



Annex 2

STUDY ON TEACHER EDUCATION FOR PRIMARY AND SECONDARY EDUCATION IN SIX EASTERN PARTNERSHIP COUNTRIES

AZERBAIJAN

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1 OVERVIEW OF CURRENT STRUCTURE OF THE EDUCATION SYSTEM

The education system, as defined by the Law on Education (2009)¹ in Azerbaijan consists of several levels:

- pre-school education (age 3-5);
- general education:
 - primary education (grades 1 to 4, age 6-9);
 - general (basic) secondary education (grades 5 to 9, age 10-14); and,
 - complete secondary education (grades 10-11, age 15-16);
- professional education:
 - primary (initial) vocational education (1-3 years of study); and,
 - secondary (specialised) vocational education (3-4 years of study);²
- higher education:
 - I cycle: Bachelor degree study (4 years of study);
 - II cycle: Master's programme (1.5-2 years of study); and,
 - III cycle: Doctor of Philosophy and Doctor of Science (3 years of study)³.
- additional education⁴.

For a graphic presentation please see Annex A.

Accordingly, educational institutions in Azerbaijan are determined by the following types and forms (Art 14 of the Law on Education):

- pre-school educational institutions (nursery, nursery – kindergarten, kindergarten, special kindergarten);
- general secondary educational institution (primary, main/basic and secondary general-education schools, general-education boarding school, as well as sanatorium type boarding-school, health-vocational school, special general-education boarding school for orphans and children without parental protection, blind and with poor eyesight, etc. gymnasium, lyceum);
- out-of-school educational institutions (children's creative centre, children-youth sport's school, children-youth chess school, ecological education and experimental centre,

¹ Law on Education of the Azerbaijan Republic, approved by Presidential Decree № 156 of 5 September 2009, <http://portal.edu.az/English/Pages/educationlawoftheAzerbaijanRepublic.aspx>

² Various translations are applied to this level of education, which include e.g. secondary professional education or vocational-professional secondary education.

³ The 2009 Law on Education, which replaced the 1992 law, established the new system of doctoral education - Doctor of Philosophy or Doctor of Science that replaced the degrees of Candidate of Sciences (*Kandidat Nauk*, 3 years), followed by Doctor of Sciences (*Doktor Nauk*).

⁴ Additional (supplementary) education is not separate education level and includes the following: upgrading professional skills, re-training of personnel, repeated high education and secondary vocational-training, internship and improvement of personnel's professional skills, acquiring higher degrees, and education of elderly people (Art 24 of the Law on Education).



technical creative centre, tourism and regional geography centre, non-school work, aesthetics educational centre, creative arts centre);

- primary profession-speciality educational institution (vocational school, vocational lyceum);
- secondary vocational-professional educational institution (college);
- higher educational institutions (university, academy, institute, conservatory);
- supplementary educational institutions (retraining, qualification);and,
- other institutions realizing education activity as well as various types of educational institutions.

In terms of the organisation of the educational process, compulsory education in the Republic of Azerbaijan includes 9 grades (primary and general/basic secondary school education). Education institutions can be state, municipal, or private (Art. 19 of the Law on Education).

1.1 Primary and secondary education system

General school education in Azerbaijan begins at age 6 and consists of 3 education cycles:

- primary,
- general (basic) secondary, and
- complete secondary.

Education at this level is realised at general education schools, special education institutions, gymnasiums, lyceums, primary and secondary vocational professional schools, also at colleges and schools under higher education institution.

Primary education lasts for four years (grades 1 to 4) and is then followed by general (basic) education which lasts for five years (grades 5 to 9). After successful completion of this stage of education, graduates receive a corresponding state document - a Certificate of General Secondary Education cycle.

Secondary complete education lasts for two years and covers grades 10-11 of secondary education. State final attestation is carried out after this stage after which graduates receive a state complete secondary education document - certificate - which allows continuing education within other cycles (Art. 19 of the Law on Education, 2009).

Vocational education is part of post-secondary education in Azerbaijan but secondary complete education can be obtained as a part of it (see Annex 1). On the basis of general secondary education, the **first special vocational education** can be carried out in vocational educational institutions, various organisations, enterprises, labour exchanges, employment offices and other structures of corresponding organisations. Graduates who finished the first vocational schools on the basis of complete secondary education along with certificates of speciality are given a corresponding state document (school leaving certificate) upon completion of their secondary education (Art. 20 of the Law on Education).

As for the **secondary vocational training**, it is implemented generally at college and corresponding structures of higher educational institutions. However, students who entered vocational schools (colleges) on the basis of general secondary education acquire also complete secondary education. Graduates of secondary vocational education are given a State standard document - a diploma - that gives its holder a right to enter higher educational institution (it is also taken into account as a basis for higher education acquirement at the next



level). In addition, graduates that finished this educational level with higher results (sub-bachelors) based on the rules set by corresponding executive body (authority) are accepted directly into the second course of higher education institutions (Art. 21 of the Law on Education).

2 THE ROLE OF PRIMARY AND SECONDARY EDUCATION AND OF THE SCHOOL TEACHERS

According to the legal provisions (Art. 19 of the Law on Education, 2009), a **general secondary school education** guarantees acquiring a general concept of knowledge, obtaining necessary knowledge, vital abilities and habits, and prepares pupils and students for life and work activity. It gives pupils an opportunity for physical and intellectual development, forms their civic awareness on the basis of healthy life style and civic values, respecting national and worldwide values, and defines their rights and duties towards the state, family, and generations.

The goal of **primary education** is to form reading, writing, and counting skills, as well as logical thinking elements among pupils, to provide them with the first knowledge about humans, society and nature, and to develop an aesthetic and artistic taste in children (Art 19 of the Law on Education). The main role of **general (basic) secondary education** is to further develop oral, writing, and communication skills, as well as pupils' intellectual activity. It is also to provide knowledge and ideas on subjects applied in education programme and on world civilisation development, to develop skills for using modern information-communication technologies (ICT), skills of valuing situations and directions of their future activity. During the **complete secondary education** cycle, pupils can realise their talents and abilities, they obtain preparation to independent life and select their specialty, they learn how to become active citizens and to respect and tolerate national and global values, human rights and freedoms, they develop skills to use modern ICT and other technical devices, learn about the foundations of economic knowledge and how to communicate in one or more foreign languages.

In terms of vocational education, **the first vocational training** on the basis of general secondary education ensures preparation of work personnel specialised in various arts and professions in accordance with demands of the society and labour market (Art. 20). Accordingly, the **secondary vocational school** ensures that production and services spheres will be provided with specialists of different professions that acquired secondary education in accordance with demands of the society and labour market (Art. 21).

The Law on Education (2009) does not specify the **exact role of primary and secondary school teachers**. According to the information gathered from representatives of key stakeholders involved in teacher education, the role of primary and secondary school teachers can be described as follows:

- a) on the primary school level, teaching subjects such as: Azerbaijani language (mother tongue), Azerbaijani language, physical education, natural history, informatics, music, mathematics, Russian (native), technology, art, foreign language;
- b) on the secondary school level, teaching subjects such as: mother tongue, Azerbaijani language, literature, foreign language, mathematics, informatics, history of Azerbaijan, general history, physics, chemistry, biology, geography, knowledge of the world, technology, physical education, music, art.⁵

⁵ Information from the questionnaire provided by the Azerbaijan Teachers Institute.



In addition, a **primary school teacher** should provide pupils with solid foundations for further education at secondary (middle) and senior level and to ensure their personal development. The role of primary school teachers is also to develop the individual qualities of pupils, exposing their psychological characteristics. The main task of a **teacher at the secondary school level** is to develop the initial knowledge received and skills obtained by pupils, to teach them how to acquire knowledge on their own (to 'teach to learn'). A teacher's role at this stage is to educate pupils in the spirit of humaneness, patriotism and citizenship.⁶

According to the Ministry of Education, a modern teacher should:

- possess developed moral qualities;
- be creative, with an ability to reflect,
- possess mastered professional and pedagogical skills and be prone to innovate;
- understand the importance of education and culture;
- have a very good knowledge of his/her subject, pedagogy and psychology;
- use an individually-oriented teaching methods and constantly strive to develop his/her intellectual level.

An experienced teacher, along with the knowledge of his subject, should be able to see the position of each member of the pedagogical process, to organise student activities, assess their results and be able to make corrections. Teachers are people who play a special role in laying the foundations for life in complex, diverse, and uncertain socio-economic conditions. In their work, they must take into account the individual characteristics and new features of such life, new technologies and systems to assist students in acquiring new knowledge and skills in adapting to the demands of a new society and to receive continuous education. At present, the priority is to provide students with social and emotional support, creating a favourable environment for continuous education, and training students to work in different cultural environments. Teachers should strive to ensure that education becomes accessible to all, and to overcome all the limitations that lead to differences in age, abilities, culture, language, religion, sex as well as differences in socio-economic and geographic spheres.⁷

Moreover, when analysing views on the vision on teacher profession and its role in the society among other representatives of key stakeholders contacted for this study, the following remarks could be depicted:

- Teaching profession is the most important and promising, because the teacher is directly involved in educating the younger generation, which will build the nation's future.⁸
- A modern teacher has a crucial role in the formation of the younger generation, which can ensure further development of the society while maintaining national values.⁹
- A teacher should be able to prepare students to apply their knowledge in various subjects in practice.¹⁰

⁶ Information from the questionnaire provided by the Baku In-service Teacher Training and Retraining Institute.

⁷ Information from the questionnaire provided by the Ministry of Education of the Azerbaijan Republic, Department of Higher Education.

⁸ Information from the questionnaire provided by the Azerbaijan Teachers Institute.

⁹ Information from the questionnaire provided by the Baku In-service Teacher Training and Retraining Institute.



Finally, the work of teachers is perceived as closely coupled with the societal activity. It means that modernisation of education, along with the traditional functions of a teacher (training, education, development assistance, assessment of learning outcomes, working with parents, etc.) also his/her professional functions are being updated, such as forecasting and planning of education both in terms of content and from an organisational point of view. Also, under present conditions, an increased demand for communication-related functions on the teachers' part could be observed (the ability to conduct social dialogue, ensuring social partnerships).¹¹

3 KEY STATISTICAL DATA ON TEACHER EDUCATION

Statistical data on education in Azerbaijan reflects the following trends for the period 2005-2009:

- Public expenditure on education stated as a share of GDP has risen.
- The share of government spending on education against other areas has fallen considerably, decreasing from 19.58% in 2005 to 9.09% in 2009.
- While the number of primary and secondary school pupils has been decreasing in Azerbaijan's, the number of teachers has been slightly increasing.
- The pupil-teacher ratio in secondary schools has been rather stable. In the case of primary schools, the decreasing value of the indicator has been reported.
- Over the considered period school enrolment in primary schools has been rather stable, with the net indicator being rather low (below 90%). In secondary schools, a considerable improvement has been noticed (from 78.98% in 2005 to 92.59 in 2009).
- Data showing primary schools completion rate illustrates slight decrease in the case of Azerbaijan (from 93.43% to 91.77%).
- Percentage of female teachers in primary and secondary schools is on similar level in for European countries.

Note: For those indicators where statistical data could not be accessed/identified, row boxes are marked as '–'.

¹⁰ Information from the questionnaire provided by the Azerbaijan Teachers Institute.

¹¹ Information from the questionnaire provided by the Ministry of Education of the Azerbaijan Republic, Department of Higher Education.

**Table 3.1: Statistics on education**

Description/Year	2005	2006	2007	2008	2009
Total general educational schools	4 559	4 538	4 562	4 557	4 546
Number of primary schools	-	-	-	-	-
Number of basic (middle) schools	-	-	-	-	-
Number of secondary schools	-	-	-	-	-
Number of pupils in general educational schools (beginning of the school year; thsd.)	1 586.2	1 537.3	1 490.2	1 431.5	1 367.9
Primary education, pupils*	568097	538339	512976	496697	490242
Secondary education, pupils*	1069980	-	-	-	-
Secondary education, general pupils*	1066920	1048160	1026375	995320	941273
Primary education (ISCED 1) Net enrolment rate (%)*	84	83	83	84	85
Secondary education, Net enrolment rate (%)*	79	79	79	92	93
School enrolment, primary (% gross)*	96	94	95	94	95
School enrolment, secondary (% gross)*	84	85	84	99	99
Graduates of general educational schools (person)	152 690	158 453	154 656	150 655	150 370
Number of graduates of completed secondary schools - total	124 152	117 356	117 893	118 446	108 613
Primary completion rate, total (% of relevant age group)*	93	91	98	91	92
Literacy rate, youth total (% of people ages 15-24)*	-	-	100	-	-

Sources: The State Statistical Committee of the Republic of Azerbaijan (2011) Azerbaijan in figures. Education.¹² *United Nations Educational, Scientific, and Cultural Organisation (UNESCO Institute for Statistics)¹³

¹² http://www.azstat.org/~hagigat/azs_work/publications/azfigures/2011/en/007.shtml

¹³ http://data.un.org/Data.aspx?d=UNESCO&f=series%3ANER_1

**Table 3.3: Statistics on teacher education**

Description	2005	2006	2007	2008	2009
Total number of teachers in general educational institutions (key staff, beginning of the school year; thsd)*	171.8	175.4	176.3	174.4	173.3
Number of teachers in primary education	42243	43036	44106	43971	44232
Number of teachers in secondary education	127591	129140	131710	-	139109
Student-teacher ratio in primary education ¹⁴	13	13	12	11	11
Student-teacher ratio in secondary education	8	8	8	-	8
Primary education, teachers (% female)	85	86	87	87	87
Secondary education, teachers (% female)	65	66	66	-	68

Source: United Nations Educational, Scientific, and Cultural Organisation (UNESCO) Institute for Statistics). *The State Statistical Committee of the Republic of Azerbaijan (2011) Azerbaijan in figures. Education.¹⁵

Table 3.4: Education budget

Description	2005	2006	2007	2008	2009
GDP (current US\$)	1324542 1881	2098227 0733	3304938 0918	46258 154820	430194 07813
GDP growth (annual %)	26	35	25	11	9
Public spending on education, total (% of GDP) ¹⁶	1324542 1881	2098227 0733	3304938 0918	46258 154820	430194 07813
Public spending on education, total (% of government expenditure)	26	35	25	11	9

¹⁴ Net enrolment ratio is the ratio of children of official school age based on the International Standard Classification of Education 1997 who are enrolled in school to the population of the corresponding official school age. Secondary education completes the provision of basic education that began at the primary level, and aims at laying the foundations for lifelong learning and human development, by offering more subject- or skill-oriented instruction using more specialised teachers. Gross enrolment ratio is the ratio of total enrolment, regardless of age, to the population of the age group that officially corresponds to the level of education shown (United Nations Educational, Scientific, and Cultural Organisation (UNESCO) Institute for Statistics).

