</p> <p><i>Note: under this result, ‘study programme’ is understood as ‘state standard for study programme’. Within the Component 1, state</i></p>

	<p>employers to discuss the suggested list of competences in the new suggested version of the Foreign Language Teacher study programme; 1 meeting with heads of chairs related to the Foreign Language Teacher study programme from pilot universities to discuss learning outcomes, competences, disciplines in the suggested version of the study programme).</p> <ul style="list-style-type: none"> <li>- Working meeting with MoE to debrief about the results of the mission, attended by 2 persons.</li> </ul> <p>Act. 2.4.3:</p> <ul style="list-style-type: none"> <li>- 1 short-term mission with 1 FR STE;</li> <li>- 1 mission report with recommendations on how to improve study programmes in the field of Computer Sciences in pilot universities to incorporate learning outcomes;</li> <li>- 1 working meeting with the members of the Working Group for IT specialties and employers in MoE;</li> <li>- 1 working meeting with MoE to debrief about the results of the mission.</li> </ul>	<p><i>standards for study programmes were revised making sure to provide a list of required competences. According to the new framework for SSSPs, the list of competences shall be defined at the national level and the list of learning outcomes shall be written by each university. Under this result, the work was carried out by the project to support pilot universities in writing learning outcomes for selected study programmes.</i></p>
<b>R2.3. A methodological compendium on the use of learning outcomes is developed</b>		
<p>Achieved, through Activity 2.2</p>	<ul style="list-style-type: none"> <li>- 1 short-term mission with 1 LT STE;</li> <li>- 1 mission report providing a proposal for methodological compendium on the use of LOs;</li> <li>- 1 working meeting with MoE (Component Leader) to prepare workshops;</li> <li>- 4 workshops for academic staff from pilot universities (1 workshop with academic staff representing study programmes in Biology, Geography and Ecology from Baku State University (BSU) and Sumgait State University (SSU) in BSU; 1 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; 1 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; 1 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), attended by 68 persons (37 men, 31 women).</li> </ul>	<p>A methodological compendium on the use of learning outcomes was developed and accepted by the BC. Relevant mission reports were endorsed. To sustain the usage of this compendium in the future, visibility materials will be developed, agreed with the BC and disseminated across universities in QP9.</p>
<b>R 2.4. A training workshop on student-centred approaches for teaching, learning and assessment</b>		

is organised		
Achieved, through Activities 2.3.1 – 2.3.3	<p>Activity 2.3.1:</p> <ul style="list-style-type: none"> <li>- 1 short-term mission with 1 LV STE;</li> <li>- 1 mission report with recommendations;</li> <li>- 3 workshops on writing and assessment of learning outcomes (at Azerbaijan State Pedagogical University (ASPU) for the academic staff of ASPU and Sumgait State University; at Azerbaijan Technical University (AzTU) for the academic staff from AzTU and Azerbaijan Oil and Industry University; at Baku State University (BSU) for the academic staff from BSU and Baku Engineering university, attended by 48 persons (30 men, 18 women).</li> </ul> <p>Activities 2.3.2&amp;2.3.3:</p> <ul style="list-style-type: none"> <li>- 2 short-term missions with 2 LT STE, 1 LV STE;</li> <li>- 2 mission reports with recommendations;</li> <li>- 2 three-day Master class on innovative teaching, learning and assessment methods for academic staff of pilot universities at Azerbaijan State Pedagogical University and at Azerbaijan State Technical University, attended by 62 persons (22 men, 40 women);</li> <li>- Working meetings with MoE staff.</li> </ul> <p><b>R 2.5. Programme regulations on recognition developed.</b></p>	Workshops were carried out at pilot universities on how to write and assess learning outcomes. <i>(A total of 9 workshops have been held and attended by 110 participants (52 men, 58 women) altogether). Additional missions were requested through Addendum n.1, but because of Covid-19 situation, they will not be performed.</i>
Achieved, under Activities 4.1, 4.2, 4.3, 4.4	see Component 4	Recommendations on regulations concerning recognition were developed under the Component 4.
<p><b>Obstacles</b> encountered in <b>mandatory result 2:</b></p> <ul style="list-style-type: none"> <li>✓ <i>Weak interest of most academic staff for CBA/SCL and lack of commitment at top management level of HEIs for those aspects and more broadly for innovative teaching practices;</i></li> <li>✓ <i>Training materials of MS experts shall be more practically oriented, including more practical exercises for participants.</i></li> </ul>		

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

**R3.1:** Standards for programme accreditation are improved

**State of achievement:** Achieved, through Activity 3.1.

**Indicators of achievement:**

- 1 short-term mission with 2 FR STE, 1 LT STE, 1 LV STE;
- 1 mission report with recommendations for programme accreditation;
- 1 workshop for the staff of Accreditation Department, Accreditation and Nostrification Office (ANO), with presentation of best practices in programme accreditation from France, Lithuania and Latvia, attended by 3 persons.

**Comments:** Standards for programme accreditation were drafted in line with ESGs QA. Those standards are accepted by the BC and they were broadly used and tested by other activities of this Component (i.e. during

mock evaluations within the Activity 3.5).

### **R3.2: A handbook on self-evaluation processes of HEI is developed**

**State of achievement:** Achieved, with increased deliverables, through Activities 3.3.1, 3.3.2

#### **Indicators of achievement:**

Act. 3.3.1&3.3.2:

- 2 short-term missions with 1 FR STE, 2 LT STE, 1 LV STE;
- 2 mission reports with recommendations and outline of handbook for study programme evaluation;
- Working meetings with ANO staff.

**Comments:** A handbook for study programmes evaluation was developed. It not only includes the guidelines for HEIs for self-evaluation process, but also the guidelines for ANO regarding the external evaluation process. The handbook was disseminated across the pilot HEIs for writing the self-evaluation reports (SERs) and across external experts, both MS and BC ones, to proceed with external evaluations. The final version will be adjusted considering the outcomes of mock accreditations in QP9.

### **R3.3: A training workshop for higher education institutions on self-evaluation is conducted**

**State of achievement:** Achieved, with increased deliverables, through Activities 3.2, 3.4.1, 3.4.2

#### **Indicators of achievement:**

Act. 3.2:

- 1 short-term mission with 1 LT STE, 1 LV STE;
- 1 mission report;
- 1 working meeting with ANO, attended by 2 persons;
- 2 workshops at pilot universities (1 Workshop on Concept and Principles of Programme Accreditation in Baku State University; 1 Workshop on Concept and Principles of Programme Accreditation in Azerbaijan State Oil and Industry University), attended by 67 (52 men, 15 women) persons.

Act. 3.4.1

- 1 short-term mission with 1 LV STE, 1 LT STE;
- 1 mission report;
- 2 workshops on Concept and Principles of Programme Accreditation (1 in Baku State University and 1 in Azerbaijan State Oil and Industry), attended by 118 persons (65 men, 53 women);
- Working meetings with ANO.

Act. 3.4.2

- 1 short-term mission with 1 LV STE, 1 LT STE;
- 1 mission report;
- 3 round tables with members of self-evaluation groups involved in writing SER on :1) chemical engineering (ASOIU, SSU, BEU, BSU) and computer engineering (ASOIU, BEU, AzTU, SSU) study programmes in Azerbaijan Oil and Industry University, 2) physics study programme (BSU, SSU) and Computer Sciences study programme (BSU, ASOIU) in Baku State University; 3) Foreign Language Teacher study programme (AUL, Khazar University, SSU, ASPU) and Math and Informatics study programme (BSU, ASPU, BEU, SSU) in Azerbaijan State Pedagogical University), attended by 67 persons (26 men, 41 women);
- Working meeting with Vice-rectors from each of the pilot universities to wrap up in Accreditation and Nostrification Office.

**Comments:** 6 trainings on how to write SER were organised for pilot universities. The quality of first drafts of SERs revealed the need for more working sessions with pilot HEIs on the SER writing technics. Hence, additional 24 working meetings were held with each of the self-evaluation groups from pilot HEIs for further improvement of SERs. *(A total of 185 HEI representatives (91 men, 94 women) attended the trainings.)*

### **R3.4: At least 12 self-evaluation reports (SER) for the pilot study programmes are compiled**

**State of achievement:** Achieved, with increased deliverables, through Activity 3.5.

### Indicators of achievement:

- 1 short-term mission with 2 LT STE, 1 LV STE;
- 1 mission report;
- 23 individual working sessions with pilot universities to support them writing SERs:
- *Day 1:* Parallel sessions at different hours throughout the day with Foreign Language Teacher SER Group from Azerbaijan University of Languages, Chemical Engineering SER Group from Azerbaijan State Oil and Industry University, Math teacher SER Group from Baku State University, Math&Informatics Teacher SER Group from Baku Engineering University, Computer Science SER Group from Baku State University, Computer Engineering SER Group from Azerbaijan State Oil and Industry University, Informatics teacher SER Group from Baku State University, Computer engineering SER Group from Baku Engineering University and Foreign Language Teacher SER Group from Khazar University in Azerbaijan State Pedagogical University.
- *Day 2:* Parallel sessions at different hours throughout the day with Computer engineering SER Group from Sumgait State University, Chemical Engineering SER Group from Baku State University, Math&Informatics Teacher SER Group from Sumgait State University, Foreign Language Teacher SER Group from Sumgait State University, Informatics Teacher SER Group from Azerbaijan State Pedagogical University, Computer Science SER Group from Azerbaijan Technical University, Chemical engineering SER Group from Sumgait State University, Physics SER Group from Baku State University and Computer Science SER Group from Azerbaijan State Oil and Industry University in Azerbaijan State Pedagogical University.
- *Day 3:* Parallel sessions at different hours throughout the day with Math Teacher SER Group from Azerbaijan State Pedagogical University, Physics SER Group from Sumgait State University, Physics Teacher SER Group from Azerbaijan State Pedagogical University, Chemical Engineering SER Group from Baku Engineering University, Computer Engineering SER Group from Azerbaijan Technical University and Foreign Language Teacher SER Group from Azerbaijan State Pedagogical University in Azerbaijan State Pedagogical University.

