

TWINNING INTERIM QUARTERLY REPORT NUMBER 7



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**TWINNING PROJECT
INTERIM QUARTERLY REPORT**

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

Partners: Centre for Pedagogical Studies of the Republic of France (CIEP)
 European Social Fund Agency (ESFA) (Lithuania)
 Academic Information Center (AIC) (Latvia)
 Ministry of Education of the Republic of Azerbaijan (MoE)

Date: 17 February 2020

LIST OF ABBREVIATIONS

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

TRE	Twinning Review Expert
TRM	Twinning Review Mission
UAS	University of Applied Sciences
VAK	Higher Attestation Commission
VET	Vocational Education and Training

Section 1: Project data

Twinning Contract Number	ENI/2018/395-401
Project Title:	Support to Strengthening the Higher Education System in Azerbaijan
Twinning Partners (MS and BC)	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)
Report Number:	7
Period covered by the report:	13 October 2019 – 12 January 2020
Duration of the project:	13 th of April 2018 – 12 th April 2020 (24 months)
Rapporteur:	Mr. Bruno Curvale, MS Project Leader Mr. Shahin Bayramov, BC Project Leader

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

Mr. Bruno Curvale

Date

27/02/2020

Mr. Shahin Bayramov

Date

24.02.2020

Section 2: Content

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

2A – BACKGROUND

2B – ACHIEVEMENT OF MANDATORY RESULTS

2C – ACTIVITIES IN THE REPORTING PERIOD

2D – TIMING AND DELAYS

2E – ASSESSMENT

2A - BACKGROUND

- Overall objectives

Overall objective and indicators of achievement	
To further develop Azerbaijan's higher education system through aligning it with a competence-based education approach.	
Indicator of achievement	State of achievement/ problems encountered
Positive assessment of the progress made towards the implementation of the Bologna Process (BP).	<p>Remarks from QP 1:</p> <ul style="list-style-type: none"> • The legislative documents in the BC impart already the notions of the Bologna Process principles, and there is a clear politic will to reinforce the collaboration between Azerbaijan and EU countries (for ex., all HEIs met so far consider mobility a priority). In general, focus groups demonstrated good knowledge of the European Higher Education Area (EHEA) basic principles, as well as willingness to shift towards student-centred learning and competence-based higher education. Yet the practical implementation of the competence-based higher education was named to be main issue both by the Ministry and HEIs. • While the Bologna process is known by all universities encountered during the first missions of the project, there appears sometimes to be a misunderstanding and confusion of what exactly covers the Bologna process and whether it is still a relevant process for higher education reforms (for ex. at some universities, experts were asked if the Bologna process regulates the time for internships and whether it is still an appropriate framework for improvement of higher education as it was created twenty years ago). Further missions should continue to reinforce the overall understanding of the BP. <p>Remarks from QP 2:</p> <ul style="list-style-type: none"> - The project continues to support and to make a greater awareness of the BP among different BC stakeholders. The remarks from the QP1 are relevant for QP2 as well. <p>Remarks from QP 3:</p> <ul style="list-style-type: none"> - Analysis of legislative documents revealed that the Bologna process principles are not enough reflected in local legislative acts in Higher Education. Recommendations were formulated to improve the alignment of local legislative acts with the Bologna process requirements. <p>Remarks from QP4:</p> <ul style="list-style-type: none"> - In almost every project activity, the AzQF was presented and promoted, with specific focus on level descriptors for levels 6-8. Relevant resources produced within the framework of the Bologna process regarding competence-based approach and student-centred learning were used for training materials during workshops and other meetings. <p>Remarks from QP5:</p> <ul style="list-style-type: none"> - Remarks from QP1 – QP4 are relevant for QP5. <p>Remarks from QP6:</p> <ul style="list-style-type: none"> - European Standards and Guidelines in Quality Assurance (ESG) and ECTS User's Guide are not enough known by HEIs 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. - 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 teaching and learning process in HEIs is not competence-based. Syllabuses of courses are not described in learning outcomes and the teaching and

	<p>learning practices are not competence-based. Most of study programmes still aim at delivering theoretical knowledge, and in many cases the practical skills are also not developed enough. The assessment of students' achievements is mostly checking if a student is well acquired theoretical knowledge. The learning, teaching and assessment methods are not diverse enough.</p> <ul style="list-style-type: none"> - The ESGs 2015 reminds that study programmes shall have explicit intended learning outcomes, which shall be designed by involving students and other stakeholders. HEIs should ensure that the programmes are delivered in a way that encourages students to take an active role. The usage of active methods in teaching and learning appears occasionally in HEIs of Azerbaijan, not having the recommended regular and systematic usage. <p>Remarks from QP 7:</p> <ul style="list-style-type: none"> - 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 competence-based approach and student-centered learning becomes an integral part of HEIs' institutional strategies. 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 Strategic Development Plans. In QP 8, the work will be pursued further, and it is planned to organise a large seminar for Vice-Rectors of Academic Affairs of all HEIs in Azerbaijan to present them best experiences from European countries. - The results of mock accreditations performed under the Act. 3.7 showed that it is rare to find at the level of HEIs any specific policy targeting support to academic or administrative staff for innovative teaching practices. 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. - Numerous events (trainings, workshops, working meetings) were carried out since the project started. They mainly covered the academic staff from pilot HEIs; hence more academic staff from largest public universities becomes progressively familiar with the notions of competence-based approach and student-centered learning.
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- **Project purpose**

Project purpose and indicators of achievement	
To increase the institutional capacities of the Ministry of Education, higher education institutions and the Accreditation and Nostrification Office for the continued introduction of the principles, mechanisms, tools and policies of the European Higher Education Area (EHEA) and to ensure their consistent implementation and application supporting the shift towards a student-centred system.	
Indicator of achievement	State of achievement/ problems encountered
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>In total, since the project start, 9 trainings, 94 workshops, 71 interviews and 1 kick-off event were organised and attended by 1883 persons 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-centered learning (SCL) and other relevant areas.</p> <p>In order to ensure that the impact from these events would build</p>

	<p>a sustainable impact, it is necessary to make sure that those aspects are integrated into institutional strategies of HEIs. (A total of 853 (482 men, 371 women), participated in 91 workshops)</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>3 Methodologies, 1 set of recommendations for methodology, 1 methodological compendium for streamlining competence-based education provision in line with the EU best practices and 1 concept were drafted:</p> <ol style="list-style-type: none"> 2 methodologies for competence-based education standards called 'Concept and methodology for competence-based education standards' (Act. 1.1); 1 methodology on how to transform labour market data into programme specific education requirements (Act. 1.4); 1 set of recommendations for methodology of developing national classifications of programmes in higher education; 1 methodological compendium on how to write learning outcomes was elaborated (Act. 2.2); 1 concept of student-centred study programme (as output of Act. 2.1).
<p>3. The improved capacity of the Accreditation and Nostrification Office results in a compliance with the ESG.</p>	<ol style="list-style-type: none"> The ANO was supported by MS experts to revise their current procedures and methodologies regarding the accreditation of study programmes to follow EU practices. The ANO staff was involved in a joint work with MS experts at the stage of accompanying HEIs to prepare their self-evaluation reports. The ANO staff took part and supported the organisation of 23 mock accreditations for selected study programmes, implemented together with MS experts. The ANO staff attended and supported the organisation of local external evaluators for mock accreditations. <p>1 handbook for methodologies for study programmes evaluations was drafted. Training materials for training of external evaluators were produced. No particular obstacles were met in this area.</p>

- **Policy Developments since the project start**

Quarterly period 2:

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

Quarterly period 3:

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

• **Project Assumptions**

Project Assumptions	Assessment of implementation
<p>Project Purpose</p> <ul style="list-style-type: none"> • The Government maintains its political will to modernise its higher education system; • Universities are willing to cooperate; • MS partners adapt to local context and constraints. 	<ul style="list-style-type: none"> - 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 continuous education for all academic staff, encourage upgrading of training equipment and learning/teaching materials, encourage recruitment of younger academic staff, etc. - Universities are willing to cooperate, but they appear to need further capacity reinforcement on how to transform their financial, administrative and pedagogical autonomy into better quality of educational services provision; - MS partners try to adapt to local context and constraints; however, the practical focus of some workshops could further be improved.
<p>Component 1:</p> <ul style="list-style-type: none"> • The Government maintains its political will to modernise its higher education system; • The MoE and the Ministry of Labour cooperate effectively in relation to the provision of data that informs about labour market needs and requirements; • The MoE deploys adequate human resources. 	<ul style="list-style-type: none"> - 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 poor training conditions and a lack of modern equipment at HEIs which hampers the provision of high-quality study programmes. There is a need to consider a better level of public or private funding for HEIs, in order to enable the international attractiveness and competitiveness of the national higher education system. - At the national level, a series of measures have been put in place to enhance a better monitoring of the labour market needs (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. - Despite a heavy workload, the MoE (both Higher Education Department and Accreditation Department) tries to support

