



EUROPEAN  
Higher Education Area

**National Report regarding  
the Bologna Process  
implementation  
2012-2015**

**Azerbaijan**

## Data entry: (VIII QUESTIONNAIRE DETAILS)

### For which country have you completed 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 of the Republic of Azerbaijan"

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• Employer representatives ""

### Contributors to the report:

• Student representatives "Azerbaijan Student Youth Organizations'Union"

### Contributors to the report:

• Academic and other staff representatives "Representatives of the academic staff of HEIs"

### Contributors to the report:

• Other representatives (please specify) "Institute of Education of the Republic of Azerbaijan"

## Data entry: (I\_Degrees\_qualifications)

### I.1. Do your higher education steering documents address demographic projections for your country?

Yes

#### I.1.1. 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 programmes) for higher education.

### I.2. Please indicate the types of higher education institutions that exist in your country.

- Universities
- Higher education institutions other than universities

#### I.2.1. Please specify

There are the following types of higher education institutions in Azerbaijan:

- university
- academy
- institute
- conservatoire

Universities are multi-profile education institutions offering educational programmes on broad range of qualifications in all cycles of higher education, as well as carry out fundamental and applied researches in various fields.

Academies offer higher education programmes, as well as carry out fundamental and applied researches in a concrete field.

Institute is a higher education institution, either independent or being a structural unit of the university, offering higher education programmes on concrete qualifications, as well as carries out applied research.

Conservatoire is a higher education institution which offers training of highly qualified specialists in the field of music.

### I.3. Which of the following statements correspond to structural distinctions in your national higher education system?

- Higher education institutions are either academically or professionally oriented
- The profile of higher education programmes is either academic or professional
  - Higher education institutions are either public or private
- Other distinction between higher education institutions or programmes (Please specify in the text field on the right!)
  - None of the above

#### I.3.1. What is the number of institutions in the categories identified?

At present there are 54 higher education institutions in Azerbaijan, including universities, academies, institutes and conservatoire.

Out of the total amount of HEIs there are 31 universities, 13 academies, 9 institutes and 1 conservatoire, including 39 public and 15 private higher education institutions.

#### I.4. Comments

All higher education institutions in Azerbaijan are either academically or professionally oriented. Higher education institutions that award Master or Doctoral degree are academically oriented. Higher education institutions that don't offer master and doctoral programmes are considered professional. The number of academically oriented HEIs is 44, while the number of professionally oriented higher schools amounts to 9.

### I.5. Please provide the percentages of first cycle (bachelor) study programmes for each duration in ECTS:

180 ECTS ""

### I.5. Please provide the percentages of first cycle (bachelor) study programmes for each duration in ECTS:

210 ECTS ""

### I.5. Please provide the percentages of first cycle (bachelor) study programmes for each duration in ECTS:

240 ECTS "98.8"

### I.5. Please provide the percentages of first cycle (bachelor) study programmes for each duration in ECTS:

Other duration "1.2"

#### I.5.1. What other duration do bachelor programmes have, if it is not 180, 210 or 240 ECTS?

Two bachelor programmes have longer duration, including veterinary medicine (5 years, 300 ECTS) and flight engineering (4.5 years, 270 ECTS).

### I.6. Please provide the percentages of 1st cycle students enrolled in programmes (full time and part time) of the following length:

180 ECTS ""

### I.6. Please provide the percentages of 1st cycle students enrolled in programmes (full time and part time) of the following length:

210 ECTS ""

### I.6. Please provide the percentages of 1st cycle students enrolled in programmes (full time and part time) of the following length:

240 ECTS "99.9"

### I.6. Please provide the percentages of 1st cycle students enrolled in programmes (full time and part time) of the following length:

Other duration "0.1"

#### I.6.1. Please specify

Number of 1st cycle students studying on higher education programmes in veterinary medicine and flight engineering constitute 0.1% of the total amount of the 1st cycle students.

**L7. Please note that short cycle programmes are treated in a separate section below.**

**L8. Are there differences in the structure of programmes depending on whether they are academically or professionally oriented (or are located in HEIs that are academically or professionally oriented)?**

No

**L9. Do degree programmes exist with more than 240 ECTS which are considered as first cycle programmes?**

Yes

**L9.1. In which study fields do these study programmes exist?**

Two bachelor programmes have longer duration, including veterinary medicine and flight engineering.

**L9.2. What is the typical duration of these degree programmes outside the Bologna model?**

5 years, 300 ECTS and 4.5 years, 270 ECTS.

**L9.3. What percentage of first cycle students is enrolled in these programmes?**

0.1%

**L10. Please provide the percentages of second cycle (master) study programmes for each duration in ECTS:**

60-75 ECTS ""

**L10. Please provide the percentages of second cycle (master) study programmes for each duration in ECTS:**

90 ECTS ""

**L10. Please provide the percentages of second cycle (master) study programmes for each duration in ECTS:**

120 ECTS "100"

**L10. Please provide the percentages of second cycle (master) study programmes for each duration in ECTS:**

Other duration ""

**L10.1. What other duration do second cycle programmes have, if it is not 60-75, 90 or 120 ECTS?**

**L11. Please provide the percentages of the second cycle students enrolled in programmes of the following length:**

60-75 ECTS ""

**L11. Please provide the percentages of the second cycle students enrolled in programmes of the following length:**

90 ECTS ""

**L11. Please provide the percentages of the second cycle students enrolled in programmes of the following length:**

120 ECTS ""

**L11. Please provide the percentages of the second cycle students enrolled in programmes of the following length:**

Other duration "100"

**L11.1. Please specify**

Duration of all higher education programmes in the second cycle is 120 ECTS

**L12. Do integrated/long programmes leading to a second cycle degree exist?**

Yes

**L12.1. Is the duration of the above programmes calculated in...**

years / semesters

**L12.2. What is the typical duration of these degree programmes?**

Three-cycle higher education programme in medicine is offered in HEIs. The first cycle is a basic medical education (12 semesters, 6 years, 360 ECTS). The second cycle is an internship which lasts from 2 to 5 years depending on medical qualification (60 ECTS per year)

**L12.3. In which study fields do these study programmes exist?**

Medicine

**L12.4. What percentage of first cycle students is enrolled in these programmes?**

2,5%

**L13. Do second cycle degree programmes exist outside the typical Bologna model (i.e. other than 60-120 ECTS and/or calculated in years rather than credits)?**

Yes

**L13.1. What is the typical duration of these second cycle programmes outside the Bologna model?**

Duration of the second cycle of the typical programme in medicine is from 2 to 5 years.

**L13.2. What percentage of second cycle students is enrolled in these programmes?**

9,2%

**L13.3. In which study fields do these study programmes exist?**

Medicine

**L14. Is the minimum total duration of the Bachelor & Master programmes set nationally in your country?**

Yes

**L14.1. What is the minimum duration of the Bachelor & Master together?**

5.5 academic years

**L15. Comments**

**L16. What percentage of first cycle programmes give access to at least one second cycle study programme?**

100%

**L16.1. Please provide a source for this information.**

Ministry of Education of the Republic of Azerbaijan.

**L17. What percentage of first cycle graduates continue to study in a second cycle study programme (within one year)?**

1-25%

**L17.1. Please provide a source for this information.**

Ministry of Education of the Republic of Azerbaijan.

**L18. What are the requirements for holders of a first cycle degree to access a second cycle programme?**

**L18.1. All students...**

- ...must sit an entrance exam  Yes  No  In some cases  No answer
- ...must complete additional courses  Yes  No  In some cases  No answer
- ...must have work experience  Yes  No  In some cases  No answer
- ...must meet other requirements (please specify below)  Yes  No  In some cases  No answer

**L18.2. If other requirements apply and/or requirements apply only in some cases, please specify:**

**L18.3. Holders of a first cycle degree from a different study field...**

- ...must sit an entrance exam  Yes  No  In some cases  No answer
- ...must complete additional courses  Yes  No  In some cases  No answer
- ...must have work experience  Yes  No  In some cases  No answer
- ...must meet other requirements (please specify below)  Yes  No  In some cases  No answer

**L18.4. If other requirements apply and/or requirements apply only in some cases, please specify:**

**L18.5. Holders of a first cycle degree from the same study field coming from a different higher education institution...**

- ...must sit an entrance exam  Yes  No  In some cases  No answer
- ...must complete additional courses  Yes  No  In some cases  No answer
- ...must have work experience  Yes  No  In some cases  No answer
- ...must meet other requirements (please specify below)  Yes  No  In some cases  No answer

**L18.6. If other requirements apply and/or requirements apply only in some cases, please specify:**

**L18.7. Holders of a professionally oriented first cycle degree seeking access to an academically oriented second cycle programme...**

- ...must sit an entrance exam  Yes  No  In some cases  No answer
- ...must complete additional courses  Yes  No  In some cases  No answer
- ...must have work experience  Yes  No  In some cases  No answer
- ...must meet other requirements (please specify below)  Yes  No  In some cases  No answer

**L18.8. If other requirements apply and/or requirements apply only in some cases, please specify:**

**L19. What percentage of all second cycle programmes give access without further studies to third cycle studies?**

100%

**L19.1. Please provide a source for this information.**

Ministry of Education of the Republic of Azerbaijan.

**L20. What percentage of second cycle graduates eventually enter into a third cycle programme?**

20.0000000000

**L20.1. Please provide a source for this information.**

Ministry of Education of the Republic of Azerbaijan.

**L21. Is it possible for first cycle graduates to enter a third cycle programme without a second cycle degree?**

No

**L21.1. Please specify the criteria**

**L21.2. What percentage of third cycle students enter without a second cycle qualification?**

Please choose

**L22. If you would like to make any additional comments on the progression between cycles, please provide them here**

According to Education Law of the Republic of Azerbaijan (2009) two doctoral degrees are stipulated within the third cycle of higher education system, including PhD and Doctor of Sciences. PhD degree is awarded after successful completion of the doctoral research which contributed to innovative solution of the vital problem in a concrete field of science. Duration of the 3rd cycle (PhD) is 3 years for full-time study and 4 years for part-time study. The Doctor of Sciences degree is awarded to PhD degree holders whose scientific research led to solution of recent and vital problem implying huge social, cultural or economic significance or contributed to speed up scientific-technological progress. Duration of the 3rd cycle (Doctor of Sciences) is 4 years for full-time study and 5 years for independent researchers.

**L23. Do higher education steering documents mention doctoral education/training?**

Yes

**L23.1. Please provide a reference to the relevant steering document(s):**

Education Law of the Republic of Azerbaijan (2009)

**L24. Do the following types of doctoral programmes exist in your higher education system?**

Please indicate for each type of programme the approximate % of the total of all doctoral programmes

Traditional supervision-based doctoral education "100"

**L24. Do the following types of doctoral programmes exist in your higher education system?**

Please indicate for each type of programme the approximate % of the total of all doctoral programmes

Structured doctoral programmes ""

**L24. Do the following types of doctoral programmes exist in your higher education system?**

Please indicate for each type of programme the approximate % of the total of all doctoral programmes

Professional doctoral programmes ""

**L24. Do the following types of doctoral programmes exist in your higher education system?**

Please indicate for each type of programme the approximate % of the total of all doctoral programmes

Industrial doctoral programmes ""

**L24. Do the following types of doctoral programmes exist in your higher education system?**

Please indicate for each type of programme the approximate % of the total of all doctoral programmes

Other ""

**L24.1. Please specify which other types of doctoral programmes exist**

**L25. Do doctoral and/or graduate schools exist in your higher education system?**

No

**L25.1. What are the main features of these schools and how many doctoral schools are there?**

**L25.2. Please provide an estimate of the share of doctoral candidates who study in doctoral/graduate schools**

Please choose

**L26. What is the most common length of full-time third cycle (PhD) study programmes?**

In theory / according to regulations: "3 years"

**L26. What is the most common length of full-time third cycle (PhD) study programmes?**

In empirical reality: "not applicable"

**L27. Are doctoral studies included in your country's qualifications framework?**

Yes

**L28. Apart from doctoral degrees, are there other degrees /qualifications referenced to level 3 of the QF-EHEA (level 8 EQF) in your national qualifications framework?**

No

**L28.1. Please specify**

What are the names of such degrees? ""

**L28.1. Please specify**

What is the typical duration of programmes leading to such degrees? ""

**L28.1. Please specify**

What is the purpose/function of those degrees? ""

**L29. Are ECTS credits used in doctoral programmes?**

No

**L30. Comments****L31. In your system, do short cycle programmes linked to the first cycle of higher education exist?**

Yes

**L31.1. Please specify the name(s) of the qualification(s) awarded at completion of short cycle programme(s)**

Sub-bachelor degree.

**L32. How are short cycle HE programmes linked to the Bachelor-Master structure?****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

**L33. Are short cycle programmes legally considered to be an integral part of your higher education system?**

No, part of post-secondary education, but not part of higher education

**L34. Comments**

Higher education institutions accept only those credits gained during the short cycle programme (college education) which comply with a content of a subject curriculum (in average 30-40% of the credits gained during short cycle programme are accepted by HEIs).

**L35. Do your steering documents mention the concept of student-centred learning?**

Yes

**L35.1. 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 preferences including an opportunity to chose content, form and place of study.