¹⁵ http://www.azstat.org/~hagigat/azs_work/publications/azfigures/2011/en/007.shtml

¹⁶ Public expenditure on education consists of current and capital public expenditure on education includes government spending on educational institutions (both public and private), education administration as well as subsidies for private entities (students/households and other private entities) (United Nations Educational, Scientific, and Cultural Organisation, Institute for Statistics).



Source: United Nations Educational, Scientific, and Cultural Organisation (UNESCO) Institute for Statistics).¹⁷

Please see also Annex B.

4 GOVERNMENT POLICY IN THE AREA OF TEACHER EDUCATION

4.1 General legislative framework

The objectives of the education system are specified in the Constitutional Act on the Independence of the Republic of Azerbaijan, the Constitution, the Law on Education and in appropriate international legal provisions.¹⁸

In 2009, the new **Law on Education of Azerbaijan** replaced the law of 1992 that passed after independence from the USSR. It sets the general framework for the education system. The new law, which has been discussed for 15 years before its adoption, established the new system of doctoral education, leading to the degree of either Doctor of Philosophy or Doctor of Science.

Other legal documents that address education of teachers more specifically include the following:

- Regulations for Master's degree preparation at the multi-tier higher education system of the Republic of Azerbaijan;¹⁹
- Content and organisation of the master degree education and procedures for granting the Master degrees;²⁰
- Regulations on procedures for preparation, presentation and defence of Master's thesis;²¹
- State Education Standard Structure clarifying minimum mandatory requirements for the content and level of bachelor degree preparation on speciality (programme);²²
- Temporary regulation on the multi-tier structure of the higher education at the Republic of Azerbaijan;²³

¹⁷ <http://data.un.org/Data.aspx?q=education&d=UNESCO&f=series%3aXGOVEXP>

¹⁸ The Law of the Republic of Azerbaijan on Education, <http://cis.rudn.ru/document/show.action;jsessionid=9108CD26162BBA077C41E3A5D2BE7E53?document.id=463International>

¹⁹ Order of the Cabinet of Ministries of the Republic of Azerbaijan on Master's degrees preparation of 13 February 1997, No 15, <http://www.edu.gov.az/view.php?lang=en&menu=112&id=4207>

²⁰ Approved by the decision No. 88 of the Cabinet of Ministries of the Republic of Azerbaijan of 22 May 2010, <http://www.edu.gov.az/view.php?lang=en&menu=112&id=2546>

²¹ Executive order of the Minister of Education of the Republic of Azerbaijan on approval of Regulations on procedures for preparation, presentation and defence of Master's thesis of 20 April 1998, No 202, <http://www.edu.gov.az/view.php?lang=en&menu=112&id=4229>

²² Approved by the Executive Order 08 of the Cabinet of Ministries of the Republic of Azerbaijan of 12 January 2009, <http://www.edu.gov.az/view.php?lang=en&menu=113&id=4189>



- Regulation on introduction of credit system in higher education institutions;²⁴
- Curriculum Framework for education qualifications of teachers of general education establishments;²⁵
- List of bachelor's degree specialities (programmes);²⁶
- Regulations on state attestation of Bachelor degree students in higher educational establishments of the Republic of Azerbaijan;²⁷
- Regulations on thesis preparation on the Bachelor degree level in higher educational establishments;²⁸
- Regulations on organisation of formal education;²⁹
- Executive Order of the Minister of Education of the Republic of Azerbaijan on approving the curricula for V-XI classes of general education schools;³⁰ and,
- Executive Order of the President of the Republic of Azerbaijan on developing 'National Education Development Strategy of Azerbaijan in 2011-2021'.³¹

4.2 Institutional framework and distribution of responsibilities

As stated in the Constitution, education policy is being carried out in order to provide citizens with high quality education by virtue of setting up and implementing a single education policy.³² The **Ministry of Education of the Republic of Azerbaijan** (hereinafter the Ministry of Education) is the central executive body which implements and regulates a state policy in the education field, and carries out a general methodical management over the educational process. The Ministry is also responsible for teacher education in Azerbaijan. It develops and implements policies on teacher education, as well as requirements for teachers, for primary and

²³ Temporary regulation on the multi-tier structure of the higher education at the Republic of Azerbaijan Approved in accordance with the executive order No 399 of the Minister of Education of the Republic of Azerbaijan, 7 May 1993, <http://www.edu.gov.az/view.php?lang=en&menu=113&id=3718>

²⁴ Adopted in 2006.

²⁵ Curriculum Framework for education qualifications of teachers of general education establishments of 17 December 2010, No. 1668, <http://www.edu.gov.az/upload/file/kurikulum-cercivesi-17.12.10.pdf>

²⁶ DECREE OF THE CABINET OF MINISTERS OF THE AZERBAIJAN REPUBLIC ON APPROVAL OF THE LISTS OF BACHELOR'S DEGREE SPECIALTIES (PROGRAMMES) OF HIGHER EDUCATION of 12 January 2009, No 8, <http://www.edu.gov.az/view.php?lang=en&menu=113&id=1949>

²⁷ The order of the Ministry of Education of the Republic of Azerbaijan on approval of Regulations on the state attestation of students of the higher education establishments of the Republic of Azerbaijan at the bachelor's degree level of 27 January 1997, No 54, <http://www.edu.gov.az/view.php?lang=en&menu=113&id=4265>

²⁸ Executive order of the Ministry of Education on approving of rules for thesis preparation at the baccalaureate level of university of 13 March 1997, <http://www.edu.gov.az/view.php?lang=en&menu=92&id=4152>

²⁹ Rules for organisation of formal education approved by the decision of the Cabinet of Ministers of the Republic of Azerbaijan, No. 147 of 6 August 2010, <http://www.edu.gov.az/view.php?lang=en&menu=92&id=2435>

³⁰ Executive Order of the Minister of Education of the Republic of Azerbaijan on approving the curricula for V-XI classes of general education schools of 2 June 2011, <http://www.edu.gov.az/view.php?lang=en&menu=81&id=4113>

³¹ Executive Order of the President of the Republic of Azerbaijan on developing 'National Education Development Strategy of Azerbaijan in 2011-2021' of 11 July 2011, <http://www.edu.gov.az/view.php?lang=en&menu=73&id=4303>

³² Ministry of Education (2008) National Report on the Development of Education. Azerbaijan Republic, Baku, www.ibe.unesco.org/National_Reports/ICE_2008/azerbaijan_NR08.pdf.



secondary school teacher-training curricula. As stated in the Concept and Strategy for Continuous Education and Training of Teachers in the Republic of Azerbaijan (see also the following Section 4.3), the state policy and strategy on teacher education is functioning under the Ministry of Education.³³

Other main duties of the Ministry include:

- forming and implementing a single state policy in the sphere of education;
- ensuring the development of education in the Republic of Azerbaijan in accordance with the defined directions;
- carrying out state regulations in the education field and ensuring state control over the quality of education;
- protecting constitutional rights on education of citizens and creating equal conditions for its reception;
- implementing a scientific, educational and methodical management at all education establishments, regardless of their pattern of ownership and legal organisational form;
- fulfilling other duties assigned to the Ministry by the legislation of the Republic of Azerbaijan.

The Ministry conducts the following functions in accordance with the duties set forth by the legal regulations:

- takes part in the creation of the normative legal base ensuring the activity of education system and its development, and prepares the relevant regional standards;
- ensures realisation of programs for the development of education, coordinates activity of other bodies in this area;
- defines a network and development prospects of educational establishments;
- takes over control of the quality of the education process, execution of education laws and observance of the state educational standards;
- makes analytical analysis and monitors the development of the education system;
- defines the criteria for evaluating knowledge in the education system, as well as assessment scoring system;
- ensures, in accordance with the legislation, the application of democratic management in the education system;
- carries out, regardless of pattern of ownership and submission, attestation and accreditation of educational institutions based on established rules;
- conducts experiments to increase the quality of education and use advanced forms and methods in the organisation of teaching process;
- confirms the basic educational programs in conformity with the requirements of the state educational standards, makes the list of textbooks, manuals and educational literature, gives them a stamp (Publication right);
- implements a control over the compulsory education;

³³ Information from the questionnaire provided by the Ministry of Education, Department of Higher Education.



- takes necessary measures for continuation of education of the talented children, pupils and students.
- defines rules for transfer from class to class at the secondary education schools, quantity, forms and assessment mechanisms for final exams, as well as transfer of students from one educational establishments to another;
- organises subject Olympiads of different levels and scales;
- implements correspondence programs for the computerisation of educational establishments, creates Websites and education portals for pupils;
- provides, in collaboration with the appropriate executive authorities, education for children and youths requiring strict upbringing conditions, as well as with disabilities;
- renders a methodical support to the guardianship authorities, identifies children deprived of parental care and involves them in the education;
- in collaboration with the appropriate executive authorities implements necessary measures for organisation of sport, health and preventive works, carries out activities such as - sport competitions, camping trips, as well as children, pupils and students amateur performance review, technical and artistic creativity, etc.;
- in collaboration with the appropriate executive authorities provides a medical check-up of students, pedagogical and technical personnel of the education establishments;
- coordinates the activity of educational establishments and organisations subordinated to the Ministry with other scientific institutions and organisations in the scientific and education sphere;
- organises scientific and technical conferences, symposia and competitions, as well as the participation of pupils, students, graduate students and teachers in such activities abroad;
- makes a suggestion on classification of higher, secondary special and vocational education specialties;
- prepares exemplary regulation projects of educational establishments, regardless of their pattern of ownership and submission, gives opinions and makes suggestions on creation, reorganisation and abolition of educational establishments;
- approves rules for final state attestation of graduates and corresponding regulatory documents concerning an examination process;
- makes suggestions on categories of persons, whose pedagogical activity is forbidden for different reasons, and disabled persons, as well as the list of forbidden specialities, where experts being prepared by the externship program;
- prepares the sample of state educational documents given to graduates at educational establishments, regardless of their ownership and submission, defines rules for its delivery, and provides educational establishments with letterheads of state educational documents according to the quantity of graduates;
- resolves issues concerning recognition and equivalence of educational documents;
- creates, in accordance with the recognition (nostrification) rules for educational documents received abroad, the relevant Committee and issues an equivalence certificate;



- lifts the petition in front of the Cabinet of Ministers of the Republic of Azerbaijan about the establishment of scholarship for students;
- takes part in studying a labour market demand and forecasting of the experts' preparation;
- makes an offer on the annual student enrolment in higher, secondary special and vocational educational establishments;
- resolves the issues concerning the opening of magistracy and doctoral studies in relevant educational establishments;
- organises the work for the preparation, improvement of the professional skill and retraining of teachers and educators;
- creates appropriate conditions for the distance education;
- ensures, in collaboration with the appropriate executive authorities, enterprises and organisations, unemployed level of population with vocational training, professional skill improvement and retraining;
- organises certification of pedagogical personnel based on confirmed rules;
- defines the rules of applying for a position of pedagogical, scientific and educational personnel at educational institutions;
- defines the list of managerial personnel nomenclature at educational establishments of the Ministry;
- undertakes measures for satisfaction of need for pedagogical staffs, renders the practical help during the process of the ensuring of young experts with jobs, carries out necessary work with corresponding Executive authorities in order to improve their social status;
- develops the educational and material base of educational establishments, defines single standards for their construction, material and technical provision, as well as standards for student places;
- takes part in preparation of funding standards for the education system;
- prepares proposals for using assessment and material stimulation mechanisms in the education system;
- in accordance with the legislation implements measures for encouraging and rewarding of educators, provides awarding them the title of "Labour Veteran";
- undertakes measures for fulfilment of obligations on international contracts in the education field to which the Republic of Azerbaijan is party;
- carries out the cooperation with international organisations in the education area;
- provides assistance for Azerbaijanis living in foreign countries to study their native language, as well as learn Azeri language and literature, Azerbaijani history and geography;
- undertakes measures, in accordance with existing rules, for state-sponsored study abroad of the Azerbaijani citizens to study and implement scientific research works;
- carries out the gathering of statistical data and reports, implements their analysis and grants results to corresponding bodies;
- implements other functions provided by the legislation.



Accordingly, the Ministry is entitled to the following rights for fulfilling its duties and functions:

- to require, in accordance with the established procedure, necessary data on the development of education from central and local executive authorities, municipalities, individuals and legal entities;
- to pass, in accordance with the established procedure, relevant normative legal acts regulating the education;
- to issue instructions, orders and decrees within the power vested in him, which shall be executed by educational establishments, and control their implementation;
- to monitor all educational establishments operating in the Republic of Azerbaijan, regardless of their patterns of ownership and organisational-legal status, carry out the state control over the teaching quality;
- to issue a special consent (license) for educational activity, estimate the observance of terms and conditions of the license;
- to implement tenders, in accordance with the legislation, define technical conditions and ensure the control over their execution;
- to represent, in accordance with the legislation, the Republic of Azerbaijan in international and intergovernmental relations on educational issues, and sign a contract (agreement, memoranda, statements, etc.) on bilateral cooperation;
- to implement other rights considered in legislation.³⁴

The corresponding executive power body appoints also the head of state education institution. Consequently, the head of municipal education institution is appointed by the municipality.

Also, with an aim to ensure democracy and transparency of education institution management, the managing and self-managing bodies (general meeting, guardians, scientific, scientific – methodical, pedagogical, school, parents, education receivers, sponsors and other councils) may be founded. The rules of forming and authorities of these bodies are defined by the regulations of education institution. Except education management bodies no other organisations can interfere in issues referred to management of education institution (Art 30 of the Law on Education).³⁵

4.3 National policies, strategies and reforms teacher education

The national education system is undergoing deep reforms to better prepare students to meet the demands of the global economy and the world's market.³⁶ One of the main priorities to accompanying these changes is the focus on preparation of teachers. The strategy for professional teacher education is focused predominantly on preliminary vocational guidance of school leavers, basic education in secondary vocational and higher educational establishments and in-service training of professionals.³⁷

³⁴ Regulations of the Ministry of Education of the Azerbaijan Republic, <http://www.edu.gov.az/view.php?lang=en&menu=43&id=1571>

³⁵ Law on Education of the Azerbaijan Republic, approved by Presidential Decree № 156 of 5 September 2009, <http://portal.edu.az/English/Pages/educationlawoftheAzerbaijanRepublic.aspx>

³⁶ <http://www.britishcouncil.org/ru/eumd-information-background-azerbaijan.htm>

³⁷ Information from the questionnaire provided by the Baku In-Service Teacher Training and Re-Training Institute.