	<p>the project activities where necessary. However, if the human capacities of both departments could be increased, it would enable a better appropriation and implementation of project results.</p>
<p>Component 2:</p> <ul style="list-style-type: none"> • The Government maintains its political will to modernise its higher education system; • The MoE and Higher Education Institutions remain committed to reforming curricula; • The MoE and the higher education institutions deploy adequate human resources. 	<ul style="list-style-type: none"> - Even though Azerbaijan is an active member of the Bologna process and the competence-based education (CBA) and student-centred learning (SCL) are mentioned as priority in the national education strategy, it appears that in reality, when it comes to the implementation at the study programmes level at HEIs, both aspects are given a little consideration by both top managements of HEIs and academic staff of study programmes. The change in university pedagogy does not appear as an institutional priority at HEIs level. It is also very rare to find curricula and course syllabuses described in learning outcomes. 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 <i>pilot HEIs could also establish one</i>. - Meetings with academic staff regarding the new state standards revealed that academic staff is more interested in discussing the list of subjects rather than the list of competences/learning outcomes. It shows that most of the academic staff still tends to implement a subject-based approach rather than competence-based approach (although some universities, i.e. the Azerbaijan University of Oil and Industry, have started new pilot practices). The project workshops and other activities aims to support the shift from subject-based teacher-oriented approach towards competence-based student-centred one. Remarks from the Quarterly Period 7: step by step the dialogue with the selected academic staff regarding competence-based approach /student-centered learning becomes easier, which is probably the result of getting a better knowledge through the workshops/trainings organised by the project. - Both MoE and HEIs would need to have more human resources to enable a better implementation of project's recommendations; however, within their current constraints both strive to support project activities at their best.
<p>Component 3:</p> <ul style="list-style-type: none"> • The Government maintains its political will to modernise its higher education system; • The Accreditation and Nostrification Office and higher education institutions cooperate effectively; • The Accreditation and Nostrification Office and higher education institutions deploy adequate human resources. 	<ul style="list-style-type: none"> - Given the fact that it is suggested, within the Component 1, to make state standards for study programmes more flexible providing HEIs with more autonomy in defining the subjects to teach, the external monitoring for study programmes quality becomes crucial. In this regard the ANO has an important role. It seems that the Government currently maintains its political will to use accreditation as a lever for improving quality of higher education programmes as in December 2020 the new Education Quality Assurance Agency (EQAA) was established by a Presidential Decree. - In general, the EQAA cooperates effectively with the project, the same do universities. A considerable work was delivered by HEIs in order to prepare 24 self-evaluation

	<p>reports, produced in both English and Azeri. 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 3 rounds of workshops on how to write self-evaluation report. 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.</p> <ul style="list-style-type: none"> - An effective cooperation with EQAA 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 EQAA brought some minor difficulties during the implementation, however they were able to be overcome.
<p>Component 4:</p> <ul style="list-style-type: none"> • The Government maintains its political will to modernise its higher education system; • The MoE and Higher Education Institutions remain committed to reforming curricula; • The MoE and the higher education institutions deploy adequate human resources; • The legal decision-making process will be undertaken in a timely manner. 	<ul style="list-style-type: none"> - A good illustration of the government's will to modernise higher education is the preparation of a new Law on Higher Education. 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. - As regards the commitment to reform curricula, there is a strong one at the level of MoE. New state standards for around 150 study programmes at the level of Bachelor shall be revised and put in place from September 2020. The project has revised 15 among them. State standards for master's programmes shall be revised later, tentatively within a three- year period from now. - In the new state standards at Bachelor level, professional and generic competences required from graduates are indicated and the autonomy of HEIs to define the subjects is increased from 40 ECTS to 60 ECTS. - 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.

2B - ACHIEVEMENT OF MANDATORY RESULTS

Results under components

Results and indicators of achievement	State of achievement/ problems encountered
Result 1 Selected National Education Standards are aligned to include a competence-based focus	
<p>1.1. A concept and methodology for transforming education standards to be competence-based is improved;</p> <p>1.2. National education standards for programmes in three sectors are updated;</p> <p>1.3. A methodology for transforming labour market intelligence into programme specific education requirements is developed;</p> <p>1.4. National classifications for programmes in three sectors are developed;</p> <p>1.5. Visibility materials are developed that informs about the benefits of competence-based education;</p> <p>1.6. A study visit of up to 7 MoE members is organised in an EU Member State on competence based education system.</p>	<p>R1.1 - Achieved: <u>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.</u> To sustain the usage of this concept and methodology in the future, an additional discussion with the BC will be organised in QP7/QP8 (A total of 7 MoE staff members participated in the workshop.)</p> <p>R. 1.2 – Achieved: <u>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</u> 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 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.</p> <p>R. 1.3 - Achieved: <u>A methodology for transforming labour market intelligence into programme specific education requirements has been developed and accepted by the BC. Relevant mission reports were endorsed.</u> To sustain the usage of this methodology in the future, an additional working meeting with the BC will be organised in QP7/QP8 (A total of 16 MoE staff members participated in the workshop.)</p> <p>R. 1.4 – Modified as to the recent developments in the area in the BC and achieved. <u>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.</u> Given the fact that the national classification of specialties is currently under revision process (a new classification of bachelor's 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>R. 1.5 foreseen to be implemented in QP 8;</p> <p>R. 1.6 - Achieved: <u>A study visit to Lithuania and Latvia on the topic of competence-based approach was organised.</u> It was attended by 2</p>

	<p>representatives from Higher Education Department, 1 representative from the Accreditation and Nostrification Office and 1 representative from the Education Institute of the Ministry of Education and 3 representatives from pilot universities (7 people in total). The feedback report was produced.</p> <p><i>Problems encountered:</i></p> <ul style="list-style-type: none"> ✓ To get academic staff from universities familiar with the notions of "competence" and 'learning outcome' ✓ Some new concepts are difficult for translation.
<p>Result 2. Pilot Study programmes in priority areas of education are improved to be more student-centred</p>	
<p>2.1. A concept of student-centred study programme is developed;</p> <p>2.2. At least 12 study programmes are revised;</p> <p>2.3. A methodological compendium on the use of learning outcomes is developed;</p> <p>2.4. A training workshop on student-centred approaches for teaching, learning and assessment is organised.</p> <p>2.5. Programme regulations on recognition developed.</p>	<p>R. 2.1. – Achieved: <u>a concept of student-centred study programme was developed and accepted by the BC. Relevant mission reports were endorsed.</u> To sustain the usage of this concept in the future, an additional working meeting with the BC will be organised in QP7/QP8</p> <p>R. 2.2 – In Progress; however an additional mission is 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. <i>Note: under this result, 'study programme' is understood as 'state standard for study programme'. Within the Component 1, state 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> <p>R. 2.3 – Achieved: <u>a methodological compendium on the use of learning outcomes was developed and accepted by the BC. Relevant mission reports were endorsed.</u> To sustain the usage of this concept in the future, an additional working meeting with the BC will be organised in QP7/QP8</p> <p>R. 2.4 - in Progress: <u>the first series of workshops were carried out at pilot universities on how to write and assess learning outcomes. More workshops are planned in QP 8. (A total of 7 workshops have been held and attended by 116 participants altogether)</u></p> <p>R. 2.5. – In Progress. Recommendations on regulations concerning recognition were developed under the Component 4; some events shall take place in QP 8.</p> <p><i>Problems encountered:</i></p> <ul style="list-style-type: none"> ✓ 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; ✓ Training materials of MS experts shall be more practically oriented, including more practical exercises for participants
<p>Result 3 The quality assurance system is further developed to reflect the student-centeredness of study programmes</p>	
<p>3.1. Standards for programme accreditation are improved;</p> <p>3.2. A handbook on self-evaluation processes of HEI is developed;</p> <p>3.3. A training workshop for</p>	<p>R. 3.1 – Achieved: <u>Standards for programme accreditation were drafted in line with ESGs QA.</u> Those standards are accepted by the BC and they are currently broadly used and tested by other activities of this Component (i.e. during mock evaluations within the Activity 3.5).</p>