**L35.2. How important are the following elements of student-centred learning in your steering documents in a scale from 0 (not important) to 5 (very important)?**

- |                                       |                         |                         |                                    |                                    |                                    |                                    |                                 |
|---------------------------------------|-------------------------|-------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|---------------------------------|
| Independent learning                  | <input type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2            | <input type="radio"/> 3            | <input checked="" type="radio"/> 4 | <input type="radio"/> 5            | <input type="radio"/> No answer |
| Learning in small groups              | <input type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2            | <input checked="" type="radio"/> 3 | <input type="radio"/> 4            | <input type="radio"/> 5            | <input type="radio"/> No answer |
| Training in teaching for staff        | <input type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2            | <input type="radio"/> 3            | <input checked="" type="radio"/> 4 | <input type="radio"/> 5            | <input type="radio"/> No answer |
| Assessment based on learning outcomes | <input type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2            | <input type="radio"/> 3            | <input type="radio"/> 4            | <input checked="" type="radio"/> 5 | <input type="radio"/> No answer |
| Recognition of prior learning         | <input type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2            | <input checked="" type="radio"/> 3 | <input type="radio"/> 4            | <input type="radio"/> 5            | <input type="radio"/> No answer |
| Learning outcomes                     | <input type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2            | <input type="radio"/> 3            | <input type="radio"/> 4            | <input checked="" type="radio"/> 5 | <input type="radio"/> No answer |
| Student/staff ratio                   | <input type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2            | <input checked="" type="radio"/> 3 | <input type="radio"/> 4            | <input type="radio"/> 5            | <input type="radio"/> No answer |
| Student evaluation of teaching        | <input type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2            | <input type="radio"/> 3            | <input checked="" type="radio"/> 4 | <input type="radio"/> 5            | <input type="radio"/> No answer |
| Other                                 | <input type="radio"/> 0 | <input type="radio"/> 1 | <input checked="" type="radio"/> 2 | <input type="radio"/> 3            | <input type="radio"/> 4            | <input type="radio"/> 5            | <input type="radio"/> No answer |

**L35.2b. Please evaluate the following elements of student-centred learning in a scale from 0 (not important) to 5 (very important)**

- |                                       |                         |                         |                         |                         |                         |                         |  |
|---------------------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|--|
| Independent learning                  | <input type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | <input checked="" type="radio"/> No answer |
| Learning in small groups              | <input type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | <input checked="" type="radio"/> No answer |
| Training in teaching for staff        | <input type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | <input checked="" type="radio"/> No answer |
| Assessment based on learning outcomes | <input type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | <input checked="" type="radio"/> No answer |
| Recognition of prior learning         | <input type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | <input checked="" type="radio"/> No answer |
| Learning outcomes                     | <input type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | <input checked="" type="radio"/> No answer |
| Student/staff ratio                   | <input type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | <input checked="" type="radio"/> No answer |
| Student evaluation of teaching        | <input type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | <input checked="" type="radio"/> No answer |

**L35.3. Please specify which other elements of student-centred learning are referred to in your steering documents.**

n/a

**L35.4. Please provide a reference for your steering documents on student-centred learning**

Regulation No.348 of the Cabinet of Ministers of the Republic of Azerbaijan on "Organisation of the study process applying credit system in the bachelor and master degree cycles of higher education institutions" (24 December 2013)

**L36. Comments****L37. In your country, do you use...**

ECTS

L37.1. Please provide details of how your national credit system is linked to ECTS and describe its main characteristics (e.g. how credits are calculated and whether the system is based on learning-outcomes)

L37.2. Please describe the main characteristics of your national credit system (e.g. how credits are calculated and whether the system is based on learning-outcomes)

L38. In your country, what percentage of higher education institutions and programmes use ECTS for accumulation and transfer for all elements of study programmes?

Percentage of higher education institutions  100 %  76-99 %  51-75 %  1-50 %  0 %  No answer  
Percentage of programmes  100 %  76-99 %  51-75 %  1-50 %  0 %  No answer

L39. In the majority of higher education INSTITUTIONS in your country, what is the basis to award ECTS?

Combination of learning outcomes achieved and student workload: student has fulfilled the prescribed workload AND has achieved the expected learning outcomes

L39.1. Please specify

L40. In the majority of higher education PROGRAMMES in your country, what is the basis to award ECTS?

Combination of learning outcomes achieved and student workload: student has fulfilled the prescribed workload AND has achieved the expected learning outcomes

L40.1. Please specify

L41. If student workload is part of the award of ECTS credits, is there a standard measure of the number of hours per credit?

Yes

L41.1. What is the number of hours per credit?

30 hours per ECTS credit

L42. 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.)

Yes, in some (5-49%) programmes

At present learning outcomes are formulated for all programme components. However, the process of awarding credits on the basis of learning outcomes started in 2013-2014 academic year.

L43. 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)

L43.1. Does your country take specific support measures on the national level?

Ministry of Education provides HEIs with guidelines and recommendations on use of learning outcomes in the process of curricula development.

L44. Does national policy steer student assessment procedures to focus on learning outcomes?

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

L45. 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

L45.1. Please indicate the approximate percentage that participate

5-10%

L45.2. Please specify for which members of academic staff training programmes are offered

Training programmes on topics such as student-centred learning and learning outcomes are offered for the staff of HEIs engaged in organisation of education process (personnel working in the field of internal evaluation, assessment of students knowledge, assessment of teachers by students, programme evaluation, tutoring).

L46. Is the use of learning outcomes in curricula development and student assessment monitored by Quality Assurance procedures?

No

L46.1. Please explain how, and provide a reference to further information

L47. If you would like to make any additional comments on ECTS and/or learning outcomes, please provide them here

L48. Is the Diploma Supplement issued in higher education institutions and to BA/MA students in all fields of study?

The Diploma Supplement is issued..

...automatically to all students:by 100% of HEIs

...automatically to all students:by 76-99% of HEIs

...automatically to all students:by 51-75% of HEIs

...automatically to all students:by 26-50% of HEIs

...automatically to all students:by 1-25% of HEIs

...automatically to all students:by 0% of HEIs

...automatically to some students:by 100% of HEIs

...automatically to some students:by 76-99% of HEIs

...automatically to some students:by 51-75% of HEIs



- ...automatically to some students:by 26-50% of HEIs
- HEIs
- ...automatically to some students:by 1-25% of HEIs
- ...automatically to some students:by 0% of HEIs
- ...upon request:by 100% of HEIs
- ...upon request:by 76-99% of HEIs
- ...upon request:by 51-75% of HEIs
- ...upon request:by 26-50% of HEIs
- ...upon request:by 1-25% of HEIs
- ...upon request:by 0% of HEIs
- ...in certain fields of study:by 100% of HEIs
- ...in certain fields of study:by 76-99% of HEIs
- ...in certain fields of study:by 51-75% of HEIs
- ...in certain fields of study:by 26-50% of HEIs
- ...in certain fields of study:by 1-25% of HEIs
- ...in certain fields of study:by 0% of HEIs
- ...to no students :by 100% of HEIs
- ...to no students :by 76-99% of HEIs
- ...to no students :by 51-75% of HEIs
- ...to no students :by 26-50% of HEIs
- ...to no students :by 1-25% of HEIs
- ...to no students :by 0% of HEIs

L48.1. Please specify to which students

L48.2. Please identify the fields of study in which the Diploma Supplement is issued

L49. Is the Diploma Supplement issued to graduates in the third cycle?

No

L49.1. Please specify

L50. Is there any monitoring of how employers use the Diploma Supplement?

No

L50.1. Please provide the most recent results regarding the level of satisfaction of employers:

L50.2. Please provide a reference to the source of this information:

L51. Is there any monitoring of how higher education institutions use the Diploma Supplement?

No

L51.1. Please provide the most recent results regarding the level of satisfaction of institutions:

L52. In what language(s) is the Diploma Supplement issued?

Diploma Supplement is issued in Azerbaijani. HEIs also issue Diploma Supplement in other widely spread European languages on request.

L53. The Diploma Supplement is issued..

free of charge

L53.1. Please specify the categories of students

L53.2. Please provide the amount and the reason for the fee

L54. Comments

L55. Do national higher education steering documents mention joint or double degrees?

Yes

L55.1 Please provide a reference to the legislation and/or cite the relevant articles

Education Law of the Republic of Azerbaijan.

L56. Does higher education legislation explicitly allow:

- Establishing joint programmes  Yes  No  Legislation not clear  Legislation does not mention joint degrees  No answer
- Awarding joint degrees  Yes  No  Legislation not clear  Legislation does not mention joint degrees  No answer
- Recognition of QA decisions on joint degrees  Yes  No  Legislation not clear  Legislation does not mention joint degrees  No answer

L57. Please estimate the percentage of institutions in your country that award joint degrees / are involved in at least one joint programme.

- Award joint degrees  100 %  76-99 %  51-75 %  26-50 %  11-25 %  6-10 %  1-5 %  0 %  No answer
- Participate in joint programmes  100 %  76-99 %  51-75 %  26-50 %  11-25 %  6-10 %  1-5 %  0 %  No answer

**L58. Please estimate the percentage of students in your country that graduated in the academic year 2012/13...**

- ...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

**L59. Please estimate the share of joint programmes in the three cycles**

First cycle (%) "40"

**L59. Please estimate the share of joint programmes in the three cycles**

Second cycle (%) "60"

**L59. Please estimate the share of joint programmes in the three cycles**

Third cycle (%) "0"

**L60. Do you have information about study fields in which joint programmes / joint degrees are most common?**

Yes

**L60.1. Please explain briefly and mention/link to the source of this information**

International law, engineering, tourism.

**L61. Comments**

**L62. The BFUG working group on qualification frameworks has developed the following steps to assess the progress made in establishing an NQF. 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  
The National Qualifications Framework for Lifelong Learning has been elaborated and will be submitted to the Cabinet of Ministers for adoption in the nearest future.

**L62.1. Please provide the date when the step was completed.**

12-12-2013

**L62.2. Is information on the development and/or revision of your NQF available through a national QF website?**

No

**L62.3. Please provide the link to the website:**

**L63. At what level of the European Qualifications Framework (EQF) do you place school leaving qualifications giving standard access to higher education?**

Some at EQF level 4, others at EQF level 5

**L64. Have you referenced your higher education qualifications against EQF levels?**

No: the process of referencing qualifications against EQF levels has not yet taken place

**L64.1. Please provide a reference to official documents**

**L65. Have you referenced your short-cycle higher education qualifications against EQF levels?**

No: the process of referencing qualifications against EQF levels has not yet taken place

**L65.1. Please provide a reference to official documents**

**L66. Which institution/organisation makes final decisions on recognising foreign qualifications for the purpose of ACADEMIC STUDY in your country?**

Central (or regional) government authority (e.g. ministry) whose decision is made without ENIC/NARIC centre advice  
Ministry of Education of the Republic of Azerbaijan is authorised to make final decision on recognition of foreign documents on education for the purpose to continue academic study in HEIs of Azerbaijan.  
At the same time, Ministry of Education is not authorised to carry out recognition procedure of foreign documents which give access to higher education (school-leaving certificates).

**L67. Which institution/organisation makes final decisions on recognising foreign qualifications for the purpose of PROFESSIONAL EMPLOYMENT in your country?**

Central (or regional) government authority (e.g. ministry) whose decision is made without ENIC/NARIC centre advice  
Ministry of Education of the Republic of Azerbaijan is authorised to make final decision on recognition of foreign qualifications for the purpose of professional employment.

**L68. Which of the following statements is specified in national legislation?**

- Applicant's right to fair assessment of qualification
- Recognition of qualification provided that no substantive differences can be proven
- Where recognition is not granted or is granted only partly, demonstration of substantial differences by the competent authority
- Where recognition is not granted or is granted only partly, the applicant has the right to appeal
- None of the above

**L68.1. Please provide a reference to the relevant legislation**

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

**L68.2. 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 Documents on Education, Ministry of Education.  
In case of receiving negative decision on recognition of his/her qualification an applicant has the right to appeal to court.

**L69. How is a foreign qualification giving access to first cycle higher education in another country considered in an application for a first cycle higher education programme in your country?**

The qualification is considered in a different way to the national qualification

**L69.1. Please specify**

If the foreign qualification giving access to first cycle of higher education is awarded in foreign country which has appropriate agreement with Azerbaijan on recognition of education documents (example: CIS countries) the automatic recognition is applied.  
If Azerbaijan has not an appropriate agreement on recognition of education documents with an applicant's country the qualification is considered in a different way to the national qualification.

**L70. How is a foreign qualification giving access to second cycle higher education in another country considered in an application for a second cycle higher education programme in your country?**

The qualification is considered in a different way to the national qualification

**L70.1. Please specify**

The recognition of foreign qualifications in higher education is implemented in compliance with the Decree No.64 of the Cabinet of Ministers of the Republic of Azerbaijan on "Regulation for recognition of foreign qualifications in the field of higher education" (13.05.2003). Detailed information on recognition process is available on the website of the Ministry of Education edu.gov.az

**L71. How is a foreign qualification giving access to third cycle higher education in another country considered in an application for a third cycle higher education programme in your country?**

The qualification is considered in a different way to the national qualification

**L71.1. Please specify**

The recognition of foreign qualifications in higher education is implemented in compliance with the Decree No.64 of the Cabinet of Ministers of the Republic of Azerbaijan on "Regulation for recognition of foreign qualifications in the field of higher education" (13.05.2003). Detailed information on recognition process is available on the website of the Ministry of Education edu.gov.az

**L72. Do higher education institutions typically:**

Other

**L72.1. Please explain**

Higher education institutions are not authorised to make recognition decisions. Recognition of foreign qualifications in higher education is implemented by the Ministry of Education.

**L72.2. If you wish, please comment on the (possibly several) practical procedures of recognition at institutional level**

**L73. What measures exist to ensure that higher education institutions have fair recognition procedures for study and training periods abroad?**

Not applicable. See clarification above.

**L74. Comments**

## Data entry: (II\_Quality\_assurance)

### II.1. Which situation applies in your country?

Government-dependent agency or ministry responsibility for quality assurance

#### II.1.1. Please specify

Ministry of Education of the Republic of Azerbaijan is responsible for quality assurance in education. The Ministry of Education is authorised to carry out accreditation of education institutions in compliance with the Decree of the President of the Republic of Azerbaijan on "Implementation of Education Law of the Republic of Azerbaijan" (5 September 2009)

### II.2. What is the main outcome of an external review?

A decision granting permission for the institution or programme to operate, or that is a pre-requisite for the institution or programme to operate

#### II.2.1. For each of the agencies, what is the main outcome of an external review?

#### II.2.2. Please specify

### II.3. Does the outcome of an external review normally have an impact on the funding of the institution or programme?

No

#### II.3.1. Please specify the normal impact of an external review

### II.4. Does the agency cover:

#### II.4.1. Considered together, do the agencies cover:

### II.5. Do the agencies cover:

#### II.5.1. Please specify:

### II.6. What is the main focus of the external evaluations undertaken?

Institutions and programmes

#### II.6.1. Are all institutions included?

Please choose.. ▾

#### II.6.2. Please specify

#### II.6.3. Are all programmes in all cycles included?

Please choose.. ▾

#### II.6.4. Please specify

#### II.6.5. Are all institutions and all programmes included?

Yes

### II.7. Are the outcomes of Quality Assurance evaluations made available to the public?

All reports are publically available  
Outcomes of Quality Assurance evaluations (accreditation) are posted on the website of the Ministry of Education.

