



Completed National Reports and National Strategies for the Social Dimension should be sent to the Bologna Secretariat by email (secr@bologna2009benelux.org) no later than

1 November 2008.

PART I

BOLOGNA PROCESS TEMPLATE FOR NATIONAL REPORTS: 2007-2009

Notes:

BFUG members are strongly encouraged to consult other stakeholders about the contents of their National Report.

Please complete your National Report in English using this template (shaded areas) and return it to the Secretariat by email. Where appropriate, please include precise web references to legislation or other documentation. Please add comments as appropriate under each question to describe the current situation. Please try to keep text brief, while aiming to answer all questions comprehensively.

National Reports will be posted on the Bologna website in their original form.

Information from National Reports will form the basis of the Stocktaking Report to be presented to Ministers when they meet in April 2009.

Details

Country	Azerbaijan
Date	15 November, 2008
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1. Main developments since London 2007

Please describe the important developments relating to the Bologna Process, including legislative reforms and changes in institutional structures, since the London meeting in 2007.

- After joining the Bologna process on May 19.2005, in the town of Bergen of Norway, the Ministry of Education of the Republic of Azerbaijan set up a working group for implementation of provisions of the Bologna Declaration;
- The Board of the Ministry of Education adopted a decision “On the conducted work, existing problems and the ways of their solution in higher educational institutions” and on continuing the experiments for the organization of trainings with application of the credit system and the Ministry issued an order in connection with the aforesaid (Order 340, 19.04.2007).
- Respective changes were made in “ The Exemplary Regulations of the Organization of Education process in Higher Schools with Application of the Credit System”, and the document was approved by the Ministry (Order 914, 23.07.2007); The Ministry of Education issued an order for strengthening and continuing the experiment connected with the application of the credit system in higher schools. (Order 983, 24.08.2008);

President of the Republic of Azerbaijan issued a Decree on January 31, 2008, “On certain measures connected with integration of higher educational institutions of the Republic of Azerbaijan into the European Higher Education Area”;

The new list of qualifications for the first cycle of higher education (Bachelor level) has been elaborated on the basis of the documents adopted by UNESCO and submitted to the government of the Republic of Azerbaijan for approval (Letter of the Ministry of Education 40-11-52 / 247, dated 05.02.2008);

In conformity with the Instruction of the President of the Republic of Azerbaijan “On certain measures connected with integration of higher educational institutions of the Republic of Azerbaijan into the European Higher Education Area” dated January 31, 2008, Draft Programme on the reforms to be conducted in higher

educational system in 2009-2012”, which reflects the provisions of the Bologna Declaration, has been developed and submitted to the Azerbaijani government for approval (Letter of the Ministry 40-11-151/14, 31.03.2008);

On the basis of the model of Diploma Supplement developed by the joint working group of the Council of Europe, European Commission and UNESCO / CEPES the new format of Diploma Supplement has been developed for Bachelor and Master level of education and approved by the relevant order of the Ministry of Education (Order 990, 08.08.2008

In conformity with the Bologna Declaration Azerbaijan takes certain measures on recognition of education documents granted by higher educational institutions of foreign countries. Commission on Recognition of Diplomas at the Ministry of Education has recognized the foreign diplomas of some 932 students in 2007-2008;

- The Ministry of Education issued a special order for widening and continuing the experiments connected with application of credit system in institutions of higher education.(Order 1137, 10.10.2008)
- The Provisional Regulations for evaluation of the knowledge of students within the credit system has been developed and approved by the Ministry of Education (Order 1060, 11.09.2008);
- After joining of Azerbaijan to the Bologna Process the content and structure of Master level of education have been renewed, the Draft on the Minimal Requirements of the State to the Level and Content of Training for Master degree has been developed and forwarded to higher educational institutions for review (№ 46-11-7587/17, 14.10.2008) ;
- A working group was formed to monitor the experiment connected with the application of the credit system in higher educational institutions of the Republic (Order 1146, 16.10.2008). The work is still being continued;
- A workshop is functioning on permanent basis for studying the experience connected with application of the credit system in the Republic where local and foreign experts convey information and exchange experience;
- Higher educational institutions organize events where the students and their parents get necessary information on the credit system; trainings are organized for

teaching staff. The majority of higher educational institutions have developed relevant guidelines and instructions on the credit system;

- The national accreditation of higher educational institutions has been continued, and in 2007-2008 eleven higher educational institutions were accredited (Azerbaijan Medical University, Azerbaijan Technological University, Azerbaijan State University of Culture and Arts, Azerbaijan International University, Azerbaijan Socio-Political University, Baku Slavic University, Caucasian University, Azerbaijan Technical University, Azerbaijan University of Architecture and Civil Engineering, Azerbaijan State Pedagogical University, Baku Asian University);
- The Provisional Regulations on Examinations for students studying on the credit system has been developed and approved (Order 1059, 11.09.2008).

2. Partnership

Please describe the structure which oversees the implementation of the Bologna Process in your country.

The institution which supervises implementation of provisions of the Bologna Declaration is the Ministry of Education.

A working group has been formed for implementation of provisions of the Bologna Declaration in the Republic of Azerbaijan after joining the Bologna Process. The group consists of the employees of the leading departments of the Ministry, administrators and representatives of the teaching staff of higher educational institutions. An Accreditation Commission has been set up at the Ministry for monitoring the quality of education, and the Commission is chaired by the Minister. The Commission consists of the chiefs of the leading departments of the Ministry, representatives of the Institute of Education and other ministries.

The Draft Program on Conducting Reforms in the System of Higher Education in 2009-2013 paves the way for the creation of a special body at the Ministry of Education for accreditation of higher educational institutions.

There are a total of 20 public higher educational institutions under the subordination of the Ministry of Education.

A number of higher educational institutions are still supervised by different ministries, committees, etc. For instance, the Medical University is subordinate to the Ministry of Health, Academy of Physical Training and Sports – to the Ministry of Youth and Sports, Institute of Tourism – to the Ministry of Culture and Tourism, Baku Higher Police Academy – to the Ministry of Internal Affairs, Academy of Diplomacy – to the Ministry of Foreign Affairs, Baku Higher Naval School, Baku Higher Military Aviation School, Higher Military School named after H. Aliyev - to the Ministry of Defense, National Aviation Academy – to the Aviation Company, Academy of National Security named after H. Aliyev - to the Ministry of National Security, Academy of Agriculture – to the Ministry of Agriculture, Academy of Frontier Service – to the State Frontier Service, Naval Academy – to the State Caspian Naval Department, Academy of Emergency Situations- to the Ministry of Emergency Situations, University of Consumers Cooperative Societies – to the Central Cooperative Societies Union, Academy of Labour and Social Relations - to the Confederation of the Trade Unions.

Besides, the Academy of Administration is attached to the President of the Republic of Azerbaijan.

At present, there are a total of 50 higher educational institutions in Azerbaijan including 13 private higher educational institutions

Irrespective of their being public or private, the quality of education and training methodology in all the higher educational institutions of Azerbaijan are controlled by the Ministry of Education of the Republic of Azerbaijan.

a) Does your country have a national working group for Bologna follow-up ¹
Yes No

b) Does your national Bologna follow-up group include representatives of

Ministry	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Rectors' conference	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Academic staff	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Students	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Staff trade unions	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
National Quality Assurance Agency	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Employers	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>

Other (please specify) _____

c) Does your country have a Bologna promoters' group² Yes No

d) Does your national Bologna promoters' group include representatives of

Ministry	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Rectors' conference	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Academic staff	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Students	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Staff trade unions	Yes <input type="checkbox"/>	No <input type="checkbox"/>
National Quality Assurance Agency	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Employers	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Other (please specify) _____		

Please add any additional comments if necessary:

¹ A group that develops policy proposals for implementing the Bologna Process

² A group that supports/advises HEIs on implementation of the Bologna Process

DEGREE SYSTEM

3. Stage of implementation of the first and second cycle

a) Please describe the progress made towards introducing the first and second cycles.