In 2003-2008, Azerbaijan with the support of the World Bank implemented the **Education Sector Development Project** focusing on planning the reforms and building the capacity to manage them. Under its sub-component of 'Teacher's training', the Ministry collaborated with the World Bank on **Concept and strategy on continuous pedagogical education and teacher training in the Republic of Azerbaijan** with which main reforms began in teacher education area. It is a new curriculum content providing training for primary school teachers, which – after the approval of the document **on 25 June 2007** - led to a number of activities being carried out with regards to the implementation of reforms addressing the content of pedagogical training. Three pilot universities (Azerbaijan State Pedagogical University, Azerbaijan Institute of Teachers and Ganja State University) have started to apply this curriculum for primary school teachers' training.³⁸ The works implemented in this area encompass the aim at increasing the level of teacher preparation and developing creative work abilities of pedagogical staff. The modernisation of teacher preparation as well as the improvement and optimisation of the content, structure and pedagogical process based on international experience and national traditions were at the heart of this project.³⁹

From **2008** to **2013**, the **second phase of the Education Sector Development Project** is being realised building on the first phase reforms. Its main components include the continuation of modernizing of the curriculum (e.g. developing new teaching and learning materials, using ICT for curriculum implementation and innovation); improving teacher training, especially in-service; continuing Azerbaijan's participation in international assessments; and launching reforms both in higher education and in pre-schooling.⁴⁰ Within the 'modernisation of in-service teacher training' component, an in-service teacher training for the implementation of the new curriculum is supported by training teachers, master trainers and rayon education methodologists, through the provision of goods, consultants' services and training. As for the modernisation of the in-service teacher training systems, it is being realised by: (a) rehabilitating nine of the in-service teacher training institutions in Azerbaijan, through the carrying out of works and provision of goods, consultants' services and training; and (b) training teachers to use student-centred learning strategies and information and communications technology (ICT) for pedagogical purposes, through the provision of goods, consultants' services and training.⁴¹

As a result of these reform programmes, the **curriculum for primary and secondary education** has been radically changing with the adoption of the new national curriculum and the implementation since 2007.⁴² Currently primary education has been fully covered, with all teachers being retrained in the use of the curriculum, with an upgrading of schools and with new teaching materials. Reforms will be completed by 2018. At the same time, the teacher training and teacher retraining curricula have also been addressed. For instance, training for 17,000 teachers (grades 1-4) in new curriculum was completed by 2010 according to the World Bank

³⁸ The official website of the Ministry of Education and Science of Azerbaijan. <http://www.edu.gov.az>

³⁹ State programme on reforms in the higher education system of the Republic of Azerbaijan for the 2009-2013 years.

⁴⁰ Status of Projects in Execution FY10 SOPE Europe and Central Asia Regions, Azerbaijan, Operations Policy and Country Services, 3 October 2010, <http://siteresources.worldbank.org/INTSOPE/Resources/5929468-1286307702807/7453146-1286464746323/AzerbaijanFinal.pdf>

⁴¹ Second Education Sector Development Project, <http://web.worldbank.org/external/projects/main?pagePK=51351038&piPK=51351152&theSitePK=40941&projid=P102117>

⁴² General Education Concept (National Curriculum) of the Republic of Azerbaijan approved by decree No 233 of the Cabinet of Ministers of the Azerbaijan Republic of 30 October 2006, <http://portal.edu.az/English/Pages/nationalcurriculum.aspx>



data.⁴³ Over the past years, also a new model of the in-service training programme based on order-proposal principle has been elaborated and transferred into a mechanism of 'support centre' in the area of the in-service training. As a result, 20 new curricula on 6 subjects have been prepared and applied, alongside the Ministry's strategy for teachers' familiarisation with active/interactive training techniques that has been worked out. The efficient international cooperation relations in the area of in-service teacher training have been built up and the conceptions of the education of the elderly, post-diploma education, as well as distant learning have been prepared and applied. Also, computer courses were included in contents of the in-service training and every teacher must regularly undertake in-service training to increase their professional level and quality of education. Finally, the professionogram was prepared to define teacher's competencies; double specialities were included to the list of specialities in order to provide rural schools with teachers, and prepare pedagogical practice rules.⁴⁴

Azerbaijan has also been involved in changing the education system according to **the Bologna Process**, joined in 2005, which defined the contours of reforms carried out in the field of higher education.⁴⁵ From 2009, **the State Programme on Reforms in the Higher Education System of the Republic of Azerbaijan for the 2009-2013**⁴⁶ is being implemented, aiming to integrate the country's higher education with the European Education area and adjust its content to the principles to the Bologna Process. In order to provide an attractive and competitive system and meet the demand for specialists with higher education, the following action plans on implementation of the Programme have been developed in relation to teachers:

- expanding opportunities for teacher exchange in the higher education institutions;
- establishing a certification mechanism for the teacher's activity;
- supporting the establishment of the different associations of teachers;
- attracting state and non-state organisations to the process of teachers' rewarding;
- holding seminars at different universities in order to explain teachers the main provisions of European Credit Transfer System;
- preparing a special programme to provide for the skill improvement and retraining of teachers in the necessary fields abroad;
- creating and applying the certification mechanism to start work as a teacher;
- expanding the programme that encourages young specialists to work in rural areas and eliminate teacher-shortage problem;
- creating a motivation system according to the activity and skill of school teachers;
- preparing innovative methods, materials and application of programme provision of training for basic and additional education (skill improvement and retraining); and,

⁴³ The World Bank (2010) Implementation Status and Results: Azerbaijan, Second Education Sector Development Project (P102117), Report No: ISR1713 http://www-wds.worldbank.org/external/default/WDSContentServer/WDSP/ECA/2011/01/11/3B87DAC3DE761B4585257815007DFF22/1_0/Rendered/PDF/P1021170ISR0DI011120111294786573027.pdf

⁴⁴ The Ministry of Education of the Azerbaijan Republic, General information, <http://www.edu.gov.az/view.php?lang=en&menu=110>

⁴⁵ <http://www.edu.gov.az/view.php?lang=en&menu=110>

⁴⁶ Approved by the order of the Ministry of Education No.937 of July 10, 2009 <http://www.edu.gov.az/view.php?lang=en&menu=116&id=2430>



- modernisation of additional education (skill improvement and retraining) and development of new model and mechanisms to increase competitiveness.⁴⁷

The previous action plan for 2006-2010, focused mainly on the structure of minimum state requirements in relation to the content and quality of bachelor preparation, as well as on new generation state educational standards in corresponding fields.⁴⁸

To align with the Bologna principles, starting from the **2010/2011** academic year, a **new three-modular system** of training will be initiated according to the new legislation. This system involves participation of teaching staff in short-term courses on pedagogy and psychology; in their specialisations; and innovations in education. Also, the legislation governing the arrangements for **implementing ECTS** has been introduced. Over 75% of institutions and programmes use ECTS for both transfer and accumulation purposes. Allocation of ECTS is based on contact hours, or a combination of contact hours and student workload.⁴⁹

Among other initiatives, **presidential awards** are granted to teachers and a state programme encouraging teachers working in remote rural schools is being implemented. For instance, various additional facilities are offered (accommodation, land, incentives for utilities, etc.) to young teachers, who start their work in remote areas.⁵⁰ Also, the contest for the '**Best Teacher of the Year**' is held every year and the winners receive cash awards. According to the presidential decree, the best teachers in the country are assigned to the rank of distinguished teachers. At school level, the best teachers are awarded prizes and diplomas.

It should be mentioned, that despite these developments, economic problems related to the transition period continue to impede the full implementation of new principles introduced by the Law on Education and by other legal and non-legal documents. The educational system is still largely based on the former Soviet model, inherited from the pre-1991 era: its structure is over-centralised and it applies teaching rules characteristic for the old regime. The centralisation is visible particularly on the levels of general education, and to a lesser extent on other levels. Thus, there is a preservation of positive achievements of the past educational system while constructing institutions typical for an open society poses one of the challenges in the process of reformation of education system.

Among other challenges to be tackled, there are also poor retirement arrangements, which hinder younger generations to find employment in the profession as older teachers hold on to their jobs. According to the Minister of Education, one way to address this issue is to send teachers who have reached the age of 65 to retirement. Such age qualification may be applied after teachers are granted the status of civil servants. This change is expected to take place gradually, after the fulfilment of an order on elaboration of the concept determining state-funded education and healthcare establishments as a part of public service. It is to be accompanied by promoting the raise in teachers' salaries and improvement of their social welfare when they retire.⁵¹

⁴⁷ State programme on reforms in the higher education system of the Republic of Azerbaijan for 2009-2013, <http://www.edu.gov.az/view.php?lang=en&menu=116&id=2554>

⁴⁸ <http://www.edu.gov.az/view.php?lang=en&menu=110>

⁴⁹ EACEA (2010) Higher Education in Azerbaijan, http://eacea.ec.europa.eu/tempus/participating_countries/reviews/azerbaijan_review_of_higher_education.pdf

⁵⁰ Information provided by Abdullaeva Zyniat Mitat kyzy, the representative of the Department of Higher Education in the Ministry of Education.

⁵¹ News.Az (2011) Teachers who have reached 65 to be sent to retirement – minister, 25 April, <http://news.az/articles/society/34947>



4.4 Prospects and future needs in the field of teacher education

The Azerbaijani government sees the future need in the field of teacher education in the use of alternative models in the process of teacher education, the right programming and planning of supply and demand, improving the quality and content of teacher education, which will provide graduates predisposed to educational work and professional staff capable of it, increasing the number of teachers who can teach integrative and paired subjects, raising the teacher-student ratio to the level of developed countries, better control of target expenditure of finance which are allocated to teacher education.⁵²

It is also expected that by the end of the Education Sector Development Project (second phase) in 2014, the following changes will take place:

- the new national curriculum will be rolled out until at least the 8th grade;
- the 12th grade of general secondary education will be ready to be launched;
- new textbooks, teacher guides and other learning materials will be available in all schools;
- all teachers in service and school principals will have received training in the new curriculum and in new teaching methodologies;
- eight in-service teacher training institutions will be rehabilitated and equipped.
- a credit-based certification system of in-service training activities will be approved and in operation.

In addition, as a result of carrying out the Development Programme on Pedagogic Staff Provision within the General Education Schools Network for 2005-2009, the number of pedagogic staff in general education schools should increase within the next 5 years. The Development Programme was approved by the Order of the Cabinet of Ministers of the Azerbaijan Republic on November 4, 2004.⁵³ This is particularly important given that there is a lack of teaching staff in general education schools - one of the key problems of the general education system. Currently, there is a need for up to 5,000 teachers in remote villages and foreign languages are not instructed in about 500 schools due to the lack of teachers with relevant education.

As for the key needs in relation to teacher training in Azerbaijan, the following have been identified based on the desk research and stakeholder consultation carried out within this project:

- There is a need to upgrade the lists of higher and secondary specialised education profiles and Master's programs and delete some unnecessary subjects in the teaching plans, which still remain in spite of renewing the standards of specialisations. Also, new programmes of teacher education in different field such as social work, vocational guidance, and counselling should be implemented with coordination and cooperation between pedagogical universities and academic universities based on existing experience.⁵⁴

⁵² Information from the questionnaire provided by the Ministry of Education, Department of Higher Education.

⁵³ State programme on reforms in the higher education system of the Republic of Azerbaijan for 2009-2013 years. p.5-6.

⁵⁴ Information from the questionnaire provided by the Ministry of Education, Department of Higher Education.



- The content of pedagogical education does not sufficiently conform to the demands of schools. The structure of minimal state requirements set for the content and level for training Master's students should be enhanced and the State Education Standards should be developed accordingly. Also, the number of two-subject teachers or integrated-subject teachers should be increased.
- The ICT, active and interactive teaching methodology are not sufficiently used in training the staff working in higher education institutions. This is accompanied by the lack of long-term, scientifically justified forecasting mechanism for staff development.
- The infrastructure and technical equipment of higher education institutions (e.g. teaching laboratory supplies, providing equipment and devices for the teaching process) are underdeveloped. Libraries do not meet today's requirements in the field of higher education as the process of creating electronic libraries and textbooks is slow.
- Textbooks are lacking a number of courses both at the Bachelor and at the Master's level, and sometimes old textbooks have to be used.
- The assessment of students' knowledge lacks objectivity, as a monitoring mechanism does not exist to assess the mastery level achieved by the students.
- Standard documents regulating the activity of higher education institutions have not been adjusted to relevant regulations on practicing the academic credit point system.
- University staff potential and skill improvement of teachers is inadequate to the modern demand.
- Mechanism for determining the professional level of teachers in higher education institutions has not yet been established.
- Lack of rational distribution of teaching load in higher education institutions, creation of very small groups and cohorts, and minimal level of the teaching load do not allow for adjusting the student-teacher ratio to the international standards.⁵⁵

Yet another challenge related to the existing situation in the area of pedagogic staff provision is a low teacher-student ratio. While on one hand there is a need for thousands of teachers, on the other, there is only a ratio of 9 to 10 students per teacher in Azerbaijan. This means that the lack of teachers constitutes a major problem in rural areas, while the surplus of teachers poses a problem in cities, especially in Baku.⁵⁶ Difficulties in attracting teachers in shortage subjects in some rural areas are to be addressed by retraining, which is seen as a mean of reversing these shortages by providing some teachers with the experience of teaching more than only one subject.⁵⁷ The need for many teachers to be retrained is related also to other factors, such as changes that are foreseen in the national curriculum. Some new subjects, e.g. integrated science, might be studied by most of the pupils, and therefore, adequately prepared staff will be required.⁵⁸

⁵⁵ State programme on reforms in the higher education system of the Republic of Azerbaijan for 2009-2013, <http://www.edu.gov.az/view.php?lang=en&menu=116&id=2554>

⁵⁶ Ministry of Education (2008) National Report on the Development of Education. Azerbaijan Republic, Baku, www.ibe.unesco.org/National_Reports/ICE_2008/azerbaijan_NR08.pdf.

⁵⁷ Rob McBride, Aydin Kazimzade and others (2002) Report for teacher education consultancy. Baku Azerbaijan. p. 9-11.

⁵⁸ Rob McBride, Aydin Kazimzade and others (2002) Report for teacher education consultancy. Baku Azerbaijan. p. 9-11



5 EDUCATION SYSTEM FOR PRIMARY AND SECONDARY SCHOOL TEACHERS

5.1 Brief overview of historical development of teacher education

The modern education system of Azerbaijan consists of three historical periods: the first system developed from 1918 to 1920, the second period from 1920 to 1990 was imposed by the Soviet Union, and the current education system has been maintained since the country became independent from the Soviet Union in 1991.

