Twinning Fiche
Strengthening the Initial Vocational Education in the Field of Agriculture in the Republic of Azerbaijan

1. Basic Information
1.1 Programme: ENPI National Annual Action Programme 2008
1.2 Twinning Number:
1.3 Title: Strengthening the Initial Vocational Education in the Field of Agriculture in the Republic of Azerbaijan
1.4 Sector: Employment and Social Affairs
1.5 Beneficiary country: The Republic of Azerbaijan
1.6 Beneficiary institutions: The Technical-Vocational Education Department at the Ministry of Education of the Republic of Azerbaijan (main beneficiary).
Other beneficiaries: The Ministry of Agriculture and the Ministry of Labour and Economic Development

2. Objectives
2.1 Overall Objective(s):
*The overall objective of the Twinning is to support the reform of the Vocational Education in the Republic of Azerbaijan in the field of Agriculture in order to increase the employability of VET graduates and to contribute to the enhancement of the country’s competitiveness in the non-oil sectors.*

2.2 Project purpose:
*To enhance the institutional capacity of the Vocational and Technical bodies of the Ministry of Education of the Republic of Azerbaijan and the other beneficiary institutions to extend the on-going VET strategy reform to the VET sector of agriculture.*

2.3 Contribution to the EU – Azerbaijan Partnership and Cooperation Agreement and ENP Action Plan
As a response to the new geopolitical situation following its enlargement in May 2004, the European Union (EU) adopted a new framework for relations with its neighbours, the European Neighbourhood Policy (ENP). The ENP aims to go beyond the existing Partnership and Cooperation Agreements (PCA) to offer neighbouring countries the prospect of an increasingly closer relationship with the EU with the overall goal of fostering the political and economic reform processes, promoting closer economic integration as well as legal and technical approximation and sustainable development.
The **central element of the ENP** is a bilateral **Action Plan (AP)** adopted on 14 November 2006 which clearly sets out policy targets and benchmarks through which progress with an individual neighbouring country can be assessed over several years. The ENP Action Plan defines a considerable number of priority areas for trade and market-related regulatory reforms, in particular trade facilitation issues including customs legislation and procedures, technical regulations, standards and conformity assessment, sanitary and phyto-sanitary (SPS) issues, consumer protection, right of establishment and company law, financial services and markets, taxation, competition policy, enterprise and SME policy, intellectual and industrial property rights, public procurement and statistics.

With regard to **issues relevant for vocational education, more particularly in the field of agriculture**, the EU-Azerbaijan ENP Action Plan sets out the following “General objectives and Actions”:

**Enhance agricultural production and rural development (item 4.4)**
- Adopt and implement a reform strategy for the agricultural sector providing for the structural, institutional, legal and administrative support necessary in order to […] promote rural development activities;
- Foster the development, promotion of quality production (local traditional products, organic products etc);
- Exchange of experience on best practices and use of international and EU standards;
- Identify and develop measures to improve knowledge transfer and extension services.

**Reform and modernise the education and training systems within the framework of Azerbaijan’s reform programme (item7.1.7)**
- Ensure continued access for all to high quality education […] by inter alia […] elaborating a legislative base for education, by reforming education and training systems, including vocational education and training;
- Strengthen the adaptation of vocational education to demands of the labour market and the economy by inter alia increasing the involvement of social partners and stakeholders from civil society;
- Encourage student mobility;
- Enhance youth exchanges and cooperation, in particular on a regional level, in the field of non-formal education for young people and promotion of intercultural dialogue.

Moreover, the **Country Strategy paper 2007-2013** (item 5.2) underlines that:
- Assistance will be provided with the aim of consolidating social reform and encouraging approximation with EU social standards, thus contributing to poverty reduction and improving the situation of legal employment in the Republic of Azerbaijan, including through education and vocational training.

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The Republic of Azerbaijan reached independence on 18 October 1991, ratified the Charter of
the Commonwealth of Independent States (CIS) countries on 14 December 1993 and is
member of the Council of Europe since 25 January 2001. Based on the constitution of 1995, it
is a presidential Republic; its practical political system has been described in several EU
progress reports.

The Republic of Azerbaijan is the largest of the three South Caucasian countries (Azerbaijan,
Georgia, Armenia) regarding population and GDP.

The area of the Republic of Azerbaijan is 86,600 km², its population amounts to 8.6 million
(July 2008) with an average density of 96.2 inhabitants per km².

In 2008 the nominal GDP was 43.3 billion US$ referring to a nominal per capita GDP of
around 5400 US$ which situates the Republic of Azerbaijan among the middle-income
countries, more precisely on rank 88 in the world.

In its early existence, difficulties of war times and related GDP breakdown in the context of
the Nagorno-Karabakh conflict marked its history. This armed conflict with neighbouring
Armenia started in 1988 and cease-fire reached in 1994. The conflict led to occupation of
about 20% of the territory of the Republic of Azerbaijan including 7 rayons surrounding
Nagorno-Karabakh, disrupting key regional trade and transport links, and causing an influx of
about one million refugees and internally displaced people.

However, following this dark period, the Azerbaijani economy swiftly recovered due for a
large part to the strong international demand of oil and gas products. The GDP recently raised
considerably (2.5 times in the last five years) with some impressive picks (for example in
2006, the country had the highest growth rate worldwide – 34.5%), which is mainly a result of
the booming oil industry. (See below)

It spite of the economic developments, poverty is still as an important issue. Even if the
poverty rate decreased substantially in the last five years (from 29.3% in to 2005 to 13.2% in
2008), it remains among one of the strongest government concerns.

3.1.2 Recent economic developments

The oil and gas production sector is by far the main economic resource of the Republic of
Azerbaijan. The oil and gas sector accounts for more than 60% of all exports. The production
of this sector has increased considerably in recent years: from 200 thousand barrels per day in
2004 to around 1,200 thousand barrels per day (forecasted) for 2010 which results with a
strong growth of the Azerbaijani economy on the period. According to some forecasting
reports, the increase of oil and gas production will slow down in the coming 10 years unless
new reserve discoveries will be found.

However, on a general point of view, the government of the Republic of Azerbaijan has
decided to reduce the national economy strong dependency on the oil and gas sector. If the oil
and gas sector contributes approximately 60% of GDP it provides only 1% of total
employment, while agriculture which contributes about 9% percent of the GDP provides
livelihoods to around 40% of all households.1 With a share of only a third of the total the

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1 Country brief 2009, World bank; see
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GDP, the Service sector remains relatively underdeveloped when compared to modern market economies.

In short, the structure of Azerbaijan economy has not yet followed the transition to an economy focused on the industrial sector or even service sector as it was the case in most European economies. (See annexes 2a & 2b for details and figures). Therefore the national strategy (which is supported by the main different international donors) consists in developing the non-oil sector (e.g. State Program on Socio-Economic Development of Regions of the Republic of Azerbaijan for 2009-2012\(^2\)) and the infrastructures, particularly in the rural regions of the countries. Diversified development of the non-oil sector is critical for generating jobs, and promoting long-term growth.

Inflation amounts to roughly 20%. Despite the fact that poverty has significantly dropped during 2003-2008 (from 39.7 to 13.2 percent) it continues to be one of the challenges for the Republic of Azerbaijan.

### 3.1.3 The agricultural sector

The agricultural sector is the most important source of employment in Azerbaijan, and is essential to economic diversification. Agriculture provides a good source of diversification as being the largest economic sector in Azerbaijan after oil. The Agriculture’s share of employment has increased to 40 percent in 2004 from approximately 31 percent in 1990. This is especially important since the percentage of the total population in rural areas has grown to 49% since independence.\(^3\)

Agriculture also has an economic importance that is more significant than its current monetary value because of its role in food security and rural poverty reduction. It is an important source of income and stability for rural areas where the benefits of Azerbaijan's petroleum wealth are much less evident. Rural households produce half of the food they consumed and for the poorest households the reliance on own consumption is even higher (65%) and growing over time. Thus, own-produced food can be considered a social safety net for rural households.

**Recent changes (1990-2008)**

Like other former Soviet-Republics, the Republic of Azerbaijan’s agricultural sector declined precipitously after independence. Before independence, large quantities of agricultural products were exported to Russia (about 75% of the fruit and vegetable production). After independence, the Russian and other traditional agricultural export markets were lost as well as the formerly subsidised inputs (such as fertiliser or irrigation). As a result the agricultural GDP dropped dramatically from 5.8 bln Manat in 1990 to 2.9 bln Manat in 1997, a decrease of over 50% (1 Azerbaijani New. Manat = 1 AZN ~ 1.15 € in July 2009).

In response to this situation, a large privatisation reform was launched with the support of international donors. The most important change was the privatisation of the 2020 State and collective farms- after decades of state control. Altogether about 95% of arable land has now

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\(^2\) Approved by Decree of the President of the Republic of Azerbaijan dated April 14, 2009

(2008) been privatised with an average farm size of 10.4 ha. (many of the 865 000 rural farms having five hectares or less of land)

Farm privatisation considered as a “success” (namely by the World Bank experts) had a positive impact on agricultural GDP which started to grow from 2000 and onward by 6 to 10% a year. Moreover, the shift from large scale to small scale farms changed the character of agricultural production. The new small farms are more conducive of labour intensive (but not capital intensive or machinery intensive), high value crops such as fruits, vegetable and meat or dairy products. The Republic of Azerbaijan now has a comparative advantage of perennial crops such as orange, apples, pomegranates, in vegetables such as tomatoes, cabbage, chickpeas as well as in livestock products such as beef, milk and mutton. However intensive crops such as wheat and cotton are still significantly produced.

The new challenges in the agricultural sector

While significant progress has been made, there is still work to be done. Azerbaijan’s agriculture has a strong potential but efficient and rapid production growth needs to be sustained. Most of farms still produce mainly for their own consumption. The domestic processing of agricultural products is still minimal and focused around tomatoes and some few preserved products. Less than 10% of the dairy products are processed by domestic industry, most of it by artisan processing units. More generally the modernisation of the agricultural sector in hindered by the poor development of a range of factors among them: - poor business environment related to import/export capacities and legal provision, - outdated technology, -lack of agricultural extension services, appropriate research, trainings and market information, - low level of public service investment in rural infrastructures (electricity and gas supply, communication and transportation, etc.).

In response to this situation, the Government of the Republic of Azerbaijan supported by international donors issued a second five years “State Program on socio-economic development of regions”.

It is expected that the foreseen Twinning project and more generally the modernisation of the VET system of education in the field of agriculture will positively contribute to the successful implementation of this programme and to all activities and projects aimed to modernise the Azerbaijani agricultural sector.

More details on the agricultural sector are provided in annexes 3a & 3b in the separate Annexes Document

3.1.4 Labour market

Employment

The rate of the Azerbaijani working age population increased from 55.1% in 1997 to 66.9% in 2007. The economically active population, now around 4.3 million people, increased by nearly 19% during the period 1993/2003 due to the combined factors of natural demographic growth and the integration of refugees and displaced persons.

The share of employment between private and public sector demonstrates the progresses of the market economy. The work force employed in the private sector grew from 39.8% in 1995 to 67.8% in 2006. It also must be noted the relative high percentage of independent and self employed persons (around 19% in 2004).
By sector, the main facts are the sharp decrease of the employment in the industrial sector which fell from 9.8% to 4.8% between 1995 and 2004, while on the opposite the work force employed in the agricultural sector increased to a remarkably high share of the total employment from 30.8% to 39.9% in the same period.

The recent and ongoing concentration of the industry, construction and transportation in the Baku region, joined with the overall decrease of this sector in terms of employment led more people to the capital town region while the rest of the country, particularly the rural region, suffers from insufficient economic diversity and job opportunities outside the agricultural sector.

Unemployment

Due to the political and economical difficulties of the years 1990, the number of unemployed raised substantially. The increase rate was estimated at 1.4 time on the period 1990-2005. The National Employment Strategy adopted in 2005 estimated the number of unemployed at around 400 000 people which indicated a rate of unemployment of 10.7%. In the recent years, however, measures were taken to increase the number of jobs and to give legal labour force status to those employed in the informal sector. As a result, the estimated rate of unemployment fell to 6.8% in 2007.