In accordance with the Law on Education of the Republic of Azerbaijan, training of specialists within the framework of multi-tier higher education system has been established in the Republic. In accordance with this Law, the Bachelor and Master levels were set up in 1993 and 1997 respectively. Training of specialists within the framework of a single-level education system has also been continued for some medical specialties.

The graduates of the first cycle of the two-tier higher education institutions receive the Bachelor degree in accordance with the appropriate state standards.

The most advanced and promising part of graduates of the Bachelor level enter the MA level on the basis of competition by passing an entrance examination.

The graduates of the Master level receive a qualification on Master specialization and scientific degree by the decision of the Specialized Scientific Board for the research work.

In connection with the transfer to the two-tier education system serious changes have been made both in the structure and content of the higher education. The entire legal-normative basis has been re-developed and applied. Minimal state requirements for the level of Bachelor and Master education programs have been identified and the state education standards have been developed accordingly. New curricula and syllabi have been developed and applied on the basis of those standards.

b) Please give the percentage of the total number of all³ students below doctoral level enrolled in the two cycle degree system in 2008/09.

Total number of all students below doctoral level	Number enrolled in the two cycle degree system in 2008/09 ⁴	% of all students enrolled in the two cycle degree system in 2008/09
Bachelor students – 120713	27407	97,4%
Master students – 7943	3750	78%

c) Please add comments which accurately describe the current situation regarding implementation of the two cycle system in your country:

C) Radical changes took place in the higher education system and the plan of appropriate actions has been approved in conformity with the Bologna Declaration requirements. In 2006, a new structure of the minimal state requirements for the level of Bachelor education was developed. After the

³ "All" = all students who could be involved in 2-cycle system i.e. NOT those in doctoral programmes and NOT those in short HE programmes. *NB Students of ALL study fields are taken into account*

⁴ If countries have more recent data available after November 1, they can provide an update but no later than January 15, 2009

approval of the structure, state education standards for all specialties for Bachelor level training in higher education institutions were developed with the participation of the experts and were approved by the Ministry of Education (Order 639, August 4, 2006). It was decided to develop syllabi meeting those standards, as well as to approve and apply them in the first years beginning from 2006/2007 academic year.

4. Stage of implementation of the third cycle

Please describe the progress made towards implementing doctoral studies as the third Bologna cycle.

Please include:

- the percentage of doctoral candidates following structured doctoral programmes including both taught courses and independent research
- the normal length of full-time doctoral studies
- other elements⁵ apart from independent research that are included in doctoral study programmes
- the supervisory and assessment procedures for doctoral studies
- information on whether doctoral studies are included in your country's qualifications framework and linked to learning outcomes
- information on whether interdisciplinary training and the development of transferable skills are integrated in doctoral studies
- information on whether credit points are used in measuring workload in doctoral studies.
- Information on the status of the doctoral students (students, early stage researchers, both)

Postgraduate study is a traditional form of training candidates of sciences in higher education and research institutions. The duration of training in postgraduate study is 3 years. This form of training has not been changed in the frames of the Bologna Process. Postgraduate study is not mentioned formally as the third level of higher education.

This study includes the compulsory theoretical training program reflected in the individual plan of postgraduate students. Foreign language, Information Science and learning special disciplines comprise the content of training post-graduates. Learning of each discipline is accomplished with passing an exam. About 20% of the time allocated for post-graduate training is aimed at increasing the theoretical knowledge, and the remaining time is allocated to conduct independent scientific researches.

⁵ E.g. taught courses in the chosen discipline, other taught courses, teaching activities (if these are required as part of doctoral studies), etc.

Individuals with MA and “specialist” diploma have an access to the programs of post-graduate training. The individuals with a Bachelor diploma are not admitted to post-graduation courses.

Post-graduate study is followed by the doctorate level. The PhD program is carried out within 3 years. This form of training has not been changed in the frames of the Bologna Process. Individuals with scientific degrees of candidate of sciences and ability to conduct researches on high level are admitted to PhD level. The PhD programs do not stipulate learning of theoretical disciplines and passing exams. The 3-year period is allocated only for conducting researches.

5. Relationship between higher education and research

a) Please describe the main trends in the role of higher education institutions in research in your country.

The Law on Education of the Republic of Azerbaijan defines the higher education institutions as both the center of education and important research centers. According to that law, the higher education institution takes part in the accomplishment of programs and projects on the basis of state orders, agreements and contracts along with providing a constant improvement of the education process in accordance with the scientific specialization. For this purpose scientific-research institutes, laboratories, centers, etc. function in higher educational institutions along with departments.

Scientific research is conducted in 20 departments of higher education institutions subordinate to the Ministry of Education, as well as in scientific-research institutes. At present, under higher educational institutions there are 3 scientific-research institutes, 4 scientific centers and 93 scientific-research laboratories which are financed through the state budget.

Important work is carried out in higher educational institutions for generalization and dissemination of scientific-technical achievements, application of scientific results, innovation, inventions and patent license activities, preparation and publication of scientific journals, dissertations, scientific articles.

Also, education courses of innovative nature are developed to improve the quality of national education standards, programs and projects, textbooks, as well as the education system.

32.2% of the highly qualified scientific and scientific-pedagogical personnel , including 50% of the PhD's and candidates of sciences are concentrated in the system of the Ministry of Education. Maintenance of existing scientific potential and training of young specialists are one of the main tasks of higher educational institutions.

b) Please outline any measures to improve co-operation between higher education institutions and other private and public institutions that undertake research. Please include:

- percentage of GDP spent on research

- from public funds
- from private funds
- total annual national research expenditure (expressed in national currency)
 - from public funds
 - from private funds
- percentage of research carried out in higher education institutions (in terms of funding)
- details of the funding mechanisms for doctoral students in your country

National Academy of Sciences comprising a number of scientific research institutes is engaged in conducting researches in different fields. Scientists and experts working in different institutions collaborate and discuss jointly the scientific achievements or problems at conferences, seminars and publish articles in the journals issued in the Republic and abroad.

Scientific cooperation with foreign partners is developing.

- 0.2% of the GDP is allocated to science. Scientific research is mainly financed through the state budget.

In addition, grants of different foundations are also used:

The non-governmental foundation operating in the country – The Azerbaijani National Science Foundation

Foreign foundations – Civil Researches and Development Foundation of the USA (CRDF), INTAS Foundation of the European Union, etc.

- The annual expenses spent on research by the state, constitute 1831421 manats. (approx. 1831421 Euros)

State provides scholarships to the students getting education at PhD level.

c) Is there any tracking system to follow the further career of doctoral graduates?

Yes

No

If Yes, please specify:

At present there is no system following the future career development of those who get a PhD degree.

6. Access⁶ and admission to the next cycle

Describe the arrangements for access between the first and second cycles and between the second and third cycles.