### II.8. Are the following issues typically included in external Quality Assurance Evaluations?

- |  |                                      |                                     |                                     |                                 |
|--|--------------------------------------|-------------------------------------|-------------------------------------|---------------------------------|
| Teaching                                       | <input checked="" type="radio"/> Yes | <input type="radio"/> No            | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| Research                                       | <input checked="" type="radio"/> Yes | <input type="radio"/> No            | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| Student support services                       | <input checked="" type="radio"/> Yes | <input type="radio"/> No            | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| Lifelong learning provision                    | <input checked="" type="radio"/> Yes | <input type="radio"/> No            | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| Admissions processes                           | <input type="radio"/> Yes            | <input checked="" type="radio"/> No | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| Student progression, drop-out and completion   | <input checked="" type="radio"/> Yes | <input type="radio"/> No            | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| Employability                                  | <input checked="" type="radio"/> Yes | <input type="radio"/> No            | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| Internal Quality Assurance / Management system | <input checked="" type="radio"/> Yes | <input type="radio"/> No            | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| Recognition policy and practice                | <input type="radio"/> Yes            | <input checked="" type="radio"/> No | <input type="radio"/> In some cases | <input type="radio"/> No answer |

#### II.8.1. Please specify

#### II.8.2. For those issues that are typically included in external QA evaluation, please provide details on the criteria used. Please also provide the full reference to relevant documents

The main directions of the external evaluation of HEIs include content of curricula and its compliance to the state standards, as well as financial and logistical basis, academic staff (professor, assistant professor/teacher ratio), knowledge evaluation of last year students students (1st and 2nd cycles) through written tests and interviews, scientific publications of academic staff in Azerbaijan and abroad

and other issues.

Reference: Regulation on "Accreditation of education institutions" adopted by the Cabinet of Ministers of the Republic of Azerbaijan (2010)

### II.8.3. Additional comments

The admission processes are not covered by the external quality assurance evaluation because the admission of the students to HEIs is implemented by the State Commission on Student Admission on the basis of entry exams.

Recognition policy and practice is not covered by external quality assurance evaluation because recognition of qualifications is implemented by the Ministry of Education of the Republic of Azerbaijan.

### II.9. Does your national Quality Assurance system or legislative framework explicitly allow higher education institutions to choose a Quality Assurance Agency from outside your country as part of the initial and/or periodic external QA review?

Yes, all institutions are able to choose, and the evaluation outcomes are treated in the same way as an evaluation from a/the national quality assurance agency  
In accordance with the present legislation all higher education institutions are allowed to choose a Quality Assurance Agency from outside Azerbaijan.

#### II.9.1. Please explain the differences

#### II.9.2. Please specify which institutions are able to choose

### II.10. Which conditions apply to the choice of a Quality Assurance Agency for cross border review?

The agency is required to be listed in the European Quality Assurance Agency Register (EQAR)

The HEIs are advised to choose European Quality Assurance Agency Register. At the same time, HEIs are free to choose another quality assurance agency.

#### II.10.1. How many higher education institutions have used this opportunity?

By present two HEIs, including Azerbaijan State Marine Academy and National Aviation Academy applied for external QA review to Quality Assurance Agency outside Azerbaijan.

### II.11. In the case of international joint and double degree programmes, are quality assurance decisions of QA agencies registered abroad recognised in your country?

Yes, the QA agency is required to be listed in the European Quality Assurance Agency Register (EQAR)

#### II.11.2. Please specify

### II.12. Additional comments

### II.13. Does your legislation or steering documents encourage your national QA agency(ies) to be:

- Listed in EQAR
- Member of ENQA
- There is no specification within the current legislation or steering documents
  - Yes, for an application to EQAR
  - Yes, for the purpose of ENQA membership
  - Yes, for other purposes
- An evaluation is planned before the 2015 Ministerial Meeting in Yerevan but has not yet taken place
  - No

### II.15. Is there a formal requirement that students are involved

- |   |  |   |                                     |                                     |                                 |
|---|--|---|-------------------------------------|-------------------------------------|---------------------------------|
| In governance structures of national QA agencies    | <input type="radio"/> Yes, it is compulsory            | <input checked="" type="radio"/> Yes, it is advised | <input type="radio"/> No            | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| As full members in external review teams            | <input type="radio"/> Yes, it is compulsory            | <input type="radio"/> Yes, it is advised            | <input checked="" type="radio"/> No | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| As observers in external review teams               | <input type="radio"/> Yes, it is compulsory            | <input checked="" type="radio"/> Yes, it is advised | <input type="radio"/> No            | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| In the preparation of self evaluation reports       | <input checked="" type="radio"/> Yes, it is compulsory | <input type="radio"/> Yes, it is advised            | <input type="radio"/> No            | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| In the decision making process for external reviews | <input type="radio"/> Yes, it is compulsory            | <input type="radio"/> Yes, it is advised            | <input checked="" type="radio"/> No | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| In follow-up procedures                             | <input type="radio"/> Yes, it is compulsory            | <input checked="" type="radio"/> Yes, it is advised | <input type="radio"/> No            | <input type="radio"/> In some cases | <input type="radio"/> No answer |

#### II.15.1. Please specify

### II.16. Is there a formal requirement that international peers/experts are involved?

- |   |   |   |                                     |                                     |                                 |
|---|---|---|-------------------------------------|-------------------------------------|---------------------------------|
| In governance structures of national QA agencies?   | <input type="radio"/> YES, it is compulsory | <input type="radio"/> YES, it is advised            | <input checked="" type="radio"/> NO | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| As full members in external review teams            | <input type="radio"/> YES, it is compulsory | <input type="radio"/> YES, it is advised            | <input checked="" type="radio"/> NO | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| As observers in external review teams               | <input type="radio"/> YES, it is compulsory | <input checked="" type="radio"/> YES, it is advised | <input type="radio"/> NO            | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| In the decision making process for external reviews | <input type="radio"/> YES, it is compulsory | <input type="radio"/> YES, it is advised            | <input checked="" type="radio"/> NO | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| In follow-up procedures                             | <input type="radio"/> YES, it is compulsory | <input type="radio"/> YES, it is advised            | <input checked="" type="radio"/> NO | <input type="radio"/> In some cases | <input type="radio"/> No answer |

#### II.16.1. Please specify

### II.17. Is there a formal requirement that academic staff are involved

- |   |  |  |                          |                                     |                                 |
|---|--|--|--------------------------|-------------------------------------|---------------------------------|
| In governance structures of national QA agencies?   | <input checked="" type="radio"/> Yes, it is compulsory | <input type="radio"/> Yes, it is advised | <input type="radio"/> No | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| As full members in external review teams            | <input checked="" type="radio"/> Yes, it is compulsory | <input type="radio"/> Yes, it is advised | <input type="radio"/> No | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| As observers in external review teams               | <input checked="" type="radio"/> Yes, it is compulsory | <input type="radio"/> Yes, it is advised | <input type="radio"/> No | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| In the decision making process for external reviews | <input checked="" type="radio"/> Yes, it is compulsory | <input type="radio"/> Yes, it is advised | <input type="radio"/> No | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| In follow-up procedures                             | <input checked="" type="radio"/> Yes, it is compulsory | <input type="radio"/> Yes, it is advised | <input type="radio"/> No | <input type="radio"/> In some cases | <input type="radio"/> No answer |

#### II.17.1. Please specify

**II.18. Is there a formal requirement that employers are involved**

- In governance structures of national QA agencies?**  Yes, it is compulsory  Yes, it is advised  No  In some cases  No answer
- As full members in external review teams**  Yes, it is compulsory  Yes, it is advised  No  In some cases  No answer
- As observers in external review teams**  Yes, it is compulsory  Yes, it is advised  No  In some cases  No answer
- In the decision making process for external reviews**  Yes, it is compulsory  Yes, it is advised  No  In some cases  No answer
- In follow-up procedures**  Yes, it is compulsory  Yes, it is advised  No  In some cases  No answer

**II.18.1. Please specify****II.20. Are there formal requirements for higher education institutions to develop internal quality assurance systems?**

Yes

**II.20.1. Please specify these requirements and the relevant source**

HEIs are formally required to develop internal quality assurance system. The internal evaluation should cover such issues as content of education, teaching, financial and logistical basis, academic staff, students progression, research, management system, student support services etc.

Reference: Regulation No.167 on "Accreditation of education institutions" adopted by the Cabinet of Ministers of the Republic of Azerbaijan (08.09.2010)

Order of the Ministry of Education No.655 on "Criteria for identification the compliance of the activity of education institution to the requirements of state education standards" (26.04.2011)

**II.21. Who is primarily responsible for deciding the focus of internal quality assurance processes?**

Ministry

Ministry of Education in close cooperation with HEIs identified focus of internal quality assurance processes.

**II.21.1. Please specify****II.22. Are there formal requirements for students to be involved in internal quality assurance systems?**

Yes

**II.22.1. Please specify****II.23. Is there a requirement for students to be involved in the preparation of self evaluation reports?**

- Yes  
 No  
 In some cases

**II.23.1. Please specify****II.24. Is there a requirement for students to be involved in decision-making as an outcome of evaluation?**

No

**II.24.1. Please specify****II.25. How many higher education institutions have published a strategy/policy for the continuous enhancement of quality in the past 5 years?**

75 - 99%

**II.26. How many higher education institutions have arrangements in place for the internal approval, monitoring and periodic review of programmes and awards?**

75 - 99%

**II.26.1. Please describe what kind of arrangements are in place.**

Almost all higher education institutions established departments responsible for organisation and implementation of internal quality assurance procedures, including approval, monitoring and periodic review of programmes. These departments are also engaged in implementation of all other activities related to internal quality assurance.

**II.27. How many higher education institutions publish up to date and objective information about the programmes and awards offered?**

75 - 99%

Information about the programmes and awards are available on HEIs websites, as well as published in the form of booklets and brochures.

**II.28. How many higher education institutions publish critical and negative outcomes of Quality Assurance evaluations?**

0%

**II.29. Are higher education institutions' recognition policy and practice typically evaluated in Internal Quality Assurance processes within the institution?**

No

Recognition policy and practice is not evaluated in Internal Assurance processes within institution as recognition of qualifications is implemented by the Ministry of Education.

**II.29.1. Please explain**

## Data entry: (III\_Social\_dimension)

**III. Policy background:** In the framework of the Bologna Process, the ministers responsible for higher education agreed that the student body entering, participating in and completing higher education at all levels should reflect the diversity of the population living in the different European regions (London Communiqué, 18 May 2007).

### III.1. How is the objective of widening participation reflected in steering documents of your country?

It is reflected through general policy statements but no concrete measures have been put in place

A total of 4931 international students receive education in HEIs of Azerbaijan in 2013/2014 academic year. The majority of international students represent European countries, including Turkey, Russia, Ukraine, Belarus, Moldova, Bulgaria, Hungary, Czech Republic, Denmark, Germany, Belgium, Great Britain, Finland, Netherlands, Spain, Greece, Serbia.

#### III.1.1. Please indicate these measures in the form of bullet points:

### III.2. Do steering documents of your country refer to any quantitative objectives to be reached regarding the population entering, participating in and/or completing higher education?

No, there are no specific quantitative objectives to be reached

The State Strategy on Development of Education in the Republic of Azerbaijan adopted in October 2013 underlines the necessity of significant increase in number of students of HEIs per 100000 population and importance of broadening access to higher education. However, steering documents don't refer to concrete quantitative objectives to be reached regarding the population entering, participating in/or completing higher education.

#### III.2.1. Please indicate which statement(s) best describe(s) your country-specific situation: The quantitative objectives are formulated in terms of...

- student population entering HE
- student population participating in HE
- student population completing HE
- graduates entering the labour market

#### III.2.2. Please specify the quantitative objectives and the period they cover. Please also indicate the steering documents in which they are stipulated (reference and link).

#### III.2.3. Please indicate which underrepresented groups are covered by the quantitative objectives, what they are and which period they cover. Please also indicate the steering documents in which they are stipulated (reference and link).

Students with disabilities: Objective set and period covered

Students with disabilities: Policy document (reference and link)

Adults/mature students: Objective set and period covered

Adults/mature students: Policy document (reference and link)

Students from lower socio-economic background/lower socio-economic group: Objective set and period covered

Students from lower socio-economic background/lower socio-economic group: Policy document (reference and link)

Male/female (gender groups): Objective set and period covered

Male/female (gender groups): Policy document (reference and link)

Ethnic, cultural, religious or linguistic minorities (please specify): Objective set and period covered

Ethnic, cultural, religious or linguistic minorities (please specify): Policy document (reference and link)

Students living in specific geographical areas (e.g. rural areas): Objective set and period covered

Students living in specific geographical areas (e.g. rural areas): Policy document (reference and link)

Migrants: Objective set and period covered

Migrants: Policy document (reference and link)

Migrants' children: Objective set and period covered

Migrants' children: Policy document (reference and link)

Other groups: Objective set and period covered

Other groups: Policy document (reference and link)

#### III.2.4. Comments

### III.3. Are there any mechanisms in your country, which encourage or oblige higher education institutions to participate in a systematic monitoring of the composition of the student body?

Yes

#### III.3.1. Please provide a short description of the mechanisms in place:

All higher education institutions are obliged to submit statistical data to the Ministry of Education, including data on composition of student body. HEIs of special purpose (Police Academy, Higher Military School etc) are exempted from obligation to submit statistical data to the Ministry of Education.

