

The State Strategy on Development of Education

Approved by Presidential Decree dated October 24, 2013

1. Content

As a result of socio-economic policies of recent years the country has achieved a significant progress and livelihood of people has improved significantly. Poverty has declined significantly and Azerbaijan has become a middle-income country. Ongoing reforms and major infrastructure projects have created a basis for building a new life and ensure sustainable development.

A strategic challenge for the country now is to ensure sustainable path of economic development and improving well-being of population via further modernization of socio-economic life and harmonizing it with best international practice. Modernization is, first of all, successful adaptation of advanced technology and management styles, and science-based innovations to the country's socio-economic life. Priority in achieving this is fostering integration of the country's economy with global economy, and also developing human capital of the country. Development of human capital, being one of the most important conditions of successful integration of the country economy with global systems and country's effectiveness in benefiting from international competition, stands as a key objective of the national education system.

In accordance with development concept of Azerbaijan, institutional framework, infrastructure and human resources of education system must be developed with a view to provide comprehensive knowledge and skills to each person. Development of education is a precondition for improvement of people's livelihood and a better life for each person. Education allows people to learn new technology faster, get a decent position in the labor market, join lifelong education, carry healthy lifestyle, and treat environment properly.

Role of education in modernization of socio-economic life is not only limited to transforming knowledge and skills received by students to economic factor. Knowledge and skills, as well as ethical and moral values received during education process are important to making each education recipient a decent member of society, and reputable and exemplary colleague, family member and citizen.

Over the recent years the country has taken important steps to develop education system. Legal framework for education has been improved, and a range of actions has been taken to improve infrastructure of the education sector through various presidential decrees. To this end, over 2500 new schools have been built and existing schools have been rehabilitated. Application of information and communication technology (ICT) in education institutions has significantly expanded.

In addition to above mentioned, rapidly modernizing Azerbaijan needs to take new steps in meeting the challenge of developing human capital, and bringing quality of general education to European standards. In order to improve quality of education, it is important to reorganize

governance of education, develop human resources in the sector and improve reputation of the teacher profession.

State Strategy for Development of Education in the Republic of Azerbaijan (Strategy) envisages large-scale actions in five strategic directions for creating the education system, which will have a leading position globally in terms of quality results and coverage; and which will possess competent teaching and management staff, and infrastructure based on modern technology.

First strategic direction is aimed at creating person-oriented education content based on competences and covers an important target such as development of curricula for all levels of education, including pre-school, general, initial vocational, post secondary and higher education.

Second strategic direction envisages modernization of human resources in education sector. This direction serves for forming competent educator who applies modern training methods, and ensures quality acquisition of the content of education. It reflects improvement of professionalism of educators, establishment of new system of student assessment, and creation of inclusive education methodology, which will reveal talents of students and support those who need special care.

Third strategic direction is establishment of governance mechanisms, which will be transparent, responsible for results and effective. This direction covers targets such as modernization of governance in education system in line with international experience; establishment of results-oriented and transparent management model at education institutions; and creation of new information and reporting systems for education quality assurance and management.

Fourth strategic direction is establishment of education infrastructure, which meets modern requirements and ensures lifelong education. This direction envisions creating infrastructure, which is compatible with ICT-based training methodology; rationalization of education institutions network; distance education; education and development for gifted children and children with special needs; adult education; establishment of regional advisory services for vocational education and career issues, modernly-equipped vocational complexes and centers; establishment of campuses.

Fifth strategic direction is establishing a model of education financing in Azerbaijan, which is economically sustainable and is in line with standards of leading education systems of the world. This direction among other envisages improvement of education financing system by using multiple financing sources, transition to per capita financing at education institutions, supporting fee-based education services and establishment of Education Development Fund.

2. International experience and trends in education

Socio-economic role of education. Professional cadre with good education is a foundation of intellectual potential of a country. At present, successful and sustainable economic growth of countries are achieved by appropriate use of human capital. All these increase priority of

education expenses in public expenditure. Public education expenditure has high economic return for the society.

Role of education has immensely increased in economic life. Today, education, in addition to acquiring knowledge and skills needed by economy, has to fulfill such a role as preparing a citizen for integration with society and future life. Meeting peoples' needs for lifelong education is the most important factor increasing education's role in economic life.

At the same time, rapid technological advancement requires permanent upgrading knowledge and skills. This increases demand for acquiring more appropriate specialization and competence development.

