



# Overview of the Higher Education System

## Azerbaijan



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Erasmus+

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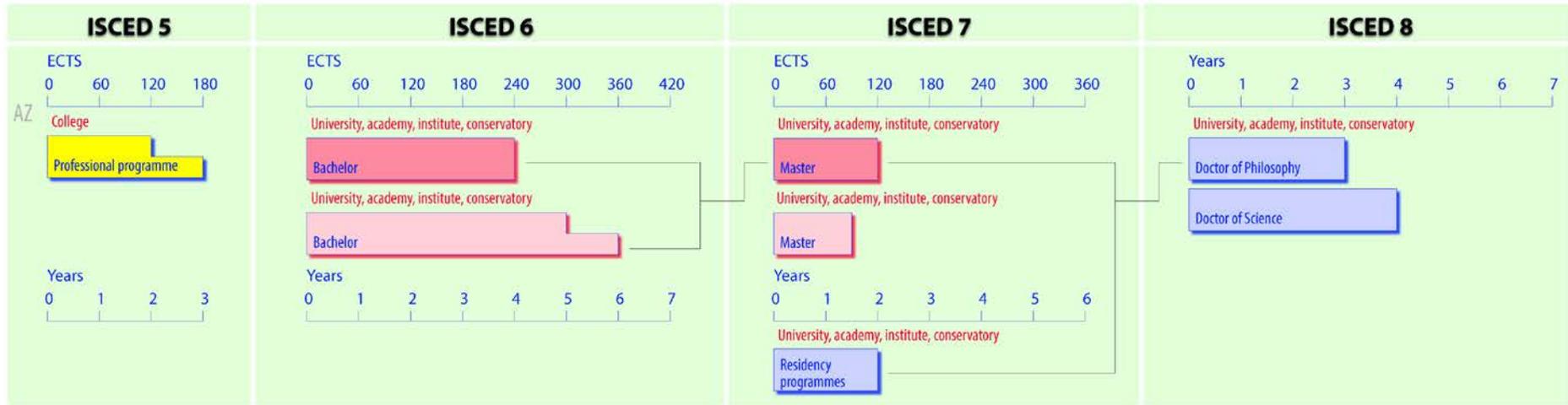
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## The higher education system in Azerbaijan



- Most common length of a Bologna cycle
- Other length of a Bologna cycle
- Professional programme
- Programme outside the typical Bologna model
- Professional programme non Bologna

**ECTS:**  
Credits according to the European Credit Transfer and Accumulation System

		regulated at national level	decided at institutional level
All	programmes have admission requirements	▼	▲
SOME		▽	△



## Table of Contents

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1	Overview.....	1
	1.1 Fundamental Principles and National Policies .....	1
	1.2 Lifelong Learning Strategy .....	1
	1.3 Organization of Private Education.....	2
	1.4 National Qualifications Framework .....	2
	1.5 Statistics on Organization and Governance .....	3
	1.6 Distribution of responsibilities.....	3
2	Higher Education Funding .....	4
	2.1 Public Education .....	4
	2.1.1 Financial Autonomy and Control .....	4
	2.1.2 Fees within Public Higher Education .....	4
	2.2 Private Education.....	4
	2.2.1 Financial Autonomy and Control .....	5
	2.2.2 Fees within Private Higher Education.....	5
	2.3 Financial Support for Learners' Families.....	5
	2.4 Financial Support for Learners.....	5
3	The structure of the Higher Education system .....	6
	3.1 Types of Higher Education Institutions.....	6
	3.2 First Cycle Programmes.....	7
	3.2.1 Branches of study.....	7
	3.2.2 Admission Requirements.....	7
	3.2.3 Curriculum .....	8
	3.2.4 Teaching Methods.....	8
	3.2.5 Progression of Students .....	8
	3.2.6 Employability .....	9
	3.2.7 Student Assessment.....	9
	3.2.8 Certification .....	9
	3.3 Short-Cycle Higher Education.....	9
	3.4 Second Cycle Programmes .....	9
	3.4.1 Branches of Study .....	9
	3.4.2 Admission Requirements.....	10
	3.4.3 Curriculum .....	10
	3.4.4 Teaching Methods.....	10
	3.4.5 Progression of Students .....	10
	3.4.6 Employability .....	10

3.4.7	Student Assessment.....	10
3.4.8	Certification .....	10
3.5	Programmes outside the Bachelor and Master Structure .....	10
3.6	Third Cycle (PhD) Programmes.....	10
3.6.1	Organization of Doctoral Studies.....	10
3.6.2	Admission Requirements.....	11
3.6.3	Status of Doctoral Students/Candidates.....	11
3.6.4	Supervision Arrangements .....	12
3.6.5	Employability .....	12
3.6.6	Assessment.....	12
3.6.7	Certification .....	13
4	Teachers and Education Staff.....	13
4.1	Initial Education for Academic Staff in Higher Education .....	13
4.2	Conditions of Service for Academic Staff Working in Higher Education.....	13
4.2.1	Planning Policy.....	14
4.2.2	Entry to the Profession .....	14
4.2.3	Salaries .....	14
4.2.4	Professional Status .....	14
4.2.5	Working Time and Holidays.....	14
4.2.6	Promotion, Advancement .....	15
4.2.7	Retirement and Pensions .....	15
4.3	Continuing Professional Development for Academic Staff Working in Higher Education.....	15
4.3.1	Organizational Aspects.....	15
4.3.2	Incentives for Participation in Continuing Professional Development (CPD) Activities.....	15
5	Management and Other Education Staff in Higher Education.....	16
5.1	Requirements for Appointment .....	16
5.2	Conditions of Service .....	16
6	Quality Assurance in Higher Education.....	17
6.1	Responsible bodies.....	17
6.2	Approaches and Methods for Quality Assurance.....	17
7	Educational Support and Guidance .....	18
7.1	Support Measures for Learners in Higher Education .....	18
7.2	Guidance and Counselling in Higher Education.....	18
8	Mobility and Internationalization in Higher Education.....	18
8.1	Student Mobility .....	19
8.2	Academic Staff Mobility.....	20

8.3	Other Dimensions of Internationalization in Higher Education .....	20
8.3.1	European, Global and Intercultural Dimension in Curriculum Development.....	20
8.4	Bilateral Agreements and Worldwide Cooperation.....	20
8.4.1	Bilateral Agreements .....	20
8.4.2	Cooperation and Participation in Worldwide Programmes and Organizations.....	20
9	On-going Reforms and Policy Developments .....	21
9.1	Overall national education strategy and key objectives .....	21
9.2	Overview of the education reform process and drivers .....	21
9.3	National Reforms in Higher Education .....	21
9.3.1	2015 .....	21
9.3.2	2014 .....	22
9.3.3	2013 .....	22
10	Legislation.....	22



## 1 Overview

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The Republic of Azerbaijan is a transcontinental country in the Caucasus region, situated at the crossroads of Eastern Europe and Western Asia. It is bounded by the Caspian Sea to the east, Russia to the north, Georgia to the northwest, Armenia to the west and Iran to the south. The exclave of Nakhchivan is bounded by Armenia to the north and east, Iran to the south and west, while having a short border with Turkey in the northwest. The total area of Azerbaijan is 86,600 km<sup>2</sup>.

The total population of the country is 9,624,900.

In Azerbaijan, the official language is Azerbaijani, which is spoken by approximately 92% of the population as a mother tongue. It belongs to the Turkic language family. Russian and English play significant roles as the second or the third languages of education and communication. There are a dozen of other languages spoken natively in the country. The official religion of Azerbaijan is Islam. Around 95% of the population are Muslims and 3.1% are Christians.

