**Component 1: Legal and normative framework for HE**

**ANNEX TO THE MISSION REPORT OF ACTIVITY 1.1: COMPARATIVE TABLE**

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| Component 1: Legal and normative framework for HE |
| Activity 1.1: Facilitate identification, translation and mapping of legislation (laws, bylaws, rules, decrees etc.) relevant for Bologna/EHEA and the AzQF sections relevant to higher education, Months 2-4 |
| Objectives | To identify possible gaps in the legislation relevant to QA and the HE sections of the AzQF and draw attention to possible areas of improvement. The table follows the logical structure and includes the relevant element on a possible draft law on higher education.  |

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| Subject | Subtopic | The Education Law  | Bylaws | Comments |
| 1. Division of responsibilities  | * 1. President, Parliament, Government, Ministries, Minister of Education
 | 5.4. The state sets forth the right to receive a one-time free-of-charge education at secondary vocational-professional education and each level of higher education in accordance with the legislation.29.0. The State responsibilities in the field of education are as follows:/…/ 29.2.32. to adopt, amend and revoke normative-legal acts that regulate the operation of the educational system. |  | Higher education of Azerbaijan is regulated by:* § 42 of the Constitution of the Azerbaijan Republic (adopted in 1995)
* the Education Law of the Republic of Azerbaijan (adopted in 2009)
* the Decrees and orders of the President of the Republic,
* the Decisions and Orders of the Cabinet of Ministers and the
* Decrees and Orders of the Ministry of Education and other relevant ministries.

***Note:*** *At the moment, there are many different bodies regulating and influencing the field of HE that has resulted in a large number of regulations. In order to avoid the risk of diffusion of responsibilities and losing focus, it is highly recommended to determine the main authority responsible for the design and implementation of educational policy that has a comprehensive overview of the content and objectives of the intended end results.* |
| * 1. Hierarchy of legislation
 |  |  | The division of tasks between different authorities has been established by the **Education Law**, designating as the executive body the Cabinet of Ministers who has the right to sub-delegate certain areas of regulation to the Ministry of Education and other ministries. The Decrees of the President have the highest place in the hierarchy of legislative acts. |
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| Subject | Subtopic | The Education Law | Bylaws | Comments |
| 2. Structure of HE, Degrees and Diplomas | * 1. Levels
 | 17.1. The following states and levels of education exist in the Azerbaijan Republic:…17.1.5. Higher education 17.1.5.1. Baccalaureate 17.1.5.2. Master’s degree17.1.5.3. Doctorate 22.2. The training of specialists and scientific-pedagogic staff is carried out in three levels at the higher educational institutions of the Azerbaijan Republic: 22.2.1. Baccalaureate (except for medical education);22.2.2. Master’s degree (except for medical education);22.2.3. Doctorate. |  | The 3-stage structure of HE is presented in the Education Law that also gives the definitions and stipulates the access requirements for every stage of education.**The Action Plan on the Implementation of the National Strategy for the Development of Education in the Republic of Azerbaijan** (hereinafter referred to as “Action Plan”), approved by the President in 2015 foresees the following activities:1.6.5. Strengthening links and continuity among the higher education levels, developing and expertise of the state of the art standards to provide high level preparation in scientific research and perfect skill acquisition in the academic activities for the PhD level (Ministry of Education, 2016 – 2017)  3.1.2. Preparing proposals to ensure compliance of stages and levels of education with the international practice (Ministry of Education, 2016) |
| * 1. HE standards
 | 6.1. National standards of education are a set of comprehensive norms developed in accordance with the scientific and pedagogic principles, meeting the demands of the individual, society, and the state. They contain common state requirements for a certain period of time (not less than 5 years). 6.2. National standards of education are determined by taking into account the internationally established progressive criteria in education, national and universal values. 6.3. Development, approval, and effectiveness of national standards of education are determined by the respective executive authority. 6.4. National standards of education determine the academic content, management, its material, technical, and teaching foundation, infrastructure, teachers’ quality indicators, the knowledge, skills, and aptitude of the learners at each level of education.6.6. Respective national standards of education are taken as the foundation while assessing the operations of an educational institution, the quality of education and the graduates’ achievements, accreditation and the final attestation of the graduates. 6.7. Special national standards are determined for the education of individuals with physical restrictions. | “State Standard and Programme for Higher Education” approved by the Cabinet of Ministers, 2010 **(AVAILABLE in English)**“Rules for content and organisation of Bachelor’s Education”, approved by the Cabinet of Ministers, 2010 **(AVAILABLE in English)**“Content and organization of the master degree education and procedures for granting the “Master” degrees”, 2010, approved by the Cabinet of Ministers **(AVAILABLE in English)**The regulation regarding the content and organization of Doctoral studies, approved by the Cabinet of Ministers  | The Education Law indicates that the regulation of academic content, management, its material, technical, and teaching foundation, infrastructure, teacher’s quality indicators, quality assurance of the HE institutions, and the knowledge, skills, and aptitude of the learners is covered by the **“State Standard and Programme for Higher Education”**, approved by the Cabinet of Ministers.There are also separate standards for the content and organization of education on each study level (Bachelotr’s, Master’s and Doctoral). The **Action Plan** foresees the following activities:1.6.1., 1.6.2 Developing and expertise and the approval of standards as per the qualifications for each level of higher education by the Ministry of Education and the Cabinet of Ministers in 2015 – 2017.3.1.7., 3.1.8 Preparing, approval and application of new infrastructure-related norms, standards and rules of educational institutions by the Cabinet of Ministers and the Ministry of Education in 2017 – 2019.3.3.1. Preparation of quality standards and indexes for all stages and levels of education in 2015 – 2017 by the Ministry of Education.3.4.1. Creation of the reporting, analysis and forecasting system of based on the Information System and Student-Graduate system of Education Management for all stages of education and their regular updating, Ministry of Education and the State Commission for Students’ Admission, regularly from 2016.3.4.2. Creation, updating and the use of databases and graduate coordination and information systems in the regulation process at education facilities, regularly from 2016, by the Ministry of Education.***Note:*** *In general, the HE institutions appear to have limited academic freedom regarding the design and content of the study programmes and teaching process, which are largely covered by centralized regulations.**The State Standards on Higher Education, as well as the standards concerning the Bachelor’s and Master’s study levels are highly detailed, regulating for example the percentage of class hours allotted for teaching different disciplines (General standard, article 8.4) or the in-time classroom hours (MA standards, article 2.9.). It would be recommended to consider leaving at least some of the questions regarding the organization of studies and design of the study programmes to the discretion of the higher education institutions in the future.**The standards regulating the content and organization on Bachelor’s and Master’s level have at the momment not been completely harmonized with the State Standard on Higher Education which has resulted in overlapping in certain areas of regulation (e.g see articles 8.4 of the general standard and 2.23 of the BA standard regarding the structure of educational programmes).* *In order to strengthen the links and continuity between different higher education levels, as also envisioned by the Action Plan, it would be advisable to consider* ***consolidating the standards of the three study levels into one document*** *including the requirements for all the study levels, instead of having them separately. As the “Standard of Higher Education” also regulates the academic content, maybe also the standards regarding the content and organization of Bachelor’s Master’s and Doctoral studies could be included in this regulation in a uniform manner.* |
| * 1. Baccalaureate
 | 1.0.7. Bachelor – a higher vocational-professional degree conferred to the individuals who have completed Bachelor’s Degree.22.3. The baccalaureate level of education carries out a wide range of specialists with higher education on educational programs of various majors, on the basis of general secondary education and secondary vocational-professional education. … | “Rules for content and organisation of Bachelor’s Education”, approved by the Cabinet of Ministers, 2010 **(AVAILABLE in English)**“Approval of the Lists of Bachelor’s Degree Specialties (programs) of Higher Education”, 2009, approved by the Cabinet of Ministers  | The Bachelor’s studies are regulated by the “Rules of Content and Organisation of Bachelor’s Education” as well as the list of Bachelor’s degree specialities containing 8 specialties groups which include different majors/specializations. |