**Comments:** 24 SERs, in Azeri and English languages, were compiled by pilot universities and handed to the ANO. Those SERs were used for mock accreditations.

### **R3.5: At least 4 mock accreditations of study programmes are conducted**

**State of achievement:** Achieved, **with increased deliverables**, through Act. 3.7.1 – 3.7.7.

### Indicators of achievement:

- 7 short-term mission with 6 FR STE, 6 LV STE, 2 LT STE
- 7 mission report with recommendations and 23 external evaluation reports;
- Working meetings with ANO.
- 23 mock evaluations of Bachelor of Computer Engineering study programme (in Baku Engineering University, in Sumgait State University, in Azerbaijan Oil and Industry University, in Azerbaijan Technical University); Bachelor of Physics study programme (in Baku State University, in Sumgait State University); Bachelor of Math Teacher study programme (in Baku Engineering University, in Baku State University, in Azerbaijan State Pedagogical University); Bachelor of Chemical Engineering study programme (in Baku Engineering University, in Sumgait State University, in Azerbaijan Oil and Industry University, in Baku State University); Bachelor of Informatics Teacher study programme (in Sumgait State University, in Baku State University, in Azerbaijan State Pedagogical University); Bachelor of Computer Sciences study programme (in Azerbaijan Oil and Industry University, in Baku State University, in Azerbaijan Technical University); Bachelor of Foreign Language Teacher study programme (in Azerbaijan University of Languages, Azerbaijan State Pedagogical University, Khazar University, Sumgait State University).

**Comments:** 23 mock accreditations of selected study programmes were conducted.

### **R3.6: A pool of reviewers, including student representatives and representatives of the labour market is trained**

**State of achievement:** Achieved, **with smaller deliverables**, through Activities 3.6.1 and 3.6.2.

### Indicators of achievement:

- 2 short-term missions with 1 LT STE, 1 LV STE, 2 FR STE;
- 2 mission reports with recommendations;
- 2 three-day trainings of external evaluators for academic staff selected by Twinning office and ANO were conducted, attended by 34 participants;
- Working meetings with ANO.

**Comments:** A total of 34 persons have been trained so far to become external reviewers, including 4 students. On the agreement of the BC, it was decided not to invite employers at those trainings and focus mostly on the staff from HEIs and students. It was judged that it might be challenging for representatives of employers to attend a 3-day workshop. The ANO envisaged to organise shorter working sessions for employers, without support of the project. *This deliverable is achieved with less participants (34 instead of 100). To achieve all planned deliverables, an additional time for implementation was requested through Addendum n.1. However, given the situation with Covid-19, it is mostly likely that it will not be possible to conduct additional trainings.*

### **R3.7: A study visit of up to 7 MoE members is organised in an EU Member State on Quality Assurance in the EHEA**

**State of achievement:** Achieved, through Activity 3.7

#### **Indicators of achievement:**

- 1 study visit with the participation of 8 BC staff (from MoE, ANO and pilot universities) took place in Latvia and Lithuania;
- 1 study visit report produced.

**Comments:** The following persons attended the study visit: Mr Samir Hamidov, Leading Advisor of Science, Higher and Secondary Professional Education Department of the Ministry of Education; Mr Tofiq Ahmadov, Head of Accreditation Department of Accreditation and Nostrification Office of the Ministry of Education; Ms Lala Abasova, Senior Specialist of Accreditation Department of Accreditation and Nostrification Office of the Ministry of Education; Mr Farid Aghayev, Head of Management and Systems Engineering Chair of Azerbaijan State Oil and Industry University; Mr Nizami Yusubov, Head of Machine Engineering Technologies Chair of Azerbaijan Technical University; Ms Leyla Aliyeva, Head of Methodological Provision and Accreditation Department, Azerbaijan State Pedagogical University; Mr Yagub Garibov, Head of Physical Geography Chair, Geography Faculty, Baku State University; Mr Samir Guliyev, Head of International Relations Chair, Baku Engineering University; Mr Tarlan Arzumanov, RTA Language Assistant

### **R3.8: A study visit of up to 7 MoE members is organised in an EU Member State on student-centeredness of study programmes**

**State of achievement:** Achieved, through Activity 3.8.

#### **Indicators of achievement:**

- 1 study visit with the participation of 8 BC staff (from MoE, ANO and pilot universities) took place in France;
- 8 study visit reports produced.

**Comments:** The following persons attended the study visit: 1. Mr. Azad Akhundov, Component II leader, Senior Advisor of the Science, Higher and Secondary Professional Education Department, Ministry of Education; 2. Ms. Nargiz Garakhanova, Component IV Leader, Senior Advisor of the Science, Higher and Secondary Professional Education Department, MoE; 3. Mr. Subhan Namazov, Vice Rector for International Relations of Azerbaijan Technical University; 4. Ms. Irada Aliyeva, Vice Rector for Academic Affairs of Baku State University; 5. Mr. Gasim Mammadov, Vice Rector for Academic Affairs of Azerbaijan State Oil and Industry University; 6. Mr. Hamzaga Orujov; Vice Rector for Academic Affairs of Baku Engineering University; 7. Mr. Natig Talibov, Vice Rector for Academic Affairs of Sumgait State University; 8. Ms. Nisa Idrisova, Data analyst at Agency for Quality Assurance in Education; 9. Ms. Aytaj Atakishieva, Assistant/Translator to Twinning project.

#### **Obstacles encountered for the mandatory result 3:**

- ✓ 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.

- ✓ Skills of SER writing among academic staff are weak. Despite several workshops, the quality of some SERs could still be improved.

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

##### **R.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**

**State of achievement:** Achieved, through Activities 4.1.1, 4.1.2, 4.4.

**Indicators of achievement:**

- 1 short-term mission with 1 FR STE, 1 LT STE, 1 LV STE; 1 short-term mission with 1 LT STE; 1 short-term mission with 1 FR STE.
- 2 mission reports with recommendations on the current legal and regulatory framework on education standards, quality assurance, credits and recognition of periods of studies; 1 mission report with recommendations for the new Law on Higher Education;
- Working meetings with ANO and MoE DSHE SPE staff.

**Comments:** A synopsis report on the legal and regulatory system for education standards, credit system, recognition and quality assurance of study programmes has been developed. *Additional missions were requested to be performed through Addendum n. 1 to support MoE in drafting new Law on Higher Education. However, given the situation linked to Covid-19, the short-term missions will not be performed.*

##### **R.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**

**State of achievement:** Achieved, through Act. 4.2

**Indicators of achievement:**

- 1 short-term mission with 1 LT STE, 1 LV STE;
- 1 mission report with recommendation for improvement of legal regulations on recognition;
- Workshop with the Nostrification Department of ANO with presentation of recognition practices in Lithuania and Latvia, attended by 2 persons;
- 2 workshops on recognition of periods of study and ECTS credits (in Azerbaijan State Pedagogical University and in Azerbaijan Oil and Industry University on recognition of periods of study and ECTS credits (Attended also by Azerbaijan Technical University representatives), attended by 11 persons (4 men, 7 women);
- Working meeting with MoE DSHE SPE staff.

##### **R. 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;**

**State of achievement:** Achieved, through Act. 4.3.1 - 4.3.3

**Indicators of achievement:**

- 1 short-term mission with 1 FR STE, 1 LT STE (Act.4.3.1); 1 short-term mission with 1 LT STE (Act.4.3.2); 1 short-term mission with 1 FR STE
- 1 mission report on how to do recognition based on learning outcomes; 1 mission report on recommendations for Doctorate level of studies; 1 mission report with drafted Guidelines for higher education institutions on how to do recognition of study periods abroad based on learning outcomes.
- 3 workshops on how to do recognition based on learning outcomes, and to write learning outcomes for subjects (in Baku State University and Azerbaijan Technical University; in Azerbaijan State Pedagogical University; in Sumgait State University), attended by 96 persons (49 men, 47 women);
- Working meetings with MoE DSHE SPE staff.

**Comments:** 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 was drafted. The proposal was accepted and agreed with the BC and relevant mission reports were

endorsed by the BC (A total of 96 HEI representatives attended the workshops organized as part of the Activity 4.3.).