Azerbaijani GDP (PPP) per capita was about 6,115 U\$D in 2015. Azerbaijan enjoyed a consistent economic growth; by 2013 the GDP of Azerbaijan increased 5 times compared to its 1995 level. In GDP the share of education expenditure is 3.2%, while the share of expenditure on higher education is 0.25%.

### 1.1 Fundamental Principles and National Policies

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In accordance with the Article 42 of the Constitution of the Republic of Azerbaijan everyone shall have the right to education.

For regulation of the higher education, the following laws are relevant:

- Law on Education
- Law on Amendments to the Education Law

Besides, the Government of the Republic of Azerbaijan adopted in 2012 the Development Concept “Azerbaijan 2020: Look into the Future” and in 2013 the Strategy for Development of Education in Azerbaijan by 2025, which determines the purpose, objectives/goals, directions, instruments and mechanisms for the development of education system in the Republic of Azerbaijan by 2025.

### 1.2 Lifelong Learning Strategy

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The application of the lifelong learning principle has been one of the central activities of the Ministry of Education of Azerbaijan in the recent years. In compliance with the State Programme on reformation of education in Azerbaijan, concept of lifelong learning was developed by national experts and adopted by the Ministry of Education. New Law on Education adopted in 2009 reflects various aspects of formal, non-formal and informal education.

Qualifications Framework for Lifelong Learning of the Republic of Azerbaijan was designed with support of EU experts on the field and was submitted to the Cabinet of Minister for approval in 2015.

In the field of higher education, contribution to the development of lifelong learning system has been made through the implementation of the various Tempus projects:

- 544251-TEMPUS-1-2013-1-GE-TEMPUS-JPHES Strengthening the Specific Role of Universities as LLL Institutions
- 544293-TEMPUS-1-2013-1-AZ-TEMPUS-JPCR Foreign Languages Education for Professional Purposes
- 544440-TEMPUS-1-2013-1-DE-TEMPUS-JPCR Consortium for Modern Language Teacher

## Education

- 544517-TEMPUS-1-2013-1-IT-TEMPUS-JPHES Centre for the Third Age Education
- 530340-TEMPUS-1-2012-1-AZ-TEMPUS-JPHES ECDL National Operator and Test Centres in Azerbaijan
- 511329-TEMPUS-1-2010-1-AZ-TEMPUS-JPCR Reforming Interpreting and Translation Studies in Azerbaijan

### 1.3 Organization of Private Education

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Higher education institutions for all levels of education may be state (public) and private. Educational institutions have equal status, regardless of ownership or founder's identity. The State ensures the development of all educational institutions, including the private educational institutions, through giving them credits, allocating grants, and granting concessions to state educational institutions in accordance with the legislation.

Establishment and operation of educational institutions, both state and private, is monitored by the Ministry of Education and competent authorities. Any educational institution should receive a special permit (license) from the respective executive authority (Ministry of Economics) under the established legislation in order to provide educational activities. State educational institutions are issued a special permanent permit (license). Private educational institutions founded by the individuals and legal entities of the Azerbaijan Republic are issued a special permits (license) for a 5-year period.

### 1.4 National Qualifications Framework

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Following the Recommendation of the European Commission (2006) and adoption by the European Parliament of the European Qualifications Framework for Lifelong Learning (2007), a Working Group on elaboration of the National Qualifications Framework for Lifelong Learning of the Republic of Azerbaijan (AzQF) was established in 2010 by the Order of the Minister of Education of Azerbaijan. In 2012 the draft AzQF was submitted to the Council of Europe for expertise. At present, the final version of the AzQF is submitted to the Cabinet of Ministers of the Republic of Azerbaijan for approval.

Qualifications Framework for Lifelong Learning of the Republic of Azerbaijan is a tool for systematizing national qualifications, developed for all citizens - learners, education providers and employers and serves to facilitate the comparability between national and international qualifications.

The AzQF is conceptually developed in compliance with the criteria of the Qualifications Framework of the European Higher Education Area (QF-EHEA) and the European Qualifications Framework for Lifelong Learning (EQF).

The objectives of the AzQF are the following:

- Improve the quality and transparency of qualifications;
- Provide unified requirements for defining and assessing education standards and learning outcomes related to qualifications;
- Take into account the existing needs of the society and labour market when defining qualifications, and hence improve national economic performance and promote relations between education and training sectors and the labour market;
- Align national qualifications and qualifications levels with the QF-EHEA and the EQF;
- Support and promote the lifelong learning of Azerbaijani citizens, as well as promote non-formal and informal learning;

- Support the national and international mobility of learners and workers through increased recognition of the quality and international comparability of qualifications awarded in Azerbaijan, as well as through improving the competitiveness and mobility of human resources;
- Ensure the coherence of reforms in different sectors of education and training.

The AzQF has 8 levels and these levels define the relative complexity of the achieved learning outcomes. The level descriptors are defined by criteria expressed in statements of knowledge and understanding, skills, autonomy and responsibility. The level descriptors are used as benchmarks for classifying qualifications based on learning outcomes.

Qualifications of further education and training are placed on levels 3-8. Further education and training ensures upgrading, improvement and diversification of competences obtained at the initial vocational, secondary specialised (sub-bachelor) and higher education levels. The documents certifying further education indicate the AzQF level and acquired competences.

The AzQF level descriptors are compatible with the corresponding EQF level descriptors. Generic descriptors of the Sub-bachelor's qualification are compatible with the QF-EHEA short-cycle higher education level descriptors, generic descriptors of the Bachelor's and basic higher medical education qualifications are compatible with the QF-EHEA first cycle descriptors, generic descriptors of the Master's and postgraduate medical education (doctor-specialist) qualifications are compatible with the QF-EHEA second cycle descriptors and generic descriptors of the Doctoral qualifications are compatible with the QF-EHEA third cycle descriptors.

## 1.5 Statistics on Organization and Governance

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Number of students (in academic year 2015/2016)	
158,212	
Public	Private
136,626	21,586

Number of HEIs (in academic year 2015/2016)	
53	
Public	Private
40	13

## 1.6 Distribution of responsibilities

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Higher education is governed by the Cabinet of Ministers of the Republic of Azerbaijan and the Ministry of Education of the Republic of Azerbaijan.

**The Cabinet of Ministers** decides the education strategy, supervises implementation of the Law on Education and the relevant legislative acts and documents, as well as defines the regulations for the establishment, restructuring and liquidation of higher education institutions. Moreover, the Cabinet of

Ministers establishes, restructures and closes vocational institutions, as well as approves the list of qualifications, education regulations and rules. It also makes certain proposals on the development of the budget and funds for the development of education and defines state standards for education funding, as well as regulations for scholarship and salary payment.

**The Ministry of Education** is the central executive body governing the education system of the country. It participates in the development and implementation of the state policy for education.

19 public higher education institutions of Azerbaijan are under the control of **other ministries and executive bodies of the government** (President Administration, Ministry of Culture and Tourism, Ministry of Foreign Affairs, Ministry of Agriculture, Ministry of Youth and Sport, Ministry of Health, Azerbaijan Caspian Shipping, "Azerbaijan Airlines (AZAL)" State Concern, Ministry of Defence, Ministry of Internal Affairs, Ministry of Emergency Situations, State Border Service, State Oil Company of the Azerbaijan Republic (SOCAR), State Customs Committee.

## 2 Higher Education Funding

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### 2.1 Public Education

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The main source of funding of higher education institutions in Azerbaijan are students. Both public and private educational institutions are mainly funded from the students' tuition fees. These tuition fees can be paid by the government or by the student himself/herself. In addition, higher education institutions, can acquire funds from various national and international projects, real estate, donations, consultancy services etc. According to the Law on Education, higher education institution can acquire funds resources obtained from other sources not prohibited by legislation of Azerbaijan Republic.