| * 1. Master
 | 1.0.34. Master’s Program – the second level of higher education.22.4. The master’s level education envisages a deeper study of a specialization field for scientific-research or professional purposes and entitles the graduates to engage in a professional activity, scientific-research and scientific-pedagogic work. The content of and regulations pertaining to the master’s education are determined by the respective executive authority.22.7. The master’s level education in the areas of culture, music, arts, sports, architecture, design and others, which require special abilities and have distinguishing features, is only provided in the areas that require theoretical education and research. The respective executive authority determines the list of such specialties. | “Content and organization of the master degree education and procedures for granting the “Master” degrees”, 2010, approved by the Cabinet of Ministers **(AVAILABLE in English)**“Classification of Master’s level specialities“, 2011, approved by the Cabinet of Ministers | The Master’s studies are covered by the “Content and Organization of the Master’s Degree Education and Procedures for Granting the “Master’s” degrees (2010) which contains the period of Master’s studies, demands for the education content at the Master’s level and organization of the educational process, and the “Classification of Master’s level specialities“ (2011). |
| * 1. Doctoral
 | 1.0.12. Doctoral student – an individual enrolled in the doctoral program.23.1. Doctoral level education is the highest level of higher education which develops scientific and scientific-pedagogical staff and offers advanced professional and scientific degrees.23.2. The post-graduate education is provided through doctorate programs at the institutions of higher education and scientific establishments (or adjuncture programs at the military schools) and leads to the relevant scientific degree. The scientific degrees are conferred by the dissertation boards within the institutions of higher education and scientific establishments. 23.3. The following scientific degrees are established in the Republic of Azerbaijan:23.3.1. Philosophy doctor – indicating the field of science;23.3.2. Doctor of science - indicating the field of science.23.4. The procedures for establishment of a doctorate program, admissions to the post-graduate study, conferring scientific degrees and the pertinent policies are determined by the respective executive authority. | The regulation regarding the content and organization of Doctoral studies, approved by the Cabinet of Ministers „Classification of specialities for Doctoral level“, 2012, approved by the Cabinet of Ministers | There exists a regulation regarding the content and organization of Doctoral studies that is currently being renewed by the Ministry of Education. The approval of standards for the PhD level by the Cabinet of Ministers is also foreseen by the Action Plan (1.6.6).The specialties are regulated by the “Classification of specialities for Doctoral level (2012) |
| * 1. Degrees
 | 29.0. The State responsibilities in the field of education are as follows:…29.2.34. determine the regulations and conditions for scientific titles and degrees;1.0.8. Bachelor’s Degree – the first level of higher vocational-professional education that trains a broad range of specialists in respective majors.22.3. …The Bachelor’s degree is a completed higher education. The graduates who complete Bachelor’s program are issued the Bachelor higher professional-vocational degree. The graduates who receive Bachelor’s degree may work in all the fields, other than scientific research and the scientific-pedagogic activity of the higher educational institutions. The content of Bachelor’s program and the regulations pertaining to these programs are determined by the respective executive authority.1.0.35. Master – a higher academic professional degree conferred to the individuals who have completed the Master’s Program.1.0.13. Doctor’s Degree – the highest degree in higher education, a type of advanced scientific and pedagogic training that provides conferment of the doctorate degree.1.0.15. Doctor of Science – the highest academic degree conferred during the second stage of the doctorate program by the fields of science.1.0.18. Doctor of Philosophy – a scientific degree conferred during the first phase of doctorate programs by the respective field of study. |   | ***Note:*** *The Education Law foresees two types of doctoral degrees - Philosophy Doctor (kandidat nauk) and Doctor of Science (doktor nauk). The reasons for such a distinction appeared to be mainly historical and in the regulations. According to the discussions with the representatives of the MoE the acquisition of Doctor of Science serves as a precondition for applying for academic positions/titles set in the law („dotsent“, „professor“). In the light of the EQF, it is advisable to rethink the necessity for such a distinction.* |
| * 1. ECTS
 | 1.0.41. Educational credit – the unit of measurement allocated for the mastery of a certain course in accordance with its content and the scope. | “State Standard and Programme for Higher Education” approved by the Cabinet of Ministers, 2010 **(AVAILABLE in English)**“Rules for content and organisation of Bachelor’s Education”, approved by the Cabinet of Ministers, 2010 **(AVAILABLE in English)**“Content and organization of the master degree education and procedures for granting the “Master” degrees”, 2010, approved by the Cabinet of Ministers **(AVAILABLE in English)**The regulation regarding the content and organization of Doctoral studies, approved by the Cabinet of Ministers “Rules on organizing the credit system education at bachelor and master levels of higher education institutions”, approved by the Cabinet of Ministers, 2013 **(AVAILABE in English)** | The European Credit Transfer System has been referred to in the State Standard and Progamme for Higher Education, as well as the standards concerning studies on Bachelor’s and Master’s Level. In 2013, rules were adopted on organizing the credit system. ***Note:*** *The learning outcomes of students have been described on different study levels in respective standards on Bachelor and Master studies in a very brief and general manner (e.g see article 4 of the BA standard, Requirements toward Training Level of Bachelor’s Degree Graduate). It is advisable to consider describing the learning outcomes of all study levels in a more thorough and specific fashion.* *The rules adopted on organizing the credit system education are at the moment partly overlapping with the State Standard on HE, as well as the standards on Bachelor and Master studies. The document also regulates the organization of studies in a highly detailed manner (e.g the concrete dates for preparing the individual curriculum of the student, see article 3.3.1). An abundance of definitions has been included in the regulation, some of which have not been further referred to in the document (e.g the General Middle Success Indicatior in article 2.1.14).**It is recommended to harmonize the regulation with other relevant standards concerning the organization of studies. It is also advisable to consider leaving some of the areas of regulation regarding the organization of studies to the discretion of the higher education institutions and omitting superfluous definitions from the document.* |
| * 1. Admission, graduating
 | 26.1. The student admissions to institutions of higher and secondary vocational-professional education fully maintain the citizens’ right to education and is carried out on a competitive basis (except as provided by the section 26.5) by allowing students who have mastered the educational programs at the corresponding educational level and are competent and prepared, to independently select the specialization and educational institution of their own choosing.26.2. The student admissions to institutions of higher and secondary vocational-professional education is carried out in accordance with the procedures established by the respective executive authority and based on the students’ performance during the student assessment exams.26.4. A student’s achievements in the preceding stage of education are taking into consideration during the admissions to the institutions of higher and secondary vocational-professional only in accordance with the procedures determined by the respective educational authority.26.5. The winners of world subject Olympiads, reputable international competitions and contests are entitled to direct admissions to the relevant specializations at the higher educational institutions. The list of these Olympiads, international competitions and contests is determined by the respective executive authority.26.6. The student admissions to master’s level programs at higher educational institutions is carried out for individuals holding a bachelor’s or other higher educational degrees, in accordance with the procedures determined by the respective executive authority.29.0. The State responsibilities in the field of education are as follows:…29.0.9. define the student admissions plan for institutions of primary, secondary vocational-professional and higher education | “Rules for content and organisation of Bachelor’s Education”, approved by the Cabinet of Ministers, 2010 **(AVAILABLE in English)**“Content and organization of the master degree education and procedures for granting the “Master” degrees”, 2010, approved by the Cabinet of Ministers **(AVAILABLE in English)** | The study enrolment plan has to be approved by the Council of the HE institution and later by the Minister of Higher Education. The admission rules of students are established and the entrance exam is organized by the **State Student Admissions Committee directly subordinate to the President.