**R.4.4. A proposal for the amendment of the legal and regulatory framework for quality assurance is prepared**

**State of achievement:** Achieved.

**Indicators of achievement:**

**Comments:** Planned be performed in QP 8.

**R. 4.5. A proposal to enhance the governance system of three pilot universities is developed and tested**

**State of achievement:** Achieved, through Act. 4.5.1&4.5.2

**Indicators of achievement:**

- 2 short-term missions with 1 FR STE; 1 LT STE;
- 2 mission reports with recommendations;
- 3 workshops with pilot universities on presenting best samples of university governance system and working with the university team to update the current strategic development plan of the university (1 workshop for the relevant staff from Sumgait State University, 1 workshop for the relevant staff from Azerbaijan Technical University, 1 workshop for the relevant staff from Azerbaijan State Pedagogical University), attended by 41 persons (22 men, 19 women);
- working meetings with MoE staff.

**Comments:** Additional visibility materials could be developed in QP9 and disseminated across universities.

**Obstacles** encountered for the **mandatory result 4:**

- ✓ A greater integration of Department for Nostrification of Ministry of Education of Azerbaijan into European network of ENIC-NARIC Centres would help to promote a shift toward current practices of recognition instead of nostrification approach.

## 2C. ACTIVITIES IN THE REPORTING PERIOD

A total of 8 expert missions, with a total 42 STE working days were implemented during the reporting period.

The main task of the reporting period was to:

- Finalizing the revision of study programmes in selected areas;
- Finalizing mock evaluation of selected pilot programs at pilot universities;
- Continue reviewing strategic development plans of pilot universities in order to bring them in line with European best practices;
- Revising the legislative docs (draft Law “On higher education”, “State standard of higher education”) regulating the national higher education system drafted by the Ministry of Education in line with the best EU practices;
- Training academic staff of pilot universities on innovative teaching, learning and assessment methods;
- Reviewing the legal and regulatory framework on use of ECTS credits and developing guidelines to facilitate introduction and recognition of ECTS credits in teaching process.

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

<b>Component 2. Pilot Study Programme Curricula in Priority Sectors are Improved to be More Student-Centred</b>
<b>Reference number and title of Activity</b> <b>Activity 2.3.2</b> Workshops on innovative teaching, learning and assessment methods
<b>Name of MS expert who delivered it:</b> Ms. Inga Juknytė-Petrikenė (LT)
<b>Duration of the activity:</b> 10 – 14 February 2020 (5/15 working days)
<b>SCHEDULE OF THE MISSION:</b> <b>10 February 2020</b> <ul style="list-style-type: none"><li>- Meeting with RTA Ms. Elizaveta Bydanova and Mr. Azad Akhundov, Component Leader II, Senior Advisor at Higher Education Department, MoE</li></ul> <b>11 February 2020</b> <ul style="list-style-type: none"><li>- Master class on innovative teaching, learning and assessment methods for academic staff of pilot universities at Azerbaijan State Pedagogical University</li></ul> <b>12 February 2020</b> <ul style="list-style-type: none"><li>- Master class on innovative teaching, learning and assessment methods for academic staff of pilot universities at Azerbaijan State Pedagogical University</li></ul> <b>13 February 2020</b> <ul style="list-style-type: none"><li>- Master class on innovative teaching, learning and assessment for academic staff of pilot universities at Azerbaijan State Pedagogical University</li></ul> <b>14 February 2020</b> <ul style="list-style-type: none"><li>- Deskwork on selecting best electronic guides or resources on innovative teaching and learning methods used in European Higher Education Area</li></ul> <i>(See the relevant file in the Annex for the lists of workshop participants from this mission)</i>
<b>Objectives and tasks of the Mission:</b> The objective of this activity to develop university academic staff’s competences in employing innovative teaching, learning and assessment methods.
<b>Recommendations and results:</b> See the mission report produced by STE in the Annex.
<b>Reference number and title of Activity</b> <b>Activity 2.3.3</b> Workshops on innovative teaching, learning and assessment methods
<b>Name of MS experts who delivered it:</b> Ms. Tatjana Volkova (LV), Mr. Linas Leonas (LT)
<b>Duration of the activity:</b> 17 – 21 February 2020 (10/10 working days)

**SCHEDULE OF THE MISSION:****17 February 2020**

- Meeting with RTA Ms. Elizaveta Bydanova and Mr. Azad Akhundov, Component Leader II, Senior Advisor at Higher Education Department, MoE February 2020

**18 February 2020**

- Master class on innovative teaching, learning and assessment methods for academic staff of pilot universities at Azerbaijan Technical University

**19 February 2020**

- Master class on innovative teaching, learning and assessment methods for academic staff of pilot universities at Azerbaijan Technical University

**20 February 2020**

- Master class on innovative teaching, learning and assessment methods for academic staff of pilot universities at Azerbaijan Technical University

**21 February 2020**

- Reflection and feedback on workshop results and preparation of mission report

*(See the relevant file in the Annex 8 for the lists of participants from this mission)*

**Objectives and tasks of the Mission:**

The objective of this activity to develop university academic staff's competences in employing innovative teaching, learning and assessment methods, allocation of ECTS based on learning outcomes and student workload.

**Recommendations and results:**

See the mission report produced by STEs 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 3.7.7** Undertake a mock accreditation at each pilot university for a study program in a priority area

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

Mr. Eckhart Hoetzel (FR), Ms. Michelle Houpe (FR)

**Duration of the activity**

13-18 January 2020 (12/12 STE Working Days)

**SCHEDULE OF THE MISSION:****13 January 2020**

- ✓ Meeting with AQAE staff and members of the experts' panel to prepare for the mock evaluation of Foreign Language Teacher study programme.

**14 January 2020**

- ✓ Mock evaluation of Foreign Language Teacher study programme in Azerbaijan State Pedagogical University.

**15 January 2020**

- ✓ Mock evaluation of Foreign Language Teacher study programme in Azerbaijan University of Languages.

**16 January 2020**

- ✓ Mock evaluation of Foreign Language Teacher study programme in Sumgait State University.

**17 January 2020**

- ✓ Mock evaluation of Foreign Language Teacher study programme in Khazar University.

**18 January 2020**

- ✓ Experts stay in the hotel and plan a distant work among members of expert team to finalise evaluation reports.

*(See the relevant file in the Annex for the schedule of interviews held at pilot universities)*

**Objectives and tasks of the Mission:**

The objective of the mission was to make accreditation visits to pilot universities and conduct mock evaluation of Foreign Language Teacher study programme in four pilot universities, draft a written final evaluation reports identifying strengths, weaknesses of the program and provide recommendation for further improvement.

**Recommendations and results:**

See the Mission Report of Activity 3.7.7 in the Annex.

**Reference number and title of Activity**

**Activity 3.9** Study tour to France on best practise of student-centeredness of study programmes

**Names of BC representatives who participated:**

1. Mr. Azad Akhundov, Component II leader, Senior Advisor of the Science, Higher and Secondary Professional Education Department, Ministry of Education;
2. Ms. Nargiz Garakhanova, Component IV Leader, Senior Advisor of the Science, Higher and Secondary Professional Education Department, MoE;
3. Mr. Subhan Namazov, Vice Rector for International Relations of Azerbaijan Technical University;
4. Ms. Irada Aliyeva, Vice Rector for Academic Affairs of Baku State University;
5. Mr. Gasim Mammadov, Vice Rector for Academic Affairs of Azerbaijan State Oil and Industry University;
6. Mr. Hamzaga Orujov; Vice Rector for Academic Affairs of Baku Engineering University;
7. Mr. Natig Talibov, Vice Rector for Academic Affairs of Sumgait State University;
8. Ms. Nisa Idrisova, Data analyst at Agency for Quality Assurance in Education;
9. Ms. Aytaj Atakishieva, Assistant/Translator to Twinning project.

**Duration of the activity**

2 – 6 March 2020 Expert Days Sum: n/a

**MISSION SCHEDULE**

For the schedule of the visit, see the agenda of the Activity 3.9 attached in the Annex.

**Objectives and tasks of the Mission:**

The objective of the study visit was to get familiar with the experience in implementation of student-centred learning and teaching following the Standards and Guidelines for Quality Assurance.

**Results:** For more details, see the study visit reports written by the BC representatives in the Annex.

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

**Activity 4.3.3** Review the legal and regulatory framework for recognition and, if required, submit recommendations to comply with European best practices

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

Ms. Marie Odile Ott (FR)

**Duration of the activity**

27-31 January 2020 (5/5 STE Working Days)

**SCHEDULE OF THE MISSION:****27 January 2020**

- ✓ Meeting with RTA Ms. Elizaveta Bydanova and Ms. Nargiz Garakhanova, Component Leader IV and Senior Advisor at Higher Education and Research Department of MoE.

**28 January 2020**

- ✓ Meeting with Mr. Yagub Piriye, Acting Head of Higher Education and Research Department of MoE, Mr. Yashar Omarov, Head of Higher Education Unit at Higher Education and Research Department of MoE and Mr. Afghan Abdullayev, Head of Research Unit at Higher Education and Research Department.

**29 January 2020**

- ✓ Deskwork on the draft Law “On Higher Education” and draft of “State Standard of Higher Education”.

**30 January 2020**

- Meeting with Mr. Gasim Mammadov, Vice Rector for Academic Affairs of Azerbaijan Oil and Industry University.
- Deskwork on the draft Law “On Higher Education” and “State Standard of Higher Education”.