Analysis of the registered unemployment by age shows that the percentage of job seekers under the age of 35 increased by 3% between 2005 and 2007 which indicates that more young people even with a higher or a completed secondary education seek the assistance from the employment service to find a job. More details on the agricultural sector are provided in annexes 2a & 2b

3.1.5 Education system and VET

As with many of the CIS countries, the Republic of Azerbaijan has a high level of literacy: 99% of the population and 99.9% of young people are literate (2006). A great share of children continues studies after receiving the basic education.

The Article 42 of the Azerbaijani constitution stipulates 11 years mandatory school education (4 years elementary school, 5 years of basic secondary school and 2 years in upper secondary).

Students graduating from the 9th grade (age 15) can choose to continue to study either in general secondary education or in VET secondary institutions.

With around 23 800 students (and around 13 000 new enrolments annually) the VET sector accounts for around 10% of the total number of students of the upper secondary schooling system. This share is of course considerably lower than during the Soviet era, but the comparison is not really relevant because in those times the choice between general and VET education was not left to the individual choice which is now the case.

During the last twenty years the number of VET students decreased in spite of the positive demographic growth. They were 27 700 in 1996, 23 000 in 2001, 21 000 in 2003, with however a slight increase to 23 800 in 2007.

The image of the VET school remained (and largely still remains) unattractive to most of the Azerbaijani families. The VET sector stayed, till very recently, out of the national priorities, with poor funding, outdated infrastructures and lack of technical support.
A recent comparative study\textsuperscript{4} on the VET systems of the three south Caucasian countries shows that they all suffer from the three main weaknesses:

- lack of VET standards (occupational standards, curricula)
- mismatch between the skills demands of the labour market and the VET supply
- insufficient VET teachers training.

The Azerbaijani VET system in the field of agriculture suffers particularly from these three identified main weaknesses.

The end of the socialist era resulted with a poor maintenance of the school buildings and equipments which benefited during the socialist era from their inclusion in the large state collective agricultural units.

In addition, the existing curricula and training programs still reflect the needs of the former state mechanized agriculture with for example a strong specialisation on occupations related with mechanical skills such as “tractorist” and a poor diversification toward the needs of the new agricultural environment. Few or even no training programs target skills or occupations required in some new growing sectors such as: small agricultural unit management, specialised added value production (fruits, modernised animal catering), modernised food processing (dairy products etc) and diversified services to agriculture: veterinary, expertise in new ranges of plants production (organic, added value products) etc.

However, in the recent year education as a whole has become the key priority for the Republic of Azerbaijan as shown by the fact that the budget dedicated to this sector, 1.3 B. Manat, is now more important than the defence budget.

The reform of Vocational Education and Training has also become a big stake for the country, a goal which cannot be achieved without supplying the labour market with more qualified people in all sectors. A National Employment Strategy for 2006-2013 was signed by the President in October 2005. It includes a National Action Plan on Employment (NAPE) developed in cooperation with the International Labour Organisation (ILO). This action plan focuses in particular on vocational education and training. The priority sectors are: Information and Communications Technologies (ICT), Agriculture and Tourism (in particular hotel development and management), and automobile services.

Moreover the “State Programme for developing a system of vocational education in the Republic of Azerbaijan (2007-2012)” approved by presidential decree (3 July 2007) identified some broad priorities for the VET system such as: “strengthening the logistics in VET, establishing new partnership and economic relations, improve the management of the VET system, update the content of the VET system to meet modern requirements.”

In addition, the new Education Law adopted in September 2009 completes this legal provision with the approximation to the European standards (see chapter 3.1.7).

As this new Education Law is a broad Framework Law, specific complementary laws have to be prepared for each sector of education, including Vocational Education.

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The Ministry would also like to include in this new legal provisions the “Accreditation of Prior Learning” (APL), i.e. the validation of skills gained by individuals through “non-formal education” (particularly through professional experience).

3.1.6 Institutional Framework

The Department for Technical Vocational Education (DTVE) of the Ministry of Education (the main beneficiary of the foreseen Twinning project) is responsible for the “Initial Vocational Education” which is delivered in 60 Vocational Technical Schools (2 year course) and 47 Vocational Lyceums (3 year course). Out of these 107 schools, 56 are dedicated to agriculture (out of which 60% are Vocational Lyceums and 40% Technical Schools).

The “Development Centre for Initial Vocational Education” (DCIVET) created in January 2009, is currently being established within the Institute for Educational Problems of the Ministry of Education. The DCIVET has 18 staff (4 to 5 of them have some knowledge of English). This agency has two main duties: a) monitoring and forecasting on VET issues and staff training, b) development of VET curricula. The DCIVET participates in several ongoing VET projects funded by the EU – more particularly in the ongoing “VET Reform Strategy” project and in projects funded by other international donors (World Bank, UNESCO) – namely through curricula development activities.

This development is seen as a significant innovation since no work of such kind has been undertaken in this field in the Republic of Azerbaijan before 2008.

It must be noted, however, that in 2002 an effort was made for introducing an official classification of the VET specialities. This “Classificator” which is still in use, identifies 8 broad VET sector areas and 218 VET training or “specialities”. As an example, the 8th VET sector area (“Agriculture and Food processing”) groups 36 different training specialities such as: “fruit master”, “truck driver, machinist”, “sausage maker” etc. (see in annex). The Ministry of Education expected, however, that the ongoing VET modernisation will reorganise and reduce the number of these VET training specialities in order to form broader and more flexible qualifications.

The “State Agricultural Academy” is a Higher Education centre of education and research located in Ganja (in central Azerbaijan).

The Ministry of Labour and Social Protection of Population is also actively involved in the ongoing reform of the VET system. Its “Scientific Research and Training Centre on Labour and Social problems” gained a particular expertise (namely with the help of the European Training Foundation and with the ILO), in the development of sectoral and regional Labour Market analysis and with the design of occupational standards. Six to eight of its 60 experts (among them the Director) are actively participating to the EU funded “VET Reform Strategy” project developed in the framework of the TACIS 2006 Programme with the Ministry of Education as main beneficiary (website http://www.azvet.edu.az/).

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5 As opposed to “Secondary Vocational Education” which is under the responsibility of the Department for Higher Education of the Ministry of Education; Secondary Vocational Education covers the 60 “Secondary VET institutions” (or “Secondary Vocational Schools”) which train “junior specialists” or “junior engineers” within a 4-year curriculum. As opposed also to Vocational Training (i.e. “on the job training”) which is under the responsibility of the Ministry of Labour.
The **General Employment Department** (GED) which is also part of the Ministry of Labour and Social Protection of Population delivers provision of *non-formal* occupational trainings targeting people of adult age, among them job seekers. These occupational trainings of a duration of two to six months are delivered either in the two existing occupational training centres run by the GED (in Baku and in Göyçay) or by the way of “on the job training” sessions in companies with which the GED establishes service contracts. In the same way, the GED also subcontracts trainings to the VET institutions of the Ministry of Education. The trainers and the managers of the occupational training department of the Employment Service recently benefitted from several trainers training sessions delivered by the ILO on **modular training and skills assessment**. In 2008, 3500 persons were trained by the GED. This number is expected to substantially increase since as a result from an agreement with the World Bank, the GED will soon create five new training centres in different regions of the Republic of Azerbaijan.

**The National Coordination Council** created in 2009 is in charge of the coordination of projects developed in the field of VET or having an impact on it. Its members are representatives from the various ministries concerned as well as representatives of the private sector such as the Confederation of Employers. This body produces advices particularly regarding proposals which have legal impacts and monitors the development of the “State Programme on Vocational Education”.

**The local (district) level of the National Administration** plays a key role in Education since it shares with the Ministry of Education the management of the Secondary Schools (general and VET).

**The social partners**: The Article 17 of the Law on Employment defines inter alia the role of the employers in the creation and in the coordination of Vocational Training. However, this regulation has yet not been widely implemented mainly due to the lack of experience of the concerned partners. As an example, The “Confederation of Entrepreneurs” was only created in 1999, and the “Association of Small and Medium Size Businessmen” is even more recent (2004). The involvement of the employers and the social partners into VET and more generally the partnership development with all the main VET stakeholders is now considered by the Ministry of Education as a key priority.

### 3.1.7 Azerbaijani Legal Framework

**The new law on education**

After many years of discussion a **new broad law on Education** was very recently passed by Presidential decree on the 5 September 2009.

This very extensive legal document establishes the basis for all education and training activities in Azerbaijan including, inter alia, definitions of: type of Education and training paths, type of education and training providers, structure of the National education and training system, main principles in education including quality and national standards references, distribution of responsibilities between ministries etc.

This laws is clearly presented as an overarching law providing the basis for more specific legislation and normative acts as it states that “This law serves as a basis for adoption of
relevant legislation and other legal normative acts related to various level and phase of education and training” (unofficial translation).

The Presidential decree attached to the law requires that all the ministries and legal bodies concerned have to contribute to the enforcement of this broad law with proposing legal provision aiming at its enforcement.

Regarding the Azerbaijani VET system, this new broad law introduces some useful key definitions and legal orientations such as: the definition of “formal, non-formal and informal education and training”, the concept of “the franchising and accreditation of various training providers” (private training companies, enterprises, other public entities such as the employment service, municipalities etc), the focus on “quality in education in line with international and European criteria” as well as the need for “nationally recognised standards” (including curricula formats and content).

Taking this new law into account, the foreseen Twinning project will have to take advantage of the work that will be performed in the field of agriculture with proposing and drafting some legal proposals that could contribute more broadly to update the legal basis on the VET Azerbaijani system.

Other previous legal provision
In addition to the new broad law above mentioned, the foreseen Twinning project will also have to take into consideration some other legal acts and various on-going State Programs in which the VET stakeholders could bring their own contribution. These legal relevant provision include for example:

- The Classifier of Qualifications in primary VET, Decree of Minister of Education of the Republic of Azerbaijan #678 dated June 27, 2002 (see annex)


- State Program on socio-economic development of regions for 2009-2013

- State Program on Poverty Reduction and Sustainable Development for 2008-2015

- State Program on Implementation of the Strategy of Employment for 2007-2010

Consistent information on the Azerbaijani legal system can be found in the text “A Guide to the Republic of Azerbaijan Law Research”\(^6\), also in some issues of the Caucasus & Central Asia (CCA) Review\(^7\).

3.1.8 The European strategy for VET
Since it is the very role a Twinning project to facilitate approximation of the legal dispositions of the Beneficiary Country with the E.U approaches it is summarised hereafter the main recent E.U’s dispositions on VET issues.

The European Union’s role in education and training and hence in vocation education and training stems from the Treaty establishing the European Community, signed in

\(^{6}\) http://www.llrx.com/features/azerbaijan.htm

Maastricht in 1992. This role was defined in article 149, in terms of contributing to “the development of quality in education by encouraging cooperation between member states...”. Further article 150 specified that “the Community shall implement a vocational training policy which shall support and supplement the action of the Member States while fully respecting the responsibility of the Member States for the content and organisation of vocational training” (European Parliament 2000)

The basis for European co-operation in VET was laid out in the Copenhagen Declaration which was endorsed in November 2002 by the education Ministers of 31 European countries, social partners and the European Commission. The Copenhagen Declaration was the starting point of the Copenhagen Process.

A central part of the process is the development of common European frameworks and tools to enhance the transparency, recognition and quality of competences and qualifications, making the mobility of learners and workers easier. The most important of these tools are the European Qualifications Framework (EQF), Europass, the European Credit System for VET (ECVT) and the European Quality assurance for VET (EQARF).

Progresses in implementing the Copenhagen Declaration are reviewed every two years. The most recent review was in December 2008- the Bordeaux Communiqué in which the Copenhagen process was judged as a “success”. It also proposed to “renew the impetus” with proposing four main priority areas for future actions:

- implementing the tools and schemes for promoting cooperation in VET at national and E.U level
- heightening the quality and attractiveness of VET systems
- improving the links between VET and the labour market
- strengthening European cooperation arrangements

3.2 Linked activities (other international and national initiatives)

The “VET Reform Strategy” Project
In order to establish good bases for the upgrading of Vocational Education and Training (VET), a TACIS 2006 project called “VET Reform Strategy” of a total duration of 30 months started at in the second half of 2008 financed by the European Union. This project includes two components:

- a Policy component aiming to design the overall VET strategy. A strategy paper is being prepared by a Policy Drafting Group; it should be submitted to the National Coordination Council in autumn and then will be circulated by the Minister of Education in the interested Ministries in January 2010 for consultation. This component also aims to establish a single methodology for all sectors to set professional standards, educational standards and related training curricula. In fact, it is expected that the “VET Reform Project” will develop “a corner” of the National Qualifications Framework. A law should derive from it. The project will also pave the way for the financing of VET by presenting the strategy to the Ministry of Finance, the international donors and the employers.


