

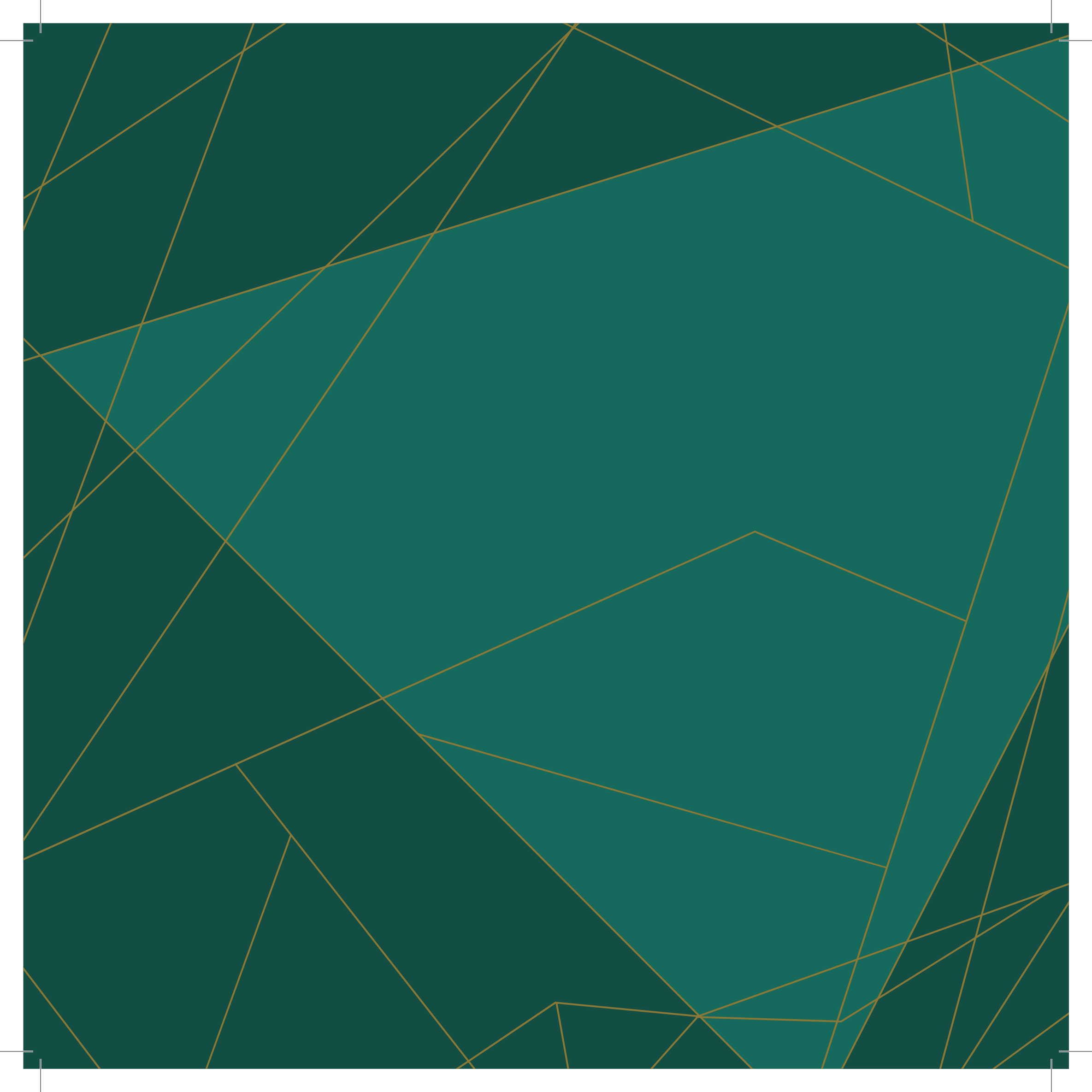
20



THE MINISTRY OF EDUCATION OF
THE REPUBLIC OF AZERBAIJAN

17

ANNUAL REPORT



The background of the entire page is a dark teal color. Overlaid on this are numerous thin, gold-colored lines that intersect at various angles, creating a complex, abstract geometric pattern of triangles and polygons. The lines vary in length and orientation, some running diagonally, others more horizontally or vertically.

ANNUAL REPORT 2017



Today, our education system should
secure future development of independent
Azerbaijan. Reforms in this path should
serve to development of national interests
of independent Azerbaijan.

Heydar Aliyev

A stylized, handwritten signature in white ink, likely representing Heydar Aliyev, positioned to the right of his name.



Education secures future, Education enhances intellect, Education leads to development. No country in the world can successfully develop without realizing its intellectual potential.

Ilham Aliyev

A stylized, handwritten signature in white ink, likely belonging to Ilham Aliyev, positioned to the right of his name.

Preface

In our world of contemporary technological innovation, the development of every society depends primarily on the availability of highly qualified personnel and skills capable of meeting modern requirements. For this reason, the Azerbaijani government is making serious strides toward building high-quality education that meets international standards for its citizens.

In 2017, in accordance with the “Action Plan for the Implementation of the State Strategy for the Development of Education in the Republic of Azerbaijan”, systematic measures have been taken and significant achievements have been made in improving the quality of education at all levels and stages, expanding the educational opportunities of pupils and students, the application of modern management models, strengthening the capacity and competence of the personnel, improving education legislation as well as making significant progress in other areas, such as strengthening the capacity of teachers, evaluating and stimulating teacher activities, developing textbooks and educational resources, upgrading the material and technical base.

3 years ago, the Ministry of Education started preschool preparation program. Over the past period, the activities of preschool education groups have been organized at public schools throughout the country, with the educational coverage of 5-year-olds reaching 65% in the reporting year. In the near future this figure will reach 90%. As a result of improving the quality of general education, IX and XI grades have been successful in admission exams. In 2017, the percentage of XI graduates who received satisfactory grades from all the exams was 65%.

In the last four academic years, student admission to qualification groups and qualitative indicators of higher education institutions have significantly increased.

Activities aimed at revealing talented pupils are under way; in recent years, the subject Olympiads have become extensive, and special centers have been established to prepare schoolchildren for international subject Olympiads. In the international Olympiads and competitions, Azerbaijani schoolchildren won 38 medals in 2017, with 2 gold, 6 silver and 30 bronze medals. Our pupils won one gold, one silver and one bronze medal in the 49th International Chemistry Olympiad in Thailand following a 12 year break, holding the 15th place in overall ranking among 78 countries.

The positive outcome of the reform in the field of general education was also defined by the PIRLS 2016-International Study on Reading Skills. According to the results of the research, the reading skills of Azerbaijani students in 2016 increased from 462 to 472 points versus the corresponding figure in 2011. The number of elementary school students who has reached “proficient” and “high” scores in the country over the past 5 years has doubled.

One of the major innovations in general education in the past can be considered as a diagnostic assessment that contributes to the enhancement of teachers' influence in society. The process of diagnostic assessment of teachers' competence which started four years ago, was completed in 2017, and as a result of overarching reforms in the sphere of stimulation of teachers' performance in Azerbaijan in recent years, salaries of virtually 140.000 teachers affiliating with general education institutions have been augmented twice and weekly work-load increased one and a half times respectively through the relevant decrees of the President.

The initial vocational education plays an important role in the development of the economy and human capital, as well as investing in human capital. In particular, the emergence of new professions and specialties as a result of the fast-paced technology in the twenty-first century

increases the role of the initial vocational education and training. On the implementation of the “Strategic Road Map on the Development of Vocational Education and Training in the Republic of Azerbaijan” approved by the Decree of the President of the Republic of Azerbaijan, His Excellency Mr. Ilham Aliyev on December 6, 2016, complex measures have been undertaken toward rationalization of the network of vocational education institutions, training centers, and diagnostic assessment of the engineers and pedagogical staff working in these education institutions.

Measures aimed at achieving goals such as the development of higher education and the quality of education, raising competitive human resources, increasing the effectiveness of the chain of “research-innovation” and the creation of university clusters were taken further.

The French-Azerbaijani University (UFAZ), established with the initiative of the President of the Republic of Azerbaijan and allowing our citizens to get education of good quality in line with the standards of leading European universities without leaving abroad, is one of the most important and future-focused trends in the field of higher education.

Today, Azerbaijani youth continue their education at leading universities in the world, thanks to the President's policy of “converting black gold into human capital”. More than half of students obtained education under the “State Program for education of Azerbaijan youth abroad in the years of 2007-2015” are employed on their own qualifications and contribute to the development of our country.

Within the framework of international treaties, opportunities have been created for the education of Azerbaijani youth in the leading universities of China, Hungary and Romania. Implementation of a number of projects aimed at increasing the effectiveness of research in higher education, publication of scientific articles of Azerbaijani scholars in internationally acclaimed journals, deepening scientific and educational cooperation between Azerbaijan National Academy of Sciences and the Ministry of Education.

The role of education is not only limited to

educating young people with knowledge and skills. One of its main objectives is to train citizens who will serve their nation. Education plays an indispensable role in the formation of our young people as educated, competent, competitive, and as true citizens serving their state, nation.

Further deepening of the reforms aimed at achieving the goals set in the “State Strategy for the Development of Education in the Republic of Azerbaijan” and the policy of the country's human capital development will be continued in the upcoming years as well.