6.1 Access and admission between the first and second cycles

Please indicate:

⁶ Access as defined in the Lisbon Recognition Convention: "Access: the right of qualified candidates to apply and be considered for admission to higher education."

a) the percentage of first cycle qualifications that give access to the second cycle

All first cycle qualifications give access to the second cycle

b) any first cycle qualifications that do not give access to the second cycle (please specify)

None

c) any special requirements for access to a second cycle programme in the same field of studies: *please tick whether graduates must:*

sit entrance exam	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	In some cases <input type="checkbox"/>
complete additional courses	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	In some cases <input type="checkbox"/>
have work experience	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	In some cases <input type="checkbox"/>

If the answer to the last point is yes, please specify what type of work experience is required:

d) any further special requirements for access to a second cycle programme in the same field of studies

No other special requirements .

e) to which students the above special requirements apply (*please tick*):

all students	Yes <input type="checkbox"/>	No <input type="checkbox"/>
holders of particular first cycle qualifications	Yes <input type="checkbox"/>	No <input type="checkbox"/>
students of the same field coming from other HEIs	Yes <input type="checkbox"/>	No <input type="checkbox"/>

f) which of the requirements apply to students coming from other fields of studies (*please tick*):

entrance exam	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	In some cases <input type="checkbox"/>
additional courses	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	In some cases <input type="checkbox"/>
work experience	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	In some cases <input type="checkbox"/>

6.2 Access and admission between the second and third cycles

Please indicate:

a) the percentage of second cycle qualifications that give access to the third cycle

97,1%

b) any second cycle qualifications that do not give access to the third cycle (please specify)

Some qualifications awarded by Azerbaijan Academy of Physical Training and Sports, as well as qualification of the teacher in secondary school on subject "Physical training and initial military training. .

c) any measures planned to remove obstacles between cycles



7. Employability of graduates/ cooperation with employers

a) What measures are being taken to enhance the employability of graduates with bachelor qualifications? Please include the most recent statistical data on the employment status of graduates of all cycles.

If your higher education institutions also provide professional bachelor programmes, please provide employability data for both types of bachelors separately

A total of 19138 people graduated from the Bachelor level of higher educational institutions in 2007/2008 academic year. 5479 (29%) of this amount are those trained on pedagogical specialties. 2202 of them have been provided with job appointments. As the graduates of other fields of higher education (technical, technological, agricultural, etc.) have not been provided with job appointments, their employment is carried out independently. That is why there are no available statistic data on these fields of specialization.

b) To what extent there is a dialogue in your country between higher education institutions and employers on:

- curriculum design, work placements and international experience
Significant Some A little None
- accreditation/quality assurance
Significant Some A little None
- university governance
Significant Some A little None

c) Are first cycle graduates able to pursue careers in the public service on an equal footing with other graduates?

Yes No In some cases

d) Have you aligned recruitment procedures and career structures in the public service to take account of the Bologna changes?

Yes No In some cases

If no, or in some cases only, please explain the current situation:

As it was noted, the Republic of Azerbaijan joined the Bologna Process in 2005. As there are no graduates educated on the new system yet, not any form of relations has been established with the employers at public and private institutions and enterprises. Necessary work is conducted in this sphere.

8. Implementation of national qualifications framework

Please answer the questions below. Please add comments which accurately describe the current situation in your country.

a) Has the national qualifications framework been prepared⁷?

Yes No

Comment The multi-tier model of higher education in the Republic of Azerbaijan has been determined by the Law of the Republic of Azerbaijan on Education. The Cabinet of Ministers of the Republic of Azerbaijan approved the Regulation of the higher education and institutions by its resolution of March 30, 1995, (N72). In the fifth section of the abovementioned regulations this structure is approved by higher standards.

Thus, there is the following structure in higher education:

BA- 4 years

MA- 2 years

Besides, for a number of medical qualifications a single tier education system is still continued

b) Does the framework or proposed framework include generic descriptors for each cycle based on learning outcomes and competences?

Yes No

Comment The existing structure combines the characteristic features based on learning outcomes for each level and the skills of the trainees.

c) Does it include ECTS credit ranges for the first and second cycle?

Yes No

Comment The structure includes the ECTS credit scores for the first level of higher education. Depending on the qualification BA level students must have at least 200-250 credit scores within 4 years.

The first graduation of Bachelor Degree students whose study was conducted using ECTS system will take place in 2009\2010 academic year. Starting from 2010 the ECTS system will be applied for Master Degree students.

⁷ A national framework of qualifications compatible with the overarching framework of qualifications of the EHEA

d) Has the NQF been nationally discussed with all stakeholders?

Yes No

Comment The Cabinet of Ministers, Ministry of Education and Ministry of Justice and other ministries, which have their own higher education institutions and the other relevant institutions have taken part in the development of the structure of the national qualification degrees.

If the answer to d) is No, please answer question e):

e) has a timetable been agreed for consultations with all stakeholders?

Yes No

Comment

If the answer to d) is Yes, please answer the following questions:

f) Are all formal arrangements/decisions for implementing the framework in place and have the necessary formal decisions for establishing the framework been taken?

Yes No

Comment There exists the Order of the Ministry of Education of the Republic of Azerbaijan on the Transfer to the Multi-Level Structure of Higher Education in the Republic of Azerbaijan issued on May 7, 1993, Provisional Regulations of the multi-level structure of higher education in the Republic of Azerbaijan, resolution of the Cabinet of Ministers on BA training (September 22, 1995, Resolution 217), Regulations on Training of BA in the Multi-Tier Education. System in the Republic of Azerbaijan adopted on September 22, 1995 (N397), Resolution on Training of Bachelors, Order of the Ministry of Education on the Development and Ratification of State Requirements to the Minimal Content and Level of Education issued on April 22, 1997 (N234), Resolution of the Cabinet of Ministers of the Republic of Azerbaijan on MA Training, List of BA and MA Qualifications, other orders and normative documents.

g) How far has the implementation of the national qualifications framework progressed (***please tick one***)

- The framework is fully implemented. All qualifications have been added to the NQF through a QA procedure (e.g. accreditation)
- There is significant progress on implementing the framework
- The work of describing all qualifications in terms of learning outcomes and competencies has been completed
- There is a timetable for implementation and the work has started
- Work on implementing the framework has not yet started but a timetable for implementation has been agreed
- Work on implementing the framework has not yet started and there is no timetable for implementation

Comment The work on the development of the qualifications framework has been started, and its timetable has been prepared, but not yet approved.

h) What is the stage of progress on the self-certification of compatibility with the EHEA framework ?

- Completed Started, but not yet completed Not yet started

Comment

i) Has the self-certification report been published?

- Yes No

Comment

Please add any additional comments if necessary:

Comment

NATIONAL IMPLEMENTATION OF THE STANDARDS AND GUIDELINES FOR QUALITY ASSURANCE IN THE EHEA (ESG)⁸

9. Reviewing the QA system against the ESG⁹ and national support for implementation

a) Has your national QA system been reviewed against the ESG?

Yes No Not yet, but such a review is planned
(Please specify time) 2009

b) If a review has been undertaken or is planned, please give further details of the review process.

c) If a review process has been undertaken, did it result in any of the following:

Stakeholder consultation on changes required to the national QA system?

Yes No

The introduction of specific financial or other incentives aimed at improving the internal quality assurance processes in institutions?

Yes No

If Yes, please give details of these incentives:

- Other measures

Yes No

If Yes, please outline these measures

d) If incentives and/or other measures have been introduced with the aim of improving the internal quality assurance processes in institutions, has any evidence of the impact of these changes been gathered?

Yes No

If Yes, please give details of how evidence of the impact of the changes was gathered, and of the main outcomes that it demonstrates

⁸ <http://www.bologna2009benelux.org/documents/Standards-and-Guidelines-for-QA.pdf>

⁹ ESG - Standards and Guidelines for Quality Assurance in the European Higher Education Area

9.1. Internal quality assurance in higher education institutions

Describe the internal QA systems in place in your HEIs.

The internal quality assurance is one of the stages of accreditation of higher educational institution and is implemented by educational institution (the stage of self-analysis). The educational institution sets up a commission for the conduction of a self-analysis procedure. A report is prepared by the commission based on the results of self-evaluation.