<p>higher education institutions on self-evaluation is conducted;</p> <p>3.4. At least 12 self-evaluation reports (SER) for the pilot study programmes are compiled;</p> <p>3.5. At least 4 mock accreditations of study programmes are conducted;</p> <p>3.6. A pool of reviewers, including student representatives and representatives of the labour market is trained;</p> <p>3.7. A study visit of up to 7 MoE members is organised in an EU Member State on Quality Assurance in the EHEA;</p> <p>3.8. A study visit of up to 7 MoE members is organised in an EU Member State on student-centeredness of study programmes.</p>	<p>R. 3.2 – Achieved with increased deliverables: A handbook for study programmes evaluation was developed. It <u>not only includes the guidelines for HEIs for self-evaluation process, but also the guidelines for ANO regarding the external evaluation process.</u> 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.</p> <p>R 3.3 – Achieved with increased deliverables. <u>6 trainings on how to write SER were organised for pilot universities.</u> The quality of first drafts of SERs revealed the need for more working sessions with pilot HEIs on the SER writing technics. Hence, <u>additional 24 working meetings</u> were held with each of the self-evaluation groups from pilot HEIs for further improvement of SERs. <i>(A total of 139 HEI representatives attended the trainings.)</i></p> <p>R 3.4- Achieved with increased deliverables. <u>24 SERs, in Azeri and English languages,</u> were compiled by pilot universities and handed to the ANO. Those SERs were used for mock accreditations.</p> <p>R 3.5 – Planned to be finished in QP8. 19 mock accreditations of selected study programmes were conducted in QP7 and 4 more mock accreditations shall take place in QP8.</p> <p>R. 3.6 – Achieved with less deliverables. To achieve all planned deliverables, an additional time for implementation is requested through Addendum n.1 to the project contract. A total of <u>34 persons have been trained so far to become external reviewers, including 4 students.</u> 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.</p> <p>R 3.7 – Achieved. <u>A study visits of 8 BC staff (from MoE, ANO and pilot universities) took place in Latvia and Lithuania.</u></p> <p>R 3.8 – Planned to be performed in QP8.</p> <p><i>Problems encountered:</i></p> <ul style="list-style-type: none"> ✓ Self-evaluation approach appears quite unknown by some members of HEI’s academic staff. Some of them saw few interest in such kind of exercise and they believe that nothing will change in terms of future improvements. MS experts searched to convince local academic staff on the usefulness of self-evaluation practices. ✓ Skills of SER writing among academic staff are weak. Despite several workshops, the quality of some SERs could still be improved.
<p>Result 4. Recommendations on amendments of legislative and regulative framework developed</p>	
<p>4.1. A synopsis report on the legal and regulatory system for education standards, credit system, recognition and quality assurance of study programmes is compiled;</p> <p>4.2. A proposal for the amendment of legal regulations is prepared to ensure that the credit</p>	<p>R. 4.1 – Achieved; however, given the recent legislative development (preparation of a Law on Higher Education), additional missions are requested to be performed through Addendum n. 1. <u>A synopsis report on the legal and regulatory system for education standards, credit system, recognition and quality assurance of study programmes has been developed.</u></p> <p>R. 4.2 and R. 4.3 – Achieved, with some additional missions to be carried out in QP8. <u>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</u></p>

<p>system is based on the concept of learning outcomes and student workload;</p> <p>4.3. Regulations for recognition at institutional level are amended in line with European best practices to allow for recognition of parts of studies based on learning outcomes;</p> <p>4.4. A proposal for the amendment of the legal and regulatory framework for quality assurance is prepared;</p> <p>4.5. A proposal to enhance the governance system of three pilot universities is developed and tested.</p>	<p><u>learning outcomes was drafted. The proposal was accepted and agreed with the BC (A total of 95 HEI representatives attended the workshops organized as part of the Activity 4.3.). The relevant mission reports were endorsed by the BC.</u></p> <p>Result 4.4 - Planned be performed in QP 8.</p> <p>Result 4.5 – In progress, planned to be finalised in QP8.</p> <p><i>Problems encountered:</i></p> <ul style="list-style-type: none"> ✓ A greater integration into European network of ENIC-NARIC Centres of the Azeri department for Nostrification would help to promote a shift toward current practices of recognition instead of nostrification approach.
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2C. ACTIVITIES IN THE REPORTING PERIOD

A total of 17 expert missions, with a total 85 STE working days were implemented during the reporting period.

The main task of the reporting period was to:

- Continuing the **revision of national standards for study programmes** in selected areas;
- Implementing mock evaluation of selected pilot programs in pilot universities;
- Reviewing strategic development plans of pilot universities in order to bring them in line with European best practice.

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

Component 1 Selected National Education Standards are aligned to include a competence-based focus
Reference number and title of Activity Activity 1.5.8 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 (state standards of Electrical Engineering, Oil and Gas Engineering, Chemistry teacher, Geography teacher programs)
Name of MS expert who delivered it: Ms. Françoise Le Guen (Oil and Gas Engineering) (FR), Ms. Dace Namsone (Chemistry teacher) (LV), Ms. Zaiga Krišjāne (Geography) (LV), Mr. Aigars Vitols (Electrical engineering) (LV)
Duration of the activity: 14 – 18 October 2019 (20/22 working days)
SCHEDULE OF THE MISSION:
14 October 2019 <ul style="list-style-type: none"> - Meeting with RTA Ms. Elizaveta Bydanova and Ms. Vusala Gurbanova, Component Leader I, Senior Advisor at Higher Education Department, Ministry of Education (attended by all four STEs). - Meeting with Working Group on Geography (<i>within the mission of STE Ms. Zaiga Krišjāne</i>). - Deskwork to review the current study program in Oil and Gas Engineering, Chemistry teacher and Electrical Engineering by three other STEs.
15 October 2019 <ul style="list-style-type: none"> - Meeting with Working Group on Electrical Engineering (<i>within the mission of STE Mr. Aigars Vitols</i>). - Meeting with Working Group on Oil and Gas Engineering (<i>within the mission of STE Ms. Françoise Le Guen</i>). - Deskwork (<i>for STEs Ms. Dace Namsone and Ms. Zaiga Krišjāne</i>).
16 October 2019 <ul style="list-style-type: none"> - Meeting with Working Group on Chemistry teacher in Azerbaijan State Pedagogical University (<i>within the mission of STE Ms. Dace Namsone</i>). - Deskwork to revise study programs of Electrical Engineering, Oil and Gas Engineering and Geography by three other STEs.
17 October 2019 <ul style="list-style-type: none"> - Visit to pilot universities by all four STEs. - Deskwork.
18 October 2019 <ul style="list-style-type: none"> - Meeting with MoE Higher Education Department to debrief about the results of the mission. <i>Stakeholders:</i> Ms. Vusala Gurbanova, Component Leader I, Senior Advisor at Higher Education Department, Ministry of Education. - Report writing <p>(See the relevant file in the Annex to the IQR No.7 for the lists of participants for this mission)</p>
Objectives and tasks of the Mission: The objective of this activity was to provide revision of state standards for selected study programmes by experts specialized in above-mentioned relevant fields.
Recommendations and results: See the mission reports 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 3.7.1 Undertake a mock accreditation at each pilot university for a study program in a priority area

Names of MS expert(s) who delivered it Ms. Jolita Butkiene (LT), Mr. Audrius Lopat (LT)
Duration of the activity 28 October – 2 November 2019 (12/74 STE Working Days)
SCHEDULE OF THE MISSION: 28 October 2019 - Meeting with ANO staff and members of the experts' panel to prepare for the mock evaluation of Computer Engineering study programme. 29 October 2019 - Mock evaluation of Computer Engineering study programme in Baku Engineering University. 30 October 2019 - Mock evaluation of Computer Engineering study programme in Sumgait State University. 31 October 2019 - Mock evaluation of Computer Engineering study programme in Azerbaijan Oil and Industry University. 1 November 2019 - Mock evaluation of Computer Engineering study programme in Azerbaijan Technical University. 2 November 2019 - Meeting at ANO. Concluding remarks: planning of distant work among members of expert team to finalise evaluation reports. <i>(See the relevant file in the Annex to the IQR No.7 for the schedule of interviews for each pilot universities)</i>
Objectives and tasks of the Mission: The objective of the mission was to make accreditation visits to pilot universities and conduct mock evaluation of Computer Engineering study programme in four pilot universities, draft a written final evaluation reports identifying strengths, weaknesses of the program and providing recommendation for further improvement.
Recommendations and results: See the Mission Report of Activity 3.7.1 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 3.7.2 Undertake a mock accreditation at each pilot university for a study program in a priority area
Names of MS expert(s) who delivered it Ms. Eliane Kotler (FR), Mr. Philippe Turek (FR)
Duration of the activity 12-15 November 2019 (8/62 STE Working Days)
SCHEDULE OF THE MISSION: 12 November 2019 - Meeting with ANO staff and members of the experts' panel to prepare for the mock evaluation of Physics study programme. 13 November 2019 - Mock evaluation of Physics study programme in Sumgait State University. 14 November 2019 - Mock evaluation of Physics study programme in Baku State University. 15 November 2019 - Meeting at ANO. Concluding remarks: planning of distant work among members of expert team to finalise evaluation reports. <i>(See the relevant file in the Annex to the IQR No.7 for the schedule of interviews held at pilot universities)</i>
Objectives and tasks of the Mission: The objective of the mission was to make accreditation visits to pilot universities and conduct mock evaluation of Physics study programme in two pilot universities, draft a written final evaluation reports identifying strengths, weaknesses of the program and providing recommendation for further improvement.
Recommendations and results: See the Mission Report of Activity 3.7.2 in the Annex.

