



EUROPEAN
Higher Education Area

**National Report regarding the Bologna
Process implementation
2009-2012**

Azerbaijan

Part 1.0 BFUG Data Collection: administrative information

For which country do you fill in the questionnaire?

Republic of Azerbaijan

Name(s) of the responsible BFUG member(s)

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Contributors to the report

Government representatives = Ministry of Education

Contributors to the report

Employer representatives =

Contributors to the report

Student representatives = Students association

Contributors to the report

Academic and other staff representatives = Universities, institutes, academies

Contributors to the report

Other (please specify) = Azerbaijan Scientific-Research Institute of Education

Part 1.1 BFUG Data Collection on Context and Structures

1. Do your steering documents for higher education policy explicitly take account of demographic projections for your country?

Yes

2. How do these projections affect higher education policy planning?

Demographic projections are taken into consideration in higher education policy in terms of planning and identification of enrollment rates (quota for admission of students for concrete specialities) for higher education institutions

3. Which of the following statements correspond to your higher education system?

- Higher education institutions can be either academically or professionally oriented
- Higher education institutions are only academically oriented
- Higher education institutions are either public or private
- All higher education institutions are public

V

All higher educational institutions in Azerbaijan are both academically and professionally oriented. It means that documents on education issued by higher educational institutions give the right to continue education or start professional activity.

4. What is the number of institutions in the categories identified?

A total number of higher education institutions in Azerbaijan is 51, including universities, institutes and academies. Out of this amount 36 HEIs are public and 15 - private.

5. GENERAL DATA ON HIGHER EDUCATION SYSTEMS

5.1. Please provide the (approximate) percentages of first cycle study programmes across the following categories:

180 ECTS = 19

240 ECTS = 80

Other number of ECTS = 1

5.2. Please provide the (approximate) percentage of the total number of first cycle students enrolled in programmes of the following length:

180 ECTS = 7

240 ECTS = 90

Other number of ECTS = 3

5.3. Do degree programmes exist outside the typical Bologna 180-240 ECTS first cycle model (and/or calculated in years rather than credits)?

These may include integrated/long programmes leading either to a first or a second cycle degree.

No

5.4. In which study fields do these study programmes exist?

5.5. What is the typical length of these degree programmes outside the Bologna 180-240 ECTS model?

5.6. What (approximate) percentage of all students studying for a first degree (including students enrolled in the Bologna cycle structures) is enrolled in these programmes?

5.7. Please provide the (approximate) percentage of second cycle (master) programmes of the following length:

60-75 ECTS = 0

90 ECTS = 0

120 ECTS = 100

Other = 0

5.8. Please provide the percentages of the total number of second cycle students enrolled in programmes of the following length.

60-75 ECTS = 0

90 ECTS = 0

120 ECTS = 100

Other = 0

5.9. Do second cycle degree programmes exist in your country *outside* the typical Bologna model (i.e. other than 60-120 ECTS and/or calculated in years rather than credits)?

Yes

5.10. What is the typical length of these second cycle programmes outside the typical Bologna model?

please, see comments

5.11. What percentage of all second cycle students is enrolled in these programmes?

85

5.12. In which study fields to these programmes exist?

please, see comments

5.13. Please provide any additional relevant comments for consideration regarding general data on your country's higher education system.

Since 2006 the process of introduction of ECTS system in higher education institutions started as an experiment. As mentioned above, at present all higher education institutions use ECTS in first cycle programmes. As for the second cycle, introduction of ESTC system started in some HEIs in 2010 and covers approx. 15% of all second cycle students. Complete transfer to ECTS in second cycle programmes is expected in 2012. I was unable to mention 15% of students who study using ECTS because system didn't accept 15%

6. PROGRESSION BETWEEN CYCLES

6.1. What percentage of first cycle programmes give access to at least one second cycle programme?

100%

6.1.1. Please provide a source for this information.

Ministry of Education of the Republic of Azerbaijan

6.2. What percentage of first cycle students continue to study in a second cycle programme after graduation from the first cycle (within two years)?

>10-25%

20% of first cycle students continue to study in a second cycle programme.

6.2.1. Please provide the source for this information.

Ministry of Education of the Republic of Azerbaijan

6.3. What are the requirements for holders of a first cycle degree to access a second cycle programme?

All students (Scale 1) Yes No Some No answer

All students (Scale 2) Yes No Some No answer

Holders of a first degree from a different study field (Scale 1) Yes No Some No answer

Holders of a first degree from a different study field (Scale 2) Yes No Some No answer

Holders of a first degree from a different higher education institution (Scale 1) Yes No Some No answer

Holders of a first degree from a different higher education institution (Scale 2) Yes No Some No answer

6.3.1. When you selected 'some' in any of the answers above, please explain.

6.4. What percentage of all second cycle programmes give access without further studies to third cycle studies?

100 %

6.4.1. Please provide a source for this information.

Ministry of Education of the Republic of Azerbaijan

6.5. What percentage of second cycle graduates eventually enter into a third cycle programme?

About 11% of second cycle graduates eventually enter into a third cycle programme.

6.6. Is it possible for first cycle graduates to enter a third cycle programme without a second cycle degree?

No

6.6.1. Under which criteria is this possible?

6.7. What percentage of third cycle students enter into that cycle without a second cycle qualification?

0%

6.8. Please provide any additional relevant comments for consideration regarding the progression between cycles.

The new 'Law on Education', adopted in 2009 prohibits access to third cycle programme without a second cycle degree.

7. LINKING BOLOGNA AND NON-BOLOGNA PROGRAMMES

7.1. Is access to degree programmes outside the typical Bologna model organised in a different manner than for Bologna first cycle programmes?

Please choose..

7.1.1. Please explain the differences.

7.2. Is access to the second cycle specifically regulated for students holding a degree from a programme outside the typical Bologna model?

No

7.2.1. Please specify how it is regulated.

7.3. Is it possible for graduates of a first cycle degree outside the typical Bologna model to enter a third cycle programme without a second cycle degree?

No

7.3.1. Please specify for which graduates.

8. DEVELOPMENT OF THIRD CYCLE PROGRAMMES

8.1. What types of doctoral programmes exist in your higher education system? (These may include, but are not restricted to, traditional supervision-based doctoral education, structured doctoral programmes, professional doctoral programmes etc).

Full-time doctoral programme Part-time doctoral programme Independent research (for doctoral PhD degree)- These programmes lead to PhD Degree. Full-time doctoral degree - 4 years Part-time doctoral degree - 5 years Independent research (for doctoral - Dr.of Science degree). These programmes lead to Doctor of Science degree. For more details pls see comments.

8.2. Do doctoral and/or graduate schools exist in your higher education system?

No

8.2.1. What are the main features of these schools and how many doctoral schools are there?

8.3. Is the length of full-time third cycle (PhD) study programmes defined in your steering documents?

Yes

8.3.1. Please specify the number of years.

The length of full-time third cycle (PhD) programme is 3years. Full-time study for Doctor of Science is 4 years.

8.3.2. What is the average length (in years) of full-time third cycle (PhD) study programmes?

3

8.4. Are doctoral studies included in your country's qualifications framework?

Yes

Doctoral studies are the 8 level of our National Qualifications Framework.

8.5. Are ECTS credits used in doctoral programmes?

No

At present, ECTS credits are not used in Doctoral Programmes. At the same time, a new Law on Education (2009) stipulates transfer to ESTC system in doctoral programmes. Guidelines and regulation on inculcation of ESTC system in doctoral programmes are under consideration in Cabinet of Ministers and adoption of above documents is expected in the nearest future.

8.6. Please provide any additional relevant comments for consideration regarding development of third cycle programmes.

In compliance with the new Law on Education, adopted in 2009, the third cycle of higher education in Azerbaijan comprises two levels. On completion of the 1st level which follows after second cycle of higher education the PhD degree is awarded. As mentioned above, doctoral studies for PhD can be conducted in the form of full-time study-3years, part-time study - 4years and independent research- 4years. On completion of PhD studies and defending thesis a student can continue studies for Dr of Science degree. Studies at this level last 4 years for full-time study, 5 years for part-time study or independent research.

9. TREATMENT OF SHORT CYCLE HIGHER EDUCATION PROGRAMMES

9.1. In your system, do short cycle programmes linked to the first cycle of higher education exist?

Yes

9.2. How are short cycle higher education programmes linked to the Bologna structures? Please tick the most appropriate case(s) for your country.

Holders of short cycle qualifications when continuing their studies in the same field towards a bachelor degree....