Several Working Groups contribute to the activity of the Policy Drafting Group: a group on Professional Requirements, a group on Teachers Training etc.. These groups work with industrial, educational, methodological circles.
- a **pilot operation in the field of tourism** which consists in the elaboration, together with the stakeholders, of occupational standards (i.e. professional requirements) and qualifications requirements (i.e. educational standards) on the basis of which result-oriented curricula can be developed. Under this operation, a regional **Labour Market analysis** was undertaken (first semester of 2009) in order to establish a clear picture of the Tourism economic sector in the pilot region of Ismayilli and to identify the occupational skills required by the labour market, both in quantitative and qualitative terms. Following this labour market analysis, several **occupational standards** are being developed through a “functional methodology” in use in some EU member states. A **pilot school of Tourism** including a “training hotel” and a “training restaurant” was designed, and the construction of this school, due to open in 2010, began. The operation will also lead to the elaboration of a school strategy in relation to the state of the local labour market and in cooperation with the Regional Employment Office.

This Twinning project called “Strengthening Initial Vocational Education in Azerbaijan in the field of Agriculture” shall be developed in full coherence with this “VET Reform Strategy” project. The latter will already be rather mature when the Twinning contract will be finalised by the Republic of Azerbaijan and its Twin Member State. **There should therefore be no contradiction between the two projects but only complementarities.**

This coordination will be facilitated by the fact that the Head of the Department for Technical Vocational Education of the Ministry of Education is responsible for both projects.

**Agricultural and Rural Development Support Programme**

The sector budget support programme **Agricultural and Rural Development Support Programme** of 14 million EUR will be supported by the European Commission. The programme, currently in the identification phase, aims to

- Increase the access to safe quality food
- Stabilise food availability and supply
- Encourage entrepreneurship in the field of agricultural and rural development by improving business environment and institutional capacity.

In addition, this foreseen Support Programme includes under the priority “Entrepreneurship in the field of agricultural and rural development” a strategic plan to improve the capacity of academic institutions (namely the Ganja State Agriculture Academy) in order to provide accredited agriculture and veterinary education.

**World Bank projects**

The World Bank has been supporting the modernisation of Secondary General Education since 1999 and has launched in 2008 **The Second Education Sector Development Project for the Republic of Azerbaijan.** This project contributes namely to support the VET Department of the Ministry of Labour in developing new occupational standards.

In the last years, the World Bank has also supported strongly the modernisation of the Azerbaijani agricultural sector including the land privatisation, **The (new) Rural Investment Project (AZRIP)** – approved in 2008 – is aimed to improve living standards through improved access to infrastructure services for households in rural communities. This project can be the vehicle for the development of human resources development projects such as the five new non-formal training centres for adult and job-seekers planned to be created by the Employment Service.


**Other international projects**

Different international donors and NGOs also contribute to the projects in the field of education and in the agricultural sectors among them: UNESCO which currently participates to the development of several new curricula in the hotel management and in the ICT sectors, GTZ with its “Support of private initiatives in the agriculture” project or a pilot project for training refugees and displaced persons in the agricultural sector in the south of the Republic of Azerbaijan led by Hilfswerk (Germany).

The Twinning partners shall take necessary steps to ensure coordination with the mentioned and other related activities in order to avoid any overlap but to achieve possible synergies.

3.3 Results

At the completion of this Twinning Project, the following results shall be achieved:

**Result 1. A mid-term policy and an action plan for a competency-based VET system in the field of agriculture is established**

The Department for Technical Vocational Education of the Ministry of Education (DTVE-ME) and the Twinning experts will draft a concise “mid-term policy” document on initial Agricultural VET which will refer closely to the policy on initial VET that already exists or will be produced by the Ministry of Education during the lifetime of the Twinning project. This “mid-term” policy will namely include:

- References to the main concepts of the ongoing VET reform, particularly to the competency-based approach, the linkage with the European Qualification Framework (EQF), the partnership approach with national and local VET stakeholders, the linkage between formal and non-formal training, etc.
- Identification of the broad principles and mid-term priorities regarding the development of initial VET in the field of Agriculture
- A broad framework presenting the education and training provision to be developed in the field of agriculture which “cross” allocating the various diplomas by level to the main sub-sectors of the field of agriculture -production, -services to agriculture, -food processing)
- Various “bylaws”, regulations or normative acts proposals which will aim to contribute to the implementation and the development of the recent “framework education law” (passed on the 5 September 2009). These expected contributions will target some key subjects such as: qualification and curricula models, accreditation of prior learning, school governance, “pilot school status” etc
- Development of a concept of an “Agricultural initial VET centre” with “multi-service” purpose (non restricted to formal initial VET) as well as a concept of “pilot VET agricultural school”
- Definition and strategy development of a “non-formal” education component
- A broad action-plan for the implementation of this “mid-term” policy.

This work will be developed in reference with the lessons learned and the outcomes produced by the “VET Reform Strategy” project funded by the EU.
Key indicators of achievement are the following:

- Mid-term strategy developed.
- Mid-term strategy documents delivered to the main VET stakeholders and particularly to the National Coordination Council.
- Stakeholder’s remarks on the mid-term strategy collected and integrated.
- Bylaws, regulations or normative acts proposed. Final draft produced.

**Result 2. A sample of occupational standards and curricula related with the agricultural economic sector is developed**

The DTVE of the ME and the Twinning experts will develop a “sample” of competency-based occupational standards and curricula related with the field of Agriculture with using for this work an internationally recognised methodology. Their expected number will be restricted to a realistic amount (5 to 8 occupational standards and around the same number of curricula) since one of the main objectives of this work is to develop field implementations of these tools and ensure they can be used in further developments as relevant and convincing models for the initial Agricultural VET system.

In order to guarantee a high level of consistency between standard development approaches of the VET department of the Ministry of Education, the foreseen Twinning project experts will take into close consideration the methodology already selected and experimented in the development of curricula in other VET sector areas and particularly in the tourism sector in the framework of the “VET Reform Strategy” project.

Regarding the selection of the “sample” of occupations or VET specialities in the field of agriculture to be developed under this Result 2, the project will review and advise on update the National Classifier for the agricultural occupations at the level of primary VET in accordance to the International Standard for Classification of Occupations (ISCO). In addition, this selection will also take into account the results of the Labour Market Study realised under the result 3. On a basis of this analytic work the final sample of the curricula to be developed will be established with the help of the proposed following selection criteria:

- a fair distribution between the main areas of agricultural activities (such as: production, services to agriculture, food processing),
- the provision of trainings existing in or foreseen by the selected “pilot school(s) involved in the Twinning project (see below, result 3),
- the broad priorities identified by the DTVE of the ME for VET in the field of agriculture namely through the midterm policy developed under the Result 1.

All this curricula development work will also pay particular attention to a “partnership approach” with facilitating the contribution of the main public and private VET stakeholders. Moreover, a “closing seminar” will be organised at the end of this project component to enhance the private/public partnership and pave the way for permanent institutional partnership on VET in the field of agriculture.

Key indicators of achievement are the following:

- Sample of targeted occupations and VET training specialities selected.
- Selection approved by the main stakeholders of the project.
- Local experts, staff of MoE, school trainers and managers, and key stakeholders involved in the project familiarised with the competency-based approach (namely through a study tour in a E.U member state and “learning by doing” training sessions)
Five to eight competency-based occupational standards, vocational training curricula and related teaching and learning materials developed.

Representatives of the main public and private VET stakeholders in the field of agriculture identified and involved.

“.“Closing seminar” held with stakeholders.

Consensus of beneficiaries and main stakeholders reached on the work achieved under this result 2.

**Result 3. A pilot implementation of formal and non-formal trainings is realised in one or several agricultural VET secondary school(s) and a strategy developed at a school level for ensuring a sustainable implementation**

The foreseen Twinning project will include a field experimentation aiming at upgrading several VET schools through pilot schemes. This experimentation will be prepared by a labour market study developed at a district level in order to assess the labour force skills needed by the economic stakeholders in the field of agriculture.

The new curricula and teaching materials and methods developed under Result 2 will be implemented in pilot training programmes including formal initial VET programmes but also “non formal” training ones targeting various audiences (for example, young adults, job seekers, farmers, employees, refugees and displaced people etc.).

It is also expected that this pilot developments will be used as an opportunity for testing new approaches of “skills and prior learning assessment” in order to pave the way for a future “APL” (Accreditation of Prior Learning) system in Azerbaijan.

Regarding the selection of the pilot schools, the Twinning project will take into close consideration the capacity of the selected schools to transpose successfully one or several curricula produced under Result 2 into pilot training programmes (namely: appropriate teaching infrastructure, teachers’ pedagogical abilities in place, involvement of the schools’ board, willingness of the school team to disseminate the results etc.)

In addition to the up-grading of the training services, the Twinning project will also assist the managers of the selected pilot schools in the elaboration of a “development strategy” which will concretely aim at implementing the “new agricultural VET school concept” expected from the policy component of this project (see above, Result 1). As an example, the pilot operation could be an opportunity for testing the feasibility of a “multi-service VET agricultural school” model targeting several audiences and delivering a sample of services not restricted to the single initial formal VET training.

**Key indicators of achievement are the following:**

- Pilot school(s) identified and selected.
- Labour market analysis methodology formalised.
- Labour market analysis performed.
- Curricula and teaching materials developed under the Result 2 transposed and tested into pilot training programmes.
- Formal and non-formal training programmes developed and implemented.
- School strategies drafted.

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10 A VET Lyceum located in Saatli (central Kur-Araz plain) has been provisionally identified as a possible future Pilot school as well another in Lankaran in the south and one in Ceyranbata on Abseron peninsula.
Result 4. Curricula developers, school managers and teachers are trained in order to support the Twinning project development and disseminate its outcomes

The development of the Twinning project will only be possible if supported by relevant and substantial training assistance to all staff involved in this process, i.e.: policy makers, curricula developers, school managers and teachers.

The expected training provision will aim at facilitating the approximation to the international standards particularly those developed in the EU member states in the field of agricultural VET.

The main training themes concerned will cover various aspects of the VET upgrading process, particularly: policy drafting, labour market surveys, occupational standards and curricula design, partnership building in VET, training programmes design and school strategy drafting.

On the basis on previous experiences, the main beneficiary is expecting that in addition to seminars with international experts and study visits, the transfer of know how will also include “hands on” opportunities for example: “Twinning relations” between one (or several) agricultural Azerbaijani and EU MS schools, and/or “internship schemes” (some Azerbaijani staff being sent for a period of time in comparable institutions of a EU member state).

Key indicators of achievement are the following:

- Teacher’s trainers and teachers from the pilot school acquainted with modern methods of teaching,
- Learning and assessment conducted.
- Administrators and teachers of pilot schools acquainted with the fundamentals of competency-based vocational education and training.
- New qualification standards, curricula, training and learning materials for the selected agricultural sector occupation introduced to them
- Teachers trained on how to use active methods of teaching and competency-based assessment of a student’s progress.
- A set of teachers and trainers ready to train other teachers in outcome oriented methods of teaching, learning and assessing training impacts.
- Study visit(s) and/or internship schemes realised. Twinning Schools identified in the Republic of Azerbaijan and in the EU member states. School twinning relations in place.

3.4 Activities

3.4.0 Activities common to all of the project results

- **Kick-off and closing conferences:**

  **Benchmarks:** A kick-off and closing conference organised, each for around 100 participants including high ranking officials. The aim of these conferences is to increase the visibility of the Twinning Project goals and results and initiate fruitful cooperation.
3.4.1 Activities related with each of the project results

Result 1. A mid-term policy and an action plan for a competency-based VET system in the field of Agriculture is established.