Component 3. The quality assurance system is further developed to reflect the student-centeredness of study programmes
Reference number and title of Activity Activity 3.7.3 Undertake a mock accreditation at each pilot university for a study program in a priority area

Names of MS expert(s) who delivered it Ms. Ineta Helmane (LV), Ms. Ilga Grigorjeva (LV)
Duration of the activity 25-29 November 2019 (10/54 STE Working Days)
SCHEDULE OF THE MISSION: 25 November 2019 - Meeting with ANO staff and members of the experts' panel to prepare for the mock evaluation of Math Teacher study programme. 26 November 2019 - Mock evaluation of Math teacher study programme in Baku Engineering University. 27 November 2019 - Mock evaluation of Math teacher study programme in Baku State University. 28 November 2019 - Mock evaluation of Math teacher study programme in Azerbaijan State Pedagogical University. 29 November 2019 - Meeting at ANO. Concluding remarks: planning of distant work among members of expert team to finalise evaluation reports. <i>(See the relevant file in the Annex to the IQR No.7 for the schedule of interviews for each of the pilot universities)</i>
Objectives and tasks of the Mission: The objective of the mission was to make accreditation visits to pilot universities and conduct mock evaluation of Math teacher study programme in three pilot universities, draft a written final evaluation reports identifying strengths, weaknesses of the program and providing recommendation for further improvement.
Recommendations and results: See the Mission Report of Activity 3.7.3 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 3.7.4 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. Jean-Marc Planeix (FR), Ms. Jolanta Siika (LV)
Duration of the activity 2-7 December 2019 (12/42 STE Working Days)
SCHEDULE OF THE MISSION: 2 December 2019 - Meeting with ANO staff and members of the experts' panel to prepare for the mock evaluation of Chemical Engineering study programme. 3 December 2019 - Mock evaluation of Chemical Engineering study programme in Baku State University. 4 December 2019 - Mock evaluation of Chemical Engineering study programme in Azerbaijan State Oil and Industry University 5 December 2019 - Mock evaluation of Chemical Engineering study programme in Sumgait State University. 6 December 2019 - Mock evaluation of Chemical Engineering study programme in Baku Engineering University. 7 December 2019 - Meeting at ANO. Concluding remarks: planning of distant work among members of expert team to finalise evaluation reports. <i>(See the relevant file in the Annex to the IQR No.7 for the schedule of interviews for each of the pilot universities)</i>
Objectives and tasks of the Mission: The objective of the mission was to make accreditation visits to pilot universities and conduct mock evaluation of Chemical Engineering study programme in four pilot universities, draft a written final evaluation reports identifying strengths, weaknesses of the program and providing recommendation for further improvement.
Recommendations and results: See the Mission Report of Activity 3.7.4 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 3.7.5 Undertake a mock accreditation at each pilot university for a study program in a priority area
Names of MS expert(s) who delivered it Ms. Jolita Butkiene (LT), Mr. Boriss Mišņevs (LV)
Duration of the activity 9-13 December 2019 (10/32 STE Working Days)
SCHEDULE OF THE MISSION: 9 December 2019 - Meeting with ANO staff and members of the experts' panel to prepare for the mock evaluation of Informatics teacher study programme. 10 December 2019 - Mock evaluation of Informatics teacher study programme in Baku State University. 11 December 2019 - Mock evaluation of Informatics teacher study programme in Azerbaijan State Pedagogical University. 12 December 2019 - Mock evaluation of Informatics teacher study programme in Sumgait State University. 13 December 2019 - Meeting at ANO. Concluding remarks: planning of distant work among members of expert team to finalise evaluation reports. (See the relevant file in the Annex to the IQR No.7 for the schedule of interviews for each of the 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 Informatics teacher study programme in three pilot universities, draft a written final evaluation reports identifying strengths, weaknesses of the program and providing recommendation for further improvement.
Recommendations and results: See the Mission Report of Activity 3.7.5 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 3.7.6 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. Pierre Collet (FR), Ms. Nora Skaburskiene (LT)
Duration of the activity 6-10 January 2020 (10/22 STE Working Days)
SCHEDULE OF THE MISSION: 6 January 2020 - The short-term experts stay in a hotel due to the public holiday and review the documents relevant for the mock evaluation of Computer Science study programme. 7 January 2020 - Meeting with ANO staff and members of the experts' panel to prepare for the mock evaluation of Computer Science study programme. 8 January 2020 - Mock evaluation of Computer Science study programme in Azerbaijan Oil and industry University. 9 January 2020 - Mock evaluation of Computer Science study programme in Azerbaijan Technical University. 10 January 2020 - Mock evaluation of Computer Science study programme in Baku State University (See the relevant file in the Annex to the IQR No.7 for the schedule of interviews for each of the 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 Computer Science study programme in three pilot universities, draft a written final evaluation reports identifying strengths, weaknesses of the program and providing recommendation for further improvement.
Recommendations and results: See the Mission Report of Activity 3.7.6 in the Annex.

Component 4. Recommendations on amendments of legislative and regulative framework developed

Reference number and title of Activity Activity 4.5.1 Assess governance in 3 pilot universities in compliance with university governance practices in at least 5 countries in EU/internationally
Names of MS expert(s) who delivered it Mr. Jean-Jacques Paul (FR)
Duration of the activity 16-20 December 2019 (5/15 STE Working Days)
SCHEDULE OF THE MISSION: 16 December 2019 - Meeting with RTA Ms. Elizaveta Bydanova and leaders of relevant Components of the project. 17 December 2019 - Deskwork studying the current governance system in Azerbaijani higher education institutions, detailed mapping of university governance system in two separate universities (different countries) on European/global level with a special focus on student participation in university governance 18 December 2019 - Workshop for the relevant staff from Sumgait State University. Presenting best samples of university governance system and working with the university team to update the current strategic development plan of the university. 19 December 2019 - Workshop for the relevant staff from Azerbaijan Technical University. Presenting best samples of university governance system and working with the university team to update the current strategic development plan of the university. 20 December 2019 - Workshop for the relevant staff from Azerbaijan State Pedagogical University. Presenting best samples of university governance system and working with the university team to update the current strategic development plan of the university. <i>(See the relevant file in the Annex to the IQR No.7 for the lists of workshop participants).</i>
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 7th Quarter

ACTIVITIES	PLAN	1							
TOTAL NUMBER OF STE DAYS	Planned	QP 1	QP 2	QP 3	QR4	QR5	QR6	QR7	
GENERAL ACTIVITIES									
Kick-off Meeting	3		3						3
Steering Committee Meetings	48	6	6	6	6	6	6	6	42
Closure Meeting	3								3
COMPONENT 1:									
1.1 Improvement of concept and methodology for competence-based education standards	30	18	10						28
1.2 Identify three priority areas for the improvement of competence-based education standards on the basis of economic and social relevance, which includes an assessment of the contribution of sectors to the GDP and an analysis of the employability of graduate	20	5							5
1.3 Assess and review the current system for using labour market data and skills forecasting within the Ministry of Education and other related bodies	20	10	10						20
1.4 Develop methodology to transform labour market data into programme specific education requirements	15		15						15
1.5 Provide recommendations for improvement of education standards for qualification for programmes in the priority areas (incl. legislative arrangements) with a view to describing achievements based on competences and skills, considering the AzQF	30		10	10	15		39	20	74 (Number of working days was increased up to 85 as a result of SL No.7 to ensure revision of SSSPs by additional field experts)
1.6 Provide recommendations for improvement of methodology for developing national classifications of specialities in higher education	15					5			5
1.7 Improve national classifications of specialities in the priority areas	15					5			5
1.8 Awareness raising on the benefits of competence-based education to support the implementation of student-centred curricula as part of the educational reforms	15								-
1.9 Organise study visit on best practise for competence based education system	Study visit								-
COMPONENT 2:									
2.1 Develop and discuss concept of student-centred study programme, which includes the basic parameters for the development and review of study programmes at institutional level	30					15			15
2.2 Develop a methodological compendium on how learning outcomes are identified and designed, which will guide people responsible for development and review of programme in implementing a student-centred approach	20				5				5
2.3 Hold training workshops on innovative teaching, learning and	15						5		5