- gain full credit for their previous studies
- gain full credit, but only if there is agreement between the institution providing the short cycle programme and the institution where the bachelor programme is taught
- gain full credit for their previous studies but in professional bachelor programmes only
- gain substantial (>50%) credit for their previous studies
- gain some (<50%) credit for their previous studies
- gain little (<5%) or no credit for their previous studies

9.3. Are short cycle programmes legally considered to be an integral part of your higher education system?

No, part of tertiary education, but not part of higher education

9.4. Please provide any additional relevant comments for consideration regarding the treatment of short cycle higher education programmes.

10. INTERNATIONAL JOINT DEGREES AND PROGRAMMES

10.1. Does national higher education legislation mention joint degrees?

Yes

10.1.1. Please provide a reference to the legislation and/or cite the relevant articles.

Law on Education of the Republic of Azerbaijan

10.2. Does higher education legislation allow:

- Establishing joint programmes Yes No Legislation not clear Legislation doesn't mention joint degrees
 No answer
- Awarding joint degrees Yes No Legislation not clear Legislation doesn't mention joint degrees
 No answer

10.3. Please estimate the percentage of institutions in your country that award joint degrees / are involved in at least one joint programme.

- Award joint degrees > 75-100% > 50-75% > 25-50% > 10-25% > 5-10% > 0-5%
 0% No answer
- Participate in joint programmes > 75-100% > 50-75% > 25-50% > 10-25% > 5-10% > 0-5%
 0% No answer

10.4. Please estimate the percentage of students in your country that graduated in the academic year 2009/10 ...

- with a joint degree < 10% > 7.5-10% > 5-7.5% > 2.5-5% > 0 -2.5% 0% No answer
- from a joint programme < 10% > 7.5-10% > 5-7.5% > 2.5-5% > 0 -2.5% 0% No answer

10.5. Do you have information about study fields in which joint programmes / joint degrees are most common?

Yes

10.5.1. Please explain briefly.

Tourism, engineering, international law

10.6. Please provide any additional relevant comments for consideration regarding your joint degrees and programmes.

Part 1.2 BFUG Data Collection on student-centred learning

1. Do your steering documents mention the concept of student -centred learning?

Yes

1.1. How do steering documents in your country define student-centred learning in higher education?

Development of study programmes which focus on students achievements, take into account students priorities including an opportunity to chose content, form and place of study.

1.2. How important ('1' not important, '5' very important) are the following categories in your steering documents and national policies?

- | | | | | | | | | | | |
|--|-----------------------|---|-----------------------|---|-----------------------|---|----------------------------------|---|----------------------------------|---|
| Independent learning | <input type="radio"/> | 1 | <input type="radio"/> | 2 | <input type="radio"/> | 3 | <input type="radio"/> | 4 | <input checked="" type="radio"/> | 5 |
| Learning in small groups | <input type="radio"/> | 1 | <input type="radio"/> | 2 | <input type="radio"/> | 3 | <input type="radio"/> | 4 | <input checked="" type="radio"/> | 5 |
| Initial or in-service training in teaching for staff | <input type="radio"/> | 1 | <input type="radio"/> | 2 | <input type="radio"/> | 3 | <input type="radio"/> | 4 | <input checked="" type="radio"/> | 5 |
| Assessment based on learning outcomes | <input type="radio"/> | 1 | <input type="radio"/> | 2 | <input type="radio"/> | 3 | <input checked="" type="radio"/> | 4 | <input type="radio"/> | 5 |
| Recognition of prior learning | <input type="radio"/> | 1 | <input type="radio"/> | 2 | <input type="radio"/> | 3 | <input type="radio"/> | 4 | <input checked="" type="radio"/> | 5 |
| Learning outcomes | <input type="radio"/> | 1 | <input type="radio"/> | 2 | <input type="radio"/> | 3 | <input type="radio"/> | 4 | <input checked="" type="radio"/> | 5 |
| Student/staff ratio | <input type="radio"/> | 1 | <input type="radio"/> | 2 | <input type="radio"/> | 3 | <input type="radio"/> | 4 | <input checked="" type="radio"/> | 5 |
| Student evaluation of teaching | <input type="radio"/> | 1 | <input type="radio"/> | 2 | <input type="radio"/> | 3 | <input checked="" type="radio"/> | 4 | <input type="radio"/> | 5 |

1.3. Are there any other important concepts on student-centred learning in your steering documents?

No

1.4. Please specify.

2. Please provide a reference for your steering documents covering student-centred learning.

Law on Education (2009)

3. Please provide any additional relevant comments for consideration regarding the student-centred learning.

4. LEARNING OUTCOMES

4.1. Are learning outcomes defined in your national steering documents? If so, please provide the definition.

Learning outcomes are defined in our steering documents as minimum requirements to student's knowledge, as well as description of what he is expected to understand and demonstrate on completion of his studies.

4.2. Are ECTS credits linked with learning outcomes in higher education programmes in your country?

(This means that learning outcomes are formulated for all programme components and credits are awarded only when the stipulated learning outcomes are actually acquired.)

In all programmes

4.3. Does national policy steer and/or encourage the use of learning outcomes in developing curricula?

Yes, this is done through advisory measures (guidelines, recommendations etc)

4.3.1. Does your country provide specific support measures on the national level?

Ministry of Education provides higher education institutions with guidelines and recommendations in the field of use of learning outcomes in the process of curricula development, elaborated by the Ministry of Education, as well as by Scientific Research Institute on Education and independent experts.

4.4. Does national policy steer student assessment procedures to focus on learning outcomes?

Yes, this is done through advisory measures (guidelines, recommendations etc)

4.5. Is there an offer of training programmes on topics such as student-centred learning and learning outcomes for academic staff?

- Compulsory Yes for all academic staff Yes for some academic staff No No answer
- Voluntary Yes for all academic staff Yes for some academic staff No No answer

4.5.1. Please specify for whom and give approximate % that participate.

4.6. Is the use of learning outcomes in curricula development and student assessment monitored by Quality Assurance procedures?

No

4.6.1. Please explain how, and provide a reference to further information.

4.6. Please provide any additional relevant comments for consideration regarding learning outcomes.

5. IMPLEMENTATION OF THE EUROPEAN CREDIT TRANSFER AND ACCUMULATION SYSTEM (ECTS)

5.1. In your country, do you use

ECTS

5.1.1. Please provide details of how it is linked to ECTS (when applicable) and its main characteristics (e.g. how credits are calculated and whether the system is based on learning-outcomes).

5.2. In your country, what percentage of higher education institutions use ECTS for accumulation and transfer for all elements of study programmes?

100%

5.3. In your country, what percentage of programmes use ECTS for accumulation and transfer for all elements of study programmes?

100%

5.4. In the majority of higher education institutions and/or programmes, what is the basis to award ECTS in your country?

Learning outcomes achieved only

5.4.1. Please specify.

5.4.2. For student workload, is there a standard measure for the number of hours per credit?

Please choose..

5.4.3. What is the number of hours per credit?

0

5.4.4. What is the number of student teacher contact hours per credit?

0

5.4.5. Please provide any additional relevant comments for consideration regarding ECTS implementation.

6. DIPLOMA SUPPLEMENT

6.1. Is the Diploma Supplement issued in higher education institutions and to students in all fields of study?

- | | | | | | | |
|----------------------------|---|--------------------------------------|--------------------------------------|-------------------------------------|-------------------------------------|---------------------------------|
| All students | <input type="radio"/> >75% of HEIs | <input type="radio"/> 50-75% of HEIs | <input type="radio"/> 25-49% of HEIs | <input type="radio"/> 0-24% of HEIs | <input checked="" type="radio"/> 0% | <input type="radio"/> No answer |
| Some students | <input type="radio"/> >75% of HEIs | <input type="radio"/> 50-75% of HEIs | <input type="radio"/> 25-49% of HEIs | <input type="radio"/> 0-24% of HEIs | <input checked="" type="radio"/> 0% | <input type="radio"/> No answer |
| Upon request | <input checked="" type="radio"/> >75% of HEIs | <input type="radio"/> 50-75% of HEIs | <input type="radio"/> 25-49% of HEIs | <input type="radio"/> 0-24% of HEIs | <input type="radio"/> 0% | <input type="radio"/> No answer |
| In certain fields of study | <input type="radio"/> >75% of HEIs | <input type="radio"/> 50-75% of HEIs | <input type="radio"/> 25-49% of HEIs | <input type="radio"/> 0-24% of HEIs | <input checked="" type="radio"/> 0% | <input type="radio"/> No answer |
| No students | <input type="radio"/> >75% of HEIs | <input type="radio"/> 50-75% of HEIs | <input type="radio"/> 25-49% of HEIs | <input type="radio"/> 0-24% of HEIs | <input checked="" type="radio"/> 0% | <input type="radio"/> No answer |