#### III.4. Please indicate the stages at which the composition of the student body is subject to systematic monitoring and the student characteristics which are taken into account at these stages. If there is no systematic monitoring at the given stage, please tick "not applicable".

Disability: At entry to HE

Disability: During HE studies

Disability: At graduation

Disability: After graduation

|  |     |
|--|-----|
| Labour market status prior to the entry to HE:At entry to HE   | 0 ▼ |
| Labour market status prior to the entry to HE:During HE studies  | 1 ▼ |
| Labour market status prior to the entry to HE:At graduation  | 1 ▼ |
| Labour market status prior to the entry to HE:After graduation   | 1 ▼ |
| Age:At entry to HE   | 1 ▼ |
| Age:During HE studies  | 1 ▼ |
| Age:At graduation  | 1 ▼ |
| Age:After graduation   | 0 ▼ |
| Type and level of qualification achieved prior to entry to HE:At entry to HE                             | 1 ▼ |
| Type and level of qualification achieved prior to entry to HE:During HE studies                          | 1 ▼ |
| Type and level of qualification achieved prior to entry to HE:At graduation                              | 0 ▼ |
| Type and level of qualification achieved prior to entry to HE:After graduation                           | 0 ▼ |
| Socio-economic background:At entry to HE   | 0 ▼ |
| Socio-economic background:During HE studies  | 1 ▼ |
| Socio-economic background:At graduation  | 1 ▼ |
| Socio-economic background:After graduation   | 0 ▼ |
| Gender:At entry to HE  | 1 ▼ |
| Gender:During HE studies   | 1 ▼ |
| Gender:At graduation   | 1 ▼ |
| Gender:After graduation  | 0 ▼ |
| Ethnic, cultural, religious or linguistic minority status (please specify in comments):At entry to HE    | 0 ▼ |
| Ethnic, cultural, religious or linguistic minority status (please specify in comments):During HE studies | 0 ▼ |
| Ethnic, cultural, religious or linguistic minority status (please specify in comments):At graduation     | 0 ▼ |
| Ethnic, cultural, religious or linguistic minority status (please specify in comments):After graduation  | 0 ▼ |
| Religion:At entry to HE  | 0 ▼ |
| Religion:During HE studies   | 0 ▼ |
| Religion:At graduation   | 0 ▼ |
| Religion:After graduation  | 0 ▼ |
| Migrant status (migrants or migrants' children):At entry to HE   | 1 ▼ |
| Migrant status (migrants or migrants' children):During HE studies  | 1 ▼ |
| Migrant status (migrants or migrants' children):At graduation  | 1 ▼ |
| Migrant status (migrants or migrants' children):After graduation   | 0 ▼ |
| Other characteristics:At entry to HE   | 0 ▼ |
| Other characteristics:During HE studies  | 0 ▼ |
| Other characteristics:At graduation  | 0 ▼ |
| Other characteristics:After graduation   | 0 ▼ |
| Not applicable (no systematic monitoring at the given stage):At entry to HE                              | 0 ▼ |
| Not applicable (no systematic monitoring at the given stage):During HE studies                           | 0 ▼ |
| Not applicable (no systematic monitoring at the given stage):At graduation                               | 0 ▼ |
| Not applicable (no systematic monitoring at the given stage):After graduation                            | 0 ▼ |

III.4.1. Please specify how ethnic, cultural, religious or linguistic minority status is taken into account:

III.4.2. Please specify which other student characteristics are taken into account in the monitoring:

III.4.3. Comments

Composition of the student body is subject to monitoring by higher education institutions. Taking into account that HEIs in Azerbaijan offer education in three languages (Azerbaijani, Russian, as well as English for some programmes) monitoring in terms of quantitative indices of students studying in above mentioned languages is conducted as well.

III.5. Please specify who monitors the composition of the student body

|  |     |
|--|-----|
| HEIs, WITHOUT obligation to submit data to another body (e.g. ministry, statistical agency/office):At entry to HE    | 0 ▼ |
| HEIs, WITHOUT obligation to submit data to another body (e.g. ministry, statistical agency/office):During HE studies | 0 ▼ |
| HEIs, WITHOUT obligation to submit data to another body (e.g. ministry, statistical agency/office):At graduation     | 0 ▼ |
| HEIs, WITHOUT obligation to submit data to another body (e.g. ministry, statistical agency/office):After graduation  | 0 ▼ |
| HEIs, WITH obligation to submit data to another body (e.g. ministry, statistical agency/office):At entry to HE       | 1 ▼ |
| HEIs, WITH obligation to submit data to another body (e.g. ministry, statistical                                     |     |



agency/office):During HE studies

HEIs, WITH obligation to submit data to another body (e.g. ministry, statistical agency/office):At graduation

HEIs, WITH obligation to submit data to another body (e.g. ministry, statistical agency/office):After graduation

Ministry/governmental body:At entry to HE

Ministry/governmental body:During HE studies

Ministry/governmental body:At graduation

Ministry/governmental body:After graduation

Independent bodies/agencies:At entry to HE

Independent bodies/agencies:During HE studies

Independent bodies/agencies:At graduation

Independent bodies/agencies:After graduation

Other:At entry to HE

Other:During HE studies

Other:At graduation

Other:After graduation

No systematic monitoring:At entry to HE

No systematic monitoring:During HE studies

No systematic monitoring:At graduation

No systematic monitoring:After graduation

III.5.1. Please specify which other organisation monitors the composition of the student body

III.5.2. If at certain stages you chose several options, please explain the distribution of responsibilities between different parties involved:

III.5.3. Comments

Each year higher education institutions are obliged to submit statistical data, including data on composition of the student body to the Ministry of Education. Full statistical data are not submitted by special purpose higher education institutions, such as Police Academy, Higher Military School etc.

III.6. In your country, are there legal restrictions on collecting or publishing data on certain student characteristics (e.g. ethnic background of students)?

...collect data on certain student characteristics  No legal restrictions apply to...  Some legal restrictions apply to...  No answer

...publish data on certain student characteristics  No legal restrictions apply to...  Some legal restrictions apply to...  No answer

III.6.1. Please specify which data cannot be collected or published and why.

III.7. Are the results of monitoring activities related to different stages (i.e. at entry, during studies, at graduation, after graduation) publicly available?

III.7.1. How are these results published?

Information is shown for each individual higher education institution

In practice higher education institutions don't collect or publish data on students ethnic, cultural, religious or linguistic minority status. However, collection of this kind of data is not legally forbidden.

III.7.2. Please provide details on where the results of the monitoring activities can be consulted.

Statistical data on number of students admitted to different programmes of all HEIs, as well as information on their gender and age is publicly available. Appropriate reports are published annually by the State Statistics Committee and the State Commission on Student Admission.

III.8. From the data collected in your monitoring system, what have been the main changes in the composition of the student body during the last ten years?

During the last ten years significant changes have not been observed in the composition of the student body. At the same time, statistical data show increase in number of international students.

III.9. Please choose the statement that best describes your country-specific situation:

Individuals that meet standard entry requirements have...

a guaranteed right to higher education in ALL fields and they are commonly accepted to the institution of their own (first) choice:Universities

a guaranteed right to higher education in ALL fields and they are commonly accepted to the institution of their own (first) choice:HEIs other than universities

a guaranteed right to higher education in ALL fields but they are often offered a place at an institution that is NOT their own (first) choice:Universities

a guaranteed right to higher education in ALL fields but they are often offered a place at an institution that is NOT their own (first) choice:HEIs other than universities

a guaranteed right to higher education in SOME fields and they are commonly accepted to the institution of their own (first) choice:Universities

a guaranteed right to higher education in SOME fields and they are commonly accepted to the institution of their own (first) choice:HEIs other than universities

a guaranteed right to higher education in SOME fields but they are often offered a place at an institution that is NOT their own (first) choice:Universities

a guaranteed right to higher education in SOME fields but they are often offered a

place at an institution that is NOT their own (first) choice:HEIs other than universities

no guaranteed right to higher education:Universities

no guaranteed right to higher education:HEIs other than universities

### III.9.1. Please specify which fields are excluded:

### III.9.2. Comments

Individuals applying for admission to HEI must pass centralised entry exams conducted by the State Commission on Student Admission. When filling in an application form an applicant indicates 15 HEIs and qualifications in order of his/her preference. Depending on number of points collected during entry exams an individual is offered a placement in HEI. The admission to HEIs is realised on competitive basis. In this view, applicants are often offered a place in an institution that is not their own (first) choice. An individual is rejected an admission in case he/she collects insufficient number of points.

### III.10. Please explain on what basis higher education institutions most commonly select students:

Level of achievement in standard entry requirements:Universities

Level of achievement in standard entry requirements:HEIs other than universities

Entry examinations for all programmes:Universities

Entry examinations for all programmes:HEIs other than universities

Entry examinations for some programmes, and level of achievement in standard entry requirements for others:Universities

Entry examinations for some programmes, and level of achievement in standard entry requirements for others:HEIs other than universities

Other:Universities

Other:HEIs other than universities

### III.10.1. Please specify which other criteria apply:

### III.10.2. Comments

### III.11. 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).

Route 1 "Entry exams conducted by the State Commission on Student Admission"

### III.11. 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).

Route 2 "Winners of international subject olympiads, laureats of international contests in the field of music and arts, prize winners of prestigious international sport competitions."

### III.11. 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).

Route 3 ""

### III.11. 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).

Route 4 ""

### III.11. 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).

Route 5 ""

### III.12. The different routes are opening access to...

{III\_11\_SQ001}  all HEIs /HE programmes  some HEIs / HE programmes  No answer

{III\_11\_SQ002}  all HEIs /HE programmes  some HEIs / HE programmes  No answer

{III\_11\_SQ003}  all HEIs /HE programmes  some HEIs / HE programmes  No answer

{III\_11\_SQ004}  all HEIs /HE programmes  some HEIs / HE programmes  No answer

{III\_11\_SQ005}  all HEIs /HE programmes  some HEIs / HE programmes  No answer

### III.12.1. For routes that only open access to some HEIs or programmes, please specify to which institutions/programmes they do open access and to which institutions/programmes they do not open access:

Winners of international subject olympiads, laureats of international contests in the field of music and arts, prize winners of prestigious international sport competitions are admitted to HEIs without entry exams. However, they can apply only to the programmes that correspond to their professional or academic profile (f.e. winners of sport competitions can apply only for the programmes covering education in the field of sport).

### III.13. Please provide the percentages of students entering through each access route. If you cannot provide the exact percentages, please provide at least approximate data (estimates). Please indicate in the appropriate text field whether the information is based on official data or an estimate.

{III\_11\_SQ001}:% of students entering HE through this access route 99,8%

{III\_11\_SQ001}:Official data based on central level monitoring, including surveys Official data based on central level monitoring

{III\_11\_SQ001}:Estimates

{III\_11\_SQ001}:Impossible to say (no official data and impossible to estimate)

{III\_11\_SQ002}:% of students entering HE through this access route 0,2%

{III\_11\_SQ002}:Official data based on central level monitoring, including surveys Official data based on central level monitoring

{III\_11\_SQ002}:Estimates

{III\_11\_SQ002}:Impossible to say (no official data and impossible to estimate)

{III\_11\_SQ003}:% of students entering HE through this access route

{III\_11\_SQ003}:Official data based on central level monitoring, including surveys

{III\_11\_SQ003}:Estimates

{III\_11\_SQ003}:Impossible to say (no official data and impossible to estimate)

{III\_11\_SQ004}:% of students entering HE through this access route

{III\_11\_SQ004}:Official data based on central level monitoring, including surveys

{III\_11\_SQ004}:Estimates

{III\_11\_SQ004}:Impossible to say (no official data and impossible to estimate)

{III\_11\_SQ005}:% of students entering HE through this access route

{III\_11\_SQ005}:Official data based on central level monitoring, including surveys

{III\_11\_SQ005}:Estimates

{III\_11\_SQ005}:Impossible to say (no official data and impossible to estimate)

#### III.13.1. Please indicate the source of the official data:

Report of the State Commission on Student Admission.

#### III.13.2. Comments

#### III.14. Are there any incentives for higher education institutions to admit non-traditional students?

No

#### III.14.1. Please indicate which incentives exist and how they operate.

Do they apply to all HEIs or only to some HEIs? If they only apply to some HEIs, please indicate to which ones.

#### III.15. Comments

#### III.16. In your country, are there any bridging programmes for HE candidates who do not possess standard qualification(s) opening access to higher education?

- Yes, such programmes exist and they are targeted at those who left school prior to the completion of any type of upper secondary education.
- Yes, such programmes exist and they are targeted at those who have completed an upper secondary programme which does not allow direct access to higher education.
- No, such programmes do not exist.

III.16.1. Please provide details on these programmes, the qualifications they lead to (e.g. standard upper secondary school leaving certificate, qualification/certificate that differs from the standard upper secondary school leaving certificate) and the number of participants completing the courses (latest available statistics):

#### III.17. Comments

#### III.18. Can higher education candidates without standard qualifications be admitted to higher education on the basis of the recognition of their prior non-formal and informal learning?

No, this is not possible (i.e. all HE candidates must hold a HE entry qualification).

Though the non-formal and informal education is indicated in the Education Law as the form of education in Azerbaijan, concrete mechanisms of implementation of recognition process for these forms of education have not been elaborated yet. In this view, the recognition of non-formal and informal learning is not currently practiced.

III.18.1. Please indicate the steering documents on which admission to HE on the basis of recognition of prior non-formal and informal learning is based (if any):

#### III.19. Please choose the statement that best applies to your country-specific situation:

#### III.20. In your country, do steering documents refer to any specific requirements for HE candidates who would like to gain access to HE based on the recognition of their non-formal and informal learning?

- Yes, steering documents refer to specific age requirements
- Yes, steering documents refer to requirements related to the duration of prior professional experience
- Yes, steering documents refer to other requirements
- No, there is no reference in steering documents to any requirements

III.20.1. If steering documents contain references to specific requirements, please provide the details on the exact formulation here:

III.20.2. Please also provide the full reference(s) to relevant document(s) here:

III.21. Based on official statistics or estimates please indicate the proportion of students entering higher education through the recognition of non-formal and informal learning (i.e. without standard HE entry qualifications):

Please choose

#### III.21.1. Please indicate the source of this information

Please choose

#### III.21.2. Please specify:

#### III.22. Comments

III.23. Is student retention and/or completion defined as an objective in the steering documents in your country?