During the period of the Soviet regime, Azerbaijan provided mass education, eliminated illiteracy, and created a wide network of secondary, technical, vocational, and higher educational institutions. In addition, all teachers were required to participate in in-service training every five years. This was based on centralised planning carried out in the form of five year plans as well as on Moscow's calculations that it would take about five years for the trainers to work with all of the teachers. For example, since the 1980s almost all of the teachers in Baku could experience in-service training over five years.

On the other hand, the quality of the teachers' experience did not appear as important to the Soviet planners. In general, the trainers were concerned more about conveying the subject knowledge and providing the information to their senior administrators. Since such training was often perceived by the teachers as not enjoyable or useful, this memory continues to discourage participation of older generation of teachers in in-service training today.

In 1989, the retraining courses for teachers were introduced by the Azerbaijan Teacher Training Institute. It was considered as a way to ensure that teachers could move from 'old' into 'new' subjects as additional subjects were included within the national curriculum, such as psychology and information technology, and retraining. Since then, Baku Teacher Training Institute, the Pedagogical State University and other institutions have begun retraining of teachers.

Currently, the role of teachers in contributing to the development of society is gaining more importance in Azerbaijan. Teacher profession receives an increasing attention from the state, which is reflected in a number of policies and regulations discussed above.⁵⁹

5.2 Teacher education providers and financing of teacher training

The pre-service phase of primary and secondary school teacher education is provided by pedagogical higher education institutions (Bachelor's level - 4 years and Master's level - 1.5-2 years) and secondary specialised educational institutions (2-3 years). Higher education institutions offer undergraduate and graduate programs for primary and secondary school teachers and students can receive a degree of Bachelor, Master of Science, Master of Arts and Doctor of Philosophy. As for secondary vocational training, it is implemented at colleges and corresponding structures of higher educational institutions and ends by awarding a pre-bachelor (or sub-bachelor) diploma degree (Art 21 of the Law on Education).⁶⁰

The in-service training of teachers is offered by the Azerbaijani Leading Institute of Continuous Professional Development and Retraining of Teachers, the Azerbaijan English Teachers'

⁵⁹ Information from the questionnaire provided by the Ministry of Education, Department of Higher Education.

⁶⁰ In line with the Decision No. 112 of the Cabinet of Ministers of the Azerbaijan Republic to amend the names of secondary specialised schools, 16 June 2010, the names of secondary specialized (professional-speciality) schools were amended into 'colleges' (Art. 14.5.5 and 21 of the Law on Education), <http://www.edu.gov.az/view.php?lang=en&menu=299&id=2147>



Association, and other institutions listed below. An important involvement on the part of Teacher Trade Union should also be mentioned, particularly in terms of helping, facilitating and coordinating the education of didactical cadres all over the country.⁶¹

The main teacher education providers in Azerbaijan include:

- the Azerbaijan State Pedagogical University;
- the Nakhchivan Teachers' Institute;
- the Azerbaijan Teachers' Institute and its 11 branches (Sumgait, Ganja, Mingachevir, Shamakhi, Guba, Salyan, Jalilabad, Agjabedi, Gazakh, Sheki, Zagatala);
- Qafqaz University;
- Baku Higher Pedagogical Seminary for Girls;
- Azerbaijan University of Languages;
- Baku Slavic University; and
- Lenkeran State University.

Teacher education can be financed by the state (per capita financing according to the Decree of the President of the Republic of Azerbaijan on implementation of new mechanism of financing in higher education 10.02.2010) or the basis of the individual student tuition payment (rus. *платное обучение*).⁶²

As stated in Art. 14 of the Law on Education (2009), educational institutions can be state-owned, municipal and private. The purpose of activities of educational institutions in Azerbaijan Republic does not include getting profit. State educational institutions in Azerbaijan can be financed by state budget, cash resources from education fees and from other sources not prohibited by legislation.

The financing sources of state and municipal educational institutions, also those providing teacher education, include (Art 39 of the Law on Education):

- state and municipal budget resources;
- resources obtained from paid education;
- resources of state education grants and other grants;
- special grants of juridical and individual persons, as well as of foreigners and foreign juridical persons, willed resources, donations and aid;
- research grants awarded by the State on the basis of competition;
- state programs for training of personnel for priority directions of education;
- resources obtained by educational institution as a result of implementation of education, science, production, consulting and other services determined by legislation;
- resources allotted by juridical and natural persons on a contract basis for training of specialists, upgrading their professional skills and re-training;
- programs and projects financed by state authorities;

⁶¹ Information from the questionnaire provided by the Azerbaijan Teachers Institute.

⁶² Information from the questionnaire provided by the Azerbaijan Teachers Institute.



- resources obtained from the sale of equipment , transport and other property useless for education purposes possessed by educational institution;
- grants and resources obtained by educational institution from international cooperation;
- resources obtained by educational institution from sources not prohibited by legislation.

Private educational institutions are financed from the following sources (Art. 40 of the Law on Education):

- received from rendering educational services;
- resources of the founder (patrons);
- obtained grants and loans;
- donations and aids of the legal and physical persons;
- resources obtained from educational, scientific, production, advice (consulting) and other services specified by the legislation;
- resources obtained from other sources not prohibited by the legislation.

5.3 General organisation of teacher education

5.3.1 Initial teacher education

In order to apply to a teacher higher education institution, graduates of secondary and/or vocational schools or colleges must have a relevant diploma of completion (or Certificate of Secondary Education). Admission is carried out on the basis of central examinations set by the State Student Admission Commission of the Republic of Azerbaijan.⁶³

At the pre-service teacher education level, at least 40% of the content of teacher education programmes covers subjects of psychological and pedagogical cycle. Also practical training is provided (rus. *педпрактика, pedpraktika*) to students as a part of the programme in general secondary schools (at least 18%).⁶⁴

For example, a Bachelor Degree in Elementary Education at Khazar University is conferred by the university upon the student's application when the student has earned a minimum number of credits required for the degree and has met the requirements in terms of selection of courses (a detailed description of Bachelor of Science Degree programme in Elementary Education at the School of Education at Khazar University is provided by Annex D).⁶⁵ Students must receive at least 132 credits to graduate, including 78 credits in their major. Each student must satisfy three types of requirements for Bachelor's degree:

- university requirements;
- general education requirements (GER); and
- major and major-related requirements.

⁶³ It should be noted that the national university entrance exam is very strict and that only one in three applicants pass.

⁶⁴ Information from the questionnaire provided by the Baku In-Service Teacher Training and Re-training Institute.

⁶⁵ <http://www.khazar.org/Catalog/School of Education.pdf>



University requirements include two main components: English language and Azerbaijani studies, and a total number of 27 credits. General education requirements have three components (Humanities, Social Sciences, Science and Technology) and a minimum of 21 credits. They are designed to broaden students' intellectual perspectives and to enable them to become educated members of society. General education courses introduce undergraduates to the diversity of various academic disciplines and, regardless of their major; students must meet the GER during the first and the second year of study. In terms of requirements for each major, they are divided into obligatory (required) and optional groups. As for the latter, students must take at least two additional courses with a minimum of 6 credits. These courses can be taken from any major or non-major divisions without any restriction.

The programme for a Bachelor of Science in Elementary Education is to a certain extent interdepartmental and involves the Department of Elementary Education and other departments of sciences, humanities and social sciences. The programme is to provide professional knowledge and skills in a classroom teaching with a diversity of teaching methods. The internships constitute a necessary part of the programme and students are given an opportunity to participate in a practicum and internship at 'Dunya' Lab School⁶⁶ and/or other schools. In their final year, students are required to take a year-long internship in the affiliated 'Dunya' School or another school with elementary classes approved by the Department of Elementary Education.⁶⁷

The study programme for a speciality on a bachelor level is defined by the State Education Standard Structure clarifying minimum mandatory requirements for the content and level of bachelor degree preparation on speciality (program).⁶⁸ As for the education specialties group, it is included in the Lists of bachelor's degree specialties (programmes) of higher education, after the Cabinet of Ministers' approval in 2009.⁶⁹

Upon completion of undergraduate studies, students may apply for admission to post-graduate studies. Examinations are set by the abovementioned Commission. Further studies to which a student applies should correspond to his/her educational background at the Bachelor level.⁷⁰

In 2010, the demands for the education content at the Master's level and organisation of the educational process were approved.⁷¹ The main requirements are defined as follows:

- The content of the education at the Master's level consists of theoretical trainings, pedagogical and professional preparation, as well as scientific research works. The theoretical and pedagogical training of the postgraduate student is delivered through lectures, seminars, tutorials, practical workshops, etc. The preparation of students in the

⁶⁶ Dunya School, is consisting of pre-school, elementary (primary), secondary and high schools under one roof, and affiliated with the School of Education from a private Khazar University.

⁶⁷ Central & Eastern European Directory On-Line. Khazar University. <http://www.ceebe.co.uk/ceed/un/az/az006.htm>

⁶⁸ <http://www.edu.gov.az/view.php?lang=en&menu=113&id=4189>

⁶⁹ Decree No 8 of the Cabinet of Ministers of the Azerbaijan Republic on approval of the lists of bachelor's degree specialties (programmes) of higher education, 12 January 2009, <http://www.edu.gov.az/view.php?lang=en&menu=113&id=1949>

⁷⁰ EACEA (2010) Higher Education in Azerbaijan, http://eacea.ec.europa.eu/tempus/participating_countries/reviews/azerbaijan_review_of_higher_education.pdf

⁷¹ Content and organisation of the master degree education and procedures for granting the 'Master' degrees

Approved by the decision No. 88 of the Cabinet of Ministries of the Republic of Azerbaijan of May 22, 2010, <http://www.edu.gov.az/view.php?lang=en&menu=112&id=2546>



scientific research field is delivered through dissertation preparation, and conducting researches via modern ways.

- Structure of the curriculum in different specialties consists of education (humanitarian and general training, as well as specialty items) and scientific research units.
- Organisation of study at the Master's level is implemented by the credit system (European Credit Transfer System) based on rules approved by the Ministry of Education in accordance with the demands on state standards for higher education.
- The weekly curriculum and extracurricular load (all educational, scientific-research and pedagogical) of students includes 45 hours. The lesson durations are 12-15 hours. Part-time study requires about 120-160 hours.

5.3.2 Induction programmes for new teachers

The beginning of teaching career after graduation is preceded by induction period that lasts one year. Internships are an obligatory part of the programme and students teach at Khazar University Lab School 'Dunya'. The internship is divided into three phases:

1. During the first phase, a practicum, students attend elementary school classes to observe and assess the teaching process.
2. In the second phase, they get involved in teaching various subjects in rotation, with full duties of elementary school teachers, concentrating on current teaching issues under the supervision of master teachers.
3. In the final phase, they must write a substantial research paper on their experience and results of their internship.

The School of Education and Department of Elementary Education reserve the right to be selective in admitting students to practicum and internships on basis of academic achievements of a student and other criteria. Each new coming teacher observes and analyzes of real school situations within the context of trends, issues, theories, and information available in the professional literature. At the discretion of the classroom teacher, the student also participates in classroom activities. During this first year of teaching career, a graduate has a mentor (an experienced teacher) who helps a newcomer adjust into school environment and facilitates his or her first steps in teaching.

Special training courses for new teachers are also organised by teacher education providers.

5.3.3 Continuous professional development of teachers

Currently, the in-service teacher education Azerbaijan is carried out in the following four stages:

- professional development of teachers in the field of their practical activity (2-months),
- training and development of teachers in science and research activities,
- re-training for cadres with a specialisation in non-teaching profession,
- short-term pedagogical education programmes (1-2 weeks) to increase a degree and level of education.



Such trainings are carried out at the Baku In-Service Teacher Training and Re-training Institute, Azerbaijan Teacher Institute and its 11 branches, and Nakhchivan Teachers' Institute.⁷² Teachers are to participate in in-service education within the five-year intervals, after which they receive a certificate confirming that the training has been undertaken.

The execution mechanisms and perspectives related to the implementation of additional studies, which are an important component of continuous education, are reflected in the 'Conception and strategy of continuous education and teacher training'. Its future prospects depend on the creation of normative legal basis, implementation of the necessary structural changes in the skill improvement and retraining system, preparation and affirmation of new curriculums, and application of the monitoring and assessment system. Preparation of the relevant state programme has already started with an aim to use the new mechanisms based on the module-credit system.⁷³

For example, a new document of content and structure of additional education is being designed and an introduction of in-service training stages is planned. At each stage teachers should take minimal number of hours in three modules:

- general foundation of education (development of new skills in education, pedagogical psychology and sociology, judicial fundamentals of education, development of new pedagogical thinking);
- subject-related education (development of new skills in methodology, didactics, implementation of new curricula, the use of ICT); and,
- innovations and new tendencies in education (development of new skills, new pedagogical thinking in terms of using innovative techniques, methods which are connected with the work of teachers).

The minimum number of hours in these modules are defined as follows: 30 hours for the first and third modules of 30 hours (5 credit points each), and 60 hours (10 credit points) for the second module (120 hours total for all modules).⁷⁴ Programmes, which contain these three modules, are designed by the institutes and licensed by the Committee of Assessment in the Ministry of Education. Teachers are allowed to choose the organisation where they would like to receive the in-service training. After the training, they are granted with a certificate where the credits for each module are displayed. This information is taken into account in the amount of salary and promotion of a teacher.⁷⁵

The Ministry of Education has also introduced a demand driven in-service in two subject areas - Mathematics and Azerbaijan Language and Literature. This allows teachers to choose what kind of in-service they prefer. It is perceived by many teachers as a great improvement in comparison to the old five year training. One positive effect of demand driven in-service is that teacher trainers outside these two subjects also feel they should ask teachers about their wishes before they begin courses.⁷⁶

⁷² Information provided by Abdullaeva Zyniat Mitat kyzy, Department of Higher Education in the Ministry of Education.

⁷³ The official website of the Ministry of Education and Science of Azerbaijan. [http:// www.edu.gov.az](http://www.edu.gov.az)

⁷⁴ Curriculum Framework for education qualifications of teachers of general education establishments, approved by the order No. 1668 of Ministry of Education of Azerbaijan Republic on 17 December 2010, <http://www.edu.gov.az/upload/file/kurikulum-cercivesi-17.12.10.pdf>

⁷⁵ Kyazym-Zade, A.G. (2010) Modular and credit system of training teachers and managers. Proceedings of the I International Conference on 'Innovation, quality education and development '. Zamanova, A.D. (ed). Baku p.171-177.