** After passing the exam, the students can freely choose the university they wish to attend. The final attestation of the students is regulated by the **Higher Attestation Committee also directly subordinate to the President.** The admission and attestation of students are also briefly touched upon in the standards on the content and organization of education of the Bachelor’s and Master’s study levels (see e.g article 4 of the MA standard, *Undergraduates’ Final Attestation*). The **Action Plan** foresees the following activities: 3.1.15. Preparation and submission for approval of new admission and placement mechanisms envisaging termination of the admission plan on paid education at high and secondary special education institutions, regardless of their form of ownership, and determination of state order based only on specialties by the Cabinet of Ministers in 2015 – 2016.3.1.16. Application of new admission and placement mechanisms at high and secondary special education institutions, regularly from 2016By the Ministry of Education, State Commission for Students’ Admission.***Note:*** *As the rights to select and assess the outcomes of their own students (including giving them personal feedback based on these outcomes) form a central part of the academic autonomy of the HE institution, it is advisable to consider adopting a less centralized approach to the organization and rules of student admission and examination.*  |
| * 1. State recognized diplomas
 | Article 27. The state document on education27.1. Individuals who complete any stage and level of education at an educational institution which holds a special permit (license) and has passed state accreditation to operate in the field of education in the Republic of Azerbaijan, are issued a state educational document in accordance with the procedures established by the legislation.27.2. The state document for completion of education constitutes a basis for pursuing one’s education at the next level or commencing labor activity in the area of specialization.27.3. Individuals who for various reasons fail to complete a certain phase and level of education receive a reference document from the educational institution in accordance with the procedure established by the respective executive authority.27.4. Educational documents issued in foreign countries are recognized in accordance with the procedures established by the respective executive authority. |  |  |
| * 1. Diploma supplement
 |  |  | ***Note:*** *At the moment, there appears to be no regulation covering the Diploma Supplement. As the Diploma Supplement is an important tool in the Bologna framework to improve international transparency and facilitating the academic and professional recognition of qualifications, it is recommended to include the requirements and procedure for the DS in the centralized regulations.* |
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| Subject | Subtopic | Educational Law | Bylaws | Comments |
| 3. HE institutions, autonomy | 3.1. Types, definitions | 1.0.4. Academy - a higher educational institution that implements higher and in-service training programs, and conducts fundamental and applied scientific research;…1.0.25. Institute (higher education institution) – a higher education institution, either independent or a structural unit of the universities, which carries out the training of specialists with higher education on specific specialties, as well as provides in-service training programs. …1.0.30. Conservatoire – a higher educational institution which trains highly specialized experts on the field of music.…1.0.53. University – a leading multi-profile higher educational institution, which carries out a broad range of specialist training at all levels of higher education, in-service training programs, and conducts fundamental and applied scientific research.14.5. The following types and kinds of educational institutions are established:…14.5.6. institutions of higher education (universities, academies, institutes, etc.) 1.0.48. Autonomy of an educational institution – independence granted to state and municipal educational institutions by the respective executive power body.14.11. The respective executive authority may grant a public higher educational institution the right (status) of autonomy within its framework of authority. An educational institution, which is granted the right of autonomy, is free to carry out teaching, scientific research, personnel, financial-economic, and other activities in compliance with existing legislation and its statutes. |  | According to the Education Law, there are 4 types of HE institutions: * The University is a leading multi-profile higher education institution which carries out HE on all levels.
* The Academy can also provide HE on all levels, but is specialised in only one area.
* The Institute can be an independent HEI or a structural unit of the university and provides professional higher education.
* The Conservatory is a HEI specializing in music education.

The Education Law does not give very clear criteria for distinguishing between different types of HE institutions – e.g the Academy and the Institute.***Note:*** *At the moment, the organizational, academic and staffing dimensions of autonomy of the HE institutions appears to be somewhat limited, as the regulations for governing bodies are largely centralized, the rector is appointed and the involvement of students in the governance of the HE institutions is insufficient.* However, as a positive development, according to the Action Plan a greater degree of organizational and administrative autonomy shall be awarded to the HEIs in the future. The Plan foresees:1.6.4. Improving the regulatory framework in order to give independence to higher education institutions in the application of the educational content by the Cabinet of Ministers and the Ministry of Education in 2018 – 2019.3.2. The creation of result-oriented and transparent regulation model at educational institutions, including the (3.2.1.) Creation of a legislative framework for granting administrative, academic, financial and organizational autonomy to educational institutions and the (3.2.2.) creation of the application mechanisms for strategic regulation of education institutions. |
| * 1. Legal status
 | 14.1. The organizational and legal forms, and status of an educational institution are established by the corresponding legislation.14.2. Based on its forms of ownership, the following educational institutions operate in the Azerbaijan Republic: 14.2.1. State 14.2.2. Municipal 14.2.3. Private.14.3. State educational institutions in the Azerbaijan Republic do not directly seek any financial benefit.14.15. An educational institution is a legal entity and has an independent balance. An educational institution may have a bank account and other accounts in accordance with the respective legislation. An educational institution is independent in the performance of its administrative and financial-economic activities within the framework of existing legislation. 14.16. An educational institution has the right to establish a network of affiliate institutions both within the country and abroad (for state educational institutions, under the condition of prior agreement with the respective executive authority), to create educational unions, associations, and alliances with public organizations for the advancement and improvement of education, likewise to join similar organizations in compliance with the legislation and its statutes.  |  | The HE institutions are either state owned or private. The rules and limitations of action are the same for all the state owned HE institutions. |
| * 1. Founding, merge, closure
 | 14.9. The establishment and activities by the political parties and religious institutions in educational institutions, educational management and other bodies are prohibited. 14.12. Establishment, expansion, re-organization, and the closure of an educational institution is carried out in accordance with the rules established by the legislation. Article 15. Founder of educational institution15.1. Founder (founders) of the educational institutions can be the state, municipalities, legal entities, and individuals of the Azerbaijan Republic and of foreign countries.15.3. The establishment rules and the list of special purpose institutions of education are decided by the respective executive authority. 15.4. A founder’s liability, scope of authority, and mutual obligations with an educational institution are established and regulated by the legislation of the Azerbaijan Republic, the constituent contract, and the entity’s statutes.  |  |  |
| 3.4. Internal regulations.3.4.1. Charter3.4.2. Development plan3.4.3. Structure | 14.4. The operations, rights, and, and duties of an educational institution is established and regulated by its Charter, taking into account this Law and the respective legislative acts of the Azerbaijan Republic. |  | The Cabinet of Ministers has approved an Exemplary Charter for a HE institution. Within these limits, the Scientific Board of the HE institution approves the charter of the institution which is then sent to the Ministry of Education for approval and registered at the Ministry of Justice. The HE institutions have limited powers in designing their charters. According to the discussions with the representatives of the MoE, despite no legal obligations to adopt a development plan, all the institutions have one approved by the Scientific Board for every five years. The STEs did not get any information regarding the involvement of different stakeholders in the creation of the development plan.  |
| * 1. Governing bodies.