- **Mid-term policy drafting:**
  
  **Benchmarks:** a mid-term policy on VET in the field of agriculture drafted. Indicative content: - references to the VET overall strategy in Azerbaijan, - main VET developments priorities in the field of agriculture, - concept of a new “multi-services VET school centre” suitable to the agricultural sector, - non formal training definition and development issues, - broad action plan.

  **Suggested actions:**
  
  - review of the recent strategic work on VET developed by the MoE and through previous projects namely the “VET Reform Strategy” project
  - small seminar on lessons learned during the “VET Reform Strategy” project regarding the modernisation of VET in the Tourism sector
  - working session or small seminar with experts, stakeholders involved in the development of the agricultural sector and rural areas in the Republic of Azerbaijan
  - small seminar with international experts presenting examples of VET systems in the field of agriculture in place in some E.U member states
  - study tour in a new E.U member state focused on the organisation and on the modernisation of one or two VET system(s) in the field of agriculture
  - a “wrapping-up” seminar with international expert(s) for summing up the information collected and supporting the Beneficiary and the project team to develop a “midterm policy” and an action plan

- **“Bylaws, regulation and normative acts” drafted and submitted:**
  
  **Benchmarks:** legal contributions to the 5 September 2009 Framework Education Law drafted and submitted to the main VET stakeholders. These contributions could include some formalised draft bylaws, regulations or normative act regarding at least the key following issues: qualification and curricula models and templates, VET school status and governance, “pilot VET school status”, accreditation of prior learning (principles and procedures), non-formal and informal training status etc.

  **Suggested actions:**
  
  - review of the recent Azerbaijani legal developments in the field of Education and on their impact on VET
  - working sessions with national legal experts on the impact of the new Education law and on the process of drafting bylaws and regulations
  - working session with the “VET Reform Strategy” project team on pilot VET school status based on lesson learned through this project in the Tourism sector
- Small seminar with national and international experts on the main models and principles regarding the formalisation and validation of competency-based curricula, accreditation of prior learning, school governance, accreditation of non-formal training institutions
- "learning by doing" sessions on how to draft bylaws and regulations

- **Mid-term policy visibility materials production:**

  **Benchmarks:** production of communication materials aimed to advocate and to disseminate the content of the mid-term policy (for example: an “easy read” brochure version of the policy paper).

  **Suggested actions:**

  - Presentation by international or national communication experts of models of visibility materials developed by comparable public institutions for presenting and advocating action-plans and midterm policies
  - Working session focused on: the key data and messages to be delivered, the appropriate media to be used and on the specifications to be transmitted on to the visibility materials suppliers

--result 2. A sample of occupational standards and curricula related with the agricultural economic sector is developed--

- **Elaboration of a concept paper identifying the VET sub-sectors or VET specialities selected:**

  **Benchmarks:** On the basis of the "labour market analysis" results (see below, Result 3) and of the mid-term policy, a "concept paper" produced. Sub-sectors and VET specialities selected for the development of the occupational standards and the related curricula.

  **Suggested actions:**

  - Small seminar with representatives of beneficiaries institutions and of relevant stakeholders in the field of agriculture: presentation of the main outcomes produced under Result 1 and on the Labour Market Study (Result 3) and discussion/selection of the occupations and VET specialities to be targeted by the Twinning project
  - Working session focused on a concept paper summarising and advocating the selection established

- **Working groups establishment:**

  **Benchmarks:** experts, public and private stakeholders participating to the working groups in charge of producing the occupational standard, identified. Working groups in place.

- **Occupational standards production:**
**Benchmarks:** Five to eight occupational standards produced related to the main sub-sectors of the field of agriculture (production, services to agricultural production, food-processing).

**Suggested actions:**

- Small seminar with international and national experts: presentation of main competency-based methodologies used for drafting occupational standards; comparative examples of occupational standards developed in E.U member states and through recent projects implemented in the Republic of Azerbaijan

- “learning by doing” training sessions focusing one or two occupation(s) in the field of agriculture

- Study tour topic focusing on methodology and practices for drafting occupational standards

**Curricula production:**

**Benchmarks:** curricula related to the above mentioned occupational standards selected at the level 2 and 3 of the EQF scale. Curricula produced at least one in each of the three main sub-sectors of the field of agriculture: agricultural production, services to agricultural production, food-processing.

**Suggested actions:**

- Small seminar with international and national experts: presentation of main competency-based methodologies used for drafting VET curricula; comparative examples of VET curricula developed in E.U member states and through recent projects implemented in the Republic of Azerbaijan

- “learning by doing” training sessions focusing the development of one curricula in the field of agriculture (participants including professionals of the concerned occupations)

- Training sessions for four to six curricula local experts on how to facilitate working groups focused on curricula development

- Study tour topic focusing on methodology and practices for developing curricula

**VET stakeholders seminar:**

**Benchmarks:** seminar organised with representatives of the main public and private stakeholders of VET in the field of agriculture. Outcomes of working group presented (occupational standards, curricula). Discussions held on further partnership and institutional developments (such as the establishment of a VET council in the field of agriculture). Decisions taken.

**Result 3.** A pilot implementation of formal and non-formal trainings is realised in one or several agricultural VET secondary school(s) and a strategy developed at a school level for ensuring a sustainable implementation.
• **Pilot schools selection:**

  **Benchmarks:** Two to four pilot schools selected on the basis of the criteria mentioned above (3.3-Result 3)

  **Suggested actions:**
  - establishment of an updated list of VET schools delivering VET trainings in the field of agriculture with details on the VET specialities or programmes delivered; and pre-selection of schools
  - drafting of the school selection procedures taking in account the criteria mentioned in 3.3
  - field visits by representatives of the Twining team and of the MoE to pre-selected schools and to the heads of the district general administration where the schools are located and final selection

• **Local labour market analysis:**

  **Benchmarks:** a methodology of a “labour market analysis” at a district level developed. A special attention will be paid to analysing the labour force and skills requirement from the current or potential companies or organisations recruiting the students graduating from the concerned VET schools. Labour market analysis realised.

  **Suggested actions:**
  - small seminar with international and national experts on local Labour Market Study targeting VET issues. Presentation of several local LMS models, lesson learned and examples of LMS implemented in E.U MS and in the Republic of Azerbaijan namely the local LMS in the Tourism sector developed by the “VET Reform Strategy” project
  - “learning by doing” training sessions focused on the drafting of a LMS questionnaire related to the sector of agriculture and VET issues.
  - “learning by doing” training sessions focused on: the identification of the survey’s target groups, the methodology for establishing sample and filling in questionnaires
  - training sessions of interviewers and staff in charge of questionnaires and data analysing

• **Design/testing of the formal initial training programmes:**

  **Benchmarks:** working group members identified (including training experts and pilot schools teachers). Working groups established. Training programme frameworks designed. Sample of full training sessions including related text books developed and tested.

  **Suggested actions:**
  - set of workshops for local education experts, teachers of the pilot schools and trainers of relevant non-formal training institutions on how to use active methods of teaching and competency-based assessment of a student’s progress
  - “learning by doing” training sessions for the same audiences on how to develop competency-based modules and training materials
- specific workshop for four to six teacher trainers on how to supervise and advise teachers developing training programmes and learning materials

**Design/testing of the non formal training programmes:**

**Benchmarks:** working group members identified (training experts, pilot school(s) teachers, and staff from non formal training organisations-particularly from the Employment Service training centres or relevant NGOs). Working groups established. Non-formal training programme frameworks designed. Sample of full training modules including “on-the-job” training sessions and related text books developed and tested.

**Suggested actions:** (see above)

**Pilot school(s) strategy(ies) drafted:**

**Benchmarks:** Review of pilot schools environment, constraints, development opportunities (for example, SWOT approach) developed. Drafted framework plan for the updating of the existing education and training programs (formal and non formal) and for the creation of new ones. Relevant partnership identified together with co-operation projects and procedures Pilot schools. multi-annual strategy drafted.

**Suggested actions:**
- common workshop for the heads and other members of the pilot schools, and for relevant members of the central administration of the MoE on how to develop a three to five year strategy and action plan at a school level
- production of a common approach/methodology for developing a three to five year strategy and action plan at a school level integrating the results of the local LMS

**Result 4. Curricula developers, school managers and teachers are trained in order to support the Twinning project development and disseminate its outcomes**

**Seminars and teachers training programme elaboration:**

**Benchmarks:** a programme of seminars focused on themes related to the Twinning project established and approved. Indicative themes are: VET policy development in the field of agriculture, occupational and curricula methodology, VET school management and development strategy, training programmes design, training facilitation approaches. National and international experts identified. Seminars and teacher trainings performed.

**Suggested actions:**
- identification of two to four MoE members contributing with the foreseen Twinning project team to plan and coordinate the various seminars, workshops and training sessions to be implemented under the Results 1, 2, 3
- training sessions for these contributors and other eventual staff on how to draft ToR’s of seminars, workshops and training sessions, on how to identify relevant experts or facilitators and on how assess the impact of these actions

**Inter-schools Twinning:**
**Benchmarks:** an agricultural secondary VET school from a E.U member state identified. Content and procedures of a «school Twinning” with one Azerbaijani pilot school formalised. Distant relations and a broad agreement established. Linkage with the programme of a study visit programme (see below) established.

- **Study visits and Internship scheme:**

  **Benchmarks:** a study visit programme in one or two E.U member state(s) for 15 Azerbaijan experts from the beneficiary institutions is implemented and reports on the study visit outcomes drafted. The participants will be- 5 to 7 members of the VET national bodies of the Ministry of Education (DTVE-ME and of the Development Centre for Initial Vocational Education), and - 7 to 9 teachers and school staff of the pilot VET schools. These Azerbaijani experts will travel in four to five smaller groups and these visits of one week duration in the host country(ies) will focus some key issues of the project such as:
  - examples of modernisation of VET national systems in the field of agriculture,
  - methodology and practice for the development of competency-based curricula,
  - active methods of outcome oriented teaching

  In addition to these study visits, the feasibility of an Internship Scheme will be considered in order to allow individual Azerbaijani expert spend one week to ten days in a relevant institution (VET school, Education institute etc) of a E.U MS. In case this scheme proves to be feasible, it will be implemented for 1 to 3 participants from staff of the central administration of the MoE, the DCIVET and 1 to 3 participants of the pilot schools.

  **Suggested actions:**
  - working sessions with beneficiaries for establishing the main objectives of the study visits, the criteria for the selection of the participants, the profile of the host E.U MS to be targeted, and a broad detailed program
  - a small preparatory seminar with the selected participants for presenting and discussing the program and the tasks required from each participants during and after the visit (such as: preparing interviews, collecting data, visits reporting etc)
  - following the visits, a small seminar with the participants focused on the outcomes, the results and the main lessons learned.
  - small preparatory seminar for the Azerbaijani experts selected for the internship scheme.

**3.5 Means/ Input from the MS Partner Administration:**

**3.5.1 Profile and tasks of the Project Leader**

The Project Leader should be a senior civil servant with overall knowledge of initial VET issues. He/she should have sufficient authority to ensure that the Member State public administration supports the project and the RTA, with particular regard to the provision and preparation of short-term experts and financial administration. He/she should have a proven experience of project management. The Project Leader will attend all meetings of the Project Steering Committee. In case of bottlenecks and procedural problems in the Twinning, he/she will act as facilitator to overcome such problems.
3.5.2 Profile and tasks of the Resident Twinning Adviser (RTA)

General Profile:

- Excellent command of written and spoken English. An active and passive command of Russian, Turkish or Azerbaijani would be helpful for issues of practical life.
- A university degree in any relevant area to the twinning project.
- Be a senior civil servant or a senior staff member in an institution in charge of VET issues or similar in one of a member state. A position as a policy maker at a “middle level” (in position such as: head of a large VET school, manager of VET or similar issues at a public administration regional level etc.) would be an asset.
- Good knowledge of EU project management would be an asset
- Good interpersonal relations and communication skills
- Capacity to work closely in a small team and to cope with people of various levels of command in English.