6.1.1. Please identify those fields.

6.1.2. Please specify to which students.

6.2. Is there any monitoring of how employers use the Diploma Supplement?

No

6.2.1. Please provide the most recent results regarding the level of satisfaction of employers.

6.3. Is there any monitoring of how higher education institutions use the Diploma Supplement?

No

6.3.1. Please provide the most recent results regarding the level of satisfaction of institutions.

6.4. In what language(s) is the Diploma Supplement issued?

Azerbaijani, English

6.5. Is the Diploma Supplement issued

free of charge

6.5.1. Please provide the amount and the reason for the fee.

6.6. Please provide an example of your national Diploma Supplement (in pdf or similar format) and send it to data.collectors@ehea.info

6.7. Please provide any additional relevant comments for consideration regarding your diploma supplement.

return

7. NATIONAL QUALIFICATIONS FRAMEWORKS (NQFs)

7.1. Have you started the process to develop a National Qualification Framework in your country?

Yes

7.2. The BFUG working group on qualification frameworks has developed the following steps to assess the progress made in establishing a national qualification framework.

Please choose below the stage that best describes your national situation.

5. Consultation / national discussion has taken place and the design of the NQF has been agreed by stakeholders

7.2.1 Please provide the date when the step was completed.

15.02.2011

7.2.2. Please provide a reference for the decision to start developing a NQF.

Order of the Minister of Education, dated November 2010

7.2.3. Please provide a reference outlining the purpose of the NQF.

7.2.4. Please provide a reference to a document establishing or outlining the process of NQF development. Please also report, which stakeholders have been identified and which committees have been established.

7.2.5. Please provide a reference describing the agreed level structure, level descriptors and credit ranges.

**7.2.6. Please provide a reference outlining the form and the results of the consultation.
Please provide a reference for the design of the NQF as agreed by the stakeholders.**

In 2010 the Working Group on elaboration of National Qualifications Framework was established by the Order of the Minister of Education of Azerbaijan . The WG includes representatives of a number of ministries, committees, commissions, research institutions, academic staff of HEIs, World Bank high level local expert. International experts, including expert from Estonia and expert from European Training Foundation were invited to provide the Working Group with expert assistance in NQF development.

7.2.7. Which stakeholders have been consulted and how were they consulted?

Ministry of Education. Ministry of Economic Development. Ministry of Labour and Social Protection of Population. State Commission on Students Admission. Scientific research Institute under Ministry of Labour and Social Protection of Population. Scientific-research Institute of Education. Higher education institutions represented by prorectors and other high level administrators. Stakeholders were consulted through joint meetings conducted regularly with the aim to discuss current issues.

7.2.8. Please provide a reference document for the adoption of the NQF.

7.2.9. Are ECTS included in the NQF?

7.2.10. Please provide a reference for the decision to start the implementation of the NQF, including a reference to the roles of the different stakeholders.

7.2.11. Please provide a reference for the redesign of study programmes based on learning outcomes.

7.2.12. Please provide a reference outlining how qualifications have been included in the NQF.

7.2.13. Please provide a reference to the self-certification report.

7.3. Does a website exist in your country on which the National Qualification Framework can be consulted?

7.3.1. Please provide the link to that website.

8. RECOGNITION OF QUALIFICATIONS

8.1. Which institution/organisation makes final decisions on recognising foreign qualifications for the purpose of academic study and work in your country?

- Recognition for academic study Higher education institution Central government authority (e.g. ministry) Regional government authority (e.g. ministry) National ENIC/NARIC centre Regional/local specialised independent institution Social partner organisation (employers' organisation, trade union etc) Individual employers Other No answer
- Recognition for professional employment Higher education institution Central government authority (e.g. ministry) Regional government authority (e.g. ministry) National ENIC/NARIC centre Regional/local specialised independent institution Social partner organisation (employers' organisation, trade union etc) Individual employers Other No answer

8.1.1. Please specify.

8.2. Which of the following statements is specified in national legislation?

Recognition of qualification provided that no substantive differences can be proven

Actually, all statements including fair assessment, recognition of qualification and demonstration of substantial differences if recognition is not granted, is reflected in national legislation. At the same time, the steering documents on recognition of qualifications encourage recognition of foreign qualification if no substantive differences can be proven.

8.2.1. Please provide a reference to the relevant legislation.

Decree of the Cabinet of Ministers of Azerbaijan Republic No.64, dated 13.05.2003 on "Regulation for recognition of foreign qualifications in the field of higher education"

8.3. What measures exist to ensure that these legal statements are implemented in practice?

Appropriate divisions of the Cabinet of Ministers are authorised to monitor activity of the Department for Recognition of foreign qualifications of the Ministry of Education.

8.4. Do higher education institutions typically:

Other

Higher education institutions should apply to the Ministry of Education for recognition issues.

8.5. Are higher education institutions' recognition policy and practice typically evaluated in external Quality Assurance processes?

No

8.5.1. Please explain.

return

8.6. What measures exist to ensure that higher education institutions have fair recognition procedures for study and training periods abroad?

Higher education institutions are not allowed to provide services on recognition of qualifications.

8.7. Please provide any additional relevant comments for consideration regarding your system of recognition of qualifications.

Part 1.3 BFUG Data Collection on Quality Assurance

1. CHARACTER OF EXTERNAL QUALITY ASSURANCE SYSTEM

1.1. Which situation applies in your country?

A government-dependent agency or ministry has responsibility for quality assurance.

External quality assurance in higher education is implemented by the Ministry of Education.

1.1.1. Please explain the main elements of your external quality assurance system. Which ministry or government-dependent agency is responsible for quality assurance? How is this responsibility managed in practice? If there are external evaluations of institutions and/or programmes, by whom are these evaluations undertaken, how often, and how are the outcomes of evaluation used?

In compliance with legislative documents, the Ministry of Education of Azerbaijan Republic is responsible for quality assurance in higher education. Concrete activity in this field is implemented by the Accreditation Department and Higher Education Department of the Ministry of Education. Quality assurance in higher education institutions is realised through accreditation procedure. Accreditation of HEIs is implemented within the framework of "Guidelines for accreditation of HEIs" adopted by the Cabinet of Ministers on 28 September 2010. Accreditation of HEIs is conducted every 5 years and aims at defining compliance of organisation of education process, technical-financial basis, curricula, staff potential and educational infrastructure of a higher school with requirements of state standards. Accreditation process comprises the following stages: -Preparatory work -self-evaluation (implemented by HEI) -external evaluation (based on analysis of self-evaluation report submitted by HEI, results of visits to HEI and students knowledge assesment). -compilation of the Final report on accreditation - Issue of appropriate Certificate.(Valid for 5 years.) External evaluation. The self-evaluation report elaborated by the HEI is submitted to the Ministry of Education for further consideration. The report is examined and analysed by the Accreditation Commission of the Ministry of Education. Depending on the profile of HEI, Ministry of Education sets up Accreditation Commission which is composed of experts (teachers, researchers, experts) from different higher schools and scientific-research institutes. As mentioned above, decision on accreditation of HEI is based on a)analysis of self-evaluation report, b)results of visits to HEI and c)evaluation of students knowledge (through written tests). The Final report on activity of higher education institution is compiled by the Accreditation Commission. The report should include detailed information on situation with the university management, content of education, as well as university structure, efficiency of education, staff potential, international relations, scientific-research activity, technical-financial basis, social support, programmes evaluation. The report should also contain information on measures implemented by HEI to eliminate drawbacks identified during previous accreditation process. At the final stage, the Report prepared by the Accreditation Commission is submitted to Accreditation Board of the Ministry of Education. The Board is chaired by the Minister of Education and includes Deputy Minister, directors of profile departments, representatives of different ministries and NGOs. After appropriate discussions the Accreditation Board takes decision on granting/not granting accreditation to HEI.

1.1.2. Please explain the main elements of your external quality assurance system (if it exists). If there is no system of quality assurance, please state this explicitly.

1.2. What are the main outcomes of an external review undertaken by the different QA agencies?

Please choose..

1.3. What is the main outcome of an external review?

Please choose..