No

III.23.1. Please specify how this objective is defined:

III.23.2. Please also provide the full reference(s) to all relevant document(s).

III.24. In your country, are targets set to measure progress regarding student retention and/or completion?

No

III.24.1. Please describe the targets:

III.24.2. Please also provide the full reference(s) to all relevant document(s).

III.25. Are under-represented groups of students specifically targeted in your policies to increase completion rates?

Please choose

III.25.1. Please specify the groups of students that are targeted:

III.25.2. Please also provide the full reference(s) to all relevant document(s):

III.26. In your country, are there any specific measures to improve retention rates of first year students?

Yes

III.26.1. Please describe the measures:

All students, including first year students are provided with tutoring services functioning in all HEIs. The staff of the tutoring services offer counselling and academic support to students, including counselling on compilation of personal study plans, elaboration of annual study plans on each subject, organisation of summer semester.

III.26.2. Please also provide the full reference(s) to all relevant document(s):

Regulation No.348 of 24 December 2013 of the Cabinet of Ministers of the Republic of Azerbaijan on "Organisation of the study process applying credit system in bachelor and master cycles of higher education institutions"

III.27. Are there any incentives in your country encouraging students to complete their studies within a limited period of time (e.g. 3-4 years for a bachelor degree)?

Yes, there are non-financial incentives encouraging students to complete their studies within a limited period of time

III.27.1. Please provide details on the incentives that exist in your country:

Students showing good progressing during the study process are allowed to take additional credits (up to 8 credits per year) from the next year's study programme.

III.27.2. Please also provide the full reference(s) to all relevant document(s):

"Organisation of the study process applying credit system in bachelor and master cycles of higher education institutions". Regulation No.348 of the Cabinet of Ministers of the Republic of Azerbaijan (24 December 2013)

III.28. Does the improvement of completion/drop-out rates have an impact on HEIs' funding?

- Yes, within a funding formula  
 Yes, as a performance-based mechanism  
 No

III.28.1. Please provide details how:

III.28.2. Please also provide the full reference(s) to all relevant document(s):

III.29. Are there any other non-financial mechanisms/incentives in place to help HEIs improve student completion rates?

No

III.29.1. Please provide details:

III.29.2. Please also provide the full reference(s) to all relevant document(s).

III.30. Comments

III.31. Are student completion rates systematically measured in your country?

- Yes, at the end of the 1st cycle  
 Yes, at the end of the 2nd cycle  
 No, completion rates are not measured

III.31.1. Please also provide the full reference(s) to relevant document(s):

Student completion rate in the 1st and 2nd cycles is systematically measured by higher education institutions. Each year HEIs submit this data to the Ministry of Education.

III.31.2. Comments

III.32. In your country, are completion rates calculated for underrepresented groups of students?

No

III.32.1. Please specify for which underrepresented groups data is calculated:

III.32.2. Please also provide the full reference(s) to relevant document(s):

III.33. Based on your official data, please provide the following information:

|  |  |
|--|--|
| Completion rate of 1st cycle programmes, most recent available year:% according to official data based on central level monitoring                       | 96,77% (2012/2013 academic year)                           |
| Completion rate of 1st cycle programmes, most recent available year:Year   |  |
| Completion rate of 1st cycle programmes, most recent available year:not available  |  |
| Completion rate of 1st cycle programmes 5 years earlier (than most recent available year):% according to official data based on central level monitoring | 97,6% (2008/2009 academic year)                            |
| Completion rate of 1st cycle programmes 5 years earlier (than most recent available year):Year   |  |
| Completion rate of 1st cycle programmes 5 years earlier (than most recent available year):not available  |  |
| Completion rate of 2nd cycle programmes, most recent available year:% according to official data based on central level monitoring                       | 89,35 (2012/2013 academic year)                            |
| Completion rate of 2nd cycle programmes, most recent available year:Year   |  |
| Completion rate of 2nd cycle programmes, most recent available year:not available  |  |
| Completion rate of 2nd cycle programmes 5 years earlier:% according to official data based on central level monitoring                                   | 80,3% (2008/2009 academic year (see clarification in 3.36) |
| Completion rate of 2nd cycle programmes 5 years earlier:Year   |  |
| Completion rate of 2nd cycle programmes 5 years earlier:not available  |  |
| Completion rate of programmes not divided into two cycles, most recent available year:% according to official data based on central level monitoring     | not applicable   |
| Completion rate of programmes not divided into two cycles, most recent available year:Year   |  |
| Completion rate of programmes not divided into two cycles, most recent available year:not available  |  |
| Completion rate of programmes not divided into two cycles 5 years earlier :% according to official data based on central level monitoring                | not applicable   |
| Completion rate of programmes not divided into two cycles 5 years earlier :Year  |  |
| Completion rate of programmes not divided into two cycles 5 years earlier :not available   |  |

#### III.34. Comments

#### III.35. Are student drop-out rates systematically measured in your country?

Yes, at the end of each year

##### III.35.1. Please also provide the full reference(s) to relevant document(s):

Student drop-out rates are annually measured by higher education institutions and the appropriate information is submitted to the Ministry of Education.

#### III.36. In your country, are drop-out rates calculated for underrepresented groups of students?

No

##### III.36.1. Please specify for which groups data is calculated:

##### III.36.2. Please also provide the full reference(s) to relevant document(s):

#### III.37. In your country, how are students who change study programme considered?

They are counted only in the cohort of their new programme

##### III.37.1. Please specify

#### III.38. Are data on drop-out rates publicly available in your country?

No

##### III.38.1. Please specify by which organisation and how frequently:

##### III.38.2. Please also provide the full reference(s) to relevant document(s) or websites:

#### III.39. Based on your official data, please provide the following information:

|   |                                 |
|---|---------------------------------|
| Drop-out in first year of 1st cycle programmes, most recent available year:% according to official data based on central level monitoring                       |                                 |
| Drop-out in first year of 1st cycle programmes, most recent available year:Year   |                                 |
| Drop-out in first year of 1st cycle programmes, most recent available year:not available  | n/a                             |
| Drop-out in first year of 1st cycle programmes 5 years earlier (than most recent available year):% according to official data based on central level monitoring |                                 |
| Drop-out in first year of 1st cycle programmes 5 years earlier (than most recent available year):Year   |                                 |
| Drop-out in first year of 1st cycle programmes 5 years earlier (than most recent available year):not available  | n/a                             |
| Drop-out in 1st cycle programmes, most recent available year:% according to official data based on central level monitoring                                     | 3,23% (2012/2013 academic year) |

|   |  |
|---|--|
| Drop-out in 1st cycle programmes, most recent available year:Year   |  |
| Drop-out in 1st cycle programmes, most recent available year:not available  |  |
| Drop-out in 1st cycle programmes 5 years earlier:% according to official data based on central level monitoring                               | 2,4% (2008/2009 academic year))  |
| Drop-out in 1st cycle programmes 5 years earlier:Year   |  |
| Drop-out in 1st cycle programmes 5 years earlier:not available  |  |
| Drop-out in 2nd cycle programmes, most recent available year:% according to official data based on central level monitoring                   | 10,65% (2012-2013 academic year). See clarification below.   |
| Drop-out in 2nd cycle programmes, most recent available year:Year   |  |
| Drop-out in 2nd cycle programmes, most recent available year:not available  |  |
| Drop-out in 2nd cycle programmes 5 years earlier:% according to official data based on central level monitoring                               | 18,7% is the drop-out rate for the second-cycle programme in 2008/2009 academic year. It should be taken into account that this index doesn't indicate the real number of students who discontinued their study in the second cycle. Out of the total amount of the second cycle students 14,9% were called in for military service and will continue their study after demobilization. In this view, actual drop-out rate is 3,8% |
| Drop-out in 2nd cycle programmes 5 years earlier:Year   |  |
| Drop-out in 2nd cycle programmes 5 years earlier:not available  |  |
| Drop-out in programmes not divided into two cycles, most recent available year:% according to official data based on central level monitoring | not applicable   |
| Drop-out in programmes not divided into two cycles, most recent available year:Year   |  |
| Drop-out in programmes not divided into two cycles, most recent available year:not available  |  |
| Drop-out in programmes not divided into two cycles 5 years earlier :% according to official data based on central level monitoring            | not applicable   |
| Drop-out in programmes not divided into two cycles 5 years earlier :Year  |  |
| Drop-out in programmes not divided into two cycles 5 years earlier :not available   |  |

#### III.40. Comments

III.41. Note: While higher education institutions offer multiple services, in the following questions the focus lies on academic guidance services, career guidance services and psychological guidance services.

#### III.42. What kind of student services are commonly provided by higher education institutions?

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

#### III.42.1. Please specify

#### III.43. In your country, can prospective higher education students receive professional advice about their further studies and careers?

Yes, advice is available to ALL prospective students

#### III.44. Information, advice and guidance services are provided to prospective HE students...

- by upper secondary schools:free of charge
- by upper secondary schools:for a fee
- by higher education institutions:free of charge
- by higher education institutions:for a fee
- by external services:free of charge
- by external services:for a fee
- by other service providers:free of charge
- by other service providers:for a fee

#### III.44.1. Please specify which other service providers offer information, advice and guidance services:

#### III.44.2. If steering documents refer to professional advice about further studies and careers for prospective students, please provide the details on the exact formulation here:

#### III.44.3. Comments

All prospective students can receive professional advice about their further studies and careers in appropriate departments of HEL. These departments provide students tutoring and counselling services.

#### III.45. Do information, advice and guidance services specifically target certain categories of prospective higher education students? If yes, please provide details on the groups targeted and the services provided:

No

#### III.46. Are there any measures/incentives in your country encouraging HELs to provide support for the transition of newly admitted students to higher education?

Yes

#### III.46.1. There are measures/incentives encouraging HELs to provide...

- introductory courses
- tutoring or mentoring programmes
- support to acquire learning skills and/or organisational skills
- other measures / incentives

**III.46.2. Please provide details on each measure indicated and the mechanisms through which it is promoted (e.g. policy documents, specific funding for HEIs, etc.):**

introductory courses ""

**III.46.2. Please provide details on each measure indicated and the mechanisms through which it is promoted (e.g. policy documents, specific funding for HEIs, etc.):**

tutoring or mentoring programmes "In compliance with the Regulation No.348 of 24 December 2013 of the Cabinet of Ministers of the Republic of Azerbaijan on "

**III.46.2. Please provide details on each measure indicated and the mechanisms through which it is promoted (e.g. policy documents, specific funding for HEIs, etc.):**

support to acquire learning skills and/or organisational skills ""

**III.46.2. Please provide details on each measure indicated and the mechanisms through which it is promoted (e.g. policy documents, specific funding for HEIs, etc.):**

other measures / incentives ""

**III.46.3. Comments**

**III.47. In your country, is public funding allocated to improve career guidance services in HEIs?**

- Yes, to career guidance services for current students
- Yes, to career guidance services for graduates/alumni
- No

**III.47.1. Please provide the details here:**

Career guidance services are provided by appropriate departments of HEIs which provide also tutoring and academic guidance services. Activity of these departments in public HEIs are funded from the budget of higher schools. All public higher education institutions are funded by state.

**III.47.2. Please also provide the full reference(s) to relevant document(s):**

"Organisation of the study process applying credit system in bachelor and master cycles of higher education institutions". Regulation No.348 of the Cabinet of Ministers of the Republic of Azerbaijan (24 December 2013)

**III.48. In your country, are there any career guidance services targeting underrepresented groups of students?**

No ▼

**III.48.1. Please provide the details on such services here:**

**III.48.2. Please also provide the full reference(s) to relevant document(s):**

## Data entry: (IV\_Fees\_support\_portability)

IV. The focus of the questions is on all first and second cycle students and is not limited to full-time daytime students. 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.

IV.1. 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 ▼

IV.2. Which home students at public higher education institutions have to pay fees?

1st cycle  All students  Specific groups of students  No students  No answer  
2nd cycle  All students  Specific groups of students  No students  No answer

IV.3. Which amount of fees do home students at public higher education institutions pay in the first and second cycle?

1st cycle:Most common amount 1500 AZN  
1st cycle:Minimum amount 1000 AZN  
1st cycle:Maximum amount 4500 AZN  
2nd cycle:Most common amount 1500 AZN  
2nd cycle:Minimum amount 1000 AZN  
2nd cycle:Maximum amount 5700 AZN

IV.3.1. Which amount of fees do home students at public higher education institutions pay in the first cycle?

1st cycle:Most common amount  
1st cycle:Minimum amount  
1st cycle:Maximum amount

IV.3.2. Which amount of fees do home students at public higher education institutions pay in the second cycle?

2nd cycle:Most common amount  
2nd cycle:Minimum amount  
2nd cycle:Maximum amount

IV.4. Which of the following criteria determine whether a student has to pay fees?

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

Out of the total number of students studying in public HEIs 37% get education free of charge. The only criterium that determines whether the student should pay for his study is the result of entry exams conducted by the State Commission on Student Admission. Students which collected highest amount of points during the entry exams get the right to study free of charge. However, there are some exceptions which will be further covered.s

IV.5. Concerning fees, are international students treated differently in your country from home students?

Yes ▼

IV.6. Which amount of fees do international students pay in the first and second cycle?

1st cycle international students:Most common amount 1700 AZN  
1st cycle international students:Minimum amount 600 AZN  
1st cycle international students:Maximum amount 4500 AZN  
2nd cycle international students:Most common amount 2100 AZN  
2nd cycle international students:Minimum amount 750 AZN  
2nd cycle international students:Maximum amount 5700 AZN

IV.7. Who defines the fee amounts?