⁷⁶ McBride, R., Kazimzade, A., et al. (2002) Report for teacher education consultancy. Baku Azerbaijan. p. 9-11.



Another important development is the tendering of retraining courses that are now to be delivered mainly in schools instead of in regional training centres. For instance, NGO's were chosen through tenders to provide training courses for primary teachers in line with the developments carried out within the frameworks of the Second Education Sector Development Project. Agreements on the organisation of training courses for primary teachers who will teach the first classes (grade 1) in 2011/2012 study year have already been signed in between Ministry of Education and Centre for Modern Education and Training, 'Inkishaf' Research Centre, Association of Independent Teachers, Association for Adult Education and Public Association for Humanisation of Education.⁷⁷

5.4 Qualifications system for primary and secondary school teachers

Teachers acquire qualifications at different levels of their education. After completing the secondary vocational education, graduates from pedagogical colleges receive a state standard document - pre-bachelor diploma in accordance with the corresponding rule. Such a document gives them the right to enter higher educational institution and is taken into account as a basis for higher education acquirement at the next level (Art. 21 of the Law on Education). Pre-bachelor and bachelor diploma holders are eligible to teach in primary school.

After completion of studies for a Bachelor's degree in Primary or Secondary Education, a student obtains a diploma of pedagogical education from institutions that provide teacher education. Graduates are awarded this professional pedagogical qualification by the State Final Graduate Attestation Committee, approved by the Ministry of Education of the Republic Azerbaijan.⁷⁸ The list of bachelor's degree specialties (programs) in higher education within the education specialties group has already been approved.⁷⁹

To continue education and receive a Master's degree in Primary or Secondary Education, students must first obtain a Bachelor degree. Bachelor's and Master's diploma holders are eligible to teach in both primary and secondary schools. To teach in a secondary school, a teacher should have a degree from a higher education institution (not a secondary vocational school-college) and a title of 'Teacher in an indicated subject' (e.g. math, biology, etc.).

Within five-year intervals, teachers should also participate in in-service education after which they receive a certificate confirming that the training has been undertaken.

Table 5.1: Qualifications required for entering teacher education career

School education	Initial	In-service
Primary level	Secondary specialised education: Pre-Bachelor's Diploma Higher education: Bachelor's Diploma Master's Diploma Title: Teacher in an indicated subject	Certificate or diploma

⁷⁷ The Ministry of Education of the Azerbaijan Republic, <http://www.edu.gov.az/view.php?lang=en&menu=9&id=4066>

⁷⁸ Information from the questionnaire provided by the Ministry of Education, Department of Higher Education.

⁷⁹ List of bachelor's degree specialities (programmes), <http://www.edu.gov.az/view.php?lang=en&menu=113&id=1949>



Secondary level	Higher education: Bachelor's Diploma Master's Diploma Title: Teacher in an indicated subject	Certificate or diploma
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6 QUALITY ASSURANCE AND TEACHER EDUCATION STANDARDS

6.1 Teacher education standards

Providing teachers with pedagogical and methodical skills according to contemporary standards is an important part of teacher education in Azerbaijan. For this reason, the profессиogram was prepared to define teaching competencies. Double specialties were also included in the existing list of specialties in order to attract more teachers to schools in rural areas. Pedagogical practice rules were also established.⁸⁰

After signing the Bologna Declaration in 2005, teacher education standards began to change. The new 'Structure of new minimal state requirements to content and level of Bachelor preparation' was approved and new state education standards were designed on the basis of international experience.⁸¹ Accordingly, the numbers of attendance hours in the curriculum, hours dedicated to study optional subjects as well as the time allocated for pedagogical practice have been changed. In line with the Bologna Process requirements, the time for self-education was increased.⁸² The structure of minimum mandatory requirements is presented in a Table 6.1 below.

Table 6.1: State Education Standard Structure for the content and level of bachelor degree preparation

Code of discipline	Disciplines	Number of lecture hours (2940-3220)	Total number of hours (5880-6440)	Credits 196-214
HF-B00	Humanity sciences	390-450	780-900	26-30
HF-B01	History of Azerbaijan	90-105	180-210	6-7
HF-B02	Azerbaijani language* (for Russian language teaching)	75-90	150-180	5-6
HF-B03	Foreign language	150-165	300-330	10-11
HF-B04	Selected disciplines **	75-90	150-180	5-6
İPF-B00	Profession training disciplines on specialty (program)	2385-2500	4770-5000	159-167
İPSF-B00	Selected disciplines :*** (Profession training and specialisation)	720	1440	48

⁸⁰ <http://www.edu.gov.az/view.php?lang=en&menu=110>

⁸¹ State Education Standard Structure clarifying minimum mandatory requirements for the content and level of bachelor degree preparation on speciality (program), <http://www.edu.gov.az/view.php?lang=en&menu=113&id=4189>

⁸² Information from the questionnaire provided by the Azerbaijan Teachers Institute.



XF-B00	Special disciplines:	165-270	330-540	3-10
XF-B01	Civil defence	45	90	3
XF-B02	Basic of medical knowledge**** (for pedagogical specialties)	150	300	10
XF-B03	Physical training	120	240	-

Notes: * University may permit students to select the second foreign language or Azerbaijani language and Speech Standards subjects.

** The selected disciplines of the first section may include subjects such as philosophy, political science, sociology, economy, culture studies, as well as Constitution of the Republic of Azerbaijan, foundation for law, and other humanities, social and economic related subjects.

*** In all sections, selected disciplines include a number of units (at least two units) determined by the university. The capacity of selected subject units is the same for all units. Student should take one discipline from each selected units, and all disciplines of the specialisation unit.

The university defines a teaching load for selected disciplines of each unit by not exceeding a number of hours. A student is allowed to choose only one subject from each of them and the subject selected should be taught within the hours defined for this unit.

**** 45 hours out of 150 allocated for specialties, where the Basic medical knowledge subject is not being taught, is given to civil defence. There will remain 105 hours that may be assigned to a professional training subject unit.⁸³

In terms of specific knowledge and skills expected after completion of teacher education career phases, these are presented in Table 6.1 below.

Table 6.1: Knowledge and skills expected after completion of teacher education career phases

Education phases	Knowledge/understanding	Skills/ Abilities
Initial	<ul style="list-style-type: none"> ▪ Semantic, cultural, educational , informative , and communication knowledge ▪ Personal self-improvement 	<ul style="list-style-type: none"> - Analysis of a situation - Combining the educational process with educational activity - Instilling a sense of humanism, patriotism, and interest in human values in children - Resolving conflicts and mitigating the differences among pupils
Higher	<ul style="list-style-type: none"> ▪ As above. 	<ul style="list-style-type: none"> - Identification of individual propensity towards specific scientific disciplines - Preparing a student to work independently - Assisting students in choosing their values and social landmarks

⁸³ State Education Standard Structure clarifying minimum mandatory requirements for the content and level of bachelor degree preparation on speciality (program), <http://www.edu.gov.az/view.php?lang=en&menu=113&id=4189>



		- Willingness to engage in organisational, scientific, and social planning
Further development	<ul style="list-style-type: none"> ▪ Innovation and acquisition of new knowledge not only in specific (specialised) disciplines, but also in pedagogy, psychology, management, and other subjects that contribute to the improvement and modernisation of the educational process. ▪ Knowledge on how to use the innovation 	<ul style="list-style-type: none"> - The ability to use additional resources - Personal responsibility - Organisation of own methods of study

Source: Information from the questionnaire provided by the Azerbaijan Teachers Institute.

6.2 Assessment methods

A teacher's work is assessed at the internal and external levels. The level of teachers' competencies is assessed by means of questionnaires and interviews at the internal level. It is usually carried out by the school (e.g. school methodologists, school management). At the external level, the attestation of teaching staff is conducted by the regional methodologists and in-service teacher training institutes.⁸⁴

Since 1999, a new mechanism for the evaluation of students' knowledge has been already in use. At present, this system is covering most of the higher education institutions.⁸⁵

In 2006, upon the subsequent expansion and implementation of the multi-point grading system for assessing students' abilities, the strengthening of the new curricula for primary level teachers training under the Education Sector Development Project was initiated. Also the curriculum and textbook for the integrated 'Foundations of Education' course were created to assist prospective teachers in the improvement of their expertise involving practical preparation, pedagogical communications and management skills.⁸⁶

Having joined the Bologna Process, Azerbaijan is obliged to apply a credit points system in higher education. Some foreign countries' practice in the application of this system has been studied in order to create its legal-normative basis. Furthermore, the 'Regulation on the introduction of the credit system in higher educational institutions of Azerbaijan' was approved, followed by the decision to use the credit system experimentally in a number of universities. In the 2006/2007 academic year, the experiment covered 10 universities and in 2009/2010 all specialties of 27 state universities were covered.

⁸⁴ Information from the questionnaire provided by the Baku In-Service Teacher Training and Re-Training Institute and the Azerbaijan Teachers Institute

⁸⁵ <http://www.edu.gov.az/view.php?lang=en&menu=110>

⁸⁶ Ministry of Education (2008) National Report on the Development of Education. Azerbaijan Republic, Baku, www.ibe.unesco.org/National_Reports/ICE_2008/azerbaijan_NR08.pdf.



6.3 Quality assurance mechanisms

After 'Regulations on attestation and accreditation of higher and secondary special educational establishments' has been approved by the Cabinet of Ministers, the education quality control mechanism was created for a short period of time.⁸⁷

Currently, the quality assurance mechanism of future teachers' professional preparation includes:

- information collection and its analysis;
- process of accreditation and attestation;
- assessment;
- lessons observation;
- carrying out monitoring;
- awarding of professional category; and,
- decision-making, planning on encouragement of future work development.

In addition, the quality assurance of teacher education in teacher education institutions is considered to manifest itself in the competitiveness of graduates at the national and international levels, their role in the social and economic development of the country.⁸⁸

6.4 Stakeholders involved in the quality assurance process

According to the Decree of the President of the Azerbaijan Republic on Development of Education System of the Republic of Azerbaijani (13 June 2000), regardless of the pattern of ownership and submission, the control over the quality of education has been passed to the Ministry of Education.⁸⁹

Other stakeholders involved in the quality assurance process include: the State Attestation Commissions, the World Bank (initiated Education Reform Programme together with the Ministry of Education), and the Bologna Process Committee.

7 INNOVATIONS IN TEACHER EDUCATION

7.1 Innovative practices and developments

Historically teachers were trained as subject-teachers. However, in several Azerbaijani universities a new method of teacher training is being introduced. Drawing from experience of developed countries, teachers are now trained not only as subject-teachers but also as managers of the learning process. It means that future teachers obtain knowledge in the sphere of philosophy of education, marketing and management of education, and the use of information and communication technologies in the learning process. They gain experience not only in practicing teaching subjects, but also in analysing the psychological well-being of pupils and their level of content awareness, as well as in organizing the learning process with the help

⁸⁷ <http://www.edu.gov.az/view.php?lang=en&menu=110>

⁸⁸ Information from the questionnaire provided by the Ministry of Education, Department of Higher Education.

⁸⁹ <http://www.edu.gov.az/view.php?lang=en&menu=110>



of parents.⁹⁰ In addition, teacher disciplines (e.g. math teacher, history teacher, primary school teacher, etc.) were added to the list of bachelor's degree specialties (programmes) of higher education within the education specialties group.⁹¹

Another innovation is the development and implementation of new curricula in school and teacher education. In 2006, the Concept of national curriculum in general education in the Republic of Azerbaijan was designed and approved later by the government.⁹² This concept is based on national and universal values and is aimed at the formation of a favourable atmosphere for all pupils. At the next stage, subject curricula for primary, general and secondary schools were designed, with support from the data curriculum portal overseen by the Ministry of Education. Also, the e-journal 'Curriculum' is published on this portal, where the questions of content of school and teacher education are discussed.⁹³

Support for innovations in education is also provided by a number of non-governmental organisations (e.g. the Centre for Innovations in Education, Azerbaijan Research Educational Network Organisation). For example, the Centre for Innovations in Education became one of the country's largest innovative teachers' organisations. Under the name of Innovative Teachers Association (INTASS), the organisation was dedicated to promoting an 'excellence and innovation in teaching and learning for all' in 2005-2007. This was to be achieved through representatives of INTASS among teachers, teacher assistants, administrators, principals, methodologists, inspectors, parents, community leaders, and leaders in business and government. As professional development was a core activity, INTASS aimed to provide innovative teachers with the quality support through conferences, training courses, regular meetings and roundtable discussions, journal, newsletter, competitions and awards.⁹⁴

Among other innovative developments, the implementation of multiple-degree education documents to graduates should also be mentioned. These multiple-degree certificates are to eliminate the cases of formalism in the assessment of each student's learning outcomes and artificial identifications, and to regulate and ensure the choice of a proper course by a student.⁹⁵

Finally, president's scholarships, medals, academic titles, and also a considerable increase of salaries are being offered to encourage the work of teacher-innovators.⁹⁶

7.2 The use of ICT

The use of ICT in schools and universities remains a problem in Azerbaijan. This is why the national policy towards education targets the wide use of ICT in pre- and in-service teacher education. The Ministry of Education designed such programs as:

⁹⁰ Information from the questionnaire provided by the Azerbaijan Teachers Institute.

⁹¹ List of bachelor's degree specialties (programmes), <http://www.edu.gov.az/view.php?lang=en&menu=113&id=1949>

⁹² <http://www.portal.edu.az/Russian/Pages/natsionalniykurrikulum.aspx>

⁹³ Subject curricula for I - IV grades of secondary school. Baku, Tehail, 2008.

⁹⁴ Azerbaijan Center for Innovations in Education <http://www.cie.az> and Azerbaijan Research Educational Network Organisation. <http://www.azrena.org>

⁹⁵ Ministry of Education (2008) National Report on the Development of Education. Azerbaijan Republic, Baku, www.ibe.unesco.org/National_Reports/ICE_2008/azerbaijan_NR08.pdf.

⁹⁶ Information from the questionnaire provided by the Ministry of Education, Department of Higher Education.



- the State Programme on provision of general schools with Information and Communication Technologies (2005-2007), and
- the State Programme on Informatisation of the education system in the Republic of Azerbaijan (2008-2015),

in order to integrate the ICT into all stages of education system. According to the National Reports on Education for the last three years, the development of e-learning and electronic distant educations proceeds at a faster pace.⁹⁷ Within their frameworks, 92% of all schools in Azerbaijan were equipped with computers. Up to 1000 educational establishments from 45 cities of the country are connected to the Azerbaijan Educational Network (AZEDUNET). ICT are also used in examination at the end of semester and in state attestation. The trend towards establishing electronic libraries can also be observed across the country.⁹⁸

Specific teacher training for the curriculum integration of ICTs is also a part of the second phase of the Education Sector Development Project (2008 to 2013). Activities financed under this project are directed towards: using ICT for curriculum implementation and innovation as well as targeted support for foreign languages and ICT (new subjects in primary education).⁹⁹

Finally, mastering innovative technologies in education and an effective use of computers and the Internet in teaching are also the main purposes of the Teachers Training Program, which was initiated by INTEL and the Ministry of Education.¹⁰⁰ Also the Azerbaijan Teachers Institute supports the use of new teaching technologies and models.