3.5.1. Rector, board3.5.2. Student and labour market participation | 30.2. Administration of a public educational institution is carried out by the management of the educational institution appointed by the respective executive authority. The highest governing bodies of public educational institutions are the scientific and pedagogical boards. The establishment and activities of the scientific and pedagogical boards are defined by the regulations approved by the respective executive authority and the statute of that educational institution.30.4. Administration of a private educational institution is carried out by the management of the private educational institution appointed by the founding board (trustees).30.5. The deputy head of an educational institution must be a citizen of Azerbaijan Republic if the founder(s) of this institution are foreign citizens or foreign legal entities, including if more than 51% of the statutory capital or stocks are owned by foreign legal entities or foreign citizens. The nomination of the head and the deputy head of such educational institution shall be agreed upon by the respective executive authority. The state registration of this educational institution can only be made once the nominations of the head and the deputy head are agreed upon.30.6. Units of administration and self-administration (general meeting, trustees, scientific, scientific-methodological, pedagogical, parental and student boards) can be established at an education institution to provide for democratic and transparent administration of the educational institution. The procedure for establishment of these types of institutions is specified by the statute of the education institution. 30.7. The management of an educational institution is carried out by a rector, director or head depending on the status of that institution and in accordance with the statute of the educational institution.30.8. The age limit for holding academic and administrative positions in an educational institution is determined the respective executive authority. The pedagogical staffs who reach this age limit are entitled to take part in the teaching and scientific activities of the educational institution provided that they do not hold any academic and administrative position.30.9. No public and local self-government authority or any other entity, with the exception of the educational administration authorities may not interfere in the matters involving administration of an educational institution. | “State Standard and Programme for Higher Education” approved by the Cabinet of Ministers, 2010 **(AVAILABLE in English)**“Regulation of Scientific Board of higher education institutions”, approved by the Cabinet of Ministers **(AVAILABLE in English)** | The HE institutions have two main governing bodies – the Rector and the Scientific Board. The general principles of governance of the HE institutions are regulated in the “Standard of Higher Education”.In principle, the HE institutions are governed by the Rector who is appointed to office by the President for an unfixed term. The Rector is not accountable to the Scientific Board. Members of the HE staff cannot interfere with the process of the election.The rules of forming the Scientific Board are determined by the Cabinet of Ministers. The Board consists of both appointed and elected members. The seats in the Board are provided for the rector, pro-rectors, deans, students’ union, trade union (students, professors), etc. The rest of the seats are elected by the departments of HE institution. The members of the Board are approved by the Ministry of Education for 3 years. The Rector is the chairman of Scientific Board. The Scientific Board adopts internal regulations (e.g the rules for election of the teaching staff), approves the deans, regulates procedural issues and approves the structure of the HE institution (final approval is given by the MoE), as well as the Charter and Development Plan of the HE institution. According to article 8 of the Regulation of Scientific Board, the decisions of the Scientific Board only come into effect after the approval of the rector.***Note:*** *At the moment, the rector is not in any way accountable to the Scientific Board. In order to increase the autonomy of the university and the transparency of the governance of HEIs, it is recommended to consider increasing the accountability of the rector (as an executive body) to the Scientific Board (as the supervisory body) and thus the academic community.* |
| * 1. Financial autonomy.

3.6.1. State order3.6.2. Contract, performance indicators3.6.3. Commercial activity 3.6.4. Financial control | 29.0. The State responsibilities in the field of education are as follows:…29.0.9. define the student admissions plan for institutions of primary, secondary vocational-professional and higher education;Article 38. Financing of the educational institutions38.1. The State allocates spending from state budget and other sources for the development of education. 38.2. An educational institution is entitled to render various paid educational services to individuals and legal entities, engage in business activity, as well as receive voluntary donations and contributions from individuals and legal entities in accordance with procedures determined by the legislation. The funds, property and income obtained from such sources does not in any way affect the amount of funds allocated from the budget to that educational institution and is independently used in accordance with its statute.38.3. An educational institution may only use its income for the development of education and the social protection of learners and educators.38.4. The financing of a public educational institution is carried out on the basis of financial norms determined for each level of education. These norms are established by taking into account the cost per student, according to the mode, type and category of an educational institution. 38.6. A public educational institution acts independently in the use of its funds generated from the tuition fees and other non-budget resources in accordance with its statute. The public educational institution determines independently the amount of allocations from non-budget resources towards material incentives for the staff, or to providing assistance to educators and learners.38.7. The state provides long-term and individual loans to support development of educational institutions and for eligible students to cover their tuitions and other related costs, as well as grants for scientific-research activities, financing of doctoral programs, studying the international experience and other purposes. The procedures and conditions for receiving educational loans and grants are defined and regulated under relevant legislative acts. The state grants for education and scientific-research may not be used to finance other activities of an educational institution.38.8. The state provides favourable investment climate to attract investments, including foreign investments into the fields of education and for this purpose it proposes to investors concessions in accordance with the legislation.38.9. Foreign investment in the system of education is carried out in accordance with the procedures established by the legislation.Article 39. Sources of financing for public and municipal educational institutions39.0. The public and municipal educational institutions are financed from the following sources:39.0.1. state and municipal budget funds;39.0.2. income from tuition fees;39.0.3. special grants, bequeathed funds, voluntary contribution and aid provided by individuals and legal entities, including foreign citizens and foreign legal entities;39.0.4. competition-based scientific-research grants allocated by the state;39.0.5. income generated by the educational institution for educational, scientific, production, consulting and other services defined by the legislation;39.0.6. funds allocated by individuals and legal entities under contract for the development of specialists, in-service training and re-training;39.0.7. funds earned through special-purpose programs and projects financed by state authorities; 39.0.8. The proceeds from sale of physically & morally outdated equipment, transportation vehicles and other assets that belong to the educational institution but are unfit for the purposes of education;39.0.9. grants and resources obtained by the educational institution through international cooperation;39.0.10. resources obtained from other sources not prohibited by legislation.Article 41. Business activity by education institution41.1. An educational institution can engage in the type of business activities authorized by the respective executive authority and in accordance with the procedures prescribed in its statute in order to generate extra income. 