Specific experience and skills:

- Overall knowledge of VET issues and working experience (at least five years) of projects in the area of initial VET. Familiarity with VET in the field of agriculture considered as an asset.
- Knowledge of EU directives and best practices in the area of VET
- Having a clear overview of strategic and legal issues in VET on the national level and of related EU institutions and procedures. Being able to compare different methodological approaches used in EU countries and to evaluate their relative advantages and disadvantages for application in the beneficiary country.
- Experience of managing and monitoring group of experts and of working group facilitation
- Experience of project(s)management in an international context.
- Previous experience of EU similar projects considered as an asset.

Tasks:

The RTA will be resident in Baku for 21 months. He/she will work closely with the Azerbaijani Project Leader and the RTA Counterpart to deliver the project as specified in the Twinning Contract. His/her active participation in negotiating the contract and establishing the Work Plan after the Project has been awarded is essential. The RTA will be responsible for the selection and supervision of the RTA Assistant and the management and performance of the short-term experts while in the Republic of Azerbaijan. He/she will be responsible for drafting the quarterly and final project reports for the Steering Committee.

3.5.3 Profile and tasks of the Resident Twinning Adviser (RTA) Assistant and of the full time Interpreter

Considering that the working language of the Twinning project will be English the profile and tasks of these both positions will be as follow:
General Profile:
- Excellent command of English, including experience in report writing and project organisation in an international environment
- Thorough knowledge of Azerbaijani working culture, institutions and procedures
- Good interpersonal relations and communication skills
- For the RTA assistant: Experience in working with EU institutions and projects
- For the translator/interpreter: Experience with translation and interpretation of legal documents from Azerbaijani (if possible also Russian) into English and back
- A university degree in any relevant area to the twinning project would be an asset
- Capacity to work closely in a small team and to cope with people of various levels of command in English.

Tasks:
Both assistants will support the RTA full-time and work in close vicinity to the RTA. They are responsible to the RTA. Both support the RTA regarding daily organisational work, translation and interpretation, preparation of visits, study tours and workshops, report writing, preparation of material for the experts and especially they support the RTA’s efforts to liaise and collaborate with the appropriate authorities of the Republic of Azerbaijan and other entities such as schools, institutes and other VET stakeholder institutions.

3.5.4 Profile and tasks of the short-term experts
To achieve the results and carry out the activities planned, the EU MS Twinning Partner will propose a provision of short term experts for a global amount of around 400 person days. The number, the types and profiles of these short terms experts presented below are still indicative and subject to be slightly modified by the applicants. The short-term experts needed are the following:

- **Short-term expert in VET policy**
The expert should have a proven successful record in: - assessing VET systems, -identifying sector priorities with taking into account the Education or Vocational Education strategies existing at a National level, - and drafting mid-term policies in the area of VET. He/she would have a good knowledge of the best practices developed in these fields in the EU and should be fluent in English. Passive command of Russian, Turkish or Azerbaijani is an asset.

**Tasks:**
- Assistance and advice to the beneficiary in analysing the VET system of Azerbaijan in the field of agriculture, identifying priorities and drafting a broad policy.
- Assistance and advice to the beneficiary in developing the concept of a “multi-services VET school in the field of agriculture”
- Assistance and advice to the beneficiary in the definition of “non formal” training, identifying suitable ways to implement it in the Azerbaijani agricultural VET, and drafting the related policy documents
- Design and facilitation of seminar(s) in the concerned area.

- Short-term expert in occupational standards and curricula

The expert should be a seasoned professional in the development of occupational standards and of curricula in initial VET. He/she should master the main up-dated methodologies in use in the EU member states in this area and be familiar with the EQF approach. He/she also be flexible in adjusting his/her approach to the occupational standards and curricula development methodology recently experimented in the Republic of Azerbaijan (particularly in the framework of the ongoing “VET Reform Strategy” project). Familiarity with the sector of agriculture or similar would be considered as a strong asset. He/she should have a good command of English. Passive command of Russian, Turkish or Azerbaijani is an asset.

Tasks:

- Assistance and advice to the beneficiary in the selection of the occupational standards and curricula to be developed in the framework of the Twinning project
- Assistance to the establishment of a working group of occupational standards and curricula developers and training of the WG members in the methodology of the concerned area of expertise
- Assistance and advice to the beneficiary in the development of the occupational standards and curricula selected
- Design and facilitation of a seminar(s) in the concerned area targeting members of the Ministry of Education as well as representatives of public and private concerned stakeholders.

- Short-term expert in labour market analysis

He/she must have proven successful records in the design, the implementation and the results analysis of labour market surveys targeting skills needs and recruitment practices in various economic sectors and be familiar with VET issues. He/she must be able to select and adjust the foreseen survey methodology to the level of institutional capacities of the institution and staff in charge. He/she also should be familiar with “participative approaches” based on the involvement of representatives of the project’s beneficiary (for example: staff of the Ministry of Education, pilot school managers and teachers, member of the employment service etc.) in the implementation of the labour market survey. He/she should have a good knowledge of the best practices developed in these fields in the EU and be fluent in English. Familiarity with the sector of agriculture considered as an asset. Passive command of Russian, Turkish or Azerbaijani considered is an asset.

Tasks:

- Design of the methodology of labour market surveys (with taking into account the lessons learned from the regional labour market survey in the Tourism sector realised in the framework of the “VET Reform Strategy” project)
- Assistance and advice in the management and the implementation of the results of labour market surveys
− Assistance and advice in the analysis of the labour market results and in the drafting of the related report
− Design and facilitation of seminar(s) in the concerned area.

− Short-term expert in VET training programmes’ development
He/she should be a very seasoned expert in the area of training programme development for VET. He/she should master the up-to-date pedagogical approaches in use in the EU member states (particularly the “learner centred” and the “learning outcomes” approaches). He/she should have proven successful records in the VET environment. He/she should be familiar with formal and non formal training issues and have a good practice of teacher-training. Familiarity with the sector of agriculture would be considered as a strong asset. Familiarity with skills assessment techniques and “APL” issues (Accreditation of Prior Learning) considered as an asset. Experience of international projects in countries in transition considered as an asset. Good command of English. Passive command of Russian, Turkish or Azerbaijani considered as an asset.

Tasks:
− Assistance and advice to the beneficiary in the selection of the training programmes to be developed (on the basis of occupational standards and curricula developed in the framework of the Twinning project)
− Assistance and advice to the beneficiary in the design of the training programmes and in the drafting of the related documents
− Assistance and advice to the beneficiary in the identification of a VET school from the E.U member states suitable for establishing a “school Twinning” with an Azerbaijani pilot VET school
− Delivering of teacher trainings in the concerned area
− Design and facilitation of seminar(s) in the concerned area

− Short-term expert in school or training centre management
He/she should have proven successful records in the direct management of a school or a training centre (preferably VET) or in consulting work in this area. He/she should be familiar with school governance issues and school strategy approaches. He/she should have knowledge of the best practices developed in the E.U member states in this area. Experience of international projects considered as an asset as well as familiarity with the sector of agriculture. Good command of English. Passive command of Russian, Turkish or Azerbaijani considered is an asset.

Tasks:
− Assistance and advice to the beneficiary at a national and at a school level in the assessment of the existing school governance and in the identification of the progresses to be targeted
− Assistance and advice to the beneficiary at a national and at a school level in the drafting of a pilot school strategy
− Assistance at a school level in the first steps of the implementation of a pilot school strategy
− Assistance and advice to the beneficiary at a national level in the design of a concept of a “multi-service VET school” in the field of agriculture
– Assistance and advice to the beneficiary in the identification of a VET school from the E.U member states suitable for establishing a “school Twinning” with an Azerbaijani pilot VET school
– Design and facilitation of seminar (s) in the concerned area

4. Institutional Framework

The Department for Technical Vocational Education (DTVE) of the Ministry of Education will be the Beneficiary for this Twinning project.

The profile of the DTVE, its role, responsibilities and its organisational structure are described in Annex of the Twinning Fiche.

The counterpart of the Member State team will be the DTVE. The implementation of the project will be supervised and co-ordinated by the Director of the DTVE in close co-operation with the Program Administration Office (PAO) and the European Commission Delegation to the Republic of Azerbaijan.

The implementation of the project will be also analysed by the Project’s Steering Committee that meets each three months.

5. Budget

The total budget for this Twinning Project is € 1.2 Million.

6. Implementation Arrangements

6.1 Implementing Agency responsible for tendering, contracting and accounting

The Implementing Agency which will be responsible for tendering, contracting and accounting of this twinning project is the Delegation of the European Commission to the Republic of Azerbaijan. The person in charge is:

Mr Jean-Louis Lavroff

Head of Operations and Acting Head of Delegation

Delegation to the European Commission to the Republic of Azerbaijan

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6.2 Main counterpart in the Beneficiary Country

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6.3 Project Steering Committee

A Project Steering Committee is established within the first two months after the start of the project. The responsibility for the organisation of this Steering Committee lies with the Project Leader. Members will be representatives from a high level of: the Beneficiary Institutions, key stakeholder institutions relevant for the project, the PAO administration, the E.U delegation to the Republic of Azerbaijan. Additional experts and stakeholders can attend the Project Steering Committee meetings upon invitation of the Project Leader. Meetings of the Project Steering Committee will be held at least on quarterly intervals. The minutes of these meetings will be included in each of the project’s quarterly report.

7. Implementation schedule (indicative)

7.1 Launching of the call for proposals

Expected launch of call: August 2010

7.2 Start of project activities

Foreseen start of project activities: August 2011

7.3 Work plan duration
21 months + 3 months of project preparation. The total duration of the twinning contract is 24 months, although the RTA will work and will receive a contract for 21 months.

8. Sustainability

The project is designed so that it improves the institutional capacity of the different VET bodies of the Ministry of Education of the Republic of Azerbaijan and to strengthen strategic partnership with relevant institutions and stakeholders in order to contribute to enhance the VET system in the field of agriculture in Azerbaijan.

Thus, the very goal of this Twinning project is to ensure the Ministry of Education of the Republic of Azerbaijan and particularly the beneficiary body will benefit from the project long after its completion. The sustainability of the project results will also be reinforced by a suggested approach based on informed choices, participatory decision-making and concerted actions between the Beneficiary and the MS partner as well as between the Ministry of Education of the Republic of Azerbaijan and the relevant stakeholders.

In the longer-term, the twinning project is likely to have particular positive impacts on:

- Managerial, analytical skills, policy making skills of the Department for Technical Vocational Education and others VET bodies of the Ministry of Education of the Republic of Azerbaijan
- Level of expertise of the VET Azerbaijani experts, school managers and teachers in the main VET development methodologies (particularly: occupational standards, curricula and training programme development, school governance)
- Employability of VET students in the field of agriculture
- Involvement and co-operation of a growing numbers of private entities (companies, social partners, NGOs) and of public institutions (other Ministries, Employment Service etc.) in the development of VET in the field of agriculture
- International networking and co-operation of the VET department of the Ministry of Education of the Republic of Azerbaijan and with VET Azerbaijani VET schools with similar bodies of the EU MS.

9. Crosscutting issues (equal opportunity, environment, etc)

Equal opportunity: The equal opportunity access to VET will be a strong concern of the Twinning project. Every activity will take this concern into close consideration. For example, the Vocational pilot formal and non-formal trainings being implemented throughout the project will consider the diversity of the trainees -in terms of gender or trainees with special needs- as major recruitment criteria. In the same way the various studies such as local labour market studies will integrate the diversity issues in the collection of data as well as in the analysis produced. It is expected that through this diversity-based approach the project will have a wider impact on the student and trainees’ recruitment in the agricultural VET system and will also encourage more diversity in the occupations of this economic sector.

Environment: The linkage of the Twinning project with other projects and State Policies supporting a sustainable development of the rural regions of the Republic of Azerbaijan will guarantee this issue will be taken into account. More precisely, the project activities will pay a special attention to raise awareness and encourage good practices in this major issue. For example, the content of the various curricula and trainings developed and delivered in the
framework of the project will include training modules on sustainable agricultural and rural development.

Inclusion of refugees and internally displaced people (IDP). This key social issue of the Republic of Azerbaijan will also be taken into consideration. The fact that some of the pilot schools might be located in districts (such as Saatli or Ceyranbata) with a relatively large population of refugees and IDP’s will be considered as a good opportunity for developing specific actions, namely non-formal pilot trainings, aimed at promoting the social inclusion of these groups of population.

| 10. Conditionality and sequencing |

On a general point of view, the success of the foreseen Twinning project will depend on:

- A strong political commitment of MoE and other key ministries and stakeholders to move from supply-driven to demand-driven VET system.
- National authorities’ readiness to adopt the national (educational) occupational standards, the outcome oriented curriculum and teaching materials developed in the course of the Project.
- VET administrators and stakeholders commitment to learn and implement modern tendencies and practices in VET governance and management.