1st cycle home students  HEIs  HEIs, within limits set by government  Government  Other  No answer  
2nd cycle home students  HEIs  HEIs, within limits set by government  Government  Other  No answer  
1st cycle international students  HEIs  HEIs, within limits set by government  Government  Other  No answer  
2nd cycle international students  HEIs  HEIs, within limits set by government  Government  Other  No answer

IV.7.1. Please specify

IV.8. Comments

IV.9. This section concerns only 1st and 2nd cycle studies. Only national support should be taken into account. Support from EU programmes or private initiatives are not within the scope of this section.



**IV.10. Please shortly describe what kinds of student financial support are offered in your country.**

Students of HEIs receive financial support in the form of free study + regular stipend (monthly financial support). Students which demonstrated high results during entry exams for study in the 1st cycle receive financial support in the form of free study and increased (25%) stipend. Students which demonstrated high results during exams for study in the 2nd cycle receive state scholarship in the form of free study and stipend. The Government pays the higher education institutions expenses related to study of handicapped (1st and 2nd group) students, orphans, people internally displaced from their native lands as a result of Armenian aggression, students whose parents died or became handicapped during the conflict with Armenia over Upper Karabakh region of Azerbaijan.

**IV.11. Please shortly describe what student financial support arrangements from your home country can students use if they study abroad.**

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

**IV.12. Do at least some students receive public financial support in the form of grants/scholarships?**

First cycle  Yes  No  No answer

Second cycle  Yes  No  No answer

**IV.13. What is the proportion of students receiving grants/scholarships by cycle?**

% of students receiving grants:First cycle

% of students receiving grants:Second cycle

**IV.14. Can students use grants/scholarships for studying abroad?**

Please choose

**IV.15. Are there any additional requirements for using the grant/scholarship abroad?**

Please choose.. ▾

**IV.16. Which additional requirements need to be met for using the grant/scholarship abroad? Please check any that apply.**

Citizenship:Grant 1

Citizenship:Grant 2

Citizenship:Grant 3

Citizenship:Grant 4

Residency:Grant 1

Residency:Grant 2

Residency:Grant 3

Residency:Grant 4

Recognised HEIs/programmes only:Grant 1

Recognised HEIs/programmes only:Grant 2

Recognised HEIs/programmes only:Grant 3

Recognised HEIs/programmes only:Grant 4

Course load (e.g. full-time):Grant 1

Course load (e.g. full-time):Grant 2

Course load (e.g. full-time):Grant 3

Course load (e.g. full-time):Grant 4

Only certain countries:Grant 1

Only certain countries:Grant 2

Only certain countries:Grant 3

Only certain countries:Grant 4

Only certain study programmes (e.g. where mobility is mandatory):Grant 1

Only certain study programmes (e.g. where mobility is mandatory):Grant 2

Only certain study programmes (e.g. where mobility is mandatory):Grant 3

Only certain study programmes (e.g. where mobility is mandatory):Grant 4

Equivalency condition:Grant 1

Equivalency condition:Grant 2

Equivalency condition:Grant 3

Equivalency condition:Grant 4

Programme not available in the national system:Grant 1

Programme not available in the national system:Grant 2

Programme not available in the national system:Grant 3

Programme not available in the national system:Grant 4

Other:Grant 1

Other:Grant 2

Other:Grant 3

Other:Grant 4

**IV.16.1. If there is more than one type of grant, please specify:**

IV.16.2. Which other requirements exist?

IV.17. Can at least some students take publicly subsidised or guaranteed student loans to cover their expenses during their higher education studies?

First cycle  Yes  No  No answer

Second cycle  Yes  No  No answer

IV.18. What is the proportion of students who take out student loans? Please provide link(s) or full reference(s) to relevant document(s).

IV.19. Can students use loans for studying abroad?

Please choose

IV.20. Are there any additional requirements for using the loan abroad?

Please choose.. ▾

IV.21. Which additional requirements need to be met for using the loan abroad? Please check any that apply.

Citizenship:Loan 1  ▾

Citizenship:Loan 2  ▾

Citizenship:Loan 3  ▾

Citizenship:Loan 4  ▾

Residency:Loan 1  ▾

Residency:Loan 2  ▾

Residency:Loan 3  ▾

Residency:Loan 4  ▾

Recognised HEIs/programmes only:Loan 1  ▾

Recognised HEIs/programmes only:Loan 2  ▾

Recognised HEIs/programmes only:Loan 3  ▾

Recognised HEIs/programmes only:Loan 4  ▾

Course load (e.g. full-time):Loan 1  ▾

Course load (e.g. full-time):Loan 2  ▾

Course load (e.g. full-time):Loan 3  ▾

Course load (e.g. full-time):Loan 4  ▾

Only certain countries:Loan 1  ▾

Only certain countries:Loan 2  ▾

Only certain countries:Loan 3  ▾

Only certain countries:Loan 4  ▾

Only certain study programmes (e.g. where mobility is mandatory):Loan 1  ▾

Only certain study programmes (e.g. where mobility is mandatory):Loan 2  ▾

Only certain study programmes (e.g. where mobility is mandatory):Loan 3  ▾

Only certain study programmes (e.g. where mobility is mandatory):Loan 4  ▾

Equivalency condition:Loan 1  ▾

Equivalency condition:Loan 2  ▾

Equivalency condition:Loan 3  ▾

Equivalency condition:Loan 4  ▾

Programme not available in the national system:Loan 1  ▾

Programme not available in the national system:Loan 2  ▾

Programme not available in the national system:Loan 3  ▾

Programme not available in the national system:Loan 4  ▾

Other:Loan 1  ▾

Other:Loan 2  ▾

Other:Loan 3  ▾

Other:Loan 4  ▾

IV.21.1. If there is more than one type of loan, please specify:

IV.21.2. Which other requirements exist?

IV.22. Additional comments on public grants and loans

Students receive public financial support in the form of scholarships in the framework of the "State Programme on study of Azerbaijani youth abroad for 2007-2015". Provision of student loans is not practiced.

IV.23. This section concerns only outbound mobility, namely the opportunities to take financial support from the home country for studies abroad. It includes only 1st and 2nd cycle studies, for which both credit mobility and degree mobility are considered. Only national support should be taken into account.

Additional support for studying abroad in this context means funding that is available from national sources in addition to regular student grants or loans that might be portable.

IV.24. Is there any additional public financial support for studying abroad?

No ▼

IV.25. What kinds of additional public financial support are available for studying abroad?

Grants/scholarships for...

- 1st cycle credit mobility:Study costs/ fees abroad (host institution)
- 1st cycle credit mobility:Travel costs
- 1st cycle credit mobility:Living cost difference
- 1st cycle credit mobility:Language courses
- 1st cycle credit mobility:Other
- 2nd cycle credit mobility:Study costs/ fees abroad (host institution)
- 2nd cycle credit mobility:Travel costs
- 2nd cycle credit mobility:Living cost difference
- 2nd cycle credit mobility:Language courses
- 2nd cycle credit mobility:Other
- 1st cycle degree mobility:Study costs/ fees abroad (host institution)
- 1st cycle degree mobility:Travel costs
- 1st cycle degree mobility:Living cost difference
- 1st cycle degree mobility:Language courses
- 1st cycle degree mobility:Other
- 2nd cycle degree mobility:Study costs/ fees abroad (host institution)
- 2nd cycle degree mobility:Travel costs
- 2nd cycle degree mobility:Living cost difference
- 2nd cycle degree mobility:Language courses
- 2nd cycle degree mobility:Other

IV.25.1. Please specify which other additional public grants/scholarships are available:

IV.26. Higher loans for...

- 1st cycle credit mobility:Study costs/ fees abroad (host institution)
- 1st cycle credit mobility:Travel costs
- 1st cycle credit mobility:Living cost difference
- 1st cycle credit mobility:Language courses
- 1st cycle credit mobility:Other
- 2nd cycle credit mobility:Study costs/ fees abroad (host institution)
- 2nd cycle credit mobility:Travel costs
- 2nd cycle credit mobility:Living cost difference
- 2nd cycle credit mobility:Language courses
- 2nd cycle credit mobility:Other
- 1st cycle degree mobility:Study costs/ fees abroad (host institution)
- 1st cycle degree mobility:Travel costs
- 1st cycle degree mobility:Living cost difference
- 1st cycle degree mobility:Language courses
- 1st cycle degree mobility:Other
- 2nd cycle degree mobility:Study costs/ fees abroad (host institution)
- 2nd cycle degree mobility:Travel costs
- 2nd cycle degree mobility:Living cost difference
- 2nd cycle degree mobility:Language courses
- 2nd cycle degree mobility:Other

IV.26.1. Please specify which other additional public loans are available for studying abroad:

IV.27. Additional comments

IV.28. Are there any specific eligibility criteria for receiving additional public financial support?

Please choose.. ▾

IV.29. Please specify the eligibility criteria for receiving additional public financial support.

If there are more types of additional support, please add them in the text field below.

- Need-based criteria:Grant/loan 1  ▾
- Need-based criteria:Grant/loan 2  ▾
- Need-based criteria:Grant/loan 3  ▾
- Need-based criteria:Grant/loan 4  ▾
- Merit-based criteria:Grant/loan 1  ▾
- Merit-based criteria:Grant/loan 2  ▾
- Merit-based criteria:Grant/loan 3  ▾
- Merit-based criteria:Grant/loan 4  ▾
- Course load (e.g. full time):Grant/loan 1  ▾
- Course load (e.g. full time):Grant/loan 2  ▾
- Course load (e.g. full time):Grant/loan 3  ▾
- Course load (e.g. full time):Grant/loan 4  ▾
- Criteria based on field of studies:Grant/loan 1  ▾
- Criteria based on field of studies:Grant/loan 2  ▾
- Criteria based on field of studies:Grant/loan 3  ▾
- Criteria based on field of studies:Grant/loan 4  ▾
- Other criteria (e.g. age, disability, parenthood, other):Grant/loan 1  ▾
- Other criteria (e.g. age, disability, parenthood, other):Grant/loan 2  ▾
- Other criteria (e.g. age, disability, parenthood, other):Grant/loan 3  ▾
- Other criteria (e.g. age, disability, parenthood, other):Grant/loan 4  ▾

IV.29.1. If there is more than one type of grant or loan, please specify:

IV.29.2. If there are more than 4 types of additional support, please specify and provide details on the eligibility criteria here:

IV.30. Please provide links and/or full references to relevant documents related to public funding of grants and loans:

Information on the "State Programme on study of Azerbaijani youth abroad for 2007-2015" is posted on the website of the Ministry of Education of the Republic of Azerbaijan - edu.gov.az

IV.31. Additional comments

IV.32. What is the typical status of a candidate preparing a third cycle (PhD) qualification?

Other

IV.32. What is the typical status of a candidate preparing a third cycle (PhD) qualification?

IV.33. What are the main funding sources for candidates preparing a third cycle (PhD) qualification?

Students which demonstrated good results during exams for study in the third cycle (PhD) receive Government scholarships in the form of free study and stipend (monthly financial support).

IV.34. Please explain any differences in the fees that third cycle candidates 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.

Third cycle (PhD) students which don't receive Government scholarships can continue their study on self-support basis. The Government supported/self-support students' ratio is 75%-25%. The tuition fees that the third cycle candidates are required to pay is higher in comparison to ones applied in the 1st and 2nd cycles.

IV.35. Additional comments on doctoral education

## Data entry: (V\_Employability)

V.1. Do higher education steering documents focus on issues related to employability (e.g. higher education institutions' need to respond to labour market demands, involving employers, their responsibility in educating graduates who can find employment soon after graduation, etc.)?

Yes

V.1.1. Please provide the details on the exact formulation here, including references to the 1st or the 2nd cycle if necessary. Please also provide the full reference(s) to relevant document(s).

"Involvement of employers in education and training process, including in updating of education content is at very low level. Employers should participate in training process, as well as to have an opportunity to pose concrete requirements to training process"

"Regular updating of higher education curricula necessitates systematic tracing of labour market demands".

Reference: State Strategy of Education Development in the Republic of Azerbaijan (2013)

V.1.2. Are there references made to under-represented groups of students in connection with employability issues in the steering documents?

No

V.1.3. Please define the under-represented groups of students mentioned in relation to the above issues and indicate the nature of the connection. Please also provide the full reference(s) to relevant document(s).

V.2. In your country, are there any initiatives in the area of labour market/skills forecasting?

Yes

V.2.1. Are there initiatives in labour market/skills forecasting on national level?

Yes

V.2.1.1. Is forecasting on national level done in regular intervals or on an ad hoc basis?

- In regular intervals  
 On an ad hoc basis

V.2.1.2. Are there initiatives in labour market/skills forecasting on regional level?

Yes

V.2.1.3. Is forecasting on regional level done in regular intervals or on an ad hoc basis?

- In regular intervals  
 On an ad hoc basis

V.2.1.4. Please provide the details here (institutional mechanisms, sectors included, regularity, scope of forecasting studies, etc.). Please also provide the full reference(s) to relevant document(s).

Ministry of Economy and Industry of the Republic of Azerbaijan annually carries out analysis of labour market, including issues related to employment and demand for qualifications in the field of higher education. Subsequent report developed by the Ministry of Economy and Industry reflects forecast for individual qualifications for upcoming 4 years. The report is submitted to the Cabinet of Ministers of the Republic of Azerbaijan for consideration.

Reference: Decree of the President of the Republic of Azerbaijan No.220 of 10 February 2010.

V.2.2. Do educational authorities systematically take account of their results in higher education programme planning or for other purposes?

Yes

V.2.2.1. Please specify which educational authorities use this kind of labour market information and indicate the mechanisms through which such information is used (e.g. through quantitative targets for study fields in the 1st or the 2nd cycle etc.). Please also provide the full reference(s) to relevant document(s).

On the basis of the report provided by the Ministry of Economy and Industry, Cabinet of Ministers provides the Ministry of Education and higher education institutions with information on the forecast for individual qualifications and the Ministry of Education uses this information for identification of quantitative targets for study in the 1st and the 2nd cycles.

V.3. In your country, are employers involved in higher education planning and management?

Yes

V.3.1. How are they involved?