The procedure of self evaluation covers the organizational and legal issues, management of educational institution, content and structure of education, evaluation of the organization of the training process and the quality of training. In this case, the compliance of the activity of the educational institution with requirements of the normative-legal documents approved by the Ministry of Education and other administrative authorities, compatibility of the activities of the educational institution to its own regulations, correspondence of training materials prepared at the educational institution to existing legislation, as well as the conformity of the content of education with the requirements of the state standards are evaluated.

The quality of training is also evaluated within that procedure. In this case, the results of semester examinations, graduation papers, teaching staff provision, logistical basis of the higher educational institution, international cooperation, and social conditions are also analyzed.

The relevant report developed on the basis of the abovementioned criteria is submitted to the Board of the higher educational institution for consideration.

Please comment in particular on the following aspects, giving references to relevant websites:

a) How many HEIs have published a strategy for the continuous enhancement of quality?

All HEIs Most HEIs Some HEIs No HEIs

b) How many HEIs have arrangements in place for the internal approval, monitoring and periodic review of programmes and awards?

All HEIs Most HEIs Some HEIs No HEIs

Please describe what kind of arrangements are in place

All higher educational institutions have appropriate procedures for internal approval, monitoring and periodic review of programmes .

c) How many HEIs have described their programmes in terms of learning outcomes?

All HEIs Most HEIs Some HEIs No HEIs

d) Are student assessments at HEIs designed to measure the achievement of the intended learning outcomes (based on published criteria) applied in a consistent way?

All HEIs Most HEIs Some HEIs No HEIs

Please describe how the above is achieved.

The evaluation of the knowledge of students is conducted by a respective commission of the higher educational institution by means of written tests. The tests are compiled on the basis of presented subject programs, and the knowledge of students is evaluated on the basis of these tests.

e) How many HEIs publish up to date, impartial and objective information about the programmes and awards offered?

All HEIs

Most HEIs

Some HEIs

No HEIs

Additional information if necessary

10. Stage of development of external quality assurance system

Describe the external quality assurance system operating in your country.

Please include:

a) the stage of implementation of your external quality assurance system

Quality assurance in higher educational institutions is conducted through attestation and accreditation.

This procedure is conducted on the basis of the international practice.

The attestation of higher educational institutions is the process which determines the compliance of training to state education standards which is the basic form of the public control on quality of education.

The attestation commission consists of the experts appointed by the Ministry of Education for each educational institution. The duty of this commission is to implement external quality assurance procedure.

The attestation of the educational institution is conducted every 4 years.

Before attestation educational institutions carry out a procedure of self-evaluation. This procedure is implemented by the commission appointed by the order of the head of the relevant higher educational institution. In compliance with the results of investigations a self-evaluation report is developed and submitted to the attestation commission established by the Ministry of Education. During the attestation process the correspondence of content and quality of education to education standards, implementation of curricula and syllabi, level of acquisition of individual subjects by students and the results of state examinations, as well as results of the attestation of the knowledge of students by the commission, scientific, pedagogical, methodological provision of education, employment of the teaching staff, medical-social conditions, material-technical basis, dynamics of development and other issues are thoroughly studied.

The attestation results are considered to be positive if the knowledge of students is evaluated by the commission as exceeding 50 per cent level.

According to the recommendation of the attestation commission, the Ministry of Education issues a respective order on the results of the attestation of the educational institution.

The appropriate order of the Ministry of Education on the attestation of the educational institution is the basis for accreditation of this institution.

In case the Ministry of Education issues the positive order on attestation of the educational institution, a number of documents should be submitted to the accreditation commission which reviews the documents and makes a relevant decision.

b) does your external quality assurance system operate at a national level;

Yes No

If **No**, please specify:

c) does your external quality assurance system cover all higher education¹⁰

Yes No

If No, please specify which types of institutions or programmes are not covered by your external quality assurance system:

d) which of the following elements are included in your external quality assurance system:

- | | | |
|--------------------------|---|-----------------------------|
| - self-assessment report | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| - external review | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| - publication of results | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| - follow-up procedures | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |

e) has a peer review of the national agency(ies) according to the Standards and Guidelines for QA in the EHEA already taken place

Yes No

If **No** is there a date set for the review? Yes (please specify date 2009) No

¹⁰ Higher education: all types of courses of study or sets of courses of study, training or training for research at the post secondary level which are recognised by the relevant authorities as belonging to a country's higher education system.

11. Level of student participation

From the following, please indicate all aspects of quality assurance in which students are involved:

- a) in governance of national agencies for QA. Yes No In some cases
- b) as full members in external review teams Yes No In some cases
- c) as observers in external review teams Yes No In some cases
- d) as part of the decision making process for external reviews Yes No In some cases
- e) in the consultation process during external reviews (eg arrangements for external reviewers to consult with students) Yes No In some cases
- f) in internal quality assurance (e.g. periodic review of programmes) Yes No In some cases
- g) in preparation of self-assessment reports. Yes No In some cases
- h) in follow-up procedures: Yes No In some cases

*Please add any additional comments, especially if students are **not** involved in any of the aspects:*

12. Level of international participation

In which of the following is there international participation in quality assurance

- a) the governance of national agencies for quality assurance Yes No In some cases
- b) the external evaluation of national quality assurance agencies Yes No In some cases
- c) teams for external review of institutions or programmes, either as members or observers Yes No In some cases
- d) membership of ENQA Yes No In some cases
- e) membership of any other international network Yes No If **Yes**, please specify:

Please add any additional comments, especially if there is no international involvement in any of the aspects:

At present, quality assurance and external evaluation of higher educational institutions and programmes is implemented by the Ministry of Education. However,

in accordance with the State Programme on Development of Higher Education for 2009-2013, an independent quality assurance agency will be established in Azerbaijan.

International participation is envisaged for external evaluation of the national quality assurance agency and external review of institutions.

RECOGNITION OF DEGREES AND STUDY PERIODS

13. Stage of implementation of Diploma Supplement

Describe the stage of implementation of the Diploma Supplement in your country. Please include the percentage of all students graduating in 2009 who will receive a Diploma Supplement (if less than 100%, please explain)

All graduates from the first and the second cycles of higher education receive Diploma Supplement .

The Ministry of Education elaborated a new Diploma Supplement based on the model of the Diploma Supplement recommended by the EU/Council of Europe/UNESCO. Starting from 2008 all graduates of the first and the second cycles of higher education can receive this document on request.

a) Is the Diploma Supplement issued to students graduating from:

- 1st cycle programmes Yes No
- 2nd cycle programmes Yes No
- 3rd cycle programmes Yes No
- remaining "old type" programmes Yes No Not applicable
- short higher education programmes Yes No Not applicable

b) which of the following apply to Diploma Supplements issued in your country:

- issued in a widely spoken European language Yes No
 - *please specify the language* Azerbaijani
- issued free of charge for a fee
- issued automatically on request
- corresponds to the EU/CoE/UNESCO Diploma Supplement format
- a national Diploma Supplement is used that is different from the EU/CoE/UNESCO Diploma Supplement format

13.1. Use of Diploma Supplement for recognition of qualifications

Please describe the way in which the Diploma Supplement is used for the recognition of foreign qualifications (or studies). Please comment in particular on the following aspects, giving references to any relevant websites and documents:

a) The Diploma Supplement is used as the reference document when admitting holders of foreign qualifications to the second and third cycles.

Yes No

Comment While admitting the persons educated abroad to the second cycle of higher education only the legalization of the document on the first level of education is required.

b) Holders of foreign qualifications who present a Diploma Supplement in a widely spoken language do not have to provide official translations of their qualifications.