1.4. Does the outcome of an external review normally have an impact on the funding of the institution or programme?

Please choose..

1.4.1. Please specify the normal impact of an external review.

1.5. Does the agency cover:

Please choose..

1.5.1. Collectively, do the agencies cover:

Please choose..

1.6. What is the main "object" of the external evaluations undertaken?

Please choose..

1.6.1. Are all institutions subject to external evaluation?

Please choose..

1.6.1.1. Please specify

1.6.2. Are all programmes in all cycles subject to external evaluation?

Please choose..

1.6.2.1. Please specify

1.6.3. Are all institutions and all programmes subject to external evaluation?

Please choose..

1.6.3.1. Please specify

1.7. How are the positive outcomes of Quality Assurance evaluations made available to the public?

1.8. How are the negative outcomes of Quality Assurance evaluations made available to the public?

1.9. Which of the following issues are typically included in external quality assurance evaluations?

- Teaching
- Student support services
- Lifelong Learning provision
- Research
- Employability
- Internal Quality Assurance/Management system
- Other (please specify)

1.9.1. For those issues that are typically included in external Quality Assurance evaluation, please briefly explain the approach.

1.10. Please provide any additional relevant comments for consideration regarding your external Quality Assurance system.

Some HEIs are not under supervision of the Ministry of Education, i.e. Azerbaijan Academy of Agriculture (supervised by the Ministry of Agriculture), Azerbaijan Institute of Tourism (Ministry of Culture and Tourism), Azerbaijan State Medical University (Ministry of Health). During accreditation process of these universities officials and experts from profile ministries are invited.

2. CROSS-BORDER EVALUATION

2.1. Does your national quality assurance system or legislative framework allow higher education institutions to choose a quality assurance agency from outside your country (instead of your national quality assurance agency)?

Yes, all institutions are able to choose

2.1.1. If some institutions are able to choose, please specify which ones.

2.1.2. If no, please go to section XVII.

2.2. Which conditions apply to the choice of a quality assurance agency from another country?

The agency must be a member of the European Association for Quality Assurance in Higher Education (ENQA)

Though the legislation doesn't prohibit HEIs to choose quality assurance agency outside Azerbaijan, by present we don't have cases when HEI applied to foreign agency for external evaluation.

2.3. Please provide any additional relevant comments for consideration regarding Cross-Border Evaluation.

3. EVALUATION OF THE EXTERNAL QUALITY ASSURANCE SYSTEM AGAINST THE STANDARDS AND GUIDELINES FOR QUALITY ASSURANCE IN THE EUROPEAN HIGHER EDUCATION AREA (ESG)

3.1. Has the agency been evaluated against the European Standards and Guidelines?

- Yes, for the purpose of ENQA membership
- Yes, for an application to EQAR
- Yes, independently of ENQA/EQAR
- Such an evaluation is planned but has not yet taken place
- No

3.2. If an evaluation has been conducted, was the application successful?

4. INVOLVEMENT OF STAKEHOLDERS IN EXTERNAL QUALITY ASSURANCE

4.1. Is there a formal requirement that students are involved in any of the following? For each answer, please specify the relevant source.

- Student involvement in governance structures of national quality assurance agencies
- As full members in external review teams
- As observers in external review teams
- In the preparation of self evaluation reports
- In the decision making process for external reviews

Regulation for development of self-evaluation report in HEIs

- In follow-up procedures
- Other, please specify

4.2. Is there a formal requirement that international peers/experts are involved in any of the following:

- In governance structures of national QA agencies
- As full members in external review teams
- As observers in external review teams
- In the decision making process for external reviews
- In follow-up procedures
- Other (please specify)

4.3. Is there a formal requirement that academic staff are involved?

- In governance structures of national QA agencies
- As full members in external review teams
- As observers in external review teams
- In the preparation of self evaluation reports
- In the decision making process for external reviews
- In follow-up procedures
- Other (please specify)

4.4. Are there any formal requirements regarding the involvement of employers in external QA processes.

No

4.5. Please provide any additional relevant comments for consideration regarding the involvement of stakeholders in external QA.

5. INTERNAL QUALITY ASSURANCE

5.1. Are there formal requirements for higher education institutions to develop internal quality assurance systems?

Yes

5.1.1. Please specify these requirements and the relevant source.

In accordance with steering documents issued by the Ministry of Education, a number of higher education institutions set up Quality Assurance Departments. These departments are authorised to implement analytical work as well as to supervise activity of university in the field of quality assurance.

5.2. Who is primarily responsible for deciding the focus of internal quality assurance processes?

Ministry

5.2.1. Please specify.

5.3. Are there formal requirements for students to be involved in internal quality assurance systems?

Yes

5.3.1. Please go to Question 5.6.

5.3.2. Is there a requirement for students to be involved in the preparation of self evaluation reports?

Yes

5.3.2.1. Is there a requirement for students to be involved in decision-making as an outcome of evaluation?

No

5.4. How many higher education institutions have published a strategy/policy for the continuous enhancement of quality in the past 5 years?

All

5.5. How many higher education institutions have arrangements in place for the internal approval, monitoring and periodic review of programmes and awards?

50-75%

5.5.1. Please describe what kind of arrangements are in place.

Approximately 55% of universities have arrangements in place for internal approval and periodic review of programmes

5.6. How many higher education institutions publish up to date and objective information about the programmes and awards offered?

More than 75%

5.7. How many higher education institutions publish critical and negative outcomes of quality assurance evaluations?

None

5.7.1. Please provide a source for this information, and links to examples of critical/negative evaluations.

Ministry of education.

5.8. Please provide any additional relevant comments for consideration regarding Internal Quality Assurance.

Part 1.4 BFUG Data Collection on Lifelong Learning

1. Do steering documents for higher education in your country contain a definition of lifelong learning?

Yes

2. How do your steering documents define lifelong learning?

Education based on supplementary educational programmes with the aim to meet growing requirements of citizens in education

3. What is the common understanding of lifelong learning in your country?

4. What are the main forms of lifelong learning provision in which higher education institutions are involved in your country?

second higher education

5. Is lifelong learning a recognised mission of higher education institutions?

Yes, of all institutions

6. For which institutions is lifelong learning a recognised mission?

7. Are there legal requirements for higher education institutions to offer lifelong learning provision?

Yes

8. Please provide a reference to the relevant legislation or regulation.

Regulation on content and organisation of lifelong learning, as well as on issuing of appropriate documents on completion of concrete form of lifelong learning. Adopted by the Cabinet of Ministers of Azerbaijan Republic on 5 September 2010.

9. Are there legal restrictions or constraints for higher education institutions to offer lifelong learning provision?

No

10. Please explain these restrictions, and provide a reference to relevant legislation/regulations

11. Which are the three (maximum) most significant groups of intended users of lifelong learning services offered by higher education institutions?

- Adults in employment
- Unemployed adults
- Retired citizens
- Part-time students
- Adults without higher education qualifications
- Other, please specify

12. Where does the funding of lifelong learning provision in higher education come from?

- general higher education budget
- special budget for lifelong learning
- private contributions from students
- private contributions from business and industry

13. To what degree is the provision of lifelong learning in higher education funded from the public budget?

In-service teacher training is funded from the public budget

Part 2.1 BFUG Data Collection on policies to widen participation and increase flexibility

1. Do you want to answer this section now or later?

Now

2. Do individuals that meet higher education entry standards have a guaranteed right to higher education?

Yes in all fields

2.1 Please specify.

3. Which statement best describes your country's policy approach regarding the goal that the student body entering, participating and completing higher education should reflect the diversity of the population?

There is a different approach to achieving this goal.

4. UNDERREPRESENTED GROUPS

4.1. Please describe how your country's steering documents define underrepresented groups (e.g. based on socio-economic status, gender, ethnicity, disability, geography, other).

4.2. For each of these groups, please briefly describe the national/regional policies and measures that are put in place to address under-representation. These may include, but are not restricted to laws, regulations, campaigns, incentives, other actions etc.

4.3. How does your higher education system determine whether an individual belongs to a particular group (e.g. self-declaration)?

4.4. Is there any funding reserved for measures to increase participation of under-represented groups?

Please choose..

4.4.1. Please specify.

4.5. Do you have national targets/goals for participation of those groups that you identify as under-represented in higher education?

Please choose..

4.5.1. Please explain these targets briefly and name the groups to which they apply.

4.6. Does your country offer more public funding to higher education institutions to stimulate access for underrepresented groups?

Please choose..