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								
2.4 Improve study programmes in the priority areas in pilot universities to incorporate learning outcomes and inform and raise awareness about these achievements	40			5	20			25
COMPONENT 3:								
3.1 Develop standards for programme accreditation in line with the European Standards and Guidelines for Quality Assurance in the European Higher Education Area	20		16					16
3.2 Undertake capacity building activities for the Ministry of Education staff (including Accreditation and Nostrification Office and other stakeholders) to enhance the staff's role in supporting accreditation procedures	15			10				10
3.3 Create handbook on methodologies and requirements for self-evaluations of higher education institutions	15		10	10				20 (5 additional WD were allocated from Act. 3.2 through SL4 as the BC asked to add one more deliverable which is a handbook for external evaluation)
3.4 Hold a training workshop for higher education institutions on how to conduct self-evaluation processes	20			10	10			20
3.5 Pilot universities undertake a self-evaluation of study programme in a priority area	30				15			15
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	30						62	62 (Through SL 9, the number of working days under this activity was increase to 73 working days)
3.8 Organize study visit on best practice for external quality assurance in the European Higher Education Area for up to 7 staff members of the Beneficiary	Study visit				n/a			-
3.9 Organize study visit to the EU member state on best practice for student-centeredness of study programmes for up to 7 staff members of the Beneficiary	Study visit							-
COMPONENT 4:								
4.1 Assess the current legal and regulatory framework on education standards, quality assurance, credits and recognition of parts of studies	15		15	5				20 (5 extra WD were allocated from Act. 4.2 through SL4 as the BC asked for more support in

									drafting the last version of HE state standards)
4.2 Assess the recognition practices in the pilot universities and develop proposals for changes to reflect recognition based on learning outcomes and in line with European best practices	15				10				10
4.3 Review the legal and regulatory framework for recognition and, if required, submit recommendations to comply with European best practices	15					15			15 5 extra working days were added to this Activity through SL6 as BC asked for a support in preparation of rules for Doctoral studies with a focus on ECTS credits
4.4 Amend the legal provisions on the credit system to reflect that credits are based on learning outcomes and student workload	20								-
4.5 Assess the university governance system in three pilot universities with a view to ensuring the best approaches that support the development and review of student-centred programmes, through the participation of students in university governance, and develop proposals to enhance the system	15						5		5
4.6 Further reinforce knowledge about quality assurance in line with the European Standards and Guidelines for Quality Assurance in the European Higher Education Area and practices from international accreditations to ensure the application of the notion of student-centeredness	15								-

Trainings, Workshops and Interviews

During the period covered by the **7th Quarterly Report**, 3 workshops and 39 interviews were organised, involving respectively **667 participants** mainly from higher education institutions.

In total, since the project start, 9 trainings, 94 workshops, 71 interviews and 1 kick-off event were organised, involving **1883 participants** from MoE, HEIs and other stakeholders.

Training sessions and training participants in Quarter 7

UPDATED 12.02.2020						
Number of project activities in Quarter 7						
Number of trainings, workshops, interviews, etc.	Component					
	0	1	2	3	4	SUM
• Trainings						

• Workshops				3	3
• Interviews	4		35		39
• Kick-off and closing meetings					
Total	4		35	3	42

Number of participants in Quarter 7

Number of participants (MoE officials, HEIs representatives, students, stakeholders, etc.)	Component					SUM
	0	1	2	3	4	
• Trainings						
• Workshops					18	18 (12 men, 6 women)
• Interviews		20		629		649
• Kick-off and closing meetings						
Total		20		629	18	667

Number of project activities in Quarter 1-7

Number of trainings, workshops, interviews, etc.	Component					SUM
	0	1	2	3	4	
• Trainings				9		9
• Workshops		31	15	36	12	94
• Interviews		30	4	35	2	71
• Kick-off and closing meetings	1					1
Total	1	61	19	80	14	175

Number of participants in Quarter 1-7

Number of participants (MoE officials, HEIs representatives, students, stakeholders, etc.)	Component					SUM
	0	1	2	3	4	
• Trainings				152		152 (86 men, 66 women)
• Workshops		265	253	217	118	853 (482 men, 371 women)
• Interviews		120	6	629	33	788
• Kick-off and closing meetings	90					90
Total	90	385	259	998	151	1883

Project Management

Side letters

- **Side Letter No. 9 of 21 October 2019** a) reallocated an additional budget from previous savings and nominated additional experts for the Activity 3.7. focused on mock evaluation of selected study

programmes; b) requested three Saturdays to be allowed as working days for STEs with the additional budget for the evaluation of programmes in Computer Engineering, Chemical Engineering and Foreign Language Teacher.

Media brief

- Media briefing of Twinning project "Support to strengthening the higher education system in Azerbaijan" was organized by the EU Delegation to Azerbaijan on 6th of December 2019. The briefing was attended by representatives of around 10 media organizations and TV channels including APA News Agency, CBC TV, ASAN Radio, Ayna online newspaper and others. RTA Ms. Elizaveta Bydanova and Mr. Yashar Omarov, RTA Counterpart briefed the media representatives about the objectives of the project and the project deliverables achieved so far and answered questions of reporters. Later, news articles about the project and its results was published on the websites of relevant media organizations.
- The news articles about the media brief can be accessed at the following links:
- <https://report.az/en/education-and-science/twinning-project-coordinator-it-is-necessary-to-review-state-standards/>
- <https://report.az/ru/nauka-i-obrazovanie/v-azerbaydzhane-nuzhno-peresmotret-gosstandarti-po-uchebnim-programmam/>
- <http://www.kaspi.az/az/tvinning-layihesi-azerbaycanda-ali-tehsil-sisteminin-quclendirilmesine-destek-gsterecek>
- https://apa.az/az/sosial_xeberler/Azrbaycanda-Tvinning-layihisi-qln-ilin-aprelin-qdr-davam-edck-562334
- <https://ayna.az/news/5921>
- <https://afn.az/sond/84812-ali-mekteblerde-tehsil-programlari-yenienecek.html>
- <https://azvision.az/news/197312/-qultekin-hacibeyli-nufuzu-olmayan-insandir--real-ve-musavatdan-cavab-.html>

Links with other on-going/ previous projects:

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

Visibility:

Over the 7th quarter, the Twinning project performed the following steps for 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

Translations from Azerbaijani into English so far:

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

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

7th Quarter

- 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

Recuperation of delays

- The last mission under the **Activity 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*, which was originally planned for the 18th month (mid-September – mid-October 2019) of the project, was implemented in the 19th month (mid-October – mid-November 2019).
- All missions under the **Activity 3.7** *Undertake a mock accreditation at each pilot university for a study programme in a priority area* which was originally planned for the 21st month (mid-September – mid-October 2019) of the project, was implemented in the 19th (mid-October – mid-November 2019), 20th (mid-November – mid-December 2019) and 21st months (mid-December 2019 – mid-January 2020).

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

The first mission 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 21st month (mid-December 2019 – mid-January 2020) of the project, will be implemented in the 22nd month (mid-January - mid-February 2020).

Activities performed with advance

The first mission under the **Activity 4.5** *Assess the university governance system in three pilot universities with a view to ensuring the best approaches that support the development and review of student-centred curricula, through the participation of students in university governance, and develop proposals to enhance the system* which was originally planned for the 22nd month (mid-January - mid-February 2020) of the project, was implemented in the 21st month (mid-December 2019 – mid-January 2020).

2E. ASSESSMENT

Overall assessment of progress

In general, the project progresses smoothly. Some issues could however be mentioned:

Issues

The implementation of some project deliverables requires more time. It is suggested to request for a **3-month project prolongation** to be able to finalise the following:

- Raise the awareness on newly developed state standards for selected pilot study programmes through workshops with selected chairs and/or meetings with top management of pilot HEIs (**Activity 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");
- Further support ANO with capacity building in programme evaluation (**Activity 3.2** "Undertake capacity building activities for relevant stakeholders to enhance their accreditation-related capacities") and achieve entirely the deliverable under **Activity 3.6** "Conduct training for external reviewers, establish a pool of trained reviewers".
- Raise awareness on learning outcomes for pilot study programmes (**Activity 2.4** "Improve study programmes in the priority areas in pilot universities to incorporate learning outcomes and inform and raise awareness about these achievements").
- Given the recent legislative developments (i.e. new law on Higher Education), reinforce **Activity 4.1**. "Assess the current legal and regulatory framework on education standards, quality assurance, credits and recognition of periods of studies". Additional missions shall enable to provide advice on how to work further on this new law, as well as on how to update other related legislative documents and regulations accordingly.