Yes No

Comment The document on higher education and its translation into the Azerbaijani language approved by the notary public must be legalized at the Embassy of the Republic of Azerbaijan in the country which issued the document or at the Consular Office of the Ministry of Foreign Affairs of the Republic of Azerbaijan.

c) Holders of foreign qualifications who present a Diploma Supplement in a widely spoken language do not need to prove through other documents the validity of the qualifications in the awarding country (for further studies or employment in the non-regulated part of the labour market).

Yes No

Comment To prove the validity of the document (diploma) and the Supplement it is necessary to submit the following documents:

- An application to the Ministry of Education of the Republic of Azerbaijan;
- The copies of the foreign passport and identification card legalized by notary public;
- Copy of the service records (duly approved);
- The part-time students attach documents approving their participation in the summer and winter semesters of the academic year;
- The applicant can submit documents approving his practical skills and qualifications;

d) Specific action has been taken at a National and Institutional level to enhance the use of the Diploma Supplement as a communication tool towards the labour market

Yes No

Comment Taking into consideration that the diploma supplement acquires importance in the labor market, it is intended to take additional measures in this regard.

14. National implementation of the principles of the Lisbon Recognition Convention

Describe the stage of implementation of the main principles and later supplementary documents¹¹ of the Lisbon Recognition Convention.

a) Does appropriate legislation comply with the Lisbon Convention?

Yes No

¹¹ Recommendation on the Criteria and Procedures for Recognition (2001); Recommendation on the Recognition of Joint Degrees (2004); Code of Good Practice in the Provision of Transnational Education (2001)

If Yes, please demonstrate how it is achieved: The Republic of Azerbaijan joined the Lisbon Convention of 1997.

The President of the Republic of Azerbaijan issued a decree on the Implementation of the Law of the Republic of Azerbaijan on Ratification of the Convention on the Recognition of Higher Education Qualifications in the European Region (March 6, 2000, N346). In conformity with This Decree the Cabinet of Ministers of the Republic of Azerbaijan adopted the regulations on the recognition of qualifications of foreign countries and on determination of their equivalency (May 13, 2003, N64) According to these regulations, the recognition of qualifications and documents is conducted by the Ministry of Education of the Republic of Azerbaijan which also issues necessary documents on the recognition of diplomas and qualifications.

b) Does appropriate legislation comply with the later Supplementary Documents:

i) Recommendation on the Criteria and Procedures for Recognition

Yes No

If Yes, please demonstrate how it is achieved: The procedure of the recognition of qualifications of educational institutions of foreign countries is conducted in conformity with the existing international agreements and recommendations, state standards in education and normative legal acts which regulate the educational system in the Republic of Azerbaijan.

Determination of equivalency of qualifications is conducted as the following:

- Conduction of an expertise - it determines the correspondence of the qualification obtained abroad with that of received in the Republic of Azerbaijan on the basis of the current standards of education in Azerbaijan.
- After the recognition of the qualification received abroad the correspondence of the content of education of the two countries is determined.

ii) Recommendation on the Recognition of Joint Degrees

Yes No

If Yes, please demonstrate how it is achieved:

iii) Code of Good Practice in the Provision of Transnational Education

Yes No

If Yes, please demonstrate how it is achieved:

c) which of the following principles are applied in practice

i) applicants' right to fair assessment

Yes No

If Yes, please describe how it is ensured at national and institutional level

ii) recognition if no substantial differences can be proven

Yes No

If Yes, please describe how it is ensured at national and institutional level

The main factor in this case is the positive opinion of experts on the recognition of the qualification and positive expert reference about the correspondence of the content of education, international agreements and conventions supported by the Republic of Azerbaijan in this field, at the same time, the correspondence of requirements on the structure of education in the Republic of Azerbaijan and in the country which issues the document.

iii) demonstration of substantial differences, where recognition is not granted

Yes No

If Yes, please describe how it is ensured at national and institutional level

The negative decision on the diploma recognition is disclosed in the following cases:

- if the content of the programme differs significantly from that of applied in Azerbaijan for the same qualification ;
- if foreign higher educational institution which issued document on education has not legal accreditation in its state ;
- if forms of study differ (for example: if a foreign applicant received qualification and degree through part-time study, but part-time study for THIS QUALIFICATION doesn't exist in Azerbaijan.)

iv) provision of information about your country's HE programmes and institutions

Yes No

If Yes, please describe how it is done in practice

Every year on the eve of admission of students to higher educational institutions the necessary information is conveyed on higher educational institutions and education programs by mass media

v) do you have a fully operational ENIC

Yes No

If Yes, please describe the role of your ENIC in recognition and information provision a) nationally and b) internationally **Recognition and information provision is implemented by the Division for Recognition of Educational Documents, Ministry of Education.**

d) As additional information, please describe any actions to implement fully the Convention and the later Supplementary Documents.

15. Stage of implementation of ECTS¹²

Describe the implementation of ECTS in your country.

- a) Please include the percentage of the total number of higher education programmes¹³ in which all programme components are linked with ECTS credits
- 100% 75-99% 50-75% <50%

In order to introduce ECTS in higher educational institutions in Azerbaijan, a pilot introduction of this system started in 2005/2006 academic year in 10 higher schools on 32 qualifications. At the same time, the Ministry of Education in cooperation with higher schools started elaboration of the Regulation on organisation of the study process in higher educational institutions using ECTS and this document was approved by the Ministry in April 2006. After thorough analysis of the results, in 2007 Ministry of Education issued an Order envisaging wider introduction of ECTS in higher schools and the number of higher educational institutions using ECTS increased to 28 (160 qualifications). At present, ECTS covers 85% of higher educational programmes.

b) Are ECTS credits linked with learning outcomes¹⁴ in your country? Please tick one:

- No In some programmes In the majority of programmes
In all programmes

c) If you use credit system other than ECTS, please give details of your national credit system:

Only ECTS credit system is used in Azerbaijan

¹² Please refer to definitions in the ECTS User's guide,
http://ec.europa.eu/education/programmes/socrates/ects/guide_en.html

¹³ Except doctoral studies

¹⁴ Clarification: Learning outcomes in the form of knowledge, skills and competences are formulated for all programme components and credits are awarded only when the stipulated learning outcomes are actually acquired

i) is it compatible with ECTS? Yes No

ii) what is the ratio between national and ECTS credits?

The national credit system in Azerbaijan differs from ECTS system in the volume of weekly class-work (number of hours is 30 in Azerbaijan), in ratio between number of class and extra-curriculum hours, (class-work-30 hours, extra-curriculum work-15 hours), and in evaluation gradations (below 51 scores-unsatisfactory-(F); 51-60 -satisfactory-(E); 61-70 satisfactory-(D); 71-80-good-(C); 81-90-very good-(B); 91-100-excellent –(A).

In compliance with the abovementioned Regulation 15 weeks per semester are allocated for class-work. Weekly workload for the students constitute 45 hours, including class-work and extra-curriculum work, on condition that class-work should not exceed 30 hours.

d) Are you taking any action to improve understanding of learning outcomes? Yes No

If Yes, please explain: In order to interpret the notion of learning outcomes in education higher educational institutions conduct informative measures for the students and their parents

e) Are you taking any actions to improve measurement and checking of student workload? Yes No

If Yes, please explain: Learning outcomes are studied and evaluated by the respective bodies of higher schools, registration office, training department, dean's office at each semester.

f) Are you taking any actions to assist HE staff or other stakeholders in applying ECTS. Yes No

If Yes, please explain: To apply ECTS system the teaching staff and other stakeholders are rendered assistance (by means of trainings, seminars, etc.)

LIFELONG LEARNING

16. Recognition of prior learning

Describe the measures in place to recognise prior learning (RPL), including non-formal and informal learning (for example learning gained in the workplace or in the community).

a) Do you have nationally established procedures in place to assess RPL as a basis for access to HE programmes?

Yes No

If Yes, please specify: Document on prior learning is required for the admission to the higher educational programs in Azerbaijan

b) Do you have nationally established RPL procedures in place to allocate credits towards a qualification?

Yes No

If Yes, please specify: There are procedures for recognition of prior learning on the basis of credits.

c) Do you have nationally established RPL procedures in place to allocate credits for exemption from some programme requirements?

Yes No

If Yes, please specify: The procedure for the recognition of prior learning by exempting the students from the requirements of some programs is carried out on the basis of provisions of the regulations for estimating the knowledge of students who study based on the credit system.

d) To what extent are any such procedures applied in practice?

Comprehensively Some A little None

Please describe the current situation:

17. Flexible learning paths

Describe legislative and other measures taken by your country to create opportunities for flexible learning paths in higher education, to encourage participation by under-represented groups.

The Constitution and the Law on Education of the Republic of Azerbaijan provide equal rights for all the Azerbaijani citizens to get higher education.

It is also confirmed by the increase in admission of students to higher educational institutions annually and the establishment of democratic principles in the admission process.

Although no privileges are provided in admission to higher educational institutions, still some people who have no opportunities to get education enjoy certain privileges.

For instance, the respective law of Azerbaijan provides free education in higher schools for orphaned children.

Students getting full-time education on state account are provided with scholarships, and the amount of such scholarships has been increased for several times strengthening their social maintenance (Decrees of the President of the Republic of Azerbaijan, May 22, 1996, August 30, 2005, February 01, 2007 and September 12, 2008).

The students with high performance in education are provided with scholarships in conformity with the Decrees 564 of the President of the Republic of Azerbaijan dated on September 3, 2001, on Presidential Scholarships to the Students of Higher Educational Institutions in the Republic of Azerbaijan, Decree 131 on the Amendments to the Previous Decree, dated September 30, 2004, as well as Decree 3032 on Presidential Scholarships to the Students Admitted to the Universities of the Republic of Azerbaijan in 2008/09 academic year, dated September 8, 2008.

Part-time students have the right to get additional vacation days from work, short work hours, and other privileges as provided by the legislation.

In conformity with the Labor Law students are provided with scholarships during the period of field study.

The main category of persons having less opportunities to get higher education is from the families of refugees and IDPs forcedly displaced from their native lands as the result of the conflict in Karabagh. In accordance with Decree 1308, dated 04.08.2003, of the President of the Republic of Azerbaijan, starting from 2003/2004 academic year the IDPs who receive education on fee-paying basis in public higher educational institutions are exempted from tuition fees till the end of their education.

In conformity with the decisions of the Ministry of Education (dated on 28. 08. 2003, 46-11-3778/16 and 25.08. 2004, 46-03-42-46/17), students from the refugee families from Armenia, admitted to the public higher educational institutions, as well as those to be admitted in the coming 5 years since the abovementioned time are exempted from the payment of tuition fee till the end of their education.

In conformity with the Law of the Republic of Azerbaijan on Amendments to the Law of the Republic of Azerbaijan on the Privileges for the Families of Martyrs and on Immortalization of the Martyrs' Memory dated September 2, 2003 (499-11OD), the students from the families of martyrs are exempted from tuition fees in public higher educational institutions.

a) Are there specific measures in place to promote flexible learning paths within the national qualifications framework?

Yes No

Please add appropriate comments to describe the current situation

b) Are there any measures to support HE staff in establishing flexible learning paths?

Yes No

Please add appropriate comments to describe the current situation

- c) Is there flexibility in entry requirements aimed at widening participation?
Yes No

Please add comments to describe the current situation and, where appropriate, differences between the three Bologna cycles
No one has privileges in the admission to higher educational institutions.

- d) Are there any flexible delivery methods to meet the needs of diverse groups of learners
Yes No

Please add comments to describe the current situation and, where appropriate, differences between different Bologna cycle
See in general comments

- e) Are there modular structures of programmes to facilitate greater participation?
Yes No

Please add comments to describe the current situation and, where appropriate, differences between different Bologna cycle
There is no program for drawing more people to higher education. The government determines the plan of admission to higher educational institutions each year.

- f) If possible, please provide any statistics on the results of measures taken to create opportunities for flexible learning paths in higher education, to encourage participation by under-represented groups,

JOINT DEGREES

18. Establishment and recognition of joint degrees¹⁵

- a) Describe the legislative position on joint degrees in your country.
Are joint degrees specifically mentioned in legislation?

Yes No

Does the legislation fully allow:

- i) establishing joint programmes? Yes No

If No please explain what are the obstacles

- ii) awarding joint degrees? Yes No

¹⁵ A *joint degree* is a single degree certificate awarded by two or more institutions, where the single degree certificate is valid without being supplemented by any additional national degree certificate.

If No please explain what are the obstacles Joint programs do not lead to awarding of joint degrees

b) Please give an estimate of the percentage of institutions in your country which are involved in

i) joint degrees

75-100% 50-75% 25-50% 1-25% 0%

ii) joint programmes

75-100% 50-75% 25-50% 1-25% 0%

c) What is the level of joint degree/ programme cooperation in your country

In the first cycle? None Little Widespread

In the second cycle? None Little Widespread

In the third cycle? None Little Widespread

d) In which subject areas/disciplines is joint degree/programme co-operation most widespread (please list if possible)?

Cooperation on joint programs is much more applied to technical and economic spheres.

e) Estimate the number of joint programmes in your country

The number of joint programs is five.

f) Describe any actions being taken to encourage or allow joint programmes.

g) Are there any specific support systems for students to encourage joint degree cooperation?

MOBILITY

19. Removing obstacles to student and staff mobility

a) What measures have been taken by your country both at governmental and institutional level to enhance student and staff mobility and overcome main obstacles?

The mobility of students is regulated by governmental and international agreements. According to the Azerbaijani Students' Study Abroad State Scholarship Program for 2007/2015 approved by the Decree of the President of the Republic of Azerbaijan (N1090, April 16, 2007)., since 2008 education of the Azerbaijani students in foreign countries is financed by Azerbaijan State Oil Fund.

At the same time, the Regulations on selection of students for education abroad was approved by the Decree of the Cabinet of Ministers of Azerbaijan (N28, June 03.2008).

At present, about 6500 students from more than 30 countries study in higher educational institutions of Azerbaijan. It constitutes about 5% of the total amount of students in the Republic. The number of the Azerbaijani citizens studying abroad within the framework of the State Program is about 200, while the number of students studying abroad on state-supported basis exceeds 900. They study in 25 foreign countries.

b) Have arrangements for visas, residence and work permits been amended to enhance student and staff mobility?

Yes No

Please add appropriate comments to describe the current situation:

c) Is there financial support for national and foreign mobile students and staff?

Yes No

Please add appropriate comments to describe the current situation:

Financial aid is rendered to the students and teachers studying abroad on state-supported basis.

Foreign students from a number of countries (Turkey, China, Egypt, Russian Federation) studying within the framework of intergovernmental exchange programs receive financial support from the Government of Azerbaijan.

d) Are study periods taken abroad recognised?

Yes No

Please add appropriate comments to describe the current situation: Recognition of the study period taken abroad is regulated by the Resolution of the Cabinet of Ministers on the Regulations for Recognition of Higher Education Abroad and Determination of Equivalency (N64, May 13, 2003).

e) Is there accommodation for mobile students and staff?

Yes No

Please add appropriate comments to describe the current situation: The provision of accommodation for foreign students is regulated in conformity with the agreements signed with them and in the majority of cases they are provided with accommodation.

f) Have any measures been taken to increase outward student and staff mobility?

