

EQAC “Establishment and Development of Quality Assurance Centers in Azerbaijan Universities”**586351-EPP-1-2017-1-AZ-EPPKA2-CBHE-JP****Final Report of Azerbaijan Technological University (UTECA) on preparation of Pilot Program*****About Pilot Program and subjects:***

Marketing was determined as a pilot program by the rector of the university and total number of Bachelor students of this program were 25. Additionally, pilot subjects were selected with the approval of the rector by considering teachers' language skills and these subjects are provided below. Moreover, pilot program has 5 pilot teachers and their names are provided on **Annex 1 (official documents for selection of pilot program, subjects and teachers)**.

No	Pilot Subjects
1	English 1
2	English 2
3	Informatics
4	Microeconomics
5	Macroeconomics
6	Statistics
7	Accounting
8	Management
9	Marketing

No	Pilot teachers
1	Asiman Ilyasov
2	Zhala Hamzayeva
3	Gulnaz Huseynov
4	Rana Abbasova
5	Turana Mammadova

Program commission

Pilot Commission was established with the approval of the rector on 30 October in 2019 and it has 5 members that were selected from relevant departments. They were approved by the rector, and their names were shown on **Annex 2 (Official documents about the approval of program commission)**. Pilot commission statute was developed and it is seen that *the responsibilities and the tasks of Program commission* are:

1. to operate under the coordination of the Quality Assurance Department and submit its final report to that department;
2. to attend trainings and surveys;
3. to be elected by the Quality Assurance Department and be responsible for monitoring of pilot specialty education quality;
4. to conduct a survey among pre-designated pilot students and involve interested partners in the process of designing syllabus, teaching materials and curricula;
5. to consider European standards (ESGs) and new teaching methods when designing new curriculum, syllabus and other teaching materials;

6. to consider the Law of the Republic of Azerbaijan on Education, National Qualifications Framework for Lifelong Learning, when designing new curriculum, syllabus and other teaching materials;

7. to develop a new syllabus form that complies with European standards and shall use that syllabus form in the preparation of syllabus for the relevant subjects;

8. to consider the needs of students, the business world and labor market in the preparation of syllabus;

9. to carry out the design of the syllabus and curriculum step-by-step, and the steps should be as outlined below:

1. Conducting surveys among the students of Pilot specialty to carry reveal existing problems;

2. Conduct a survey among the teachers who teach the pilot subject to identify problems with existing teaching methods;

3. Participate in a series of trainings conducted by the Quality Assurance Department to get a closer look at the University's Quality Policy, New Teaching Methods, Stakeholders in the University's Activities, European Standards and Guidelines, and more;

4. Specify the standard syllabus form for pilot subjects;

5. Reconsider the syllabus and teaching methods of pilot subjects and adapt them to new requirements, taking into account the topics discussed in the training;

6. Syllabus and other materials must be handed over to the department, taking into account the deadlines provided by the Quality Assurance Department;

Monitoring of Pilot teachers' teaching methods

2 monitoring (of pilot teachers training methods before and after trainings) were organized and the goal of the monitoring of pilot teachers' training methods was to find out their strengths and weaknesses, and additionally, observe how they change their teaching methods by taking ESG, Azerbaijan National Qualification Framework and other issues which were thought in trainings in the university. 7 lessons were observed and in the process mainly Head of Quality Assurance Department, vice-rector for academic issues and pilot commission members were involved to this monitoring process. As a result of this monitoring the changes after trainings were seen clearly and moreover, these were shown on **Annex 3 (Report on monitoring report)**.

Trainings for teaching staff

3 trainings, which were related with quality issues such as about ESG, Azerbaijan National Qualification Framework, involvement of internal and external stakeholders to the education process, writing learning outcomes and task by considering AzQF, ESG, Official State Standards, ways to shift from teacher centered passive education system to student centered active teaching system, were organized for teaching staff. More than 30 teachers including pilot teachers were participated and At the end of sessions, current challenges and the ways to overcome them were discussed. The participants were asked to prepare mock syllabi by considering resources that they

had been provided. Participant lists were prepared and participants who participated all sessions were provided with certificates. Coordinator University (Baku Business University) of EQAC Project participated in the second session and monitored the training ongoing. The training was published in our and project's websites. The impact of trainings on pilot teachers' teaching methods were outlined **Annex 3 (Report on monitoring report)**, and additionally, training documents were shown on **Annex 4 (Approved Agenda of trainings (link to videos if possible) and report on training)**.