#### 2.1.1 Financial Autonomy and Control

---

The Ministry of Finance controls the spending of public HEIs' respective funds. The spending of the institution's own income is governed by the institution's internal acts in accordance with its strategic goals. Most often, the institution's own income is spent on infrastructure and salaries. The ratio between self-provided income and that coming from the state budget largely varies from one higher education institution to another.

#### 2.1.2 Fees within Public Higher Education

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According to the relevant legislation, the tuition fee determines the costs of studies for one academic year (i.e. for acquiring 60 ECTS credits)

Students at public and some private higher education institutions are either funded by the state or self-funded. Tuition fees for self-paying students mostly vary from 585 EUR to 1,200 EUR in public HEIs. The only highest tuition fee at public HEIs is at the Baku State University (Jurisprudence speciality - 2,000 EUR). Tuition fees for art specialities at public universities are also higher than other fields' tuition fees (1,700 EUR).

### 2.2 Private Education

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The main source of funding of higher education institutions in Azerbaijan are students. Both public and private educational institutions are mainly funded from the students' tuition fees. These tuition fees can be paid by the government or by the student himself/herself. In addition, higher education institutions, can acquire funds from various national and international projects, real estate, donations, consultancy

services etc. According to the Law on Education, higher education institution can acquire funds resources obtained from other sources not prohibited by legislation of Azerbaijan Republic.

Azerbaijan currently has 13 private universities functioning without government. The financing of private higher education institutions is almost fully independent from the state. The main source of income for private higher education institutions are tuition fees. At some private HEIs students with excellent admission performances are funded by the government.

### 2.2.1 Financial Autonomy and Control

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Private universities autonomously provide funds for their educational and scientific work. Private higher education institutions are financially independent from the state and therefore have full financial autonomy.

### 2.2.2 Fees within Private Higher Education

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All students at private HEIs are expected to pay tuition fees that are in general higher than those at public universities. The largest share of income is obtained through tuition fees, which range from 1,500 to 2,300 EUR per academic year. The highest tuition fees at private universities are those at the Western University (2,300 EUR).

### 2.3 Financial Support for Learners' Families

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There are no structural measures meant to target learners' families. All of the existing structural measures apply to students directly.

### 2.4 Financial Support for Learners

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#### *Student loans*

There is no student loan mechanism in Azerbaijan yet. Ministry of Education has an order signed in 2015 to create such a system for students in near future.

#### *Student stipends*

The Government gives stipends to the talented students during their education at both public and private HEIs. In the first semester of the first academic year these stipends are given to the students who get the highest grades (500 and more out of 700) from the admission examinations to the HEIs. These students' tuition fees are funded also from the state budget. In the next semesters stipends from the state budget are given to those (for both state funded and self-funded students) whose grades are highest in semester examinations.

There are 3 types of student stipends for the first and the second levels of higher education: excellent; encouraging; and ordinary. Their amounts are as following (approved by the decree President of Azerbaijan in 2015):

	Bachelor students	Master students
Excellent	95 AZN (56 EUR)	105 AZN (61 EUR)
Encouraging	80 AZN (47 EUR)	85 AZN (50 EUR)
Ordinary	50 AZN (29 EUR)	55 AZN (32 EUR)

At the third level of higher education candidates' of science (PhD) are awarded 120 AZN (70 EUR) and doctors' of science are awarded 220 AZN (129 EUR) monthly.

Besides these, talented students are awarded by President Stipend, named stipends (*adlı təqaüd*), stipend with an object (*məqsədli təqaüd*) and so on. In addition, students without parental care and single-parent families are also given stipends (two-fold of ordinary stipend) from the state budget.

All types of stipends are given to the students monthly.

#### *Other social benefits*

In addition to the above mentioned support mechanisms tuition fees for the following student categories are paid by the Azerbaijani Government: 1. Individuals without parental care; 2. Individuals from single-parent families; 3. Refugees and displaced persons' children; 4. Children of National Heroes. 5. Children of people died for the freedom of the motherland.

### **3 The structure of the Higher Education system**

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In the Republic of Azerbaijan, access to higher education is open to every person who finishes secondary education level of general school.

Azerbaijan started the reform of its higher education system by joining the Bologna Process in 2005, followed by the adoption of the new Law on Education in 2009. This law formally introduced the European Credit Transfer System, three-cycle system of study and diploma supplement. As a result, from the academic year 2009/2010, all newly admitted students have studied under the reformed study programmes at all higher education institutions. Strategy for Education Development in Azerbaijan until 2025, adopted in 2013, is also an important document seeking to identify purposes, goals, directions, instruments and mechanisms for the development of the education system in the Republic of Azerbaijan. In other words, the Strategy is intended to shape the development of this system in the best possible way. Higher education is divided into three levels: First level (Bachelor Studies), Second level (Master Studies), and the Third level (PhD Studies). Higher education in Azerbaijan is provided at universities/institutes/academies/conservatoires.

**First level** of studies includes Bachelor Studies – last for 4-5 years, carrying 240 to 300 ECTS (300-360 credits at medical education).

**Second level** of studies includes Master Studies – lasting for 1.5-2 years and carrying 90 to 120 ECTS.

**Third level** of studies includes doctoral studies that are carried out in two programs: Doctor of Philosophy (PhD) and Doctor of Sciences. Doctoral studies are carried out full-time (leaving employment) and part-time (without leaving employment). Full-time education under the Doctor of Philosophy program lasts 3 years, part-time 4 years and through dissertation research 4 years. Full-time education under the Doctor of Sciences program lasts 4 years, part-time 5 years and through dissertation research 5 years.

Higher education institutions organize and implement study programmes within **an academic year** commencing, as a rule, on 15 September and lasting 12 calendar months.

An academic year may be divided into:

1. two semesters, each lasting 20 weeks;
2. summer semester lasting 6 weeks;

#### **3.1 Types of Higher Education Institutions**

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There are 4 types of Higher Education Institutions (HEIs) in Azerbaijan: university, institute, academy, and conservatoire

**University:** a leading multi-profile higher educational institution, which carries out a broad range of specialist training at all levels of higher education, in-service training programs, and conducts fundamental and applied scientific research.

**Institute:** a higher education institution, either independent or a structural unit of the universities, which carries out the training of specialists with higher education on specific specialties, as well as provides in-service training programs.

**Academy:** a higher educational institution that implements higher and in-service training programs, and conducts fundamental and applied scientific research.

**Conservatoire:** a higher educational institution which trains highly specialised experts on the field of music.

## 3.2 First Cycle Programmes

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First cycle studies are offered at all types of higher education institutions in Azerbaijan. A condition for entering a first-cycle study programme is the completion of general secondary and/or specialized secondary education and passage of an entry exam.

No short cycle programmes have yet been accredited in the education system of Azerbaijan.

### 3.2.1 Branches of study

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Bachelor academic studies last either four or five years (240 or 300 ECTS) for full-time education (part-time education period is longer by one year). Upon completion of this level of studies, the student receives a Bachelor degree. A Bachelor study programme can include a final thesis that the student has to defend at the end of his/her studies or final state examination (interdisciplinary) for a speciality. Qualifications of Bachelor studies are placed on 6<sup>th</sup> level in the Qualifications Framework for Lifelong Learning of the Republic of Azerbaijan (AzQF).

Main branches of higher education studies in Azerbaijan are:

- education;
- humanities and social sciences;
- culture and art;
- economy and management;
- natural sciences;
- technological sciences;
- agricultural sciences;
- healthcare, welfare and services;
- medical sciences.

### 3.2.2 Admission Requirements

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All those who have obtained a Secondary Education Certificate have the right to apply for an admission to the higher education institutions. No privileges are given to students for an admission to the higher education institutions (with the exception of the winners of international Olympiads and other such high-level contests). Graduates of the secondary and/or vocational schools or colleges who have been awarded the relevant diploma of completion (or Certificate of Secondary Education - Orta Təhsil Haqqında Attestat) may also apply for admission to the universities (for Bachelor studies). Admission is carried out on the basis of the central examinations set by the State Student Admission Commission of the Republic of Azerbaijan (Tələbə Qəbulu üzrə Dövlət Komissiyası - TQDK). Students applying for

programmes requiring special talents (such as sports, arts etc.) have to take an additional examination in the relevant areas.

The admission plan is drawn up by the Ministry of Education. However, the relevant procedures and requirements for admission are developed by the State Student Admission Commission. This Commission also sets out the admission procedures and structure and implements the admission of Azerbaijani students to the different levels of higher education based on their results at the centralized entrance exams. It also makes a decision on the admission regulations and rules for entrance examinations, monitors application procedures, submits regular reports on admission to the President of the Republic of Azerbaijan, carries out and issues statistical data on the admission results etc.

### **3.2.3 Curriculum**

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The curriculum in Azerbaijan is defined at national level. The curriculum is designed by the experts of the specialties who are selected by the Ministry of Education for the working groups at national level. The authority responsible for approval of the curriculums is also the Ministry of Education.

Curricula include compulsory and optional subjects. Optional subjects are defined by the higher education institutions concerned. They include academic disciplines, scientific methodologies and techniques. There are also a number of international curricula implemented upon the approval of the Ministry of Education.

Academic programmes of Bachelor studies include the following disciplinary categories:

- humanities (15-20 %),
- core subjects (80-85 %).

### **3.2.4 Teaching Methods**

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At the majority of HEIs in Azerbaijan, lectures are held for large groups of students. The Cabinet of Ministers by the proposals of Ministry of Education sets the rules and regulations prescribing maximum numbers of students attending a lecture for every level and every branch of studies (technical and technology sciences, humanities and social sciences, natural sciences and mathematics, medical sciences, arts). The same regulation specifies maximum numbers of students at the workshops and exercises – which are generally held in smaller groups.

There are no specific rules for first cycle studies regarding the teaching methods. Higher education teachers have to organize their lectures in compliance with the curriculum but the teaching methods they should use are not prescribed. Teaching materials such as books and audio-visual materials are commonly used in the teaching process but they are not always provided to students free of charge. Nevertheless, students are expected to refer to those materials when preparing their exams.

### **3.2.5 Progression of Students**

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Students can move on to the next year of studies once they have completed their previous academic year. Obligations in terms of obtaining the sufficient number of ECTS for moving to the next year is not determined.

The student must pass a particular exam at time determined by HEIs from the moment the lectures related to it are finished, up to the start of the next semester lectures. There is an obligation to attend 75% of class hours of the subject for passing the exam. If the student fails to attend these hours or to pass any exam, he or she has to select the same subject and has to enrol it again next academic semester. A maximum number of selections of failed subject and exam passage attempts are not determined.

### **3.2.6 Employability**

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While cooperation between higher education institutions and employers is not formally regulated in Azerbaijan, this issue has been recognized as a very important one in the recent years. Some HEIs have included internship programmes into their study curricula; some universities organize internship for students in cooperation with state authorities, in order for students to experience work in public administration. In addition, some HEIs have career guidance centres, which help students to find jobs or improve their qualifications in order to increase their employability.

On the other hand, there are some companies, which appreciate the competences of students graduating from certain faculties and offer them jobs immediately after – and at times even before – graduation.

### **3.2.7 Student Assessment**

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The success of students is continually evaluated. A multi-score system is used for assessing the educational progress of undergraduate students. The maximum score within this system is 100 points for each discipline, 50 points of which are accumulated during the semester and the other 50 points during the examination session.

The points accumulated within the multi-score system indicate the followings:

- less than 51 points – unsatisfactory,
- 51-60 points – fair,
- 61-70 points – satisfactory,
- 71-80 points – good,
- 81-90 points – very good,
- 91-100 points – excellent.

The minimum number of points that pre-examination obligations is not determined. However, students have to accumulate minimum 17 points to pass the exam. Overall points from pre-examination and examination performance after accumulation must not be less than 51 points for obtaining the ECTSs of the subject.

Currently the order of the Ministry of Education about the student assessment includes precise regulations in terms of exam taking and grading procedures.

### **3.2.8 Certification**

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The authority responsible for certification is the higher education institution. Upon completion of the first level of higher education, the student receives a diploma with his/her relevant professional title, average degree and the number of ECTS earned. The Ministry of Education provides the blanks of the diploma and the academic transcripts to HEIs. The student also receives a diploma supplement, which contains information regarding the level, type and content of the studies successfully finished.

## **3.3 Short-Cycle Higher Education**

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No short cycle programmes have yet been accredited in either academic or professional studies in the education system of Azerbaijan.

## **3.4 Second Cycle Programmes**

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### **3.4.1 Branches of Study**

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The length of studies at master level is either 1.5 or 2 years (90 or 120 ECTS). In order to enrol in a Master programme, students must have completed a Bachelor programme with at least 240 ECTS. To

complete a Master study programme, the student has to write and defend a Master thesis at the end of his/her studies. Upon completion of this level of studies, the student receives a Master degree. Qualifications of Master studies are placed on 7<sup>th</sup> level in the AzQF.

Main branches of the master studies are the same with branches of the bachelor studies. For more information, please see Branches of Study in Bachelor section.

### **3.4.2 Admission Requirements**

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Upon completion of the undergraduate studies, students may apply for admission to the postgraduate studies. Examinations are set by the State Student Admission Commission of the Republic of Azerbaijan. The further studies to which a student applies should correspond to his/her educational background at Bachelor level.

This part is the same as for the Bachelor studies besides the background requirements as was mentioned above. For more information, please see Admission Requirements in Bachelor section.

### **3.4.3 Curriculum**

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The definition and design of postgraduate curriculums is the same as for the Bachelor studies. For more information, please see Curriculum in Bachelor section.

Academic programmes for postgraduate studies are divided between taught modules and scientific–research. 45-50% of contact hours are spent on disciplines falling under taught modules which includes both humanities (20-25%) and core subjects (75-80%) The other 50-55% falls under scientific research.

The language of instruction is Azerbaijani, but the higher education institution may organize examinations, some parts or an entire study programme in a minority or another foreign language.

### **3.4.4 Teaching Methods**

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For more information, please see Teaching Methods in the Bachelor section.

### **3.4.5 Progression of Students**

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For more information, please see Progression of Students in the Bachelor section.

### **3.4.6 Employability**

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For more information, please see Employability in the Bachelor section.

### **3.4.7 Student Assessment**

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For more information, please see Student Assessment in the Bachelor section.

### **3.4.8 Certification**

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For more information, please see Certification in the Bachelor section.

## **3.5 Programmes outside the Bachelor and Master Structure**

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No information available.

## **3.6 Third Cycle (PhD) Programmes**

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### **3.6.1 Organization of Doctoral Studies**

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The third Cycle (PhD) of higher education in Azerbaijan is the only level at which ECTS is not implemented yet.

Training of highly-qualified scientific and scientific-pedagogical cadre in the Republic of Azerbaijan is executed through the doctoral studies, which is the highest education level, (in case of military education institutions – graduate military course) and is completed with the awarding of relevant degrees. Doctoral studies are carried out in two programs - Doctor of Philosophy and Doctor of Sciences. Doctoral studies are carried out full-time (leaving employment) and part-time (without leaving employment).

Higher education institutions and scientific organizations, offering doctoral studies, also execute the training of scientific and scientific-pedagogical cadre through dissertation research.

Full-time education under the Doctor of Philosophy program lasts 3 years, part-time 4 years and through dissertation research 4 years. Full-time education under the Doctor of Sciences program lasts 4 years, part-time 5 years and through dissertation research 5 years. In exceptional cases, education period for all types of education can be extended.

Qualifications of the third cycle programmes are placed on 8<sup>th</sup> level in the AzQF.

### 3.6.2 Admission Requirements

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The citizens of the Republic of Azerbaijan with higher education (a Master degree or corresponding higher education, doctor and doctor-specialist in medical studies) are admitted to **Doctor of Philosophy** program on the basis of contest.

A person who graduated from the doctoral studies cannot be readmitted to the same major of the doctoral studies. Admission commission, chaired by the head (or deputy head on the matters of science) of higher education institution and scientific organization offering doctoral studies, is set up to receive documents. Admission commission determines the conformity of the applicants' major with doctoral studies. To-be scientific supervisor holds an interview with applicant to doctoral studies and submits his/her positive or negative decision on accepting an applicant to the admission commission in writing. The admission commission decides in favour or against allowing an applicant to take examinations on the basis of the opinion of to-be scientific supervisor and other submitted documents. Applicants to doctoral studies shall take admission examinations in the subject of their major, foreign language (same for Russian language, applicants are independent to choose or chosen language shall conform to major) and philosophy in the volume of study programs of Master studies level. Examination commission on relevant subjects are set up in higher education institutions and scientific organizations to hold admission examinations. Commission set up by the head of higher education institution and scientific organization offering doctoral studies holds admission examination in the subject of major.

The citizens of the Republic of Azerbaijan with scientific or scientific-pedagogical achievements, with capacity to conduct high-level research and with a "Doctor of Philosophy" (candidate of sciences) degree in selected field of doctoral studies are admitted to **Doctor of Science** program.

Determined documents are presented for the admission to doctoral studies. Academic council of higher education institution and scientific organization decides on admission to doctoral studies, the topic of dissertation, individual work plan and scientific advisor (advisors) on the basis of the introduction of relevant department, division, chair or laboratory about the applicant to "Doctor of Sciences" scientific degree. The decision is officialised in accordance with the statute (regulations) regulating the activity of higher education institutions and scientific organizations.

### 3.6.3 Status of Doctoral Students/Candidates

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A copy of the decision (order) of admission to doctoral studies (for full-time education) serves as the basis for termination of labour agreement between an employer and an individual admitted to doctoral studies

leaving his/her job. Doctoral students are entitled to use the library, laboratory, existing equipment, as well as to go on a mission, including travel to foreign countries and take part in expeditions to research the subject of dissertation along with the scientific workers of higher education institutions and scientific organizations.

Full-time doctoral students are paid stipend in the amount determined in the legislation. They are also entitled to an annual leave. Doctoral students successfully accomplishing individual work plans may be allocated different stipends or additional payments at the expense of internal resources of higher education institutions and scientific organizations.

Full-time doctoral students may be engaged in relevant scientific or scientific-pedagogical work part-time in higher education institution and scientific organization of their instruction upon consent of their scientific supervisors.

Full-time doctoral students (candidate for doctor of science) studying at the expense of the state are paid stipend in the amount determined in the legislation. They are also entitled to an annual leave.

#### **3.6.4 Supervision Arrangements**

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As a rule, scientific supervisors of doctoral students are doctors of science or professors. In exceptional cases, under the decree of the academic council of higher education institutions and scientific organizations, doctors of philosophy (candidates of sciences) on relevant major may be engaged in scientific supervision. One of them may be a doctor of philosophy (candidate of sciences). When researching on topics covering various majors, doctoral student may be assigned two scientific supervisors or a supervisor and an advisor. Scientific supervisor offers a doctoral student advice on the scientific work oversees the activity of doctoral student in accordance with the approved individual work plan and supervises the timely and quality implementation of dissertation.

Doctoral students are assigned to scientific supervisor by the academic councils of higher education institution and scientific organization on condition of not assigning more than 5 students per supervisor and are officialised on the basis of approved plan in accordance with the statute (regulations) regulating the activity of higher education institutions and scientific organizations.

#### **3.6.5 Employability**

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While cooperation between higher education institutions and employers is not formally regulated in Azerbaijan, there are examples of a good and long lasting cooperation between the universities and companies.

#### **3.6.6 Assessment**

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Doctoral student works in accordance with individual work plan approved by the academic council of higher education institution and scientific organization during his/her time in doctoral studies. Doctoral student delivers reports in the meetings of department, division, chair and laboratory from time to time on the implementation of individual work plan. Those who complete individual work plan and scientific-research work are allowed to defend their dissertations to obtain a "Doctor of Philosophy" scientific degree.

Doctoral students deliver annual reports to the academic council of higher education institution and scientific organization on the implementation of individual work plan. Continuation of the education of a doctoral student is determined on the basis of the report. A doctoral student shall complete a dissertation,

undergo approbation and defend it in accordance with the determined rules in the course of doctoral studies to obtain a “Doctor of Science” scientific degree.

### 3.6.7 Certification

Alumni, who completed their education in doctoral studies and through dissertation research, are awarded the relevant certificate and reference of the education institution about passing their examinations.

## 4 Teachers and Education Staff

### 4.1 Initial Education for Academic Staff in Higher Education

There are no special programmes for the initial education of future academic staff in higher education. Likewise, there are no requirements concerning particular subjects during studies, such as psychology, pedagogy, teaching methodology or other education related subjects.

Admission criteria to the higher education institutions for those planning to pursue academic career is equivalent to those anticipated for any other student applying for a higher education programme. Typically, a PhD degree is required for those applying for academic staff positions, although persons with master degree levels may apply for some positions.

Research work and the publication of scientific papers are highly valued for students aiming for academic career.

### 4.2 Conditions of Service for Academic Staff Working in Higher Education

Academic staff in higher education institutions includes teachers, associates and researchers. There are several levels of titles within the teachers’ profession: assistant; teacher; senior teacher; associate professor; and full professor.

There are three main types of permanent academic staff at HEIs of Azerbaijan: fulltime (1), part-time (0,5), quarter of fulltime (0,25), and external staff. They are differentiated according to the number of contact hours appointed by the HIEs. Fulltime academic staff has to have at least 500 contact hours of per academic year. Contact hours of part-time and quarter of fulltime academic staff complies to contact hours of the fulltime staff. Moreover, HEIs involve external academic staff to the education process who works at the HEIs by contract and teaches certain number of contact hours regarding to this contract. In contrast with the others, the external academic staff may sign a contract not per academic years, but per the academic semesters.

*The Number of Academic Staff in HEIs for the academic year 2014/2015*

Type of the HEIs	Number of permanent Academic Staff	From them			Number of External Academic Staff	Number of foreigners among academic staff
		Number of women	Number of fulltime staff	Number of 0,5 and 0,25 staff		
Public	12494	6121	9804	2690	1279	50
Private	2039	756	1434	605	437	57
Sum	14533	6877	11238	3295	1716	107

The requirement system at both private and public HEIs bases on interview and competition procedures. HEIs signs contract for the appointed period of traineeship with the academic staff who passes interview. After successful completion of this period, academic staff has the right to participate in the competition to fill vacant position at the HEI. (For more information, terms and conditions of academic appointments please see Entry to the Profession section).

#### **4.2.1 Planning Policy**

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No planning policy has yet been established in terms of teacher supply and demand in higher education.

#### **4.2.2 Entry to the Profession**

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Professors and doctor of science may take part in the competition to fill in the position of professor and professors, associate professors, doctors of science and candidates of science may take part in the competition to fill in the position of associate professor.

Doctor of science with 3 years of scientific-pedagogical experience or highly qualified specialists with higher education (Masters) with 5 years of scientific-pedagogical or production experience and published scientific-methodical works may generally take part in the competition to fill in the position of senior teacher.

Candidates of science with at least one year of the scientific-pedagogical or the work experience in their major, as well as highly-qualified specialists with higher education (Masters) with 3 years of scientific-pedagogical or production experience and published scientific-methodical works may take part in the competition to fill in the positions of teacher and assistant. Specialists who graduated from full-time doctoral studies, successfully completed assistantship internship, graduated from higher education institution with distinction and are scientific-research oriented, as well as trainee teachers may be appointed for the period of no more than 3 years. The positions are filled in through competition in accordance with these regulations after the expiry of the term.

#### **4.2.3 Salaries**

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No information available.

#### **4.2.4 Professional Status**

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Most commonly, higher education teachers and associates are employed on a full time basis. The vacant positions of head of chair, professor, associate professor, senior teacher, teacher and assistant in the higher education institutions are generally filled for the period of 5 years. When higher education institution or chairs are newly established and there is a need for highly-qualified specialists and in other exceptional cases, rector may appoint (positions need to be filled in only through competition later on) individuals for the positions on the basis of a fixed-term labour contract (not exceeding one year). The contract cannot be re-extended.

Academic staff members are required to act in accordance with the professional code of ethics which is usually issued by each higher education institution.

#### **4.2.5 Working Time and Holidays**

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Full time employees work 36 hours per week with all other specifics being determined by their contract and class schedules issued by the higher education institution. The institution determines the structure and schedule of teachers' annual and weekly obligations. Staff members are entitled to a minimum of 56 vacation days per year, which are used up during collective holidays and during breaks determined by the

academic year calendar. The staff member may use paid absence days in situations determined by the institution (professional development, conferences, illness, maternity leave etc.)

#### **4.2.6 Promotion, Advancement**

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Moving from a lower professional title to the next in the line (from teaching assistant to full professor) is considered advancement in the career. Although academic staff members have to formally undergo a recruitment process in order to earn a higher title, it is an expected sequence of events for those who wish to continue their career at the same institution.

A higher-ranking title brings a salary increase, like in any other case of teacher promotion (e.g. becoming the Head of Department, Dean, a committee member etc.). Furthermore, each year of working experience brings an increase in the salary and in the number of the annual leave days, as specified by the Labour Law.

Honourable professor emeritus title may be assigned to a retired professor for their distinguished scientific work and contribution to higher education. Professor emeritus may be involved in all teaching activities within the second and third degree levels of study.

#### **4.2.7 Retirement and Pensions**

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There is no retire age for teachers at HEIs in Azerbaijan. Teachers and professors may retire whenever they want to.

After retirement, teachers keep their respective titles. A very small percentage of teachers can get promoted to professor emeritus.

Pensions are determined by the Law on Pension.

### **4.3 Continuing Professional Development for Academic Staff Working in Higher Education**

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#### **4.3.1 Organizational Aspects**

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The professional development of the academic staff is in most cases based on the scientific work. There are no requirements determined by the Law regarding the professional development on this level, which is therefore most commonly optional, unless required differently by a particular higher education institution. However, the professional development in the form of published scientific papers and other relevant publications is extremely important for career promotion, this being one of the criteria for the teacher's employment and earning a higher-ranking title (as explained in the section on Entry to the Profession).

Professional development can be organized in the forms of specialization, work toward a higher level of the formal education, symposia, courses, study theses, congresses, seminars, conferences and similar activities. Institutions are required to provide conditions for the professional development of their staff, including the time for the completion of such engagement within regular working hours.

In addition, there is Baku In-service Teachers Training and Re-training Institute where all academic staff of HEIs is trained every 5 years.

#### **4.3.2 Incentives for Participation in Continuing Professional Development (CPD) Activities**

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The hours spent on professional development can count towards working time and the institution is responsible for covering all expenses incurred in the process. A certain number of working days, as determined by the institution, is used up for professional development. If the institution budget allows so,

the staff may receive additional funds for research work and participation in conferences and other important academic events.

After 5 years of employment, the higher institution may approve 1 year of paid absence for the teacher's professional development and scientific research purposes. The institution is obliged to approve unpaid absence for the purpose of professional development, especially for participation in scientific projects and preparation of PhD or specialization thesis.

## 5 Management and Other Education Staff in Higher Education

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### 5.1 Requirements for Appointment

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Responsibilities in higher education institutions of Azerbaijan are distributed among the following bodies: scientific board; rector; vice-rector; deans; heads of departments.

Public higher education institutions are led by a rector appointed by the President of the Republic of Azerbaijan. Private higher education institutions are led by a rector appointed by the Board of Founders (Təsisçilər Şurası) the members of which may include the founders, trustees etc. of the institution.

The **Scientific Board (Elmi Şura)** is the senior governing body of a public higher education institution. The rules of establishment and responsibilities of the Scientific Board are defined in the statutes approved by the Cabinet of Ministers and in the internal regulations of the higher education institutions concerned. Members of the Scientific Board are: rector of higher education institution (chairman), vice-rector for education (deputy chairman), vice-rectors, scientific secretary, deans, directors of scientific and research institutes under higher education institution, chairmen of trade unions (for students and staff), division chiefs and chairman of student scientific society. Other members of Scientific Board constitute 3-10 % of teaching staff and scientific workers of higher education institution. This figure is determined by rector depending on number of teaching staff and scientific workers engaged at higher education institution. Members of the council are selected every three years, in accordance with the institution statute. Selection criteria, programme of work and decision making procedures are determined by the institution.

The **vice-rector, faculty deans and heads of departments** also participate in the governance of the higher education institutions. These positions are given to the selected full time professors already working in these institutions. The new executive manager is selected each five years, although the same person may prolong their mandate once. The Scientific Board selects the person for this position.

Under the same conditions and requirements, **vice-rectors** and **vice-deans** support the work of rectors/deans, as members of executive managing bodies. Vice-rectors and vice-deans are also full time professors.

Other professional bodies that contribute to higher institution function are the **senate, scientific or academic councils and committees**, and other bodies as decided by the institution.

### 5.2 Conditions of Service

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Further details on selection of the managing bodies, their dismissal, responsibility and other conditions of service are determined separately by each higher education institutions' statute.

The person may not be selected for any of the managing positions if they are convicted of criminal offense, plagiarism of higher education documents, discrimination, bribery or broken the professional code of ethics rules. Also, they are dismissed if anything mentioned occurs during their mandate, or if they fail to perform duties required by their position.

## 6 Quality Assurance in Higher Education

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### 6.1 Responsible bodies

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According to the legislation, each education institution has to obtain from the relevant executive authority an appropriate licence to carry out their educational activities. Public higher education institutions are provided with a permanent licence by the Cabinet of Ministers, while the licence granted to certain private and municipal education institutions founded by legal or physical entity of the Republic of Azerbaijan is issued by the Ministry of Education and is valid for five years (and 3 years for educational institutions established by foreigners and/or stateless persons, foreign legal entities). The validity of the temporary licence granted to non-residents and stateless persons for establishment of education institutions is three years.

The licence granted to a foreign legal entity, its branches and representations, as well as to non-residents and stateless persons is recognized by the Government of Azerbaijan according to bilateral agreements co-signed by the Republic of Azerbaijan.

Quality assurance and accreditation of higher education institutions and programmes are implemented by the Accreditation Commission (Akkreditasiya Komissiyası) under the Ministry of Education. Accreditation Committee is established by the relevant order of the Ministry of Education of the Republic of Azerbaijan after the self-assessment report of educational institution is submitted to the Ministry. Chairperson of the Committee is appointed from among the members of the Committee. The Chairman coordinates the work of the Committee, convenes its meetings and ensures preparation of the final briefing note on the results of accreditation and draft minutes of meetings.

The Accreditation Committee established for each accredited educational institution is composed of experts with experience in management of education and material and technical basis of the educational institution (except for those working at accredited educational institutions).

The Ministry submits relevant documents of the educational institutions to the chairperson of the Accreditation Committee.

Accreditation Committee reviews the documents related to relevant activities of educational institutions (human resourcing, scientific research, international cooperation, material and technical basis etc.) within a month and attests the knowledge of the students of graduation classes (senior groups).

Higher education institutions are accredited so as to ensure the quality of education. Accreditation attests the compliance of the educational process, materials and technical bases of education institutions, education programmes, financial resources and education infrastructure with the approved state standards and legal requirements.

As regards the programmes, the Ministry of Education defines the accreditation and attestation requirements and criteria in accordance with the state education standards and a certificate valid for five years is issued upon accreditation.

### 6.2 Approaches and Methods for Quality Assurance

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Quality assurance methods are not directly defined by any law, but indirectly defined only by the Regulations for Accreditation of Educational Institutions approved by the Cabinet of Ministers. Regarding to this regulation "Criteria determining the compliance of the activity of an education institution with the requirements of the state education standards" was adopted by the Ministry of Education. According these regulations Accreditation Commission is established by order of the Ministry of Education for

external evaluation and by the HEI for the self-assessment every 5 year. Upon the accreditation procedure, the Commission of the HEI is required to submit a report to the ordering party. The Accreditation Commission is responsible for evaluating the results of quality assurance procedure, specified in the report. Final results are sent to the higher education institution and the Ministry.

The accreditation commission analyses the following areas of the activity of institution in order to assess its compliance with the state education standards:

- Legal framework of the activity of institution.
- The management of institution.
- The content and structure of training under the education programs of institution.
- The organization of education process.
- The quality of training of the education programs of institution.
- The staff of institution.
- The scientific-research activity of institution (high education institutions).
- The international cooperation of institution (high education institutions).
- The logistical base of institution.
- The social conditions.
- The financial resources of institution.

Self-evaluation and internal quality assurance of academic programs, teaching and work conditions are defined through the general act of each higher education institution. Only some HEIs in Azerbaijan have quality assurance departments. Higher education institution defines its own internal documents and procedures required for internal quality assurance.

## **7 Educational Support and Guidance**

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At university level, career guidance is provided through university career development centres. Only some universities have career centres which organize career workshops, provide counselling and offer internships.

### **7.1 Support Measures for Learners in Higher Education**

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No information available.

### **7.2 Guidance and Counselling in Higher Education**

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No information available.

## **8 Mobility and Internationalization in Higher Education**

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For the time being, there is no particular national strategy dealing with internationalization and mobility, but the overall Strategy for Education Development in Azerbaijan by 2020 envisages the adoption of a strategy which will include the mobility of international and local students and teachers. In this document it is also envisaged that by year 2020 at least 20% of students should have some kind of international experience during their study period. Accordingly, but also due to the fact that the opportunities for international cooperation in higher education are increased in last few years, the higher education institutions from Azerbaijan are becoming more active when it comes to setting up the conditions for the development of cooperation with the institutions from other countries. Almost all universities and many colleges in Azerbaijan have established bilateral and multilateral cooperation with universities in the EU

countries, the USA, Canada, Asia and other regions. This cooperation is focused mainly on mobility of students, study visits, exchange of teaching staff and research.

There are several initiatives, one of them coming from a Tempus project coordinated by Azerbaijan HEI, which stipulate the adoption of the national and university strategies for internationalisation, and incorporation of the standards for mobility in the accreditation for HEIs. HEIs from Azerbaijan are very active in the EU programs for international cooperation, especially in the previous Tempus programme, but also in Erasmus Mundus and Lifelong Learning Programme. There is a great interest for participation in all kinds of projects within the new overall programme - Erasmus+ as well. Other significant programmes for student and academic staff mobility are: CEEPUS, Campus European etc.

## **8.1 Student Mobility**

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The new, overall programme of the EU for education, youth and sports, Erasmus+ offers new possibilities for Azerbaijani HEIs for participating, among other, in the parts of the programme devoted to mobility. Higher education institutions from Azerbaijan have been participating in a significant number of Erasmus Mundus projects, especially in part of the programme that supported the establishment of exchange networks between institutions of higher education from the Western Balkans and the EU. These networks resulted in acquiring valuable experience within the common European academic and cultural context and were considered to be a good preparation for Azerbaijan's participation in mobility programmes in the future. Erasmus Mundus exchange networks have had a systemic impact on the international cooperation of universities during the five years of their implementation.

Azerbaijani HEIs also participate in the Mevlana programme. This is an academic exchange program for the students from Turkey. Student exchange is organized within university networks. Each of the networks has a certain number of target subjects. The cooperation is based on the correspondence between universities' institutes and faculties which are active in the same academic field.

The "State Program on Education of Azerbaijani Youth Abroad in 2007-2015" provides a unique opportunity for the most talented students from Azerbaijan to get higher education (bachelor, master and PhD) in the leading universities all over the world. The objective of the State Program is to facilitate establishment a competitive economic system in the country and a supply of qualified specialists across the various fields. The scholarship covers full tuition, visa and insurance costs, the students also receives a monthly living allowance depending on country of study and a return ticket to Azerbaijan. As per conditions of the scholarship the student is required to work in Azerbaijan for five years upon graduation. Over the 9 year of the State Program, 3558 scholarships have been awarded to Azerbaijani students to study abroad and UK, Turkey, Germany, Canada and Netherlands were among top destination countries for study. The majority of graduates have gone on to shape successful careers in public sectors, international organizations, banking and financial systems, as well as in private sector and contribute the development of science, culture, education, health system of the country.

The majority of international students studying in Azerbaijan come from countries such as Turkey, Iran, Georgia, Russia, and the People's Republic of China. In addition, students from the United States of America, Norway, India, as well as the EU Member States are undertaking studies at Azerbaijani HEIs. Azerbaijan Medical University, Azerbaijan University of Architecture and Construction, Azerbaijan State University of Oil and Industry, Azerbaijan State University of Economics and Azerbaijan State Pedagogical University are among the higher education institutions dominated by the international students. International students studying in Azerbaijan mostly prefer specialties like medicine, architecture, engineering, humanities.

Each higher educational institution is carrying out various activities aimed at attracting international students. A 2-year joint master`s degree project on "Business Management" between ADA University and Maastricht School of Management in the Kingdom of the Netherlands, as well as collaborations established between Azerbaijan State University of Economics and the London School of Economics and Political Science, "ADA" University and the University of Glasgow, Azerbaijan State University of Oil and Industry and Heriot-Watt University serve as example for such activities.

## **8.2 Academic Staff Mobility**

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Azerbaijan has actively participated in the Tempus programme since 1995, when it joined the first Call of Tempus I-II phase (1996-1999), up until the 6<sup>th</sup> Call of Tempus IV phase in 2013. That was the last Call of Tempus IV phase (2008-2013), when the programme ceased to exist, i.e. it has been replaced by the Erasmus+ programme. Throughout the entire period (1995-2013) Tempus has been the largest financial instrument of support to the modernization of higher education in Azerbaijan and it provided, inter alia, teaching staff capacity building through mobility periods spent abroad. Institutions responsible for organization and coordination of mobility in the education system of Azerbaijan are the HEIs. The authority responsible for the overall internationalisation policy developments is the Ministry of Education.

## **8.3 Other Dimensions of Internationalization in Higher Education**

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### **8.3.1 European, Global and Intercultural Dimension in Curriculum Development**

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Azerbaijan has entered the Bologna process by the adoption of the Bologna Declaration in 2005 and the adoption of the Lisbon Recognition Convention in 2006. The objective of these actions was the harmonization of Azerbaijan education system with the education systems of EU countries; in other words, the entrance into the European Higher Education Area (EHEA). Accordingly, Azerbaijan has adopted the Law on Education in 2009 as the reform law which was intended to make these goals legally binding for all higher education institutions (HEIs) in Azerbaijan.

## **8.4 Bilateral Agreements and Worldwide Cooperation**

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### **8.4.1 Bilateral Agreements**

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Some universities in Azerbaijan have established bilateral cooperation with universities in the EU countries, the USA, Canada, countries in Asia and other regions. This cooperation is aimed at increasing the number of students coming to Azerbaijan, and focuses on research and delivery of some teaching programmes, sometimes as joint or double degrees.

### **8.4.2 Cooperation and Participation in Worldwide Programmes and Organizations**

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The Ministry of Education closely collaborates with major international organizations (the Council of Europe, UNESCO, World Bank, UNICEF, UNDP, ETF, ISESCO, EU), as well as with international nongovernmental organizations (Education Law and Policy, Open Society Institute, American Council for Collaboration in Education and Language Study (ACCELS), International Research and Exchange Board (IREX), German Academic Exchange Service (DAAD)). Cooperation includes policy dialogue, convening joint conferences, seminars and workshops on the issues related to the implementation of Bologna process requirements, exchange of students, faculty members and researchers, improvement of the content of education, participation in joint projects etc.

Cooperation between Azerbaijan and the EU is carried out within the framework of Tempus/TACIS, Erasmus Mundus, Twinning/TAIX and Sigma programmes.

Policy dialogues with partners from other regions of the world are held during visits of the Ministry officials and exchanges with the official delegations at the Ministry of Education and higher education institutions.

During recent years such dialogue has expanded to a number of countries including the USA, Canada, France, Germany, the UK, South Korea, Egypt, Israel etc. Protocols and agreements on mutual recognition of degrees have been signed with the Russian Federation, Ukraine, Turkey and Austria.

## **9 On-going Reforms and Policy Developments**

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### **9.1 Overall national education strategy and key objectives**

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In October 2013, the Government of the Republic of Azerbaijan approved the Strategy for the Development of Education in Azerbaijan by 2025. This comprehensive document covers all goals, objectives and mechanisms of education system reforms on all levels of education in Azerbaijan. The Strategy was created in compliance with a holistic and open approach to the education and its development.

The most important goals of the Strategy are:

- Creating content of competency-based personality-oriented education
- Develop highly influential educators to ensure the effective acquisition of the educational content through innovative learning methods and technologies that take into account the individual characteristics of learners
- Formation of the public policy administration system with responsible, transparent and effective regulation mechanisms, based on state-business partnership
- Creation of modern education infrastructure that ensures lifelong learning
- Create a new mechanism for sustainable and multi-sources funding of education

In order to achieve the education goals, specific strategic policies, activities and measures are defined separately for each level of the education system.

Since the approval of the Strategy in October 2013, a number of activities proposed by the Strategy have been realized. The main legislative adoption was in 2015, when Action Plan was designed. Many activities regarding to the Action Plan on Implementation of National Strategy for the Development of Education was realized in 2015 and continuing now in 2016.

### **9.2 Overview of the education reform process and drivers**

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The Ministry of Education is the main body in charge of managing all education-related activities, as well as one of the main drivers in the education reform process.

The Ministry participates in the creation of the Azerbaijan Government's policies by preparing draft bills, other legal acts and proposals for the development strategies and activities to the Government; it initiates the reforms and new legal acts and participates and contributes to the designing of new bills in the field of education; it prepares and issues legal acts such as bylaws (regulations), instructions and legal orders; it oversees and evaluates the status of the current education system, determines its consequences and acts in line with them or proposes reforms to the Government.

The Government is responsible for final preparation and proposal of new bills, while the Cabinet of Ministers approves the bills so they can come into force.

### **9.3 National Reforms in Higher Education**

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#### **9.3.1 2015**

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“The Action Plan on the Implementation of the National Strategy for the Development of Education in the Republic of Azerbaijan” was approved.

### 9.3.2 2014

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No information is available.

### 9.3.3 2013

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- “State Program on reforms in the higher education system in the Azerbaijan Republic in 2009-2013” was finished. The main goal of the State Program is to integrate the higher education of the country to the European Education area, adjust its content to the principles of Bologna Process, to provide attractive and competitive system, meet the demand for specialists with higher education that meet the requirements for the country’s economic development, as well as create the staff potential in accordance with the economy demands, develop the higher education system in terms of economy and social rationality to provide population with the modern higher education.
- “The National Strategy for the Development of Education in the Republic of Azerbaijan” was approved.
- “Rules on Organizing the Credit system education at bachelor and master levels of higher education institutions” was approved.

## 10 Legislation

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- Law on Education of the Republic of Azerbaijan, Azərbaycan Respublikasının Təhsil Haqqında Qanunu (<http://edu.gov.az/en/page/451/5244>)
- Law on Amendments to the Law on Education
- “Azerbaijan 2020: Look Into The Future” Concept Of Development
- “The National Strategy for the Development of Education in the Republic of Azerbaijan” approved by the Order of the President of the Republic of Azerbaijan No. 13 of October 24, 2013
- “The Action Plan on the Implementation of the National Strategy for the Development of Education in the Republic of Azerbaijan” approved by the Order of the President of the Republic of Azerbaijan No. 995 of January 19, 2015
- “Rules on Organizing the Credit system education at bachelor and master levels of higher education institutions” approved by decree of the Cabinet of Ministers No. 348 December 24, 2013
- “Employment Strategy of the Republic of Azerbaijan (2006-2015)” approved by decree Of The President Of The Republic Of Azerbaijan No. 1068, October 26, 2005
- The “State Program on Education of Azerbaijani Youth Abroad in 2007-2015” is a Government scholarship program which was approved by the Decree of the President of the Republic of Azerbaijan on April 16, 2007.
- "Rules of study of citizens of the Republic of Azerbaijan in foreign countries and foreigners and stateless persons in the Republic of Azerbaijan" approved by Resolution No. 125 of the Cabinet of Ministers of the Republic of Azerbaijan dated May 1, 2015.
- “State program on reforms in the higher education system of the Republic of Azerbaijan for the 2009-2013 years” approved by the decree of the President of Azerbaijan Republic No. 295 of May 22, 2009
- “Bachelor’s Study Content and Arrangement Rules” approved by Decision No 117 dated 24 June 2010 of the Cabinet of Ministers of the Republic of Azerbaijan
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- Criteria determining the compliance of the activity of an education institution with the requirements of the state education standards, Order of the Ministry of Education No. 656 dated April 26, 2011

- The Decision of the Cabinet of the Ministers of the Republic of Azerbaijan On approval of “the state standards and programs for higher education” No. 75, dated April 23, 2010
- Regulation of Scientific Board of higher education institution, the Order of the Minister of Education of the Republic of Azerbaijan, No. 792, November 10, 1997
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- Qualifications Framework for Lifelong Learning of the Republic of Azerbaijan
- Regulations on Guidelines on Filling in Professor, Teacher and Head of Chair Positions in Higher Education Institutions , approved by the order of the Ministry of Education No 401 dated 07.08.1996



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