

TWINNING INTERIM QUARTERLY REPORT NUMBER 6



EUROPEAN COMMISSION

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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: 10 November 2019

READ AND APPROVED
[Signature]
15.01.2020

LIST OF ABBREVIATIONS

ANO	Accreditation and Nostrification Office
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)	Centre for Pedagogical Studies of the Republic of France (CIEP) European Social Fund Agency (ESFA) (Lithuania) Academic Information Center (AIC) The Ministry of Education of the Republic of Azerbaijan (MoE)
Report Number:	6
Period covered by the report:	13 July – 12 October 2019
Duration of the project:	13 th of April 2018 – 12 th April 2020 (24 months)
Rapporteur:	Mr. Bruno Curvale, MS Project Leader Mr. Shahin Bayramov, BC Project Leader

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



Mr. Bruno Curvale



Date



Mr. Shahin Bayramov



Date

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

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

	<p>are not described in learning outcomes and the teaching and 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.
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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, 91 workshops, 32 interviews and 1 kick-off event, involving 1216 participants from the BC, were carried out to train relevant stakeholders on various aspects of European Higher Education Area regarding competence-based approach (CBA), student-centered learning (SCL) and other relevant areas.</p> <p>Most of the pilot HEIs seem still quite far from SCL/CBA approach, as it does not appear among their priorities. Little commitment at institutional level does not support a lot in this regard. <i>(A total of 173 participants, mainly from HEIs, participated in workshops)</i></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>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).
3. The improved capacity of the Accreditation and Nostrification Office results in a compliance with the ESG.	<p>The ANO was supported by MS experts to revise their current procedures and methodologies to follow EU practices. 1 handbook for methodologies for study programmes evaluations was drafted. No obstacles were met in this regard.</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:

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

Quarterly period 4:

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

Quarterly period 5:

1. On 20 May 2019, the Cabinet of Ministers approved the **Rules on “On admission of bachelor degree holders into secondary professional education institutions, admission of sub-bachelor degree holders into bachelor studies of higher education institutions and on transfer of people who have not completed their bachelor degrees into secondary professional education institutions.”** According to these rules, bachelor degree holders with high average performance indicators will be able to get admitted into secondary professional

education institutions without taking a centralized exam and accordingly, sub-bachelor degree holders with high average performance indicators will be able to get admitted into higher education institutions (only into programs which are relevant to the programme they studied in sub-bachelor degree) by bypassing the centralized exam. These Rules also allow those who have not finished their bachelor studies to get transferred into secondary professional education institutions within 15 years after the completion of the fixed duration of studies.

2. On 10 May 2019, the Cabinet of Ministers approved “**Classification of specialties (specializations) for master level of higher education.**”
3. On 4 July 2019, a Presidential decree was signed on creation of the **National Observatory for Labour Market and Social Protection of Population in Azerbiadjan.**

Quarterly period 6:

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

• **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

	<p>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. Perhaps, a new joint Twinning between the Ministry of Education and Ministry of Labour could be envisaged in the future.</p> <p>- Despite a heavy workload, the MoE (both Higher Education Department and Accreditation Department) tries to support 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. 	<p>- 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: in none of pilot universities there are special units who would deal with those issues (i.e. Teaching and Learning Centers). 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.</p> <p>- 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.</p> <p>- 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>
<p>Component 3:</p> <ul style="list-style-type: none"> • The Government maintains its political will to modernise its higher education system; • The Accreditation and Nostrification Office and higher education institutions cooperate effectively; • The Accreditation and Nostrification Office and higher education institutions deploy adequate human resources. 	<p>- 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.</p> <p>- The status of ANO has been changed recently by a presidential decree (it became again a part of MoE) and its Head, Mr. Ahmadov, had quitted the office. Despite this, the functioning of ANO and its scope of work did not undergo major changes and cooperation with the project stays</p>

	<p>unchanged.</p> <p>- In general, the ANO cooperates effectively with the project, the same do universities. A considerable work was delivered by HEIs in order to prepare 24 self-evaluation 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>
<p>Component 4:</p> <ul style="list-style-type: none"> • The Government maintains its political will to modernise its higher education system; • The MoE and Higher Education Institutions remain committed to reforming curricula; • The MoE and the higher education institutions deploy adequate human resources; • The legal decision-making process will be undertaken in a timely manner. 	<p>- 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 text shall be finalised within a couple of weeks and sent to the Parliament. The project is currently translating it into English to provide further comments and align other project deliverables with it.</p> <p>- 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.</p> <p>- 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.</p> <p>- 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.</p>

2B - ACHIEVEMENT OF MANDATORY RESULTS

Results under components

Results and indicators of achievement	State of achievement/ problems encountered
Result 1 Selected National Education Standards are aligned to include a competence-based focus	
<p>1.1. A concept and methodology for transforming education standards to be competence-based is improved;</p> <p>1.2. National education standards for programmes in three sectors are updated;</p> <p>1.3. A methodology for transforming labour market intelligence into programme specific education requirements is developed;</p> <p>1.4. National classifications for programmes in three sectors are developed;</p> <p>1.5. Visibility materials are developed that informs about the benefits of competence-based education;</p> <p>1.6. A study visit 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 education standards 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 – Currently in progress.</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 specialities 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 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.
Result 2. Pilot Study programmes in priority areas of education are improved to be more student-centred	
<p>2.1. A concept of student-centred study programme is developed;</p> <p>2.2. At least 12 study programmes are revised;</p>	<p>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: learning outcomes for some pilot programme are still under design.</p> <p>R. 2.3 – Achieved: <u>a methodological compendium on the use of learning outcomes was developed and accepted by the BC. Relevant</u></p>