**31 January 2020**

- Deskwork with Mr. Samir Hamidov, Leading Advisor at Higher Education and Research Department, on the draft Law “On Higher Education”.
- Report writing

**Objectives and tasks of the Mission:**

The objective of the mission was to review draft Law “On Higher Education” and draft of “State Standard of Higher Education” developed by Higher Education and Research Department of MoE to make sure that they are in line with best EU practices.

**Recommendations and results:**

See the Mission Report of Activity 4.3.3 in the Annex.

<p><b>Reference number and title of Activity</b>  <b>Activity 4.4.1</b> Amend the legal provisions on the credit system to reflect that credits are based on learning outcomes and student workload</p>
<p><b>Names of MS expert(s) who delivered it</b>  Mr. Jean-Luc Lamboley (FR)</p>
<p><b>Duration of the activity</b>  3-7 February 2020 (5/5 STE Working Days)</p>
<p><b>SCHEDULE OF THE MISSION:</b></p> <p><b>2 February 2020</b></p> <ul style="list-style-type: none"> <li>✓ Meeting with RTA Ms. Elizaveta Bydanova and Ms. Nargiz Garakhanova, Component Leader IV and Senior Advisor at Higher Education and Research Department of MoE.</li> <li>✓ Deskwork on proposals of amendments to the decree n° 348 on ECTS rules</li> </ul> <p><b>3 February 2020</b></p> <ul style="list-style-type: none"> <li>✓ Deskwork: final review of the document on ECTS rules</li> <li>✓ Deskwork: writing guidelines of good practice for mobility and recognition</li> </ul> <p><b>4 February 2020</b></p> <ul style="list-style-type: none"> <li>✓ Meeting with staff representing international relations offices of pilot universities (See the relevant file in the Annex for the lists of participants).</li> <li>✓ Deskwork on the guidelines of good practice for mobility and recognition</li> </ul> <p><b>5 February 2020</b></p> <ul style="list-style-type: none"> <li>✓ Deskwork on the guidelines of good practice for mobility and recognition. Finalizing the annexes to the Guidelines</li> </ul> <p><b>6 February 2020</b></p> <ul style="list-style-type: none"> <li>✓ Debriefing with Ms. Nargiz Garakhanova, Component Leader IV and Mr. Yashar Omarov, RTA Counterpart.</li> <li>✓ Report writing</li> </ul>
<p><b>Objectives and tasks of the Mission:</b>  The objective of the mission was to develop guidelines for universities on how to recognize ECTS obtained abroad and facilitate student mobility.</p>
<p><b>Recommendations and results:</b>  See the Mission Report of Activity 4.4 in the Annex.</p>

<p><b>Reference number and title of Activity</b>  <b>Activity 4.5.2</b> Assess governance in 3 pilot universities and mapping university governance in at least 5 countries in EU/internationally</p>
<p><b>Names of MS expert(s) who delivered it</b>  Ms. Jurgita Šiugždinienė (LT)</p>
<p><b>Duration of the activity</b>  17-21 February 2020 (5/10 STE Working Days)</p>
<p><b>SCHEDULE OF THE MISSION:</b></p> <p><b>7 February 2020</b></p> <ul style="list-style-type: none"> <li>✓ Deskwork. Reviewing the draft strategic development plans submitted by pilot universities with the help of the Project's Language Assistant.</li> <li>✓ Meeting with RTA Ms. Elizaveta Bydanova and Ms. Nargiz Garakhanova, Component Leader IV and Senior Advisor at Higher Education and Research Department of MoE.</li> </ul> <p><b>8 February 2020</b></p> <ul style="list-style-type: none"> <li>✓ Deskwork on the draft strategic development plan with the relevant team of Azerbaijan Technical University.</li> </ul> <p><b>9 February 2020</b></p> <ul style="list-style-type: none"> <li>✓ Deskwork on the draft strategic development plan with the relevant team of Sumgait State University</li> </ul> <p><b>10 February 2020</b></p> <ul style="list-style-type: none"> <li>✓ Deskwork on the draft strategic development plan with the relevant team of Azerbaijan State Pedagogical University</li> </ul> <p><b>11 February 2020</b></p> <ul style="list-style-type: none"> <li>✓ Debriefing meeting with RTA Ms. Elizaveta Bydanova and Mr. Yashar Omarov, Head of Higher Education Unit at Higher Education and Research Department of MoE.</li> </ul> <p><i>(See the relevant file in the Annex for the lists of workshop participants).</i></p>

**Objectives and tasks of the Mission:**

The objective of the mission was to study the current governance system in Azerbaijani higher education institutions and to assist the pilot universities in updating their strategic development plans in line with European best practices.

**Recommendations and results:**

See the Mission Report of Activity 4.5.1 in the Annex.

## Missions and STE Working Days in 8<sup>th</sup> Quarter

ACTIVITIES/ TOTAL NUMBER OF STE DAYS	QR1	QR 2	QR3	QR4	QR5	QR6	QR7	QR 8	TOTAL	Initial WORK PLAN
<b>GENERAL ACTIVITIES</b>										
<b>Kick-off Meeting</b>		3							3	3
<b>Steering Committee Meetings</b>	6	6	6	6	6	6	6		42	48
<b>Closure Meeting</b>									3	3
<b>COMPONENT 1:</b>										
1.1 Improvement of concept and methodology for competence-based education standards	18	10							28	30
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	5								5	20
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	10	10							20	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		10	10	15		39	20		74	30
1.6 Provide recommendations for improvement of methodology for developing national classifications of specialities in higher education					5				5	15
1.7 Improve national classifications of specialities in the priority areas					5				5	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									1 study visit	1 study visit

COMPONENT 2:											
2.1 Develop and discuss concept of student-centred study programme, which includes the basic parameters for the development and review of study programmes at institutional level					15					15	30
2.2 Develop a methodological compendium on how learning outcomes are identified and designed, which will guide people responsible for development and review of programme in implementing a student-centred approach				5						5	20
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						5		15		20 (5 extra working days were added through the Side Letter 10)	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				5	20					25	40
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				16						16	20
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				10						10	15
3.3 Create handbook on methodologies and requirements for self-evaluations of higher education institutions				10	10					20 (5 additional WD allocated from Act. 3.2 through SL4 as BC asked to add one more deliverable, which is a handbook for external evaluation)	15
3.4 Hold a training workshop for higher education institutions on how to conduct self-evaluation processes				10	10					20	20
3.5 Pilot universities undertake a self-evaluation of study programme in a priority area						15				15	30
3.6 Conduct training for external reviewers, establish a pool of trained reviewers							20			20	20
3.7 Undertake a mock accreditation at each pilot university for a study programme in a priority area								62	12	62 (Through SL 9, the number of WD under this activity was increased up to 74 WD)	30



## Trainings, Workshops and Interviews

During the period covered by the **8th Quarterly Report**, 4 workshops, 6 trainings and 25 were organized, involving a total of **224 participants**, mainly from higher education institutions.

**In total, since the start of the project**, 15 trainings, 98 workshops, 96 interviews and 1 kick-off event were organized, involving **2107<sup>2</sup>** participants from MoE, HEIs and other stakeholders.

### Training sessions and training participants in Quarter 8

UPDATED 20.04.2020						
Number of project activities in Quarter 8						
Number of trainings, workshops, interviews, etc.	Component					
	0	1	2	3	4	SUM
• Trainings			6			6
• Workshops					4	4
• Interviews				24	1	25
• Kick-off and closing meetings						
<b>Total</b>			6	24	5	35

Number of participants in Quarter 8						
Number of participants (MoE officials, HEIs representatives, students, stakeholders, etc.)	Component					
	0	1	2	3	4	SUM
• Trainings			62			62 (40 men, 22 women)
• Workshops					23	23 (10 men, 13 women)
• Interviews				138	1	139
• Kick-off and closing meetings						
<b>Total</b>			62	138	24	224

Number of project activities in Quarter 1-8						
Number of trainings, workshops, interviews, etc.	Component					
	0	1	2	3	4	SUM
• Trainings			6	9		15
• Workshops		31	15	36	16	98
• Interviews		30	4	59	3	96
• Kick-off and closing meetings	1					1
<b>Total</b>	1	61	25	104	19	210

<sup>2</sup> This figure includes duplicated calculations, in other words, one and the same person who attended various activities under various components of the project has been calculated as per the number of his/her participation.

Number of participants in Quarter 1-8						
Number of participants (MoE officials, HEIs representatives, students, stakeholders, etc.)	Component					SUM
	0	1	2	3	4	
• Trainings			62	152		<b>214</b> (126 men, 88 women)
• Workshops		265	253	217	141	<b>876</b> (492 men, 384 women)
• Interviews		120	6	767	34	<b>927</b>
• Kick-off and closing meetings	90					<b>90</b>
<b>Total</b>	<b>90</b>	<b>385</b>	<b>321</b>	<b>1136</b>	<b>175</b>	<b>2107</b>

## Project Management

### SLs/Addendum:

#### - Side Letter No. 10 of 27 January 2020

- a) added one more participant to the study visit under Activity 3.9, bringing the number of participants from the initially planned 7 to 8;
- b) replaced an expert for the Activity 4.4 "Amend the legal provisions on the credit system to reflect that credits are based on learning outcomes and student workload" from I. Dunska (Latvia, Cat. I) to Mr. J-L. Lamboley (France, Cat I.) and reduced the number of working days for this activity from 20 to 5 WD;
- c) Added 5 additional working days to the Activity 4.3 'Review the legal and regulatory framework'. The nominated experts were left unchanged.