41.2. The educational institution is authorized to freely dispose of its income obtained from business activities on the basis of the relevant legislation. The resources obtained by the public educational institution through business activities are channelled directly to the development of education and social protection of its staff.41.3. An educational institution can establish legal entities or participate in the activities of other legal entities in accordance with the procedures defined by the legislation in order to conduct its business operations. Article 42. Compensation for damages from inadequate education42.1. In case an educational institution is found to have fallen short in the provision of education in accordance with the national standards of education, resulting in the poor training of its learners, the respective executive authority shall put forward a claim in the court of law to which the educational institution must provide remuneration for the damages incurred, including for the necessary costs related to the re-training of graduates or learners at another educational institution.42.2. The claim may only be based on an unfavourable opinion issued by the accreditation service to the accredited educational institution (Section 42.1). | “Decree of the President of the Republic of Azerbaijan on the use of the new funding mechanism for higher education institutions”, 2010 **(AVAILABLE in English)** “Definition of the types of entrepreneurial activities that can be provided by educational institutions in order to receive the additional income”, approved by the Cabinet of Ministers, 2010 **(AVAILABLE in English)** | The HE institutions manage their own budget which consists of state budget funding, fees from students and other income from paid services. State budget funding includes core funding (for salaries, utilities, running management costs) and state funding according to state ordered study places allocated by the President. The HE institutions send the data about their teaching capacity to the MoE. After considering the needs of the labour market and the requests of the HE institutions, the Ministry presents the final study enrolment plan to the **Educational Committee that is governed directly by the President**. The Committee decides on the division of state ordered study places between the HE institutions. ***Note:*** *The obligations of the HE institutions regarding the use of the budget allocations are not clear. It was not possible to identify any performance criteria (input or output) as a basis for the shaping of the student enrolment plan.* The **Action Plan** foresees the following activities:3.1.13. Preparation and approval of a new mechanism of formation of the state order covering staff training in priority spheres with respect to the real demand in social, economic and political development of the country by the Cabinet of Ministers in 2015 – 2016.3.1.14. Application of a new mechanism on formation of state order on training staff in education system by the Ministry of Education, Ministry of Economy and Industry, regularly, from beginning of 20163.3.7. Creation of the rating system of an educational institution in 2016 by the Ministry of Education.3.3.11. Creation and application of the stimulation mechanisms to improve quality and a grant system encouraging the innovative activity in education, regularly from 2015 by the Ministry of Education. 5.1. Involvement of adequate amount financial resources in education, achieve 5-6 per cent increase of the ratio of educational expenses to gross domestic product in stages, results-oriented budgeting and financing mechanisms in different sources: 5.1.1. Imply the increase of the ratio of educational expenses to gross domestic product in stages, in the medium-term forecasting, as of 2016, Cabinet of Ministers, Ministry of Education5.1.2. Creation of mechanisms for result-oriented budget planning for state educational institutions, involvement from and use of non-budgetary funds sources, 2016 – 2017, Ministry of Education5.2. Transformation to the financing mechanism based on cost per student in educational institutions. 5.2.1. Creation of a mechanism for financing in educational institutions based on cost per student, Ministry of Education, Ministry of Economy and Industry, 2016. 5.2.2. Approving the mechanism for financing in educational institutions based on cost per student, Cabinet of Ministers, 2016 5.2.3. Implementation of the mechanism for financing in educational institutions based on cost per student by the Ministry of Education, as of 2017.5.7. Establishment of investment expenditures system of educational institutions based on the quality indicators. |
| * 1. Research obligations and funding
 | 25.1. The scientific researches in the system of education are conducted by the relevant scientific-research entities operating under the educational management bodies, at the institutions of higher education and their relevant units (scientific-research institutes, centres, departments, laboratories and etc.).25.2. The scientific researches carried out in the system of education are of fundamental and applied nature.25.3. The scientific researches in the system of education are carried out using public funds, grants, resources from various funds, extra-budgetary funds generated by the educational institutions, outside orders and etc.25.4. Scientific researches related to the educational development issues are innovative in nature and are aimed at the study of educational history, improvement of the structure and management of the education, organization of the teaching process on the basis of modern methodologies, development and implementation of new learning technologies and pedagogical innovations in other areas. |  | According to the Education Law, the universities have an obligation to conduct fundamental scientific and applied research. However, the majority of research is in practice carried out separately in the institutes of the Academy of Sciences directly subordinate to the President. Research funding is not a part of the core funding of the university. ***Note:*** *At the moment, no incentive nor initial funding are provided by for research activities inside higher education institutions. It would be advisable for the State to build up capacity for research and promote success in research funding projects, also involving the representatives of the labour market.* **The Action Plan** foresees (5.5.) the introduction of a new funding mechanism for research in the education system, including (5.5.1.) development and implementation of a mechanism for conducting research based on public order and grants, as of 2015 regular, Ministry of Education, Ministry of Economy and Industry. |
| * 1. Framework for private universities
 | 30.4. Administration of a private educational institution is carried out by the management of the private educational institution appointed by the founding board (trustees).35.4. Social protection of learners studying at private educational institutions is regulated by the statute of that institution.Article 40. Financing of private educational institutions40.1. A private educational institutions is financed from the following sources:40.1.1. income generated for provision of educational services;40.1.2. funds from founders (trustees);40.1.3. funds from received grants and loans;40.1.4. contributions, aid, bequeathed funds and gifts provided by individuals and legal entities;40.1.5. income generated for providing educational, scientific, production, consulting and other services defined by the legislation;40.1.6. resources obtained from other sources not prohibited by legislation.40.2. private educational institution independently manages financial resources.40.3. Private educational institution independently determines the tuition fee on the basis of curricula in each level of education.40.4. The relations between the private educational institution and learners and their parents (legal guardians) are regulated under a contract. |  |  |

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| 4. Certification | 4.1. Definition | 1.0.32. License – a special permit issued by the state for providing educational operations. |  |  |
| 4.2. Participants in Proceedings | 16.1. Any educational institution should receive a special permit (license) from the respective executive authority under the established legislation in order to provide educational activities. State educational institutions are issued special permanent permits (license)….16.2. The recognition of the licenses obtained by the foreign individuals and legal entities, their affiliate branches and representations in order to provide educational activities in their countries, in the Azerbaijan Republic is determined by the agreements signed between the states.16.5. Only the operations of educational institutions, which have registered in the Azerbaijan Republic as legal entities, received special permits (license) for activities, and accredited, are provided with legal provisions. |  | The licensing of the HEIs has been regulated by the Education Law and is conducted by the Accreditation and Licensing Unit in the MoE.  |
| * 1. Criteria
 |  |  | The decision of opening a new curriculum is at the discretion of the Minister of Education. At the moment, the evaluation conducted by the Ministry before approving the curriculum does not appear to be particularly broad-based. ***Note:*** *In the interests of the students studying on the programme that does not yet have state accreditation, it is advisable to create continuity between the standards of the initial evaluation of the programme and the accreditation criteria.* |
| * 1. Frequency
 | 16.1. …Private and municipal educational institutions founded by the individuals and legal entities of the Azerbaijan Republic are issued special permits (license) for a 5-year period. The educational institutions founded by the foreign individuals and legal entities are issued special permits (license) for not less than 3 years. |  |  |
| * 1. Costs
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| * 1. Terms of withdrawal, state supervision
 | 29.0. The State responsibilities in the field of education are as follows:…29.2.26. carry out the scientific-methodological supervision and control over educational institutions |  | ***Note:*** *There appears to be no regulation in place regarding neither the terms of withdrawal of licences nor the state supervision. In order to bring the rights and obligations of the universities into balance and increase their accountability to the state and society, it is advisable to regulate these matters in a centralized manner.* |
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| Subject | Subtopic | Educational Law | Bylaws | Comments |
| 5. Quality assurance | 5.1. Definition.5.1.1. Institution5.1.2. Curricula | 1.0.5. Accreditation – a procedure to determine and approve the adherence of an educational institution’s activities to the national education standards, and its status. |  |  |
| * 1. Performing accreditation.