Recommendations

The MS PLs developed a **summary of recommendations from all project activities**. Those recommendations shall be discussed with key staff of the project team in the BC to ensure their implementation beyond the project activities time.

Outlook to the next quarter

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

- to finalise the **revision of SSSP for selected programmes** and support to HEIs for writing learning outcomes for pilot programmes (Component I&2);
- to revise newly drafted legislative documents in line with European best practice (Component 4),
- hold workshops on innovative teaching and learning and assessment methods for teaching staff of pilot universities (Component 2).

The following **activities should be progressed through during the QP7:**

COMPONENT 2:

- **Act. 2.3.2** Workshops on innovative teaching, learning and assessment methods
- **Act. 2.3.3** Workshops on innovative teaching, learning and assessment methods

COMPONENT 3:

- **Act. 3.9** Study visit to France on student-centered learning
- **Act. 3.7.7** Undertake a mock accreditation in Foreign Language teacher (ASPU; AUL; SSU; Khazar University)

COMPONENT 4:

Act. 4.3 Review the legal and regulatory framework for recognition and, if required, submit recommendations to comply with European best practice

- **Act. 4.4** Amend the legal provisions on the credit system to reflect that credits are based on learning outcomes and student workload
- **Act. 4.5.2** Assess governance in 3 pilot universities and mapping university governance in at least 5 countries in EU/internationally

Confirmed Missions for 7th Quarter

13.01-18.01.2020	Act. 3.7.7 Undertake a mock accreditation in Foreign Language teacher (ASPU; AUL; SSU; Khazar University) STEs: Mr. Eckhart Hotzel (FR), Ms. Michel Houppe (FR)
27.01-31.01.2020	Act.4.3 Review the legal and regulatory framework for recognition and, if required, submit recommendations to comply with European best practices STE: Ms. Marie Odil-Ott (FR)
03.02-.07.02.2020	Act. 4.4 Amend the legal provisions on the credit system to reflect that credits are based on learning outcomes and student workload STE: Mr. Jan-Luc Lamboley (FR)
10.02-14.02.2020	Act. 2.3.2 Workshops on innovative teaching, learning and assessment methods STE: Ms. Inga Juknyté-Petrikiene (LT)
10.02-14.02.2020	Act. 4.5.2 Assess governance in 3 pilot universities and mapping

university governance in at least 5 countries in EU/internationally
STE: Ms. Jurgita ŠIUGŽDINIENĖ (LT)

17.02-21.02.2020

Act. 2.3.3 Workshops on innovative teaching, learning and assessment methods
STEs: Ms. Tatjana Volkova (LV), Mr. Linas Leonas (LT)

02.03-06.03.2020

Act. 3.9 Study visit to France on student-centered learning up to 8 people representing MoE (2 persons), pilot universities (5) and Agency for Quality Assurance in Education (1 person).

30.03.-03.04.2020

Act. 4.6 Reinforce knowledge on international accreditation
STEs: Ms. Jolita Butkiene (LT)

Any other issues:

The organisation and the date of the 8th **Project Steering Committee Meeting** shall be discussed.

Section 3: Expenditures

Period: 13.10.2019 - 12.01.2020

n°	Name of services / goods purchased or direct costs	Date(s) of services	Invoice number	/	Breakdown and clarification	Amount paid in local currency (if applicable)	INFOEURO exchange rate	Amount paid in EUR	Amount foreseen in original budget	Amount introduced by side letter /amendmnt	Amount charged to contingencies
1	/										
	Basic salary and non-wage labour costs	16/10/2019-16/01/2020	Payroll from CIEP		Basic salary: 2454,86 non-wage labour costs: 2201,86 Euros (3x*4656,72)			13 970,16 €	14 400,00 €		
	6% of salary and non-wage labour costs	16/10/2019-16/01/2020	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%)	16/10/2019-16/01/2020	Invoice 16 Invoice 17 Invoice 18		92 days * 146,50 Euros 19/11/2019 11/12/2019 18/12/2019			13 478,00 €	13 478,00 €		
	Health and accident insurance for RTA	16/10/2019-16/01/2020	MAAF INSURANCE INVOICE 175583057S		INSURANCE FEES (54,26+8,53+16,59Euros) *3 months			238,14 €	600,00 €		
	Accommodation	16/10/2019-16/01/2020	Lease agreement		RENT 1000 Euros * 3 months			3 000,00 €	3 000,00 €		
	Monthly allowance for APEC return trip	16/10/2019-16/01/2020			700 Euros * 3 months			2 100,00 €	2 100,00 €		
	RTA Office Cost (including office stationery, Telephone, internet..)										
	Sub-Total RTA Allowances							18 816,14 €	19 178,00 €		
4	RTA and Languages assistants										
	RTA LANGUAGE ASSISTANT Tarlan ARZUMANOV	START OF CONTRACT 29/05/2018	Invoice F08-2019/F09-2019/F10-2019		(1400 Euros*3 months) 13/11/2019 29/11/2019 20/12/2019			4 200,00 €	4 200,00 €		
	RTA ASSISTANT Aytaj ATAKISHIEVA	START OF CONTRACT 01/06/2018	Invoice F 17-2019/F18-2018/F19-2019		(1400 Euros*3 months) 13/11/2019 29/11/2019 20/12/2019			4 200,00 €	4 200,00 €		
	Sub total RTA Assistants							8 400,00 €	8 400,00 €		
6	Project coordination cost										
	STEERING COMMITTEE										
	Bruno CURVALE, Senior MS PL (FR) Paris-Baku				Arrival Paris-Baku 26/11/2019 at 13:10 Departure Baku-Paris 28/11/2019 at 16:00						

	Fees -STE Cat II	26-28/11/2019	Payroll from CIEP	25.11 .2019	1 days*350 Euros			350,00 €	350,00 €		
	Project Management Cost	26-28/11/2019			1,5*(1days*350 Euros)			525,00 €	525,00 €		
	Perdiem	26-28/11/2019	Depl 2367	21/11 /2019 06/12 /2019	2days*293 Euros			586,00 €	586,00 €		
	International travel	26-28/11/2019	JANCARTHER INVOICE F0010973044	22.11 .19	Airticket [PARIS - BAKU - PARIS] , eco class 1X(689,20 Euros)			700,00 €	700,00 €		35,12 €
			E visa AE 102039678	19.11 .19	VISA 1*51 USD	51,00 USD	0,90041				
	Giedrius VILIUNAS, Junior MS PL (LT) Vilnius-Baku Steering Committe				Arrival Vilnius-Baku the 26/11/2019 at 14:55 Departure Baku-Vilnius the 28/11/2019 at 15:55						
	Fees -STE Cat II (correction from first trimester)	26-28/11/2019	Pay roll 3008455435	29.11 .2019	1*days*350 Euros			350,00 €	350,00 €		
	Project Management Cost (correction from first trimester)	26-28/11/2019			1,5*(1*days*350 Euros)			525,00 €	525,00 €		
	Perdiem	26-28/11/2019	Invoice Hotel Viva n°260819	25.11 .2019	2*days*293 Euros			586,00 €	586,00 €		
	International travel	26-28/11/2019	Invoice West express n° 13511640	13.11 .2019	Airticket [VILNIUS- BAKU - VILNIUS] , eco class 1X(393 Euros)			393,00 €	700,00 €		
			Evisa AE102023652	18.11 .2019	VISA 1*89USD	89,00 €		89,00 €			
	Sub-Total co-ordination cost							4 104,00 €	4 322,00 €		35,12 €
7	Project activities										
C 3	Result 3: The quality assurance system is further developed to reflect the student-centeredness of study programmes										
3 7	Internal component quality assurance to measure the component results appropriation and support project sustainabilitiesUndertake a mock accreditation at each pilot university for a study programme in a priority area										
	Jolita Butekiene (LT) Vilnius -Bakou				Arrival Vilnius - Baku27/10/2019 at 14:55 Departure Baku-Vilnius 03/11/2019 at 05:50						
	Fees -STE Cat II	09-13/12/2019	Payroll FR 2019	13.11 .2019	6 days*350 Euros			2 100,00 €	2 100,00 €		
	Project Management Cost	09-13/12/2019			1,5*(6days*350 Euros)			3 150,00 €	3 150,00 €		
	Perdiem	08-13/12/2019	Legendary Balcony Apartment Old City Invoice booking 2129351379	23.10 .2019	1*7days*293 Euros			2 051,00 €	2 051,00 €		
	International travel	08-14/12/2019	Invoice Zip Travel K6167	08.10 .19	Airticket [VILNIUS - BAKU - VILNIUS] , eco class 1X(599 Euros)			580,52 €	700,00 €		

		Visa AE1019940423	09.10 .2019	VISA 1X (83USD)	83usd	0,91449	75,90 €			
Audrius Lopata (LT) Vilnius -Bakou				Arrival Vilnius - Baku27/10/2019 at 14:55 Departure Baku-Vilnius 03/11/2019 at 05:50						
Fees -STE Cat II	28/10-02/11/2019	Payroll FR 2019	13.11 .2019	6 days*350 Euros			2 100,00 €	2 100,00 €		
Project Management Cost	28/10-02/11/2019			1,5*(6days*250 Euros)			3 150,00 €	3 150,00 €		
Perdiem	27/10-02/11/2019	Best center hotel Invoice 471	23.10 .2019	1*7days*293 Euros			2 051,00 €	2 051,00 €		
International travel	27/10-03/11/2019	Invoice Zip Travel K6168	08.10 .19	Airticket [VILNIUS - BAKU - VILNIUS] , eco class 1X(580,52 Euros)			580,52 €	700,00 €		
		EVisa AE1011943394	10.10 .19	VISA (1*24 USD)	24usd	0,91449	21,95 €			
E.Kotler (FR) Paris-Baku				Arrival Paris-Baku the 11/11/2019 at 19:55 Departure Baku-Paris the 16/11/2019 at 08:00						
Fees -STE Cat I	12-15/11/2019	Payroll CIEP		4 days*250 Euros			1 000,00 €	1 000,00 €		
Project Management Cost	12-15/11/2019			1,5*(4days*250 Euros)			1 500,00 €	1 500,00 €		
Perdiem	11-15/11/2019	Depl 10087	15/11 /2019 1612/ 2019	1*5days*293 Euros			1 465,00 €	1 465,00 €		
International travel	11-16/11/2019	Invoice Jancarther n°F001-0959038	16.10 .19	Airticket [NICE - BAKU - NICE] , eco class 1X(821,20 Euros)			700,00 €	700,00 €		193,15 €
		EVisa AE101871246	27.10 .19	VISA (1*24USD)	24usd	0,91449				
		Invoice Taxi parisien Before 07:00 fk- 111-vvv	11/11 /2001 9	Taxi (1*50Euros)						
M. Turek (FR) Nice-Baku				Arrival Paris-Baku the10/11/2019 at 18:35 Departure Baku-Paris the 20/11/2019 at 06:30						
Fees -STE Cat I	12-15/11/2019	Payroll CIEP		4 days*250 Euros			1 000,00 €	1 000,00 €		
Project Management Cost	12-15/11/2019			1,5*(4days*250 Euros)			1 500,00 €	1 500,00 €		
Perdiem	11-15/11/2019	Depl 10327	18/12 /2019 30/01 /2020	1*5days*293 Euros			1 465,00 €	1 465,00 €		
International travel	10-20/11/2019	Invoice Jancarther n°F001-0963916 F001-0964180 F001-0968186	29/10 /2019 1/11/ 2019	Airticket [PARIS - BAKU - PARIS] , eco class 1X(551,79 + 80,68+125,88Euros)			700,00 €	700,00 €		79,96 €

		EVisa AE102006611	04.11 .19	VISA (1*24USD)	24usd	0,90318				
Ineta Helmane (LV) Riga - Baku				Arrival Riga-Baku the 24/11/2019 at 21:20 Departure Baku-Riga the 30/11/2019 at 04:45						
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*(1day*350 Euros)			2 625,00 €	2 625,00 €		
Perdiem	24-29/11/2019	Nemi Hôtel Invoice Booking N°9615	12.12 .2019	6days*293 Euros			1 758,00 €	1 758,00 €		
International travel	24-30/11/2019	Invoice Ballatour n° 934	28.11 .2019	Airticket [RIGA - BAKU - RIGA] , eco class 1X(525 Euros)			357,20 €	700,00 €		
		Visa AE102022841	18.11 .2019	VISA 1X (22,50 Euros)			22,50 €			
Ilva Grigojeva (LV) Riga - Baku				Arrival Riga-Baku the 24/11/2019 at 14:55 Departure Baku-Riga the 30/11/2019 at 05:50						
Fees -STE Cat II	26-28/11/2019	Payroll N°11-1	02.12 .2019	1*5day*250 Euros			1 250,00 €	1 250,00 €		
Project Management Cost	26-28/11/2019			1.5*(1day*250 Euros)			1 875,00 €	1 875,00 €		
Perdiem	26-28/11/2019	Boulevard Apartment Invoice Air&BnB	09.12 .2019	6days*293 Euros			1 758,00 €	1 758,00 €		
International travel	26-28/11/2019	28.10.2019	28.10 .2019	Airticket [RIGA - BAKU - RIGA] , eco class 1X(420,20 Euros)			420,20 €	700,00 €		
		Visa AE102016196	13.11 .2019	VISA 1X (22,46 Euros)			22,43 €			
		Taxi	30.11 .2019	Taxi (1*25Euros)			25,00 €			
M. planeix (FR) Paris-Baku				Arrival Paris-Baku the 01/12/2019 at 18:35 Departure Baku-Paris the 07/12/2019 at 07:45						
Fees -STE Cat I	02-05/12/2019	Payroll CIEP		5 days*250 Euros			1 250,00 €	1 250,00 €		
Project Management Cost	02-05/12/2019			1,5*(5days*250 Euros)			1 875,00 €	1 875,00 €		
Perdiem	01-05/12/2019	Depl 10449	13/11 /2019	1*6days*293 Euros			1 758,00 €	1 758,00 €		
International travel	01-06/12/2019	Invoice Jancarther n°F001-0972002 F001-0977469	20/11 /2019 06/12 /2019	Airticket [PARIS - BAKU - PARIS] , eco class 1X(1114,89+175 Euros)			700,00 €	700,00 €		589,68

Jolanta Siika (LV) Riga - Baku				Arrival Riga-Baku the 01/12/2019 at 06:05 Departure Baku-Riga the 08/12/2019 at 03:55							
Fees -STE Cat II	02-07/12/2019	Payroll N°12	30.12 .2019	1*6day*350 Euros				2 100,00 €	2 100,00 €		
Project Management Cost	02-07/12/2019			1.5*(1day*350 Euros)				3 150,00 €	3 150,00 €		
Perdiem	01-07/12/2019	Invoice Hotel Nemi n°7863	23.12 .2019	7days*293 Euros				2 051,00 €	2 051,00 €		
International travel	01-08/12/2019	Invoice Baltatour n° 989	21.11 .2019	Airticket [RIGA - BAKU - RIGA] , eco class 1X(419.40 Euros)				419,40 €	700,00 €		
		Visa AE102038672		VISA 1X (22,41 Euros)				22,41 €			
		Taxi Invoice Mehmanxana	01/12 /2001 9 08/12 /2019	Taxi 1(30+30azn)	60azn	0.53452		32,07 €			
Boris Misnevs (LV) Riga - Baku				Arrival Riga-Baku the 09/12/2019 at 06:05 Departure Baku-Riga the 14/12/2019 at 09:45							
Fees -STE Cat II	9-13/12/2019	Payroll N°	30.12 .2019	1*5day*350 Euros				1 750,00 €	1 750,00 €		
Project Management Cost	09-13/12/2019			1.5*(1day*350 Euros)				2 625,00 €	2 625,00 €		
Perdiem	08-13/12/2019	Invoice Viva Boutique Hotel n°011119	23.12 .2019	6days*293 Euros				1 758,00 €	1 758,00 €		
International travel	08-14/12/2019	Invoice Baltatour n°935	30.10 .2019	Airticket [RIGA - BAKU - RIGA] , eco class 1X(406.20 Euros)				406,20 €	700,00 €		
		Visa AE10997083	06.11 .2019	VISA 1X (22,43 Euros)				22,43 €			
		Taxi Invoice Viva Boutique Hotel n°011119	14.12 .2019	Taxi (1*35AZN)	35azn	0,53452		18,71 €			
Jolita Butekiene (LT) Vilnius -Bakou				Arrival Vilnius -Baku 08/12/2019 at 14:55 Departure Baku-Vilnius 14/12/2019 at 05:50							
Fees -STE Cat II	09-13/12/2019	Payroll FR 2019	18.12 .2019	5 days*350 Euros				1 750,00 €	1 750,00 €		
Project Management Cost	09-13/12/2019			1,5*(5days*250 Euros)				2 625,00 €	2 625,00 €		
Perdiem	08-13/12/2019	Deni Zinn Hôtel Invoice 79s	06.12 .2019	1*6days*293 Euros				1 758,00 €	1 758,00 €		
International travel	08-14/12/2019	Invoice Zip Travel K6275	08.11 .19	Airticket [VILNIUS - BAKU - VILNIUS] , eco class 1X(599 Euros)				599,00 €	700,00 €		