#### - Addendum No.1 of 9 April 2020

- a) Extend the implementation period of the Action (work plan duration) from 24 to 27 months and execution period of the contract (legal duration) from 27 to 29 months;
- b) Increase the total number of MS experts' working days in the Activity 3.2 - from 10 to 15 WD; in the Activity 3.6 - from 20 to 25 WD; in the Activity 4.1 - from 20 to 30 WD; the Activity 2.4 - from 35 to 40 WD; in the Activity 1.8 - from 15 to 20 WD;
- c) Update the project time schedule for implementation of the activities;
- d) Adapt and update the project budget as needed for implementing the changes envisaged by this Addendum.

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

Because of the busy project agenda, few contacts with other projects took place.

### Visibility:

Over the 8<sup>th</sup> quarter, the Twinning project performed the following steps for the project visibility:

- **The project webpage.** The webpage is regularly updated with the calendar of upcoming missions, the mission reports, STE presentations, the documents produced as a result of STE missions, photos from various activities and other relevant info regarding the project activities.
- **Facebook page** of the project is being regularly updated with relevant news and photos from the STE missions - <https://www.facebook.com/twinningInHE>.

### Translations:

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

- Competence-based approach in higher education curricula: Lithuanian case (ppt), *STE Ms. Inga Juknytė-Petreikienė*,

- The Tuning Methodology - Tools for mobility (ppt), *STE Mr. Jean-Luc LAMBOLEY*
- Using labour market information for matching and anticipating skills (ppt), *STE Mr. Gintautas Jakštas*
- Best European Practices using the Labour Market Intelligence (ppt), *STE Mr. Gerard Gasquet*
- Competence-based approach in higher education curricula: Lithuanian case (ppt), *STE Ms. Inga Juknytė-Petreikienė*
- Criteria and indicators for external evaluation in Azerbaijan, *STEs Mr. Bruno Curvale (FR), Ms. Eliane Kotler (FR), Mr. Almantas Šerpatauskas, Ms. Jolanta Silka (LV)*
- New template\_State Standard for Physics\_Bachelor&Master (including annexes), *STE Ms. Inga Juknytė-Petreikienė*  
State Standard of the Study Field of Chemical Engineering\_new version, *STE Ms. Inga Juknytė-Petreikienė*
- State Standard of the Study Field of Chemistry Teacher\_new version, *STE Ms. Inga Juknytė-Petreikienė*
- State Standard of the Study Field of Physics\_new version, *STE Ms. Inga Juknytė-Petreikienė*
- State Standard of the Study Field of Physics Teacher\_new version, *STE Ms. Inga Juknytė-Petreikienė*
- 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
- Biology/Ecology study programme\_suggested version (competences)
- PPT on student-centered approach for the Activity 2.1
- Foreign Language Teacher study programme\_BA+MA\_suggested version
- Physics study programme\_BA+MA\_last version drafted by P. Turek
- PPT on writing learning outcomes based on CBA for the Activity 4.3
- PPT on best practices of student-centered learning for the Activity 2.1
- Methodology For Study Programme Evaluation
- PPT on training for external evaluators for the Activity 3.6.1 (for the 1st day of trainings)
- PPT on training for external evaluators for the Activity 3.6.1 (for the 2nd day of trainings)
- PPT on training for external evaluators for the Activity 3.6.2 (for the 1st day of trainings)
- PPT on training for external evaluators for the Activity 3.6.2 (for the 2nd day of trainings)
- PPT on training for external evaluators for the Activity 3.6.2 (for the 3rd day of trainings)
- PPT on writing and evaluation of learning outcomes for the Activity 2.3

### **8<sup>th</sup> Quarter**

- Recommendations developed by Twinning project PLs for MoE
- PPT on student-centered approach in Higher Education for the Act. 2.3.2
- A set of short workshop handouts for the mission under Activity 2.3.2 (10 documents in total)
- PPT\_Competence based education and student-centered learning for trainings under Act.2.3.3

- PPT\_Innovative teaching and learning approaches for trainings under Act.2.3.3
- PPT\_Problem based learning for trainings under Act.2.3.3
- A handout about learning outcomes assessment for trainings under Act.2.3.3
- Handouts for 3-day trainings carried out under Act.2.3.3 (11 documents in total)
- New frame for Bachelor level study programs developed by MoE
- PPT\_Parameters of competence-based higher education (for the mission under Activity 1.8)
- Updates to the Compendium on How to Write Learning Outcomes
- A set of short workshop handouts for the mission under Activity 1.8 (5 documents in total)

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 HE, 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 HE, Study programme in Primary School Teacher, Bachelor level, *MoE*
- State Standard of HE, Study Programme in Chemistry Teacher, Bachelor level, *MoE*
- State Standard of HE, Study programme in Chemistry Teacher, Master's level, *MoE*
- State Standard of HE, Study Programme in Chemical Engineering, Bachelor level, *MoE*
- State Standard of HE, Study programme in Chemical Engineering, Master's level, *MoE*
- Primary school teacher\_State Standards\_Master level, *MoE*
- New classification of specialties - Bachelor level, *MoE*
- State Standard of Higher Education, *MoE*
- Draft rules on switch between bachelor and sub-bachelor degrees, *MoE*
- Chemical engineering pilot study programme 2018 EN, *MoE*
- State Program on Competitiveness of Higher Education, *Presidential Administration*
- Regulations of Accreditation and Nostrification Office, *MoE*
- Accreditation Rules of Higher Education Institutions and Study Programmes, *MoE*
- Study programme of Foreign Language Teacher - Bachelor level, *MoE*
- Study programme of Foreign Language Teacher - Master level, *MoE*
- Study Programme of Computer Science - Bachelor level, *MoE*
- Study Programme of Computer Science - Master level, *MoE*
- 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
- Study programme of Information Technologies\_Bachelor level
- Study programme of Information Technologies\_Bachelor level
- Ecology state standard\_bachelor level
- Ecology state standard\_master level

- Geography state standard\_bachelor level
- Geography state standard\_master level
- Informatics state standard\_bachelor
- Math teacher state standard\_bachelor
- Electrical engineering state standard\_bachelor
- Learning outcomes for separate subjects written for the revised Geography state standard by BSU Professor N. Seyfullayeva
- New pilot study programme in Computer Engineering (already approved by MoE)
- New pilot study programme of Computer Science (already approved by MoE)
- Draft Law “On higher education” developed by the Ministry of Education
- Guidelines on how to fill in new framework for SSSP developed by Twinning project
- Biology study program revised by Twinning experts
- Chemical Engineering study program revised by Twinning experts
- Chemistry teacher study program revised by Twinning experts
- Computer Engineering study program revised by Twinning experts
- Computer Science study program revised by Twinning experts
- Ecology study program revised by Twinning experts
- Electrotechnics & Electronic Engineering study program revised by Twinning experts
- Foreign Language study program revised by Twinning experts
- Geography study program revised by Twinning experts
- Informatics teacher study program revised by Twinning experts
- Information Technology study program revised by Twinning experts
- Math teacher study program revised by Twinning experts
- Oil and Gas Engineering study program revised by Twinning experts
- Physics study program revised by Twinning experts
- Primary school teacher study program revised by Twinning experts
- Recent amendments to the Rules on Establishment and Admission to Doctoral Studies
- Revised draft of the State Standard of Higher Education
- A section concerning quality assurance of the Draft Law on Higher Education

### **8<sup>th</sup> Quarter**

- State standard of Higher Education\_new version
- Draft Law on Higher Education
- Part of the Draft Law on Education concerning quality assurance
- Draft of updated Strategic Development Plan of Sumgait State University
- Study visit report by ASOIU Vice Rector Gasim Mammadov
- Study visit report by AzTU Vice Rector Subhan Namazov
- Draft Higher Education Standard
- Study visit report by BSU Vice Rector Irada Aliyeva
- Study visit report by SSU Vice Rector Natig Talibov







## Recuperation of delays

- The missions under the **Activity 3.7 Undertake a mock accreditation at each pilot university for a study programme in a priority area** which were originally planned for the 21<sup>st</sup> month (mid-December 2019 – mid-January 2020) of the project, were implemented in the 19<sup>th</sup> (mid-October – mid-November 2019), 20<sup>th</sup> (mid-November – mid-December 2019), 21<sup>st</sup> months (mid-December 2019 – mid- January 2020) and 22<sup>nd</sup> months (mid-January-mid-February) of the project.
- The **Activity 3.9 Organize study visit to the EU member state on best practice for student-centeredness of study programmes for a minimum of 7 persons** which was originally planned for the 17<sup>th</sup> month (mid-August – mid-September 2019) of the project, was implemented in the 23<sup>rd</sup> month (mid-February - mid-March 2020) of the project.
- The missions under the **Activity 4.3 Review the legal and regulatory framework for recognition and, if required, amend in accordance with European best practices** which were originally planned for and implemented in the 13<sup>th</sup> month (mid-April – mid-May 2019) of the project, were also implemented in the 15<sup>th</sup> (mid-June – mid-July 2019) and 22<sup>nd</sup> months (mid-January - mid-February 2020) of the project as 5 more working days were added to this Activity through the Side Letter No.6.
- The missions under the **Activity 4.4 Amend the legal provisions on the credit system to reflect that credits are based on learning outcomes and student workload** which was originally planned for the 21<sup>st</sup> month (mid-December 2019 – mid-January 2020) of the project, was implemented in the 22<sup>nd</sup> (mid-January - mid-February 2020) month of the project.