7.3 Schools as 'learning organisations'

Currently, in coordination with the Ministry of Education, three secondary schools have been approved as training bases for the organisation of practice teaching students studying the subject of Basic Education.

Also, a programme for teachers 'Help Your Colleague' is realised by the 'Mədəd' and Microsoft companies. An experienced teacher (mentor) who is engaged in such programme helps his/her colleague to acquire practical skills using computer in teaching students.¹⁰¹ There are also special offices in schools where thematic courses and different trainings are held during which teachers can exchange their professional teaching experience with their colleagues. Finally, according to the decree of the Ministry of Education, three general schools are assigned to be training facilities for pedagogical practice for students who study the subject 'Foundation of Education'.¹⁰²

⁹⁷ Ministry of Education (2008) National Report on the Development of Education. Azerbaijan Republic, Baku, www.ibe.unesco.org/National_Reports/ICE_2008/azerbaijan_NR08.pdf.

⁹⁸ Information from the questionnaire provided by the Azerbaijan Teachers Institute and the Department of Higher Education at the Ministry of Education.

⁹⁹ See also Section 4.3.

¹⁰⁰ <http://xronika.az/azerbaijan-news/1400-intel-i-minobrazovaniya-azerbajdzhana-predstavili.html>

¹⁰¹ <http://www.1news.az/economy/tech/20101220031315383.html>

¹⁰² Information from the questionnaire provided by the Azerbaijan Teachers Institute.



7.4 Main opportunities and limitations for introducing innovations in the teacher education system

One of the major components of the State programme on informatisation of education in 2008-2012 is the ICT training. Within the Intel programme 'Education for the Future' and the organisation 'Schools online' teachers gain practical knowledge to develop electronic learning resources for daily lessons in various subjects, as well as the skills to use digital camera for this, projectors, special computer programs, etc. In 2008, 10 thousand teachers were trained, and in 2009 - more than 20 thousand teachers and school administrative staff. After passing the training, teachers can create e-courses in their subject. Whereas for the most part, teachers agree with the introduction of innovations in the education system, there is no consensus on this issue as there are also supporters of the old education system.

Nonetheless, the state control over the content of civic education curriculum hinders the introduction of new, innovative paradigms in civic education. Currently, the emphasis is placed on political literacy of students, focusing mainly on the transmission of information and knowledge regarding the history and geography of the country, the underlying principles of the Constitution, and its main organisational patterns and political system. This paradigm promotes a passive understanding on the part of students. It neither requires greater involvement of students in terms of civic opinions and attitudes nor encourages students for action in the political, social and cultural life of their community. Although some of the internationally-funded civic education projects attempted to tackle this issue, they were rather unsuccessful.¹⁰³

8 PARTNERSHIPS AND INTERACTION WITH EXTERNAL ACTORS

8.1 Partnerships between schools and teacher education institutions

Higher educational establishments for teacher training organise practicum for students and graduates as well as an induction period at schools, for example, at the School of Education at Khazar University. Also internships form a necessary part and students are given an opportunity to participate in practicum and internships at 'Dunya' Lab School and/or other schools.¹⁰⁴

The linkage between school and Pre-service Teacher Training Institutions is established in a traditional format of 'pedpraktiki' (pedagogical practices) that is divided into observational and active stage. Nonetheless, there are various issues that make this linkage challenging. For instance:

- the number of teaching hours for internships is not enough for ensuring sustainable partnership between schools and Pre-service Teacher Training Institutions; and,
- there is a need to mentor young teachers through institutional support with shared responsibility between school staff and Pre-service Teacher Training Institutions.¹⁰⁵

There is also a school-based teacher training programme provided on the new curriculum for primary teachers and a pilot project has been implemented in some parts of the country. The cluster system is being promoted where one school plays a role of leading Centre in provision of training services to teachers from neighbouring schools on Saturdays.

¹⁰³ Kazimzade, E., Silova, I. (2007) New paradigms and old paradoxes in civic education in Azerbaijan (Center for Innovations in Education, Baku, Azerbaijan)/ Journal of Azerbaijani Studies, Vol.10, №2.

¹⁰⁴ <http://www.khazar.org/Catalog/School of Education.pdf>



In addition, as part of the new course on 'Education Foundations' for primary teachers, university professors were obligated to visit schools in order to learn about innovations in the field of the new primary curriculum. They needed to gather such knowledge in order to lead students' internships, a number of which is a requirement of the programme.

Yet, although schools are playing an important role both in pre-service teacher education and in further professional development, in fact, they are rarely perceived as places for teachers' learning. Thus, the tendencies towards developing schools as centres for professional development of teachers are not only new but also challenging in terms of financing new professional development programs, development of materials related to teachers' learning, and financial support and recognition of those teachers who commit their time and efforts to this work.

8.2 The role of the business sector in teacher education

The Ministry of Education cooperates with business organisations to improve the quality and development in pre- and in-service teacher education. In 2006, the Ministry and Microsoft Company signed a Memorandum of Understanding, which envisions the framework for cooperation and identification of conditions for development of the Partnership in Education initiative. Partnership in Education is the worldwide educational initiative of Microsoft Company, which supports educational institutions, teachers and students from all over the world in obtaining the required knowledge on acquiring and using the information technologies. In 2006, Memorandum of Cooperation was also signed with the Intel Company. Under this programme, it is planned to train about 100,000 teachers instructing various subjects from 2006 to 2010. As part of this joint initiative, programme materials have been translated, adapted and printed in Azerbaijani and training courses were organised for experts, trainers and teachers.¹⁰⁶

The involvement of business in the field of teacher training is only on its beginning stage, however. Business is not very eager to respond to invitation to such cooperation, perhaps due to concerns about its potential failure or limited resources and the global crisis.

8.3 The role of the third sector in teacher education

Teacher education in Azerbaijan operates in close partnership with the Centre for Innovations in Education and the Azerbaijan English Teachers Association (AzETA). The Centre advocates reforms in education and promotes the on-going development of education professionals. It is also instrumental in establishing programs for inclusive education, pre- and in-service teacher training and education against corruption.¹⁰⁷ Together with three other NGOs, it was chosen as the main provider of in-service Teacher Training for Primary teachers in 2010. The training was designed to train primary teachers on issues related to the new national curriculum, with the financial support from the World Bank (through Education Sector Development Project). Its main goal is to support non-governmental organisations as institutional providers of teacher training and enhance teacher training quality in the country.¹⁰⁸

¹⁰⁵ Information from the questionnaire provided by the Azerbaijan Centre for Innovations in Education.

¹⁰⁶ Ministry of Education (2008) National Report on the Development of Education. Azerbaijan Republic, Baku, www.ibe.unesco.org/National_Reports/ICE_2008/azerbaijan_NR08.pdf.

¹⁰⁷ Azerbaijan Center for Innovations in Education. <http://www.cie.az>

¹⁰⁸ Information from the questionnaire provided by the Azerbaijan Centre for Innovations in Education.



The Azerbaijan English Teachers Association (AzETA) is a non-profit, teachers' organisation. Its mission is to provide support for high quality education in English language teaching (ELT) and professional development of English language teachers in the country. AzETA co-operates very closely with the Ministry of Education in order to make its contribution to the Education Reform Project implemented by the government. Since majority of AzETA members come from rural regions, the organisation co-operates mainly with the Department of the High School and Pre-School Education in Rural Regions of Azerbaijan.¹⁰⁹

Representatives of non-government organisations also cooperated with the Ministry of Education in preparation of the document entitled 'Textbook policy in the general education system'. Following the agreement of the Cabinet of Ministers, the document was approved by the executive order Nr. 33 of 23 January 2006.

In general however the issues related to improving the pedagogical qualifications of teachers are the prerogative of state universities. Non-state actors usually provide short-term language or ICT courses, etc.

8.4 The role of international institutions and experts

By 2000, Azerbaijan was cooperating with over 30 countries on a regular basis in the area of higher education and had been admitted to both the Asian and Pacific Basin Regional Committee of UNESCO on higher education and UNESCO's European Regional Committee on higher education. Azerbaijan also acceded to the Conventions on Mutual Recognition of Higher Education Institution Diplomas, Scientific Titles and Degrees and Educational Programs pertaining to the countries of those two regions. One of the results of collaboration between Azerbaijan and the European Union is the involvement of higher educational establishments in the TEMPUS/TACIS program, with approximately €6 million of financial support received for this purpose.¹¹⁰

The partnership between the Ministry of Education and the World Bank has been continuing for almost 10 years. The Second Education Sector Development Project is the second phase of education reform programme that has been implemented as their joint initiative since 2003. Its total budget is 45.4 million US dollars, and 25 million of this sum come from a credit offered by the International Development Association (the World Bank), while 20.4 million have been budgeted by the Government of Azerbaijan. The purpose of this project is to improve the quality of education, learning results and to increase the efficiency of spending. The project includes six components that encompass three education levels. As in previous projects, the departments and officials of the Ministry of Education are responsible for the execution of this initiative.

In September 2003, the Ministry of Education and the British Council signed a Memorandum related to the In-service Teacher Training Project, which aimed at the development of the English language teachers of secondary schools of Azerbaijan and development of teaching of this language.¹¹¹ To assist this process, in 2004 the British Council conducted four intensive seminars for 22 English language teachers from Baku and Sumgait in accordance with the In-service Teacher Training Project. The second Memorandum of Understanding was signed in

¹⁰⁹ Azerbaijan English Teacher's Association. <http://www.az-eta.org>

¹¹⁰ Information from the questionnaire provided by the Azerbaijan Teachers Institute.

¹¹¹ <http://www.teachingenglish.org.uk/elt-projects/secondary-english-language-teacher-training-project-azerbaijan>



2004 to start the second phase (2005-2007) of the in-service teacher training project, with a plan to train 26 teachers (initially, from three pilot regions: Ali Bayramli, Ujar, and Ismailli).¹¹²

Also, the International Step by Step Association (ISSA) developed a mentorship as a special tool for increasing the quality of in-service teacher education within the Step by Step program. This tool provides concrete ways for the development of mentors, quality assessment and promotion of continuous professional development of teachers. Its main objective is to provide all master-trainers who work with teachers at different levels of professional development with methodology and consistent plans (out long-term curricula) by means of consultation, observation, feedback and facilitative introspection process.¹¹³

Overall, Azerbaijani teachers are also increasingly involved in a number of other international projects, which offer financial and technical assistance to teacher's and educational institutions.¹¹⁴

9 KEY CHALLENGES, TRENDS AND PERSPECTIVES

9.1 Current strengths and weaknesses of teacher education

Key strengths

One of the positive developments in the area of teacher education in Azerbaijan was joining the Bologna Process in 2005. In the process towards integration with the European system of higher education, actions were taken towards the initiation of a three-tier system in specialist education, enhancing the mobility of students and teachers, recognition of diplomas and certificates, adult education and other areas. A working group was established to develop normative documents in respect to the commitments under the Bologna process and the plan of activities for 2006-2010.¹¹⁵

Also, the Law on Education adopted in 2009 as well as the related rules and regulations are of great importance for improving the quality of teacher education. Under the new legal framework, the following steps can be considered as effective:

- the use of a distance education;
- adopting forms of free of education (externships, rus. *eksternatura*);
- defining academic degrees at a doctorate level;
- clarification of the status of further education.¹¹⁶

The public education strategy aiming at improving the quality of education teachers has been developed. Problems to be tackled are identified and linked to specific actions. For example, the problem of technical support for schools was studied in detail. In Azerbaijani schools, ICT skills were possessed only by 1% of teachers and 1.5% of schools were connected to the Internet. To

¹¹² Ministry of Education (2008) National Report on the Development of Education. Azerbaijan Republic, Baku, www.ibe.unesco.org/National_Reports/ICE_2008/azerbaijan_NR08.pdf.

¹¹³ <http://www.cie.az/programs/pd.shtml>

¹¹⁴ http://www.novelguide.com/a/discover/wede_01/wede_01_00023.html

¹¹⁵ Ministry of Education (2008) National Report on the Development of Education. Azerbaijan Republic, Baku, www.ibe.unesco.org/National_Reports/ICE_2008/azerbaijan_NR08.pdf.

¹¹⁶ Information from the questionnaire provided by the Ministry of Education, Department of Higher Education.



resolve this issue, government approved programs provide training courses for teachers, computers and Internet access for schools, and examined practices from other countries.¹¹⁷

A number of other achievements are also described in Section 4.3.

Key weaknesses

The main challenges in the areas of initial (pre-service) teacher education identified throughout this study include

- out-dated content of many subjects which are taught in teacher education departments (still more concerned with teaching specific subject rather than the provision integrated programs of study for preparing teachers as professionals); basic (initial) teacher education programmes loaded with subjects not related to the profession;
- too little number of hours within basic teacher education programs devoted to subjects providing training for teacher-practitioners; insufficient attention to teaching practice in primary teacher education programs;
- lack of connection between the initial (basic) programmes of teacher education and professional development programs; gap between pre-service curriculum and the new school curriculum;
- weak education in double specialisation;
- lack of programmes to improve a short-term training for junior specialists to a bachelor's degree;
- a sharp discrepancy between the number of annually prepared teachers and teachers provided (entering the profession) with a teaching job, and, as a result, inefficient use of resources allocated for teacher education;
- lack of quality assurance systems in majority of teacher education institutions and inadequate compliance with the principle of transparency in their activities;
- lack of teacher attestation and certification systems, preference towards internal assessment methods and lack of third-party assessment mechanism, assessment of mainly theoretical student preparation in primary teacher education with a lack of attention towards testing their skills and knowledge that are necessary for a teacher;
- lack of a mechanisms for establishing relationships between universities and schools and their joint activities, hence weak links between individual institutions and the implementation of joint programs; inadequate participation of secondary schools in the primary teacher education;
- weak involvement of pedagogy departments of higher education institutions in on-going reforms, lack of theoretical models of reforms;
- weak participation of professional teachers' associations in the process of training teacher education and in creating the necessary conditions for it;
- organisation of training courses for managing pedagogical cadres only at the professional development, hence lack of training to prepare specialists in education management within Bachelor and Master's programmes and lack of subjects in education management on initial teacher education level; no research on the management of education;

¹¹⁷ Information from the questionnaire provided by the Azerbaijan Teachers Institute.