Regarding the practical conditionality necessary to the project implementation, it is also required that:

The Main Beneficiary Institution:

- Will provide office accommodation and appropriate ICT equipment and support to meet the needs of the experts and more precisely the provision of a permanent office for the RTA on the MoE premises, equipped with full office facilities (e.g. telephone, internet connection, email account, printer, copy machine etc.) as well as the provision of an open plan office equipped with full office facilities such as telephone, internet connection, printer etc.) for the visiting experts whenever they are present.
- Carries on its present co-operation with the EU (especially in the ongoing “VET Reform Strategy project). This includes:
  - Will insure that the Azerbaijani staff directly involved in the project will be able to work in English as much as possible (at least one person in each group of working contact) in order to allow for a daily workflow and cooperation that necessitates only little interpreting and that the MoE encourages its staff to acquire sufficient knowledge of English language for daily co-operation including email communication.
  - Will facilitate the complete translation into English of the Azerbaijani key required documents.
  - The Department for Technical Vocational Education of the MoE continues the Azerbaijani commitment to the EU-Azerbaijani ENP Action Plan.
  - Will insure that sufficient data, co-operation and communication (possibly hindered by a language barrier) is made available by MoE and other ministries to the MS experts.
• Sufficient aspects of all necessary legal tools have been communicated to the Twinning Project.
• The culture of MoE and the collaborating organisations fits to the requirements of a modern VET culture.
• The good cooperation on VET continues between all the organisations involved.
• All necessary activities can be achieved within the duration of the project and within the allocated budget.
• MoE encourages its staff to acquire sufficient basic knowledge on EU institutions and procedures.
Annexes
Annex 1a: Logical Matrix Framework
Annex 1b: Twinning project scheduling (indicative)
Annex 2a: Main indicators on the Azerbaijani Labour Market (1)
Annex 2b: Main indicators on the Azerbaijani Labour Market (2)
Annex 3a: Main indicators on the Azerbaijani sector of Agriculture (1)
Annex 3b: Main indicators on the Azerbaijani sector of Agriculture (2)
Annex 4a: Main indicators on the Azerbaijani VET system (1)
Annex 4b: Main indicators on the Azerbaijani VET system (2)
Annex 4c: Azerbaijani “Classifier” of Qualifications in primary VET: List of the section areas of Qualifications
Annex 4d: Azerbaijani “Classifier” of Qualifications in primary VET: Details of the Qualifications and training programs in the field of Agriculture
### Annex 1: Logical Framework Matrix

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<th>Intervention Logic</th>
<th>Objectively Verifiable Indicators</th>
<th>Sources of Information</th>
<th>Assumptions</th>
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| **Overall OBJECTIVE**                                                             | - Increased quantitative and qualitative consistency between VET student profiles from VET agricultural schools and qualified occupational skills required by the labour market in the field of agriculture.  
  - Share (%) of VET students and trainees from pilot agricultural institutions having followed any type of education/training (formal or non formal) based on modernised curricula by the period 2011-2013. | - Statistics and specific employment surveys by the MoLSP and other key stakeholders  
  - Annual report/statistics by the MoE and state agencies in the field of education.  
  - Specific surveys by the MoE at national and local level on access of VET students to the labour market | - Recommendations from “VET Strategy Reform” project relevant and accepted by all concerned stakeholders  
  - National authorities are ready to adopt key elements recommended by the Twinning project that aimed at promoting the modernisation of VET in the field of Agriculture (such as the competency-based approach, the “pilot school status” etc) |
| **PURPOSE**                                                                       | - Recommendations produced by the “VET Strategy Reform” project transposed by mid 2012 into policy papers, legal proposals, regulations and action plans targeting modernisation of VET in the field of agriculture.  
  - Share (%) of stakeholders in charge of the modernisation of VET in the field of agriculture (policy makers, curricula developers, pilot training institutions managers and trainers, experts) having acceded to training/mentoring sessions on up-dated international standards for VET and their satisfaction rate (% of participants satisfied / very / highly satisfied with the training activities).  
  - Partnership institutional mechanisms in place by mid 2012 in charge of the validation, the support, the management and the evaluation of the planned actions targeting the modernisation of the VET system in the field of agriculture (including policy and regulations, modernised curricula, programmes and qualifications developments). | - Reports from “VET Strategy Reform” project.  
  - Twinning project quarterly reports and related documents  
  - Seminars and training evaluation questionnaires and reports  
  - Twinning project quarterly and final reports | - Reports from “VET Strategy Reform” project  
  - Twinning project quarterly reports and related documents  
  - Seminars and training evaluation questionnaires and reports  
  - Twinning project quarterly and final reports |
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<td><strong>RESULTS</strong></td>
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| Result 1: A mid-term policy and an action plan for a competency-based VET system in the field of Agriculture is established | - Mid-term strategy and a related multi-annual action plan developed by month 13. Documents delivered to the main VET stakeholders and particularly to the National Coordination Council.  
- Stakeholder’s remarks on the mid-term strategy/action plan collected and integrated. Final document produced and disseminated before the end of the project. | - Mid-term strategy concept papers and documents approved by project partners  
- National Coordination Council meeting minutes  
- List of Stakeholders involved and written remarks produced | - The midterm policy approach benefit from the support and interest of the National Authorities and of the National Coordination Council. |
| Result 2: A sample of occupational standards and curricula related with the Agricultural economic sector is developed | - Five to eight occupational standards and curricula developed during the lifetime of the project in accordance with an updated international methodology.  
- Representatives of the main public and private VET stakeholders and experts in the field of agriculture are involved in the selection of the occupational standards and curricula to be developed and in the validation of the documents produced. | - Twinning project quarterly reports  
- Occupational standards and curricula documents approved by project partners  
- Working group meetings minutes | - The model of competency based curriculum developed within the project adopted by the National authorities |
| Result 3: A pilot implementation of formal and non-formal trainings is realised in one or several agricultural VET secondary school (s) and a strategy developed at a school level for ensuring a sustainable implementation | - Pilot school(s) identified and selected in the first three months of the project.  
- Labour market analysis performed in the first eight months of the project  
- Formal and non-formal training programmes developed and implemented during the lifetime of the project.  
- Pilot school (s) strategy (ies) drafted three months before the end of the project in partnership with concerned local VET stakeholders. | - Quarterly reports  
- Methodology proposals approved by project partners  
- Training programmes and school strategy paper approved by project partners | - Pilot school and pilot training status approved by MoE  
- Required administrative and financial resources mobilised |
| Result 4. Curricula developers, school managers and teachers are trained in order to support the Twinning project | - Relevant staff identified and has acceded to various type of training (including study visits, learning by doing sessions etc). Satisfaction rate (% of participants very/highly satisfied | - Seminars/training materials and evaluation  
- Lists of participants | - VET administrators committed to learn and implement modern |

CEC LoC 2009/207338 - Twinning Fiche on VET in agriculture – Republic of Azerbaijan
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<td><strong>ACTIVITIES</strong></td>
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</table>
| 0.1 Kick-off and closing conferences | - A kick-off and closing conference organised, each for around 100 participants including high ranking officials.  
- For each of these conferences visibility materials such as at least a 4 page brochure produced in both language Azerbaijani and English presenting the project (opening conference) and its achievements (closing conference). 1000 copies of the Azerbaijani versions printed and an electronic version posted on the website of the Ministry of Education | - Conferences programmes, presentation materials, minutes and reports  
- Press releases  
- Visibility materials and website pages |                        |
| **ACTIVITIES CONTRIBUTING TO THE ACHIEVEMENT OF RESULT 1** | | | |
| 1.1 Mid-term policy drafting | - A mid-term policy on VET in the field of agriculture drafted by month 13. Indicative content: - references to the VET overall strategy in Azerbaijan, - main VET developments priorities in the field of agriculture, - concept of a new “multi-services VET school centre” suitable to the agricultural sector, - non formal training definition and development issues, and a broad multi-annual action plan. | - Twinning project quarterly report  
- Mid-term policy concept papers and documents approved by project partners | - Consistent contributions and lessons learned from the “policy component” of the “VET Reform Strategy” project including Ismayilli “pilot school”,s status and implementation |
<p>| 1.2 Bylaws, regulation and normative acts drafted and submitted | - As contributions to the September 2009 Framework Education Law, bylaws, regulations or normative acts are drafted and submitted regarding at least the key following issues: qualification and curricula models and templates, VET school status and governance, “pilot VET school status” (to be submitted before month 7), accreditation of prior learning (principles and procedures), non-formal and informal training status etc. | - Concept papers, draft bylaws, regulations and normative acts approved by project partners and submitted to the MoE | |
| 1.3 Mid-term visibility materials | - Communication materials aimed to advocate and to | - Visibility materials | |</p>
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<tr>
<th>ACTIVITIES CONTRIBUTING TO THE ACHIEVEMENT OF RESULT 2</th>
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<tr>
<td><strong>2.1 Sectors and sub-sectors selection</strong></td>
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<td>- A “steering group” in charge of the monitoring/evaluation of the activities contributing to the achievement of result 2 including representatives of various public and private stakeholder institutions is established by month 4.</td>
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<tr>
<td>- Sub agricultural sectors and/or VET specialities selected for the development of the occupational standards and the related curricula selected by month 5.</td>
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<tr>
<td><strong>2.2 Working-group establishment</strong></td>
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<tr>
<td>- Experts and relevant public and private stakeholders identified and selected. Working group in charge of producing the occupational standard established by month 6.</td>
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<tr>
<td>- Methodology for the development of the modernised occupational standards and curricula drafted by month 5.</td>
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<tr>
<td><strong>2.3 Occupational standards production</strong></td>
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<tr>
<td>- Five to eight occupational standards related to the main sub-sectors of the field of agriculture (production, services to agricultural production, food-processing) produced during the lifetime of the project, at least two by month 12.</td>
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<tr>
<td><strong>2.4 Curricula production</strong></td>
</tr>
<tr>
<td>- Five to eight curricula related to the above mentioned occupational standards selected by month 6, preferably at the level 2 and 3 of the EQF scale.</td>
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<tr>
<td>- Curricula produced during the lifetime of the project at least one in each of the three main sub-sectors of the field of agriculture. (Production, Services to agricultural production, Food-processing). At least two curricula produced by month 12.</td>
</tr>
</tbody>
</table>
### 2.5 VET stakeholders seminar
- Seminar with representatives of the main public and private stakeholders of VET in the field of agriculture organised. Outcomes presented (occupational standards, curricula). Discussions held on further partnership and institutional developments (such as the establishment of a pilot VET council in the field of agriculture). Decisions taken.

- List of participants and seminar evaluation filled forms
- Presentation materials, seminar minutes and report

### ACTIVITIES CONTRIBUTING TO THE ACHIEVEMENT OF RESULT 3

#### 3.1 Pilot school(s) selection
- Criteria for the selection of one or several pilot (s) school (s) identified and description of potential pilot schools drafted by month 3.
- Pilot (s) school (s) selected, either one single VET school (providing it delivers or will deliver trainings in the three main sub-sectors of the agriculture field) or to a “cluster” of several schools where the pilot action will be developed.

- List of criteria and school selection procedures approved by project partners
- Signed memoranda of understanding between school(s) and MoE

#### 3.2 Local labour market analysis
- Local “labour market analysis” methodology developed (with taking into account experience and lessons learned from the local labour market analysis performed in the Tourism sector in the framework of the “VET Strategy Reform” project).
- Labour market analysis realised by month 8.

- Methodology paper approved by project partners
- Data collected in LMA

#### 3.3 Formal training programmes elaboration
- Working group members identified (training experts and pilot school(s) teachers). Working groups established. Successful examples from Azerbaijan and from E.U identified and presented.
- Working group members trained to outcome learning based training programme development.
- Training programme frameworks designed related to at least two curricula. Sample of full training sessions including related text books developed and tested.