4.6.1. Please specify and identify variation between different groups, where they exist.

4.7. Is the effect of measures to increase participation of each of the groups monitored in your country?

Please choose..

4.7.1. Please specify.

4.8. Please provide details on how the higher education participation and graduation of each of the groups that you identify as underrepresented is monitored in your country.

4.8.1. What data is collected?

4.9. Is there a system to monitor the composition of the student body (in terms of groups identified as underrepresented) by subject?

Please choose..

4.10. When are data generally collected?

Please choose..

4.10.1. Where an approach different from the general approach is used for any group, please specify.

4.11. Where is information provided by this monitoring system published (provide a reference and link)?

5. GENERAL POLICY APPROACH TO WIDENING PARTICIPATION

5.1. If your country has a general policy approach to increase and widen participation and to overcome obstacles to access, please explain your approach briefly and provide reference to relevant documents.

5.2. How does your country's policy explicitly identify the obstacles that it addresses?

5.3. What are the criteria used to measure and evaluate the success of specific initiatives and measures?

5.4. In your country, is the composition of the student body monitored according to certain criteria?

Please choose..

5.4.1. Who monitors on the basis of which criteria?

5.5. How is this data used in higher education policy?

5.6. How are measures to remove obstacles to access primarily funded? If your country has a mixed system, please choose all adequate boxes. Please only indicate the most important source(s).

- From the general higher education budget
- From a specific budget
- From university budget
- There are no measures to remove obstacles to access

6. DIFFERENT APPROACH TO WIDENING PARTICIPATION

6.1. Please explain the characteristics of your country's policy to achieve the goal that the student body reflects the diversity of the population.

In order to provide more opportunities to receive higher education for all groups of population, irrespective of their social or financial status, government offers free of charge higher education in public higher education institutions. 40% of all students studying in public higher schools receive education free of charge and these students receive stipends (monthly financial support in cash) funded from HEI's budget. Exemption from tuition fees is offered to certain parts/groups of population (see details below).

6.2. Does your country's policy approach explicitly identify obstacles to higher education?

No

6.2.1. Please describe these obstacles.

6.3. Does your country's policy approach make reference to parts/groups in the population?

Yes

6.3.1. Please describe these groups.

National minorities. Refugees and internally displaced persons. Orphans Handicapped persons Young people who lost parent(s) during military conflict with Armenia over Upper Karabakh.

6.4. What measures does your country's policy take?

In order to widen participation of national minorities in higher education and provide them more opportunities for quality education, higher education institutions, alongside with Azerbaijani language, offer education in Russian. Representatives of national minorities who don't speak Azerbaijani language have an opportunity to study in Russian. Refugees and internally displaced persons, orphans (lost both parents), handicapped persons (1st or 2nd group), young people who lost parent(s) during military conflict with Armenia over Upper Karabakh are exempted from payment of tuition fees and they study in public HEIs free of charge. They are also paid stipends (monthly financial support in cash) in the amount of 90-100 USD.

6.5. How does your country assess whether its policy has been successful?

Appropriate government agencies collect statistical data and implement analytical work, including data and analytical work on participation in higher education of the above mentioned groups of population. Based on above mentioned data government takes appropriate measures.

7. COMPLETION OF STUDIES

7.1. Does your country have policies aiming to increase the level of completion of studies?

Yes

7.1.1. Please describe the main features of these policies.

In order to increase the level of completion of studies, all higher education institutions offer free academic guidance and psychological counselling services. Special positions of tutors-supervisors are introduced in all higher education institutions. Tutors-supervisors provide assistance to students who show poor academic results.

7.2. Are student completion rates monitored in your country?

Yes, at national level

7.2.1. What use is then made of the data?

The data is analysed in HEIs and the Ministry of Education. Based on results of analysis, higher schools are offered concrete recommendations and measures to be implemented to raise completion indicators.

7.3. Are there any incentives for higher education institutions to improve student completion rates?

Yes

7.3.1. Please specify the nature of these incentives.

Incentives are reflected in above mentioned information.

7.3.2. Are there any other incentives (e.g. it is a subject covered in external quality assurance procedures)?

8. STUDENT SERVICES

While higher education institutions offer multiple services, in the following questions, the focus lies on academic guidance services, career guidance services and psychological counselling services.

8.1. What kind of student services are commonly provided by higher education institutions?

- Academic guidance services
- Career guidance services
- Psychological counselling services
- Other
- No services

8.1.1. Please specify.

8.2. Who are the main users of the services?

All students

8.2.1. Please specify.

8.3. Please provide the main source(s) of funding.

All students have the right to benefit from above mentioned services free of charge. These services are funded from HEI's budget.

8.4. What are the main tasks of the services?

-Raise completion of studies indices, -improve students progress indicators, -provide objective information on future employment possibilities. -provide psychological support

8.5. Please provide any additional relevant comments for consideration regarding your national policies to widen participation.

9. Do you want to answer this section now or later?

Now

10. Does your country's higher education policy focus on promoting the flexible provision of higher education (e.g. changing the intensity of study programmes according to personal circumstance through part-time study, distance learning and e-learning)?

Yes

10.1. Please provide details of specific policy measures.

In accordance with the "Education Law", HEIs have the right to provide part-time education and distance learning. Since majority of HEIs offer part-time studies, distance learning does not have wide coverage in Azerbaijan.

11. Does your country's policy on flexible provision of higher education contain a special focus linked to the goal of widening participation for underrepresented groups?

No

11.1. Please explain how higher education policy aims to attain this goal.

12. Are there regulations or other policy measures regarding the relationship between employers and higher education institutions in fostering flexible learning?

No

13. Please provide details of these measures.

14. Please describe up to five main access routes to higher education (including, but not limited to, entry with a school leaving certificate, entry with a vocational education certificate, entry without formal certification) and, if possible, provide approximate percentages of students entering through this route in parenthesis (). If less than five main routes exist, please write "n/a" in the remaining fields.

Route 1: = school leaving certificate

Route 2: = college (secondary specialised) diploma

Route 3: = vocational education certificate

Route 4: = n/a

Route 5: = n/a

15. Do higher education regulations and steering documents promote flexible entry to higher education, e.g. through alternative access routes?

No

15.1. Please briefly describe these measures.

16. PART-TIME STUDY

16.1. In your country, is there any official status other than full-time student?

Yes

16.1.1. If yes, what formal status does exist?

part-time student

16.1.2. How do you define it?

Part-time study is a form of study which provides the student an opportunity to study in HEI without ceasing working activity or study independently with obligation to pass exams twice a year.

16.1.3. What are the reasons for offering a different student status?

To provide a person an opportunity to study in HEI and implement full-time working activity. Ensure right to education for persons who can not study on full-time basis due to personal circumstances.

16.1.4. How are these students treated differently (e.g. fees, student support, etc.)?

These students are treated in the same way as full-time students and they can benefit from all services offered by universities to full-time students.

16.1.5. Please describe the most common understanding/concept of part-time studies.

16.2. In your country, do you have an explicit policy to encourage part-time study provision by higher education institutions?

No

16.2.1. Please describe briefly the main elements and provide the source.

16.3. Which one of the following statements best describes the current situation in your country?

Higher education institutions have autonomy to decide, but most of them offer part-time studies

16.3.1. Please specify

17. RECOGNITION OF PRIOR LEARNING

17.1. In your country, is there a legislation regulating recognition of prior non-formal and informal learning?

No

17.1.1. How does your legislation in higher education define prior learning?

17.1.2. Do your steering documents in higher education define prior learning?

Yes

17.1.3. How do your steering documents in higher education define prior learning?

Prior learning is defined in the "Education Law" (2009) as informal education and non-formal education. However, these forms of education does not give access to higher education.

17.2. In your country, apart from formal learning, what can be taken into account and recognised as prior learning in higher education?

- Prior non-formal learning (e.g. various non-certified courses)
- Prior informal learning (e.g. work experience)
- other: Only prior formal education gives access to higher education

17.3. Prior learning as defined by your steering documents can ...

- be used to gain admission to a higher education study programme
- be taken into account as partial fulfilment of a higher education study programme (e.g. to reduce the required amount of

courses to be taken/credits to be gained)

- other: Informal and non-formal education can not be used to gain admission to a higher education study programme and can not be taken into account as partial fulfilment of a higher education study programme.

17.4. Based on your steering documents or legislation, can applicants for higher education have prior non-formal or informal learning assessed and recognised?

Higher education institutions are prohibited by legislation from implementing procedures to validate non-formal and informal learning

17.5. If recognition of prior non-formal or informal learning is permitted by legislation but is not a right, is it:

Please choose..

17.6. What measures are in place to ensure that assessment of learning is based on reliable and valid evidence?

17.7. Is institutional practice in recognition of prior learning explicitly included in the quality assurance processes used to evaluate institutions and/or programmes?

No

17.8. Please provide any additional relevant comments for consideration regarding flexibility of higher education studies.

Part 2.2 BFUG Data Collection on student contributions and support

1. STUDENT FEES AND CONTRIBUTIONS

The focus of the questions is on students, and is not limited to full-time daytime students. Furthermore, all first and second cycle students are included. Third cycle students are excluded except when explicitly mentioned. Similarly, the focus is on home students or equivalent. International students are only included when explicitly mentioned.

1.1. Do you want to answer this section now or later?

Now

2. In your country, does any higher education home student at a public higher education institution have to pay a fee of any kind?

Contributions to student unions are not included!

Yes

3. In which currency are contributions to higher education institutions and other study costs paid in your country?

Azerbaijan manat, AZN

4. In principle, which home students at public higher education institutions have to pay fees?

- During studies All students Specific groups of students No answer
After studies All students Specific groups of students No answer

4.1. Which main exemptions to this principle exist in your country?

4.2. Which of the following criteria determine whether a student has to pay fees?

- Need
 Merit
 Part-time/Full-time/Distance learning
 Field of study

V

Out of a total number of students which study in public HEIs, 40 % study free of charge. The only indicator that determines whether the student should pay for his study is the result of entry exams. Students which collected highest amount of points during exams get the right to study free of charge. However, there are some exemptions which will be further covered.

5. With regard to fees, are home students in the second cycle treated differently to those in the first cycle?

No

5.1. In principle, which second cycle students at public higher education institutions have to pay fees?

During studies All students Specific groups of students No answer

After studies All students Specific groups of students No answer

5.2. What main exemptions to this principle exist in your country?

5.3. Which of the following criteria determine whether a student has to pay fees?

- Need
- Merit
- Part-time/Full-time/Distance learning
- Field of study

6. What is the minimum, maximum and most common amount of fees payable by home students in the first cycle? Please multiply any annual fees (including registration, tuition, administration, graduation and other fees) by the most common length of programmes in this cycle and add fees to be paid only once to that amount.

Minimum amount = 1100AZN x 4years = 4400AZN

Maximum amount = 2500AZN x 4years =10000AZN

Most common amount = 1300AZN x 4 years = 5200AZN

6.1. Which home students pay the minimum and the maximum amount in the first cycle? (e.g. students in certain subjects, students in need, students with good academic performance, part-time students, other...)

The only factor that determines the amount to be paid by the student is the PROGRAMME (field of study). Each university determines tuition fees for each programme it offers.

6.2. Please provide the percentage of students paying the minimum and the maximum amount in the first cycle. If precise data are not available, please provide an estimate.

Out of a total number of students which pay tuition fees for their study, 40% pay the minimum amount, while 25% of students pay maximum amount.

7. What is the minimum, maximum and most common amount of fees payable by home students in the second cycle? Please multiply any annual fees (including registration, tuition, administration, graduation and other fees) by the most common length of programmes in this cycle and add fees to be paid only once to that amount.

Minimum amount = 1100AZN x 2 years=2200AZN

Maximum amount = 2100AZN x 2 years = 4200AZN

Most common amount = 1250AZN x 2 years= 2500AZN

7.1. Which home students pay the *minimum* amount in the second cycle? (e.g. students in certain subjects, students in need, students with good academic performance, part-time students, other...)

The only factor that determines the amount to be paid by the student is the PROGRAMME (field of study). Each university identifies tuition fee for each programme.

7.2. Which home students pay the *maximum* amount in the second cycle? (e.g. students in certain subjects, students in need, students with good academic performance, part-time students, other...)

Please, see explanation above.

7.3. Please provide the (approximate) percentage of students paying the minimum and the maximum amount in the second cycle. If precise data are not available, please provide an estimate.

Out of total number of students which pay tuition fee for their study, 40% pay maximum amount, while 20% pay minimum.

8. Concerning fees, are international students treated differently in your country from home students?

Yes

8.1. What is the minimum, maximum and most common amount of fees (including registration, tuition, administration and graduation fees) payable by international students in the first cycle?

Minimum amount = 700AZN x 4years = 2800AZN

Maximum amount = 5000AZN x 4years = 20000AZN

Most common amount = 1400AZN x 4years = 5600AZN

8.2. According to your country's steering documents, students from which countries are considered international students?

According to the Law of Azerbaijan Republic on 'Juridical status of non-residents and stateless persons', all students which don't have citizenship of Azerbaijan are considered international students.

9. Who defines the fee amounts for any student in the first cycle?

- Each higher education institution defines its own fees
- Higher education institutions can define their fees, but there are limits set by the central/regional authority
- Higher education institutions can define their fees, but they have to be approved by the central/regional authority Higher education institutions define their fees and submit them to the Ministry of Education for approval.
- Central/regional authority defines the value range of fees

10. Who defines the fee amounts for any student in the second cycle?

- Each higher education institution defines its own fees
- Higher education institutions can define their fees, but there are limits set by the central/regional authority
- Higher education institutions can define their fees, but they have to be approved by the central/regional authority Higher education institutions define their fees and submit to the Ministry of Education for approval
- Central/regional authority defines the value range of fees

11. Do students have to pay compulsory contributions to student unions/representations?

Yes

11.1. Please provide the payable amounts and explain differences between cycles and students, where they exist.

Students who study free of charge and receive stipends (monthly financial support) are obliged to pay contribution to student unions. The payable amount constitutes 2% of his stipend and doesn't exceed 1,5 AZN. Students not receiving stipends or students which get education on fee-paying basis are not obliged to pay contribution to student unions.

12. Do you want to answer this section now or later?

Now

12.1. Please identify the main focus of your country's student support system.

Grants and/or scholarships for students

40% of a total number of students studying in public HEIs receive Government scholarship. Scholarship covers free of charge study in the HEI, free use of all student services offered by the HEI, as well as provision of stipend (monthly financial support in cash).

12.2. The following questions deal with public grants and loans separately. If there is a combined system of grants and loans in your country, please provide information about your system here. In this case, please still answer the questions on grants/scholarships and loans, keeping in mind the relevant parts of your combined system.

13. PUBLIC GRANTS AND SCHOLARSHIPS

13.1. Does any student receive public financial support in the form of grants and/or scholarships?

Yes, students of all cycles

Students of all cycles receive financial support in the form of scholarships. In our case scholarship means provision of free education, as well as monthly financial support in cash (stipend)

13.2. Which first cycle students are eligible for grants and/or scholarships?

Specific groups of students

13.2.1. Which groups of students receive grants and/or scholarships?

- Need-based
- Merit-based
- Part-time/Full-time/Distance learning
- Field of study

V

Students which collected highest number of points during entry exams receive state scholarship in the form of free study in HEI. Depending on their progress students receive monthly stipend. Handicapped students (1st and 2 group), orphans, people internally displaced from their native lands as a result of Armenian aggression, students whose parents died during the conflict with Armenia over Upper Garabakh.

13.2.2. What percentage of first cycle students receives a grant and/or scholarship?

40

13.3. What is the minimum, maximum and most common value of grants/scholarships available to first cycle students in higher education?

Minimum = scholarship covers free study +stipend

Maximum = scholarship covers free study+stipend

Most common = scholarship covers free study +stipend

13.4. Which second cycle students are eligible to receive grants and/or scholarships?

Specific groups of second cycle students

Students that demonstrated best results during entry exams receive state scholarship for free study in the second cycle.

13.4.1. Which groups of students receive grants and/or scholarships?

- Need
- Merit
- Part-time/Full-time/Distance learning
- Field of study

V The same rules are applied as described above for the first cycle students

13.4.2. What percentage of second cycle students receives a grant and/or scholarship?

50

13.4.3. What is the minimum, maximum and most common value of grants/scholarships available to second cycle students in higher education?

Students receive grants in the form of free study + stipend (monthly financial support in cash)

13.5. What percentage of all students receives a grant and/or scholarship?

42

14. STUDENT LOANS

14.1. In your country, can any student take out publicly subsidised or guaranteed loans to cover their expenses of higher education studies?

No student

14.2. Are all first cycle students eligible to receive loans?

Please choose..

14.2.1. On what criteria are the groups of first cycle students eligible for loans differentiated?

- Need-based criteria
- Merit-based criteria
- Full-time, part-time, distant learners, etc.

- Field of studies
- Based on cycle the student is enrolled in

14.2.2. What is the minimum, maximum and most common value of loans that first cycle students receive? Please provide the amount per year.

Minimum first cycle =

Most common first cycle =

Maximum first cycle =

14.2.3. Are all second cycle students eligible to receive loans?

Please choose..

14.2.4. On what criteria are the groups of second cycle students eligible for loans differentiated?

- Need-based criteria
- Merit-based criteria
- Full-time, part-time, distant learners, etc.
- Field of studies
- Based on cycle the student is enrolled in

14.2.5. What is the minimum, maximum and most common value of loans that second cycle students receive? Please provide the amount per year.

Minimum second cycle =

Most common second cycle =

Maximum second cycle =

14.3. If different types of loans exist in your country, please provide the details here.

14.4. What percentage of students takes out loans?

In the first cycle = 0

In the second cycle = 0

Of all students = 0

14.5. Are student loans publicly subsidised or guaranteed?

Please choose..

14.5.1. Please explain the form of this guarantee/subsidy.

14.5.2. What conditions govern the cancellation or reduction of a state guaranteed/subsidised debt incurred by students after completion of their study period?

- Income too low
- Studies successfully completed on time
- Exceptional merit in studies
- Age or length of period in debt
- Disability
- Parenthood
- Death
- Early repayment of loan
- No debt cancellation
- No debt reduction

14.6. Please provide any additional relevant comments for consideration regarding your grants and loan system.

In addition to abovementioned, the Government of Azerbaijan implements a State Programme on "Study of Azerbaijani youth abroad 2007-2015". The Programme stipulates provision of free of charge education in the leading university worldwide for 5000 young people. Within the framework of this Programme, young people are selected on competitive basis and granted scholarship in the form of free study in the most prestigious universities abroad. These students are also provided monthly financial support which covers their accommodation, food and other expenses.

15. Do you want to answer this section now or later?

Now

16. Do any student's parents receive tax-related benefits (tax relief of any kind, which is not limited to income tax) for tertiary education expenses?

- 1st cycle Yes No No answer
- 2nd cycle Yes No No answer

17. Which students' parents are eligible to receive such non-tax based benefit?

Please choose..

17.1. What are the criteria upon which eligibility is decided?

- Income of parents too low
- Income of student too low
- Age of student (child)
- Disability
- Parenthood of student (child)
- Other

17.1.1. Please specify.

17.2. Are parents of students in the first or in the second cycle treated differently?

Please choose..

17.2.1. Please explain the difference.

18. Can the parents of any student enrolled at a higher education institution receive tax-based financial benefits (tax relief)?

Please choose..

19. What are the forms and values of the granted tax relief? The information you enter may be an absolute amount or a share of a person's taxable income expressed as percentage.

19.1. Is there a difference for parents whose children are first or second cycle students?

Please choose..

19.2. Please explain the difference.

20. Please provide any additional relevant comments for consideration regarding your benefits for students' parents (including guardians).

21. Do you want to answer this section now or later?

Now

22. Does any student receive tax-related benefits (tax relief of any kind, which is not limited to income tax) for tertiary education expenses?

1st cycle Yes No No answer

2nd cycle Yes No No answer

22.1. What are the criteria to determine who is eligible?

- They are enrolled as a student at a recognised higher education institution
- They are under a certain age (please specify)
- They have another particular civil status (e.g. married, parenthood, other)
- Income-dependent

23. In your country, do any forms of public non-cash student support exist?

1st cycle Yes No No answer

2nd cycle Yes No No answer

24. What forms of public non-cash student support exist?

Subsidised accommodation: 1st cycle

Subsidised accommodation: 2nd cycle

Subsidised health insurance: 1st cycle

Subsidised health insurance: 2nd cycle

24.1. Please specify the details of existing subsidies.

Each university has hostels for free accommodation of students from different regions of Azerbaijan. Unfortunately, the hostels now can not provide services in full range. The reason is that all hostels are occupied by internally displaced people who lost their homes in the course of Armenian aggression and military conflict over Upper Garabakh. As a result of Armenian aggression, 20% of Azerbaijani territory is occupied and about 1 million of our citizens became refugees and internally displaced people. Therefore universities can not provide with accommodation all students which need it. Universities can provide with free rooms in hostels only 5-10% of all students which need accommodation.

25. Who is eligible to receive such non-cash support?

Subsidised accommodation All students Specific groups of students based on pre-defined criteria No answer

Subsidised health insurance All students Specific groups of students based on pre-defined criteria No answer

Other subsidies All students Specific groups of students based on pre-defined criteria No answer

25.1. What are the criteria to determine who is eligible?

- Income of parents too low
- Income of student too low
- Age of student
- Disability
- Parenthood of student

25.2. Is there a difference in eligibility between first and second cycle students?

25.3. Please explain the difference.

There is no difference in eligibility between first and second cycle students.

26. Please provide any additional relevant comments for consideration regarding public non-cash student support.

27. Do you want to answer this section now or later?

28. What is the typical status of a candidate preparing a third cycle (PhD) qualification?

Student

They hold and employment contract with a HEI

Researcher

28.1. Please explain why you selected multiple options?

The typical status of candidate at 3rd cycle is student.

28.2. Are there differences between students of different subject areas?

No

28.3. Please explain the difference.

29. What are the main funding sources for candidates preparing a third cycle (PhD) qualification?

State scholarship and self-support.

30. Please explain any differences in the fees they are required to pay, compared to your answers for first and second cycle students, as well as differences in grants, loans and other support that may be provided.

There is no difference in the fees they are required to pay.

31. Please explain the nature of the contracts candidates preparing a PhD have with their higher education institution.

32. Please specify any fees third cycle candidates that are typically neither "fully student" nor "fully employee" have to pay, as well as any support that may be provided.

Approximately 80% of candidates preparing 3rd cycle qualification are studying free of charge. They are provided government scholarships. The remaining 20% pay tuition fees in the amount of 600-3000AZN per year depending on qualification

33. Please provide any additional relevant comments for consideration regarding your doctoral education.

Questionnaire on student and staff mobility

A Preliminary remarks

In the Leuven/Louvain-la-Neuve Communiqué, the European Ministers responsible for higher education agreed that “mobility shall be the hallmark of the European Higher Education Area”. They called upon each country to increase mobility of students, , to ensure its high quality and to diversify its types and scope. At least 20% of those graduating in the European Higher Education Area should have had a study or training period abroad in 2020”. They also called for mobility of teachers, early-stage researchers and staff. At the same time, the Ministers underlined the importance of more balanced mobility across the European Higher Education Area. The findings of the Bologna Process Independent Assessment which were presented on the occasion of Bologna Ministerial Anniversary Conference in Budapest/Vienna on 11/12 March 2010 again underlined the need for action to enhance and better balance student and staff mobility.

This questionnaire on mobility is part of the general questionnaire used to collect information for the 2012 integrated implementation report. To give the BFUG Working Group on Mobility sufficient time and the necessary material to fulfil its terms of reference of drafting a European Higher Education Area Strategy for Mobility to be decided by the Ministers in 2012, the questions on mobility are being asked a few months earlier than the questions on the other themes. However, when the general questionnaire is sent out in early 2011, each country will have the opportunity to update its responses to the mobility questions should any significant changes have occurred.

When completing this questionnaire, please pay particular attention to the following two points:

- Information provided in this questionnaire should be supported by references whenever they are available. Please include the title and internet links, where available, for all publications and texts (national policy documents, national and/or international empirical surveys etc) which you have used to provide your responses to the specific questions.
- When providing a response for your country, please be aware that different stakeholders in the higher education system may have varying opinions or experience with regard to the issue at hand. Please make every effort to consult with stakeholders before finalising your answers to ensure that a balanced and consensual response is provided.

Please return this questionnaire to the Bologna Secretariat until 30 September, 2010 at the latest. If you have any queries on the questionnaire, please contact: secretariat@ehea.info.

B Details on the completion of the questionnaire

B.1. Who contributed to the completion of this report? Please provide the names and functions.

B.1.a Government representatives

Mr. Azad Akhundov, Senior Advisor, Ministry of Education, BFUG Member. Staff members of International Relations Department and Higher Education Department, Ministry of Education.

B.1.b Stakeholder representatives

Azerbaijan Students Association

B.1.c Other contributors

Experts from Azerbaijan Scientific-Research Institute of Education

C National strategies and action plans

The following questions look at national quantitative targets and at policies aiming to foster mobility.

C.1. Does your country have national strategies or action plans to foster mobility?

Yes

No → please continue with section C.6.

C.1.a If yes, please provide a reference.

State Scholarship Programme for Education of Azerbaijani Youth Abroad

C.1.b If yes, when was the national strategy or action plan adopted, and when was the most recent revision?

Adopted:2007

Most recent revision: 2010

C.2. Does the strategy include national quantitative targets for the different forms of student mobility in higher education?

Please specify the target, including the date, in the appropriate box (e.g. 20% by 2020).

	All forms of mobility	Credit mobility ¹	Degree mobility ²
Inbound			
Outbound			By 2015 five thousand Azerbaijani citizens will receive education abroad within the framework of this Programme.
No target			

C.2.a Please provide a reference for the target.

State Scholarship Programme for Education of Azerbaijani Youth Abroad

¹ Mobility to a different country in the context of a programme in the home institution for which credits are awarded

² Mobility for an entire degree programme

C.2.b Are these targets the same for students in all cycles or are there differences?

- Same
- Differences

C.2.b.i If there are differences according to the degree cycle, please specify.

C.3. Does your country's national strategy/action plan include staff mobility in higher education?

- Yes
- No

C.3.a If yes, does it include quantitative targets for staff mobility?

- Yes
- No

C.3.a.i If yes, please specify

C.4. Does your national strategy/action plan prioritise particular geographic regions for student and/or staff mobility?

- Yes
- No

C.4.a If yes, please complete the following table by ticking the boxes where applicable.

Priority Region	Incoming students	Outgoing students	Incoming staff	Outgoing staff
EHEA		X		X
USA/Canada		X		X
Latin America				
Australia, New Zealand		X		X
Middle East				
Africa				
Asia		X		X
Other (please specify)				

C.4.b If you have regional priorities, please give reasons.

National strategy doesn't prioritise any particular region for incoming students and staff.

For Azerbaijani nationals we have above mentioned regional priorities taking into consideration close cooperation links established with concrete countries and one of the major criteria being the quality of education.

C.5. Does your country monitor the impact of your national strategy or action plan?

Yes

No

C.5.a If yes, please provide information on how this monitoring is undertaken. Who is responsible, how regularly is monitoring conducted, and what have been the most recent results?

Monitoring of the impact of the State Programme is regularly (each 6 months) implemented by the Ministry of Education.

C.6. Are there, in your country, any strategies or programmes below the national level (e.g. regional, institutional) to foster mobility?

Yes

No

C.6.a If yes, please explain and/or give examples.

Students and staff mobility programmes are implemented by higher education institutions within the framework of various international programmes and bilateral agreements signed between concrete higher schools.

C.7. Can national students who study in a higher education institution in another country receive a grant/scholarship under the same conditions as students studying in the country?

Yes, for degree mobility

Yes, for credit mobility

Yes, for both

No

C.7.a If yes, do the following restrictions apply?

	Degree mobility	Credit mobility
Grants/scholarships are restricted to specific countries (if so, please specify which countries, e.g. EU member states, EHEA countries, other countries/world regions)		
Grants/scholarships are restricted to specific programmes (if so, please specify)	X Specific programmes and specialities on which we experience shortage of highly qualified specialists.	
Other restrictions apply (please specify)		
No restrictions apply		

C.8. Has your country implemented any of the following financial support measures to foster student mobility?

Measure	Credit mobility	Degree mobility
loans for incoming students		
grants/scholarships for incoming students	X	X
Loans for outgoing students		
Grants/scholarships for outgoing students	X	X
Other: (please specify)		

C.9. Has your country implemented other support measures or programmes to foster student mobility? (Measures may include, but are not restricted to, accommodation/transport subsidies for international students, improvements in recognition practice, exchange programmes, targeted guidance services etc.)

D Identifying and removing obstacles to mobility

D.1. Has your higher education policy been informed by any surveys or research that have considered obstacles to student mobility?

Yes

No

D.1.a If yes, please provide references to those surveys and/or research that have influenced your policy on mobility?

Detailed analysis of situation regarding student mobility is regularly made by the Ministry of Education. Depending on analysis results concrete corrections are made in our policy on mobility

D.2. In this context, please rank the three most important obstacles to incoming and outgoing student mobility addressed in national programmes and measures? (Most important = 1, second most important = 2, and third most important = 3)

Obstacles to student mobility	Incoming mobility	Outgoing mobility
Funding	1	1
Recognition	2	2
Language	3	3
Curriculum/Study organisation		
Legal issues		
Motivating and informing students		
Other, please specify:		

D.3. Are at least some of the obstacles that you ranked above particularly important in specific study cycles?

Yes

No

D.3.a If yes, please specify.

D.4. Are at least some of the obstacles that you ranked above particularly important in specific fields of studies?

Yes

No

D.4.a If yes, please specify.

D.5. Are the obstacles that you ranked above particularly relevant for credit mobility?

Yes

No

D.5.a If yes, please specify.

D.6. Are the obstacles that you ranked above particularly important for degree mobility?

Yes

No

D.6.a If yes, please specify.

D.7. What measures/programmes has your country implemented to tackle and remove the obstacles to student mobility that you mentioned?

Provision of government grants for national students

D.8. Has your country monitored the effects of these measures/programmes?

Yes

No

D.8.a If yes, please provide information on how this monitoring is undertaken. Who is responsible, how regularly is monitoring conducted, and what have been the most recent results?

Monitoring is undertaken by the Ministry of Education. Ministry regularly collects information on the progress of students and other issues related to their stay and study abroad.

D.9. Has your higher education policy been informed by any surveys or research that have considered obstacles to staff mobility?

Yes

No

D.9.a If yes, please provide references to those surveys or research that have influenced your policy on staff mobility?

D.10. In this context, please rank the three most important obstacles to incoming and outgoing staff mobility? (Most important = 1, second most important = 2, and third most important = 3)

Obstacles to staff mobility	Incoming mobility	Outgoing mobility
Immigration restrictions		
Recognition issues	2	1
Language issues	1	2
Incompatibility of pension and/or social security systems		
Legal issues	3	3
Other, please specify:		

D.11. What measures/programmes has your country implemented to tackle and remove the obstacles to staff mobility that you mentioned?

Staff mobility is implemented within the framework of bilateral or multilateral joint programmes carried out by our universities and research institutes in cooperation with foreign higher education and research institutions.

D.12. Has your country monitored the effects of these measures/programmes?

Yes

No

D.12.a If yes, please provide information on how this monitoring is undertaken. Who is responsible, how regularly is monitoring conducted, and what have been the most recent results?

E Balanced student mobility flows

When looking at global and intra-European mobility flows, significant imbalances between continents, countries, regions and institutions become visible. In the Leuven/Louvain-la-Neuve Communiqué, the European Ministers therefore asked the BFUG to consider how balanced mobility could be achieved within the EHEA. With the 2009 Bologna Policy Forum Statement, Ministers from across the world declared that they “advocate a balanced exchange of teachers, researchers and students between [their] countries and promote fair and fruitful ‘brain circulation’”.

The following questions aim at collecting information on the understanding of the term “balanced mobility and on national strategies and measures to achieve more balanced mobility.

E.1. Which of the following situations for student mobility applies to your country?

	Total mobility	Credit mobility	Degree mobility
more incoming than outgoing students			
more outgoing than incoming students	X		X
approximately the same number of incoming and outgoing students			
No information available			

E.1.a What is the statistical source for this information? Please supply statistical data.

Ministry of Education. In 2010-2011 academic year 6254 foreign students from 49 countries studied in higher education institutions of Azerbaijan. In 2010-2011 academic year approximately 10000 Azerbaijani nationals studied in foreign countries. Exact number of outgoing students is not available because young people who study abroad on self-support basis are not covered by official statistics.

E.2. Is the situation described above regarded as balanced mobility?

Yes

No

E.2.a Please explain and include a definition of “balanced mobility” as it is used in your country.

E.3. Does your country have significant imbalances of student mobility flows with particular countries or regions?

Yes

No

E.3.a If yes, with which countries or regions are mobility flows most imbalanced?

European countries

E.4. Does your mobility strategy/action plan for higher education address the issues of balance of student mobility flows?

Yes

No

E.4.a If yes, what are the main concerns addressed?

E.4.b If yes, which measures have been undertaken to address these concerns regarding the balance of student mobility flows?

Space for Comments:

Thank you very much for your support!