Conducting survey among teaching staff

Survey was conducted among teachers including pilot teachers and 50 teachers were involved to the survey. The results were prepared by taking teachers' answers into consideration and sent to the coordinator university. Excel version of survey and its main findings were shown on **Annex 5 (Report on survey of teaching staff)**.

Trainings for students

2 trainings, which were related with quality issues such as ESG, the importance of student centered active teaching system, the responsibilities of students to assure quality within the university, were organized for students including pilot program's students. 50 Students were participated and news about these trainings were published on our and project's website. Video and links are provided on **Annex 6 (Report on student trainings)**.

Survey among students

Students were involved to the survey online and 200 students were participated. The result of survey collected and converted to excel format for data analyze, and then report was prepared by taking students' answers into consideration and sent to the coordinator university. Report findings were outlined on **Annex 7 (Report on student survey)**.

Updated syllabus

9 syllabi (Microeconomics, Macroeconomics, Statistics, Accounting, Informatics, English 1,2, Marketing, Management) were updated by taking ESG, Azerbaijan National Qualification Framework, Official State Standards and other quality related issues which were taught in trainings. Then, 5 syllabi (Microeconomics, Macroeconomics, Statistics, English, Marketing) were reviewed again to write tasks by considering learning outcomes. 5 teachers were involved to updating process who are aware of modern requirements, and 5 updated syllabi, approved teaching methods and assignments are provided on **Annex 8 (Updated program), Annex 9 (Updated syllabuses), Annex 10 (Approved teaching methods and assignments)**

Annex 1 (official documents for selection of pilot program, subjects and teachers)

 Министерство Образования Азербайджанской Республики АЗЕРБАЙДЖАНСКИЙ ТЕХНОЛОГИЧЕСКИЙ УНИВЕРСИТЕТ	 Azərbaycan Respublikası Təhsil Nazirliyi AZƏRBAYCAN TEKNOLOGIYA UNİVERSİTETİ	 Ministry of Education Republic of Azerbaijan AZERBAIJAN TECHNOLOGICAL UNIVERSITY
AZ2011, Azərbaycan, Gəncə, № 111, H. Xatun 103 Tel: (+99422) 257-56-29,	AZ2011, Azərbaycan, Gəncə, Ş.İ. Xətai prospekti 103 Faks: (+99422) 257-29-61	AZ2011, Azərbaycan, Gəncə, Ş.İ. Xətai av. 103 E-mail: info@wtepa.edu.az
«30» Oktabr 2019		№ 49-01-648/06

PILOT PROGRAMME AND COMMISSION
for "Establishment and Development of Quality Assurance Centers in Azerbaijan Universities" (EQAC)
Erasmus + CBHE Project

PILOT PROGRAM VƏ KOMİSSİYA
"Azərbaycan universitetlərində keyfiyyətə nəzarət mərkəzlərinin yaradılması və inkişafı" adlı
Erasmus + CBHE layihəsi çərçivəsində

Pilot Speciality: Marketing

No	Pilot Subjects
1	English 1
2	English 2
3	Informatics
4	Microeconomics
5	Macroeconomics
6	Statistics
7	Consumer Behavior Management
8	Accounting
9	Management
10	Marketing

Pilot ixtisas: Marketing

No	Pilot fənnlər
1	İngilis dili 1
2	İngilis dili 2
3	İqtisadi informatika
4	Mikroiqtisadiyyat
5	Makroiqtisadiyyat
6	Statistika
7	İstehlakçı davranışının idarəedilməsi
8	Mühasibat
9	Menecment
10	Marketing

Pilot commission members:

No	Pilot commission members
1	Asiman İlyasov
2	Zhala Həmzəyeva
3	Gülnaz Hüseynova
4	Turana Məmmədova
5	Tural Rüstəmov

Pilot komissiya üzvləri:

No	Pilot komissiya üzvləri
1	Asiman İlyasov
2	Jalə Həmzəyeva
3	Gülnaz Hüseynova
4	Turanə Məmmədova
5	Tural Rüstəmov