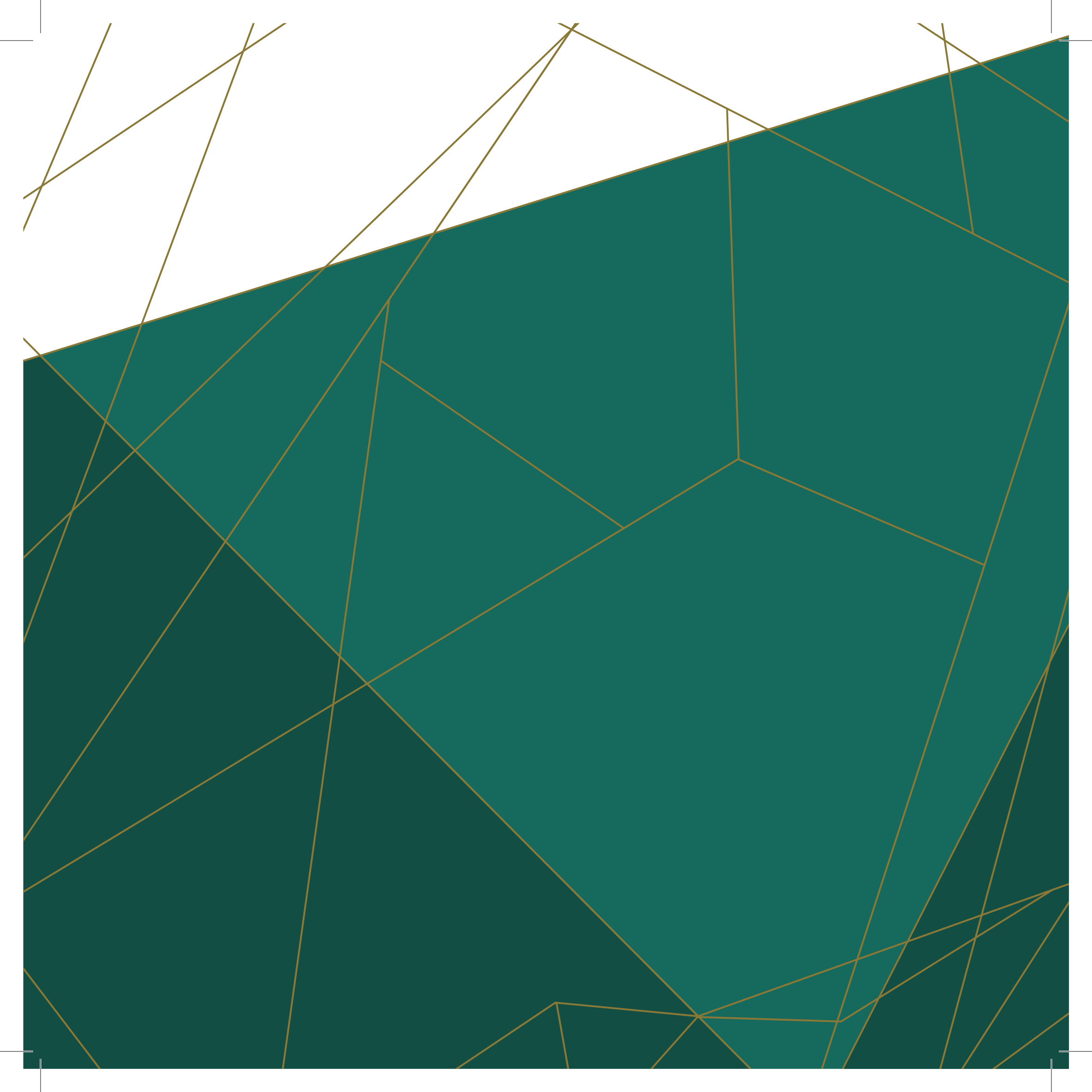
Jeyhun Bayramov


CONTENT

PREFACE	6
GENERAL PROVISIONS	11
ACTIVITY OF THE MINISTRY AND MAJOR ACCOMPLISHMENTS	19
PRESCHOOL AND GENERAL EDUCATION	20
Preschool education and Preschool preparation courses	20
Introduction of specialization in complete secondary education level	21
National Subject Competitions	22
National Subject Olympiad	22
International Subject Olympiads	23
International Assessment Programs (PIRLS, PISA, TIMSS)	25
National Evaluation	25
Admission and replacement of teachers	26
Diagnostic assessment of teachers	26
Recruitment of Principals	27
“Professional Development of Education Managers” project	28
Grant competitions on development and innovations in education	28
Use of electronic resources	29
“A Pupil's Friend” Project	31
“Healthy Education - Healthy Nation” project	31
“School Communities” project	32
Sustainability of SPEX Project jointly run with the British Council	32
Pupil Contests	33
Improvement of Teaching resources	34
Institutional governance and infrastructure reforms on extracurricular education	38
Extracurricular education projects and events	39
Promotion of IV Islamic Solidarity Games among schoolchildren	41
Measures taken in informatization of education system	42
INITIAL VOCATIONAL EDUCATION	44
Execution of “Strategic Road Map for Development of Vocational Education and Training in the Republic of Azerbaijan”	44
Admission of students to initial vocational education institutions – “ASAN Vocational Education” project	46
Organization of vocational training and development of educational programs (curricula)	47
Public-private partnership in vocational trainings and cooperation with employers	48
Tasks accomplished within international cooperation in vocational education	49

CONTENT

HIGHER EDUCATION AND SUB-BACHELOR	50
Inauguration of the new building of the French-Azerbaijani University	50
SABAH groups	51
“Maarifchi” Student Loan Fund	53
Projects implemented within the framework of the Erasmus+ program in the field of higher education	53
Twinning projects in higher education	54
International cooperation	54
TAIEX program	54
International legal documents signed in field of education in 2017	54
Foreign students studying in Azerbaijan in 2017/2018 academic year	55
Higher education documents recognized in 2017	56
Measures taken in the area of sub-bachelor	57
INSTITUTIONAL SUPPORT TO EDUCATION	59
Establishment and activities of Standing Committees	59
Appeals made to the Ministry of Education by citizens	60
Accreditation of education institutions	62
Innovations in the field of inclusive education for physically disadvantaged children	62
Institute of Education and joint projects with UNICEF Azerbaijan	64
Measures taken by the Institute of Education in the field of quality assurance in education	66
Activity of the Institute for Professional Development of Educational Workers	67
Education and media	69
The 11th Azerbaijan International Education Fair	69
QUALITY ASSURANCE	71
PIRLS 2016 International Assessment Results	72
IX grade centralized graduation exams	74
XI grade centralized graduation exams	76
Admission to bachelor level	79
Admission to Master’s level	88
STATISTICS	91
Statistics on general education	92
Statistics on initial vocational education	99
Statistics on sub-bachelor education	103
Statistics on higher education	109
Abbreviations	120
Main Terms on education and their definitions	122



The background features a complex geometric pattern of thin, intersecting gold lines on a teal gradient. The lines create various triangular and polygonal shapes, some of which are filled with a darker shade of teal. The overall effect is modern and architectural.

I PART **GENERAL PROVISIONS**

MAJOR ACHIEVEMENTS

PRESCHOOL EDUCATION

- THE ORGANIZATION OF PRESCHOOL PREPARATION AT THE EXPENSE OF THE STATE BUDGET COVERED **65%** OF **5-6** AGE CHILDREN.

GENERAL EDUCATION

- DIAGNOSTIC ASSESSMENT OF ABOUT **140.000** TEACHERS WAS CONDUCTED AND MONTHLY SALARY WAS INCREASED TWICE.
- **200** PRINCIPALS WERE RECRUITED ON COMPETITIVE BASIS IN **2017**.
- BASED ON PIRLS INTERNATIONAL STUDY RESULTS, READING COMPREHENSION OF THE STUDENTS HAS BEEN IMPROVED. AVERAGE SCORE INCREASED FROM **462** TO **472** IN COMPARISON WITH **2011** AND THE NUMBER OF STUDENTS SCORING “HIGH” AND “PROFICIENT” LEVEL INCREASED TWICE.
- IN **2017**, OUR STUDENTS WON **38** MEDALS IN INTERNATIONAL SUBJECT OLYMPIADS.

INITIAL VOCATIONAL EDUCATION

- THE NUMBER OF STUDENTS ENROLLED IN VOCATIONAL EDUCATION INSTITUTIONS INCREASED **27%** (FROM **16.500** TO **20.950**).

HIGHER EDUCATION

- AVERAGE SCORE IN ADMISSION EXAMINATION TO HIGHER EDUCATION INSTITUTIONS INCREASED BY **62** SCORE MAKING IT **239** IN **2017** COMPARED TO **177** IN **2012**.



THE MINISTRY OF EDUCATION OF
THE REPUBLIC OF AZERBAIJAN



TƏHSİL İNSTITUTU



SABAH
GROUPS



1

“The best presentation” competition was held on the occasion of National Leader Heydar Aliyev’s 94th anniversary.

The objective of the competition was to intensify study by young generation of great political heritage of Heydar Aliyev, the honorable life and activity of the architect of modern and independent Azerbaijan. Competition was organized upon the order of the Minister of Education in two stages at a national level among IX-XI grades.

2

School bell was rang again in Jojug Marjanli village after 24 years.

Upon the order of the Minister of Education, the first lesson of the current school year was dedicated to “Jojug Marjanli - the beginning of the historical return” subject at all general education institutions. School bell was rang again after 24 years at Jojug Marjanli village of Jabrail region.

3

The coverage of preschool preparation was expanded and reached 65%.

Preschool preparation groups have been organized at general education institutions at the expense of the state budget. In 2017-2018 academic year, 55% of children were involved in preschool education at national level. Thus, coverage of preschool education increased by 10% and expanded from 55% in previous year up to 65% this year.

4

140.000 teachers underwent diagnostic assessment and salaries increased.

In 2017 41.360 teachers successfully passed diagnostic assessment and the number of those passed the assessment since 2014 reached 140.000 accordingly. Eventually diagnostic assessment of teachers working at general education institutions was finalized. Salaries of teachers passed diagnostic assessment were increased twice.

5

49.335 applications were received for teacher position.

49.335 applicants were registered at www.miq.edu.az web site to participate at the competition on recruitment of teachers conducted in 2017-2018 academic year. During the competition conducted for the current academic year 47.000 electronic applications were approved and enrolled to test exam stage. 40.000 candidates participated at the test exam stage of the competition this year. As the result of the first round of the competition, the number of those employed with termless contract constituted 4.454 and at the second round made 1.058 respectively.

6

2017-2018 academic year was declared “The Year of Quality in General Education”.

2017-2018 academic year was declared “The Year of Quality in General Education”. The underlying objective is to design quality criteria for education institutions, to assess school performance pertinent to those criteria, and to reveal prospective teachers distinctive in innovation.

7

Results of Azerbaijani schoolchildren improved rising from 462 to 472 score as to the PIRLS 2016 assessment and the number of our pupils under “perfect” and “high” categories increased twice.

Based on PIRLS results, reading comprehension of Azerbaijani schoolchildren increased by 10 scores in 2016 and reached from 462 to 472 in comparison to respective indicator of 2011. Compared to PIRLS 2011 study results, the share of Azerbaijani pupils under “perfect” category increased from 0 percent to 2 percent in 2016, and under “high” category, pupils’ results increased from 9 percent to 16 percent respectively. In other words, the number of primary level schoolchildren performed in accordance with “perfect” and “high” categories increased twice over the last 5 years at a national level. The share of students performed in accordance with “Low” category reduced by 10 percent.

8

About 15.000 students attended at national subject competitions.

The interest in the national subject competitions aimed at attracting talented children at the olympics centers has increased. In 2017, about 15.000 students of VI-VII grades participated in the district (city) stage of such competitions.



9

30.000 students participated at the National Subject Olympiad.

During National Subject Olympiad among grades IX and XI in 2017 students won 263 medals of which 48 are gold, 85 silver and 130 bronze medals. Participation of students at the local level of Olympiad increased compared to previous years.

10

In 2017 38 medals won at International Subject Olympiads and overall 109 medals won over the last 5 years.

Over 2013-2017 years overall 109 medals won by our schoolchildren participated at International Subject Olympiads of which 3 are gold, 21 silver and 85 bronze medals. The success gained 11 years ago was re-gained in 2017. Thus, our pupils won 1 gold, 1 silver and 1 bronze medals at the 49th International Chemistry Olympiad. Azerbaijan was ranked as the 15th among 78 countries. In general, during this academic year our pupils won 2 gold, 6 silver, 30 bronze medals totalling 38 medals at International Subject Olympiads.

11

“State Program on development of inclusive education” was approved by the President of the Republic of Azerbaijan.

“State Program on development of inclusive education for persons with disabilities in the Republic of Azerbaijan for 2018–2024 years” was endorsed by the decree of the President of The Republic of Azerbaijan, dated December 14 of 2017. The objective of the program is to ensure right of persons with disabilities to education in the same level with other persons through all stages of education and create favorable environment for their education.

12

Within the framework of grants through development of education and innovations, 122 projects have been implemented in more than 50 regions.

A total of 282 projects were submitted to the competition, which brought about special interest and motivation of the teaching staff. 84 projects were allocated for individual projects and 38 projects in the category of general education institutions. Totally, 122 projects worth of 1.000.000 (one million) manats were implemented in September-December 2017 in more than 50 regions and cities of Azerbaijan.

13

Construction of 100 modular schools in 40 regions of the country has been completed.

Along with being low-cost, the advantages of setting up modular schools is their construction in a short time span (in a month) in any geographical location, easy shipment and convenient adjustment of classrooms to the number of schoolchildren. Another advantage of the modular school is that the educational process is not suspended during the repair and construction works in education institutions that are in an emergency situation, and temporarily a mobile school is installed for this purpose. Construction of 100 modular schools encompass virtually 5.000 schoolchildren.

14

More than one million access to electronic resources.

E-resources have been enriched in the educational portal and provides new designs and features for user friendly. Thus, in 2017, www.e-resurs.edu.az (81.855 visits have been made), www.e-derslik.edu.az (993.770 visits have been made), www.e-test.edu.az (148.144 visits have been made), and new technical resources were provided to ensure their continued operation. In addition, www.e-derslik.edu.az was the winner of the National Net-2017 Electronic Resources Competition in the Best Education and Science nomination.

15

Up to 50.000 pupils were enrolled to general education institutions through online application.

Student admission to first classes for 2017-2018 school year was fully electronized and up to 50 thousand students were admitted to schools through electronic system in Baku city.

16

Pilot Projects started in previous years were successfully continued.

The number of pupils and schools involved in the “Healthy Education - Healthy Nation” project increased by more than 30%, aimed at addressing important tasks such as the development, enlightenment, education and health of schoolchildren. The “Friend of Student” project was expanded and continued at 31 schools and 124 schoolchildren were brought to friendly service with at least 3 student friends in each school. Within the framework of the project “School Communities” new competitions and contests were held for pupils, and seminars were organized for parents in the regions.

17

The number of students at specialized classes increased by 4 times and reached to 27.005.

The scope of specialized classes in general education institutions was expanded and in 2017-2018 school year 27.005 Grade X students was involved in 1.206 specialized classes in 722 schools. These indicators illustrate an increase by 6 times in the number of schools, and 4 times in the number of classes and the number of students compared to the previous year.

18

4.123 preschool teachers were trained.

Final Assessment was organized for about 11.000 teachers participated at qualification trainings at different higher and additional education institutions, as well as those conducted by the Institute for Professional Development of Educational Workers and were awarded with respective certificates. Scope of the trainings on the topic "Methodology for organizing work at preschool groups" increased by 10% compared to the previous year constituting 4.123 persons.

19

200 principals were recruited on a competitive basis in 2017.

In the reporting year, with the objective to select and recruit competent, professional and persons with high management skills to the position of principal of general education institutions, competition process was organized in 3 stages (acceptance of electronic applications, exam and interview) and 200 persons were recruited to principal position in 2017.

20

Within the framework of the Agreement signed with People's Republic of China 20.880 notebooks were given to schools.

Within the framework of the Technical and Economic Cooperation Agreement signed between the Government of the Republic of Azerbaijan and the Government of the People's Republic of China 20.880 notebooks, 789 electronic boards, 789 projectors and 20 desktop computers were given to general education institutions at the reporting year. At the same time, 555 projectors were distributed by the Ministry of Education to education institutions.

21

Up to 15.000 volunteers participated at the IV Islamic Solidarity Games and "Formula 1" competition.

"One" Student-Volunteer movement was expanded, and at present it covers 21 higher and 16 secondary specialized education institutions with more than 15.000 volunteers. More than 11 thousand student-volunteers were involved in the IV

Islamic Solidarity Games, and about 3.500 in "Formula 1" Azerbaijan Grand Prix respectively.

22

Student-youth sport schools athletes earned 8 medals at the IV Islamic Solidarity Games.

18 athletes of student-youth sport schools functioning under the Ministry of Education were among high performing athletes at the IV Islamic Solidarity Games of which 6 were winners of the games and 8 gained medals being 4 gold and 4 bronze respectively.

23

Admission plan to vocational schools increased up to 20.950 seats.

In 2017/2018 academic year admission plan to initial vocational education institutions was increased up to 20.950 seats which is 2.130 seats more than those considered in the previous year. 11.600 seats at the expense of the public budget and 9.350 seats on a paid basis, enrollment totaling 20.950 seats for public and private initial vocational education institutions was scheduled in the 2017/2018 academic year.

24

"ASAN Vocation" Project has expanded and covered the entire country.

Application to initial vocational education institutions in 2017/2018 academic year was also submitted at "ASAN Service" Centers in Sumgayit, Barda, Gabala, Sabirabad and Masalli along with Baku and Ganja through "ASAN Vocation" project. In general, 65% of the applicants were registered at ASAN Service Centers, which is 40% more in comparison with the previous year.



25

More than 37.000 persons enrolled to higher education institutions in 2017.

More than 37.000 applicants were enrolled in higher education institutions in 2017, which is 12 percent more compared to the previous year. Virtually 90 percent of those opted for public universities.

26

The weight of students scoring over 200 in admission to higher education institutions increased from 34 percent up to 50 percent.

In the reporting year the number of students scoring over 200 in admission to higher education institutions increased from 34 percent in 2014 up to 50 percent in 2017. In the last 4 years, the number of applicants scoring more than 300 out of 700 increased by 15,8 percent, those scoring more than 400 went up by 18,8 percent, those scoring more than 500 augmented by 27,6 percent and those scoring more than 600 enhanced by 43,3 percent respectively. Apart from that 15 applicants scored the maximum 700 in the reporting year.

27

Children aged 3-4 have been involved in preschool education in 50 communities in 11 different regions.

50 communities were established in the regions within the framework of the project aimed at attracting 3-4 year old children to preschool education, and 1.000 preschool children were provided with preschool education. Community leaders who work with children have been trained, all communities have been provided with training materials, methodological resources for community leaders and parents have been developed. Newly released "Community-based Preschool Education Program" was presented to the public at the event dedicated to disseminate the achievements of the project.

28

5.410 students from 75 foreign countries study in our country which is 10% more in comparison with the previous year.

The mostly preferred majors by the foreign students in the 2017-2018 academic year are listed as medical sciences (35%), social sciences and humanities (26%), fine arts (14%). Moreover, in the current academic year, 73,4% of foreign students applied for a bachelor's degree study. This indicator constituted 18,6% at the foundation level, 5,3% at the graduate level and 1,9% at PhD level respectively. In general, the number of foreign students studying in our country increased by 10% compared to the last year.

29

The number of education loan contracts signed with students from low-income families reached up to 118.

The "Maarifchi" Student Loan Fund has made two announcements in 2017 and granted loans to 75 students. During two years of its existence, the Fund has provided loans to support tuition fee for 177 students under four announcement sessions.

30

UK affiliated QS Agency ranked our 6 higher education institutions among the best universities.

UK affiliated "Quacquarelli Symonds" (QS) Agency announced the rankings of the best universities of "Developing Europe and Central Asia" region (QS EECA University Rankings 2018) in 2017-2018 years where out of 300 universities representing 24 countries 6 higher education institutions of Azerbaijan are listed. Baku State University (95), Khazar University (100), Azerbaijan State University of Economics (161-170), Azerbaijan State Architecture and Construction University (171-180), Azerbaijan University of Languages (171-180) and Baku Slavic University (201-250).

31

Articles published in the "Web of Science" increased by 40% and reached up to 350.

Within the framework of cooperation between the Ministry of Education and Thomson Reuters ("Clarivate analytics") company overall 42 trainings were conducted in Baku, Ganja and Nakhchivan cities with participation of 2.000 scientific workers to provide university faculty with skills to work with Web of Science and related resources. As a result of measures taken recently published articles of higher education institutions of Azerbaijan in journals with impact factors increased by 40% in comparison with the previous year and reached up to 350.

32

The first graduation of SABAH in 2017

721 students graduated from SABAH groups in 2017. According to the statistics of employment of graduates, 37% of them were admitted to graduate programs in Azerbaijan, 16% in foreign countries, and 30% have started to work on permanent or temporary basis.

33

1.191 students were transferred via www.transfer.edu.az portal.

Student transfer was conducted on the basis of electronic system, and 1.191 students were transferred via transfer.edu.az portal.

34

New building of French-Azerbaijani University (UFAZ) was inaugurated

Opening ceremony of the renovated building of the French-Azerbaijani University (UFAZ), which has been operating since last year with the joint cooperation of Strasbourg University and Azerbaijan State Oil and Industry University, was held on September 15, 2017 with the participation of distinguished guests.

35

The 11th Azerbaijan International Education Fair was held.

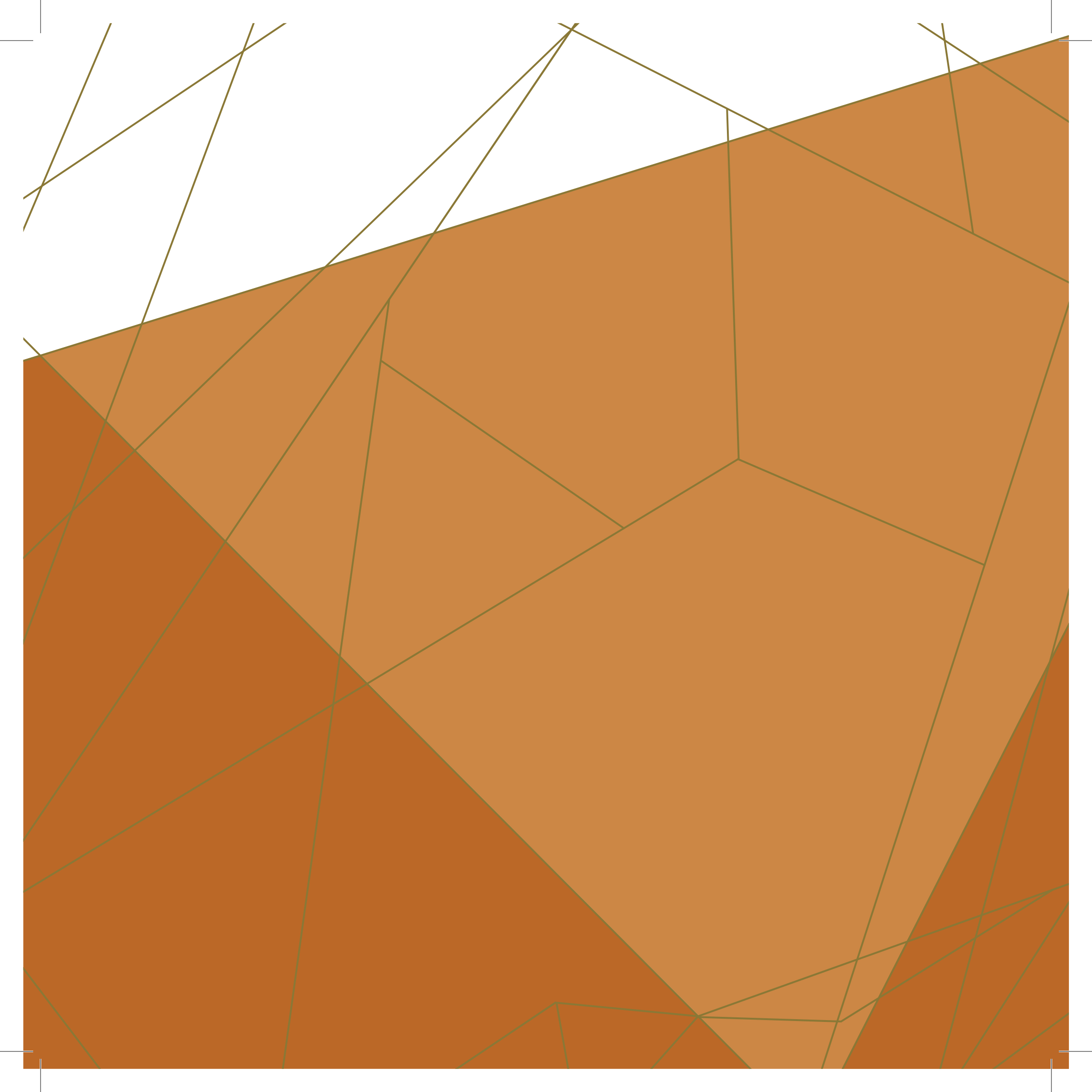
The 11th Azerbaijan International Education Fair was held under the slogan "Human Capital is Our Wealth" with the support of the Ministry of Education in Baku Expo Center. The new projects and existing educational opportunities were presented in recent years. The stands of 14 higher education institutions under the Ministry of Education were exhibited at the Fair.

36

1.714 diplomas awarded by higher education institutions of foreign countries were recognized.

2.574 applications on recognition of diplomas and determination of their equivalence (nostrification) have been registered in the reporting year. Execution of 3.017 higher education documents, including incomplete documents remaining from the previous years have been finalized out of which 1.714 received positive and 1.303 received negative response.







II PART

**ACTIVITY OF
THE MINISTRY
AND MAJOR
ACCOMPLISHMENTS**

PRESCHOOL AND GENERAL EDUCATION

Preschool education and Preschool preparation courses

By prioritizing the role of preschool education in intellectual, physical and psychological development of students, the scope of preschool preparation was expanded in 2017 and the number of preschool groups was duly increased. Compared to the previous year, the coverage of preschool education constituted 55% in 2016. In 2017, however, the coverage expanded up to 65%. It is considered to increase this indicator up to 90% by 2020.

Increase of preschool preparation coverage in itself makes it important of preparation and organization of other resources. Thus, to prepare respective number of teachers in accordance with the increasing number of students, to conduct monitorings on proper trainings of these teachers, to ensure allocation of new rooms at schools are very urgent issues. In this regard, the Ministry of Education conducted joint activities with the Institute for Professional Development of Education Workers, Institute of Education and Baku City Education Department with the objective to prepare trainers for preschool groups and continued working on this direction. Thus, regular trainings were delivered to trainers, on-site monitorings are conducted and practical assistances are provided in this direction on a regular basis.

Besides the provision of preschool trainings, works are also conducted to improve normative legal documents, regulations. Thus, drafts of “Rules on admission to preschool education institutions”, “Rules on organizing preschool education in family-type, community-based, short-term training groups” were developed and submitted to the Cabinet of Ministers of the Republic of Azerbaijan. In addition, with the objective to issue a license for preschool education institutions

monitoring was conducted in 2017 in 30 institutions in 2017 and respective review reports were drafted.

Widespread expansion of preschool education in our country is commendable. Hence both in International Assessments (PIRLS – Progress in International Reading Literacy Study), and also in local assessments (“Effect of preschool preparation on performance of students in Grades I” analytic report conducted by the Institute of Education of the Republic of Azerbaijan) positive impact of preschool preparation on performance of schoolchildren was specifically emphasized.

Coverage of preschool preparation in Azerbaijan

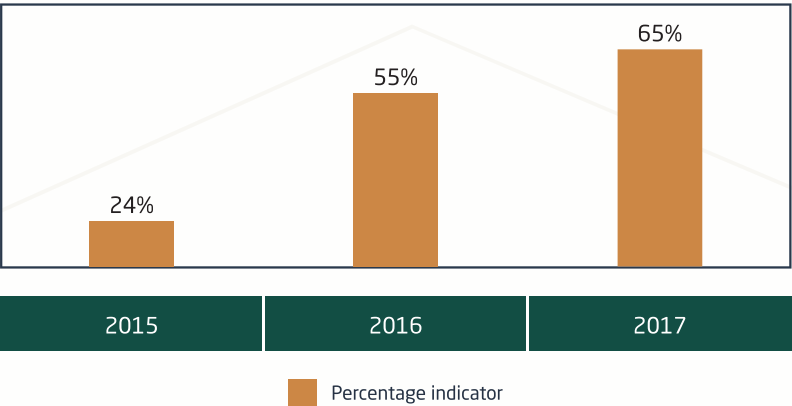


Diagram 1



Introduction of specialization in complete secondary education level

Under the Article 19.19 of the Law of the Republic of Azerbaijan "On Education" specialization of education in complete secondary education (humanitarian, technical, nature, etc.) is secured. Pupils completing general secondary education continue their education in complete secondary education in line with their talent and abilities. Pertinent to pupils' interest, in such classrooms they receive more classes on majors they want to advance their studies in the future. Studies were done on involvement of pupils of IX grade in 2016/2017 school year to specialized classrooms in complete secondary education to be set up in 2017/2018 school year, meetings have been held with parents, teachers and pupils on organization of specialized classes, including organization of studies in pilot classrooms set up in 2016/2017 school year was reviewed and practical assistance was rendered.

The number of pupils who have completed general secondary education level of any school (no fewer than 20 students per class) are grouped according to pupils' wishes and desires in technical, mathematical, economic, humanitarian and science studies, once the number of pupils in any school was not enough, such pupils were availed opportunity to study in one classroom in the same class of several nearby schools. In selection of such schools the preference was given to schools with more professional and experienced teachers, showing high results in the final school exams as well as admission exams and also considering favorable geographical location and road infrastructure of schools.

Grouping of pupils in specialized classes based upon the request of parents was conducted on the basis of grades of pupils on the same subjects as well as references of subject teachers and school management. When education indicators of pupils fail to meet requirements to continue their study at specialized classes they are enabled to study at traditional classes. Such classes might be established in specialized classes and also in other classes.

As a result, in the 2017/2018 school year, 27.005 students of X grade were enrolled in specialized education in the 1,206 classrooms in 722 schools. At the same time, curricula plans and subject curricula for general education schools were developed and delivered to complete secondary education.

The scale
of specialization
in 2017/2018
academic year

- 722 schools
- 1.206 classrooms
- 27.005 students



National Subject Competitions

The objective of National subject competitions is to involve talented students into Olympiad centers, to create necessary preparation to acquire subjects deeply and ensure better preparation of students for international subject Olympiad on the basis of respective programs. Subject competitions are considered for students of grades VI-VII and are held once a year covering schools of all cities and regions of the country.

National subject competitions are comprised of 2 stages:

- regional stage;
- national stage.

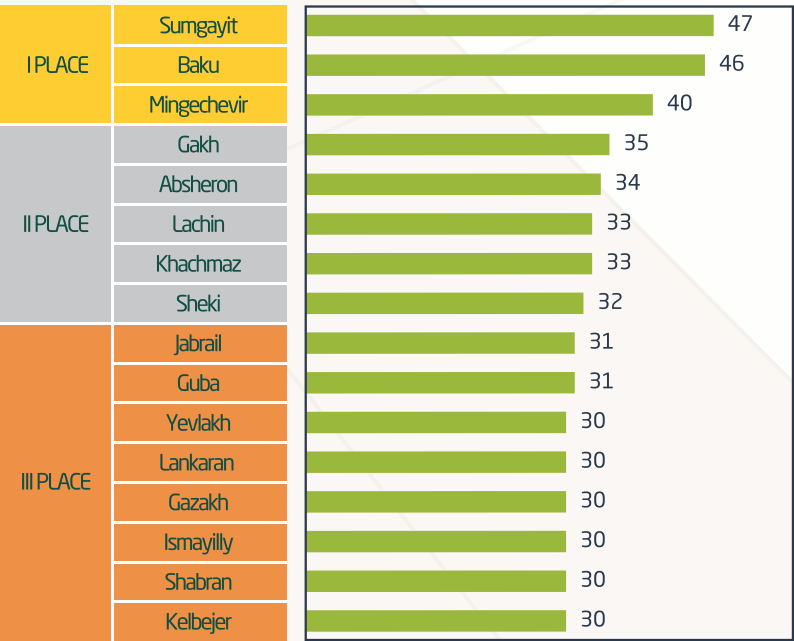
Regional stage of subject competitions are held in March and national stage in June.

National subject competitions are held on subjects of mathematics among VI grade pupils and on physics, chemistry, biology and informatics subjects among VII grade pupils.

In 2016/2017 school year approximately 15.000 students participated at local level, and 1000 students at final level.

Based on results of subject competitions pupils are individually awarded and also rating tables are set among teams representing each region. Thus, in 2016/2017 school year 12 teams and 110 pupils were declared as winners. In individual counting 15 winners were honored with I-degree diplomas and gold medals, 41 winners with II-degree diplomas and silver medals, 54 winners with III-degree diplomas and bronze medals. In team counting 3 teams of competition were awarded with I-degree trophies, 5 teams with II degree, and 8 teams with III-degree respectively.

Number of winners in the team account of inter-schools subject competitions



Average score of the team

Diagram 2

National Subject Olympiad

National Subject Olympiad is a scientific competition on numerous subjects held among the pupils of grade IX-XI on an annual basis covering all schools throughout the country and aiming at identifying pupils with special talent, assessing their knowledge and skills and increasing their interest on subjects.

National Subject Olympiad is comprised of 3 stages:

- regional stage;
- national level semifinal round;
- national level final round.

Subject Olympiad regional stage is held in January, national level semifinal round however is held in March at centers defined by National Organizing Committee and national level final round is held in April.

National Subject Olympiad is held on 8 subjects in general including mathematics, physics, chemistry, biology, informatics, Azerbaijani language and literature, geography and history.

It should be noted that, in 2016/2017 school year approximately 30.000 pupils participated at regional level and approximately 6.000 and 500 pupils at national level semifinal and final rounds respectively. Mainly pupils of IX-XI grades participate at National Subject Olympiad, however, participation of pupils of lower grades with special talent is also allowed.

Winners of national level semifinal round of Olympiad are awarded with diplomas, honour certificate and precious presents by Local Organizing Committees and final round winners by National Organizing Committee respectively.

Approximately 50% of participants of final stage is awarded with diplomas and medals, the remaining are submitted with participation certificates. As well as the most successful student is selected for each subject of Olympiad and is awarded under the “The First of the First” nomination.

In 2016/2017 school year in general, pupils received 263 medals at National Subject Olympiad of which 48 were gold, 85 silver and 130 bronze medals.



Share of medals per subject earned at National Subject Olympiad in 2016/2017 school year

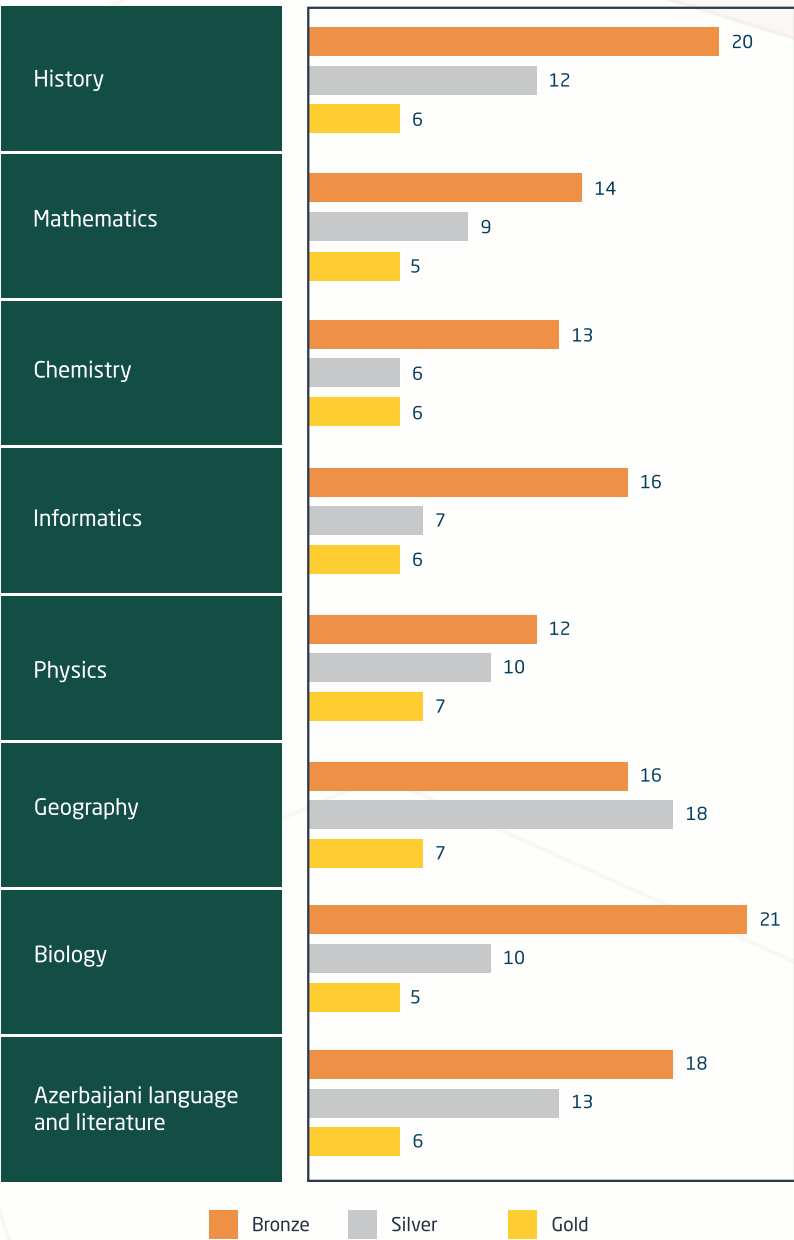


Diagram 3

In accordance with the respective order of the Ministry of Education of the Republic of Azerbaijan, preparatory centers for international olympiad have been set up under Baku lyceums specialized in physics, mathematics and informatics and chemistry and biology as well as Sumgayit gymnasium specialized in natural sciences.

Students are trained on 5 subjects in general - physics, mathematics, chemistry, biology and informatics at preparatory centers for international olympiads. Trainings are organized at two different groups being low age groups and upper age groups mainly on Saturdays and Sundays or weekdays after lessons. Selection to these centers is conducted as follows:

Low age groups are organized by selecting 20-30 students for each subject based on subject competition results

held among schoolchildren of Grades VI-VII. Schoolchildren of capital city by continuing their lessons at their own schools also participate at special training courses of such centers several times a week.

With the objective to ensure comfortable participation of schoolchildren in regions at Olympiad training programs they are transferred to Baku lyceums specialized in physics, mathematics and informatics and chemistry and biology. Thus, schoolchildren are provided at these places with board and lodging at the state expense.

Composition of upper age groups is defined according to participation of low age group pupils of the previous year, National Subject Olympiad winners and pupils with special talent (mainly IX-XI grade).

To ensure high quality and result-based students' preparation, close cooperation is under way with numerous higher education institutions – Baku branch of Moscow State University named after M.V.Lomonosov, Baku Engineering University, different institutes of Azerbaijan National Academy of Sciences. Along with theoretical knowledge, they are involved into respective laboratory training within the country and abroad in order to increase and improve practical competences.

At present more than 300 pupils in two varying groups on each subject attend preparatory centers for international olympiads.

International Subject Olympiads

In 2016/2017 school year Azerbaijani schoolchildren participated in different International Subject Olympiads on subjects of physics, chemistry, biology, mathematics and informatics. Our schoolchildren have made numerous achievements in several Olympiads held in Thailand, Brazil, England, Macedonia, Bulgaria, Indonesia, Russian Federation and other countries.

Thus, during 2016/2017 school year our schoolchildren were awarded with altogether 38 medals including 2 gold, 6 silver and 30 bronze medals and 5 motivating certificates at International Subject Olympiads.

At the 49th International Chemistry Olympiad that was held in Thailand, Azerbaijani schoolchildren won 3 medals including 1 gold, 1 silver and 1 bronze medals and ranked 15th among 78 countries on general scoring.



Our students won 4 bronze medals and 2 motivating certificates and ranked the 42nd among 110 countries at the 58th International Mathematics Olympiad held in Brazil and won 1 gold, 4 bronze medals and ranked 3rd among 42 countries at the 2nd International Olympiad of Metropolises held in Russia.

Azerbaijani schoolchildren won a bronze medal at European Junior Olympiad in Informatics held in Bulgaria representing our country deservedly.

During 2013-2017 years our students participated at International Subject Olympiads and won 3 gold, 21 silver and 85 bronze medals, and overall awarded with 109 medals. Since 1994 Azerbaijani schoolchildren earned overall 314 medals (of which 28 were gold, 80 silver and 206 bronze) in international olympiads.

Breakdown of medals per subject won at International Subject Olympiads in 2016/2017 academic year

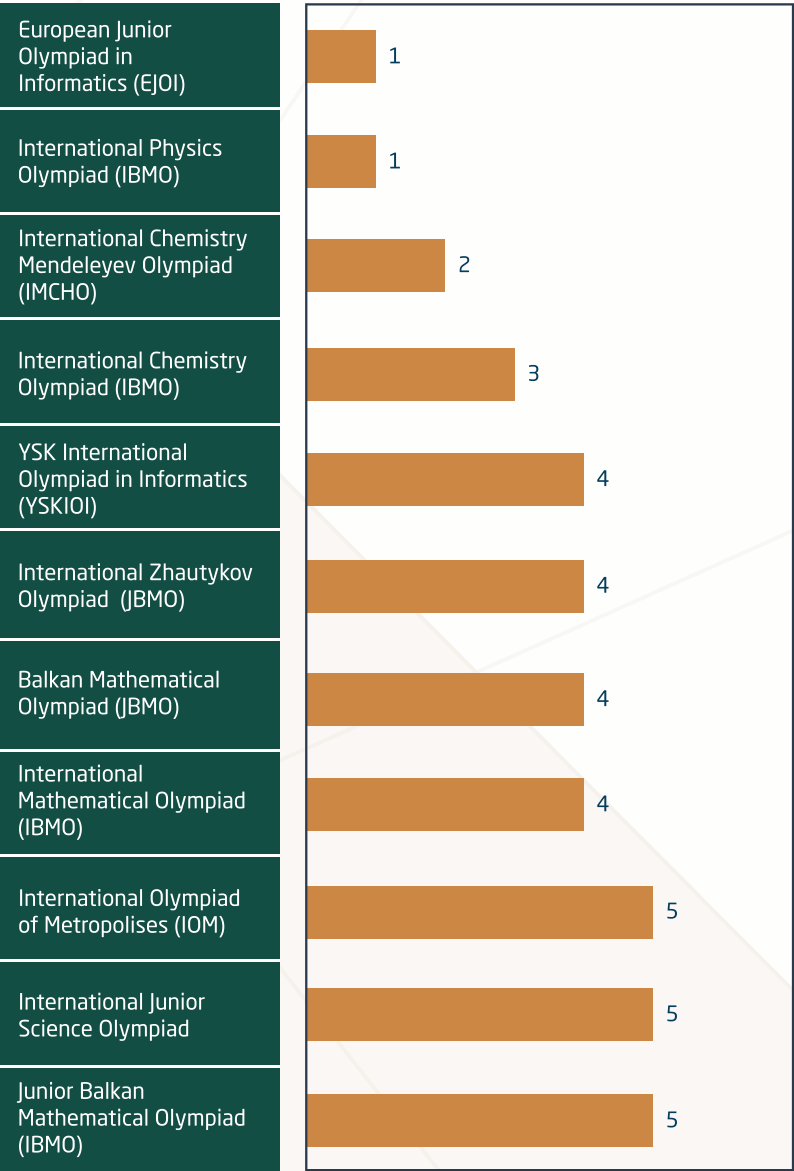


Diagram 4

Number of medals won by Azerbaijani students at international olympiads over the last 3 years

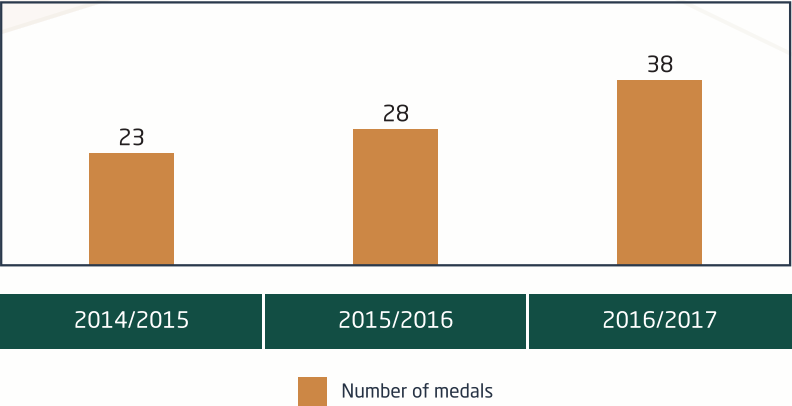


Diagram 5



International Assessment Programs (PIRLS, PISA, TIMSS)

International Assessment programs execute quality assessment of education and create opportunity to obtain information on the state of education in the country, identify and study critical issues that require urgent remedy, compare results with foreign countries. International Assessment researches which cover education system of several states of the world are mainly conducted by two international organizations - the Organisation for Economic Co-operation and Development (OECD) and International Association for the Evaluation of Educational Achievement (IEA).

The Republic of Azerbaijan in every 5 years participates in International Association on Assessment of Education Achievements among IV grade pupils held by PIRLS - Progress in International Reading Literacy Study. The main objective of the research is assessment of reading comprehension of IV grade pupils and compare results with other countries. In April - May of 2016 main stage of 2016 PIRLS study was conducted at general education institutions at the national level. 170 general education institutions were identified by random selection for conducting such study at the national level.

Based on PIRLS results, reading comprehension of Azerbaijani students in 2016 year rose from 462 to 472 or increased by 10 score compared to respective indicator of 2011 year. The study breaks down pupils for their results as 4 – for “proficient”, “high”, “medium” and “low” categories. In comparison with PIRLS 2011 study results, the share of Azerbaijani students included in “proficient” level increased from 0 percent up to 2 percent in 2016. Results of pupils under “high” category increased from 9 percent in 2011 to 16 percent in 2016. In other words, over the last 5 years the number of pupils of elementary grades performed on “proficient” and “high” levels increased twice at a national level. The share of pupils performed under “low” level reduced from 37 percent to 27 percent or by 10 percent.

In general PIRLS 2016 program covered more than 340.000 pupils, 330.000 parents, 16.000 teachers, 12.000 schools in 60 participating countries (state, zone etc.). In Azerbaijan 170 general education institutions, more than 6.000 IV grade pupils, 340 teachers and more than 6.000 parents participated in the study based on random selection.



PISA - Programme for International Student Assessment study is organized by the Organization for Economic Co-operation and Development in every 3 year and assesses skills of 15 age pupils on how they use their knowledge on reading, mathematics and other fields of science obtained at school in tackling challenges they face in life and at home.

In 2016 Azerbaijan applied to participate in the next PISA 2018 study and started preparations in this regard. In April-May 2017 15 age pupils studying in Azerbaijan and Russian sections in 60 schools of Baku city participated at pilot level of PISA study. Main stage of PISA 2018 study is planned to be held in April-May 2018. Publication of final results of the study is expected during 2019.



TIMSS - Trends in International Mathematics and Science Study is an international study assessing mathematics and scientific knowledge of IV and VIII grade pupils implemented by International Association on Assessment of Education Achievements since 1995. The study is held in every 4 year and Azerbaijan will also participate in the next TIMSS 2019 study. At present works are being done for pilot stage of the research to be held in 2018.

National Evaluation

Employees of the Ministry organized regular informational seminars for principals, subject teachers and pupils at places where the first and second stages of IX grade final exam were held. At the same time, mock exams have been organized amongst 20000 schoolchildren to comparatively analyze their results.

On 25th of November mock assessment has been done pertinent to the 2nd stage of the graduation exams on Azerbaijani language and mathematics conducted for IX graders in Baku and 22 regions. In general more than 55.000 schoolchildren were involved into the assessment.



Admission and replacement of teachers

Recruitment of qualified teacher personnel into general education institutions under the Ministry of Education based on termless contract is conducted through a centralized competition process by the Ministry. Competition on recruitment of teachers is organized on 4 stages (assessment of indicators in electronic application, test exam, selection of vacancies and interview). With the objective to participate in competition

on recruitment of teachers for 2017/2018 school year, 49.335 persons were registered at www.miq.edu.az web site. This figure constituted 34.888 persons in 2016 and 21.795 persons in 2015. Increasing number of registered persons is a sign of increasing weight of graduates willing to work at this profession in the regions. Electronic applications of 47.000 persons registered in 2017 were approved and they were enrolled in exam. In the reporting year, 40.000 persons participated in the exam stage of the competition. As the result of the first round of the competition on recruitment of teachers the number of those employed with termless contract constituted 4.454 persons, and in the second round it comprised of 1.058 persons.

The number of those registered at www.miq.edu.az web site for recruitment

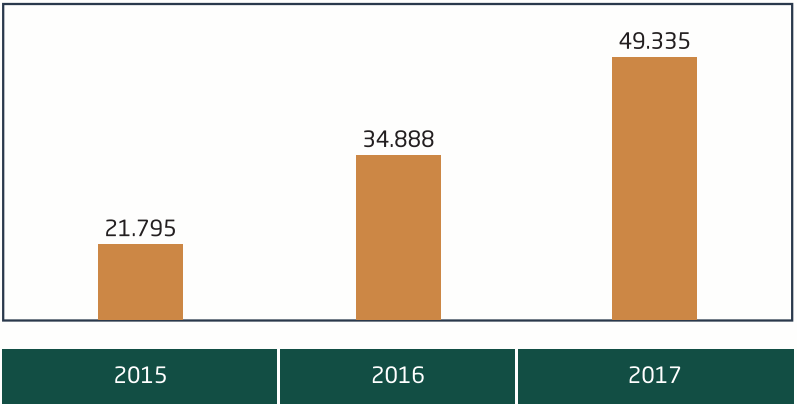


Diagram 6

Diagnostic assessment of teachers

The Ministry of Education conducted a press conference on the 7th of April 2017 and announced the launch of diagnostic assessment of knowledge and skills of teachers affiliated with public general education institutions of 26 cities and regions of the country. Names, exam centers and exam dates of the regions were shared in the form of schedule at dq.edu.az web site. In parallel, relevant information was uploaded in personal page of each candidate at dq.edu.az web site about the date and venue of diagnostic assessment.

During the assessment candidates were assigned 40 questions on their majors pertinent to the general education program and 20 questions on methodology and teaching strategy. In 2017 diagnostic assessment was conducted in Agdam, Agdash, Agstafa, Balaken, Berde, Beylagan, Jebrayil, Fuzuli, Goranboy, Goychay, Kalbajar, Lachin, Mingechevir, Naftalan, Oguz, Gakh, Gazakh, Gabala, Sheki, Terter, Tovuz, Khojaly, Yevlakh, Zagatala, Zangilan cities and regions and from this regions overall 41.360 teachers were included into the list of those passing diagnostic assessment successfully. In general, during 2014-2017 overall virtually 140.000 teachers underwent

diagnostic assessment in Azerbaijan. Salaries of teachers underwent diagnostic assessment were increased twice and their weekly classes by 1.5 times respectively.

In addition, in August 2017 diagnostic assessment was conducted for principals, deputy principals, organizers of extra-school and extracurricular works and for those working in civil service and methodologist positions of local education management bodies. 7.195 pedagogical workers of general education institutions underwent the assessment.

The process of diagnostic assessment of knowledge and skills of teachers started in 2014 and implemented in stages with the completion in August 2017 with the participation of methodologists of regional education departments, principals and deputy principals of general education institutions. Thus, diagnostic assessment of teachers affiliated with the general education institutions across the country came to an end.

Recruitment of principals

The Ministry of Education of the Republic of Azerbaijan regulates recruitment and replacement of principals in general education institutions (excluding Baku city) and working relationships with principals who have reached the retirement age in accordance with the “Rules on recruitment and replacement of principals of general education institutions under subordination of the Ministry of Education of the Republic of Azerbaijan” and defines authorities and responsibilities of education management bodies in this area. The recruitment of the principals is conducted in transparent, objective and centralized manner by the Ministry in three stages - electronic applications, examinations and interviews. As a result of the competition held in 2017, 200 candidates were appointed as principals on a competitive basis for general education institutions in the regions.

However, these Regulations do not apply to the recruitment of principals to lyceums and gymnasiums, boarding schools and general education institutions in Baku. In order to prepare personnel the Ministry organizes trainings for principals and announces a competition to select pedagogical employees who are willing to work in this position in the future.

The objective of training is to upgrade and prepare principals of general education institutions to acquire modern management competence, familiar with information technologies, capable of contributing to education and social development of our country. Trainings cover such topics as quality assurance in education, legal basis of education management, computer and training technologies, statistics and analysis in education, education management and monitoring, psychological principles of education management, curriculum: theory and application and financial management in education.

Thus far, based on 4 school year, more than 2.200 pedagogical staff have applied for participation in trainings and 400 candidates have received a right to take part in the trainings. Persons participated in trainings join exams organized by the Ministry of Education. Candidates performing satisfactory results in exams are awarded with the “Certificate of success” and they are registered as reserve staff for assignment to vacancies of principal. In 2014/2015 academic year 19 persons, in 2015/2016 academic year 28 persons, in 2016/2017 academic year 39 persons, and in 2017/2018 academic year 18 persons were assigned as principals.

The number of principal assignments by obtaining a certificate of success

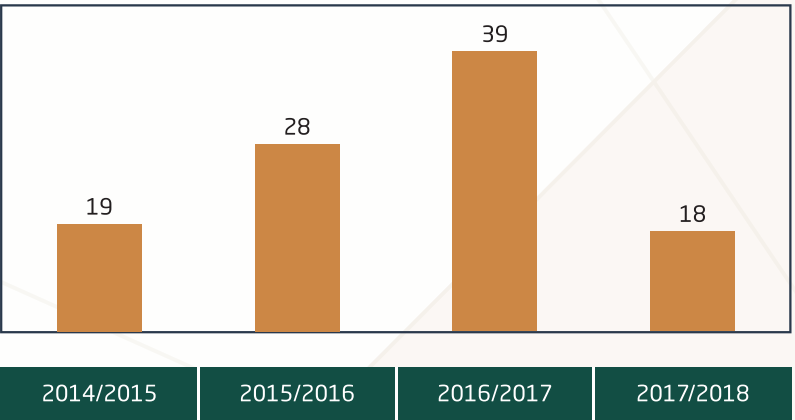


Diagram 7



“Professional Development of Education Managers” project

“Professional Development of Education Managers” project implemented in 2016 continued in 2017 due to its successful results and new announcement was made in this regard. The main objective of the project is to prepare educational employees with the acquisition of modern management competence, awareness of information technologies and capacity to contribute to education and social development of our country. Within the framework of this project it is considered to involve persons working in the field of education or willing to work in this field in future into 1 year internship program and trainings at the Ministry of Education of the Republic of Azerbaijan and in its subordinate agencies.

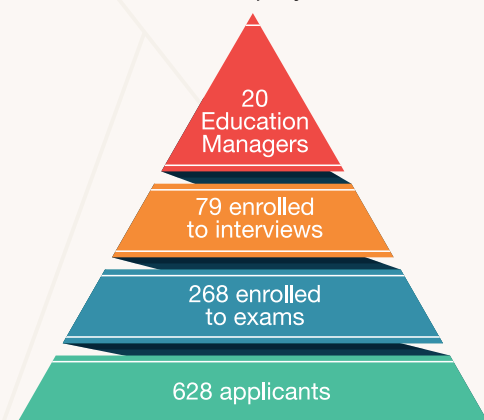
Selection of candidates is comprised of 3 (three) stages:

- Electronic registration of applicants at www.miq.edu.az/tm portal (628 candidates were registered);
- Assessment of logical thinking of candidates meeting the competition requirements (exam was conducted with participation of 268 persons);
- Interview for the candidates performing high results held in the II stage (79 candidates performing above 80% result in exams participated in interviews).

To involve into 9 months internship programs and trainings after the interview stage, 20 education managers were selected from Astara, Balaken, Beylegan, Zagatala, Gakh, Ganja, Shamkir, Hajigabul, Imishli, Saatly, Shirvan, Guba, Gusar, Masalli, Goygol, Goranboy, Kurdemir, Dashkesen cities and regions.

Selected managers implemented measures for conducting analysis to identify training needs about 1.024 elementary class teachers in Shirvan city, Saatli, Sabirabad, Imishli, Jalilabad and Masalli regions performing 16 score (less than 40%) for their speciality in diagnostic assessment, at the same time for assessing current state of their scientific-methodological preparation and professionalism level, organizing regular trips and trainings to remote rural schools, computer courses for principals in regions, advocating electronic education and other relevant directions. At the same time, within the framework of the project titled “Colleague Support” managers of Agjabedi, Bilasuvar, Saatly, Sabirabad and Salyan regions organized substantial trainings on voluntary basis covering virtually 1.800 educators and 150 trainers.

In general, education managers provide assistance in execution of activities launched by the Ministry of Education, Institute of Education and the Institute for Professional Development of Educational Employees across the country.



Grant competitions on development and innovations in education

Based on the order of the Minister of Education of the Republic of Azerbaijan dated August 4 2017 numbered 236 “On organizing execution of the decision dated June 14 2017 numbered 258” on approval of “Requirements on amount and allocation conditions of grants for development and innovations at education, including funds allocation procedures, conducting monitorings, reporting and assessment” of the Cabinet of Ministers of the Republic of Azerbaijan, new grant competition on development and innovations at education was announced within 15 August – 10 September 2017 period.

Topics of competition are as follows:

- ✓ Improvement of intra-school management and control in terms of modern requirements;
- ✓ Increasing professionalism level of pedagogical workers;
- ✓ Establishment of methodical service system in comprehensive form and content;
- ✓ Establishment and development of school-community (parent) relations;
- ✓ Application of modern assessment means in quality management;
- ✓ Organizing work with talented students;
- ✓ Introduction of modern training technologies in teaching process with curricula (education programs) containing new content of general education;
- ✓ Improvement of students’ knowledge and skills and awareness level by organizing extracurricular and out of school measures;
- ✓ Organizing psychological service and increasing its effectiveness;
- ✓ Development of interschool cooperation.

Within the framework of competition overall 282 project proposals were received of which 76 projects fall under the category of general education institutions and 206 projects fall under the category of individual projects.

On the basis of judgement of expert group financing of total 122 projects was approved by the decision of the Minister of Education of which 38 were under the general education institutions category and 84 under the individual category. In total 1.000.000 (one million) manat funds were allocated for projects execution. Projects are implemented within the periods of September – December 2017. Projects on abovementioned topics are executed in more than 50 cities and regions of Azerbaijan. In total, representing 44 schools and teachers from 76 city and regional education departments were winners of the competition. Project coverage encompasses 55 cities and regions.

Breakdown of the project winners on cities and regions

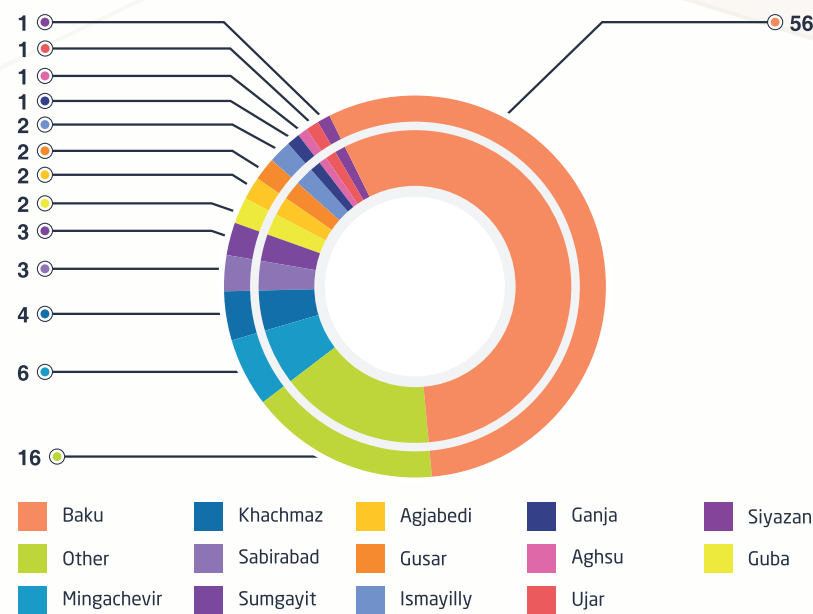


Diagram 8

Breakdown of funds allocated for projects per topic

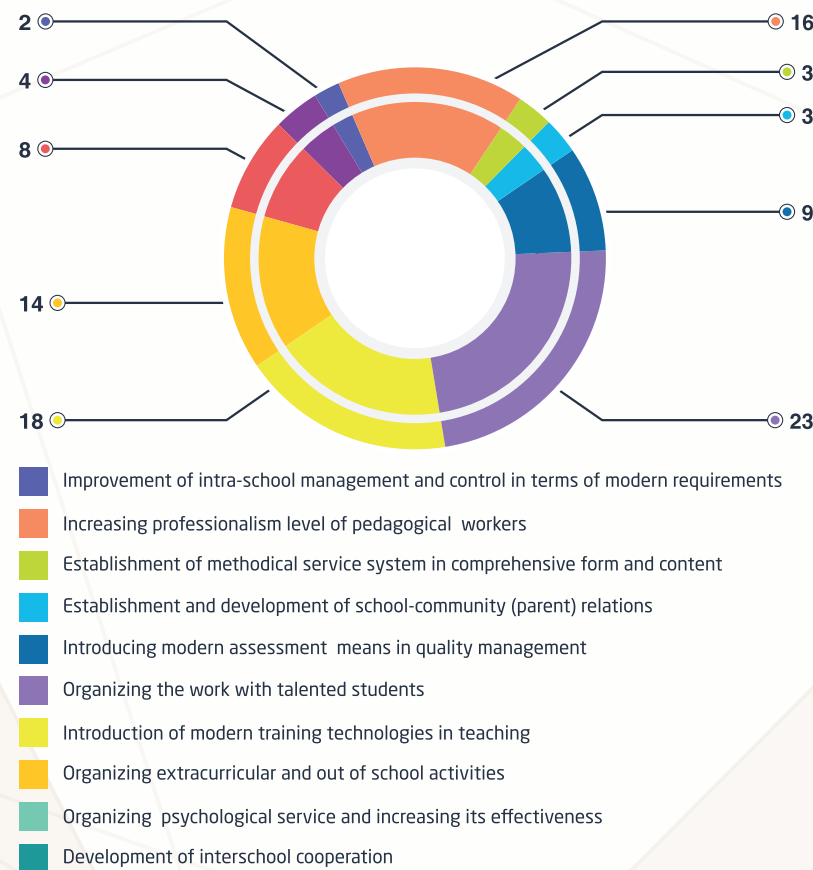


Diagram 9

Use of electronic resources

www.e-resurs.edu.az

www.e-resurs.edu.az portal was established with the objective to merge all new education resources prepared by the Ministry of Education over the last 4 years in one source. Every user of this portal can access to electronic textbooks, video lessons, competitions, electronic assignments, different teaching-oriented games and other such type of education resources.

New resources will enable students to apply the acquired knowledge during lessons in simulation games thereby assisting them to receive more knowledge and information. At the same time, simulation games develops thinking and logical comprehension of students. In this regard resources uploaded to www.e-resurs.edu.az portal are very useful for teachers and schoolchildren.

You may find below a three-year comparative statistical report of the portal:

www.e-resurs.edu.az

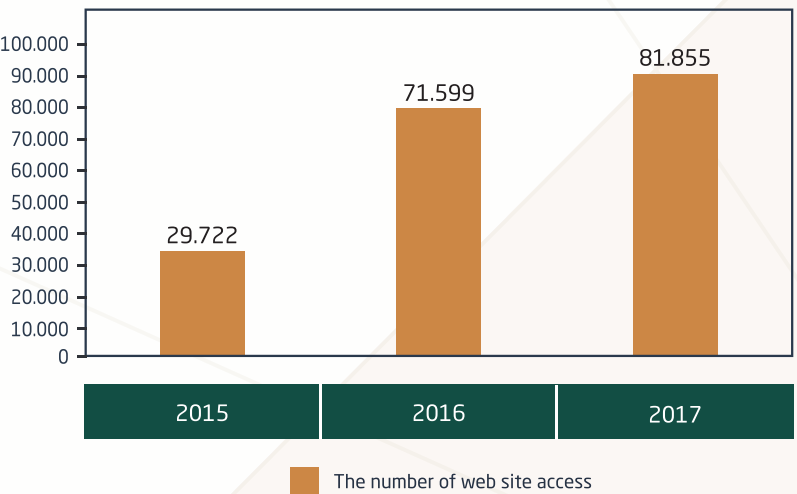


Diagram 10

www.e-derslik.edu.az

Taking into consideration of the significance of electronic textbooks in modern education system, the Ministry of Education of the Republic of Azerbaijan expanded its performance in this direction and created www.e-derslik.edu.az electronic textbook portal.

General design of portal was completely renewed in the reporting year and new functions were added. After recent updates it is possible to use electronic books by visiting portal without registration. Moreover speedy search system in all textbooks was activated. To ensure more comfortable use of the Portal, explanatory video was also added related to registration.

In 2017 new 59 electronic textbooks were added into the portal. Moreover 15 electronic textbooks were enriched with multimedia means. At present overall 223 electronic books were uploaded to the portal including 199 of electronic textbooks, 22 methodological means for teachers and 2 extracurricular reading. Textbooks were uploaded for Grades I and X of Azerbaijani and Russian sections. So far portal was used more than 1.700.000 times. The number of users registered on the portal is 171.482.

You may find below comparative statistical report of the portal for over 3 years:

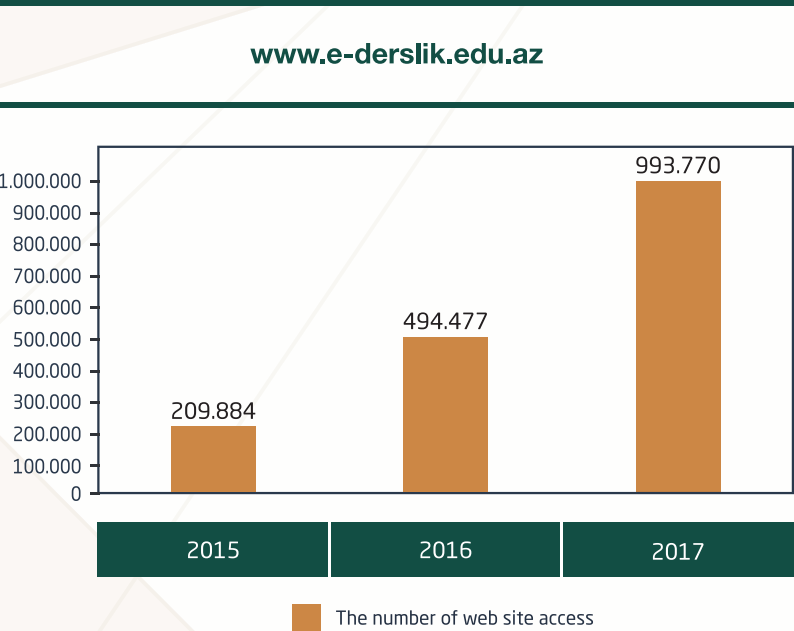


Diagram 11

www.e-test.edu.az

www.e-test.edu.az portal was created by the Ministry of Education with the objective to organize interactive competitions for pupils in electronic format. Through this portal pupils may get registered and solve more than 30.000 multiple choice tests on 9 subjects and also may participate in “Knowledge Competition”. By solving exercises each pupil gains respective scores. Pupils who receive more scores are awarded with symbolic motivating medals. And this intensifies competition on multiple choice tests among schoolchildren. New test assignments on other subjects is intended to be added to the portal as well. New questions further increase competition among students and assist better understanding of materials explained by teachers at classrooms.

At the same time, teachers by using these resources may assign additional homework and motivate pupils to participate in knowledge competitions at classes. Another advantage of www.e-test.edu.az portal is immediate display of answers on the screen in an interactive manner. And this creates opportunity for a pupil to check whether the answer was correct or wrong while solving the assignment.

In the reporting year, students scoring high on subject and class levels in the portal were awarded with certificates, medals and precious gifts by the Ministry of Education. Upon results of 2016-2017 academic year 37 schoolchildren scored high and won the first place in “Knowledge Competition”. Besides Baku, schoolchildren from Zagatala, Sheki, Guba, Shabran, Zardab and Aghdam schools also were among winners.

There are 26.459 multiple choice assignments on 9 subjects in the Portal.



“A Pupil's Friend” Project

“A Pupil’s Friend” project was launched in 2016 as a joint project of the Ministry of Education of the Republic of Azerbaijan and the State Agency for Public Service and Social Innovations under the President of the Republic of Azerbaijan. In the first phase, the project is being implemented in 31 general education institutions of Baku city. Based on the number of pupils minimum 3 Pupil’s Friends are operating at each school. The main objective of the project is to create secure environment for teachers and pupils, and in emergency cases to provide first medical aid and psychological assistance. Besides that, persons selected as “Pupil’s Friend” participate in securing development of students’ overall personal qualities and intellectual development, and formation of self-disciplines and self-developing skills at each age group.

In 2016/ 2017 academic year complete secondary school number 20 in Baku city also joined the project and thus 124 Pupil’s Friends are operating within the project at present.

The project during its one-year operation has obtained several achievements:

- 2.186 times medical aid was provided;
- In 80% of schools covered by the project smoking cases were sharply declined;
- Regular training sessions were conducted in 19 schools covering 503 pupils related to qualification and career development;
- Psychological diagnostics process on 354 pupil completed;
- Pre-arranged trainings and other practical trainings were implemented related to behavioral rules in emergency cases;

With the objective to support intellectual development of students within the framework of regular training sessions, “Summer Schools” with 2 shifts, excursions for organizing efficient leisure time, 12 big interschool tournaments and competitions, more than 300 intra-school intellectual initiatives and social responsibility activities were executed.

When reviewing statistics of 2016/2017 academic year 108 applications related to psychological issues were responded and respective measures were taken. Profiling trainings related to the support of vocation selection was launched since April and conducted in 14 schools.

In addition, video competition dedicated to teachers day and photo competition on the occasion of the 9th of November State Flag Day were held with participation of all schools covered by the project. Intra-school initiatives continued through increasing pupils’ intellectual level and encouraging team games.

“A Pupil’s Friend” project which was presented at the XI Azerbaijan International Education Fair in October was welcomed with sympathy by visitors and cooperation was launched with several organizations in this regard.

“Healthy Education – Healthy Nation” project

“Healthy Education” approach which is the principle of organizing education prioritizes necessity of protecting physical, psychological and moral health of pupils besides increasing their learning achievements in education process. With this objective the Ministry of Education of the Republic of Azerbaijan implements pilot project titled “Healthy Education – Healthy Nation” since 2013.

“Healthy Education – Healthy Nation” project is focused on solving important tasks of school age pupils such as development, enlightenment, education and health protection. Project was developed on four main directions: medical-hygienic, psychological-sociological, pedagogical and gender. At present 168 “Healthy education” classes are operating at 38 secondary education institutions located in Baku and Sumgayit cities.

The number of "Healthy Education" classes

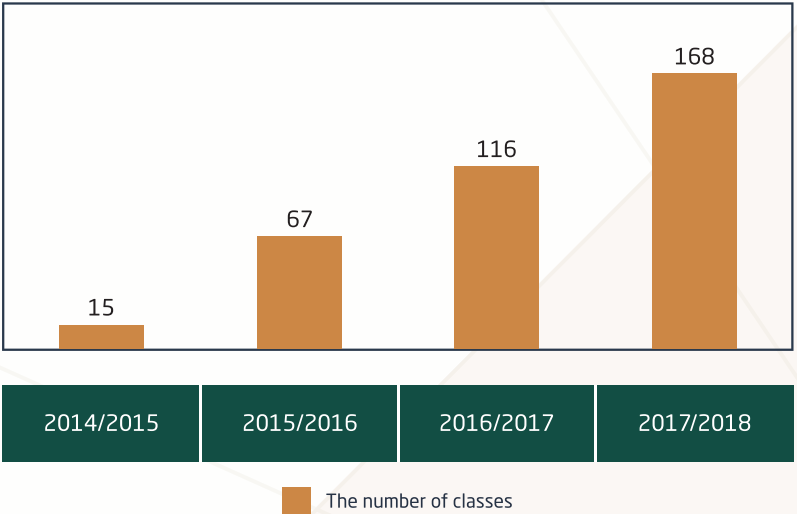


Diagram 12

The number of pupils involved in “Healthy Education - Healthy Nation” project has increased on a yearly basis. Thus, if in 2014 overall 276 pupils at 15 classes participated in the project, then in 2015 overall 1.472 pupils at 67 classes, in 2016 2.548 pupils at 116 classes and in 2017 3.748 pupils at 168 classes participated in the project.



The number of students participated in “Healthy Education” project

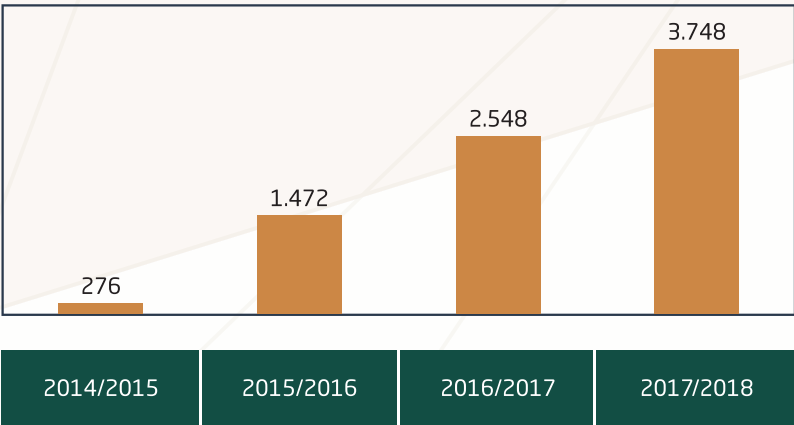


Diagram 13

Methodical recommendation titled “Teacher is also an engineer” was developed reflecting main objectives of “Healthy Education – Healthy Nation” project, healthy education technologies and results of monitoring of physical-psychological state of pupils, question and answer set related to important issues under public interest within the framework of the project, as well as recommendatory information for parents.