2.3. A methodological compendium on the use of learning outcomes is developed;	mission reports were endorsed. To sustain the usage of this concept in the future, an additional working meeting with the BC will be organised in QP7/QP8
2.4. A training workshop on student-centred approaches for teaching, learning and assessment is organised.	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 7 and QP 8. (A total of 7 workshops have been held and attended by 116 participants altogether)</u>
2.5. Programme regulations on recognition developed.	R. 2.5. – In Progress. Recommendations on regulations concerning recognition were also developed under the Component 4. <i>Problems encountered:</i> ✓ Weak interest of most academic staff for CBA/SCL; ✓ Training materials of MS experts shall be more practically oriented, including more practical exercises for participants

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

<p>3.1. Standards for programme accreditation are improved;</p> <p>3.2. A handbook on self-evaluation processes of HEI is developed;</p> <p>3.3. A training workshop for higher education institutions on self-evaluation is conducted;</p> <p>3.4. At least 12 self-evaluation reports (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. 3.1 – 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>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. 24 SERs, in Azeri and English languages, were compiled by pilot universities and handed to the ANO. Those SERs will be further used in the project for mock accreditations in QP7/QP8.</p> <p>R 3.5 Planned to be performed in QP7/QP8. 24 mock accreditations of selected study programmes will be conducted in QP 7/8.</p> <p>R. 3.6 – Achieved. A total of <u>34 persons have been trained 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. Additionally, it was agreed to systematically invite employers to a half-day briefing meeting before the start on the on-site visit.</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>
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	<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 system is based on the concept of learning outcomes and student workload;</p> <p>4.3. Regulations for recognition at institutional level are amended in line with European best practices to allow for recognition of parts of studies based on learning outcomes;</p> <p>4.4. A proposal for the amendment of the legal and regulatory framework for quality assurance is prepared;</p> <p>4.5. A proposal to enhance the governance system of three pilot universities is developed and tested.</p>	<p>R. 4.1 – Achieved. A <u>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. A <u>proposal for the amendment of legal regulations for recognition at institutional level in line with European best practices to allow for recognition of study programmes based on learning outcomes was drafted. The proposal was accepted and agreed with the BC (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 - Planned be performed in QP7/ 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.

2C. ACTIVITIES IN THE REPORTING PERIOD

A total of 13 expert missions, with a total 63 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;
- holding training of external evaluators in order to establish a pool of trained reviewers for ANO;
- holding workshops on writing of learning outcomes and assessment methodologies in line with best European practices for academic staff of pilot universities.

Several capacity reinforcement meetings were carried out for the staff of MoE and HEIs during this quarterly period. Summaries of meetings, interviews and workshops carried out during short-term missions are presented below. Recommendations from missions are provided in the annexes.

Component 1 Selected National Education Standards are aligned to include a competence-based focus
Reference number and title of Activity Activity 1.5.5 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 (state standards of Ecology, Geography and Information Technology)
Name of MS expert who delivered it: Mr. Maris Klavinš (LV), Ms. Dovilė Krupickaitė (LT), Mr. Audrius Lopata (LT)
Duration of the activity: 23 – 27 September 2019 (15/60 working days)
SCHEDULE OF THE MISSION: 23 September 2019 <ul style="list-style-type: none">- Meeting with RTA Ms. Elizaveta Bydanova and Ms. Vusala Gurbanova, Component Leader I and Senior Advisor at Higher Education Department, Ministry of Education (attended by all three STEs).- Meeting with Working Group on Information Technology. (See the Annex to the Mission Report for the list of participants) (<i>within the mission of STE Mr. Audrius Lopata</i>). 24 September 2019 <ul style="list-style-type: none">- Meeting with representatives of Ecology Faculty of the Baku State University Tarana Aliyeva, Mahluga Yusifli, Akif Agbababli and Sevinj Hajiyeva to discuss the content of the state standard for Ecology (Environmental Science) study program (<i>within the mission of STE Mr. Maris Klavinš</i>).- Meeting with Working Group on Geography from Baku State University (See the Annex to the Mission Report for the list of participants) (<i>within the mission of STE Ms. Dovilė Krupickaitė</i>).- Deskwork (<i>for STE Mr. Audrius Lopata</i>). 25 September 2019 <ul style="list-style-type: none">- Deskwork on recommendations and the standard of Ecology (Environmental Science) and Geography study programmes (<i>for the STEs Maris Klavinš, Ms. Dovilė Krupickaitė</i>).- Visit to Azerbaijan Technical University (<i>for STE Mr. Audrius Lopata</i>). 26 September 2019 <ul style="list-style-type: none">- Meeting with RTA to discuss preliminary conclusions 27 September April 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. VusalaGurbanova, Component Leader I, Senior Advisor at Higher Education Department, Ministry of Education.
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 1. Selected National Education Standards are aligned to include a competence-based focus
Reference number and title of Activity Activity 1.5.6 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 standard of Biology)

Name of MS experts who delivered it:
Mr. Michel Narce (FR), Trine Meza Johansen (LT)
Duration of the activity:
30 September – 4 October 2019 (8/45 working days)
SCHEDULE OF THE MISSION:
<p>30 September 2019</p> <ul style="list-style-type: none"> - A meeting with Ms. Vusala Gurbanova, Component Leader I and Senior Advisor at Higher Education Department of the Ministry of Education and Ms. Elizaveta Bydanova, RTA of Twinning project. <p>1 October 2019</p> <ul style="list-style-type: none"> - Meeting with Working Group on Biology and relevant employers. (See the Annex to the Mission Report of Activity 1.5.6 for the list of participants). <p>2 October 2019</p> <ul style="list-style-type: none"> - Visit to Baku State University <p>3 October 2019</p> <ul style="list-style-type: none"> - Discussion of preliminary conclusions with RTA Ms. Lisa Bydanova <p>4 October 2019</p> <ul style="list-style-type: none"> - Meeting with MoE Higher Education Department to debrief about the results of the mission. Stakeholders: Ms. Vusala Gurbanova, Component Leader I, Senior Advisor at Higher Education Department, Ministry of Education.
Objectives and tasks of the Mission:
The objective of this activity was to provide revision of the state standard for study programme in the field of Biology by field experts.
Recommendations and results:
See the mission report of Activity 1.5.6 in the Annex.

Component 1. Selected National Education Standards are aligned to include a competence-based focus
Reference number and title of Activity
Activity 1.5.7 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 Informatics Teacher, Math Teacher and Primary School Teacher).
Name of MS experts who delivered it:
Ms. Antra Ozola (LV), Mr. Janis Mencis (LV), Ms. Ineta Helmane (LV)
<i>*The missions of Ms. Antra Ozola (LV), Mr. Janis Mencis (LV) were funded from the Twinning management costs</i>
Duration of the activity:
7 – 11 October 2019 (15/37 working days)
SCHEDULE OF THE MISSION:
<p>7 October 2019</p> <ul style="list-style-type: none"> - A meeting with Ms. Vusala Gurbanova, Component Leader I and Senior Advisor at Higher Education Department of the Ministry of Education and Ms. Elizaveta Bydanova, RTA of Twinning project. <p>8 October 2019</p> <ul style="list-style-type: none"> - Meeting with Working Group on Informatics Teacher (see the Annex to the Mission Report of Activity 1.5.7 for the list of participants) (<i>within the missions of STEs Ms. Antra Ozola and Mr. Janis Mencis</i>). - Meeting with Working Group on Primary School Teacher (see the Annex to the Mission Report of Activity 1.5.7 for the list of participants) (<i>within the mission of STE Ms. Ineta Helmane</i>). <p>9 October 2019</p> <ul style="list-style-type: none"> - Meeting with Working Group on Math Teacher (see the Annex to the Mission Report of Activity 1.5.7 for the list of participants) (<i>within the mission of STEs Ms. Antra Ozola and Mr. Janis Mencis</i>). - Deskwork. Working on a new standard for the study programme of Primary school teacher (<i>for the STE Ms. Ineta Helmane</i>). <p>10 October 2019</p> <ul style="list-style-type: none"> - A visit to Azerbaijan State Pedagogical University, Baku State University and Baku Engineering University to meet with academic staff from relevant chairs to collect their views and suggestions regarding the state standard for the study programmes in Informatics Teacher and Math Teacher (<i>for the STEs Ms. Antra Ozola and Mr. Janis Mencis</i>). - A visit to Azerbaijan State Pedagogical University to meet with academic staff from relevant chairs to collect their views and suggestions regarding the state standard for the study programmes in Primary

School Teacher (for the STE Ms. Ineta Helmane).

11 October 2019

- Report writing
- Meeting with RTA Ms. Elizaveta Bydanova and staff of the MoE Higher Education Department to debrief about the results of the mission (Ms. Vusala Gurbanova, CL I).

Objectives and tasks of the Mission:

The objective of this activity was to provide revision of the state standard for study programme in the field of Biology by field experts.

Recommendations and results:

See the Mission Report of Activity 1.5.7 in the Annex.

Component 2. Pilot Study Programme Curricula in Priority Sectors are Improved to be More Student-Centred

Reference number and title of Activity

Activity 2.3 Hold training workshops on innovative teaching, learning and assessment methods, including the allocation of credits based on learning outcomes and student workload in order to ensure that student-centred curricula are also implemented in practice

Name of MS experts who delivered it:

Ms. Māra Jure (LV)

Duration of the Activity

7 – 11 October 2019 (5/15 working days)

SCHEDULE OF THE MISSION:

7 October 2019

- Debriefing with RTA. Preparation for the workshops at pilot HEIs.

8 October 2019

- Workshop on writing and assessment of learning outcomes at Azerbaijan State Pedagogical University (ASPU) for the academic staff of ASPU and Sumgait State University.

Stakeholders: See the Annex to the mission report of Activity 2.3.

9 October 2019

- Workshop on writing and assessment of learning outcomes at Azerbaijan Technical University (AzTU) for the academic staff from AzTU and Azerbaijan Oil and Industry University.

Stakeholders: See the Annex to the mission report of Activity 2.3.

10 October 2019

- Workshop on writing and assessment of learning outcomes at Baku State University (BSU) for the academic staff from BSU and Baku Engineering university.

Stakeholders: See the Annex to the mission report of Activity 2.3.

11 October 2019

- Meeting with RTA Ms. Lisa Bydanova and Ms. Vusala Gurbanova, CL I to debrief about the mission results.

Objectives and tasks of the Mission:

- To deliver workshops on EU best practices in writing and assessment of learning outcomes.

Recommendations and results:

See the Mission Report of Activity 2.3 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 3.6.1 Conduct training for external reviewers, establish a pool of trained reviewers

Names of MS expert(s) who delivered it

Ms. Rasa Penkauskiene (LT), Ms. Jolanta Silka (LV)

Duration of the activity

9 – 13 September 2019 (10/20 STE Working Days)

MISSION SCHEDULE**9 September 2019**

- Meeting with ANO staff. Discussing the trainings for external evaluators.

10 September 2019

- Delivering training of external evaluators for academic staff selected by Twinning office and ANO.

Stakeholders: See the Annex to the mission report of Activity 3.6.1.

11 September 2019

- Delivering training of external evaluators for academic staff selected by Twinning office and ANO.

Stakeholders: See the Annex to the mission report of Activity 3.6.1.

12 September 2019

- Delivering training of external evaluators for academic staff selected by Twinning office and ANO.

Stakeholders: See the Annex to the mission report of Activity 3.6.1.

13 September 2019

- Debriefing session. Report writing.

Objectives and tasks of the Mission:

The objective of the mission was to train a pool of reviewers including student representatives and representatives of the labour market so that they act as external reviewers of study programmes for ANO as well as participate in mock evaluations of study programmes to be implemented in pilot universities in the upcoming months of Twinning project implementation.

Recommendations and results: See the Mission Report of Activity 3.6.1 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 3.6.2 Conduct training for external reviewers, establish a pool of trained reviewers

Names of MS expert(s) who delivered it

Ms. Eliane Kotler (FR), Ms. Michelle Houpe (FR)

Duration of the activity

30 September – 4 October 2019 (10/10 STE Working Days)

MISSION SCHEDULE**30 September 2019**

- Meeting with ANO staff to prepare for the training sessions.

1 October 2019

- Training day 1. Methodology, criteria and indicators for study programme evaluation: presentation by the experts, and workshop about the preparation of the site visit.

Stakeholders: See the Annex to the Mission Report of Activity 3.6.2

2 October 2019

- Training day 2. On-site visit: interview ethics and techniques. Presentation of the role and duties of the external evaluators. Workshop about the conduct of the on-site visit.

Stakeholders: See the Annex to the Mission Report of Activity 3.6.2

3 October 2019

- Training day 3. Writing a good evaluation report: presentation by the experts and workshop about the drafting of some criteria evaluation. Debriefing with ANO.

Stakeholders: See the Annex to the Mission Report of Activity 3.6.2

4 October 2019

- Report writing

Objectives and tasks of the Mission:

The objective of the mission was to train a pool of reviewers including student representatives and representatives of the labour market so that they act as external reviewers of study programmes for ANO as well as participate in mock evaluations of study programmes to be implemented in pilot universities in the upcoming months of Twinning project implementation.

Recommendations and results:

See the Mission Report of Activity 3.6.2 in the Annex.

Missions and STE Working Days in 6th Quarter

ACTIVITIES	PLAN							
TOTAL NUMBER OF STE DAYS	Planned	QP 1	QP 2	QP 3	QR4	QR5	QR6	
GENERAL ACTIVITIES								
Kick-off Meeting	3		3					3
Steering Committee Meetings	48	6	6	6	6	6	6	36
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		38	73 35 (10 extra WD were allocated from Act. 1.2 through SL 2 as the BC asked for the additional review of subjects in pilot SSSP) 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	30					15		15

student-centred study programme, which includes the basic parameters for the development and review of study programmes at institutional level								
2.2 Develop a methodological compendium on how learning outcomes are identified and designed, which will guide people responsible for development and review of programme in implementing a student-centred approach	20				5			5
2.3 Hold training workshops on innovative teaching, learning and assessment methods, including the allocation of credits based on learning outcomes and student workload in order to ensure that student-centred curricula are also implemented in practice	15						5	5
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							-
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							-
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 6th Quarterly Report, 3 workshops and 6 trainings were organised, involving respectively 82 participants (51 men, 31 women) of the MoE, HEIs and other stakeholders.

In total, since the project start, 9 trainings, 91 workshops, 32 interviews and 1 kick-off event were organised, involving 1216 participants from the BC.

Training sessions and training participants in Quarter 6

UPDATED 31.10.2019

Number of project activities in Quarter 6						
Number of trainings, workshops, interviews, etc.	Component					SUM
	0	1	2	3	4	
• Trainings				6		6
• Workshops			3			3
• Interviews						
• Kick-off and closing meetings						9
Total						

Number of participants in Quarter 6						
Number of participants (MoE officials, HEIs representatives, students, stakeholders, etc.)	Component					SUM
	0	1	2	3	4	
• Trainings				34		34 (21 men, 13 women)
• Workshops			48			48 (30 men, 18 women)
• Interviews						
• Kick-off and closing meetings		•		48	34	82
Total						

Number of project activities in Quarter 1-6						
Number of trainings, workshops, interviews, etc.	Component					SUM
	0	1	2	3	4	
• Trainings				9		9
• Workshops		31	15	36	9	91
• Interviews		26	4		2	32
• Kick-off and closing meetings	1					1
Total	1	57	19	45	11	133

Number of participants in Quarter 1-6

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	100	835 (470 men, 365 women)
• Interviews		100	6		33	139
• Kick-off and closing meetings	90					90
Total	90	365	259	369	133	1216

Project Management

Side letters

- **Side Letter No. 7** of 18 September 2019 a) reallocated additional budget to nominate new experts for the Activity 1.5. focused on providing recommendations for improvement of **education standards for programmes in priority areas**. As a result, field experts specialized in Biology, Ecology, Geography, Information Technology, Primary School Teacher, Chemistry Teacher and Oil and Gas Engineering were added to the original pool of experts; b) it also replaced Mr. Pierre Courtellemont (Cat I) by Mrs. Michelle Houpe (Cat I) for the Activity 3.6., focused on **training of external reviewers** c) it also replaced Mr. J-J.Paul (Cat I) by an expert Mrs. Māra Jure (Cat II) for Act. 2.3. Mrs. Jure is a new expert to the project. She was suggested to be added for her expertise on **assessment of learning outcomes**.
- **Side Letter No. 8** of 27 September 2019 a) aimed to reallocate additional budget and nominate new experts for the Activity 1.5. focused on providing recommendations for improvement of education standards for programmes in Informatics Teacher, Math Teacher and Electrical Engineering. However, **Side Letter No.8 was not approved** by the EU Delegation in Baku as the suggested experts lacked a civil servant status, a fact that runs contrary to Twinning rules.

New appointments

- **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 in July 2019. Despite his new appointment, Mr. Bayramov retains his position as Project Leader from Beneficiary's side.
- **Mr. Tural Ahmadov**, Head of International Relations Unit at the International Cooperation Department of the Ministry of Education, was appointed member of the Project Steering Committee of the Twinning project to replace Mr. Parviz Yusifov in the PSC meetings as the latter has been appointed Director of the Agency for Vocational Education and Training.
- **Mrs. Lala Abasova** was appointed Acting Head of Accreditation Department at the MoE.

Links with other on-going/ previous projects:

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

Visibility:

Over the 6th 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

6th Quarter

- 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

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- 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

Recuperation of delays

The **Activity 2.3** *Hold training workshops on innovative teaching, learning and assessment methods, including the allocation of credits based on learning outcomes and student workload in order to ensure that student-centred curricula are also implemented in practice*, which was originally planned for the 16th month (mid-July – mid-August 2019) of the project, was implemented in the 18th month (mid-September – mid-October 2019).

The **Activity 3.6** *Conduct training for external reviewers, establish a pool of trained reviewers*, which was originally planned for the 12th month (mid-March - mid-April 2019) of the project, was implemented in the 18th month (mid-September – mid-October 2019).

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

N/A

Activities performed with advance

No Activity was performed with advance.

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:

- Accompany the implementation of newly developed state standards for selected pilot study programmes through workshops with selected chairs (**Activity 1.5** "Provide recommendations for improvement of **education standards for programmes in the priority areas** (incl. legislative arrangements) with a view to describing achievements based on competences and skills, considering the AzQF");
- Further support ANO with capacity building in programme evaluation through drafting a roadmap for implementation of programme evaluation in Azerbaijan (**Activity 3.2** "Undertake **capacity building activities** for relevant stakeholders to enhance their **accreditation-related capacities**");
- More workshops for innovative teaching, learning and assessment (**Activity 2.3** "Hold training **workshops on innovative teaching, learning and assessment methods**, including the allocation of credits based on learning outcomes and student workload in order to ensure that student-centred curricula are also implemented in practice").

Recommendations

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

Outlook to the next quarter

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

- to finalise the **revision of SSSP for selected programmes** (Component 1&2);
- to organising **mock evaluation for selected study programmes** (Component 3),
- to continue progress on **legislative documents revision** (Component 4),
- support **student-centred approach in pilot programmes** (Component 2).

The following activities should be progressed through during the QP6:

COMPONENT 1:

- **Act. 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 (Geography, Oil and Gas Engineering, Electrical Engineering and Chemistry Teacher)

COMPONENT 3:

- **Act. 3.7.1** Undertake a mock accreditation in Computer Engineering (ASOIU; BEU; SSU; AzTU)
- **Act. 3.7.2** Undertake a mock accreditation in Math Teacher (BSU; AzPU; BEU – Math&Informatics Teacher)
- **Act. 3.7.3** Undertake a mock accreditation in Physics (BSU; SSU)
- **Act. 3.7.4** Undertake a mock accreditation in Chemical Engineering (BSU; ASOIU; BEU; SSU)
- **Act. 3.7.5** Undertake a mock accreditation in Informatics Teacher (BSU; AzPU; SSU – Math&Informatics Teacher)
- **Act. 3.7.6** Undertake a mock accreditation in Computer Sciences (BSU; ASOIU; AzTU)

COMPONENT 4:

- **Act. 4.5** Assess governance in 3 pilot universities and mapping university governance in at least 5 countries in EU/internationally

Confirmed Missions for 7th Quarter

14.10-18.10.2019	Act. 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 (Geography, Oil and Gas Engineering, Electrical Engineering and Chemistry Teacher) STEs: Ms. Françoise Le Guen (FR), Ms. Dace Namsone (LV), Ms. Zaiga Krišjāne (LV), Mr. Aigors Vitols.
28.10-02.11.2019	Act. 3.7.1 Undertake a mock accreditation in Computer Engineering (ASOIU; BEU; SSU; AzTU) STEs: Ms. Jolita Butkiene (LT), Mr. Audrius Lopata (LT)
12.11-15.11.2019	Act. 3.7.3 Undertake a mock accreditation in Physics (BSU; SSU) STEs: Ms. Eliane Kotler (FR), Mr. Philippe Turek (FR)
25.11-29.11.2019	Act. 3.7.2 Undertake a mock accreditation in Math Teacher (BSU; AzPU; BEU – Math&Informatics Teacher) STEs: Mr. Janis Mencis (LV), Tatyana Volkova (LV)
02.12-06.12.2019	Act. 3.7.4 Undertake a mock accreditation in Chemical Engineering (BSU; ASOIU; BEU; SSU) STEs: Mr. Jean-Marc Planeix (FR), Ms. Jolanta Silka (LV)
09.12-14.12.2019	Act. 3.7.5 Undertake a mock accreditation in Informatics Teacher (BSU; AzPU; SSU – Math&Informatics Teacher) STEs: Ms. Nora Skrabuskine or Jolita Butkiene (LT), Ms. Antra Ozola (LV)

16.12-20.12.2019

Act. 4.5 Assess governance in 3 pilot universities and mapping university governance in at least 5 countries in EU/internationally
STEs: Mr. Jean-Jacques Paul (FR), Ms. Jurgita Siugždinienė (LT)

06.01-10.01.2020

Act. 3.7.6 Undertake a mock accreditation in Computer Sciences (BSU; ASOIU; AzTU)
STEs: Mr. Pierre Collet (FR), Ms. I. Saviskiėne (LT)

Any other issues:

7th Project Steering Committee Meeting is suggested to take place in **late February 2019**.

Section 3: Expenditures

Period: 13.07.2019 - 12.10.2019

Section n°	Name of services / goods purchased or direct costs	Date(s) of services	Invoice number	Date of invoice	Breakdown and clarification	Amount paid in local currency (if applicable)	INFOEURO exchange rate	Amount paid in EUR	Amount foreseen in original budget	Amount introduced by side letter /amendment	Amount charged to contingencies	
1	Resident Twinning Advisor remuneration: Mrs Elizaveta Bydanova											
	Basic salary and non-wage labour costs	15/07/2019-15/10/2019	Payroll from CIEP	25/07/2019 26/08/2019 24/09/2019	Basic salary: 2454,86Euros non-wage labour costs: 2201,86 Euros; 3x*4656,72 Euros			13 970,16 €	14 400,00 €			
	6% of salary and non-wage labour costs	15/07/2019-15/10/2019	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%)	15/07/2019-15/10/2019	Invoice 13 Invoice 14 Invoice 15	25/07/2019 21/10/2019	92 days * 146,50 Euros			13 478,00 €	13 478,00 €			
	Health and accident insurance for RTA	15/07/2019-15/10/2019	MAAF INSURANCE INVOICE 175583057S	25/07/2019 21/10/2019	INSURANCE FEES (54,26+8,53+16,59 Euros) *3 months			238,14 €	600,00 €			
	Accommodation	15/07/2019-15/10/2019	Lease agreement	25/07/2019 21/10/2019	RENT 1000 Euros * 3 months			3 000,00 €	3 000,00 €			
	Monthly allowance for APEC return trip	15/07/2019-15/10/2019	Invoice 13 Invoice 14 Invoice 15	25/07/2019 21/10/2019	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 Tarian ARZUMANOV	START OF CONTRACT 29/05/2018	Invoice F07-2019/F08-2019/F09-2019	25/07/2019 27/09/2019	(1400 Euros*3 months)			4 200,00 €	4 200,00 €			

RTA ASSISTANT Ayfel ATAKISHIEVA	START OF CONTRACT 01/06/2018	Invoice F 14-2019/F15- 2018/F16-2019	25/07/2019 27/09/2019	(1400 Euros*3 months)		4 200,00 €	4 200,00 €
Sub total RTA Assistants						8 400,00 €	8 400,00 €
Project coordination cost							
STEERING COMMITTEE							
Bruno CURVALE Senior MS PL (FR) Paris-Baku				Arrival Paris-Baku 11/09/2019 at 21.05 Departure Baku- Paris 14/09/2019 at 06.30		700,00 €	700,00 €
Fees -STE Cat II	12- 13/09/2019	Payroll from CIEP	24/09/2019	2 days*350 Euros		1 050,00 €	1 050,00 €
Project Management Cost	12- 13/09/2019			1,5*(1days*350 Euros)		879,00 €	879,00 €
Perdiem	11- 13/09/2019	Depl 2086	05/09/2019 23/09/2019	3days*293 Euros		700,00 €	700,00 €
International travel	11- 14/09/2019	JANCARTHIER INVOICE F0010940119 E visa AE 101840067	28/08/19 03/09/19	Airticket [PARIS - BAKU - PARIS] , eco class 1X(747.2 Euros) VISA 1*24 USD			68,88 €
Gedrius VILIUNAS. Junior MS PL (LT) Vilnius-Baku Steering Committe 12/07/18				Arrival Vilnius-Baku the 11/09/2018 at 21.05 Departure Baku- Vilnius the 14/09/2018 at 12.55		700,00 €	700,00 €
Fees -STE Cat II (correction from first trimester)	12- 13/09/2019	Pay roll 3008455435	20/09/2019	2*days*350 Euros		1 050,00 €	1 050,00 €
Project Management Cost	12- 13/09/2019			1,5*(2*days*350 Euros)			

International travel	13-19/10/2019	Invoice Ballatour n° 859	13/10/19	Airticket [RIGA - BAKU - RIGA], eco class 1X(583,20Euros)		583,20 €	700,00 €	
		EVisa AE101911785	11/10/19	VISA (1*89)		89,00 €		
	14/10/2019	Invoice Baki Taksi Xidmeti	14/10/19	Taxi (1*28azn)	28azn	15,06 €		
F. Leguen (FR) Lannion -Bakou				Arrival Lannion-Baku 14/10/2019 at 05:35 Departure Baku-Vilnius 19/10/2019 at 06:30				
Fees -STE Cat I	14-18/10/2019	Payroll CIEP	01/11/2019	5 days*250 Euros		1 250,00 €	1 750,00 €	
Project Management Cost	14-18/10/2019			1,5*(5days*250 Euros)		1 875,00 €	1 875,00 €	
Perdiem	13-18/10/2019	Invoice Austin Hotel N° 30658		1*6days*293 Euros		1 758,00 €	1 758,00 €	
International travel	13-19/10/2019	Invoice Jancarthier n°F001-0949886	24/09/19	Airticket [PARIS - BAKU - PARIS], eco class 1X(648,20 Euros)		700,00 €	700,00 €	221,33 €
		Invoice Jancarthier n°F001-0949885	24/09/19	Train Ticket (LANNION-PARIS-LANNION) eco class 1X(215,18 Euros)				
		Ticket Le bus direct	13-19/10/2019	Ticket Public Transport (1*36 Euros)				
		EVisa AE10199612	04/10/19	VISA (1*24 USD)	24azn			
Total 1.5						56 855,76 €	59 247,00 €	617,18 €
Total activity 1						56 855,76 €	59 247,00 €	617,18 €

Pilot study programme curricula in priority sectors are improved to be more student-centred

2.3 Hold training workshops on innovative teaching, learning and assessment methods, including the allocation of credits based on learning outcomes and student workload in order to ensure that student-centred curricula are also implemented in practice										
Mara JURE (Lv) Riga -Bakou					Arrival Riga - Baku 07/10/2019 at 21.05 Departure Baku- Riga 12/10/2019 at 08.45					
Fees -STE Cat I	08- 11/10/2019	Payroll FR AA2019-10-087	18/10/2019	5 days*350 Euros	1 750,00 €	1 750,00 €				
Project Management Cost	08- 11/10/2019			1,5*(5days*350 Euros)	2 625,00 €	2 625,00 €				
Perdiem	08- 11/10/2019	Invoice HotelViva Boutique Hotel n°160919	17/10/2019	1*6days*293 Euros	1 758,00 €	1 758,00 €				
International travel	08- 11/10/2019	Invoice Baltatour n° 823 EVisa AE101904979	06/10/19	Airticket [RIGA - BAKU - RIGA], eco class 1X(567,20 Euros)	567,20 €	700,00 €				
Total 2.3				VISA (1*22,51 Euros)	22,51 €					0,00 €
2.4 Review and amend curricula in the priority areas in pilot universities to incorporate learning outcomes and inform and raise awareness about these achievements										
Pierre COLLET (FR)				Arrival Strasbourg- Baku the 02/06/2019 at 20.25 Departure Baku- Strasbourg the 06/05/2019 at 04.30						
International travel	02- 08/06/2019	EVisa AE 101424432	24/05/19	VISA (1*24USD)	24usd	0,89686	21,52 €	0,00 €		21,52 €
Total 2.4							21,52 €	0,00 €		21,52 €
Total activity 2							6 744,23 €	6 833,00 €	0,00 €	21,52 €
3 Result 3: The quality assurance system is further developed to reflect the student-centeredness of study programmes										
3.6 Internal component quality assurance to measure the component results appropriation and support project sustainabilities										

Fees -STE Cat I	30/09-05/10/2019	Payroll CIEP	28/10/2019	5 days*250 Euros				1 250,00 €	1 250,00 €	
Project Management Cost	30/09-05/10/2019			1,5*(5days*250 Euros)				1 875,00 €	1 875,00 €	
Perdiem	29/09-05/10/2019	Depl 10087	13/09/2019 31/10/2019	1*6days*293 Euros				1 758,00 €	1 758,00 €	
International travel	29/09-05/10/2019	Invoice Jancarther n°F001-0940805	30/08/19	Airticket [NICE - BAKU - NICE], eco class 1X(914,06 Euros)				700,00 €	700,00 €	235,74 €
M. Houcpe (FR) Nice-Baku		EVisa AE101871246	12/09/19	VISA (1*24USD)		24usd	0,90318			
				Arrival Paris-Baku the 29/09/2019 at 18 35 Departure Baku-Paris the 05/10/2019 at 06 30						
Fees -STE Cat I	30/09-05/10/2019	Payroll CIEP		5 days*250 Euros				1 250,00 €	1 250,00 €	
Project Management Cost	30/09-05/10/2019			1,5*(5days*250 Euros)				1 875,00 €	1 875,00 €	
Perdiem	29/09-05/10/2019	Depl 10109	02/10/2019 13/11/2019	1*6days*293 Euros				1 758,00 €	1 758,00 €	
International travel	29/09-05/10/2019	Invoice Jancarther n°F001-0441238	13/09/19	Airticket [PARIS - BAKU - PARIS], eco class 1X(725.2 Euros)				700,00 €	700,00 €	46,88 €
		EVisa AE101871246	12/09/19	VISA (1*24USD)		24usd	0,90318			
Total 3,6								23 432,44 €	23 582,00 €	282,62 €
Sub-total Component 3								23 432,44 €	23 582,00 €	282,62 €
Total 6th quarterly report								139 704,23€	142 491,00 €	0,00 €

Provision for charges in prices (up to a maximum of 2,5% of sub-total)					
Steering Committee Bruno CURVALE International travel	28/08/2019		Airticket [PARIS - BAKU - PARIS] , eco class 1X(747.2 Euros)		68,88 €
	03/09/2019		VISA 1*24 USD		

Activity 1.5 Meza Trine Johansen International travel	28/09/-05/10/2019	Airticket [VILNIUS - BAKU - VILNIUS], eco class 1X(1003.63 Euros)	325,31 €	325,31 €
		VISA (1*24USD)		
Activity 1.5 Zaiga Krisjane International travel	13-19/10/2019	Airticket [RIGA - BAKU - RIGA], eco class 1X(748,20Euros)	70,74 €	70,74 €
		VISA (1*22,34)		
		Airticket [PARIS - BAKU - PARIS], eco class 1X(648.20 Euros)		
		Train Ticket (LANNION-PARIS-LANNION) eco class 1X(215.18€)	221,33 €	221,33 €
Activity 1.5 Françoise LEGUEN International travel	13-19/10/2019	Ticket Public Transport		
		VISA (1*24 USD)		
Activity 2.4 Pierre Collet International travel	02-08/06/2019	VISA (1*24USD)	21,52 €	21,52 €
Activity 3.6 Eliane Kotler International travel	29/09-05/10/2019	Airticket [NICE - BAKU - NICE], eco class 1X(914.06 Euros)	235,74 €	235,74 €
		VISA (1*24USD)		
Activity 3.6 Michelle Houppe International travel	29/09-05/10/2019	Airticket [PARIS - BAKU - PARIS], eco class 1X(725.2 Euros)	46,88 €	46,88 €
		VISA (1*24USD)		
Total Provision for charge			990,40 €	990,40 €

Section 4: Annexes (Mission reports)

1) Mission Reports of Activity 1.5.5

- a) *Mission report of the mission on revision of Ecology state standard*
Appendix 1. Environmental science study content at University of Latvia, Latvia
Appendix 2. Links to information on environmental science study programs
Appendix 3. List of participants

- b) *Mission report of the mission on revision of Geography state standard*
Annex 1. Draft of "State standard of bachelor programme of Geography"
Annex 2. Table of geography related study programmes in the classification of specialties (programmes) of higher education
Annex 3. Lithuanian study classification (in Lithuanian)
Annex 4. "Descriptor of the Study Fields of Physical and Human Geography" (approved by Order No V-928 of the Minister of Education and Science of the Republic of Lithuania of 27 July 2015)
Annex 5. Geography study programme of Latvia State University
Annex 6. Geography study programme of Greifswald University (translated from German)
Annex 7. List of participants

- c) *Mission report of the mission on revision of Information Technology State Standard*
Annex 1. Model_NewSSSP in ITs_BSc_AL_20191021
Annex 2. Business_Informatics_Bachelor
Annex 3. Business_Informatics_Master
Annex 4. Informatics_Bachelor Sample
Annex 5. Informatics_Engineering_Bachelor_Sample
Annex 6. Information_Systems_and_Cyber_Security_2019
Annex 7. Information_Systems_Bachelor_Sample
Annex 8. List of participants

2) Mission Report of Activity 1.5.6

- Annex 1. Examples for BSc and MSc programs in other European countries
Annex 2. Example of classification of MSc programs
Annex 3. New state standard for BSc in Biology
Annex 4. List of participants

3) Mission Report of Activity 1.5.7

- a) *Mission report of the mission on revision of Informatics teacher state standard*
Annex 1. Professional Bachelor's Degree in Education, Teacher of Informatics and Programming (University of Latvia)
Annex 2. Lithuanian University of Education - Mathematics and Informatics Teacher
Annex 3. List of participants

- b) *Mission report of the mission of revision of Math teacher state standard*
Annex 1. Professional bachelor study programme of Math teacher
Annex 2. Sample of curriculum of Math teacher (Tallinn University)
Annex 3. List of participants

- c) *Mission report of the mission on revision of Primary School Teacher state standard*
Annex 1. Teacher education systems in the European Union are compiled on the European Commission platform
Annex 2. Self-directed learning. Barkeley Center for Teaching & Learning. Active Learning Strategies.
Annex 3. List of participants

4) Mission Report of Activity 2.3

Annex 1. Presentation on Writing and Assessing Learning Outcomes

Annex 2. Practical exercises how to write learning outcomes 1.

Annex 3. Presentation on assessment and grading

Annex 4. Practical exercise on how to write learning outcomes 2.

Annex 5. Teaching/learning methods and corresponding assessment methods (practical exercise).

Annex 6. Teaching/learning methods and assessment methods (practical exercise).

Annex 7. Teaching/learning methods and assessment methods (practical exercise).

Annex 8. Egracons Grading Table Data Template Instructions

Annex 9. Lists of participants

5) Mission Report of Activity 3.6.1

Annex 1. PPT on training of external reviewers (1)

Annex 2. PPT on training of external reviews (2)

Annex 3. Description of roles

Annex 4. PPT on training of external reviewers (3)

Annex 5. Test for reviewers

Annex 6. List of participants

6) Mission Report of Activity 3.6.2

Annex 1. PPT on Methodology, Criteria and Indicators

Annex 2. PPT on Experts and Ethics

Annex 3. PPT on Writing a Good Evaluation Report

Annex 4. Test for reviewers

Annex 5. See the text of the Mission Report.