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

- The first mission under the **Activity 1.8 Awareness raising activity on the benefits of competence-based education to support the implementation of student-centered curricula as part of the educational reforms** which was planned to be held in the 24<sup>th</sup> month (mid-March – mid-April 2020) of the project has been postponed to the next quarterly period due to the quarantine policies being applied in Azerbaijan and also in Europe in order to fight the spread of the COVID-19 pandemic.
- The first mission under the **Activity 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** which was planned to be held in the 23<sup>rd</sup> month (mid-February - mid-March 2020) of the project has been postponed to the next quarterly period.

## Activities performed with advance

- No Activity was implemented in advance.

## 2E. ASSESSMENT

### Overall assessment of progress

In general, the project activities progressed smoothly. However, the last 2 weeks of the quarterly period were impacted by the quarantine measures imposed by the government because of the sanitary crises linked to the Covid-19. Some issues could be mentioned in this regard:

### Issues

- ✓ Because of the situation linked to Covid-19, **missions planned during the period of March 30 to April 12**, had to be **cancelled**. It was the case of 2 missions:
  - a. A short-term mission of 1 LT STE under the **Act. 4.6 Reinforce knowledge on international accreditation**, planned on March 30 to April 3, was cancelled. The cancellation was envisaged in a due time, hence no budget consequences due to mission cancellation.
  - b. An additional mission of 1 LT STE under **Act. 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**, planned on April 7 to 10, had to be cancelled. The costs of visa and hotel booking are claimed for reimbursement.

## Recommendations

- ✓ Given the current situation, **some selected short-term missions will be performed distantly** (the missions agreed so far with the BC under C3 and C4 are presented below), while others will have to be cancelled. The Twinning Office will continue working in a distant mode on project deliverables in link with the BC.
- ✓ Considering the current situation, it is suggested that some **deliverables, are finalised by RTA and Twinning office, in link with the BC**. Below are provided details on how the work by short-term experts will be replaced by the one from RTA, Twinning Office and the BC team.
- ✓ To increase the project activities visibility beyond the project implementation time, it is suggested to develop a **brochure on the project achievements**, to be disseminated in electronic version among all universities.
- ✓ The MS PLs developed a **summary of recommendations from all project activities**. Those recommendations were translated into Azeri and discussed with the BC project team. It appeared that some of the recommendations were already considered and some measures were implemented in the BC during the last months of the project (i.e. preparation of Law on Higher Education, creation of Quality Assurance Agency, etc.). It was agreed that the recommendations will be amended considering latest changes and updated with recommendations with recent missions of the project. This work will be continued in QP9.

## Outlook to the next quarter

For following work could be done to remediate the cancellation of some short-term missions:

Activities, initially planned to be performed during the QP9	Work to be performed by RTA and Twinning Office, in link with BC
<b>COMPONENT 1:</b> <b>Act. 1.8 Awareness raising on the benefits of competence-based education and student-centred approach</b>	Visibility materials will be prepared and dissemination in electronic version across all universities will be conducted
<b>COMPONENT 2:</b> <b>Act. 2.4 Improve study programmes in the priority areas in pilot universities to incorporate learning outcomes and inform and raise awareness about these achievements</b>	Based on materials prepared under previous short-term missions, guidelines for higher education institutions with examples of learning outcomes for pilot programmes will be prepared and disseminated across universities + ONLINE MISSIONS
<b>COMPONENT 3:</b> <b>Act. 3.2 Undertake capacity building activities for the Ministry of Education staff (including ANO and other stakeholders)</b> <b>Act. 3.6 Conduct training for external reviewers, establish a pool of trained reviewers</b>	A report on results of mock accreditations will be prepared by RTA and proposal for adjusted methodology for study programmes accreditation will be compiled + ONLINE MISSIONS
<b>COMPONENT 4:</b> <b>Act. 4.1 Assess the current legal and regulatory framework</b> <b>Act. 4.5 Assess the university governance system in three pilot universities</b> <b>Act. 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</b>	Based on materials prepared under previous short-term missions, guidelines for higher education institutions with examples of strategic development plans will be prepared and disseminated across universities + ONLINE MISSIONS

The following missions will be performed online:

Activity number	Work to be done	Dates	STEs	Beneficiary
Act. 3.2	Support the newly created Analytics Dep. of EQAA (responsible for the collection and analysis of data regarding the key performance indicators for HEI's measurement) on: I. Learning best practices from EU countries on: a) data collection, analysis and visualization in regards to HEIs performance indicators; b) examples of what matters in gauging the quality of HE; II. Support Analytics Dept. EQAA to develop performance indicators, relevant for Azerbaijan	June 3, June 11, June 16, June 22, June 25	5 WD by Mrs. Rasa Pranskevičiūtė-Amoson (LT); 5 WD by Mrs. Tatjana Volkova (LV)	Analytical Department EQAA

Act. 4.1	Review of new rules for accreditation and standards for programme and institutional accreditations	June 10 - 12	3 WD Almantas Serpentauskas (LT STE; availability confirmed); 3 WD Jolanta Silka (LV STE; availability confirmed).	Accreditation and Licensing Dept. EQAA
Act. 3.2	Work on finalization of evaluation criteria for study programme accreditation.	June 17 - 19	3 WD Jolita Butkiene (LT STE; availability confirmed on 17-19 of June)	Accreditation and Licensing Dept. EQAA
Act. 4.1	Support the Recognition Dept. of EQAA on: 1. An analytical review of the draft new rules "On the recognition of foreign higher education qualifications", which has been primarily based on 'Lisbon Recognition Convention'; Comparison and contrast of the draft document vis-à-vis 'Lisbon Recognition Convention', 'Global Convention on the Recognition of Higher Education Qualifications', as well as "The European Recognition Manual for Higher Education Institutions' (third edition); 2. Review of the process of credential evaluation (including a) Quality standards of credential evaluators of the Agency and how to improve it; b) How credential evaluation service should be set).	June 9, June 10, June 19, June 26	4 WD Kristina Sutkute; 4 WD Inara Dunska + 5 WD Inara Dunska (for additional support)	Recognition Dept. of EQAA
Act. 3.2	Working sessions with the new staff of the Agency on the roadmap for study programme accreditation.	June 16, June 17, June 19	3 WD Almantas Serpentauskas (LT STE; availability confirmed) 3 WD Jolanta Silka (LV STE).	Accreditation and Licensing Dept. EQAA
Act. 4.6	Working sessions on the results of mock accreditations, sharing experience on international accreditation, training of external evaluation experts.	June 22, June 24, June 26	3 WD Jolita Butkiene (LT STE); 3 WD Nora Skaburskiene (LT STE); 3 WD Jolanta Silka	Accreditation and Licensing Dept. EQAA

Additional online missions agreed after discussions on SC n.8:

Act. 4.5	Design Guidelines for HEIs on Strategic Development Plans.	June 22, July 2, July 3	3 WD x 2 STE = 6 WD (1 STE LT Šiugždinienė; 1 STE FR Paul)	Coordination with RTA-Counterpart and C4Leader
Act. 2.1	Design Guidelines for setting Learning and Teaching Centers in pilot universities (including proposal for structure, key functions, mode of operation) and recommend persons to be part of those centers	June 25, June 29, July 1	3 WD x 2 STEs = 6 WD (1 STE LT - Nora Skaburskienė; 1 STE LV – Tatjana Koke)	Coordination with RTA-Counterpart and C2Leader
Act. 1.5	Support to 1) design a common framework for state standards for teaching specialties in terms of nb of ECTS for different courses (notably to define the right proportion between field-related and pedagogical courses of the state standard); 2) share national experience from EU countries on how internship at school is organized in education sciences study programmes and provide recommendations for Azerbaijan (for information: Azerbaijan MoE makes compulsory from this academic year an 1-year internship at school ('internatura') for all studies in last year of studies in teaching specialties of Bachelor programmes.	June 19, June 25; June 29	3 WD X 3 STE = 9 WD (1 STE LV - Tatjana Koke; 1 STE LT - Daiva Lepaitė; 1 STE FR – Eckhart Hoetzel)	Coordination with RTA-Counterpart and Head of national group in charge of teaching specialties state standards, Mr. Eldar Aslanov (Vice-Rector of Pedagogical University)
Act. 2.4	Finalisation on compiling learning outcomes for at least 12 pilot programmes	June 29, July 2	Total 6 WD: 4 WD 1 STE LT Inga Jukniete-Petriekiene, including some coordination work; 2 WD 1 STE LV Tatjana Volkova	Coordination with RTA-Counterpart and C2Leader

### Any other issues:

The possibility of holding the 9<sup>th</sup> meeting of the Project Steering Committee in an online mode to be considered given the likely travel bans and social distancing policies applied widely on a global level due to the COVID-19 pandemic throughout the upcoming months.