- inadequate level of material and technical base as well as human resource capacity in teacher education institutions.¹¹⁸

Some weaknesses occur also in the area of in-service teacher education and re-training of teachers. Specific problems include:

- curricula of the in-service training do not meet modern requirements;
- lack of adequate professionalism and skills among trainers;
- stereotypical thinking among teachers;
- weak material, technical, and teaching bases of in-service training and re-training institutions;
- limited use of ICT and low level information;
- monitoring and assessment mechanisms are not applied and teachers' needs are not assessed properly;
- not following the principle of order-proposal by in-service training organisations;
- alternative programs are not applied and client's requirements for the programme are not taken into account;
- functions of the service structures (methodical, teaching, HR services) that organise the in-service training are not regulated and scientific researches connected with the in-service training are not conducted;
- 'in-service training - attestation - incentive' mechanism is not applied;
- the mechanism of financing in-service training is not efficient;
- organisation of in-service training is based mainly on theoretical knowledge, and little attention is paid to teaching techniques;
- small amount of teacher average weekly workload, also as a result of a decrease in teacher-student ratio (about 1/10);
- limited number of teacher professional associations and a top-down approach of reform due to the lack of local initiatives in the field.

As a result of the above-mentioned problems, young teachers are not ready to take on responsibility for new initiatives at schools due to the low level of professional development programs (e.g. the new curriculum for primary teacher). The concept of school-based on-going teacher professional development is also underdeveloped and teacher working groups should be introduced in schools as a mechanism of teachers' professional development.¹¹⁹

Moreover, contemporary model and mechanisms prepared in accordance with the world practice in terms of in-service training and re-training are not efficiently applied. Current in-service training programs do not meet teachers' needs and teachers are not encouraged on the basis of their results to undertake the in-service training. These are among the main reasons why the results are not satisfactory from the quality point of view. Due to the incorrect organisation of re-training, teachers involved in education do not obtain the knowledge and

¹¹⁸ Information from the questionnaire provided by the Ministry of Education, Department of Higher Education.

¹¹⁹ Information from the questionnaire provided by the Azerbaijan Centre for Innovations in Education.



skills required for their profession. In consequence, their level of professionalism remains rather low, which in turn leads to dissatisfaction among parents and society.¹²⁰

9.2 The need for further policy action on national and European level

Actions taken by Azerbaijan towards reforming and democratizing teacher education need further support at national and international level. To adjust higher education system to European standards, a new curriculum for in-service training should be developed, and distance learning practice should be expanded. More international experts and organisations should be involved in further policy-making processes. There is also a need for e-learning, sufficient up-to-date educational materials, and visual aids.

In general, more systematic and comprehensive approaches are required. Most of the initiatives are on the piloting stage and they lack the analysis of effectiveness and of ways for institutionalisation from a legal point of view. Pilot projects, such as primary teacher trainings carried out by NGOs, should be assessed for further countrywide applications.

Whereas some procedures have already begun so as to bring further improvements into the current situation (for instance, accreditation policy for non-private providers, standards and monitoring of service quality, introduction of modular pre-service teacher training programs), there is a need for further policy action on the national level. For example:

- education at all levels should move away from a simple knowledge transmission to an education for understanding;
- standards in teacher education at all levels should be established and all activities should be evaluated against them to restore and maintain confidence;
- the Centre for Applied Research should be created as a pilot project to inform and support the creation of a new study of education called Education Foundations, to foster education for understanding in a range of ways;
- national systems of pre-service, in-service and retraining should be clearly defined but as loosely coupled systems that allow local variation, creativity and individual preference;
- special targeted in-service training should be offered to all newly qualified teachers during the first years of teaching;
- upon the advice given by methods centres and schools, teachers should have be offered a choice to participate in in-service training according to their preferences;
- in-service experience should be recognised through a points system combined with a Master's degree;
- the 'map' of in-service opportunities should be extended through interaction between schools and higher educational institutions;
- a concept of school based on-going teacher professional development should be developed;
- teacher working groups in school as a mechanism of teachers' professional development should be introduced;

¹²⁰ Ministry of Education (2008) National Report on the Development of Education. Azerbaijan Republic, Baku, www.ibe.unesco.org/National_Reports/ICE_2008/azerbaijan_NR08.pdf.



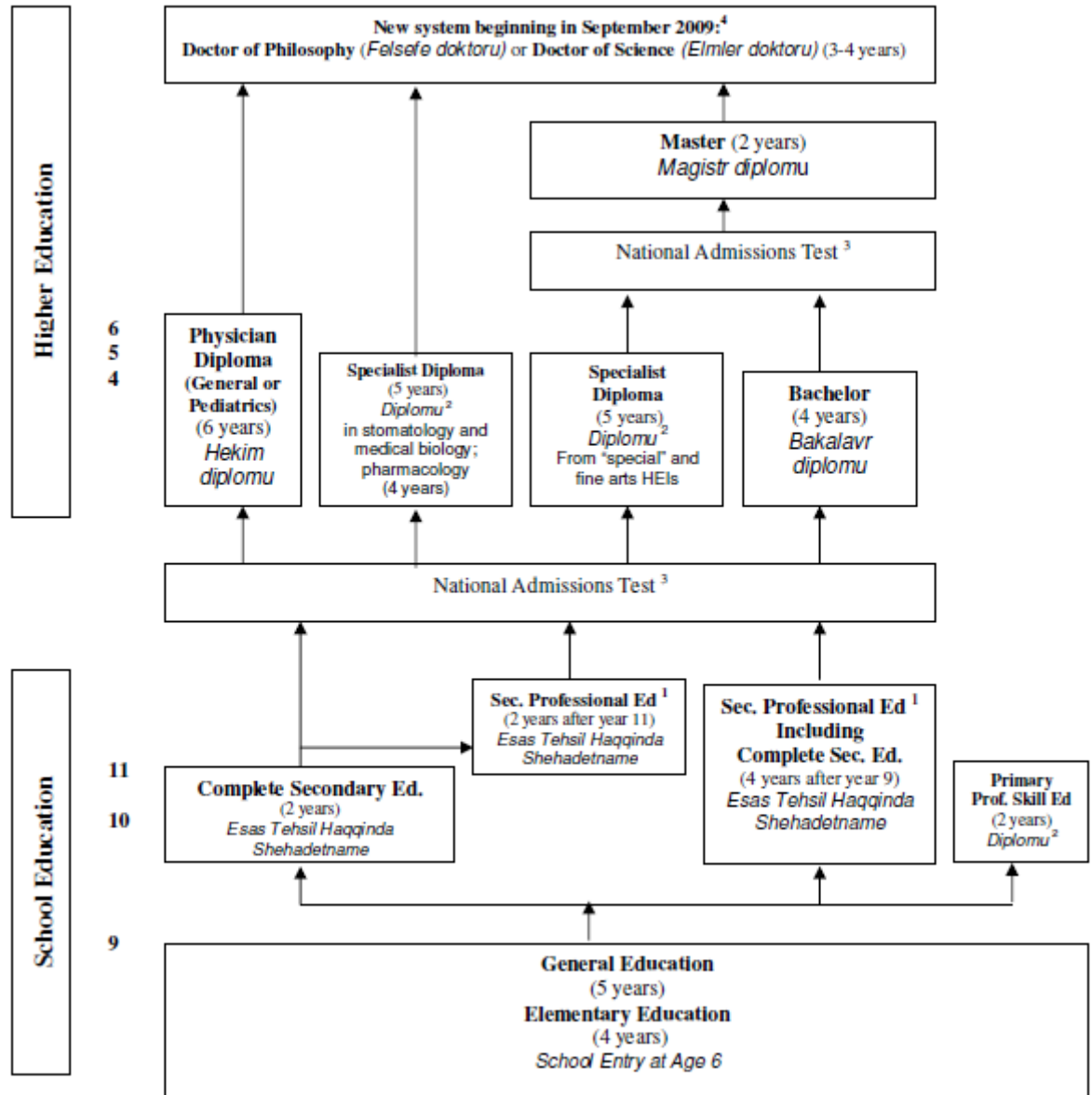
- facilities and equipment for in-service providers should be improved;
- long-term, science-based mechanism for forecasting training needs should be developed;
- institutions of higher education should, with guidance, introduce their own schemes of quality assurance from existing resources;
- teachers should be encouraged to work in schools in rural schools;
- school-based mentorship as institutionalised support should be introduced; and,
- Azerbaijan should focus on developing its own capacity for providing Master's degrees in Education Foundations rather than sending trainees to more advanced countries.¹²¹

Finally, through the Eastern Partnership initiative, the European Union can support projects in partner countries, aimed at reforming the educational process and a deeper introduction of new techniques and innovations in education, as well as an exchange of experience between EaP and European universities.

;

¹²¹ Rob McBride, Aydin Kazimzade and others (2002) Report for teacher education consultancy. Baku Azerbaijan.

ANNEX A: STRUCTURE OF AZERBAIJAN'S EDUCATION SYSTEM



Source: Based on Law on Education passed on September 5, 2009, Chart ©2010 Ann M. Koenig and Dr. Hasan Huseynli

¹ Admission to Secondary Professional Education requires an admissions examination by the State Commission on Student Admission (TQDK).

² Diploma with name of specialty

³ National Admissions Test administered by the State Commission on Student Admission (TQDK)

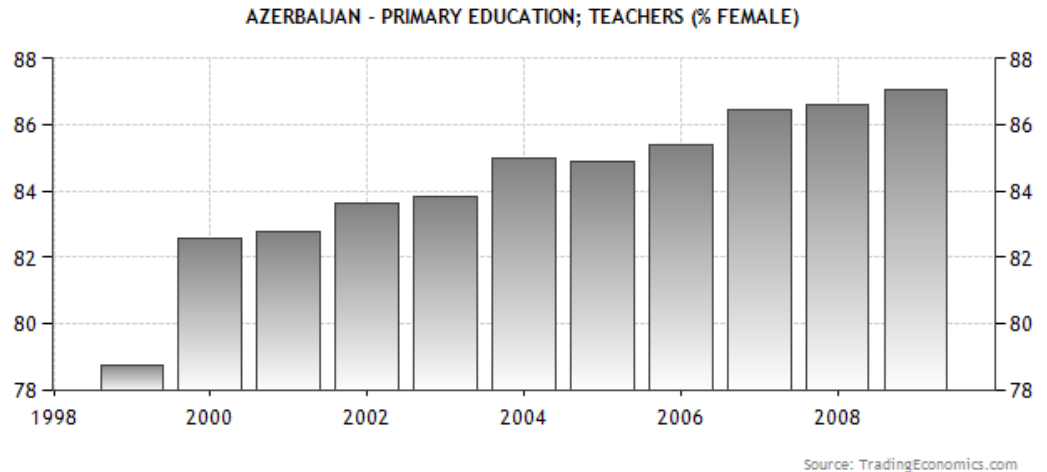
⁴ Old system: Candidate of Sciences (*Kandidat Nauk*) (3 years) followed by Doctor of Sciences (*Doktor Nauk*)



ANNEX B: PRIMARY AND SECONDARY EDUCATION TEACHERS

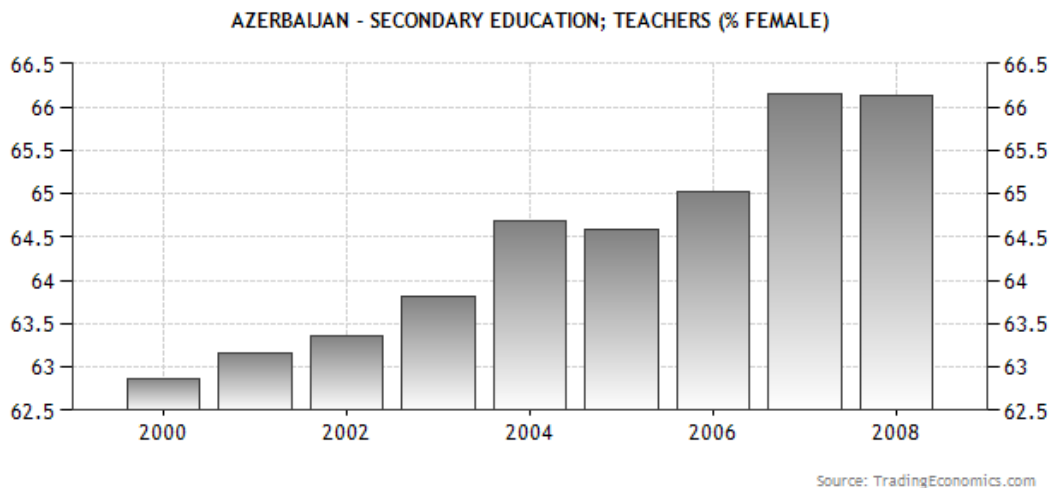
Primary education. Teachers (% female) in Azerbaijan¹²²

The chart below illustrates historical data for primary education female teachers (%) in Azerbaijan. According to the World Bank, the number of female primary education teachers was reported at 87.06% in 2008. Female teachers as a percentage of total primary education teachers include full-time and part-time teachers.



Secondary education. Teachers (% female) in Azerbaijan¹²³

The chart below shows historical data for the percentage of female teachers in secondary education. Female teachers as a percentage of total secondary education teachers include full-time and part-time teachers.