5.2.1. Body for accreditation.5.2.2. Employers, students, other stakeholders involvement5.2.3 Frequency, self-assessment | 16.3. The accreditation of an educational institution is implemented in order to determine the adherence of the organization of educational process, material-technical resources, educational programs, human resources, financial resources and the educational infrastructure to the adopted national standards and other normative-legal requirements. An accreditation is regarded as the recognition of the status of an educational institution and the legal provision for approval of its activities for the following period (for a period of not less than provided by the Section 16.1 of the Present Law). 16.4. The accreditation of an educational institution is overseen by the state accreditation services established by the relevant executive authority. The accreditation concludes with the issuance of a corresponding quality document – a certificate. | “Rules for accreditation of educational institutions” approved by the Cabinet of Ministers, 2010 **(AVAILABLE in English)***1.2. The accreditation of education establishment is carried out in order to specify the organization of education process, m logistical basis of the establishment, curriculums, personnel potential; financial resources and educational infrastructure are confirming the requirements of state education standards and other normative – legal acts. Moreover, the Rules establish a legal basis for determining the status of educational institution and legal guarantee for an extension of its activity for the next 5 years (3 years for educational institutions established by foreigners and/or persons without citizenship, foreign legal entities).**1.3. The accreditation of educational institution is implemented by the Ministry of Education of the Republic of Azerbaijan.**1.4. Requirements and criteria set for the implementation of accreditation are specified by the Ministry of Education of the Republic of Azerbaijan.**Accreditation of educational institutions consists of the following stages:**- preparing for accreditation;* *- self-assessment of education establishment;* *- carrying out an analysis by Accreditation Committee;**- preparing a final certificate on accreditation;**- determining the status of education establishment and granting a relevant quality document – certificate.* | The organization and process of accreditation have been clearly regulated by the “Rules for accreditation of educational institutions” approved by the Cabinet of Ministers (2010). The accreditation of the HE institution includes following stages: preparing for accreditation, self-assessment of education establishment and an analysis carried out by Accreditation Committee (consisting of about 10 members) and resulting in a final report including both strengths and areas of improvement of the HE institution.The report is subsequently presented to the Accreditation Council (operating under the MoE) who shall decide upon the final accreditation. The accreditation results shall be made available to the public. ***Note:*** *In order to increase the transparency of the accreditation process and achieve greater coherence with the ESG, it is advisable do devise clear requirements for the selection of experts and include foreign experts in the assessment committees. It is also recommended to consider regulating the composition of the Accreditation Council on a legislative level and increase student involvement in the quality assurance processes.* As a positive development, the Action Plan already foresees the preparation of accreditation rules of educational facilities and education programs based on international experience by the Ministry of Educatiom. The plan also envisions the creation and application of external and internal quality monitoring and evaluation mechanisms at educational institution, including the creation of an independent QA agency.**The Action Plan** includes the following activities: 3.1.10. Preparing accreditation rules of educational facilities and education programs based on international experience, Ministry of Education, 2016 - 20173.1.11. Approval of accreditation rules of educational institutions and education programs, Cabinet of Ministers, 20173.3.1. Preparation of quality standards and indexes for all stages and levels of education2.1.2. Implementing necessary measures to strengthen the quality of educators in additional education and develop a competitive environment, regardless of the form of ownership, as of 2015, regular, Ministry of Education2.2.1. Developing and implementing competition and grant mechanisms to stimulate the development of methodological aids, didactic materials, training tools based on new curricula and information and communication technologies, as of 2016, regular, Ministry of Education3.5.1. Creation and application of external and internal quality monitoring and evaluation mechanisms at educational institutions, Ministry of Education, regularly from 2016.3.5.2. Ensuring the compliance of the evaluation mechanisms at higher education facilities with the Bologna process, Ministry of Education, regularly from 2016. |
| * 1. Criteria
 | 29.0. The State responsibilities in the field of education are as follows:…29.2.28. define the regulations for accreditation of the educational institutions and conduct the accreditation;9.1. The level of education quality is determined in accordance with the system of corresponding quality indicators (educational programs – curricula, the readiness level of matriculates, material and technical foundation, infrastructure, information resources, professionalism and scientific-pedagogic level of educators, progressive teaching technologies, etc.) by each academic level, having adjusted to the principles of international and European education systems under the national educational standards adopted in the country. 9.2. The level of personnel readiness in educational institutions is determined by the competitiveness of the graduates in national and international labor markets, and their role in the social and economic development of the country. 9.3. The level of education quality stems from the socio-political, socio-economic, scientific and cultural development needs at each historical period, and is assessed respectively by the accreditation services. | “Criteria for defining HEI State Education Standards”, approved by the Minister of Education | A clear and comprehensive “Criteria for defining HEI State Education Standards” has been approved by the MoE.***Note:*** *It would be highly beneficial for the STEs of other Components to make these criteria also available in English.* |
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| 6. Applying EQF | 6.1. Framework  | Article 17. Stages and levels of education 17.1. The following states and levels of education exist in the Azerbaijan Republic: 17.1.1. Pre-school education 17.1.2. General Education 17.1.2.1. Primary education 17.1.2.2. Basic education 17.1.2.3. Secondary education 17.1.3. Primary Vocational-professional education 17.1.4. Secondary Vocational-professional education 17.1.5. Higher education 17.1.5.1. Baccalaureate 17.1.5.2. Master’s degree17.1.5.3. Doctorate17.2. Mutual connection and continuity among the different stages and levels of education are ensured. Each stage of education (except for the preschool education) concludes with the issuance of a standard state document to the graduates based on final assessment and or attestation results. 17.3. The activities under the stages and levels of education are regulated by the corresponding legislative acts. The accomplishments made by the learners in the previous stage and level are taken into account in continuing the education during the next stage and level. 29.0. The State responsibilities in the field of education are as follows:…29.2.25. develop and approve the qualifications framework for institutions of primary, secondary vocational-professional and higher education;21.5. The conformity of the programs in secondary vocational-professional education with the higher education programs on the corresponding majors is ensured, and the credits obtained by the sub-bachelors, the graduates who complete this level of education with high results, are taken into account in the higher educational institutions by the respective majors in accordance with the rules established by the corresponding executive authority. |  | The national qualifications framework (NQF) of Azerbaijan has been established by the Education Law. Currently, the NQF of Azerbaijan is being developed, based on the learning outcomes described in the Dublin Descriptors.The **Action Plan** foresees the following activities: 3.3.2. Development of the draft National Qualification Framework on lifelong education, 2015 – 2016, Ministry of Education, Ministry of Labour and Social Protection of Population3.3.3. Approval of National Qualification Framework on lifelong education, 2016, Cabinet of Ministers3.3.4. Application of National Qualification Framework on lifelong education, 2016, Ministry of Education3.3.5. Preparing proposals on creation of a legislative framework for organization of lifelong education and informal education and assessment of knowledge and skills of those who were educated this way, 2016 – 2017, Cabinet of Ministers, Ministry of Education, Ministry of Labour and Social Protection.***Note:*** *The rules for access to higher education for sub-bachelor level graduates appears to be separately regulated, as indicated by the Education Law. However, the nature and impact of this study level are not clear.* |