### Section 3: Expenditures

**Period: 13.01.2020 - 12.04.2020**

N°	Name of services / goods purchased or direct costs	Date(s) of services	Invoice number	/	Breakdown and clarification	Amount paid in local currency	INFOE URO exchange rate	Amount paid in EUR	Amount foreseen in original budget	Amount introduced by SL /amendment	Amount contingencies
1	RTA Salary										
	Basic salary and non-wage labour costs	01/01/2020-31/03/2020	Payroll from CIEP	27/01/2020 25/02/2020	Basic salary: 2454,86 non-wage labour costs: 2201,86			13 970,16 €	14 400,00 €		
	6% of salary and non-wage labour costs	17/01/2020-17/04/2020	Payroll from CIEP		6,00%			838,21 €	864,00 €		
	Sub-Total RTA Remuneration							14 808,37 €	15 264,00 €		
2	RTA Allowances										
	Daily allowances (50%)	17/01/2020-17/04/2020	Invoices		91 days * 146,50 Euros			13 331,50 €	13 478,00 €		
	Health and accident insurance for RTA	17/01/2020-17/04/2020	MAAF INSURANCE INVOICE 175583057S		INSURANCE FEES (54,26+24,93Euros) *3 months			237,57 €	600,00 €		
	Accommodation	17/01/2020-17/04/2020	Lease agreement		RENT 1000 Euros * 3 months			3 000,00 €	3 000,00 €		
	Monthly allowance for APEC return trip	17/01/2020-17/04/2020			700 Euros * 3 months			2 100,00 €	2 100,00 €		
	RTA Office Cost ( including office stationery, Telephone, internet..)										
	Sub-Total RTA Allowances							18 669,07 €	19 178,00 €		
4	RTA and Languages assistants										
	RTA LANGUAGE ASSISTANT Tarlan ARZUMANOV	START OF CONTRACT 29/05/2018	Invoice F01-2020/F02-2020/F03-2020	07/02/2020-04/03/2020-04/2020	(1400 Euros*3 months)			4 200,00 €	4 200,00 €		
	RTA ASSISTANT Aytaj ATAKISHIEVA	START OF CONTRACT 01/06/2018	Invoice F 20-2019/F21-2018/F22-2019	07/02/2020-04/03/2020-04/2020	(1400 Euros*3 months)			4 200,00 €	4 200,00 €		
	Sub total RTA Assistants							8 400,00 €	8 400,00 €		
6	Project coordination cost										

	SEVEN STEERING COMMITTEE										
	Bruno CURVALE, Senior MS PL (FR) Paris-Baku				Arrival Paris-Baku 25/02/2020 at 13:10 Departure Baku-Paris 29/02/2020 at 16:00						
	Fees -STE Cat II	26-28/02/2020	Payroll from CIEP	24.02.2020	2 days*350 Euros			700,00 €	700,00 €		
	Project Management Cost	26-28/02/2020			1,5*(2days*350 Euros)			1 050,00 €	1 050,00 €		
	Perdiem	25-28/02/2020	Depl 2499	12.03.2020	3days*293 Euros			879,00 €	879,00 €		
	International travel	25-29/02/2020	JANCARTHIE R INVOICE F0010990550	05.02.20	Airticket [ PARIS - BAKU - PARIS ] , eco class 1X(1011,75 Euros)			700,00 €	700,00 €		346,84 €
			Taxi		Invoice of taxi 1*25azn	25azn					
			E visa		VISA 1*24 USD	24,00 USD					
	Giedrius VILIUNAS, Junior MS PL (LT) Vilnius-Baku Steering Committe				Arrival Vilnius-Baku the 25/02/2020 at 14:50 Departure Baku-Vilnius the 28/11/2019 at 05:00						
	Fees -STE Cat II (correction from first trimester)	26-28/02/2020	Pay roll 3008455435	03.03.2020	2*days*350 Euros			700,00 €	700,00 €		
	Project Management Cost (correction from first trimester)	26-28/02/2020			1,5*(2*days*350 Euros)			1 050,00 €	1 050,00 €		
	Perdiem	25-28/02/2020	Invoice Hôtel Riverside n°2700112961	25.02.2020	3*days*293 Euros			879,00 €	879,00 €		
	International travel	25-29/02/2020	Invoice West express n° 1373225	28.01.2020	Airticket [ VILNIUS- BAKU - VILNIUS] , eco class 1X(393,25 Euros)			393,25 €	700,00 €		
			Evisa AE102165165	06.03.2020	VISA 1*89USD	89,00 €		89,00 €			
	Baiba RAMINA, Junior MS PL (LV) Riga - Baku				Arrival Riga-Baku the25/02/2020 at 06:05 Departure Baku- Riga 29/02/2020 at 05:50						
	Fees -STE Cat II	26-28/02/2020	Payroll N°9-1	30.09.2019	1*2 day*350 Euros			700,00 €	700,00 €		
	Project Management Cost	26-28/02/2020			1,5*(1*2day*350 Euros)			1 050,00 €	1 050,00 €		
	Perdiem	25-28/02/2020	Invoice Hotel Austin N°31933	11.03.2020	3*days*293 Euros			879,00 €	879,00 €		
	International travel	25-29/02/2020	INVOICE	21.02.2020	Airticket [ RIGA - BAKU			577,00 €	700,00 €		

			BALTATOUR n°44		- RIGA] , eco class 1X(577 Euros)						
			Visa AE101792827	18.02.2020	VISA 1X (22,77 Euros)			22,70 €			
			Invoice taxi Hotel n°44	11.03.2020	Taxi (1*25+25azn)	50azn	0,53335	26,67 €			
	Visibility cost	11.07.2018	Invoice 001/07-2018 Invoice 004/10-2018	11/07/2018 04/10/2018	HATAMOV TURAL 1*1690,61€+1*2220,51			3 911,12 €	9 000,00 €		
		16.09.19	Invoice Museyibov Vusal	06.12.2019	Training Material (1*1012 Euros)			1 012,00 €			
		23.01.20	Invoice Museyibov Vusal	23.01.2020	Training Material (1*980,9 Euros)			980,90 €			
	Training material	11.07.2018	Invoice 001/07-2018 Invoice 004/10-2018	11/07/2018 04/10/2018	HATAMOV TURAL 1*1690,61€+1*2220,51			-3 911,12 €	500,00 €		
		16.09.19	Invoice Museyibov Vusal	06.12.2019	Training Material (1*1012 Euros)			-1 012,00 €			
	Sub-Total co-ordination cost							10 676,52 €	19 487,00 €		346,84 €
7	Project activities										
2	Pilot study programme curricula in priority sectors are improved to be more student-centred										
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										
	Inga Juknyte-Petrikiene (LT) Vilnius -Bakou				Arrival Vilnius - Baku09/02/2020 at 07:40 Departure Baku-Vilnius 15/02/2020 at 10:40						
	Fees -STE Cat II	10-14/02/2020	Payroll FR 2020	26.02.2020	5 days*350 Euros			1 750,00 €	2 100,00 €		
	Project Management Cost	10-14/02/2020			1,5*(5days*350 Euros)			2 625,00 €	2 625,00 €		
	Perdiem	09-14/02/2020	Old castel hotel Invoice 2600561150	17.03.2020	1*6days*293 Euros			1 758,00 €	2 051,00 €		
	International travel	09-15/02/2020	Invoice Baltatour N° 132	15.02.20	Airticket [VILNIUS - BAKU - VILNIUS] , eco class 1X(410 Euros)			410,00 €	700,00 €		
			Visa AE102152365	17.03.2020	VISA 1X (24 USD)	24USD	0,89373	21,45 €			