¹²²<http://www.tradingeconomics.com/azerbaijan/primary-education-teachers-percent-female-wb-data.html>

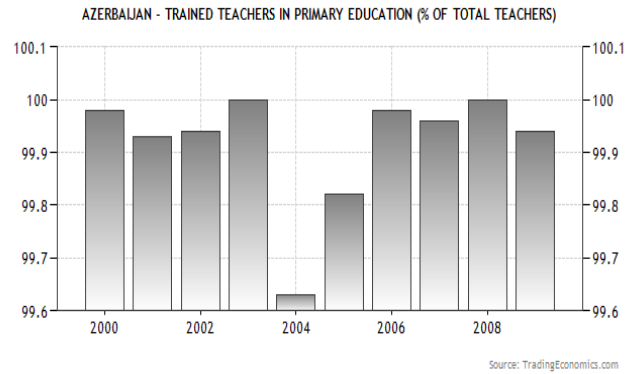
¹²³<http://www.tradingeconomics.com/azerbaijan/secondary-education-teachers-percent-female-wb-data.html>



ANNEX C: TRAINED TEACHERS IN PRIMARY EDUCATION (% OF TOTAL TEACHERS) IN AZERBAIJAN

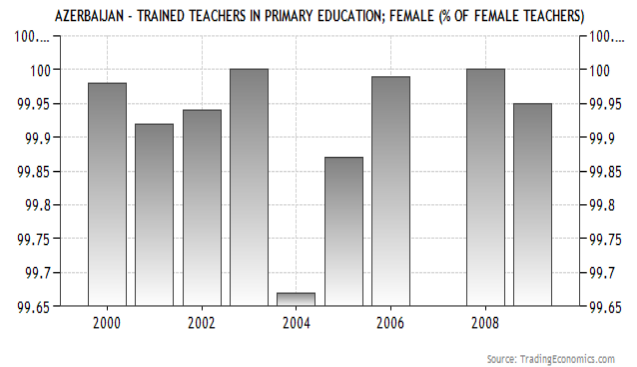
Trained teachers in primary education (% of total teachers) in Azerbaijan¹²⁴

This chart shows data for trained teachers in primary education (% of total teachers) in Azerbaijan over the last decade. The trained teachers in primary education (% of total teachers) in Azerbaijan were reported as 99.94 in 2008, according to the World Bank. Trained teachers in primary education are the percentage of primary school teachers who have received the minimum organised teacher training (pre-service or in-service) required for teaching in their country.



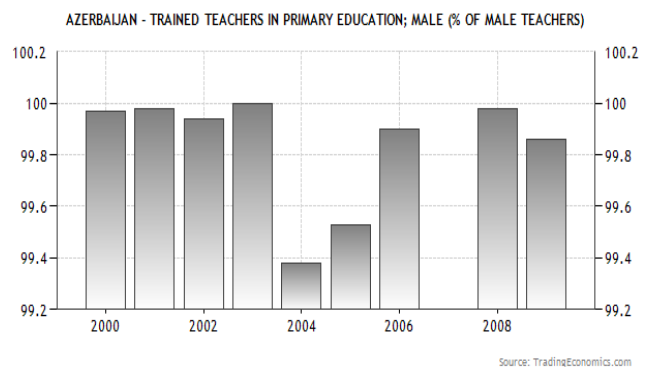
Trained teachers in primary education; female (% of female teachers) in Azerbaijan¹²⁵

This is a chart with historical data for Trained teachers in primary education; female (% of female teachers) in Azerbaijan. The Trained teachers in primary education; female (% of female teachers) in Azerbaijan was reported at 99.95 in 2008, according to the World Bank. Trained teachers in primary education are the percentage of primary school teachers who have received the minimum organised teacher training (pre-service or in-service) required for teaching in their country.



Trained teachers in primary education; male (% of male teachers) in Azerbaijan¹²⁶

This diagram includes a chart with historical data for Trained teachers in primary education; male (% of male teachers) in Azerbaijan. The Trained teachers in primary education; male (% of male teachers) in Azerbaijan was reported at 99.86 in 2008, according to the World Bank. Trained teachers in primary education are the percentage of primary school teachers who have received the minimum organised teacher training (pre-service or in-service) required for teaching in their country.



¹²⁴<http://www.tradingeconomics.com/azerbaijan/trained-teachers-in-primary-education-percent-of-total-teachers-wb-data.html>

¹²⁵<http://www.tradingeconomics.com/azerbaijan/trained-teachers-in-primary-education-female-percent-of-female-teachers-wb-data.html>

¹²⁶<http://www.tradingeconomics.com/azerbaijan/trained-teachers-in-primary-education-male-percent-of-male-teachers-wb-data.html>



ANNEX D: EXAMPLE OF BACHELOR OF SCIENCE DEGREE PROGRAMME IN ELEMENTARY EDUCATION AT THE SCHOOL OF EDUCATION (KHAZAR UNIVERSITY, AZERBAIJAN)¹²⁷

CODE	COURSES	CREDITS
University REQUIREMENTS		27
GENERAL EDUCATION REQUIREMENTS		21
MAJOR REQUIREMENTS		78
Core Courses		33
EDU101	Introduction to Education	3
AZLL 102	Introduction to Writing	3
SPH 202	Basics of Speech Habits	3
PSYC 101	Introduction to Psychology. Child Development	3
PSYC 304	Basics of Educational Psychology	3
LIT 201	World Children Literature	3
EDU 302	Curriculum and Assessment Strategies	3
EDU 468	Historical and Philosophical Foundations of Education	3
ART 231	Painting and Art Education	3
MATH 223	Mathematics for Elementary Teachers I	3
MATH 224	Mathematics for Elementary Teachers II	3
Elective		6
	Computer in Education	3
EDU 203	Bilingual Education	3
EDU 217	Special Education	3
GEOG 201	World Regional Geography	3
EDU 496	Classroom Management	3
DESN 201	Graphic Design	3
Other		3
Methods of Teaching		18
EDU 311	Games in Elementary and Middle Education	3
EDU 327	Elementary Mathematics Education	3
EDU 329	Elementary Science Education	3
EDU 328	Elementary Social Studies Education	3
EDU 350	Elementary Health and Physical Education	3
EDU 322	Integrated Language and Literacy	3
EDU 381	Elementary School Music Methods	3
EDU 495	Principles and Methods of Instruction	3
EDU403	Methods of Teaching Mother Tongue	3
Practicum and Internship		21
Generally, 9 credits for practicum, 12 credits for internship. However, the Department of Elementary Education reserves the right to offer another distribution of credits for this last period of study.		
OPEN ELECTIVES		6
	Elective 1	3
	Elective 2	3
TOTAL		132

The Earth and Space Science course is recommended in the Physical Sciences and Mathematics module for the program in Elementary Education. Note: The school may also offer alternative courses to those listed above.

¹²⁷ <http://www.khazar.org/Catalog/School of Education.pdf>

**ANNEX E: EXAMPLE OF GOOD PRACTICE**

Ministerial Programme of professional training of teachers	
Type of initiative	Ministerial Program of professional training of teachers.
Aim of initiative	Preparing teachers not only as subject teachers, but also as organisers of educational process.
Target group	Primary education teachers and staff of chairs involved in primary teachers training.
Outcomes	5 groups have been created at 3rd and 2 nd years of higher education institution.
Funding and costs	The initiative is financed by the state.
Timeframe	The project duration was 2 years.
Quality assurance	The Department of Higher Education of the Ministry of Education together with the professors from the Department of Education Management and professional training assess the quality of education and practical activities in schools.
Other comments (if any)	Some ideas exist concerning the expansion of this initiative to other levels of education.
Web link/contact details for further info	Website of the Ministry of Education.
Source	Information from a questionnaire provided by the Azerbaijan Teachers Institute.

**ANNEX F: LIST OF POLICY DOCUMENTS, LEGISLATIVE ACTS, STUDIES, AND WEBSITES REVIEWED**

Policy and legal documents
Concept of (national curriculum) education of the Azerbaijan Republic.
Council conclusions of 26 November 2009 on the professional development of teachers and school leaders, 2009/C 302/04
Conclusions of the Council and of the Representatives of the Governments of the Member States, meeting within the Council of 21 November 2008 on preparing young people for the 21st century: an agenda for European cooperation on schools, 2008/C 319/08
EUROPEAN PARLIAMENT AND COUNCIL RECOMMENDATION OF THE EUROPEAN PARLIAMENT AND OF THE COUNCIL of 12 February 2001 on European cooperation in quality evaluation in school education
COMMISSION STAFF WORKING PAPER SCHOOLS FOR THE 21ST CENTURY, SEC(2007)1009
COMMUNICATION FROM THE COMMISSION TO THE COUNCIL AND THE EUROPEAN PARLIAMENT, Improving the Quality of Teacher Education, COM(2007) 392 final
Curriculum Framework for education qualifications of teachers of general education establishments, approved by the order No. 1668 of Ministry of Education of Azerbaijan Republic on 17 December 2010, http://www.edu.gov.az/upload/file/kurikulum-cercivesi-17.12.10.pdf
Decision No. 112 of the Cabinet of Ministers of the Azerbaijan Republic to amend the names of secondary specialised schools, 16 June 2010, the names of secondary specialised (professional-speciality) schools were amended into 'colleges' (Art. 14.5.5 and 21 of the Law on Education), http://www.edu.gov.az/view.php?lang=en&menu=299&id=2147
General Education Concept (National Curriculum) of the Republic of Azerbaijan approved by decree No 233 of the Cabinet of Ministers of the Azerbaijan Republic of 30 October 2006, http://portal.edu.az/English/Pages/nationalcurriculum.aspx
Law of the Republic of Azerbaijan on Education, http://cis.rudn.ru/document/show.action;jsessionid=9108CD26162BBA077C41E3A5D2BE7E53?document.id=463International
Ministry of Education (2008) National Report on the Development of Education, Azerbaijan Republic, Baku, www.ibe.unesco.org/National_Reports/ICE_2008/azerbaijan_NR08.pdf .
Regulations of the Ministry of Education of the Azerbaijan Republic, http://www.edu.gov.az/view.php?lang=en&menu=43&id=1571
State Education Standard Structure clarifying minimum mandatory requirements for the content and level of bachelor degree preparation on speciality (program), http://www.edu.gov.az/view.php?lang=en&menu=113&id=4189
State program on reforms in the higher education system of the Republic of Azerbaijan for 2009-2013, http://www.edu.gov.az/view.php?lang=en&menu=116&id=2554
Studies , reports and other literature
McBride, R., Kazimzade, A. (2002) Report for teacher education consultancy. Baku Azerbaijan.
CITO Groep (2003) Final report on Curriculum development. Preparation of educational materials and Student assessment consultancy, Arnhem, the Netherlands.
EACEA (2010) Higher Education in Azerbaijan, http://eacea.ec.europa.eu/tempus/participating_countries/reviews/azerbaijan_review_of_higher_education.pdf
Education for some more than others? A regional study on education in Central and Eastern Europe and the Commonwealth of Independent States (CEE/CIS). UNICEF regional office for CEE/CIS. 2007.
Education and Training 2010 programme, Cluster 'Teachers and Trainers', Report of a Peer Learning Activity held in Copenhagen / Malmö, 7 – 11 October 2007, 'Relationships between Teacher Education Institutions and schools'
Education and Training 2010 programme, Cluster 'Teachers and Trainers', Report of the Peer Learning Activity, Oslo, May 2007, 'How can Teacher Education and Training policies prepare teachers to teach effectively in culturally diverse settings?'
Education and Training 2010 programme, Cluster 'Teachers and Trainers', Report of a Peer Learning Activity: Schools as learning communities for their teachers, The Hague, the Netherlands, 28 May to 1 June 2006
Education and Training 2020 programme, Cluster 'Teachers and Trainers', Report of a Peer Learning Activity, in Reykjavik, Iceland, 21-24 June 2010, 'The Profession of Teacher Educator in Europe'
European Commission (2010) Developing coherent and system-wide induction programmes for beginning



teachers: a handbook, Staff Working Document SEC (2010) 538 final.
Kazimzade, E., Silova, I. (2007) New paradigms and old paradoxes in civic education in Azerbaijan (Center for Innovations in Education, Baku, Azerbaijan)/ Journal of Azerbaijani Studies, Vol.10, 2007, №2.
Kazimzade, E., Silova, I. Civic education developments in Azerbaijan: teacher reflections and thoughts, http://lehigh.academia.edu/IvetaSilova/Papers/255749/Civic_Education_Developments_In_Azerbaijan_Teacher_R_reflections_and_Thoughts
Kyazym-Zade, A.G (2010) Modular and credit system in training of teachers and managers. Proceedings of the I International Conference 'Innovation, quality education and development', ed. AD Zamanova, Baku.
News.Az (2011) Teachers who have reached 65 to be sent to retirement – minister, 25 April, http://news.az/articles/society/34947
Open Society institute (2006) Education in a Hidden Marketplace: Monitoring of Private Tutoring. Overview and Country Reports. Education Support Programme of the Open Society Institute. Network of Education Policy Centres.
Project on Technical and Vocational Education. Technical and Vocational education in Azerbaijan. UNESCO 1997.
Research analysis: Attracting, developing and retaining effective teachers: A global overview of current policies and practices, Bob Moon, the Open University, July 2007
Review of the National Curriculum. Final Report. Final Consultant Report to UNICEF – Azerbaijan. December 2007.
Subject curricula for I - IV grades of secondary schools. Baku, 'Tehail', 2008.
TEMPUS files provided by the Commission.
VET Partnership between Schools and Companies – the Role of Teachers and Trainers. Lessons from a Peer Learning Activity, March/2007
Statistical evidence
Trading Economics: http://www.tradingeconomics.com/azerbaijan/primary-education-teachers-percent-female-wb-data.html
Teachers and educational quality: Monitoring global needs for 2015 UNESCO Institute for Statistics, Montreal, 2006
UNICEF reports with data on enrolment rates, attendance and literacy
World Bank reports with data on primary school completion rate and the gender ratio
Websites
Azerbaijan Centre for Innovations in Education: http://www.cie.az
Azerbaijan English Teachers' Association. http://www.az-eta.org
Azerbaijan Research Educational Network Organisation: http://www.azrena.org
Azerbaijan Teachers Institute: www.ami.az
British Council: http://www.britishcouncil.org/ru/eumd-information-background-azerbaijan.htm
British Council: http://www.teachingenglish.org.uk/elt-projects/secondary-english-language-teacher-training-project-azerbaijan
Centre for Innovations in Education: http://www.cie.az/programs/pd.shtml
Central & Eastern European Directory On-Line. Khazar University: http://www.cceed.co.uk/ceed/un/az/az006.htm
Information Agency 'The First News': http://www.1news.az/economy/tech/20101220031315383.html
International Guild of Hospitality & Restaurant Managers: http://www.hospitalityguild.com/Education/School_Systems/azerbaijan.htm
Novelguide.com: http://www.novelguide.com/a/discover/wede_01/wede_01_00023.html
The official website of the Ministry of Education and Science of Azerbaijan: http://www.edu.gov.az
The School of Education: http://www.khazar.org/Catalog/School_of_Education.pdf
Xronika: http://xronika.az/azerbaijan-news/1400-intel-i-minobrazovaniya-azerbajdzhana-predstavili.html
DG Education and Training: http://ec.europa.eu/education/lifelong-learning-policy/doc64_en.htm
DG Education and Training: http://ec.europa.eu/education/school-education/doc832_en.htm
Stakeholder consultations (questionnaires)
Azerbaijan Centre for Innovations in Education.
Azerbaijan Teachers Institute.
Baku In-service Teacher Training and Retraining Institute.



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Education and Culture DG

Study on Teacher Education in Four EaP Countries: Azerbaijan

Ministry of Education, Department of Higher Education.