Curriculum development in higher education

Employers have to be involved  Employers can be involved  Employers are not involved  No answer

Teaching

Employers have to be involved  Employers can be involved  Employers are not involved  No answer

Participation in sectoral/national/regional bodies that influence decision-making in higher education institutions

Employers have to be involved  Employers can be involved  Employers are not involved  No answer

Participation in governing bodies of HEIs

Employers have to be involved  Employers can be involved  Employers are not involved  No answer

V.3.2. Please provide the details and the source of evidence here.

At present involvement of employers in higher education planning and management is insignificant. However, the Strategy of Education Development in the Republic of Azerbaijan (2013) underlines the importance and necessity to involve employers in the process of updating of education content and providing the employers an opportunity to pose concrete requirements to training process.

V.3.3. If employers can be, or they have to be involved in other ways than described in the previous question, please provide the details and the source of evidence here.

V.3.4. In your country, is public funding allocated into cooperation projects between the higher education sector and business?

No

V.3.5. Please provide the details on how public funding aims to facilitate university-business cooperation projects. Please also provide the full reference(s) to relevant document(s).

V.3.6. In your country, are there any specific degree programmes that have been developed with the close involvement of employers?

No

V.3.7. Please describe these specific higher education degree programmes here. Please also provide the full reference(s) to relevant document(s).

V.4. Within the European Union, Directive 2013/55/EU on the recognition of professional qualifications regulates the insertion of practical training into certain, professionally oriented study programmes (these programmes lead to the following professions: doctor/specialised doctor, midwife, nurse responsible for general care, dental practitioner/specialised dental practitioner, veterinary surgeon, pharmacist and architect).

In your country, are there requirements on the inclusion of work placements/practical training in higher education programmes leading to other qualifications?

Yes, requirements exist regarding the inclusion of work placements/practical training in other programmes

V.4.1. Please provide the details on the regulatory framework here. Please also provide the full reference(s) to relevant document(s).

State standards of the Republic of Azerbaijan on qualifications in the field of higher education stipulate 8-18 weeks of practical training in the 1st cycle and 8 weeks in the 2nd cycle for all programmes.

V.4.2. Please provide the (approximate) proportion of students participating in work placements/practical training during their studies as part of the programme they are studying in for the latest available year.

1st cycle  0%  1-10%  11-30%  31-50%  51-70%  71-99%  100%  Not available  No answer  
2nd cycle  0%  1-10%  11-30%  31-50%  51-70%  71-99%  100%  Not available  No answer  
1st and 2nd cycle combined  0%  1-10%  11-30%  31-50%  51-70%  71-99%  100%  Not available  No answer

V.4.2.1. Please provide the source information here.

Source: Ministry of Education of the Republic of Azerbaijan.

V.4.3. In your country, are there any incentives given to higher education institutions to include work placements/practical training for students in the 1st or 2nd cycle or both in higher education programmes (e.g. through covering the costs of internships by public funding)?

Yes, in all higher education institutions/programmes

V.4.3.1. Please provide the details on the incentives given. Please also specify if initiatives target under-represented groups of students. Please also provide the full reference(s) to relevant document(s).

In compliance with the curricula of all higher education programmes, practical training is stipulated in the 1st and 2nd cycle of higher education. Practical training is funded from the HEIs' budget (for students receiving education free of charge). For students who pay for their study in HEI the practical training is included into the tuition fee. Work placement is not practiced.

V.4.3.2. Please provide the details on the incentives given. Please also specify if initiatives target under-represented groups of students. Please also provide the full reference(s) to relevant document(s).

V.5. Besides quality assurance (QA), are there any other mechanisms to evaluate the employability performance of higher education institutions/programmes?

Yes

V.5.1. Please provide the details on these mechanisms, their compulsory/optional nature and the consequences of evaluation (financial or other). Please also provide the full reference(s) to relevant document(s).

In the process of elaboration of the document on universities ranking formal questionnaires are forwarded by the Ministry of Education to employers (ministries, committees, companies and other actors of labor market) with the request to evaluate competency of newly employed specialists with indication of the higher education institution they graduated from. Analysis of this information carried out by the Ministry of Education provides additional opportunity to evaluate the employability performance of HEIs.

V.5.2. Do graduate employment rates have an impact on higher education institutions' funding?

- Yes, within a funding formula  
 Yes, as a performance-based mechanism  
 Yes, within a different funding mechanism (please specify)  
 No

V.5.2.1. Please provide details how. Please also provide the full reference(s) to all relevant document(s).

V.6. In your country, is the labour market situation of recent graduates examined through graduate tracking/tracer studies?

Yes

V.6.1. Are there tracer studies conducted on national level?

No

V.6.1.1. Are tracer studies conducted in regular intervals or on an ad hoc basis?

- In regular intervals  
 On an ad hoc basis

V.6.1.2. Are there tracer studies conducted on regional level?

No

V.6.1.3. Are tracer studies conducted in regular intervals or on an ad hoc basis?

- In regular intervals  
 On an ad hoc basis

V.6.1.4. Are there tracer studies conducted on institutional level?

Yes ▼

**V.6.1.5. Are tracer studies conducted in regular intervals or on an ad hoc basis?**

- In regular intervals  
 On an ad hoc basis

**V.6.1.6. Please provide the details about tracer studies here. Please also provide the full reference(s) to relevant document(s), especially to results published.**

Labour market situation of recent graduates is examined by the appropriate departments of HEIs. The profile of these departments is to provide students with academic and career counselling. Funding for tracing labour market situation of recent graduates is allocated from HEI's budget. These surveys are conducted annually.

**V.6.2. Do educational authorities systematically take account of their results in higher education programme planning or for other purposes?**

Yes ▼

**V.6.2.1. Please specify which educational authorities use information on the labour market situation of graduates and indicate the mechanisms through which such information is used (e.g. through performance evaluation/payment by results/Quality Assurance). Please also provide the full reference(s) to relevant document(s).**

Information received from tracer studies is used by higher education institutions, as well as by the Ministry of Education in terms of identification of enrollments rates (quota for admission of students for concrete programmes) for higher education.

## Data entry: (VI\_Lifelong\_learning)

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

Yes ▼

#### VI.1.1. Please provide the details on the exact formulation here (including references to relevant steering documents):

"Further education is an integral part of continuous education and professional training that enables every citizen holding a state document acknowledging completion of any level of vocational or professional education to acquire continuous education. The objective of further education is to develop human potential through lifelong education, improve intellectual and professional competency of specialists, adapt them to the continuously changing and modernizing working conditions, maintain active and efficient participation of adult citizens in the social, political and cultural life of the country". (Article 24, Education Law of the Republic of Azerbaijan)

#### VI.1.2. Please explain the common understanding of lifelong learning in higher education in your country:

### VI.2. Is lifelong learning a recognised mission of higher education institutions?

Yes, all institutions

#### VI.2.1. Please indicate whether there are any legal requirements for higher education institutions to offer lifelong learning provision. Please also provide references to relevant steering documents:

All HEIs are legally required to offer lifelong learning. Reference: "Regulation on content and structure of further education, as well as on issuing of appropriate documents on completion of concrete form of further education". Adopted by the Cabinet of Ministers of the Republic of Azerbaijan on 5 September 2010.

#### VI.2.2. Please provide details on the institutions for which it is/it is not a recognised mission:

#### VI.2.3. If necessary, please provide comments here:

### VI.3. What are the main forms of lifelong learning in which higher education institutions are involved? For each form, please indicate approximate % of institutions involved.

|   |   |
|---|---|
| <b>Formal HE programmes provided under flexible arrangements</b>            | <input type="radio"/> 0% (no institution involved) <input type="radio"/> 1-25% <input type="radio"/> 26-50% <input type="radio"/> 51-75% <input type="radio"/> 76-99% <input type="radio"/> 100% (all institutions involved) <input type="radio"/> % impossible to provide <input type="radio"/> No answer            |
| <b>Non-formal courses open to all (e.g. languages)</b>                      | <input type="radio"/> 0% (no institution involved) <input checked="" type="radio"/> 1-25% <input type="radio"/> 26-50% <input type="radio"/> 51-75% <input type="radio"/> 76-99% <input type="radio"/> 100% (all institutions involved) <input type="radio"/> % impossible to provide <input type="radio"/> No answer |
| <b>Preparatory courses for HE entrance examinations</b>                     | <input type="radio"/> 0% (no institution involved) <input checked="" type="radio"/> 1-25% <input type="radio"/> 26-50% <input type="radio"/> 51-75% <input type="radio"/> 76-99% <input type="radio"/> 100% (all institutions involved) <input type="radio"/> % impossible to provide <input type="radio"/> No answer |
| <b>Professionally-oriented upgrading of already achieved qualifications</b> | <input type="radio"/> 0% (no institution involved) <input checked="" type="radio"/> 1-25% <input type="radio"/> 26-50% <input type="radio"/> 51-75% <input type="radio"/> 76-99% <input type="radio"/> 100% (all institutions involved) <input type="radio"/> % impossible to provide <input type="radio"/> No answer |
| <b>Tailor-made provision for industry</b>                                   | <input type="radio"/> 0% (no institution involved) <input checked="" type="radio"/> 1-25% <input type="radio"/> 26-50% <input type="radio"/> 51-75% <input type="radio"/> 76-99% <input type="radio"/> 100% (all institutions involved) <input type="radio"/> % impossible to provide <input type="radio"/> No answer |

#### VI.3.1. Are there any other forms of lifelong learning in which higher education institutions are involved?

Yes ▼

#### VI.3.2. Please specify which forms and provide % of HE institutions involved.

Along with above mentioned forms of lifelong (further)learning, all higher education institutions in Azerbaijan offer in-service training, second higher education programmes (for persons who have already completed one higher education programme), courses on upgrading knowledge and skills. At the same time, 8 higher education institutions offer retraining programmes. On completion of retraining programmes graduates receive state document on acquiring new qualification.

#### VI.3.3. If you have any comments regarding different forms of lifelong learning in which HE institutions are involved, please provide them here.



**VL4. Are there legal restrictions or constraints for higher education institutions to offer lifelong learning provision?**

No ▼

**VL4.1. Please explain these restrictions.**

**VL5. Which forms of funding contribute to the budget for lifelong learning? Please indicate approximate % of each form of funding contributing to lifelong learning.**

General public higher education budget (%) "100"

**VL5. Which forms of funding contribute to the budget for lifelong learning? Please indicate approximate % of each form of funding contributing to lifelong learning.**

Special budget for lifelong learning (%) "0"

**VL5. Which forms of funding contribute to the budget for lifelong learning? Please indicate approximate % of each form of funding contributing to lifelong learning.**

Private contributions from students (%) "0"

**VL5. Which forms of funding contribute to the budget for lifelong learning? Please indicate approximate % of each form of funding contributing to lifelong learning.**

Private contributions from business and industry (%) "0"

**VL5. Which forms of funding contribute to the budget for lifelong learning? Please indicate approximate % of each form of funding contributing to lifelong learning.**

Other (%) "0"

**VL5.1. If relevant, please specify the option "other" here. You can also use this space to provide any comments regarding the previous question.**

Since retraining and provision of the second higher education programmes are offered on fee paying basis funds received from these services constitute additional revenue of HEIs.

**VL5.2. If you have any further comments regarding this section, please provide them here:**

**VL6. In your higher education policy, is there a focus on promoting the flexible provision of higher education studies/programmes (e.g. changing the intensity of study programmes according to personal circumstances)?**

No, there is no specific focus in HE policy on promoting the flexible provision of HE studies/programmes

**VL6.1. Please provide a short description of specific policy measures that exist in your country.**

**VL7. Which of the statements on student statuses best describes the situation in your country?**

There is only one status for all students (i.e. the status of student) without any further distinctions

**VL7.1. Please explain what student statuses exist in your country and how you define them.**

**VL7.2. If there is only one student status without any further distinctions, please specify whether HE students in your country can change the pace of their studies (e.g. apply for a limited number of credits) and follow de facto part-time studies.**

Yes, HE students can change the pace of their studies and follow de facto part-time studies  
In compliance with the legislation in force students can change the pace of their studies without any restrictions.

**VL7.3. Please indicate which fees apply to students studying part-time.**

**VL7.4. Please indicate which fees apply to de facto part-time students.**

De facto part-time students pay lower fees for the same volume of study (i.e. the same number of credits) than students following typical study arrangements

**VL7.5. Please indicate the amount of financial support, to which are eligible students holding a formal alternative student status.**

**VL7.6. Please indicate the amount of financial support, to which are eligible de facto part-time students.**

De facto part-time students are eligible for a lower amount of financial support for the same volume of study (i.e. the same number of credits) than students following typical study arrangements (please specify in comments how the support is calculated)  
Though part-time students can receive Government scholarships in the form of free education, they don't receive stipend (monthly financial support).