| * 1. Assessment, learning outcomes
 | 19.16. A final assessment is carried out at the basic education level and the students who complete their education receive a corresponding state document. The document on completion of basic education constitutes the basis for continuation of education at the next level and phase of education.29.0. The State responsibilities in the field of education are as follows:…29.2.10. conduct the student assessment during admissions in accordance with the defined procedure;…29.2.29. define the attestation regulations and conduct attestation of the educators and the learners at the educational institutions, including the final attestation; | “State Standard and Programme for Higher Education” approved by the Cabinet of Ministers, 2010 **(AVAILABLE in English)**Decree of the Cabinet of Ministers “Assessment of Students” **(NOT APPROVED YET)** | The assessment of students has been regulated in article 7 of the State Standard for higher education. ***Note:*** *The present grading system of students is based on quantitative criteria and does not reflect the achievement of learning outcomes by the students The students’ knowledge is assessed according to a points system. In line with the Bologna framework, it is recommended to consider redesigning the assessment criteria so that it would be based on the achievement of learning outcomes.*  |
| * 1. Mobility
 | 43.2. An educational institution establishes direct relations with scientific and educational institutions and organizations of foreign countries, international agencies and foundations, concludes bilateral and multilateral agreements for cooperation, joins unions (alliance, coalition, association, etc.) of public and non-governmental organizations and implements other forms of cooperation in line with the nature of its activities.43.4. Educational institutions (with the exception of special-purpose educational institutions) are entitled to establish joint structural bodies (centres, branches, laboratories, techno parks, etc.) in the country and abroad in cooperation with foreign counterparts, in order to improve the quality of its activities and expand international relations in compliance with the requirements of the existing legislative acts of the Republic of Azerbaijan. 43.5. There are no sovereign guarantees for direct international cooperation agreements of educational institutions. | Executive order of the Cabinet of Ministers “Regulations on recognition and determination of equivalence of higher education specialities of foreign countries”, 2003 **(AVAILABLE in English)**“Rules on organizing the credit system education at bachelor and master levels of higher education institutions”, approved by the Cabinet of Ministers, 2013 **(AVAILABE in English)** | The mobility of the students in Azerbaijan appears to be well developed and considered a state priority. |
| * 1. Joint and dual degrees
 | 43.3. Educational institutions and establishments are empowered to carry out independent activity on the basis of relevant legislative acts, by engaging in the preparation of joint science and education projects, the organization of fundamental scientific-research and design-construction assignments, scientific-practical conferences, symposiums, exchange of students, master’s students, doctoral students, teachers and scientific personnel, the purchase and sale of intellectual property products and patents and other similar areas. |  | ***Note:*** *At the moment, no state regulations exist for the recognition of previous studies and work experience or the rules for joint and double diplomas. Both activities are carried out by the HEIs themselves on an ad hoc basis on mutual agreement, as also referred to in the rules on organizing the credit system (article 6). Thus, the State is currently not exercising any quality control over these procedures. It is recommended to establish central regulations regarding the requirements and procedure for joint and dual degrees as well as APEL.* |
| * 1. Accreditation of prior and experiential learning (APEL)
 |  |  | *See previous clause.* |
| * 1. Procedures for recognizing other Diplomas inc foreign diplomas
 |  | Executive order of the Cabinet of Ministers “Regulations on recognition and determination of equivalence of higher education specialities of foreign countries”, 2003 **(AVAILABLE in English)** | There is a separate unit in the Ministry of Education dealing with regognition of foreign diplomas.  |
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| 7. Students | * 1. Rights and obligations
 | 32.2. Students and graduates of all educational institutions have equal rights.32.3. The learners’ rights are to:32.3.1. get admission to educational institutions in accordance with the procedures set forth by the legislation;32.3.2. independently choose the educational institution, specialization, profession, the form of training and the language of education;32.3.3. receive quality education up to the level of national standards of education;32.3.4. choose the education profile, curricula and extracurricular activity;32.3.5. freely choose the subjects, number of credits for each semester, educators and advisers-tutors in accordance with the teaching plans offered by the institution of higher education;32.3.6. use the existing infrastructure (teaching-production, science-research, information, cultural-welfare, sports, fitness centres, libraries and etc.) of the educational institution;32.3.7. change the educational institution and specialization in accordance with the established procedure;32.3.8. take part in the scientific-research activity;32.3.9. pursue uninterrupted education;32.3.10. enjoy a learning environment that is free of health risks and hazards;32.3.11. enjoy protection from behaviour that humiliates human dignity and honour and contradicts the human rights;32.3.12. temporarily suspend one’s education at an educational institution in accordance with the established procedure;32.3.13. seek re-assessment of one’s knowledge in accordance with the procedure determined by the respective executive authority;32.3.14. receive a one-time only free-of-charge education at the secondary professional-vocational and higher educational level in accordance with the legislation;32.3.15. receive free-of-charge textbooks at the public and municipal institutions for comprehensive education;32.3.16. participate in the organization and management of the educational process, freely express one’s ideas and thoughts;32.3.17. participate in the scientific, public, social and cultural life of the educational institution, take part in the establishment of scientific societies, study groups, associations, unions and other organizations, join similar types of national and international organizations; 32.3.18. participate in the organization of scientific-practical conferences, seminars, conventions and meetings, as well as other events associated with school life;32.3.19. be entitled to other rights prescribed by law.32.4. Involvement of learners in activities and events unrelated to the process of education, with the exception of cases defined by the legislation, is prohibited.32.5. The learners’ responsibilities are to: 32.5.1. acquire knowledge, abilities and practical skills in accordance with the national standards of education;32.5.2. respect the honour and dignity of pedagogical staff;32.5.3. comply with requirements specified by the regulations of the educational institution;32.5.4. recognize one’s responsibility before the country, the society, the parents and oneself;32.5.5. comply with the requirements of the legislation on education, ethical norms and regulations associated with the learning and upbringing process.32.5.6. fulfill other duties assigned by the legislation. | “Regulation of Scientific Board of higher education institutions”, approved by the Cabinet of Ministers **(AVAILABLE in English)** | The basic rights and obligations of students have been described in the Education Law. ***Note:*** *According to the regulations concerning the formation of Scientific Board, one student representative should be included in every Board. Taking into consideration that the Scientific Boards usually consist of 30 to 50 members, that does not appear to be sufficient. It is advisable to consider increasing the proportion of students’ representation in the Scientific Board.*  |
| * 1. Access to free and fee paid study places