Rektor:



Prof. A.Ş. Süleymanov

Annex 2 (Official documents about the approval of program commission)

 Azərbaycan Respublikası Təhsil Nazirliyi AZƏRBAYCAN TEXNOLOGİYA UNIVERSİTETİ	Ministry of Education Republic of Azerbaijan AZERBAIJAN TECHNOLOGICAL UNIVERSITY
AZ2011, Azərbaycan, Gəncə, pr. III. İ. Xətai 103 Tel: (+99422) 257-56-29, «30» Oktyabr 2019	AZ2011, Azərbaycan, Gəncə, Ş.İ. Xətai prospekti 103 Faks: (+99422) 257-29-61 № 49-01-648/06

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Pilot Speciality: Marketing

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1	English 1
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9	Management
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Pilot ixtisas: Marketing

No	Pilot fənnlər
1	İngilis dili 1
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3	İqtisadi informatika
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5	Tural Rüstəmov

Rektor:



Prof. A.Ş.Süleymanov

Annex 3 (Report on monitoring)

Report on monitoring of teaching methods of pilot teachers before and after the trainings

A pilot commission has been set up within the ERASMUS + EQAC project to improve the quality of education, to introduce new teaching methods, to develop syllabus and other teaching materials in accordance with European standards. The composition of the Commission and 10 pilot subjects within the pilot specialty were determined by the rector of the University. The following problems had been identified while the monitoring of teaching methods of pilot teachers before the trainings were organized:

1. Academic staff apply a passive and teacher-centered teaching methodology;
2. The academic staff is not well informed about new teaching methods and student-centered education systems;
3. The academic staff is not well informed about the European Standards and Guidelines (ESG);
4. The ESG standards were not taken into account in the preparation of syllabus;
5. No student or business world is involved in the development of the syllabus;
6. As a result of the monitoring, it became clear that some of the topics covered were not relevant to the business world and meet the demand of labor market;
7. Active involvement of students in the educational process is not satisfactory;
8. It is not satisfactory to take into account competences when evaluating;
9. Awareness about the National Qualifications Framework for Lifelong Education is inadequate;
10. Assessment of knowledge is more based on cognitive method;
11. The process of extracting outdated information from the program is not satisfactory when developing syllabus or other teaching materials;
12. The vocational and generic educational competencies provided in the curriculum are not taken into account in the development of syllabus or other teaching materials;
13. When designing syllabus or other teaching materials, the purpose and results of the course, learning outcomes are not properly stated;
14. The academic staff's awareness of writing learning outcomes is not satisfactory;
15. The process of designing students' survey methodologies is not satisfactory;

After organizing different trainings to overcome abovementioned problems, following improvements have been observed among Pilot teachers:

1. Pilot teachers try to apply shift from teacher-centered teaching methodology to student-centred education system;
2. Pilot teachers are well informed about new teaching methods and student-centered education systems;
3. Pilot teachers are well informed about the European Standards and Guidelines (ESG);
4. The ESG standards are taken into account in the preparation of syllabus;
5. Pilot teachers try to involve student or business world to the development of the syllabus;
6. Active involvement of students in the educational process is satisfactory;
7. It is satisfactory to take into account competences when evaluating;
8. Awareness about the National Qualifications Framework for Lifelong Education is adequate;
9. The process of extracting outdated information from the program is not satisfactory when developing syllabus or other teaching materials;
10. The vocational and generic educational competencies provided in the curriculum are taken into account in the development of syllabus or other teaching materials;
11. When designing syllabus or other teaching materials, the purpose and results of the course, learning outcomes are properly stated;
12. Pilot teachers' awareness of writing learning outcomes is satisfactory;
13. The process of designing students' survey methodologies is satisfactory;

**Annex 4 (Approved Agenda of trainings (link to videos if possible) and report on training)
Report of pilot teachers training session at UTECA**

(Azerbaijan Technological University)