	Tatjana Volkova (LV) Riga - Baku				Arrival Riga-Baku the 16/02/2020 at 14:55 Departure Baku- Riga the 22/02/2020 at 15:55						
	Fees -STE Cat II	25-29/11/2019	Payroll N° AA2019/10- 089	12.12.2019	1*5day*350 Euros			1 750,00 €	1 750,00 €		
	Project Management Cost	25-29/11/2019			1.5*(5day*350 Euros)			2 625,00 €	2 625,00 €		
	Perdiem	24-29/11/2019	Invoice Austin Hotel N°31943	28.02.2020	6days*293 Euros			1 758,00 €	1 758,00 €		
	International travel	24-30/11/2019	Invoice Baltatour n° 44	20.01.2020	Airticket [ RIGA - BAKU - RIGA] , eco class 1X(421,20Euros)			421,20 €	700,00 €		
			Visa AE102168274	24/01/202	VISA 1X (22,39 Euros)			22,39 €			
	Linas Leonas (LT) Vilnius -Bakou				Arrival Vilnius -Baku 16/02/2020 at 13:20 Departure Baku-Vilnius 22/02/2020 at 15:55						
	Fees -STE Cat II	17-21/02/2020	Payroll FR 2020	04.03.2020	5 days*350 Euros			1 750,00 €	1 750,00 €		
	Project Management Cost	17-21/02/2020			1,5*(6days*350 Euros)			2 625,00 €	2 625,00 €		
	Perdiem	16-21/02/2020	Invoice Sahil Inn N°24189985	06.02.2020	1*6days*293 Euros			1 758,00 €	1 758,00 €		
	International travel	16-22/02/2020	Invoice Zip Travel 135474614	23.01.20	Airticket [VILNIUS - BAKU - VILNIUS] , eco class 1X(570,45 Euros)			570,45 €	700,00 €		
			Visa AE102190466	05.02.2020	VISA 1X (21,76 euros)	24 usd		21,76 €			
	Interpretation and translation for Component 2	18-20/02/2020	Invoice GASIMOVA 1-2020	20.02.2020	Translation (1*850€)			850,00 €	2 000,00 €		
	Sub-total Component 2							20 716,25 €	23 142,00 €		
C 3	Result 3: The quality assurance system is further developed to reflect the student-centeredness of study programmes										
3,9	Organize study visit to the EU member state on best practise for student-centredness of study programmes for a minimum of 8 persons /Study visit to FR (8 participants + interpreter; 6 nights for each visit)										
	Travel costs and visa for BC participants	01-07/03/2020	Invoice Jancarhier F001-0991780	07.02.2020	Airticket [ BAKU - PARIS-BAKU] , eco class (7*848,20€ )			5 600,00 €	5 600,00 €		
	Per Diems FR	01-06/03/2020	Mission order ciep		(54*245€)			13 230,00 €	13 230,00 €		
	Incidental Costs	01-07/03/2020			54*10€			540,00 €	540,00 €		

	International travel for interpreter/ RTA-A (Inc Visa Costs)	01-07/03/2020	Invoice Jancarther F001-0991780	07.02.2020	Airticket [ BAKU - PARIS-BAKU] , eco class (8*848,20€ )			700,00 €	700,00 €		
	Local Travel (Intercity Travel - not covered by per diem)	01-07/03/2020	Invoice jancethier F001-0999148 F001-0998948	03/03/2020 04/03/2020	Local travel 1*(823€+286€)			1 109,00 €	1 530,00 €		
	Interpretation and translation for Composante 3	december -january 2020	Invoice Ragi 03-02-2020	03.02.2020	Translation (1*1812€)			1 812,00 €	2 800,00 €		
		14-16/01/2020	Rahman Rahimov Invoice 22012	10.01.2020	Traduction (1*950€ )			950,00			
	Sub-total Component 3							23 941,00 €	24 400,00 €		0,00 €
C 4	Result 4: Recommendations on amendments of legislative and regulative framework developed										
4.3	Review the legal and regulatory framework for recognition										
	M. Marie-Odile Ott (FR) Paris -Baku				Arrival Paris-Baku the26/01/2020 at 18:30 Departure Baku-Paris 02/02/2020 at 06:30						
	Fees -STE Cat I	27-31/01/2020	Payroll CIEP		5 days*250 Euros			1 250,00 €	1 250,00 €		
	Project Management Cost	27-31/01/2020			1,5*(5days*250 Euros)			1 875,00 €	1 875,00 €		
	Perdiem	26-31/01/2020	Depl 10564	21.01.2020	1*6days*293 Euros			1 758,00 €	1 758,00 €		
	International travel	26/01-01/02/2020	Invoice Jancarther n°F001-0986327	21.01.19	Airticket [PARIS - BAKU - PARIS] , eco class 1X(565,20 Euros)			527,06 €	700,00 €		
		26/01-01/02/2020	Evisa AE102157694		VISA 1X (83USD)			74,18 €			
	Sub-total 4.3							5 484,24 €	5 583,00 €		
4.4	Amend the legal provisions on the credit system to reflect that credits are based on learning outcomes and student workload : JOLITA BUTKIENĖ (Cat I); I. DUNSKA (Cat II)										
	M. Jean-Luc Lamboley (FR) Paris -Baku				Arrival Paris-Baku the 02/02/2020 at 21:20 Departure Baku-Paris the 08/02/2020 at 04:45						
	Fees -STE Cat I	03-07/02/2020	Payroll CIEP		5 days*250 Euros			1 250,00 €	1 250,00 €		
	Project Management Cost	03-07/02/2020			1,5*(5days*250 Euros)			1 875,00 €	1 875,00 €		
	Perdiem	02-07/03/2020	Depl 10564	21.01.2020	1*6days*293 Euros			1 758,00 €	1 758,00 €		
	International travel	02-08/02/2020	Invoice Jancarther n°F001-	21.01.19	Airticket [PARIS - BAKU - PARIS] , eco class 1X(725,33 Euros)			700,00 €	700,00 €		92,20 €

			0986327								
			Invoice Austin Hotel N°31706	02/0/2020	Taxi 2*25azn	50azn	0,53335				
			Evisa AE102157694	07.01.20	VISA 1X (45USD)	45 USD	0,89373				
	Sub -total 4.4							5 583,00 €	5 583,00 €		92,20 €
4.5	Assess the university governance system in three pilot universities										
	Jurgita ŠIUGŽDINIENĖ (LT) Vilnius -Bakou				Arrival Vilnius -Baku 09/02/2020 at 14:55 Departure Baku-Vilnius 15/02/2020 at 05:50						
	Fees -STE Cat II	09-13/12/2019	Payroll FR 2020	26.02.2020	5 days*350 Euros			1 750,00 €	2 100,00 €		
	Project Management Cost	09-13/12/2019			1,5*(6days*350 Euros)			2 625,00 €	2 625,00 €		
	Perdiem	08-13/12/2019	Deiz Inn Hotel n°11	06.02.2020	1*6days*293 Euros			1 758,00 €	2 051,00 €		
	International travel	08-14/12/2019	Invoice Zip Travel 135474614	22.01.2020	Airticket [VILNIUS - BAKU - VILNIUS] , eco class 1X(628,92 Euros)			628,92 €	700,00 €		
Visa AE102159855			19.01.2020	VISA 1X (83USD)	24,00 USD	21,45 €					
Baki Taksi BT0096968			15.02.2020	Taxi (1*20 azn)	20,00 MKD	10,67 €					
	Sub-total 4.5							6 794,04 €	7 476,00 €		
	Sub-total Component 4							17 861,28 €	18 642,00 €		
	<b>Total 5er quarterly report</b>							<b>115 072,49 €</b>	<b>128 513,00 €</b>	<b>0,00 €</b>	<b>346,84 €</b>

Provision for charges in prices (up to a maximum of 2,5% of sub-total)												
Steering Committee Bruno CURVALE International travel	25-29/02/2020	Airticket [ PARIS - BAKU - PARIS], eco class 1X(1011,75 Euros)					346,84 €	346,84 €				
		Invoice of taxi 1*25azn										
		VISA 1*24 USD										
Activity 4.4 Jean-Luc Lamboley International travel	02-08/02/2020	Invoice Jancarther n°F001-0986327	21.01.19	Airticket [PARIS - BAKU - PARIS] , eco class 1X(725,33 Euros)			92,20 €	92,20 €				
		Invoice Austin Hotel N°31706	02/0/2020	Taxi 2*25azn								
		Evisa AE102157694	07.01.20	VISA 1X (45USD)								

Inga Juknyté Petreikienė (Canceled mission due to Covid-19)									
Internation travel	2019-04-06 2019-04-11	ZIP0026030	43894	Airticket change costs [Vilnus- Baku - - Vilnus]Ticket change costs 195,00 euros			195,00 €		
Internation travel	2019-04-06 2019-04-11	AE102209329	43875	Visa cost (1*21,76)			21,76 €		
<b>Total Provision for charge</b>							<b>655,80 €</b>	<b>439,04 €</b>	

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

### **1) Mission Reports of Activity 2.3.2**

Annex 1. Agenda of the workshop

Annex 2. Power point presentations

Annex 3. Electronic guides and resources on innovative teaching and learning methods

### **2) Mission Report of Activity 2.3.3**

Annex 1. Agenda of the workshop

Annex 2. Power point presentations

Annex 3. Workshop handouts

### **3) Mission Report of Activity 3.7.7**

#### **4) Reports of Activity 3.9**

1. Study visit report by BSU Vice Rector Irada Aliyeva

2. Study visit report by ASOIU Vice Rector Gasim Mammadov

3. Study visit report by AzTU Vice Rector Subhan Namazov

4. Study visit report by SSU Vice Rector Natig Talibov

5. Study visit report by Nargiz Garakhanova, Senior Advisor at MoE, CL IV

6. Study visit report by Nisa Idrisova, Data analyst at Agency for Quality Assurance in Education

### **5) Mission Report of Activity 4.3.3**

Annex 1. Amendments to the Rules on "Organizing the Credit system education a bachelor and master levels of higher education institutions, main (basic higher) medical education and master level studies of Azerbaijan National Academy of Sciences"

### **6) Mission Report of Activity 4.4.1**

Annex 1. The final amended version of the decree on ECTS n° 348 of December 24, 2013

Annex 2. Guidelines for a good practice of mobility and recognition

### **7) Mission Report of Activity 4.5.2**

Annex 1: Roadmap for strategy development

Annex 2: Template for action plan

Annex 3: Presentation for AZTU

Annex 4: Presentation for ASPU