			Visa AE102020417	13.11 .2019	VISA 1X (24USD)	83usd	0,90041	21,61 €			
M. Pierre Collet (FR) Nice-Baku					Arrival Strasbourg-Baku the 05/12/2019 at 21:20 Departure Baku-Strasbourg the 11/12/2019 at 04:45						
Fees -STE Cat I	06-10/12/2019		Payroll CIEP		5 days*250 Euros			1 250,00 €	1 250,00 €		
Project Management Cost	06-10/12/2019				1,5*(5days*250 Euros)			1 875,00 €	1 875,00 €		
Perdiem	05-10/12/2019		Depl 10525	13.12 .2019	1*6days*293 Euros			1 758,00 €	1 758,00 €		
International travel	05-11/12/2019		Invoice Jancarther n°F001-0977100	05.12 .19	Airticket [STRASBOURG - BAKU - STRASBOURG] , eco class 1X(667,82 Euros)			667,82 €	700,00 €		
Nora. Skrabuskiene (LT) Vilnius -Baku					Arrival Vilnius -Baku 05/01/2020 at 14:55 Departure Baku-Vilnius 11/01/2020 at 05:50						
Fees -STE Cat I	06-10/12/2019		Payroll FR2020	21.01 .2019	5 days*350 Euros			1 750,00 €	1 750,00 €		
Project Management Cost	06-10/12/2019				1,5*(5days*350 Euros)			2 625,00 €	2 625,00 €		
Perdiem	05-10/12/2019		Boutique Hotel Invoice 131219	03.12 .2019	1*6days*293 Euros			1 758,00 €	1 758,00 €		
International travel	05-11/12/2019		Invoice Zip Travel K6391	11.12 .19	Airticket [VILNIUS - BAKU - VILNIUS] , eco class 1X(695 Euros)			700,00 €	700,00 €		35,21 €
			EVisa AE102077765	13.12 .19	VISA (1*24USD)	24usd	0,90868				
			Taxi Invoice Boutique Hotel	10.01 .19	Taxi (1*35AZN)	35azn	0,52273				
M. Hoetzel (FR) Nice-Baku					Arrival Strasbourg-Baku the 12/01/2020 at 21:20 Departure Baku-Strasbourg the 20/01/2020 at 04:45						
Fees -STE Cat I	13-19/01/2020		Payroll CIEP		6 days*250 Euros			1 500,00 €	1 500,00 €		
Project Management Cost	13-19/01/2020				1,5*(6days*250 Euros)			2 250,00 €	2 250,00 €		
Perdiem	12-19/01/2020		Depl 10526		1*8days*293 Euros			2 344,00 €	2 344,00 €		
International travel	12-20/01/2020		Invoice Jancarther n°F001-0977827	09.12 .19	Airticket [STRASBOURG - BAKU - STRASBOURG] , eco class 1X(603,82 Euros)			700,00 €	700,00 €		150,27 €
			Transport by car from wissembourg to Frankfurt Train Strike	12- 20/12 /2019	Ticket 1*(131,20Euros+93.45)						
			EVisa AE102072760	11.12 .19	VISA (1*24USD)	24usd	0,90868				

	M. Houppé (FR) Nice-Baku				Arrival Paris-Baku the 12/01/2020 at 18:30 Departure Baku-Paris the 19/01/2020 at 06:30						
	Fees -STE Cat I	13-18/12/2019	Payroll CIEP		6 days*250 Euros			1 500,00 €	1 500,00 €		
	Project Management Cost	13-18/12/2019			1,5*(6days*250 Euros)			2 250,00 €	2 250,00 €		
	Perdiem	12-18/12/2019	Depl 10527		1*7days*293 Euros			2 051,00 €	2 051,00 €		
	International travel	12-19/12/2019	Invoice Jancarhier n°F001-0977822	09.12 .19	Airticket [PARIS - BAKU - PARIS] , eco class 1X(565,20 Euros)			565,20 €	700,00 €		
			EVisa AE102083301	16.12 .19	VISA (1*24USD)	24usd	0,90868	21,80 €			
	Sub-total Componente 3							89 311,87 €	90 709,00 €		1 048,27 €
C 4	Result 4: Recommendations on amendments of legislative and regulative framework developed										
4	Assess the university governance system in three pilot universities										
5											
	M. Jean-Jacques Paul (FR) Paris -Baku				Arrival La rochelle-Baku the 15/12/2019 at 01:55 Departure Baku-La Rochelle the 21/12/2019 at 08:00						
	Fees -STE Cat I	16-20/12/2019	Payroll CIEP		5 days*250 Euros			1 250,00 €	1 250,00 €		
	Project Management Cost	16-20/12/2019			1,5*(5days*250 Euros)			1 875,00 €	1 875,00 €		
	Perdiem	15-20/12/2019	Depl 10441	09.12 .2019	1*6days*293 Euros			1 758,00 €	1 758,00 €		
	International travel	15-21/12/2019	Invoice Jancarhier n°F001-0972684 F001- 0972683/A-001- 0119902 F001-0979586	21/11 /2019 13/12 /2019 18/12 /2019	Airticket [PARIS - BAKU - PARIS] , eco class 1X(656,20+104,88 Euros- 30,92Euros+475.69Euros)			700,00 €	700,00 €		527,46 €
			EVisa AE102042062	26.11 .19	VISA (1*24USD)	24usd	0,90041				
	Sub-total 4.5							5 583,00 €	5 583,00 €		527,46 €
	Sub-total Componente 4							5 583,00 €	5 583,00 €	0,00 €	527,46 €
	Total 5er quarterly report							141 023,38 €	143 456,00 €	0,00 €	1 610,85 €

Section 4: Annexes (Mission reports)

1) Mission Reports of Activity 1.5.8

- a) *Mission report of the mission on revision of Geography state standard*
 - Annex 1. Revised State Standard of Geography
 - Annex 2. Sample of Geography study program from Durham University (UK)
 - Annex 3. Sample of Physical Geography study program from Lund University (Sweden)
 - Annex 4. Sample of Physical Geography study program from Lund University – 2 (Sweden)
- b) *Mission report of the mission on revision of Oil and Gas Engineering state standard*
 - Annex 1. Revised State Standard of Oil and Gas Engineering
- c) *Mission report of the mission on revision of Chemistry teacher state standard*
 - Annex 1. Added to text of the Mission Report
 - Annex 2. Added to text of the Mission Report
 - Annex 3. Added to text of the Mission Report
 - Annex 4. Added to text of the Mission Report
 - Annex 5. Chemistry Education courses led by Prof. Ingo Eilks in University of Bremen (Germany)
- d) *Mission report of the mission on revision of Electrical Engineering state standard*
 - Annex 1. Suggested new state standard for study programme in Electrical and Electronics Engineering

2) Mission Report of Activity 3.7.1

Annex 1. Schedule of interviews held at pilot universities as part of the mock evaluation of Computer Engineering study program

3) Mission Report of Activity 3.7.2

Annex 1. Schedule of interviews held at pilot universities as part of the mock evaluation of Physics study program

4) Mission Report of Activity 3.7.3

Annex 1. Schedule of interviews held at pilot universities as part of the mock evaluation of Math teacher study program

5) Mission Report of Activity 3.7.4

Annex 1. Schedule of interviews held at pilot universities as part of the mock evaluation of Chemical Engineering study program.

6) Mission Report of Activity 3.7.5

Annex 1. Schedule of interviews held at pilot universities as part of the mock evaluation of Informatics teacher study program.

7) Mission Report of Activity 3.7.6

Annex 1. Schedule of interviews held at pilot universities as part of the mock evaluation of Computer Science study program.

8) Mission Report of Activity 4.5.1

Annex 1 Strategic Plan of the University of Bologna, Italy, 2019 -2021;
Annex 2 Corporate Plan of the Queen's University Belfast, UK, 2016 – 2021;
Annex 3 University of Groningen Strategic Plan, Netherlands, 2015-2020;
Annex 4 University of Bordeaux, France;
Annex 5 University of Oxford, UK, 2018-2023.