- List of participants in charge at a school and a national level
- Description of working group task and procedures approved by project partners
- Training documents approved by project partners

#### 3.4 Non-formal training programmes elaboration
- Working group members identified (training experts, pilot school(s) teachers, and staff from non formal training

- List of participants and institutions in charge at a school, local and

- Timely development of curricula

- Timely development of curricula
institutions—particularly from the Employment Service training centres or relevant NGOs). Working groups established.

- Working group members trained to outcome learning based training programme development.
- Non-formal training programme frameworks designed related to at least two curricula. Sample of full training modules including “on-the-job” training sessions and related text books developed and tested.

national level
- Description of working group task and procedures approved by project partners
- Training documents approved by project partners

- Good level of cooperation between MoE and non formal training providers

3.5 Pilot school(s) strategy

- Review of pilot school(s) environment, constraints, development opportunities (for example, SWOT approach) developed.
- Pilot school(s) multi-annual strategy drafted.

- Strategy paper approved by school board, MoE and national administration at the concerned district level

ACTIVITIES CONTRIBUTING TO THE ACHIEVEMENT OF RESULT 4

4.1 Seminars and teacher training programmes

- Programme of seminars focused on themes related to the Twinning project established and approved. Indicative themes are: VET policy development in the field of agriculture, occupational and curricula applied methodology, VET school management and development strategy, training programmes design, training facilitation approaches.

- National and international experts identified. Seminars and teacher trainings performed

- List of participants, filled evaluation forms
- Seminar and training programmes approved by project partners
- Workshop materials
- Training and seminar evaluation reports

4.2 Inter-school twinning scheme implementation

- Objectives and specifications of an inter-school Twinning scheme developed including criteria for the selection of a VET school from an E.U member state.

- Potential VET school from Azerbaijan and from an E.U member state identified. Content, programme and procedures of a “School Twinning” drafted.

- School agreement drafted and signed by concerned institutions.

- “School Twinning” implementation launched including

- List of criteria and school selection procedures approved by project partners
- School Twinning objective and procedures approved by project partners
- Data collected during schools identification

- Willingness of potential host organisation to participate
- Language barriers overcome
<table>
<thead>
<tr>
<th><strong>4.3 study visits and internship schemes</strong></th>
<th>distant relations and linkage with the programme of the study visit programme (see 4.3).</th>
<th>- Signed memorandum of understanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>- <strong>A broad programme of two type of study visit drafted. Relevant E.U member state(s) identified. Relevant study visit participants identified and involved in the SV preparation.</strong></td>
<td>- Study visits programmes and targeted participants approved by project partners</td>
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<tr>
<td>- <strong>Study visits detailed programme drafted. One targeting more particularly VET policy issues of a National level in the field of agriculture and school governance. The second targeting more particularly curricula and training programme development.</strong></td>
<td>- Internship programmes and targeted participants approved by project partners</td>
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<td>- <strong>Two study visits of 5 to 7 working days for 10 to 15 participants each realised (on the period month 3 to month 12) in one or two member state(s) and report produced on outcomes. Participants: 5 to 7 staff from the central administration of the MoE.; 5 to 8 from the concerned pilot schools.</strong></td>
<td>- Participation lists</td>
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<td>- <strong>Feasibility of an “internship scheme” drafted. Potential participants identified. Relevant host institutions from an E.U member state identified. Agreement drafted and signed.</strong></td>
<td>- Participants’ evaluation</td>
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<td>- <strong>(If feasibility confirmed) at least 4 to 5 Azerbaijani participants sent for one to two week internship in institutions of an E’U member state.</strong></td>
<td>- Signed memoranda of understanding with host institutions (internship schemes).</td>
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<td>- <strong>Willingness of potential host organisations to participate</strong></td>
<td>- Language barriers overcome</td>
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- Signed memoranda of understanding
### Twinning project scheduling * (indicative)

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<td><strong>Result 2</strong>: Occupational standards and curricula</td>
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<td><strong>Result 3</strong>: Training programmes and school strategy</td>
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<tr>
<td>3.2 Local labour market analysis</td>
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<td>3.3 Formal training programmes elaboration</td>
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<td>3.4 Non-formal training programmes elaboration</td>
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<td>3.5 Pilot school(s) strategy</td>
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<tr>
<td><strong>Result 4</strong>: Training (teachers, school managers &amp; curricula developers)</td>
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<tr>
<td>4.1 Seminars and teacher training programmes</td>
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<tr>
<td>4.2 Inter-school twinning scheme implementation</td>
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<tr>
<td>4.3 Study visits and internship schemes</td>
<td></td>
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</tr>
<tr>
<td><strong>Project Steering Committees main meetings</strong></td>
<td>Δ</td>
<td>Δ</td>
<td>Δ</td>
<td>Δ</td>
<td>Δ</td>
<td>Δ</td>
<td>Δ</td>
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<td>Δ</td>
</tr>
</tbody>
</table>

(*) this indicative scheduling does not include the previous three month period for project preparation
(p*) “Pilot school concept” elaboration
Annex 2a

**Main indicators on the Azerbaijani labour market (1)**

- Sources: © The State Statistical Committee of the Republic of Azerbaijan

### Labour market in Azerbaijan

![Graph showing employment trends in Azerbaijan](image)

<table>
<thead>
<tr>
<th>Year</th>
<th>2000</th>
<th>2001</th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average annual number of population - thsd. person</td>
<td>8048</td>
<td>8111</td>
<td>8172</td>
<td>8231</td>
<td>8306</td>
<td>8392</td>
<td>8484</td>
<td>8581</td>
</tr>
<tr>
<td>Number of economically active population - thsd. person</td>
<td>3748</td>
<td>3763</td>
<td>3777</td>
<td>4148</td>
<td>4158</td>
<td>4168</td>
<td>4264</td>
<td>4295</td>
</tr>
<tr>
<td>Number of employed persons in economy, thsd. persons</td>
<td>3704</td>
<td>3715</td>
<td>3726</td>
<td>3747</td>
<td>3809</td>
<td>3850</td>
<td>3973</td>
<td>4014</td>
</tr>
<tr>
<td>Unemployed persons, thsd. person</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>400.9</td>
<td>348.7</td>
<td>317.8</td>
<td>291.2</td>
<td>281.1</td>
</tr>
<tr>
<td>Persons received official unemployment status in employment service offices, person</td>
<td>4373</td>
<td>4844</td>
<td>5096</td>
<td>5436</td>
<td>5594</td>
<td>5634</td>
<td>5386</td>
<td>5065</td>
</tr>
<tr>
<td>of which receiving benefits as unemployed</td>
<td>2768</td>
<td>3117</td>
<td>3292</td>
<td>3111</td>
<td>3084</td>
<td>2087</td>
<td>2281</td>
<td>2523</td>
</tr>
<tr>
<td>Number of women occupied in economy - thsd. person</td>
<td>1767</td>
<td>1770</td>
<td>1778</td>
<td>1787</td>
<td>1813</td>
<td>1833</td>
<td>1919</td>
<td>1986</td>
</tr>
<tr>
<td>Number of employees in economy -thsd. person</td>
<td>1218</td>
<td>1205</td>
<td>1201</td>
<td>1227</td>
<td>1264</td>
<td>1300</td>
<td>1337</td>
<td>1376</td>
</tr>
<tr>
<td>GDP for 1 person of employed persons, in manat</td>
<td>-</td>
<td>1999</td>
<td>2180</td>
<td>2390</td>
<td>2569</td>
<td>3252</td>
<td>4238</td>
<td>5261</td>
</tr>
</tbody>
</table>
Annex 2b

**Main indicators on the Azerbaijani labour market (2)**

- Sources: © The State Statistical Committee of the Republic of Azerbaijan

![Distribution of employed population by kinds of economic activity in 2007](image)

- Agriculture, hunting and forestry: 38.6%
Annex 3a

**MAIN INDICATORS ON THE AZERBAIJANI SECTOR OF AGRICULTURE (1)**

- Sources: © The State Statistical Committee of the Republic of Azerbaijan

Private owned farms

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Private owned farms (number)</td>
<td>3248</td>
<td>2607</td>
<td>2661</td>
<td>2681</td>
<td>2456</td>
<td>2488</td>
<td>2556</td>
</tr>
<tr>
<td>Land allocated for them, thousand ha</td>
<td>30.4</td>
<td>21.7</td>
<td>25.1</td>
<td>22.6</td>
<td>23.5</td>
<td>26.6</td>
<td>26.6</td>
</tr>
<tr>
<td>Average size of land, ha</td>
<td>9.4</td>
<td>8.3</td>
<td>9.5</td>
<td>8.4</td>
<td>9.6</td>
<td>10.7</td>
<td>10.4</td>
</tr>
</tbody>
</table>

Structure of agricultural products by categories of holdings
(by actually prices; per cent to the total)

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>All categories of farms</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>of which:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>agricultural enterprises</td>
<td>2.3</td>
<td>3.0</td>
<td>4.3</td>
<td>4.0</td>
<td>3.2</td>
<td>4.3</td>
<td>5.4</td>
</tr>
<tr>
<td>private owners, family peasant farms and households</td>
<td>97.7</td>
<td>97.0</td>
<td>95.7</td>
<td>96.0</td>
<td>96.8</td>
<td>95.7</td>
<td>94.6</td>
</tr>
</tbody>
</table>

Gross output of agriculture (by actually prices; million manat)

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</thead>
<tbody>
<tr>
<td>All categories of farms</td>
<td>1060.7</td>
<td>1366.5</td>
<td>1476.6</td>
<td>1732.1</td>
<td>1969.7</td>
<td>2765.0</td>
<td>3300.0</td>
</tr>
<tr>
<td>of which:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>plant-growing</td>
<td>617.7</td>
<td>807.0</td>
<td>874.8</td>
<td>988.2</td>
<td>1124.3</td>
<td>1726.4</td>
<td>2082.3</td>
</tr>
<tr>
<td>livestock</td>
<td>443.0</td>
<td>559.5</td>
<td>601.8</td>
<td>743.9</td>
<td>845.4</td>
<td>1038.6</td>
<td>1217.7</td>
</tr>
<tr>
<td>Agricultural enterprises</td>
<td>23.9</td>
<td>41.6</td>
<td>63.2</td>
<td>68.9</td>
<td>63.6</td>
<td>119.6</td>
<td>177.5</td>
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<tr>
<td>of which:</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>plant-growing</td>
<td>17.8</td>
<td>10.3</td>
<td>13.0</td>
<td>14.0</td>
<td>15.9</td>
<td>23.2</td>
<td>30.0</td>
</tr>
<tr>
<td>livestock</td>
<td>6.1</td>
<td>31.3</td>
<td>50.2</td>
<td>54.9</td>
<td>47.7</td>
<td>96.4</td>
<td>147.5</td>
</tr>
<tr>
<td>Private owners, family peasant farms and households</td>
<td>1036.8</td>
<td>1324.9</td>
<td>1413.4</td>
<td>1663.2</td>
<td>1906.1</td>
<td>2645.4</td>
<td>3122.5</td>
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<tr>
<td>of which:</td>
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<tr>
<td>plant-growing</td>
<td>599.9</td>
<td>796.7</td>
<td>861.8</td>
<td>974.2</td>
<td>1108.4</td>
<td>1703.2</td>
<td>2052.3</td>
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<tr>
<td>livestock</td>
<td>436.9</td>
<td>528.2</td>
<td>551.6</td>
<td>689.0</td>
<td>797.7</td>
<td>942.2</td>
<td>1070.2</td>
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</table>
Annex 3b

**MAIN INDICATORS ON THE AZERBAIJANI SECTOR OF AGRICULTURE (2)**

- Sources: © The State Statistical Committee of the Republic of Azerbaijan

Main agricultural products produced in private owner farms and family-peasant farms (thousand tons)

