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Erasmus+ Programme  
of the European Union



ESTABLISHMENT AND DEVELOPMENT OF  
**QUALITY ASSURANCE**  
CENTERS IN AZERBAIJAN UNIVERSITIES

**Establishment and Development of Quality Assurance Centers  
in Azerbaijan Universities (EQAC)  
Azerbaijan Tourism and Management University**

**Primary Stakeholders**

Ministry of Education  
State Tourism Agency  
Higher Attestation Commission  
Alumni  
Private Sector  
Local universities  
Prospective students and parents

**Secondary Stakeholders**

International organizations  
Civil society organizations  
Professional associations  
Foreign governments  
High schools  
Media

**Core**

Administrative Staff  
Academic  
Staff  
Students

**Industry stakeholders**

Azerbaijan Tourism Board  
Professional associations  
Board of Trustees  
Private Sector

**ATMU**

**State or governmental stakeholders**

Higher Attestation Commission  
Ministry of Education  
Ministry of Economy  
State Tourism Agency  
Ministry of Finance

## STAKEHOLDER ANALYSIS

11 March 2019

**Note:** This is a draft document and the information contained herein is subject to change, as the document is currently undergoing a review. The document is confidential and has been prepared for internal use only.

### Stakeholders: who are they and which communities do they represent?

ATMU has identified three groups of stakeholders:

- **Core group** represents stakeholders that essentially make up the university community (e.g. staff, students, Academic Board, Board of Trustees, etc.).
- **Primary stakeholders** include groups or institutions, which have a stake in the success of the university. ATMU designs its policies and procedures in relation to and in partnership with these organizations. This group includes regulatory bodies, such as Ministry of Education and State Tourism Agency, tourism industry, community, including parents, partner organizations and competitors, such as universities.
- **Secondary stakeholders** are groups or institutions, with which ATMU must build effective partnerships to enhance educational opportunities it currently offers to its students. These groups include ATMU alumni, whose assistance could be of paramount value to the university's outreach efforts. Media has a vital role to play in delivering the university's message more effectively to a broader community. Civil society organizations could help the university build accountable and transparent governance.

### Stakeholder importance and interest matrix

Another tool used to classify ATMU's stakeholders is the "importance-interest matrix". Stakeholders' role is measured based on the degree of influence and level of interest they have over the university's objectives. Stakeholder's influence and interest are rated on a scale of three levels - high, medium and low. The matrix also has two additional components, one measuring stakeholder's attitude toward the university's institutional agenda (e.g. support, neutrality or resistance) and the other indicating its level of expectation regarding the feasibility of the changes. The last column also contains key comments regarding the role of the respective stakeholders. The information from the table is used to gauge each stakeholder's position vis-à-vis the university's agenda on a stakeholder map.

**Table 1: Stakeholders' "importance-interest" matrix**

Stakeholder	Influence	Interest	Attitude	Expectation
<u>Core</u>				

Administrative staff	High	High	Ally	High <i>Note:</i> Administrative staff includes university's leadership as well as its technical staff. They currently are the key driving force behind the proposed changes to university governance and policies.
Academic staff	High	Medium	Neutral	Medium <i>Note:</i> Academic staff holds greatest leverage over the outcome of any change initiated by the leadership. Some remain skeptical about the idea of change, partly due to their weak involvement in the change process.
Students	Medium	High	Ally	High <i>Note:</i> Students have high expectations regarding the quality of education and teaching. But their engagement in the change process remains weak. The university is yet to introduce effective institutional arrangements to give a greater role to students in governance.
<u>Primary stakeholders</u>				
Ministry of Education	High	Medium	Neutral	Medium <i>Note:</i> The Ministry is primarily concerned with the implementation of national educational regulations. It holds great sway over universities' policymaking and is

State Tourism Agency			interested in overall educational outcomes. But its “one-size-fits-all” approach to different universities remains a key obstacle to effective policy changes in universities.
	High	High	Ally High <i>Note:</i> The Agency is the key public body advocating for institutional and policy improvements in the field of tourism education. The Agency’s support is vital in terms of championing the university’s policy objectives in Azerbaijan’s policy community.
Higher Attestation Commission	Medium	Low	Neutral Low <i>Note:</i> The Commission has a limited expectation of the university and that within the scope of state regulations governing award of higher academic degrees and titles, such as PhD or professorship.
	Medium	High	Ally Medium <i>Note:</i> Due to ATMU’s weak outreach and support mechanisms, alumni are currently not involved closely with the university.
Private sector (including, tourism industry)	Medium	High	Ally High <i>Note:</i> Employers in the private sector are in dire need of personnel, but their needs have until recently been neglected. This is partly a policy problem, because industry representatives are not involved in the design of curricula.

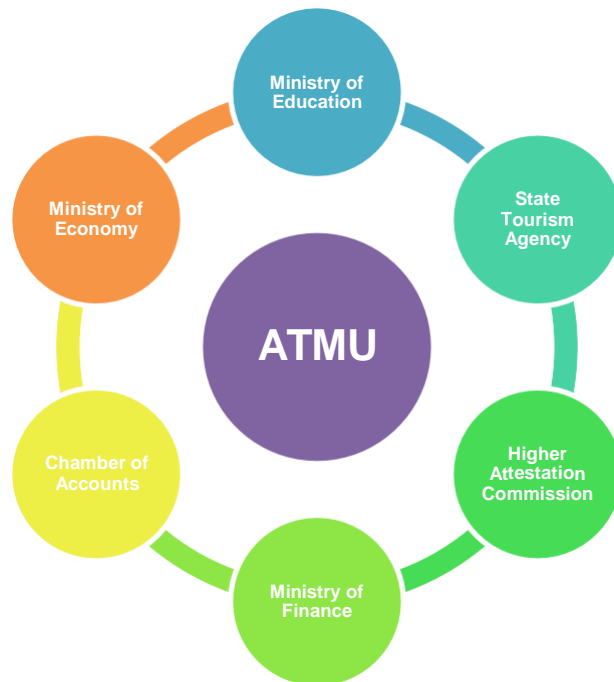
Local universities (competitors, as well as partners)	Medium	Medium	Competitor	Low <i>Note:</i> Universities pursue strategies aiming to maximize their admission rates and quality. That's why, they are usually competitors, but occasionally partners as well.
Prospective students and parents	High	High	Ally	<i>Note:</i> The outcome of the university's strategies is primarily measured by the choices made by prospective students and parents. Pupils and their parents are meticulous in their consideration of different universities currently available in the education marketplace.
<u>Secondary stakeholders</u>				
Media	High	Low	Neutral	Low <i>Note:</i> Media coverage of the university has the potential to both positively and negatively impact the university's reputation and success.
International organizations	Low	Medium	Ally	Medium <i>Note:</i> International organizations are generally willing to cooperate with the university and champion educational reforms. But as of today, their role remains limited to a few partnership programs, such as "Erasmus+" or Turkey's "Mevlana".
Foreign governments	Low	Medium	Ally	Medium <i>Note:</i> The university cooperates with

Civil society organizations			governments of Israel, Turkey, Bulgaria, China, etc. to provide its students with internship opportunities abroad.
	Low	Low	Ally <i>Note:</i> The civil society's lack of influence and expectation vis-à-vis higher education is not specific to our university. CSOs remain institutionally weak and lack funding.
	Medium	Medium	Ally <i>Note:</i> Professional associations are still in the process of institutional formation. Therefore, their overall engagement with universities remains weak.
High schools	High	Low	Neutral <i>Note:</i> High schools are directly interested in the quality and rating of the universities chosen by their students.

State or governmental stakeholders

As a public university, ATMU must comply with a set of governmental regulations. The university is thus accountable to several governmental agencies for certain aspects of its operations. Not all of these bodies have been included in the “importance-interest” matrix. Figure 1 illustrates the university’s linkages with different state agencies:

- **Ministry of Education**, responsible for educational policy, including universities’ accreditation;
- **State Tourism Agency**, responsible for tourism policy and organizational oversight of ATMU;
- **Higher Attestation Commission**, award of advanced academic degrees;
- **Ministry of Finance**, responsible for public finance, including budgeting;
- **Chamber of Accounts**, responsible for financial oversight in public institutions;
- **Ministry of Economy**, responsible for supervision of public procurement.

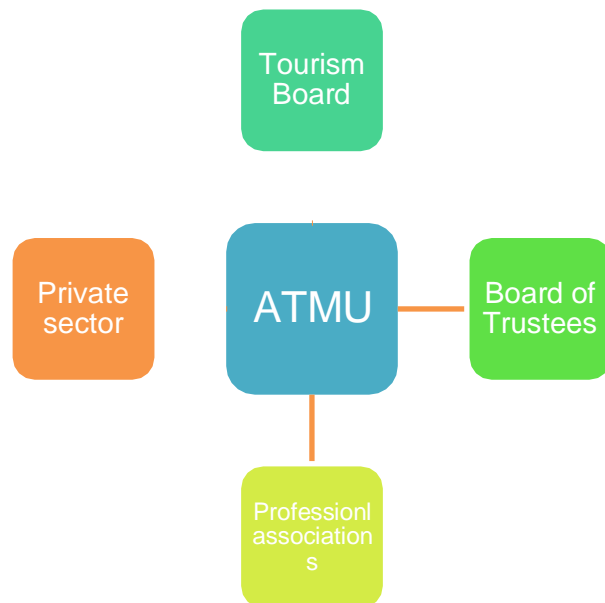


**Figure 1: ATMU's linkages with state bodies**

#### **Industry stakeholders**

Tourism industry is multifaceted and ATMU must ensure it keeps track of the industry’s diverse needs and aligns its program with its needs. The following are the type of institutions, with which ATMU aims to forge strong partnerships.

- **Azerbaijan Tourism Board** – As Azerbaijan’s national tourism organization, the Board serves as a conduit between the university and the tourism industry.
- **Board of Trustees**–The Board is part of ATMU’s organization structure and is responsible for regulating the university’s relations with public institutions, private sector and civil society.
- **Private sector** – ATMU has a long tradition of collaboration with hotels, restaurants, tourism agencies and local guides in Azerbaijan.
- **Professional associations** – A range of associations representing hotel businesses, restaurants, etc. are being established with the support from the State Tourism Agency. These associations could serve as a conduit for building effective linkages with Azerbaijan’s tourism industry.



**Figure 2: ATMU's linkages with the tourism industry**



Low Influence