Yes No

Please add appropriate comments to describe the current situation:

20. Portability of loans and grants

a) Are portable grants available in your country?

Yes No

If No, describe any measures being taken to increase the portability of grants.

b) Are portable loans available in your country?

Yes No

If No, describe any measures being taken to increase the portability of loans.

THE ATTRACTIVENESS OF THE EHEA AND COOPERATION WITH OTHER PARTS OF THE WORLD

21. Implementation of strategy

a) Describe any measures being taken by your country to implement the strategy "European Higher Education in a Global Setting"

b) What has your country done to:

i) improve information on the EHEA outside Europe?

ii) promote European higher education, enhance its world-wide attractiveness and competitiveness?

iii) strengthen cooperation based on partnership in higher education?

Azerbaijan has a number of agreements on mutual cooperation in the field of higher education with a number of countries:

-Agreement on cooperation between the Ministry of Education of Azerbaijan and the Ministry of Education of Turkey and Board of Higher Education;

- Agreement between the governments of Azerbaijan and Ukraine on mutual recognition of documents on education, academic degrees and their equivalency;

- Protocol between the Ministry of Education of Azerbaijan and Ministry of Education of the Russian Federation on mutual recognition of qualifications;

- Memorandum between the Ministry of Education of Azerbaijan and Ministry of Science, Research and Technology of Iran on cooperation in the field education and research;
- Memorandum of Understanding between the Ministry of Education of Azerbaijan and Ministry of Federal Education, Science and Culture of Austria on the proposals of recognition of qualifications in the field of higher educational institutions;
- Agreement among the ministries of Education of GUAM-member states on cooperation in the field of education

Ministry of Education carries out close cooperation in the field of higher education with major international organizations (Council of Europe, UNESCO, World Bank, UNICEF, UNDP, ETF, ISESCO), as well as with international non-governmental organizations (Education Law and Policy, Open Society Institute, ACCELS, IREX, DAAD).

Cooperation includes policy dialogue, convening joint conferences, seminars, and training workshops on issues related to implementation of Bologna process requirements, exchange of students, faculty members, and researchers, improvement of the content of education, participation in joint projects.

Among major partners in the sphere of higher education such countries as Turkey, France, Germany, Great Britain, Russian Federation, USA, Japan should be mentioned.

iv) intensify policy dialogue with partners from other world regions?

Policy dialogue with partners from other world regions is conducted through visits of Ministry of Education officials and exchange of official delegations at the Ministry of Education and higher education institutions level.

During the latest years this dialogue has expanded with different countries, including USA, Republic of Korea, Malaysia, Egypt, and Israel.

v) improve recognition of qualifications with other world regions?

Protocols and agreements on mutual recognition of qualifications and degrees have been signed with Russian Federation, Turkey, Ukraine and Austria.

c) What measures have been taken in your country to implement the *OECD/UNESCO Guidelines for Quality Provision in Cross-border Higher Education*? Please describe.

The following UNESCO guidelines have been fulfilled for ensuring the quality of international higher education:

- The accreditation mechanism of higher educational institutions have been developed and applied;

- The internal and foreign assessment mechanisms for ensuring the quality of education has been developed;

The regulations for the mutual recognition of diplomas, qualifications and equivalency in the field of higher education have been developed and applied;

- The model of the diploma supplement has been developed on the basis of the one developed by the working group of the European Union, the European Commission and UNESCO/CEPES for ensuring the mobility of students.

d) Are the OECD/UNESCO Guidelines for Quality Provision in Cross-border Higher Education applied to

i) cross-border provision of your education programmes?

Yes No

If Yes please explain in what ways the guidelines are applied

ii) incoming higher education provision?

Yes No

If Yes please explain in what ways the guidelines are applied

FUTURE CHALLENGES

22. Main challenges for higher education

Give an indication of the main challenges ahead for higher education and the Bologna Process in your country in the short and long term.

- A new Law on Education is to be approved for creating new legal-normative

basis of higher education and new concessions should be determined by the legislation for attracting investors to higher education. The structure of higher education should be renewed and adapted to the requirements of society and economy.

- Activities on elaboration of the training and methodological literature, exemplary curriculum and text books in conformity with the standards of national education should be expanded, necessary measures should be taken for the allocation of finances for this purpose.

- It is necessary to give preference to democratic principles in the management of higher educational institutions. The participation of students in the management of higher schools should be ensured, public role in the management of education should be increased. The attention of the public should be focused on the problems and needs of education. Democratic principles should be widely applied to education process.

- A new list of MA training programs should be developed.

- The structure of the minimal state requirements to the content and level of the present MA training should be developed, the relevant generation of education standards for different qualifications should be worked out.
- All the normative documents on education (decrees, regulations, etc) should be revised, specified and the existing gaps should be removed.
- The process of attestation and accreditation of higher educational institutions should be sped up.
- Necessary measures should be taken for the recognition of degrees conferred by higher educational institutions of Azerbaijan in the countries which joined the Bologna Process.
- Recognition of the quality assurance mechanism of the Republic of Azerbaijan should be ensured in the countries which joined the Bologna Process.
- The visits of foreign experts engaged in quality assurance in higher educational institutions of Azerbaijan should be provided.
- A database should be created to allow the Azerbaijani experts take part in the international commissions on quality assurance in education.
- The present legislation for ensuring the academic mobility of teachers and students of higher educational institutions should be improved and new legislative acts should be developed.
- A grant system should be created for ensuring the mobility of teachers and students of higher educational intuitions of Azerbaijan.

PART II

TEMPLATE for NATIONAL STRATEGIES on THE SOCIAL DIMENSION of THE BOLOGNA PROCESS

Practical instruction

The answers to this questionnaire will be included in the general national report on the implementation of the Bologna Process and reach the Bologna Secretariat (e-mail: secr@bologna2009benelux.org) by November 1, 2008. **Please do not exceed the length of 10 pages for the national strategy on social dimension.**

The questions in Annex C are not included in the questionnaire itself but are to be considered as reference material which could facilitate the drafting of the information on the national strategy.

I. Definition of the Social Dimension in the London Communiqué

“We strive for the societal goal that the student body entering, participating in and completing higher education should reflect the diversity of our populations. We therefore pledge to take action to widen participation at all levels on the basis of equal opportunity.”

II. AS IS SITUATION (Current state of affairs)

1. Which groups in society are still underrepresented in your national higher education system? What are the main obstacles to participative equity in terms of access and successful completion of studies?

This issue is covered in Clause 17 of this Report

2. Please describe what measures your Government is taking to increase the representation of the groups identified in the question above. Please refer to the possible actions listed in the Bologna Working Group report on the Social Dimension and Mobility (see Annexes A and B to this document).

This issue is covered in Clause 17 of this Report

3. Describe what measures are being taken by the Government to help students complete their studies without obstacles related to their social or economic background. Again, please refer to the possible actions listed in the Bologna Working Group report on the Social Dimension and Mobility (see Annexes A and B to this document). Please indicate whether the measures apply to all students or only to certain levels or types of higher education institutions.

This issue is covered in Clause 17 of this Report

4. Does your country have statistical and/or other research evidence at disposal to underpin the identification of underrepresented groups and the main obstacles to participative equity (see Q 1) ? If yes, please specify. Or are regular student survey organised with the aim to provide data concerning the social dimension?

This issue is covered in Clause 17 of this Report

III. PROCESS TOWARDS A MORE INCLUSIVE HIGHER EDUCATION SYSTEM (strategy for the future)

5. How do you plan to tackle the challenges identified under Q 1 in the near future (2008-2010)?

(a) Which concrete goals do you want to achieve?