**VL8. Are there any higher education programmes in your country designed as 'part-time' programmes?**

No ▼

**VL8.1. Please provide details on these programmes (in particular, how they differ from conventional higher education programmes). Please also specify whether students following these programmes pay the same amount of fees (or higher/lower fees) and are eligible for the same amount of support (or higher/lower support) as students enrolled in conventional programmes.**

**VL9. Which of the following statements best describes the extent to which HE institutions offer part-time studies or other alternative forms of study?**

Higher education institutions have autonomy to decide but most of them offer part-time studies or other alternative forms of study

**VL9.1. If you have any further comments regarding this section, please provide them here:**

**VL10. In your country, can prior non-formal and informal learning be taken into account/accredited towards fulfilment of a higher education study programme?**

No

**VL10.1. Please choose the statement that best applies to your country-specific situation.**

**VL10.2. Please specify whether the process can lead to a complete award of a higher education qualification or whether it can only lead to a limited number of credits.**

**VL10.2.1. Please specify whether this possibility applies to all higher education qualifications or only to some higher education qualifications.**

**Please also specify whether this possibility is commonly used in practice.**

**VL10.3. If your answers to the three preceding questions were based on steering documents please specify the source (i.e. title of the document and link). If they are based on other sources (e.g. common practice of HE institutions), please specify it as well.**

**VL10.4. Do steering documents in your country refer to any specific requirements towards those HE candidates/students who would like to fulfil their higher education modules/programme through the recognition of non-formal and informal learning?**

**VL10.4.1. Please specify these requirements.**

Specific age requirements (please specify)

Requirements related to the duration of prior professional experience (please specify)

Other (please specify)

**VL10.5. Is it possible to provide data on the proportion of HE institutions which commonly use the recognition of prior non-formal and informal learning as a means of progression in HE studies (i.e. towards fulfilment of studies)?**

Please choose

**VL10.5.1. Please indicate the proportion of higher education institutions which use the recognition of prior non-formal and informal learning as a means of progression in HE studies (i.e. towards fulfilment of studies).**

**VL10.5.2. Please indicate the source and the reference year.**

**VL10.6. Is it possible to provide data on the number of students who participated in the recognition of non-formal and informal learning and were exempted from some/all HE programme requirements?**

Please choose

**VL10.6.1. Please indicate the number of students who participated in the recognition of non-formal and informal learning and were exempted from some/all HE programme requirements.**

**VL10.6.2. Please indicate the source and the reference year.**

**VL10.7. Are there any plans to create such a possibility? If yes, please provide details on the on-going debates.**

Though the non-formal and informal education is mentioned in the Education Law as the form of education in Azerbaijan, concrete mechanisms of implementation of recognition process for these forms of education have not been yet elaborated.

**VL10.6.3. If you have any further comments regarding this section, please provide them here:**

**VL11. Besides the approaches mentioned throughout the LLL section, are there any other approaches to enhancing lifelong learning and flexibility of higher education in your country?**

No ▼

**VL11.1. Please specify what they are.**

## Data entry: (VII\_Internationalisation\_mobility)

7.1. Do higher education steering documents refer to internationalisation of higher education?

Yes

7.1.1. In your higher education steering documents, there are:

- Clear aims and objectives regarding internationalisation of higher education  
 Concrete measures for implementing internationalisation of higher education

7.1.2. Please specify:

Internationalisation and mobility issues are reflected in the 'State Programme for 2009-2013 on reforms in the system of higher education in the Republic of Azerbaijan'. The main objectives of the Programme are to facilitate integration of higher education system of Azerbaijan into European education area, harmonize the content of education with Bologna principles, ensure attractiveness and competitiveness of higher education, encourage students and staff mobility.

7.2. Which national level public institutions are involved in the internationalisation of higher education in your country?

- No designated institution  
 Specific Department in the Ministry responsible for Higher Education  
 Agency for the internationalisation of higher education  
 Stakeholder organisations  
 Other

7.2.1. Please specify the name and provide a link to its website (if available) and a brief description of its main activities:

7.3. Does your country have a formal national strategy for internationalisation of higher education?

No

7.3.1. Please provide a reference and link to the document (if available, also in English):

7.3.2. Has the impact of the strategy been assessed?

Please choose..

7.3.2.1. Please specify by whom, and provide a reference/link:

7.3.3. What percentage of higher education institutions have adopted an internationalisation strategy?

0%

7.3.3.1. Please provide a source for this information:

Ministry of Education of the Republic of Azerbaijan

7.3.4. What percentage of higher education institutions are engaged in internationalisation actions without having adopted a formal strategy?

100%

7.3.4.1. Please provide a source for this information:

Though there is no formal strategy for internationalisation of higher education, Ministry of Education, as well as higher education institutions are actively involved in international cooperation. International cooperation is implemented both at central and institutional level. HEIs are broadly involved in students and staff exchange mobility programmes, joint scientific research, provision of joint programmes and degrees, implementation of joint projects, hosting international events etc.

7.4. Has your country defined targets for mobile students (if yes, please state the target)?

Credit mobility:Outgoing mobility

Credit mobility:Incoming mobility

Degree mobility:Outgoing mobility 5000 young people will be covered by the State Programme on Education of Azerbaijani Youth Abroad by 2015

Degree mobility:Incoming mobility

7.4.1. Has your country defined targets for incoming international students with a first degree obtained outside the EHEA?

No

7.4.1.1. Please specify:

7.4.2. Has your country defined other targets related to the internationalisation of higher education (e.g. mobile academic staff, types of partnership in higher education and research etc.)?

Yes

7.4.2.1. Please specify:

'State Programme for 2009-2013 on reforms in the system of higher education in the Republic of Azerbaijan' envisages broader participation of staff in in-service courses and retraining programmes abroad.

7.5. Is there a specific budget for funding internationalisation activities in higher education in your country?

No

7.5.1. Please specify:

7.6. Are there other incentives for higher education institutions to engage in internationalisation activities in your country?

No

7.6.1. Please name and describe them:

7.7. Does your country provide specific, additional funding to higher education institutions for the development and implementation of joint/double degree programmes?

No

7.7.1. Please explain this funding, and how it is allocated:

7.8. Is there a legal requirement for higher education institutions to publish vacancy notices for academic staff in media operating outside your country?

No, such practice is not required and would be very unusual

7.8.1. Please provide a reference:

7.9. Do any higher education institutions have campuses abroad?

Yes

7.9.1. How many campuses do your higher education institutions have abroad?

1.0000000000

7.9.2. In which countries do they have these campuses?

Russian Federation

7.10. Do any higher education institutions (HEIs) in your country offer massive open online courses (MOOCs) in your country?

Yes

7.10.1. Please provide:

The percentage of HEIs offering MOOCs (%) "6"

7.10.1. Please provide:

The number of MOOCs currently offered (1,2,3 n) "50"

7.11. Does your country have main regions of operation for international student mobility?

Yes

7.11.1. Which are the main regions of operation for student mobility?

- EHEA
- Non EU EHEA
- EU only
- USA/Canada
- Latin America
- Asia
- China specifically
- India specifically
- Middle East
- North Africa
- Central and southern Africa
- Australia, New Zealand
- Other

7.11.2. Please specify

7.11.3. Does your country have main regions of operation for joint/double degrees?

Yes

7.11.4. What are the main regions of operation for joint/double degree programmes?

- EHEA
- No EU EHEA
- EU only
- USA/Canada
- Latin America
- Asia
- China specifically
- India specifically
- Middle East
- North Africa
- Central and Southern Africa
- Australia/New Zealand
- Other

7.11.5. Please specify

7.11.6. Does your country have main regions of operation for campuses abroad?

Yes

7.11.7. What are the main regions of operation for campuses abroad?

- EHEA
- No EU EHEA
- EU only
- USA/Canada
- Latin America
- Asia
- China specifically
- India specifically
- Middle East
- North Africa
- Central and Southern Africa
- Australia/New Zealand
- Other

7.11.7.1. Please specify

7.11.8. Does your country have main regions of operation for international cooperation in research?

Yes

7.11.9. What are the main regions of operation for international cooperation in research?

- EHEA
- Non EU EHEA
- EU only
- USA/Canada
- Latin America
- Asia
- China specifically
- India specifically
- Middle East
- North Africa
- Central and Southern Africa
- Australia/New Zealand
- Other

7.11.9.1. Please specify

7.11.10. Does your country have main regions of operation for other forms of internationalisation (please specify the forms)?

No

7.11.11. What are the main regions of operation for other forms of internationalisation (please specify the form)?

- EHEA
- No EU EHEA
- EU only
- USA/Canada
- Latin America
- Asia
- China specifically
- India specifically
- Middle East
- North Africa
- Central and Southern Africa
- Australia/New Zealand
- Other

7.11.11.1. Please specify

7.12. Comments:

7.13.1. Please tick the three most important obstacles to incoming student mobility for your country.

- Funding
- Recognition
- Language
- Curriculum/Study organisation
- Legal issues
- Motivating and informing students
- Personal and family life

7.13.1.1. Please specify:

7.13.2. Please tick the three most important obstacles to outgoing student mobility for your country:

- Funding
- Recognition
- Language

- Curriculum/study organisation
- Legal issues
- Motivating and informing students
- Personal and family life

7.13.2.1. Please specify:

7.14. Are at least some of the obstacles that you ranked above particularly important in / relevant for:

Specific study cycles  Yes  No  No answer

Specific fields of studies  Yes  No  No answer

Credit mobility  Yes  No  No answer

Degree mobility  Yes  No  No answer

7.14.1. Please specify:

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

State Programme on Study of Azerbaijani Youth Abroad.

Increase of number of hours for study of foreign languages in curricula for all higher education programmes.

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

No ▼

7.16.1. Please provide information on how this monitoring is undertaken:

Who is responsible (which institution(s)) ""

7.16.1. Please provide information on how this monitoring is undertaken:

How regularly is monitoring conducted (annually, biannually, etc.) ""

7.16.1. Please provide information on how this monitoring is undertaken:

The most recent results (please specify) ""

7.17. Comments:

7.18. Do you have a central website which provides information about all mobility schemes for national and international students?

No ▼

7.18.1. Please provide a link to the website:

7.18.2. Is the website linked to Bologna website?

Please choose.. ▼

7.19. Do your national institutions/agencies responsible for internationalisation:

Provide information exclusively on national programmes and higher education institutions

The website of the Ministry of Education contains information on the State Programme on Study of Azerbaijani Youth Abroad, as well as on higher education institutions.

7.19.1. Please provide a link to such information:

7.20. Do higher education programmes taught in widely spoken, non-native languages fall under the same legal regime as programmes taught in official languages of the country?

Yes ▼

7.20.1. Do students have to pay additional fees?

Please choose.. ▼

7.20.2. Are there any other differences? Please specify:

7.21. Comments:

7.22. Since 2012, has your higher education minister participated in:

- the 2012 Bologna Policy Forum
- other bilateral and/or multilateral ministerial dialogues
- international events other than ministerial meetings

7.22.1. Please specify with which countries:

Poland, Switzerland, Japan, Malaysia, Russia, Afghanistan

7.22.2. What were the main higher education issues addressed in these events?

Quality of education, bilateral cooperation, students and staff exchange, strengthening cooperation between higher education institutions.

7.23. Comments:

In 2013 Minister of Education of the Republic of Azerbaijan participated in 37th Session of UNESCO General Conference held in Paris, France.

7.25. Are there national policy goals regarding staff mobility in higher education?

No

7.25.1. Please specify and provide reference:

7.26. Are there any national mobility programmes for higher education staff?

- Researchers  Yes  No  No answer
- Teaching staff  Yes  No  No answer
- Doctoral candidates  Yes  No  No answer
- Technical staff  Yes  No  No answer
- Administrative staff  Yes  No  No answer
- International officers  Yes  No  No answer
- Guidance counsellors  Yes  No  No answer
- Others  Yes  No  No answer

7.26.1. Please provide details and a link for further information on relevant programmes

Not relevant

7.27.1. Does your country define quantitative targets for any incoming staff mobility?

- Researchers  Yes  No  No answer
- Teaching staff  Yes  No  No answer
- Doctoral candidates  Yes  No  No answer
- Technical staff  Yes  No  No answer
- Administrative staff  Yes  No  No answer
- International officers  Yes  No  No answer
- Guidance counsellors  Yes  No  No answer
- Others  Yes  No  No answer

7.27.1.1. Please specify any targets that exist:

Not relevant

7.27.2. Does your country define quantitative targets for any outgoing mobility?

- Researchers  Yes  No  No answer
- Teaching staff  Yes  No  No answer
- Doctoral candidates  Yes  No  No answer
- Teaching staff  Yes  No  No answer
- Administrative staff  Yes  No  No answer
- International officers  Yes  No  No answer
- Guidance counsellors  Yes  No  No answer
- Others  Yes  No  No answer

7.27.2.1. Please specify any targets that exist:

Not relevant

7.28. For each staff group, is information collected on participation rates in mobility?

- Researchers  Yes  No  No answer
- Teaching staff  Yes  No  No answer
- Doctoral candidates  Yes  No  No answer
- Technical staff  Yes  No  No answer
- Administrative staff  Yes  No  No answer
- International officers  Yes  No  No answer
- Guidance counsellors  Yes  No  No answer
- Others  Yes  No  No answer

7.28.1. Which organisation(s) collect this information? Please provide a link.

Higher education institutions collect this information

7.29. Are there any mechanisms to reward staff who participate in mobility?

- Career development advantages  Yes  No  No answer
- Financial benefits  Yes  No  No answer
- Non-financial benefits  Yes  No  No answer



Other  Yes  No  No answer

**7.29.1. Please specify how staff who participate in mobility are rewarded:**

Staff members which participated in mobility programmes have advantage in taking up vacant higher positions in HEIs.

**7.30. Is there a website which provides information about all international mobility schemes for staff?**

No

**7.30.1. Please provide a link:**

**7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)**

Immigration restrictions "1"

**7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)**

Recognition issues "7"

**7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)**

Language issues "10"

**7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)**

Lack of funding "9"

**7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)**

Administrative burden "4"

**7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)**

Lack of personal motivation and interest "4"

**7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)**

Incompatibility of pension and/or social security systems "6"

**7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)**

Legal issues "5"

**7.31.1.1. Additional comments:**

**7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):**

Immigration restrictions "1"

**7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):**

Recognition issues "9"

**7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):**

Language issues "10"

**7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):**

Lack of funding "8"

**7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):**

Administrative burden "3"

**7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):**

Lack of personal motivation and interest "2"

**7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):**

Incompatibility of pension and/or social security systems "4"

**7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):**

Legal issues "5"

**7.31.2.1. Additional comments:**

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

Leading higher education institutions established language centers for students and staff. These centers offer short and long-term language courses for students and staff. Courses are either free or fee-paying depending on duration and volume of the course.

**7.33. Has your country monitored the effects of these measures/programmes?**

No

**7.33.1. Please provide information on how this monitoring is undertaken:**

Who is responsible (which institution(s)) ""

**7.33.1. Please provide information on how this monitoring is undertaken:**

How regularly is monitoring conducted (annually, biannually, etc.) ""

**7.33.1. Please provide information on how this monitoring is undertaken:**

The most recent results (please specify) ""

7.34. Please provide any additional comments on internationalisation and mobility that should be taken into consideration: