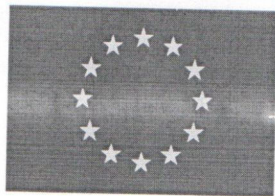


TWINNING INTERIM QUARTERLY REPORT NUMBER 1



EUROPEAN COMMISSION

EU Delegation to Azerbaijan					
Reg.In No:		Date: 17.07.18			
	HoD	OPS	CFS	ADM	PEP
ACTION					
INFO					
FILING	3813315				

TWINNING PROJECT  
INTERIM QUARTERLY REPORT

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

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

European Social Fund Agency (ESFA) (Lithuania)

Academic Information Center (AIC) (Latvia)

Ministry of Education of the Republic of Azerbaijan (MoE)

**Date:** 12 July 2018

## LIST OF ABBREVIATIONS

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

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

**Section 1: Project data**

<b>Twinning Contract Number</b>	AZ/14/ENI/OT/01/17
<b>Project Title:</b>	Support to Strengthening the higher education system in Azerbaijan
<b>Twinning Partners (MS and BC)</b>	Centre for Pedagogical Studies of the Republic of France (CIEP) European Social Fund Agency (ESFA) (Lithuania) Academic Information Center (AIC) The Ministry of Education of the Republic of Azerbaijan (MoE)
<b>Report Number:</b>	1
<b>Period covered by the report:</b>	13 April 2018- 12 July 2018
<b>Duration of the project:</b>	13 <sup>th</sup> of April 2018 – 12 <sup>th</sup> April 2020 (24 months)
<b>Rapporteur:</b>	Mr. Bruno Curvale, MS Project Leader Mr. Shahin Bayramov, BC Project Leader

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



Mr. Bruno Curvale



Mr. Shahin Bayramov

Date

12<sup>th</sup> of July 2018

Date

12.07.2018

## **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**

<b>Overall objective and indicators of achievement</b>	
To further develop Azerbaijan's higher education system through aligning it with a competence-based education approach.	
<b>Indicator of achievement</b>	<b>State of achievement/ problems encountered</b>
Positive assessment of the progress made towards the implementation of the Bologna Process.	<ul style="list-style-type: none"> <li>• The legislative documents in the BC impart already the notions of the Bologna Process principles, and there is a clear politic will to reinforce the collaboration between Azerbaijan and EU countries (for ex., all HEIs met so far consider mobility a priority). In general, focus groups demonstrated good knowledge of the European Higher Education Area (EHEA) basic principles, as well as willingness to shift towards student-centred learning and competence-based higher education. Yet the practical implementation of the competence-based higher education was named to be main issue both by the Ministry and HEIs.</li> <li>• While the Bologna process is known by all universities encountered during the first missions of the project, there appears sometimes to be a misunderstanding and 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.</li> </ul>

- **Project purpose**

<b>Project purpose and indicators of achievement</b>	
To increase the institutional capacities of the Ministry of Education, higher education institutions and the Accreditation and Nostrification Office for the continued introduction of the principles, mechanisms, tools and policies of the European Higher Education Area (EHEA) and to ensure their consistent implementation and application supporting the shift towards a student-centred system.	
<b>Indicator of achievement</b>	<b>State of achievement/ problems encountered</b>
<ul style="list-style-type: none"> <li>- MoE, higher education institutions and Accreditation and Nostrification Office have been trained on principles, mechanisms, tools and policies of the European Higher Education Area on student - centred concept;</li> <li>- Processes and methodologies for streamlining competence-based education provision in line with the EU best practices adapted to BC context developed and piloted;</li> <li>- The improved capacity of the Accreditation and Nostrification Office results in a compliance with the ESG.</li> </ul>	First missions aimed mostly at fact-funding rather than capacity reinforcement.

- **Policy Developments during the first quarter of the project**

- Mr. Jeyhun Bayramov was appointed as a new education minister of Azerbaijan at the presidential order on 23th of April. Formerly he was deputy to the previous education minister Mr. Mikayil Jabbarov (2013-2017).

- **Project Assumptions**

Project Assumptions	Assessment of implementation
<p><b>Project Purpose</b></p> <ul style="list-style-type: none"> <li>• The Government maintains its political will to modernise its higher education system;</li> <li>• Universities are willing to cooperate;</li> <li>• MS partners adapt to local context and constraints.</li> </ul>	<ul style="list-style-type: none"> <li>- The government maintains its political will to modernise the system.</li> <li>- universities are very much willing to cooperate</li> <li>- the MS partners try to adapt to local context.</li> </ul>
<p><b>Component 1:</b></p> <ul style="list-style-type: none"> <li>• The Government maintains its political will to modernise its higher education system;</li> <li>• The MoE and the Ministry of Labour cooperate effectively in relation to the provision of data that informs about labour market needs and requirements;</li> <li>• The MoE deploys adequate human resources.</li> </ul>	<ul style="list-style-type: none"> <li>- The government maintains its political will to modernise the system,</li> <li>- MoE cooperates effectively in relation to the provision of data that informs about labour market needs and requirements; the cooperation with the Ministry of Labour could be further strengthened;</li> <li>- The MoE deploys adequate human resources as according to their current capacities.</li> </ul>
<p><b>Component 2:</b></p> <ul style="list-style-type: none"> <li>• The Government maintains its political will to modernise its higher education system;</li> <li>• The MoE and Higher Education Institutions remain committed to reforming curricula;</li> <li>• The MoE and the higher education institutions deploy adequate human resources.</li> </ul>	<ul style="list-style-type: none"> <li>- N/A (component not started yet).</li> </ul>
<p><b>Component 3:</b></p> <ul style="list-style-type: none"> <li>• The Government maintains its political will to modernise its higher education system;</li> <li>• The Accreditation and Nostrification Office and higher education institutions cooperate effectively;</li> <li>• The Accreditation and Nostrification Office and higher education institutions deploy adequate human resources.</li> </ul>	<ul style="list-style-type: none"> <li>- N/A (component not started yet).</li> </ul>
<p><b>Component 4:</b></p> <ul style="list-style-type: none"> <li>• The Government maintains its political will to modernise its higher education system;</li> <li>• The MoE and Higher Education Institutions remain committed to reforming curricula;</li> <li>• The MoE and the higher education institutions deploy adequate human resources;</li> <li>• The legal decision-making process will be undertaken in a timely manner.</li> </ul>	<ul style="list-style-type: none"> <li>- N/A (component not started yet).</li> </ul>

## 2B - ACHIEVEMENT OF MANDATORY RESULTS

### Results under components

Results and indicators of achievement	State of achievement/ problems encountered
<b>Result 1 Selected National Education Standards are aligned to include a competence-based focus</b>	
<ul style="list-style-type: none"> <li>- A concept and methodology for transforming education standards to be competence-based is improved;</li> <li>- National education standards for programmes in three sectors are updated;</li> <li>- A methodology for transforming labour market intelligence into programme specific education requirements is developed;</li> <li>- National classifications for programmes in three sectors are developed;</li> <li>- Visibility materials are developed that informs about the benefits of competence-based education;</li> <li>- A study visit of up to 7 MoE members is organised in an EU Member State on competence based education system.</li> </ul>	<p><b>On-going</b></p> <p><b>A draft document on concept and methodology for transforming education standards to be competence-based has been provided. It will be further discussed with stakeholders during two more missions under this activity to be performed in September.</b></p> <p><b>3 priority sectors with 15 study programmes for pilot are suggested; but national standards in those areas have not been revised yet.</b></p> <p><b>All other indicators have not been addressed yet by project activities</b></p>
<b>Result 2. Pilot Study programmes in priority areas of education are improved to be more student-centred</b>	
<ul style="list-style-type: none"> <li>- A concept of student centred study programme is developed;</li> <li>- At least 12 study programmes are revised;</li> <li>- A methodological compendium on the use of learning outcomes is developed;</li> <li>- A training workshop on student-centred approaches for teaching, learning and assessment is organised.</li> <li>- Programme regulations on recognition developed.</li> </ul>	<p><b>Not started yet</b></p>
<b>Result 3 The quality assurance system is further developed to reflect the student-centeredness of study programmes</b>	
<ul style="list-style-type: none"> <li>- Standards for programme accreditation are improved:</li> <li>- A handbook on self-evaluation processes of MEI is developed;</li> <li>- A training workshop for higher education institutions on self-evaluation is conducted;</li> <li>- At least 12 self-evaluation reports for the pilot study programmes are</li> </ul>	<p><b>Not started yet</b></p>



<p>compiled;</p> <ul style="list-style-type: none"> <li>- At least 4 mock accreditations of study programmes are conducted;</li> <li>- A pool of reviewers, including student representatives and representatives of the labour market is trained;</li> <li>- A study visit of up to 7 MoE members is organised in an EU Member State on Quality Assurance in the EHEA;</li> <li>- A study visit of up to 7 MoE members is organised in an EU Member State on student-centeredness of study programmes.</li> </ul>	
<p><b>Result 4. Recommendations on amendments of legislative and regulative framework developed</b></p>	
<ul style="list-style-type: none"> <li>- A synopsis report on the legal and regulatory system for education standards, credit system. Recognition and quality assurance of study programmes is compiled:</li> <li>- A proposal for the amendment of legal regulations is prepared to ensure that the credit system is based on the concept of learning outcomes and student workload:</li> <li>- Regulations for recognition at institutional level are amended in line with European best practices to allow for recognition of parts of studies based on learning outcomes:</li> <li>- A proposal for the amendment of the legal and regulatory framework for quality assurance is prepared;</li> <li>- A proposal to enhance the governance system of three pilot universities is developed and tested.</li> </ul>	<p><b>Not started yet</b></p>

## 2C. ACTIVITIES IN THE REPORTING PERIOD

A total of seven expert missions, with a total 33 STE working days were implemented during the reporting period. Summaries of the STE reports are presented below and the whole reports are to be found in the annexes to this report. The main task of the reporting period was a **diagnostic of the current situation and capacity building of MoE staff** on competence-based practices in higher education. Three capacity reinforcement meetings were carried out for MoE staff during this quarterly period.

<b>Component 1 Selected National Education Standards are aligned to include a competence-based focus</b>
<b>Reference number and title of Activity</b> <b>Activity 1.1.</b> Improvement of concept and methodology for competence-based education standards
<b>Name of MS experts who delivered it</b> Mr. Bruno Curvale (FR), Mr. Jean-Luc Lamboley (FR), Ms. Inga Juknytė-Petreikienė (LT), Ms. Gunta Kinta (LA)
<b>Duration of the activity</b> 14 – 18 May 2018 (18 / 30 working days)
<b>Meeting with MoE staff – 14.05.2018</b> <b>Participants:</b> Mr. Shahin Bayramov, BC PL; Ms. Vusala Gurbanova, MoE, CL I ; Mr. Yashar Omarov, RTA counterpart. The meeting with the MoE staff was highlighted by the news website run by the Ministry of Education in a special article. The article also tells about the overall objective of this Twinning project. The article can be accessed at <a href="http://tehsil-press.az/index.php?newsid=29660">http://tehsil-press.az/index.php?newsid=29660</a>
<b>Workshop on the best practices on transformation of national standards into competence-based standards – 15.05.2018</b> <b>Participants:</b> Mr. Yagub Piriyevev, Deputy Chief of Staff at MoE; Shahin Bayramov, Deputy Head of Science, Higher Education and Secondary Professional Education Department, BC PL; Mr. Yashar Omarov, senior advisor at MoE, RTA Counterpart; Mr. Azad Akhundov, senior advisor at MoE, Component Leader II; Ms. Nargiz Garakhanova, senior advisor at MoE, Component Leader IV; MoE; Mr. Kamran Rasulov, Senior Advisor at MoE, Ms. Vusala Gurbanova, leading advisor at MoE, Component Leader I.
<b>Interview with the academic staff of the Azerbaijan State Oil and Industry University (ASOIU) – 16.05.2018</b> <b>Participants:</b> Mr. Mustafa Babanlı, Rector, ASOIU; Ms. Jamila Ismayilzade, International Cooperation Office, Director, ASOIU and six more members of the academic staff. The website of the ASOIU had a wide coverage of this meeting with the article titled “ASOIU is the pilot university of Twinning project.” The article can be accessed at <a href="http://asoiu.edu.az/az/news/524-adnsu-tvinning-layihesinin-pilot-universitetlerinden-biridir">http://asoiu.edu.az/az/news/524-adnsu-tvinning-layihesinin-pilot-universitetlerinden-biridir</a>
<b>Interview with the academic staff of the Baku State University (BSU) – 17.05.2018</b> <b>Participants:</b> Mr. Aydin Kazimzade, Vice-Rector, BSU; Ms. Gulheyran Rahimova, Head of International Relations Chair, BSU; Mrs. Elmira Ismayilova, Head of International Programs Department; Mr. Ismat Ahmadov, Associate Professor at Nanomaterials Chair, BSU; Mr. Mammadali Ramazanov, dean, BSU and a few more deans.  The website of the university also reported about this meeting with the article titled “EU experts hold a meeting in BSU as part of Twinning project”. The article can be accessed at <a href="http://bsu.edu.az/az/news/bduda_avropal_ekspertlri_tvinning_layihsi_rivsind_gr_keirilib">http://bsu.edu.az/az/news/bduda_avropal_ekspertlri_tvinning_layihsi_rivsind_gr_keirilib</a>
<b>Objectives and tasks of the Mission:</b> To develop concept and methodology for competence-based education standards
<b>General observations related to the concept and methodology for competence-based education standards:</b> Provisions on the preparation, implementation and continuous improvement of competence-based curricula are not yet clearly defined and detailed in one overarching document that would be acceptable to all social stakeholders of higher education of Azerbaijan. There is a lack of understanding and using of common

language in terms of learning outcomes, competence, qualification, etc. For these reasons, the realization of competences-based studies and the cooperation between the MoE, employers and HEIs is complicated.

It is necessary to consider some amendments to existing national legal documents on higher education, to promote the competence-based higher education system among the governing bodies, HEIs (academic communities) and employers (labour market) of Azerbaijan, as well as provide the methodological guidelines and support for the implementation of the competence-based higher education. The amendments would help Azerbaijani HEIs moving towards a real competence-based teaching, learning and assessment in higher education, and the Azerbaijani higher education system would be explicitly further developed when introducing the competence-based education approach. All the measures are summarized in the concept and methodology for transforming state education standards to be competence-based provided in the mission report.

#### **Recommendations for MoE:**

The following recommendations could be provided regarding the shift towards competence-based higher education:

- National education policy documents and other legal documents should indicate that **competence-based education is the new paradigm** which should be applied in all the study programmes.
- In order to communicate in a common language, national authorities and stakeholders (HEIs, employers and students) have to discuss and agree on the terminology used in the context of competence-based higher education. This glossary (terms and their definitions) should be part of legal provisions, e.g. state education standard. It is suggested that the project supports to **set up a national working group** for development of key concepts of competence-based curricula in Azerbaijan higher education.
- The national authorities and stakeholders of higher education should agree what arrangements should be stipulated by State and what decided by HEIs, as well as **discuss the responsibilities of each stakeholder**.
- To foster the responsiveness of higher education to labour market needs, procedures of designing and updating state education standards and study programmes should be considered to make them less time-consuming.
- All the degree programme profiles and syllabi should be described in terms of competences (generic and subject specific) and learning outcomes.
- The Diploma Supplement, using the Europass template, should be **awarded automatically to all the graduates and free of charge**.
- Since employability is one of the main objectives of all the study programmes, **students should have contacts with the socioeconomic world** through specific activities assessed and integrated in the curricula (placements, internships, summer jobs, field visits, open days etc.).

The shift towards competence-based higher education involves changes in entire higher education system and relates to several aspects as stated below.

- There is need to prepare **a national document regarding the competence-based approach implementation**, to be discussed by all stakeholders. This document should comprise the **definition of common terminology** (covering the terms: learning outcomes, competence, qualifications, student achievements, student workload, study credit, student-centred teaching and learning, stakeholders, quality assurance), - the distribution of roles among stakeholders for ensuring the competence-based approach being used by all stakeholders. A national working group could be established: representatives of academic community (representatives of education science and philology), national Bologna experts team, national authorities to work on it.
- It is recommended to use the **methodology of the Tuning project**<sup>1</sup> to implement a competence-based higher education.
- Setting up of a **teaching team in each HEI**, which would be under the direct responsibility of the vice-rector in charge of education and composed possibly by a member of each faculty, to be trained by the national Bologna experts, and then be in charge of the supervising and monitoring the teaching staffs who have to elaborate the study programme profiles and syllabi.

- A successful implementation of competence-based approach requires a use of National Qualification Framework although it is not yet adopted by the Cabinet of Ministers and not well-known by all stakeholders in Azerbaijan. There is a currently on-going project funded by EU focused on Support to Implementation of National Qualifications Framework in Azerbaijan, launched 5 months ago. The component 3 of the previous Twinning Project aimed at development of QF in cooperation with HEIs as well.

The **recommendations are addressed to the Twinning project team to follow up their implementation at the level of MoE, HEIs and other stakeholders.**

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

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

**Activity 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

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

Mr. Gerard Gasquet (FR), Mr. Gintautas Jakštas (LT)

##### **Duration of the activity**

11 – 15 June 2018 (10/20 STE working days)

##### **WORKSHOP on European practices of using labour market intelligence and analysis of strengths and weakness of current system in Azerbaijan**

**Participants:** Mr. Shahin Bayramov, BC PL; Mr. Yashar Omarov, RTA counterpart; Mr. Azad Akhundov, Component II Leader; Mr. Kamran Rasulov, senior advisor, MoE; Ms. Elmira Manafova, senior specialist, ANO; Ms. Lamiya Panahova, leading specialist, ANO.

##### **Meeting in the Ministry of Labour and Social Protection of Population (MLSP):**

Mr. Elnur Suleymanov, Head of Employment Policy and Demographics Department, MLSP; Ms. Rena Abdullayeva, Deputy Head of Employment Policy and Demographics Department, MLSP; Mr. Isa Hasanov, Head of Unit at State Employment Service, MLSP; Mr. Yashar Omarov, RTA Counterpart.

**Meeting in the Ministry of Economy:** Mr. Jamaladdin Guliyev, Head of Department for Development of Economic and Social Areas; Mr. Natig Mammadli, Head of Unit at the Department for Development of Economic and Social Areas; Mr. Yashar Omarov, RTA Counterpart.

##### **Meeting in the Azerbaijan State Pedagogical University (ASPU):**

Mr. Eldar Aslanov, Vice Rector for Academic Affairs, ASPU; Mr. Senan Aliyev, Head of Academic Affairs Department, ASPU; Ms. Konul Asgarova, Head of Graduates, Coordination and Career Unit, ASPU; Ms. Leyla Aliyeva, Head Methodology and Accreditation Unit, ASPU; Ms. Gulnar Demirova, Specialist at Research and Development Department, ASPU; Mr. Kamran Rasulov, Senior advisor, MoE.

**Meeting in the Azerbaijan State University of Economics (UNEC):** Mr. Anar Rzayev, Vice Rector for International Relations and Programs, UNEC; Mr. Asaf Asadov, Director of UNEC Business Centre; Mr. Vugar Aliyev, Head of Career Development Center, UNEC; Mr. Mirjavid Hasanov, Director of Innovative Business Incubator, UNEC; Mr. Yashar Omarov, RTA Counterpart.

The website of the university also reported about this meeting: <http://news.unec.edu.az/xeber/125-universitet/4007-xarici-ekspertler-unec-de>

**Meetings in the Ministry of Education:** Mr. Yagub Piriye, Deputy Chief of Staff, MoE; Mr. Shahin Bayramov, Deputy Head of Science, Higher and Secondary Professional Education Department, BC PL, MoE; Mr. Elvin Nasibov, Head of Statistics Unit, MoE.

**Objectives and tasks of the Mission:** to assess and review the current system for using labour market data and skills forecasting within the Ministry of Education and other related bodies.

##### **Recommendations:**

- An official action plan with all related activities, deadlines, interlinks and responsible institutions should be made.
- Audit of available data should be made.

- National registries should be established and/or developed: National Student Registry (already existing), National Diploma Registry (already existing), Labour Contracts Registry; Taxation Registry, Migration Registry, Registry of Residence, Registry of Qualifications Gained Abroad, Unemployment Registry, Registry of Military Service, Social Insurance Registry and others were not explored by the STEs.
- A board for cooperation of stakeholders, including non-government stakeholders, should be created.
- Establish an independent analytical centre (feasibility of this centre to be discussed by PSC meeting).
- Investments in sustainable capacity building should be made (infrastructure for collection, analysis and dissemination of the data as well as trained and experienced analysts who can work with them).
- Regular Tracer Studies should be made.
- Before starting, the aims (policy questions) should be formulated and discussed with all stakeholders.
- Development of regular communication channels.
- Train specialists to use the results in formulation of evidence-based policies, strategies of education and so on.
- Make public information so individuals can use it for their decisions.

The recommendations are addressed to the Twinning project team to follow up their implementation at the level of MoE, HEIs and other stakeholders.

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

**Reference number and title of Activity**

**Activity 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 graduates

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

Mr. Gintautas Jakštis (LT)

**Duration of the activity**

2 – 6 July 2018 (5 / 20 STE Working Days)

**Experts of the BC who participated**

**WORKSHOP in MoE involving MS expert and local stakeholders to raise awareness regarding the priority sectors for the development of competence-based education standards based on economic and social relevance**

**Stakeholders:** Mr. Shahin Bayramov, BC PL, Ms. Vusala Gurbanova, CL I, Mr. Azad Akhunov, CL II, STEs, RTA team

**Meeting in the National Confederation of Entrepreneurs (Employers') Organisations of Azerbaijan Republic (ASK)**

**Stakeholders:** Ms. Kristina Mammadova, Acting Secretary General of ASK

**Meeting in Education Institute of the Ministry of Education**

**Stakeholders:** Mr. Emin Amrullayev, Acting Director of Education Institute  
Mr. Anar Naghiyev, Head of Higher Education Development Unit at Education Institute

**Meeting in the State Employment Service at the Ministry of Labour and Social Protection of Population**

**Stakeholders:** Mr. Fuad Mehdizade, Head of division of vocational training of jobseekers and unemployed

**Meeting in the Baku State University (BSU)**

**Stakeholders:** Ms. Gulheyran Rahimova, Dean for International Students, BSU;  
Mr. Adil Khasayev, Head of the Centre for Career, Internship and Links with Graduates, BSU.  
The University reported about this meeting on its website:  
[http://bsu.edu.az/az/news/bduda\\_avropal\\_ekspertlri\\_tvinning\\_layihsi\\_rivsind\\_gr\\_keirilib06072018032330](http://bsu.edu.az/az/news/bduda_avropal_ekspertlri_tvinning_layihsi_rivsind_gr_keirilib06072018032330)

**Meeting in the Ministry of Education regarding the mission results**

**Stakeholders:** Mr. Shahin Bayramov, BC PL; Mr. Yashar Omarov, RTA Counterpart

**Objectives and tasks of the Mission:**

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 graduates.

**Recommendations / results of the mission:**

- ▶ The analysis has been performed based on economic analysis of contribution to GDP and number of the employed per sector, national documents on priority sectors (National Roadmap for Economic Development and 11 sectorial roadmaps), interviews with stakeholders and available datasets (number of students per study programme and number of students in pilot universities). As a result, 15 study programmes were identified within pilot universities (those include: Baku State University, State University of Pedagogy, University of Oil and Industry, Baku Engineering University and some regional universities situated in the cities of Ganja, Nakhichevan, Sumgait.

Their choice has been discussed with some BC members of the Twinning team; with some additional discussions to take place within a couple of weeks after the end of the mission; pilot universities could include regional universities.

The following study programmes were suggested for pilot:

- Educational Sciences: **Informatics Teacher program; Math Teacher; Primary School Teacher; Foreign Language Teacher; Chemistry Teacher Program;**
- Technical and Technological Specialties: **Computer engineering and Information technologies; Oil and gas engineering program; Chemical engineering program; Electrical Engineering;**
- Natural Sciences: **Computer sciences; Geography and Biology; Physics; Ecology program.**

**Missions and STE Working Days in 1<sup>st</sup> Quarter**

ACTIVITIES	WORK PLAN	QR 1	QR 2	QR3	QR4	TOTAL
<b>TOTAL NUMBER OF STE DAYS</b>						
<b>GENERAL ACTIVITIES</b>						
Kick-off Meeting	6					
Steering Committee Meetings	36					
Closure Meeting	6					
<b>COMPONENT 1:</b>						
1.1	30	18				
1.2	20	5				
1.3	20	10				
1.4	15					
1.5	30					
1.6	15					
1.7	15					
1.8	15					
1.9	Study visit					
<b>COMPONENT 2:</b>						
2.1	30					
2.2	20					
2.3	15					
2.4	40					
<b>COMPONENT 3:</b>						
3.1	20					
3.2	15					
3.3	15					
3.4	20					
3.5	30					

3.6	20					
3.7	30					
3.8	Study visit					
3.9	Study visit					
<b>COMPONENT 4:</b>						
4.1	15					
4.1	15					
4.2	15					
4.3	20					
4.4	15					
4.5	15					
4.6	15					

### Trainings, Workshops and Interviews

The number of workshops and interviews is shown in the table below. During the period covered by the first Quarterly Report a total of 15 experts of the MoE, HEIs and other stakeholders were involved with workshops held as part of the missions.

In addition, the short-term experts interviewed 38 experts of the MoE, Higher Education Institutions and two ministries.

### Training sessions and training participants in Quarter 1

UPDATED 06.07.2018						
Number of project activities in Quarter 1						
Number of trainings, workshops, interviews, etc.	Component					
	0	1	2	3	4	SUM
• Trainings						
• Workshops		3				3
• Interviews		12				12
• Kick-off and closing meetings						
<b>Total</b>	<b>0</b>	<b>15</b>				<b>15</b>

Number of participants in Quarter 1						
Number of participants (MoE officials, HEIs representatives, students, stakeholders, etc.)	Component					
	0	1	2	3	4	SUM
• Trainings						
• Workshops		15				15
• Interviews		38				38
• Kick-off and closing meetings						
<b>Total</b>	<b>0</b>	<b>53</b>				<b>53</b>

### Project Management

#### Side letters

- **Side letter No. 1** of 6 June 2018 approved the change of the RTA Counterpart. Due to the sudden death of Mr. Sulhaddin Gozalov, who was listed as the RTA Counterpart in the original project contract, there was a need for a new appointment. As a replacement, the MoE appointed Mr. Yashar Omarov, Senior Advisor from the Department of Science, Higher and Secondary Professional

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Education, as the RTA Counterpart. Mr. Omarov has a wide experience and understanding concerning higher education in Azerbaijan, the Bologna process, and international cooperation.

### **Recruitment of RTA Assistant and RTA-Language Assistant**

- The Twinning project received 53 candidatures to the positions of RTA-A and RTA-LA. Around 15 interviews were carried out in the premises of MoE. RTA and MoE staff (BC PL and Component Leaders) took part in those interviews. Initially chosen for RTA-A position, Ms. Rahila Karimova, finally declined the position because of personal circumstances (current study programme engagements). Mrs. Aytaj Atakisheva took the position of RTA-A from beginning of June. Mr. Tarlan Arzumanov was recruited as RTA-LA from the end of May. During the first project mission mid of May, Mr. Arzumanov delivered translation and interpretation; relevant costs were reported under Translation budget for Component 1. Solid knowledge of Twinning procedures, experience of previous Twinning project in higher education (both RTA-As participated in it) and mastering of higher education specific methodology were decisive elements for RTA-A&LA candidatures choice.

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

- The current Twinning builds on achievements of the **previous Twinning, implemented in 2015 – 2017 in the field of higher education in Azerbaijan**. Some topics between two projects have direct links (i.e. quality assurance component dealt with institutional accreditation in the previous twinning, the current project aims programme accreditation; the National Qualification Framework reinforcement was performed under the previous project, the current project should link the implementation of competence-based approach with NQF), although all activities of two projects are closely related. The current project will scrutinise results and documents produced under the previous project and involve people who were already concerned by the previous project (i.e. Bologna experts group). For example, some trainings for the use of competence-based approach were already carried out under the previous project. More than 50 people from different universities in Azerbaijan participated in them.
- The project will also establish a close link with a **recently launched another project funded by EUD, which is focused on reinforcement of NQF implementation** (started in January 2018). A meeting between the RTA / RTA-team and coordinator of the NQF project, Mr. Trevor Cook, and Key expert for Curricula, Mrs. Genevieve MacCabe, already took place. It was agreed that a monthly meeting between two projects will take place to enable coordination of activities between two projects. The topics concerned by two projects are very similar. Although NQF project mostly concern with Vocational Education and Training, some programmes will also deal with Higher Education. Moreover, there should be a coherence between approached adopted at HE and VET levels.

### **Visibility:**

#### **Over the 1<sup>st</sup> quarter, the Twinning project performed the following steps for project visibility:**

- **Creating the project webpage.** In June, price proposals from the following three companies were received for the construction of the project's webpage: Safaroff agency, Arty digital agency and Rahimoff studio. Based on the proposed prices, responsiveness and work experience in the field of development of educational websites, the construction of the webpage was ordered from the Arty Digital Agency. The purpose of the website is to improve project visibility and to share information about the Twinning project activities and results of the missions. The web-site could also become a place with relevant pedagogical and methodological resource regarding competence-based approach and student-centred learning. The website will tentatively be ready till the kick-off meeting of the project.
- **Promotional objects.** Price proposals from the following three companies were received: Hermes, Indigo and Antaris. The proposed prices, responsiveness and work experience were taken into account and Hermes company was selected. An example of project flyer was presented during the 1st Steering Committee ; upon its approval by the SC, the design of other promotional materials of the project (bags, pens, USB keys, notebooks, cups, folders, etc.) will be aligned with it. All promotion objects should be ready by the project Kick-off meeting.
- A **project flyer** has also been developed. It has two versions: one in Azeri and one in English.



- **Facebook page** of the project has already been created. See here for any comments: <https://www.facebook.com/twinningInHE>
- **Tweeter account:** has already been created.
- **A large transportable poster** has been published for the purpose of project promotion. The Twinning office plans to take the poster to various venues where activities within the missions will be held.

#### **Translations:**

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

- *Competence-based approach in higher education curricula: Lithuanian case* (ppt), STE Ms. Inga Juknytė-Petreikienė, 14-18 May 2018
- *The Tuning Methodology - Tools for mobility* (ppt), STE Mr. Jean-Luc LAMBOLEY, 14-18 May 2018
- *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

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

- *Classification of study programmes*
- *Decree on ECTS Credits of 2013 (only amended parts of the document was translated)*

**TIMING AND DELAYS IN MONTHS OF IMPLEMENTATION**

ACTIVITIES / PROJECT MONTH	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	
<b>GENERAL ACTIVITIES</b>																									
Kick-off Meeting				X																					
Steering Committee Meetings				X			X			X			X			X			X			X			X
Closure Meeting																									X
<b>COMPONENT 1:</b>																									
Improvement of concept and methodology for competence-based education standards			X																						
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 graduates																									
Assess and review the current system for using labour market data and skills forecasting within the Ministry of Education																									
Develop methodology to transform labour market data into discipline specific education requirements					X																				
Development of recommendations for education standards for qualifications for programmes in the priority areas (incl. legislative arrangements) with a view to describing achievements based on competences and skills, considering the AzQF							X																		
Devise methodology for developing national classifications of specialities in higher education									X																
Develop national classifications of specialities in the priority arrears										X															
Awareness raising activity on the benefits of competence-based education to support the implementation of student-centred curricula as part of the educational reforms													X												
Organise study visit on best practise for competence based education system									X																
<b>COMPONENT 2: not started yet</b>																									
Develop and discuss concept of student-centred study programme curricula, which includes the basic parameters for the development and review of study programmes at institutional level													X												

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Develop a methodological compendium on how learning outcomes are identified and designed, which will guide people responsible for development and review of curricula in implementing a student-centred approach															X										
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																X									
Improve study programmes in the priority areas in pilot universities to incorporate learning outcomes and inform and raise awareness about these achievements																	X								
<b>COMPONENT 3: not started yet</b>																									
Develop standards for programme accreditation in line with the European Standards and Guidelines for Quality Assurance in the European Higher Education Area													X												
Undertake capacity building activities for relevant stakeholders to enhance their accreditation-related capacities														X											
Create handbook on methodologies and requirements for self-evaluations of higher education institutions														X											
Hold a training workshop for higher education institutions on how to conduct self-evaluation processes															X										
Pilot universities undertake a self-evaluation of study programme in a priority area																	X								
Conduct training for external reviewers, establish a pool of trained reviewers																X									
Undertake a mock accreditation at each pilot university for a study programme in a priority area																								X	
Organize study visit on best practise for external quality assurance in the European Higher Education Area for a minimum of 7 persons																								X	
Organize study visit to the EU member state on best practise for student-centeredness of study programmes for a minimum of 7 persons																								X	
<b>COMPONENT 4</b>																									
Assess the current legal and regulatory framework on education standards, quality assurance, credits and recognition of parts of studies																								X	
Assess the recognition practices in the pilot universities																									X

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and develop proposals for changes to reflect recognition based on learning outcomes and in line with European best practices																				
Review the legal and regulatory framework for recognition and, if required, amend in accordance with European best practices																X				
Amend the legal provisions on the credit system to reflect that credits are based on learning outcomes and student workload																	X			
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																		X		
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																			X	

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## Recuperation of delays

No activity has yet been delayed so far.

## **2E. ASSESSMENT**

### Overall assessment of progress

Generally, the project is advancing as planned, implementation of some activities having been performed with some advance even. Missions have started **within the component 1 only so far** and a total 7 missions have been implemented. The first quarterly period could be considered as **project inception phase**, with all activities targeting **both technical deliverables** as according to ToR **and fact-funding regarding the BC specific context**.

**A good cooperation between BC and MS could be worth noting.** Although MoE staff is being loaded with current work and ongoing other international project, there is in general strong support to the project implementation. The RTA-Counterpart is closely involved in all activities and supports their implementation.

### Issues

Some problems with **collection of statistical data** were encountered. Statistics available in open access is quite limited. The Twinning office manages to collect data at a quite slow pace, from various sources mixing national data and reports by international organisations/ international projects. The web-site of the previous Twinning project in higher education is of good use for that, although not always sufficient.

### Recommendations

All parties are recommended to take active part in joint coordination and planning of the project, reserve sufficiently time for the implementation of the missions and give active feedback and suggest improvements to the implementation and management of the project.

### **Outlook to the next quarter**

The **next step of project** implementation will concern at a greater extent **the work with HEIs**. The involvement of the Higher Education Institutions and their stakeholders is essential and much effort from the project and the MoE, especially well-planned communication and information activities, should be cared about.

First the **national standards for curricula** will be revised in **priority fields**. Workshops and seminars with National Working Groups under the MoE, who will elaborate those standards, will be organised. After that, the **implementation of national curricular by HEIs** will be looked at to reinforce an effective use of competence-based approach.

Kick-off meeting will take place in the end of 2<sup>nd</sup> quarterly period (end of September 2018).

### **Confirmed Missions for 2<sup>nd</sup> Quarter**

10.09.-21.09.2018	<b>Activity 1.2</b> Identifying three priority areas for the improvement of competence-based education standards on the basis of economic and social relevance <b>STE:</b> Mr. Philip Turek (FR)
10.09.-14.09.2018	<b>Activity 1.1.</b> Improvement of concept and methodology for competence-based education standards <b>STEs:</b> Eliane Kotler (FR), A. Kazoka (LA)

The following **activities should be progressed through during the QP2:**

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- **COMPONENT 1 :**

Act.1.4 Develop methodology to transform labour market data into discipline specific education requirement (concept and methodology for transforming LM intelligence into discipline specific requirements; working sessions); 15 WD.

Act. 1.5 Development of recommendations for education standards for qualifications for programmes in the priority areas (incl. Legislative arrangements) with a view to describing achievements based on competences and skills, considering the AzQF (12 national standards for programmes in 3 sectors). 30 WD + reallocate supplementary 15 WD from Act.1.2 ;

Act. 1.6 Devise methodology for developing national classifications of specialities in higher education (recommendations for improvement of methodology for national classifications). To be carried out earlier (QP2 instead of QP3). 15 WD;

- **COMPONENT 3 :**

Act. 3.1 Develop standards for programme accreditation in line with ESG for QA in EHEA (working sessions). 20 WD ;

Act. 3.2 Undertake capacity building activities for relevant stakeholders to enhance their accreditation-related capacities (4 workshops with 100 participants). 15 WD

**Other activities to be carried out by Twinning office and BC during the QP2:**

- Set up of **working groups**: Set up working groups at pilot universities and a national working group for supporting implementation of CPA in study programmes. Composition of WG from universities: heads of study programmes and other relevant academic staff, members of QA units, members of academic affairs departments. National WG: 1 or 2 representatives from WGs in all pilot unis, some participants from other selected HEIs, and Bologna expert group members. Preferably English-speaking staff for easier work with terminology and understanding Bologna process. Then disseminating activities from English-speaking staff to non English-speaking staff should be organised.
- Continue producing **documents for translation**: translation of key documents from English to Azeri (the list is to be identified);
- Collection of **statistics and other relevant data**: collection of relevant statistic data; proceed with compilation/merge of existing data from various sources; put in place surveys for collecting more data where needed.

**Any other issues:**

- **Side-letter 1** was issued and approved by the EUD: because of sudden death of Mr. Gozalov, there was a replacement of RTA-Counterpart by Mr. Omarov; SL 1 submitted to EUD and got registered;
- The agreed date for the project **Kick-off is September 25th**;
- **2nd Steering Committee** is suggested to take place in November 25 - 28;
- The EUD will be solicited through a side-letter for add 2 additional short-term experts. Those experts are currently employed at universities with important policy-making responsibilities in the past. They are:
  - o Rector Ad Interim, previously – Dean of Faculty of Social Sciences, Arts and Humanities at Kaunas University of Technology, Lithuania, **Ms. Jurgita ŠIUGŽDINIENĖ** has an extensive experience and knowledge on university governance, development and implementation of education strategies, quality monitoring and assurance. As a member of Study Committee of Rectors Conference of Lithuanian Universities, she participates in the processes of revising and strengthening quality assurance system for higher education, developing new competency frameworks. While working at the Office of the Prime Minister of Republic of Lithuania, Ms. ŠIUGŽDINIENĖ was responsible for strategic management and planning, coordination of public management and civil service reforms. She also chaired the Commission for the Improvement of Public Sector Management, which was tasked to provide recommendations on increasing effectiveness and efficiency of public sector institutions, improving the system of civil service, reviewing institutional framework. Ms. ŠIUGŽDINIENĖ performed as an independent expert, consulted and advised for United Nations Development Programme international missions on the reforms of educational systems, development of training systems for civil servants. The suggested new expert Mrs.

Jurgita ŠIUGŽDINIENĒ will replace Mrs Saulē Mačiukaitē-Žvinienē in the activity No. 4.5 and Mrs. Nora Skaburskienē in the activity No. 4.6;

- Formely Minister for Education and Science of the Republic of Latvia 2006 – 2007 and Parliamentary Secretary, Ministry of Education and Science of the Republic of Latvia, **Mrs. Tatjana KOKE**, is currently Vice Rector for Education and professor Riga Stradiņš University. From 1983 to 2013 - Professor, Faculty of Education, Psychology and Arts, University of Latvia; earlier Senior Lecturer, Docent, Associate Professor, Director of the Institute of Education and Psychology, University of Latvia. 1996 – 1997, researcher of International Group of Scientists, Institute of Experimental Pedagogy, University of Liege, Belgium. Mrs. KOKE is suggested to take part in curricula designing activities.

### Section 3: Expenditures

#### QUARTERLY REPORT OF THE TWINNING PROJECT: AZ/14/ENI/OT/01/17

#### Quarter No. 1

Period: 13.04. - 12.07.2018

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)	INFOEUR O 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										
	Basic salary and non-wage labour costs	13/04/2018-30/06/2018	Payroll from CIEP	Payroll of 24/04/2018, 25/05/2018, 25/06/2018	Basic salary and non-wage labour costs			12 115,87 €	12 154,02 €		
	6% of salary and non-wage labour costs	13/04/2018-30/06/2018		13/04/2018-30/06/2018				726,95 €	729,24 €		
	<b>Sub-Total RTA Remuneration</b>							<b>12 842,82 €</b>	<b>12 883,26 €</b>		
2	RTA Allowances										
	Daily allowances (50%)	13/04/2018-30/06/2018		13/04/2018-30/06/2018	79 days * 146,50 euros			11 573,50 €	11 573,50 €		
	Allowances for RTA for first 30 days	13/04/2018-12/05/2018		11.05.2018	30 days *293 euros			8 790,00 €	8 790,00 €		
	Health and accident insurance for RTA	13/04/2018-12/07/2018	MAAF INSURANCE INVOICE 175583057S	13/04/2018-12/07/2018	INSURANCE FEES (53,21+8,18+14,87euros) *3 months			228,78 €	600,00 €		
	Accommodation	13/05-12/07/2018	Lease agreement	13/05-12/07/2018	RENT 1000 euros * 2 months			2 000,00 €	2 000,00 €		

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Excess luggage (<50kg)	13.04.2018	AIR TRANSPORT INVOICE N°180400105	13.04.2018	EXCESS LUGGAGE FEES 1*533,81 euros			533,81 €	850,00 €			
	21.04.2018	SILKWAY INVOICE N° 99000067141	21.04.2018	CUSTOMS FEES 1*62,52 AZN	62,52 AZN	0,47 €	29,66 €				
Travel to and from place of duty – RTA Paris-Bakou (Aerbaïdjan)	13/04/2018-16/03/2019	JANCARTHER INVOICE F-00811252	11.04.2018	Airticket [ BAKU - PARIS - BAKU], eco class 1X(692,34 euros)			700,00 €	700,00 €		74,60 €	
	13.04.2018	EVISA AE 100450104	06.04.2018	VISA 1x 24 USD	24 USD	0,80 €					
	01/06/2018-01/06/2019	IMMIGRATION SERVICE	05.04.2018	IMMIGRATION FEES 1*120 AZN	120 AZN	0,50 €					
Monthly allowance for APEC return trip	13/04/2018-30/06/2018		13/04/2018-30/06/2018	700 euros x 2 months			1 400,00 €	1 400,00 €			
RTA Office Cost (including office stationery, Telephone, internet..)											
Sub-Total RTA Allowances							25 255,75 €	25 913,50 €			
3	The RTA and the BC PL Training										
Shahin BAYRAMOV, BC PL Baku-Brussels BC PL Training Brussels				Arrival Baku-Brussels 29/11/2017 at 14:20 Departure Brussels-Baku 02/12/2017at 15:15							
International travel	29/11/2017-02/12/2017	Invoice JANCARTHER F-001 0777968	23.11.2017	Airticket [ BAKU - BRUSSELS - BAKU], eco class 1X(497,18euros)			497,18 €	650,00 €			
Perdiem	29/11/2017-01/12/2017	NEKOTEL 20171205	05.12.2017	1* 3 days *232 euros			696,00 €	696,00 €			

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	Elizaveta BYDANOVA, RTA Paris-Brussels RTA Training Brussels			Arrival Paris-Brussels 29/11/2017 at 18:17 Departure Brussels- Paris 02/12/2017 at 15h15						
	International travel	29/11/201 7- 01/12/201 7	Invoice JANCARTHER F-001 0777968	23.11.201 7	Train ticket [ PARIS - BRUSSELS - PARIS ] Eco class 1x(163,88euros)			163,88 €	250,00 €	
	Perdiem	29/11/201 7- 30/11/201 7	AIRBNB HM92CEYKYM	29.11.201 7	1* 2 days *232 euros			464,00 €	696,00 €	
	Sub-Total RTA and BC PL Training							1 821,06 €	2 292,00 €	
4	RTA and Languages assistants									
	RTA LANGUAGE ASSISTANT Tarkan ARZUMANOV	START OF CONTRA CT 29/05/201 8	PAYMENT AS OF 13/07/2018		(66,67 euros*3 days+1400 euros)			1 600,00 €	1 600,00 €	
	RTA ASSISTANT Aytaj ATAKISHIEVA	START OF CONTRA CT 01/06/201 8	PAYMENT AS OF 13/07/2018		(1400 euros*1 month)			1 400,00 €	1 400,00 €	
	Sub total RTA Assistants							3 000,00 €	3 000,00 €	
5	Contract Preparation									
	Bruno CURVALE, Senior MS PL (FR) Paris-Baku Contract preparation				Arrival Paris-Baku 30/10/2017 at 18:30 Departure Baku-Paris 02/11//2017 at 04:40					
	Fees - Senior MS PL	30/10/201 7- 01/11/201 7		30/10- 01/11/201 7	2days*350euros			700,00 €	700,00 €	
	Project Management Cost	30/10/201 7- 01/11/201 7		30/10- 01/11/201 7	1,5*Fees			1 050,00 €	1 050,00 €	
	Perdiem	29/10/201 7- 01/11/201	AUSTIN HOTEL INVOICE 16323	01.11.201 7	Invoice hotel 3days*293euros			879,00 €	879,00 €	

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	7									
International travel	29/10/2017-02/11/2017	KTS INVOICE F010767624	13.10.2017	Airticket [ PARIS - BAKU -PARIS ] classe eco class 1x(617,23euros)			617,23 €	700,00 €		
	20.10.2017	EVISA AE100263066	20.10.2017	VISA 1x 24 USD	24 USD	0,85 €	20,38 €			
Elizaveta BYDANOVA, RTA Paris- Baku Contract preparation				Arrival Paris-Baku 29/10/2017 at 18:30 Departure Baku-Paris 02/11/2017 at 04:40						
Fees -RTA	30/10/2017-01/11/2017		30/10-01/11/2017	2days*350euros			700,00 €	700,00 €		
Project management Cost	30/10/2017-01/11/2017		30/10-01/11/2017	1,5*Fees			1 050,00 €	1 050,00 €		
Perdiem	29/11/2017-01/11/2017	AUSTIN HOTEL INVOICE 16322	01.11.2017	Invoice hotel 3days*293euros			879,00 €	879,00 €		
International travel	29/10/2017-02/11/2017	KTS INVOICE F010767624	13.10.2017	Airticket [ PARIS - BAKU -PARIS ] classe eco class 1x(617,23euros)			617,23 €	700,00 €		
Baiba RAMINA, Junior MS PL (LV) Riga - Baku Contract preparation				Arrival Riga-Baku 30/10/2017 at 5:25 Departure Baku-Riga 01/11/2017 at 4:40						
Fees - Junior MS PL	30/10/2017-01/11/2017		30/10-01/11/2017	2days*350euros			700,00 €	700,00 €		
Project Management Cost	30/10/2017-01/11/2017		30/10-01/11/2017	1,5*Fees			1 050,00 €	1 050,00 €		
Perdiem	29/10/2017-01/11/2017	AUSTIN HOTEL 16039	01.11.2017	Invoice hotel 3days*293euros			879,00 €	879,00 €		
International travel	29/10/2017-	KTS INVOICE F010767624	13.10.2017	Airticket [ RIGA -			374,00 €	700,00 €		

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		01/11/2017			BAKU -RIGA ] classe eco class 1x(374euros)						
		29/10/2017 01/11/2017	AUSTIN HOTEL 16039	01.11.2017	Invoice taxi (same as invoice hotel) 2*25 AZN	50 AZN	0,50 €	24,96 €			
	Sub-Total Contract Preparation							9 540,80 €	9 987,00 €		
6	Project coordination cost										
	FIRST STEERING COMMITTEE 12/07/18										
	Bruno CURVALE, Senior MS PL (FR) Paris-Baku Steering Committee 12/07/18				Arrival Paris-Baku 11/07/2018 at 20:20 Departure Baku-Paris 15/072018 at 06:30						
	Fees- Senior MS PL	12/07/2018- 13/07/2018		12- 13/07/2018	2*days*350€			700,00 €	700,00 €		
	Project Management Cost	12/07/2018- 13/07/2018		12- 13/07/2018	1,5*Fees			1 050,00 €	1 050,00 €		
	Perdiem	11/07/2018- 13/07/2018		11- 13/07/2018	3*days*293€			879,00 €	879,00 €		
	International travel	11/07/2018- 15/07/2018	JANCARTHER INVOICE F0010830263	29.06.18	Airticket [ PARIS - BAKU - PARIS ], eco class 1X(674,09 euros)			674,09 €	700,00 €		
					Visa (1*69,15\$)	70,00 USD	0,8633	59,70 €			
	Giedrius VILIUNAS, Junior MS PL (LT) Vilnius-Baku Steering Committee 12/07/18				Arrival Vilnius-Baku the 11/07/2018 at 14:10 Departure Baku- Vilnius the 13/07/2018 at 05.10						
	Fees- Junior MS PL	12/07/2018- 13/07/2018			1,5*days*350€			525,00 €	525,00 €		
	Project Management	12/07/2018			1,5*Fees			787,50 €	787,50 €		

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Cost	8-13/07/2018									
Perdiem	11/07/2018-12/07/18	DELTA INTERSERVICE DLT16022	27.06.2018	2*days*293€			586,00 €	586,00 €		
International travel	11/07/2018-13/07/18	DELTA INTERSERVICE 125318887	27.06.2018	Airticket [ VILNIUS-BAKU - VILNIUS ] , eco class 1X( 443,33 euros)			443,33 €	700,00 €		
	11/07/2018-13/07/18		28.06.2018	VISA 1*24 USD	24 USD	0,8597	20,63 €			
Baiba RAMINA, Junior MS PL (LV) Riga - Baku Steering Committee 12/07/18				Arrival Nice-Baku the 11/07/2018 at 21:05 Departure Baku-Riga the 13/07/2018 at 15:10						
Fees- Junior MS PL	12/07/18-13/07/18			1,5*1day*350€			525,00 €	525,00 €		
Project Management Cost	12/07/18-13/07/18			1,5*Fees			787,50 €	787,50 €		
Perdiem	11/07/2018-12/07/18		11-12/07/18	2*days*293€			586,00 €	586,00 €		
International travel	11/07/2018-13/07/18	INVOICE BALTATOUR 554	15.06.2018	Airticket [ NICE - BAKU - RIGA ] , eco class 1X(616,99euros)			616,99 €	700,00 €		
		Evisa		visa (1*24\$)	24,00 USD	0,8633	20,72 €			
Sub-Total co-ordination cost							8 261,46 €	8 526,00 €		
7	Project activities									
	Result 1: Selected National Education Standards are aligned to include a competence-based focus									
1.1	Improvement of concept and methodology for competence-based education standards : CURVALE (Cat II); KOTLER/ LAMBOLEY (Cat I) ; KINTA (Cat II); KAZOKA (Cat II); INGA JUKNYTE-PETREIKIENE (Cat II)									
Jean-Luc LAMBOLEY (FR)				Arrival Lyon-Baku 13/05/2018 at 21:05 Departure Baku-Lyon 19/05/2018 at 08:45						
Fees - STE Cat I	14/05/2018-			5 days*250euros			1 250,00 €	1 250,00 €		

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	18/05/2018									
Project Management Cost	14/05/2018-18/05/2018			1,5*Fees				1 875,00 €	1 875,00 €	
Perdiem	13/05/2018-18/05/2018	BAKU PALACE HOTEL INVOICE 899089088	19.05.2018	1*6 days*293euros				1 758,00 €	1 758,00 €	
International travel	13/05/2018-19/05/2018	JANCARTHER INVOICE N°F-001 0810712	09.04.18	Airticket [LYON - BAKU - LYON] , eco class 1X(564,84euros)				564,84 €	700,00 €	
	13/05/2018-19/05/2018	EVISA INVOICE 3993927887	29.03.18	VISA 1*83 USD	83 USD	0,813		67,47		
Bruno CURVALE (FR)				Arrival Paris-Baku 13/05/2018 at 21:05. Departure Baku-Paris 18/05/2018 at 06:20						
Fees - STE Cat II	14/05/2018-17/05/2018			4 days*350euros				1 400,00 €	1 400,00 €	
Project Management Cost	14/05/2018-17/05/2018			1,5*Fees				2 100,00 €	2 100,00 €	
Perdiem	13/05/2018-17/05/2018	BAKU PALACE HOTEL 89889006	18.05.2018	1*5 days*293euros				1 465,00 €	1 465,00 €	
International travel	13/05/2018-18/05/2018	JANCARTHER INVOICE F001 081077	09.04.18	Airticket [PARIS - BAKU - PARIS] , eco class 1X(466,5euros)				466,50 €	700,00 €	
	13/05/2018-18/05/2018	EVISA AE100491164	03.05.18	VISA 1*71,40euros				71,40 €		
	13.05.2018	Invoice Taxis parisiens (early flight without possibility of public transportation)	03.05.18	TAXI 1*70,40euros				70,40 €		

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	18.05.2018	Invoice Taxis parisiens	18.05.18	TAXI 1*60euros			60,00 €			
Gunta KINTA (LV)				Arrival Riga-Baku the 14/05/2018 at 03:20 Departure Baku-Riga the 19/05/2018 at 04:20						
Fees - STE Cat II	15/05/2018-18/05/2018		31.05.2018	4 days*350euros			1 400,00 €	1 400,00 €		
Project Management Cost	15/05/2018-18/05/2018		31.05.2018	1,5*Fees			2 100,00 €	2 100,00 €		
Perdiem	14/05/2018-18/05/2018	CERTIFICATE OF ACCOMMODATION	08.06.2018	1*6 days*293euros			1 758,00 €	1 758,00 €		
International travel	14/05/2018-19/05/2018	BALTATOUR INVOICE 405	02.05.18	Airticket [RIGA - BAKU - RIGA] , eco class 1X(524euros)			524,00 €	700,00 €		
	14/05/2018-19/05/2018	EVISA AE100490040	06.05.18	VISA 1*24 USD	24 USD	0,8285	20,49 €			
Inga JUNKNYTE-PETREIKIENE (LT)				Arrival Vilnius-Baku the 13/05/2018 at 14:10 Departure Baku-Vilnius the 19/05/2018 at 15:10						
Fees - STE Cat II	14/05/2018-18/05/2018		18.05.2018	5 days*350euros			1 750,00 €	1 750,00 €		
Project Management Cost	14/05/2018-18/05/2018		18.05.2018	1,5*Fees			2 625,00 €	2 625,00 €		
Perdiem	13/05/2018-18/05/2018	KASPAIN SAFE INVOICE AAE082542	18/05/208	1*6 days*293euros			1 758,00 €	1 758,00 €		