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<tbody>
<tr>
<td><strong>Grain:</strong></td>
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<tr>
<td>(primary weight)</td>
<td>1462.0</td>
<td>2102.6</td>
<td>2068.1</td>
<td>2029.4</td>
<td>1951.1</td>
<td>2411.8</td>
<td>96.5</td>
</tr>
<tr>
<td>(net weight)</td>
<td>1433.3</td>
<td>2052.1</td>
<td>2020.5</td>
<td>1984.9</td>
<td>1913.4</td>
<td>2362.0</td>
<td>96.6</td>
</tr>
<tr>
<td><strong>Cotton</strong></td>
<td>84.3</td>
<td>131.2</td>
<td>191.6</td>
<td>125.9</td>
<td>95.9</td>
<td>50.8</td>
<td>91.7</td>
</tr>
<tr>
<td><strong>Tobacco</strong></td>
<td>16.6</td>
<td>6.2</td>
<td>6.7</td>
<td>4.8</td>
<td>2.8</td>
<td>2.0</td>
<td>80.0</td>
</tr>
<tr>
<td><strong>Sugar-beet (for manufacture)</strong></td>
<td>45.4</td>
<td>56.7</td>
<td>34.8</td>
<td>163.4</td>
<td>137.0</td>
<td>159.9</td>
<td>83.8</td>
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<tr>
<td><strong>Sunflower for seed</strong></td>
<td>3.5</td>
<td>14.1</td>
<td>15.8</td>
<td>15.7</td>
<td>12.9</td>
<td>16.2</td>
<td>98.2</td>
</tr>
<tr>
<td><strong>Potatoes</strong></td>
<td>468.4</td>
<td>929.2</td>
<td>1081.4</td>
<td>997.5</td>
<td>1036.0</td>
<td>1075.3</td>
<td>99.8</td>
</tr>
<tr>
<td><strong>Vegetables</strong></td>
<td>768.7</td>
<td>1068.1</td>
<td>1119.1</td>
<td>1180.4</td>
<td>1219.3</td>
<td>1214.4</td>
<td>98.9</td>
</tr>
<tr>
<td><strong>Market-garden crops</strong></td>
<td>258.4</td>
<td>353.5</td>
<td>361.6</td>
<td>359.3</td>
<td>412.4</td>
<td>402.8</td>
<td>98.8</td>
</tr>
<tr>
<td><strong>Fruit and berries</strong></td>
<td>474.5</td>
<td>421.6</td>
<td>622.9</td>
<td>659.3</td>
<td>674.8</td>
<td>708.5</td>
<td>99.4</td>
</tr>
<tr>
<td><strong>Grapes</strong></td>
<td>72.5</td>
<td>53.6</td>
<td>74.8</td>
<td>89.7</td>
<td>95.3</td>
<td>104.4</td>
<td>90.2</td>
</tr>
<tr>
<td><strong>Tea</strong></td>
<td>1.0</td>
<td>1.0</td>
<td>0.7</td>
<td>0.45</td>
<td>0.34</td>
<td>0.21</td>
<td>65.6</td>
</tr>
<tr>
<td><strong>Cattle and poultry meat (in carcas weight)</strong></td>
<td>107.4</td>
<td>127.1</td>
<td>132.8</td>
<td>137.0</td>
<td>140.0</td>
<td>144.1</td>
<td>82.1</td>
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<tr>
<td><strong>Milk</strong></td>
<td>1025.6</td>
<td>1206.4</td>
<td>1243.8</td>
<td>1290.6</td>
<td>1331.0</td>
<td>1369.6</td>
<td>99.1</td>
</tr>
<tr>
<td><strong>Eggs, million piece</strong></td>
<td>491.7</td>
<td>550.4</td>
<td>577.9</td>
<td>536.3</td>
<td>559.8</td>
<td>578.0</td>
<td>57.3</td>
</tr>
<tr>
<td><strong>Wool (physical weight)</strong></td>
<td>10.4</td>
<td>11.9</td>
<td>12.7</td>
<td>13.2</td>
<td>13.8</td>
<td>14.4</td>
<td>97.3</td>
</tr>
</tbody>
</table>

* the rest of the production is produced by agricultural enterprises some of them state owned
 MAIN INDICATORS ON THE AZERBAIJANI VET SYSTEM (1)

- Sources: © The State Statistical Committee of the Republic of Azerbaijan

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of vocational schools and vocational lyceums</th>
<th>Number of students</th>
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<tbody>
<tr>
<td>2000</td>
<td>110</td>
<td>22944</td>
</tr>
<tr>
<td>2001</td>
<td>109</td>
<td>21619</td>
</tr>
<tr>
<td>2002</td>
<td>109</td>
<td>20753</td>
</tr>
<tr>
<td>2003</td>
<td>110</td>
<td>21677</td>
</tr>
<tr>
<td>2004</td>
<td>110</td>
<td>21563</td>
</tr>
<tr>
<td>2005</td>
<td>107</td>
<td>22189</td>
</tr>
<tr>
<td>2006</td>
<td>107 (*)</td>
<td>23813</td>
</tr>
<tr>
<td>2007</td>
<td>107 (**), 56 VET schools deliver programs in the field of agriculture; around 2200 students preparing a qualification in the field of agriculture</td>
<td></td>
</tr>
</tbody>
</table>

(*) on which: 56 VET schools deliver programs in the field of agriculture; (**) on which: around 2200 students preparing a qualification in the field of agriculture

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of teachers (key staff) in vocational schools and vocational lyceums - total, person</th>
<th>Of which women</th>
</tr>
</thead>
<tbody>
<tr>
<td>2000</td>
<td>1972</td>
<td>1033</td>
</tr>
<tr>
<td>2001</td>
<td>1922</td>
<td>1023</td>
</tr>
<tr>
<td>2002</td>
<td>1827</td>
<td>951</td>
</tr>
<tr>
<td>2003</td>
<td>1839</td>
<td>991</td>
</tr>
<tr>
<td>2004</td>
<td>1853</td>
<td>947</td>
</tr>
<tr>
<td>2005</td>
<td>1906</td>
<td>1066</td>
</tr>
<tr>
<td>2006</td>
<td>1971</td>
<td>1035</td>
</tr>
<tr>
<td>2007</td>
<td>2051</td>
<td>1106</td>
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</tbody>
</table>
Annex 4b

**MAIN INDICATORS ON THE AZERBAIJANI VET SYSTEM (2)**

- Sources: © The State Statistical Committee of the Republic of Azerbaijan

Distribution of VET graduates from secondary VET institutions by specialisation

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of graduates of specialized secondary educational institutions - total, person</td>
<td>10846</td>
<td>12351</td>
<td>14587</td>
<td>14025</td>
<td>15302</td>
<td>15672</td>
<td>15993</td>
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<tr>
<td>including educational institutions by specialisation:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>industry and construction</td>
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Annex 4c

**AZERBAIJANI “CLASSIFIER” OF QUALIFICATIONS IN PRIMARY OF VET**
**(DECREE 17 JUNE 2002)**

<table>
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<th>Sections</th>
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<td><strong>SECTION I.</strong></td>
<td>Professions (qualifications) general, which are common for all sectors of economy</td>
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<td>Building, fitting, repairing-construction, wood processing and restoration</td>
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<td><strong>SECTION V</strong></td>
<td>Railway, sea, and river fleet, transportation and communication</td>
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<td><strong>SECTION VI</strong></td>
<td>Light industry and graphic</td>
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<td><strong>SECTION VII</strong></td>
<td>Service, trade, public utility, artistic and jeweler production</td>
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<td>Agriculture and agriculture products processing</td>
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<td>Vegetable Master</td>
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<td>186</td>
<td>Tobacco master</td>
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<td>187</td>
<td>Tea master</td>
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<td>188</td>
<td>Sugar beet master</td>
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<td>189</td>
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<td>190</td>
<td>Track driver, machinist of wider profile, car driver</td>
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<td>191</td>
<td>Track driver, machinist of wider profile</td>
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<td>192</td>
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<td>193</td>
<td>Mechanization master of cattle complexes and farms</td>
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<tr>
<td>194</td>
<td>Operator of cattle complexes and farms</td>
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<tr>
<td>195</td>
<td>Milk production master</td>
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<td>196</td>
<td>Veterinary service operator for animals</td>
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<td>197</td>
<td>Poultry farming operator</td>
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<td>198</td>
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<td>200</td>
<td>Beemen</td>
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<td>201</td>
<td>Boiling room machinist</td>
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<tr>
<td>202</td>
<td>Repairer of agricultural machines and tracks</td>
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<tr>
<td>203</td>
<td>Master of technical care for car, track parks</td>
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</tr>
<tr>
<td>204</td>
<td>Repairer of agricultural machines and tracks and electrical equipments</td>
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<td>205</td>
<td>Electrician on electrical matters of village</td>
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<td>No.</td>
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<td>206</td>
<td>Electrician on electrical and communication matters of village</td>
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<td>207</td>
<td>Mechanization master of melioration issues</td>
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<tr>
<td>208</td>
<td>Track driver, repairer, fitter of melioration fields car driver</td>
<td>III</td>
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<tr>
<td>209</td>
<td>Track driver, repairer, fitter of melioration fields</td>
<td>III</td>
</tr>
<tr>
<td>210</td>
<td>Machinist of artificial rain maker</td>
<td>III</td>
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<tr>
<td>211</td>
<td>Pump facilities machinist</td>
<td>III</td>
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<tr>
<td>212</td>
<td>Machinist of excavator and derange machines</td>
<td>IV</td>
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<tr>
<td>213</td>
<td>Alcohol maker (master)</td>
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<tr>
<td>214</td>
<td>Sweet and juice maker</td>
<td>IV</td>
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<tr>
<td>215</td>
<td>Beer and alcohol free drinks maker</td>
<td>III</td>
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<tr>
<td>216</td>
<td>Sugar production operator</td>
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<tr>
<td>217</td>
<td>Fish processing master</td>
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<td>218</td>
<td>Tomato and vegetable canning master</td>
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* VL= Vocational Lycéum, VS= Vocational School
**List of Abbreviations**

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
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<tr>
<td>AIDCO</td>
<td>EuropeAid Cooperation Office</td>
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<tr>
<td>APL</td>
<td>Accreditation of Prior Learning [in French: Validation des Acquis de l'Expérience VAE]</td>
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<tr>
<td>BC</td>
<td>Beneficiary Country</td>
</tr>
<tr>
<td>CIS</td>
<td>Commonwealth of Independent States (9 former Soviet Republics including the Republic of Azerbaijan)</td>
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<tr>
<td>CSP</td>
<td>Country Strategy Paper</td>
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<tr>
<td>DG</td>
<td>Directorate-General (of the EC)</td>
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<tr>
<td>DG RELEX</td>
<td>External Relations Directorate-General</td>
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<tr>
<td>DTVE</td>
<td>Department of Technical Vocational Education of the Ministry of Education of the Republic of Azerbaijan</td>
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<tr>
<td>DCIVET</td>
<td>Development Centre for Initial Vocational Education</td>
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<tr>
<td>EEC</td>
<td>European Economic Community</td>
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<td>EC</td>
<td>European Commission</td>
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<tr>
<td>ENP</td>
<td>European Neighbourhood Policy</td>
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<td>ENP AP</td>
<td>European Neighbourhood Policy Action Plan</td>
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<tr>
<td>ENPI</td>
<td>European Neighbourhood and Partnership Instrument</td>
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<td>EQF</td>
<td>European Qualification Network</td>
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<td>EU</td>
<td>European Union</td>
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<td>GED</td>
<td>General Employment Department of the Ministry of Labour and Social Protection of Population</td>
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<td>ICT</td>
<td>Information and Communications Technologies</td>
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<td>ILO</td>
<td>International Labour Organisation</td>
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<td>Implementation of Twinning, TAIEX and SIGMA operations in the Republic of Azerbaijan project</td>
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<td>LLL</td>
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<td>Ministry of Education of the Republic of Azerbaijan</td>
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<td>MoF</td>
<td>Ministry of Finance of the Republic of Azerbaijan</td>
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<tr>
<td>MS</td>
<td>Member state</td>
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<tr>
<td>NGO</td>
<td>Non-governmental organisation</td>
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<td>National Indicative Programme</td>
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<td>PCA</td>
<td>Partnership and Cooperation Agreement</td>
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<td>PL</td>
<td>Project Leader</td>
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<td>RTA</td>
<td>Resident Twinning Adviser</td>
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<td>TA</td>
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<td>TAIEX</td>
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<td>TRACECA</td>
<td>Transport Corridor Europe Caucasus Asia</td>
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<td>USAid</td>
<td>United States of America Agency for International Development</td>
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<td>VET</td>
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