 | 5.4. The state sets forth the right to receive a one-time free-of-charge education at secondary vocational-professional education and each level of higher education in accordance with the legislation.32.3. The learners’ rights are to:32.3.14. receive a one-time only free-of-charge education at the secondary professional-vocational and higher educational level in accordance with the legislation; |  | The right to study free of charge is related to the students’ success in the admission exam organized by the State Admission Committee. The proportion of students studying on State funded study places and students paying study fees is approximately 60/40. If the students receive less than 200 points out of 700, they get no access to either a free or fee-paid study place. ***Note:*** *This system appears to create an advantage for the students who are less talented but are still able to pay the tuition fee.*  |
| * 1. Student support – scholarships
 | 29.0. The State responsibilities in the field of education are as follows:…29.2.35. provide compensation and incentivize the work of the staff at the educational institutions, establish individual and aimed scholarships to particularly talented learners;Article 35. Social protection of learners35.1. Students at the public and municipal institutions of comprehensive secondary education are provided with textbooks at the expense of the state.35.2. In order to encourage the learners’ activity, stipends (including special stipends) and aid is provided to learners studying at public and municipal institutions of professional-vocational and higher education in accordance with legislation.35.3. Other concessions may be offered to learners in accordance with legislation.35.4. Social protection of learners studying at private educational institutions is regulated by the statute of that institution. | “Decree of the President of the Azerbaijan Republic on increasing scholarship for doctoral candidates, students and pupils of higher, secondary special and initial vocational education institutions”, 2010 **(AVAILABLE in English)** | There is a regulation in place for appointment and payment of scholarship for HE students studying on the State budget. The scholarships are paid according to the study results. With the Decree of the President, scholarship for doctoral candidates, students and pupils of higher, secondary special and initial vocational education institutions was increased in 2010. There are also special stipends provided by the funds of the President for very talented students who have received remarkably high results at admission exams. The study loan system is not regulated by the State. The banks can give out loans for study purpose on their own conditions, but on more favourable terms than usual. ***Note:*** *Taking into account that the state paid study places are not available for every student with acceptable admission exam results and the study loans system is not centrally regulated and depends entirely on the kindness of the banks, the access of lower income students to higher education may be somewhat limited.* *At the moment, no student allowance system is in place. A supporting tool is deemed necessary for talented students with less privileged socio-economic background.*In order to improve this situation, the **Action Plan** foresees the creation and implementation of a financial support system in educational institutions to provide equal educational opportunities for children and youth from low-income families by 2017.The **Action Plan** foresees the following activities: 5.14. Creation financial mechanisms, as well as a student loans system to expand education opportunities.5.14.1. Establishing legal framework for financial mechanisms, as well as a student loans and grants system to expand education opportunities, 2015 – 2016, Cabinet of Ministers, Ministry of Education, Ministry of Economy and Industry.5.14.2. Implementation of financial mechanisms, as well as a student loans and grants system to expand education opportunities, as of 2016 regular, Ministry of Education, Ministry of Economy and Industry, Central Bank. |
| * 1. Student unions
 | 30.6. Units of administration and self-administration (general meeting, trustees, scientific, scientific-methodological, pedagogical, parental and student boards) can be established at an education institution to provide for democratic and transparent administration of the educational institution. The procedure for establishment of these types of institutions is specified by the statute of the education institution.32.3. The learners’ rights are to:32.3.17. participate in the scientific, public, social and cultural life of the educational institution, take part in the establishment of scientific societies, study groups, associations, unions and other organizations, join similar types of national and international organizations; |  | Usually, student unions operate in the HE institutions, whose representatives are also sent to the National Students’ Association. There are no specific regulations concerning the formation and activities of these unions. ***Note:*** *In order to increase the accountability and visibility of student unions, there may be necessary to regulate the structure of self-administration of these unions in a centralized manner from faculty level up to university level (including the principles of forming the student union, approving their charter, student unions’ responsibilities and funding, etc.). It is also important to create/uphold a no politically based environment in the student unions.* |
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| 8. Academic and research staff | * 1. Titles and Grades
 | 1.0.37. Professor – a scientific title conferred to experienced doctors of science (except for the fields which require special aptitude) for their advanced scientific and academic achievements, an elective office in higher educational institutions. 23.8. The staff at the higher education institutions are granted scientific titles for their achievements in science and teaching through the approved procedure. Following scientific titles are established in the Republic of Azerbaijan:23.8.1. assistant professor; 23.8.2. professor. |  | According to the Education Law, there are three types of professors: * Associate professor – academic title for teachers in HE institutions and an elective office
* Professor – scientific title awarded for experienced doctors of science for their advanced scientific and academic achievement and an elective office and
* Professor-Emeritus – an honorary academic title.

The Education Law and doesn’t mention any other positions obligatory in a HE institution. |
| * 1. Requirements for the teaching staff, election, appointment
 | 29.0. The State responsibilities in the field of education are as follows:…29.2.22. determine the norms for teaching loads of pedagogical staff at all higher educational institutions;…29.2.38. determine the actual need for specialist staff, including the pedagogical staff and regulate their employment;23.7. Scientific-pedagogical staff from the institutions of higher education, scientific and other entities is also granted scientific degrees via the doctoral programs offered through “correspondence”. The procedures for admission of students through correspondence to the relevant departments of higher education and scientific-research institutions are determined by the respective executive authority. 23.9. The procedures and requirements for conferring the titles of professor and assistant professor are established by the respective executive authority.30.8. The age limit for holding academic and administrative positions in an educational institution is determined the respective executive authority. The pedagogical staffs who reach this age limit are entitled to take part in the teaching and scientific activities of the educational institution provided that they do not hold any academic and administrative position.23.10. The higher education institutions in the Republic of Azerbaijan are entitled to confer the scientific titles of professor/doctor emeritus in accordance with the relevant procedure. The procedures and requirements for conferring the titles of professor/doctor emeritus are determined in accordance with the charter of the higher education institution. | The regulation regarding the qualification requirements, election procedures and duties of teaching staff, approved by the Minister of Education | The qualification requirements for the academic staff, election process and duties of the teaching staff have been regulated by a special regulation approved by the Ministry of Education. ***Note:*** *The possibility to elect their academic staff according to the procedures approved by the HE institutions themselves can be regarded as one central elements of the autonomy of the institutions. Although there is an unquestionable need to set minimum requirements for the qualification of academic staff, it is still advisable to consider leaving the organization of the election process to the autonomy of the universities.* |
| * 1. Employment status, salary, research duties
 |  | The regulation regarding the qualification requirements, election procedures and duties of teaching staff, approved by the MoE | *See previous clauses.* The academic staff is generally employed under fixed-term work contracts for five years. The professors are elected by the Scientific Board and have a research obligation. |