The main aim is to adapt the system of education of Azerbaijan to the Bologna principles by conducting reforms in the system of higher education, to guarantee its attractiveness and competitiveness, to satisfy the demands for educated staff for developing of economy, and construct an effective higher education system to provide more opportunities for people to get high-quality higher education.

(b) What actions are planned for the different target group identified above to overcome the obstacles in access, participation and completion of studies by students? Please refer to Annex B and to the suggested approach outlined in the 2007 report from the Bologna Process Working Group on the Social Dimension and Mobility (Annex C to this document).

This issue is covered in Clause 17 of this Report

(c) is there a specific budget for these measures for underrepresented groups ? If yes, please provide details

This issue is covered in Clause 17 of this Report

d) is there a timeline for action? If yes, please provide details.

2009-2012

6. What arrangements are planned for monitoring progress towards more equitable access, participation and success?

This issue is covered in Clause 17 of this Report

IV. INFORMATION ON THE NATIONAL RESPONSIBILITY FOR THE PREPARATION, IMPLEMENTATION AND EVALUATION OF THE NATIONAL STRATEGIES

Please indicate which authority or other actor is responsible for the preparation, implementation and evaluation of the national strategy and describe the way in which the various stakeholders are involved. Did your country designate (a) contact point(s) for the national strategy? If so, please add the coordinates of the national contact point(s).

Elaboration of the national strategy in the field of education is carried out by the Cabinet of Ministers of the Republic of Azerbaijan and the Ministry of Education.

Ministry of Education of Azerbaijan Republic is the main government body engaged in ensuring the implementation and regulation of the state policy in the sphere of education, as well as carries out the general management of the education process in the Republic. The Ministry of Education develops and implements programmes directed to further development of education system, as well as monitors the quality of education ensuring its compliance to state educational standards.

ANNEX A

Actions mentioned by the Bologna countries in the 2007 national reports

Financial

- scholarships - means tested
- scholarships - merit based
- research grants
- grants for studying abroad
- grants or loans for (nearly) every student
- unspecified social support system
- free education (at least 1st cycle)
- reimbursement of tuition fees for certain groups
- financial assistance for certain groups/areas
- improved funding systems

Structural

- new /expanded routes of access
- broader teaching or learning strategies
- information and preparation at secondary schools
- increase student places
- indirect aid schemes (tax relief, family allowance)
- subsidised residences/meals/transport/books
- provision of student welfare services (health care, day care centres)
- counselling/guidance services

Certain groups

- measures for ethnic minorities (not financial)
- measures for disabled (not financial)
- measures for disadvantaged groups (not financial)
- allocation of study places to certain groups
- promote access from all national areas

Policy and practice

- explicit widening access policy (devoted funds/units/laws)
- carry out surveys (study & work, disabled students,...)
- evaluations/research of policies and practices
- monitoring access (and retention) by students

ANNEX B

Possible actions and tools identified by the 2007 Bologna Working Group on the Social Dimension and Mobility

Measures to promote equal opportunities for access, participation and completion

- Anti-discrimination legislation covering higher education
- Admission rules that are simple, fair and transparent

Measures to widen access to and participation in higher education

- Outreach programs for underrepresented groups as defined nationally
- Flexible delivery of higher education
- Flexible learning paths into and within higher education
- Transparency of qualifications and recognition of prior learning
- Incentives for higher education institutions to take action to widen access and participation

Study environment that enhances the quality of the student experience

A, Provision of academic services

- Guidance (academic and careers) and tutoring
- Retention measures (modification of curricula, flexibility of delivery, tracking academic success etc.)
- Working tools and environment (well functioning libraries, lecture halls and seminar rooms, internet access, access to scientific data bases etc.)

B, Provision of social services

- Counselling
- Targeted support for students with special needs and students with children
- Appropriate housing conditions for all students
- Provision of healthcare
- Provision of transportation, student canteens etc.

Student participation in the governance and organisation of higher education

- Legislation or other measures to ensure student participation in higher education governance
- Provisions for the existence of and exercise of influence by student organisations
- Student evaluations of courses, programmes and institutions, including action plans and follow-up of actions taken

Finances in order to start and complete studies

- Financial and legal advice for students
- Appropriate and coordinated national financial support systems that are transparent
- Targeted support for disadvantaged groups as defined nationally
- Support measures for students with children

ANNEX C

Suggested approach of the work on national strategies on the social dimension

In time for the next ministerial meeting in 2009 the Working Group suggests that the countries should report to the BFUG on their national strategies for the social dimension, including action plans and measures to show their impact. All stakeholders concerned should actively participate in and support this work at the national level.

The development of a strategy should be followed by a national action plan that includes monitoring mechanisms. Ideally, the strategy and action plan will be based on a national debate on the social dimension and the future priorities of that country depending on the current situation. In order to facilitate a national debate on the social dimension the Working Group proposes the following structure and topics for such a debate:

- Measures to promote equal opportunities

What obstacles are there to equal opportunities within higher education? What protection is there if a student is discriminated when applying for, being admitted to or carrying out studies? Is there a framework for appeal? What action would be the most effective to achieve equal opportunities in higher education?

- Measures to widen access to and participation in higher education for underrepresented groups (gender, ethnic origin, immigration, socio-economic status and background, disability, geography etc.)

What groups are under represented in your national higher education system today? Is there data to show access to higher education by gender, socio-economic background, disabilities, prior immigration, region etc? What obstacles to widened access and participation are there within your higher education system? At other education levels? What actions would be appropriate for the different groups to achieve widened access? Are targeted outreach activities needed?

- Study environment that enhances the quality of the student experience

A, Provision of academic services

B, Provision of social services

What kind of academic or career guidance is provided for the students in your country? What is the student – staff ratio? Are there retention measures adapted to different groups or individuals with different needs? Is the academic success of student tracked? What would be/has proven to be the most efficient retention measures? What kind of study environment is there at the higher education institutions? Do student have access to information, electronically or by other means? What is the condition of libraries, lecture halls and seminar rooms? How do students in your country live? Is housing available, of acceptable standard and affordable? Is targeted support provided or needed for specific student groups? Is counselling available if students run in to personal difficulties?

- Measures to increase formal and actual student influence on and participation in higher education governance and other higher education issues

Are there formal provisions for student influence and participation at all governance levels, in consultative as well as decision-making bodies? Are there formal provisions for student evaluation of the education? Are the formal regulations followed-up with actual practices? Are there informal ways of student influence and participation as well? Do students have an influence on all issues related to higher education? Are students aware of their rights? Do students have organisations that

can organise elections to fill elective posts? Is it possible to find enough candidates to fill the posts available? If not – how could this be improved?

- Finances in order to start and complete studies

What kind of information and guidance is provided for students regarding financial issues? How does the average student make his or her living during studies? What kind of state support is provided? Is it appropriate for all groups and individuals? Do certain groups run the risk of being excluded from, or not able to finish their studies, due to financial reasons? Which are these groups or individuals? What could be done to help them? Are students informed about possible employment possibilities after finishing their studies? How is the labour-market relevance of the studies secured? Are former graduates tracked to follow-up their employment rates?

- Monitoring: The participating countries should establish national measures to monitor and evaluate the impact of the national strategy and action plan.

What monitoring mechanisms would be the most appropriate? How could success in strengthening the social dimension be measured short-term and long-term? What quantitative and qualitative data are needed? How is the responsibility for monitoring and evaluation allocated and divided? Are there student surveys carried out to measure the impact of a social dimension strategy? How can student surveys be used in this work?

- Stakeholder involvement

Which stakeholders should be involved in the development of a strategy and an action plan? What should be the responsibility of the different stakeholders when carrying out the agreed strategy and plan?