Azerbaijan Technological University organize training session for pilot teachers with the help of Quality Assurance Department within ERASMUS+EQAC Project. Training was 3 sessions and each session dedicated to make awareness and transmit information about how to design qualitative curriculum by considering various factor and meet the demand of labor market. This training was open to other teachers, although mainly pilot teachers were thought. Nearly 30 teachers were participated all session and at the end of session, they were assigned to prepare their own syllabi by considering what had been learnt. The following issues and questions were discussed and answered:

1. What is National Qualification Framework, and how to consider its requirements while preparing syllabi?
2. What are European Standards and Guidelines, and how to consider its requirements while preparing syllabi?
3. Importance of bloom taxonomy.
4. How to design learning outcomes, which meet labor market demand?
5. How to design assessment methods to ensure all learning outcomes?
6. What is the difference between objectives and Learning Outcomes?
7. How to prepare stakeholder mapping and involve them to the process?
8. How to shift from teacher centered education system to student centered education system?
9. What is the difference between generic and professional competencies?
10. How to involve students to the learning process?
11. How to ensure that our study program and teaching materials meet the demand of labor market fully.

At the end of session, current challenges and the ways to overcome them were discussed. The participants were asked to prepare mock syllabi by considering resources that they had been provided. Participant list were prepared and participants who participated all sessions were provided with certificates. Coordinator University (Baku Business University) of EQAC Project participated in the second session and monitored the training ongoing. The training was published in our and project's websites.

<http://eqac.az/en/news-and-events/6/236>

<http://eqac.az/en/news-and-events/6/252>

<http://eqac.az/en/news-and-events/6/202>

<http://eqac.az/en/news-and-events/6/201>

https://drive.google.com/drive/folders/1Cu1BU5tPP5JyjXxaidw7Yf_96zwAGh2-?usp=sharing

Annex 5 (Report on survey of teaching staff)

Reporter: Asiman Ilyasov

(Director of Quality Assurance Department, Manager of the Project)

Quality Assurance Department organized 3 trainings among young teachers on various topics and during these trainings lots of issues were discussed, such as how to involve stakeholders to the process, how to implement student-centered education system, how to write effective learning outcomes, how to make effective assessment methods after each course, ESG standards and its implementation methods. After the training session, as Quality Assurance Department, we conducted survey among young teachers and then, analyzed the result of the survey. Because of the survey, the following results were obtained.

No	Arguments	Score
1	Compliance of training programs with the requirements of the labor market	2,94 out of 5
2	Teacher skills	3,62 out of 5
3	The use of innovation in teaching methods in the organization of the teaching process	2,87 out of 5
4	Material and technical base and educational building	2,45 out of 5
5	Relationships between teachers and students	3,60 out of 5
6	Quality of student and teacher exchange program implementation	3,42 out of 5
7	Updating and improving the content of the syllabus	3,63 out of 5
8	Organization of professional development of teachers	3,02 out of 5
9	Provision of personal and professional support to students in the educational process.	3,34 out of 5
10	Providing you with instructions in your teaching activities	3,95 out of 5
11	Systematic implementation of applied research and the degree of impact on the quality design of educational programs	3,27 out of 5
12	Level of cooperation with companies and organizations	3,40 out of 5
13	Participation of quality staff in the activities	4,45 out of 5

Respondents answered the question "What are your strengths and weaknesses as a teacher?" as follows.

Arguments	Strengths (Number of teachers)	Weaknesses (Number of teachers)
My professional skills	27	7
Ability to apply interactive teaching and learning methods	27	11
I have the ability to apply my professional and general skills in teaching	31	7
I have the ability to collaborate with students and instill value	32	6
I have the ability to combine learning and assessment techniques with each other to achieve certain results in the curriculum and subject.	21	19
My research potential	18	16
My practical experience in teaching	9	15
Practical knowledge of the subject I teach	16	7

Respondents answered the question “How do you plan to develop your skills in the future?” as follows.

Arguments	Number of teachers
I participate in seminars and trainings	39
I'm going to professional development courses	15
I will give presentations at conferences	12
I participate in conferences as a listener	19
Despite my Masters degree, I intend to get Master's Degree again in a different field.	4
I will be enrolled in doctoral studies	31
I will share my experience at European universities with others in the trainings I organize	16
I participate in trainings as an expert	17
I will be involved in research activities	25

Participate in internship programs organized in the country or abroad	23
I participate in exchange programs	30
I will publish and publish articles related to my research activities.	27

Respondents answered the question “Do you update the content of your teaching subject in connection with the publications and teaching materials available at the Azerbaijan Technological University Library?” as follows.

Yes	16
Partially	15
No	19

Respondents answered the question “In what ways can you create interest and motivation for the subject you are teaching?” as follows.

Arguments	Number of teachers
We regularly discuss the role of teaching subjects in their future professional activities	30
Practical methods	19
I give them comprehensive instructions on what to do	24
I encourage them to create relationships and practice while not spending much time on traditional lectures.	19
I give them a program with the latest admission dates and evaluation criteria they can work independently	9
I use interactive and motivating methods in the teaching process	22
Creating an environment in which I can exchange ideas in my classes	30
I try my best to make my subject interesting and understandable	28
When assigning tasks to students, I plan the timing of the tasks accurately according to the set time limits.	6
I think that my personal skills and qualifications have inspired my students	23

Respondents answered the question “What challenges do you face in assessing student outcomes?” as follows:

Arguments	Number of teachers
Appraisal methods do not allow full measure of student performance	10
Students do not pay enough attention to learning theoretical materials	26
Students do not benefit from the time allotted for counseling	28
Students are not inclined to access information on course resources	33
Students do not have enough time to study freely	37
Assessment and regular assessment of tasks in the teaching process can result in incorrect measurement of learning outcomes	5

Respondents answered the question “What teaching methods do you use in your classrooms? (Choose the answers you want)” as follows:

Arguments	Number of teachers
Traditional lecture method	5
Demonstration of the attributes of the subject being taught	15
Practical tasks (practical tasks)	25
Discussions (exchange of ideas / knowledge)	35
Conceptual map	3
Thematic research	3
Graphic methods	16
Group work and projects	22
Problem thinking	21
Free work using publications, articles and various sources	11
Group games	15
Write a composition	4
Portfolio methods	0
Presentation	30

Отформатировано: Шрифт: полужирный

Отформатировано: По центру

Respondents answered the question "What teaching materials / equipment do you use in your classrooms?" as follows:

Arguments	Number of teachers
Graphic projector	39
Multimedia equipment	8
Video materials	31
Audio materials	19
Computers	36
Internet	11
Interactive board	5

33 young teachers out of 50 said that they have ability to conduct their lectures in Foreign languages, such as Russian and English. And finally, all teachers gave score to the internal environment of the University. Then all scores out of 5 collected and calculated average. Average was approximately 3.9 out of 5.

https://drive.google.com/file/d/1xwHQOdjAjl6-9ZjEJkfzW_28sFow_Vfb/view?usp=sharing

Annex 6 (Report on student trainings)
Report of students' training session at UTECA
(Azerbaijan Technological University)

Quality assurance department chose marketing specialty as a pilot branch, and then rector assigned 5 teachers and 10 subjects as a pilot for getting insight about how to make qualitative syllabi, study programs, lecture materials and etc within ERASMUS+EQAC Project. Therefore, it was essential to organize a training for students to make awareness among them and give information about their responsibilities and rights. The following topics and questions were discussed and answered:

1. What is quality of education?
2. What are the responsibilities of students to ensure quality within the education?
3. What is the difference between teachers centered education system and student centered education system?
4. The ways to shift from teachers- centered education system to student centered education system;
5. The involvement of students to the designing of curriculum, syllabi, study programs;
6. The involvement of students to the learning process;
7. Importance of participating surveys and giving feedback;
8. Make teachers use modern interactive teaching methods.;
9. Importance of Learning Outcomes for Labor Market;
10. The importance of getting in touch with alumni and get information about the current requirements of their own specialties;

At the end of session, students' questions were listened and answered, and additionally this meeting was published in our and project's websites.

<http://eqac.az/en/news-and-events/6/247>

https://drive.google.com/drive/folders/1Cu1BU5tPP5JyjXxaidw7Yf_96zwAGh2-?usp=sharing

Annex 7 (Report on student survey)

Reporter: Asiman Ilyasov

(Director of Quality Assurance Department, Manager of the Project)

Quality Assurance Department organized 3 trainings among students on various topics and during these trainings lots of issues were discussed, such as ESG, Student Centered Education system, Student's responsibilities to implement active teaching system and so on. After the training session, as a Quality Assurance Department, we conducted survey among 201 students and then, analyzed the result of the survey. Mainly pilot specialty's students including Management, Business Administration and some other engineering specialties were involved to the survey and the following results were obtained. (Excel format is provided as an attachment)

1. 92% bachelors and 8% master students were involved.
2. 43% students were in their first year, 24% in their second year.
3. 65% men and 35% women were involved to the survey.