Quality and coverage of education. More competition among middle-income countries, and change of professional profiles due to rapid technological advancement had increased requirements for quality of education. On other hand, only increase in enrollment and improving education infrastructure do not guarantee improvement in peoples' knowledge and skills. While education infrastructure remains an important factor, knowledge and skills are acquired not by number of schools and length of education, but rather by quality of learning process. Some countries have recently invested significantly in education infrastructure and supply of modern equipment, but have not been able to achieve improvement in education outcome. There are many people who do not have calculation, reading and writing skills despite the fact that they have completed general education level. Therefore, ensuring quality of education has to become an important strategic priority.

New requirements for quality and coverage of education have renewed the definition of the education system. Modern education system includes, alongside with formal education (completed by issue of state education document), informal (acquiring knowledge by self-education) and non-formal (knowledge acquired in various courses, programs or through individual tutoring not accompanied by issue of state education document) ways of education.

Basic skills are acquired from the first years of early childhood. Therefore, it is important to start developing their minds from early years of their life. Pre-school education development plays an important role in public policy.

Many advanced countries are taking steps to increase length of education. Length of general education in Canada, France, Holland and Czech Republic is 14 years, in Germany, UK, Sweden, Australia and New Zealand it is 13 years, in USA, Finland, South Korea, Poland and some other countries it is 12 years. Only few countries have 11-year general education. According to OECD data, increase of length of education at any level would add 3 -6 percent increase of annual GDP.

Content of education. One of the key trends in international experience related to content of education is close linkage between the education curricula and socio-economic development requirements and priorities of the country. Curricula must have content, which provide knowledge, skills and competences serving economic development goals. Since creating knowledge economy is a priority in socio-economic policy of economically successful countries,

curricula particularly emphasize importance of innovation, promoting students' participation in various social activities, and development of their learning skills.

As a result of scientific and technological progress, innovations and modernization over the past 30-40 years, education, which is not enriched by practical knowledge and skills, and which is of merely theoretical nature, has been losing its fundamental significance. In this respect, practical knowledge, skills and competence have become as important as academic knowledge in forming the content of education. Competence is ability to effectively apply the acquired knowledge and skills in practical activity. It ensures translation of someone's knowledge and skills to a result of specific activity. Competence based education better contributes to socio-economic development.

Content of curriculum is continuously developed so that it incorporates novelties brought by technological advancement. This requires specific approach at different levels of education. At general education level, the priority is comprehensive development of personality, while at higher education, current and future demand of labor market plays a central role. Permanent improvement of higher education curricula makes it important to systematically study demands of economic agents. This process has made all agents of labor market, both public and private, a key stakeholder in higher education process.

Teacher and teaching methodologies. Teacher factor is crucial in learning and development of students, and in the progress monitoring process. Impact of the teacher on developing students as educated and competent persons depends on academic skills, teaching experience and professionalism of teacher. There is strong correlation between these skills of teacher and achievements of students

Teachers who permanently improve their knowledge and skills make additional contribution to achievements of students. Lack of motivating salary system based on professionalism, ineffectiveness of management at education institution level, weak teacher training infrastructure are among factors affecting teacher dimension. In this respect, countries, which implement education reforms, pay particular attention to providing incentives for improving professionalism of teachers and improvement of teacher training.

Experience of countries, which achieved significant progress in development of education shows that modern, proactive, interactive training methods, which are based on information and communication technology, develop creative thinking and take into account individual patterns of students, give better results. To this end, continuous creation of progressive teaching methods and improving teacher competence are important aspects of education policy.

Governance. Main direction of governance reforms are delineation of relations among participants of education system, and functions, authority and responsibilities of the regulatory agencies; increasing management authorities and accountability for education outcome; performance monitoring and evaluation; improving indicators system to measure quality of education; linking education financing with quality; introduction of per capita financing and strengthening motivation mechanisms; and ensuring sufficiency of financing sources.

Experience of developed countries shows that involvement of society in education management is speeding up.

Effective management, which involves all stakeholders, plays an important role in successful implementation of the education strategy and improvement of quality of education. This, first of all, requires increased independence of all types of education institutions, management of education institution by involving parents, students and other participants of education process, results oriented management and other modern management techniques.

Globalization process determines integration of education systems of various countries. Targets are set of competences recommended by the Council of Europe. Given increased student-teacher exchange, Bologna Process, which pursues the goal of unification of education standards, is speeding up. Role of private sector is strengthening; public financing is replaced by private financing. Share of public financing in Germany, Austria and Italy is 90 percent, while this ratio is 50-70 percent in USA, Australia, Japan and Canada.

3. Situation of education in the Republic of Azerbaijan

Over the recent years, Azerbaijan has achieved significant progress in development of education. Under the implemented state programs, general education infrastructure in all regions of the country has been significantly improved. Legal framework for education, which meets modern standards, has been established. Key principles of Bologna Declaration for higher education have been introduced; state programs for modern information and methodical support to education, upgrading education infrastructure, textbook supply, teacher supply for remote schools, and improvement of pre-school and vocational education have been approved; and numerous projects have been implemented.

In line with the current public policy, state education expenses have increased 1.3 times only over past 5 years.

Meanwhile, new long-term challenges to development of Azerbaijan's human capital necessitate implementation of important actions in financing the education sector.

Quality and coverage of education. According to UNDP Human Development Report for 2010, Azerbaijan has moved from 101st place to 67th place among 169 countries since 2005, and by this moved from "medium human development" group to "high human development" group. Azerbaijan has made big progress in poverty reduction and improving life expectancy. However, statistical analysis of leading international organizations show that Azerbaijan needs to improve its performance in terms of international competitiveness and international ratings of higher education institutions located in Azerbaijan.

Improving performance of students and graduates of general education institutions is one of the pressing issues.

There is a need for improvement of textbooks for higher and general education levels to incorporate scientific progress and new methodologies.

Composition of graduates of the higher education institutions is not fully in line with the demands of economy. Only 1.2 percent of Azerbaijani higher education students study agricultural sciences. About 67 percent of 25-34 year old specialists with university level education are concentrated in the public sector. Private sector faces lack of qualified workforce problem. Services and agricultural sectors bear most of lack of the human resources burden.

Azerbaijan's performance in terms of number of higher education students per 100,000 people must be significantly improved. Access to higher education by social strata and regions must be expanded.

During recent years work has been undertaken for development of vocational school infrastructure, and cooperation has been built with private sector, employers and international organizations. However, serious problems in this field still remain. Number of graduates of vocational schools is significantly below of what economy requires. Over the recent years only 11 percent of graduates of general education institutions choose to go to vocational schools; in general, the fact that vocational schools today cover only 25,000-27,000 students shows that interest towards vocational training is little.

Pre-school enrollment is low too. Pre-school enrollment rate in urban areas is 23.4 percent, in rural areas 8.7 percent, for entire country is 16.5 percent. Due to construction and rehabilitation of pre-school facilities the rate in Baku has reached 27 percent. However, there are many pending problems. About 75 percent of residential settlements in the country does not have pre-school education facility.

Content of education. State standards and programs of general education have been approved in line with the Law on Education. New subject curricula and textbooks are being applied in grades 1 to 6. Work is being undertaken to this end in grades 7 to 11. Speeding up introduction of new curriculum for pre-school education is necessary.

Junior and college level vocational schools' curricula do not meet modern standards. While new curricula for teacher training have been introduced, general higher education curricula do not meet the requirements for the work-force competence in the labor market. Development of curricula for the higher education cannot keep pace with the economy's development dynamics.

Teacher and teaching methodology. Salary system, which is not based on competence and not competitive in the labor market, combined with inadequate motivation system have adversely affected teacher factor in education system. Knowledge, skills and professionalism of teachers at all levels of education system must be improved in line with modern requirements. Appropriate motivation mechanisms and effective monitoring system are to be used to improve performance of teachers.

In recent years, a new model of teacher in-service training based on modules-credit system has been introduced, which creates competitive environment and takes into account motivation

and career development of teachers. Also interactive training technologies have been tested. However, methods used by most of teachers in teaching process fall short of modern requirements. In many cases, skills needed to use the acquired knowledge and critical thinking is not provided in the in-service training process.

Governance. One of the key problems in education governance is unclear delineation of regulatory, management and supervisory functions in education. It is necessary to clearly determine authority, functions and responsibilities of agencies involved in management of education; and ensure transparency and stakeholder participation in management process.

Role of education institutions in management is limited. Except education institution operating on the basis of self-management, public education institutions do not have financial autonomy. In addition, management of education institutions does not bear serious responsibility for education outcome. Financing of the education institutions is not linked to outcomes of education provided by those institutions and is not quality oriented.

Though, there is information system established for effective management of education; its further improvement is needed. Monitoring, quality assurance and performance indicators system in education have to be developed in order to ensure high quality education.

Employers' engagement in education and human resources training process, as well as in improving education content, is very limited. Employers have to be able to participate in human resources training process and to put forward requirements for the cadre, which is being trained.

Education financing must be improved and support development of competitive environment in the education system. It is appropriate to introduce per capita financing at all levels of education, to set up competence and performance based salary system, and to determine financing on the basis of quality indicators.

Infrastructure. Under state programs in implementation a number of education institutions have been built and renovated. Use of information and communications technology in education has expanded, and in general, education infrastructure has been modernized. However, analysis shows that use of modern technology in education process is limited; and in some cases, established systems are underutilized.

In 2012 student to computer ratio in 5th to 11th grades of the general education in Azerbaijan was 20 to 1 in 2012, and only 37 percent of all schools had internet connection. Effective use of information and communication technology must be developed in education by expanding access to Internet.

Use of international practice in line with requirements of global economy necessitates rapid application of ICT in education process. One of the existing problems here is lack of appropriate content in Azerbaijani language.

Rationalization of general education institutions network, establishment of education institutions of all levels, including higher education, in regions and implementation of measures, such as introduction of inclusive education, would serve for development of education system in the Republic of Azerbaijan.

4. Main responsibilities of the education system

The education system has the following main responsibilities:

- Develop human capital needed for modernization of the country, and by this, improve Azerbaijan’s international competitiveness;
- Bring up citizen and personality who is conscious about his/her responsibility; devoted to democratic principles and national traditions; respects human rights and freedoms; adheres to values of Azerbaijan; is independent and creative;
- Train the cadre, which protects and develops national and global values; possesses broad vision; is able to appreciate initiatives and innovations; acquires theoretical and practical knowledge; possess modern thinking; and is competitive;
- Ensuring acquiring systemized knowledge, capabilities and skills, and obtaining additional education; preparing education recipients for public life and effective professional activity.

5. Goal of the Strategy

The Goal of the Strategy is to establish the education system, which is among the leading systems internationally for the quality of results and coverage, and possesses competent educators and is based on the state of the art infrastructure. Azerbaijan’s education system should be economically viable and comply with standards of world’s best education systems.

Implementation of the strategy will allow re-shaping content of education, training process, and education management system and education infrastructure in line with advanced international practice and Azerbaijan’s own development concept and thus enable setting up knowledge economy in the country; development of information society, and promotion of sustainable development of the country.

6. Strategic directions

1. Establishing education content, which is person-oriented and competence-based;
2. Forming highly reputable educator capable to ensure effective digestion of the education content through innovative training methods and technologies tailored to individual features of education recipients.
3. Forming new education management system, which is accountable for results, transparent and has efficient regulatory mechanisms and public and social nature, and is based on public-private partnership.
4. Establishing modern education infrastructure, which supports lifelong education.
5. Establishing a new sustainable education financing mechanism from multiple sources.

7. Strategic targets and activities

1. Establishing education content, which is person-oriented and competence-based.
 - 1.1. Developing standards and curricula, which are based on the effective education model of early childhood development:
 - 1.1.1. Developing education standards and new curricula, which ensure physical and intellectual development and socialization; reveal creativity; cultivate social knowledge and skills, and behavioral patterns of pre-school-aged children;
 - 1.1.2. Developing “Competent Parents” program for systematic pedagogical and psychological awareness of parents with a view of supporting pedagogical activity aimed at sustainable development of children;
 - 1.2. Developing competence based general education standards and curricula:
 - 1.2.1. Updating existing standards and curricula in connection with transition to 12 year general education system and differentiation of curricula at complete secondary level;
 - 1.2.2. Creating new textbooks based on curriculum; ensuring choice of appropriate textbooks for teachers and students;
 - 1.2.3. Creating special development programs for gifted children;
 - 1.2.4. Creating developmental and inclusive training programs for children with special needs;
 - 1.3. Development of competence based education standards and curricula for initial vocational and post secondary education in line with the demand of society;
 - 1.4. Introduction of higher education standards, which support transformation of higher education institutions to education-research-innovation centers and provide training of competitive specialists:
 - 1.4.1. Development of modern standards for each qualification based on needs of society and economy;
 - 1.4.2. Development of modern curricula for pedagogical training, engineering-pedagogical and scientific-pedagogical training based on advanced international practice;
 - 1.4.3. Granting independence to higher educational institutions in the area of application of education content;
 - 1.4.4. Strengthening linkages and inheritance among levels of higher education; developing modern standards for doctorate level, which ensure top quality for scientific research and advanced competence for scientific and pedagogical work.
2. Forming highly reputable educator capable to ensure effective digestion of the education content through innovative training methods and technologies tailored to individual features of education recipients.
 - 2.1. Establishing a new system, which ensures permanent improvement of professional level of educators:
 - 2.1.1. Ensuring development of innovative training methodology and appropriate resources for educators aimed at developing thinking and personality of education recipients at all levels taking into account individual features of education recipients;
 - 2.1.2. Providing incentives for establishment of institutions for further training of educators;
 - 2.1.3. Introduction of proven innovative on-the-job training models for teachers at the level of educational institutions;
 - 2.1.4. Establishing competitive module-credit based training system for teaching staff;
 - 2.2. Developing innovative training, evaluation methodologies and resources aimed at

development of thinking and personality, which take into account individual features of education recipients:

2.2.1. Establishing new mechanisms encouraging development of teacher guides, didactic and training materials, which comply with training methodologies based on new curricula and information and communication technology;

2.2.2. Harmonizing students' achievements assessment with best international practice;

2.3. Developing public policy for improving reputation of teacher profession:

2.3.1. Establishing salary system, which is competitive at the labor market and differentiated based on competence and results;

2.3.2. Establishing a new system of career development and job motivation for teachers;

2.3.3. Introduction of internship model in the teacher pre-service training system;

2.4. Establishing a system for early revealing, development and supporting of talents in the interest of personality, society and state:

2.4.1. Ensuring development and introduction at all educational institutions of diagnostic methods and psychometric tools for revealing of talents on the basis of best international experience;

2.4.2. Determination of individual education and development programs for each gifted student; and developing mechanisms of their training as part of intra- and extra-curricular activities based on individual plans;

2.5. Developing inclusive training methodologies for children with special needs, which ensure their integration with life and education environment:

2.5.1. Introduction of optimum inclusive training models with a view of providing opportunities for education and social adaptation of children with special needs;

2.5.2. Ensuring additional in-service training of educators at pre-school and general education institutions on inclusive education.

3. Forming new education management system, which is accountable for results, transparent and has efficient regulatory mechanisms and public and social nature, and is based on public-private partnership

3.1. Reorganizing management of public education system on the basis of best international practice:

3.1.1. Revisiting scope of authority and responsibility of government agencies carrying out regulatory and management function in line with international practice;

3.1.2. Harmonizing education levels with international practice:

3.1.2.1. Ensuring that one year primary school preparation is compulsory;

3.1.2.2. Bringing pre-school enrolment rate to 90 percent level;

3.1.2.3. Establishing 12 general education system with gradual transition to 10 years being compulsory, and last 2 years being complete secondary education;

3.1.2.4. Differentiation of educational institutions by emphasis on different disciplines at complete secondary level;

3.1.2.5. Improving norms, standards and regulations related to education institutions' infrastructure;

3.1.3. Establishing accreditation system of educational institutions based on international practice;

3.1.4. Establishing public-private partnership systems in the education system;

- 3.1.5. Revising formation of state orders (students financed by government) in the education system; ensuring development of human resources in the areas, which are considered priority for meeting country's real political, economic and social needs;
- 3.1.6. Improving admission and placement mechanisms at higher and post secondary education institutions, abolishment of admission plan for fee-based education, and determination of state orders (students financed by government) only by specialties;
- 3.2. Establishing results-oriented and transparent management model at educational institutions:
 - 3.2.1. Provision of managerial, academic, financial and organizational autonomy to educational institutions;
 - 3.2.2. Establishing mechanisms of introducing strategic management at educational institutions;
 - 3.2.3. Ensuring management of education institutions in the form of state-community partnerships with involvement of representatives of stakeholders (Parents-Teachers Association, Management Council, Board of Trustees, etc);
- 3.3. Establishing a new education quality assurance system:
 - 3.3.1. Developing quality standards and indicators per education levels based on best international practice;
 - 3.3.2. Establishing and implementation of National Qualification Framework for lifelong education;
 - 3.3.3. Recognition of international education programs, and fee-based introduction in education institutions in parallel to the state education programs;
 - 3.3.4. Establishing ranking system of education institutions;
 - 3.3.5. Establishing independent certification (licensing) system of teaching and managing staff of pre-school and general education institution based on best international practice;
 - 3.3.6. Development and introduction of incentive mechanisms for quality improvement as well as grants system in support of innovations;
 - 3.3.7. Encouraging healthy competition among education programs, teaching resources, training methods, educators, education institutions as well as identification and implementation of competition elements;
- 3.4. Establishing new education management information systems and reporting models:
 - 3.4.1. Establishing reporting, analysis and forecasting system based on Education Management Information System and "Student-Graduate" system at all levels of education; and ensuring their regular update;
 - 3.4.2. Establishing databases and graduate-coordination-information systems at educational institutions; ensuring their regular update and use in management process;
 - 3.4.3. Establishing a system of regular labor market research;
- 3.5. Developing new assessment mechanisms covering all levels of education based on advanced international practice:
 - 3.5.1. Establishing quality monitoring (external and internal) and evaluation mechanisms at educational institutions;
 - 3.5.2. Improving student achievements monitoring and assessment system taking into account levels of education;
 - 3.5.3. Ensuring participation of students of general education institutions at international student assessment programs.

4. Establishing modern education infrastructure, which supports lifelong education.
 - 4.1. Establishing infrastructure, which meets requirements of teaching methodology based on information and communication technology; ensuring access of every school to Internet, and providing computers (tablets) with preinstalled e-textbooks for every student at general secondary education level;
 - 4.2. Rationalization of education institutions network;
 - 4.3. Establishing regional universal centers, which provide distant education; education and development services for gifted children or children with special needs; adult education; vocational education; and advisory services on education matters;
 - 4.4. Establishing modernly equipped vocational training centers and complexes;
 - 4.5. Establishing pre-school institutions, and developing mechanisms for encouraging their activity;
 - 4.6. Promoting establishment of campuses;
 - 4.7. Modernizing library services to meet demand for lifelong education, expanding access to digital education resources;
 - 4.8. Ensuring development of media and Internet resources related to education;

5. Establishing a new sustainable education financing mechanism from multiple sources
 - 5.1. Allocating adequate financial resources for education; gradually bringing education expenditure to 5-6 percent of GDP; establishing results-based budget planning and financing based on multiple sources;
 - 5.2. Transition to per student-based financing mechanism of educational institutions;
 - 5.3. Promoting self-financing principles at public and municipal educational institutions; supporting fee-based education services;
 - 5.4. Establishing the Educational Development Fund formed through non-budgetary resources;
 - 5.5. Introduction of new financing mechanism of education research;
 - 5.6. Per capita state order financing of in-service training of educators through contracting of education providers irrespective of the ownership form;
 - 5.7. Establishing a system of investment expenditures based on quality indicators of education institutions;
 - 5.8. Encouraging establishment of targeted capital funds by higher education institutions without using state budget funds;
 - 5.9. Establishing a financial support system to ensure equitable access to education for children and young people from low income families;
 - 5.10. Improving financial motivation of teachers; increasing their annual salary to GDP ratio by 1.8 – 2 times in phases, by differentiating on the basis of competence and results;
 - 5.11. Increasing gradually annual per student expenditure at complete secondary education to GDP ratio by two times;
 - 5.12. Allocating additional resources to establishing education infrastructure based on information and communication technology; including electronic education;
 - 5.13. Providing additional funding for education institutions in remote areas with a view of equalizing quality of education among regions by undertaking rationalization of education institutions network;
 - 5.14. Expanding financial mechanisms, including student loans system to improve access to education;

5.15. Providing appropriate free services (textbooks or teaching materials) to students at pre-school and general education institutions.

8. Implementation of the Strategy

Preconditions for successful implementation of the Strategy are to build clear understanding of its objectives and content; to gain broad public support; and to form effective arrangements to ensure implementation.

Objectives and content of the Strategy shall be disseminated to public, teaching staff of educational institutions, and other target groups via mass media and other tools.

Action Plan for implementation of the Strategy, taking into account readiness of the education system, shall be developed by engaging international experts, and it will identify goals and strategic directions of reforms, selected priorities and state programs to be adopted for their implementation as well as implementing and partner institutions and interim and ultimate targets, and implementation period.

Action Plan for implementation of the Strategy shall be approved by the President of the Republic of Azerbaijan.

Cabinet of Ministers of the Republic of Azerbaijan shall submit annual progress reports on implementation of the Strategy to the President of Azerbaijan.