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International travel	13/05/2018-19/05/2018	MYTRIP.COM AEI-B-6064574	02.05.18	Airticket [VILNIUS - BAKU - VILNIUS], eco class 1X(363,19euros)			363,19 €	700,00 €		
	13/05/2018-19/05/2018	EVISA AE100489145	02.05.18	VISA 1*24 USD	24 USD	0,8285	19,88 €			
<b>Total 1.1</b>							<b>23 467,17 €</b>	<b>24 039,00 €</b>		
1.2	Identify three priority areas for the development of competence-based education standards on the basis of economic and social relevance, which includes an assessment of the contribution of sectors to the GDP and an analysis of the employability of graduates: PLANEIX/ TUREK/ HOETZEL (Cat I); GINTAUTAS JAKŠTAS (Cat I)									
Gintautas JAKSTAS (LT)				Arrival Vilnius-Baku the 01/07/2018 at 14:10 Departure Baku-Vilnius the 07/07/2018 at 05:10						
Fees - STE Cat I	02/07/2018-06/07/2018			5 days*250euros			1 250,00 €	1 250,00 €		
Project Management Cost	02/07/2018-06/07/2018			1,5*(5*250 euros)			1 875,00 €	1 875,00 €		
Perdiem	01/07/2018-06/07/2018			1* 6 days*293euros			1 758,00 €	1 758,00 €		
International travel	01/07/2018-07/07/2018	WEST EXPRESS INVOICE VES 1350615	15.06.18	Airticket [ VILINUS - BAKU - VILINUS ], eco class 1X( 448 euros)			448,00 €	700,00 €		
	01/07/2018-07/07/2018		27.06.18	VISA 1*24 USD	24 USD	0,8597	20,63 €			
<b>Total 1.2</b>							<b>5 351,63 €</b>	<b>5 583,00 €</b>		

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1,3	Assess and review the current system for using labour market intelligence and skills forecasting: G. GASQUET (Cat I); GINTAUTAS JAKŠTAS (Cat I); SAULĖ MAČIUKAITĖ-ŽVINIENĖ (Cat I); J. SILKA (Cat II)										
	Gérard GASQUET (FR)				Arrival Paris-Baku 10/06/2018 at 11:25. Departure Baku-Hanoi 16/06/2018 at 15:10.						
	Fees - STE Cat I	11/06/2018-15/06/2018			5 days*250euros			1 250,00 €	1 250,00 €		
	Project Management Cost	11/06/2018-15/06/2018			1,5*(5*250 euros)			1 875,00 €	1 875,00 €		
	Perdiem	10/06/2018-15/06/2018	KASPIAN SAFE INVOICE AAE082538	14.06.18	1*6 days*293euros			1 758,00 €	1 758,00 €		
	International travel	10/06/2018-16/06/2018	JANCARTHER INVOICES F0010818217 F0010818216	17.05.18	Airticket [PARIS - BAKU - HANOI] , eco class 1X(791,64euros)			700,00 €	700,00 €		135,48
		07.06.18	EVISA AE100550589	07.06.18	VISA 1*51 USD	51 USD	0,8597				
	Gintautas JAKŠTAS (LT)				Arrival Vilnius-Baku the 11/06/2018 at 01:20 Departure Baku-Vilnius the 16/06/2018 at 15:40						
	Fees - STE Cat I	11/06/2018-15/06/2018			5 days*250euros			1 250,00 €	1 250,00 €		
	Project Management Cost	10/06/2018-16/06/2018			1,5*(5*250 euros)			1 875,00 €	1 875,00 €		
	Perdiem	10/06/2018-15/06/2018	KASPAIN SAFE INVOICE AAE082539	14.06.18	1*6 days*293euros			1 758,00 €	1 758,00 €		

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International travel	10/06/2018-16/06/2018	WEST EXPRESS INVOICE VES1343474	25.05.18	Airticket [VILNIUS - BAKU - PARIS] , eco class 1X442,97xeuros			442,97 €	700,00 €		
	10/06/2018-16/06/2018		30.05.18	VISA 1*24 USD	24 USD	0,8597	20,63 €			
	11.05.18	KASPIAN SAFE INVOICE AAE082540	14.06.18	TAXI 1*25 AZD	25 AZD	0,5057	12,64 €			
Jolanta SILKA (LV)				Arrival Riga-Baku the 08/07/2018 at 14:10 Departure Baku-Riga the 14/07/2018 at 05:10						
Fees - STE Cat II	09/07/2018-13/07/2018		09/07/2018-13/07/2018	5 days*350euros			1 750,00 €	1 750,00 €		
Project Management Cost	09/07/2018-13/07/2018		09/07/2018-13/07/2018	1,5*Fees			2 625,00 €	2 625,00 €		
Perdiem	08/07/2018-13/07/2018			1*6 days*293euros			1 758,00 €	1 758,00 €		
International travel	08/07/2018-14/07/2018	BALTATOUR INVOICE 604	28.06.18	Airticket [RIGA - BAKU -RIGA] , eco class 1X556,20euros			556,20 €	700,00 €		
		Evisa		visa (1*24\$)	24,00 €	0,8633	20,72 €			
Saule MAČIUKAITĒ-ŽVINIENĒ (LT)				Arrival Vilnius-Baku the 07/07/2018 at 14:40 Departure Baku-Vilnius the 14/07/2018 at 15:40						
Fees - STE Cat I	09/07/2018-13/07/2018		09/07/2018-13/07/2018	5 days*250euros			1 250,00 €	1 250,00 €		
Project Management Cost	09/07/2018-13/07/2018		09/07/2018-13/07/2018	1,5*(5*250 euros)			1 875,00 €	1 875,00 €		

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Perdiem	08/07/2018-13/07/2018			1*6 days*293euros			1 758,00 €	1 758,00 €		
International travel	07/07/2018-14/07/2018			Airticket [ VILNIUS - BAKU -VILNIUS ] , eco class 1x402,95euros			402,95 €	700,00 €		
	07/07/2018-14/07/2018			VISA 1*24 USD	24 USD	0,8633	20,72 €			
<b>Total 1.3</b>							<b>22 958,83 €</b>	<b>23 582,00 €</b>		
Interpretation for component 1	May 2018	Invoice Tarlan Azurmanov 01-2018	21.05.18	Various assignments of translation and interpretation for Activity 1.1 (translation of presentations and during workshops and meetings)			810,00 €	6 000,00 €		
<b>Sub-total Component 1</b>							<b>52 587,63 €</b>	<b>59 204,00 €</b>		
<b>Total 1 Quarterly Report</b>							<b>113 309,53 €</b>	<b>121 805,76 €</b>		
Provision for charges in prices (up to a maximum of 2,5% of sub-total)										
RTA, Basic salary and non-wage labour costs	13/04/2018-31/06/2018	Payroll from CIEP	Payroll of 24/04/2018-25/05/2018	Basic salary :2732,53euros non-wage labour costs: 1927,42euros 1*(258,89 euros*11 jours)+4659,95 euros			13,67 €	13,67 €		
RTA, 6% of salary and non-wage labour costs	13/04/2018-31/06/2018		13/04/2018-31/06/2018				0,82 €	0,82 €		

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Travel to and from place of duty – RTA (Lisa BYDANOVA) Paris-Bakou (Aerbaïdjan)	13/04/2017-16/03/2019	Invoice JANCARTHER F-00811252		Airticket Paris-Bakou Eco class 1x 692,34euros			74,60 €	74,60 €		
	13.04.2018	Invoice e-visa AE 100450104	06.04.2018	1*21,58euros						
Activity 1.3, Gérard Gasquet, international travel	10-16/06/2018			Airticket [PARIS - BAKU - HANOI] , eco class 1X(791,64euros)			135,48 €	135,48 €		
Total Provision for charge							224,57 €	224,57 €		

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#### **Section 4: Mission reports (attached in Annex):**

- Mission report on Activity 1.1, with power point presentations for workshops attached as Annex;
- Mission report on Activity 1.2;
- Mission report on Activity 1.3.

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<sup>i</sup> TUNING Educational Structures in Europe started in 2000 as a project to link the political objectives of the Bologna Process and at a later stage the Lisbon Strategy to the higher educational sector. Over time Tuning has developed into a Process, an approach to (re-)designing, develop, implement, evaluate and enhance quality first, second and third cycle degree programmes. The Tuning outcomes as well as its tools are presented in a range of Tuning publications, which institutions and their academics are invited to test and use in their own setting. The Tuning approach has been developed by and is meant for higher education institutions.