4. 59 (29%) and 43 (21%) students gave 5 (totally agree) and 4 (partially agree) point, respectively and said that during the first lessons of a particular subject, detailed information about the curriculum, the main objectives of the subject, the learning outcomes, and evaluation criteria is provided.

5. The majority of students (30 %) totally agree and partially agree (24%) with this statement "In addition to explaining the subject, the teacher creates an active learning environment in the teaching process".

6. The majority of students totally agree (34%) and partially agree (19%) with this statement "Learning methods, as well as tasks, help to understand the content of the subject, but also to actively participate in lessons and to learn the subject independently".

7. The majority of students totally agree (34%) and partially agree (45%) with this statement "Because the teacher is polite and professional, students ask questions about the topic, express their views, and take the initiative to participate in discussions".

8. The majority of students totally agree (32%) and partially agree (23%) with this statement "The teacher implements the theory in practice, explains practical ways of solving problems, and presents the necessary tasks for professional development".

9. The majority of students totally agree (30%) and partially agree (25%) with this statement "While studying a subject, most of the time is spent on theory, practice, independent work, and consultation, although the time spent learning the objectives of the subject is satisfactory".

10. The majority of students totally agree (27%) and partially agree (24%) with this statement "The time allotted for a particular subject is enough to complete all the tasks, read the literature on the subject, and prepare for the exam".

11. The majority of students totally agree (30%) and partially agree (22%) with this statement "The teacher provides a variety of academic advice and uses professional techniques to test independent assignments".

12. The majority of students totally agree (39%) and partially agree (21%) with this statement "The teacher starts and finishes the lessons according to the timetable, and effectively organizes teaching time".

13. The majority of students totally agree (30%) and partially agree (27%) with this statement "Accuracy of assessment methods and criteria enables learning outcomes".

14. The majority of students totally agree (35%) and partially agree (23%) with this statement "The teacher evaluates the assignments in a timely manner and the assessment results are objective and impartial".

15. The majority of students totally agree (35%) and partially agree (21%) with this statement "The results of independent assignments and colloquiums are thoroughly discussed and a ball is added to the student's final score".

16. The majority of students totally agree (27%) and partially agree (20%) with this statement "A list of mandatory reading materials is available in the university's database and library".

17. The majority of students totally agree (28%) and partially agree (46%) with this statement "The teacher effectively uses the system in the learning process to obtain the course material and assessment tasks from the e-learning system (MOODLE)".

18. The majority of students totally agree (33 %) and partially agree (36%) with this statement "Gaining new knowledge and hands-on skills for future careers in the subject of teaching".

19. The majority of students totally agree (30 %) and partially agree (23%) with this statement "Teaching meets my expectations, encourages self-expression, creativity and critical thinking".

20. The majority of students totally agree (30 %) and partially agree (21%) with this statement "Teaching disciplines can be helpful in building communication and collaboration, gaining confidence and experience".

<https://drive.google.com/file/d/1EQ4CyyE4LqRKlwiM9M8B5Exxigek8x2D/view?usp=sharing>



Annex 8 (Updated program)-paper version was sent to the coordinator university and added as an attachment:

<https://drive.google.com/drive/folders/1k65Wl7k0Xpgl1wOsJegZrYG4GxKwDuAw?usp=sharing>

Annex 9 (Updated syllabuses)-paper version was sent to the coordinator university and added as an attachment:

<https://drive.google.com/drive/folders/1k65Wl7k0Xpgl1wOsJegZrYG4GxKwDuAw?usp=sharing>

Annex 10 (Approved teaching methods and assignments) – paper version was sent to the coordinator university:

<https://drive.google.com/drive/folders/1tM7BnuMLtib2ZyaLN-mJN9K3aLRckPHU?usp=sharing>