Meetings were conducted with pupils’ parents studying at classes (52 overall) joining the project and with teaching staff and school management, trainings of teachers were organized on areas of pedagogy, medicine, psychology and sociology and regular support was rendered during 2017. As well as medical, pedagogical, psychological and sociological monitorings were conducted at 10 schools with participation of 1.301 pupils.

Within the framework of “Healthy Education – Healthy Nation” project with the objective to discuss measures taken during the last and upcoming tasks as well as to analyze results obtained in protection of health of pupils and teenagers and increasing education achievements, scientific-practical conference titled “Healthy Education – Healthy Nation: measures taken, achievements, perspectives” was conducted on April 18 2017 at Educational-Therapeutic Clinic of Azerbaijan Medical University.

Moreover, “Healthy Education – Healthy Nation” project was represented at International Education Fair by 4a healthy education class of school number 26 which brought about great interest of visitors attending the fair.

“School Communities” project

Since January 2015 “School Community Entities” project commenced as a pilot project at 33 schools under Baku City Education Department. Communication platform titled www.community.az which was established in November 2015 created opportunity not for only pilot schools but all schools to get registered in electronic portal.

Having involved 17 Baku general education institutions to “School Communities” project, relevant activities have been undertaken to increase the number of schools up to 100.

In order to collect information on the most active parents at schools involved into the project respective unified blank template forms were sent to the same schools.

Within the framework of “School Communities” project “Idea-2017” competition was held. To ensure more active participation of parents in life of schoolchildren, parents submitted different projects to the competition. 10 projects were selected as winners. “Audio books” project that was implemented within the framework of the “School Communities” project as well as in cooperation with “Azerbaijan teacher” newspaper and www.community.az portal the “Together” journal was presented. Within the framework of “Audio books” project special audio books were developed for persons with eyesight consisting of Azerbaijani and world writers’ works. The main objective of the implementation of the project is to support people with eyesight disabilities as well as those failing to read due to time shortage to make use of “Audio books”.

During May and June of 2017 within the framework “School Communities”, the “Students are guarantees of our future” project was implemented. The main objective of the project and trainings is to build proper communication of parents with teenagers, regulation of mutual relations and identification and solution of transition period. Based on results of monitorings conducted a number of seminars were organized in Ganja, Sheki, Guba and Lankaran cities. To look into current issues and discuss remedies to challenges, “Psychological Support” project was launched at Binegedi complete secondary school numbered 144 on 24 January of 2017 with the participation of teachers, parents and senior pupils.

Sustainability of SPEX Project jointly run with the British Council

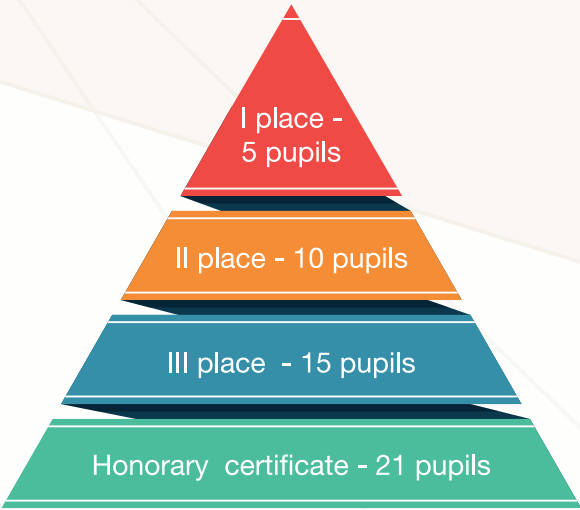
Within the framework of “Improvement of English language speaking skills at public schools (SPEX)” project it is considered to develop English language knowledge and practical teaching skills of 550 English language teachers from 54 general education institutions and thus to upgrade the level in teaching of English language speaking.

Within the framework of the project in December 2016 English language knowledge of 558 teachers and 377 pupils from general education institutions of Baku city were evaluated via APTIS test. As a result of this test teachers were divided into 30 groups, 23 trainers were assigned to work with them and conduct trainings for improvement of their English language knowledge and practical teaching skills. 60 teachers who performed high result were involved into direct methodological courses.

Pupil Contests

Contest for Literature Connoisseur

“Literature connoisseur” competition was held among VIII-XI graders this year in 3 levels (school, local and national). National level of competition was held in March 25, and winners awarding ceremony was conducted on June 2. Based on the results of national level by the order of the Minister of Education of the Republic of Azerbaijan dated May 1 2017, numbered 22 “On awarding winners of “Literature connoisseurs” competition 5 pupils were awarded with the I and 10 pupils with the II, and 15 pupils with III degree diplomas and 21 pupils with honorary certificates.



“The Best Presentation” contest

On the occasion of the 94th anniversary of the National Leader Heydar Aliyev, the best presentation contest was organized amongst IX-XI graders of the general education institutions across the country. Virtually 5.000 pupils took part in the contest and based on the final results, 6 persons were awarded with the I degree diploma and 9 with the II degree, and 15 with the III degree diplomas respectively and 23 persons were awarded with honorary certificates.



Improvement of Teaching resources

In accordance with “The State Standards and Programs (curricula) of general education pillar” approved by the decision of the Cabinet of Ministers of the Republic of Azerbaijan dated June 3 2010, numbered 103, curricula for new subjects were developed by the Ministry of Education for V-XI graders. Considering that the same subject curricula will be introduced for X graders in 2017/2018 academic year, bidding (competition) was declared by the Ministry of Education for development of new textbook sets (textbook and methodical aids for teacher) for the same classes and their translation into other teaching languages.

Pupils of public general education institutions are provided with textbooks at the state expense.

In 2017 new textbook sets were developed on the basis of new curricula for X graders.

Content (quality) evaluation of textbook sets submitted to bidding by publishing houses was conducted by the Council for Evaluation of Textbooks (CET) under the Ministry of Education and State Exams Center (SEC). Winning textbook sets as a result of evaluation were introduced to wider public discussion through web site: www.TRIMS.edu.az. As well as requests were made to specialized bodies (respective institutes of Azerbaijan National Academy of Sciences, higher education institutions, other specialized bodies) to review and provide comment on textbook sets presented for discussion.

Public discussions were held on all new textbook sets prior to their publication.



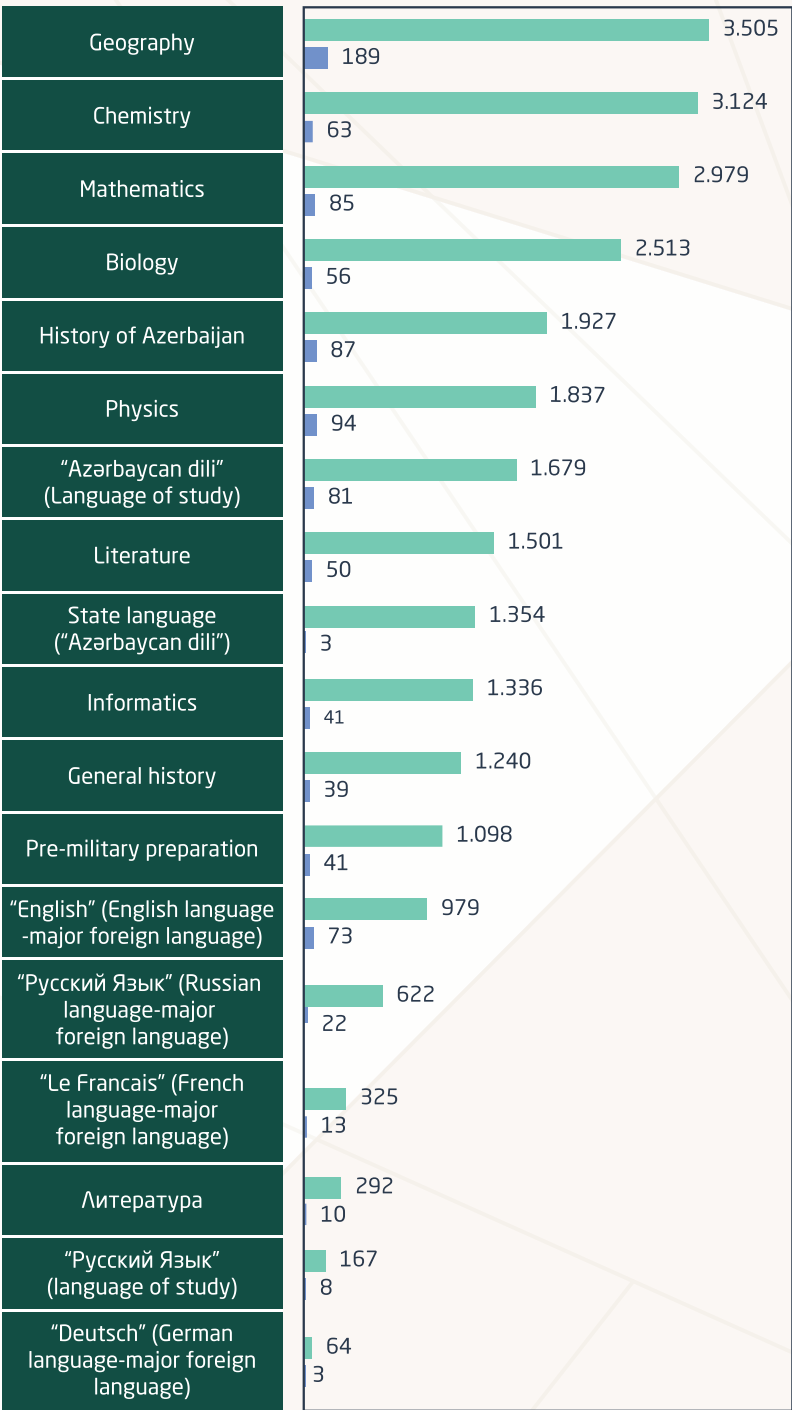
Followings were observed during public discussion conducted in the reporting year in comparison with the previous year:

- ✓ increase of remarks and suggestions based on concrete facts;
- ✓ increase in the number of specialized bodies joined the process of learning public opinion;
- ✓ Demonstration of more active participation of society in public discussions of textbook sets.

In 2017 society has become significantly active in public discussion of textbook sets



Number of reviews and feedbacks on textbook sets for Grade X during public discussions



The number of reviews The number of feedbacks

Diagram 14

After consideration of remarks and suggestions received during public discussions by publishing houses (authors) textbook sets were submitted to the Ministry of Education.

Based on school needs, 4.563.416 copies of textbook sets under 241 titles were printed in the reporting year for X grade along with IV, VI and VIII grades of Azerbaijani and Russian divisions and V-X grades of Georgian division, including:

✓ Textbook sets newly designed for X grade, and substantially upgraded for VI grade were published pertinent to the number of pupils and teachers;

✓ Textbooks for IV and VIII grades were published in small quantities to meet additional demand caused by increasing number of pupils;

✓ Textbooks for V-X grades only for Georgian section were translated for the first time into Georgian language and all of them were printed pertinent to the number of pupils.

In 2017 overall 4.563.416 copies of textbooks and methodical aids were published.

The number of textbooks and methodical aids for teachers were published in 2017

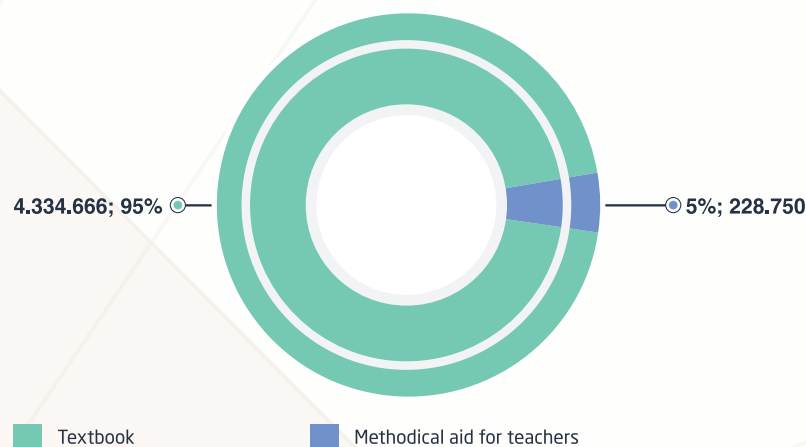


Diagram 15

Textbook demand of all schools were met on the account of newly published textbook sets and textbooks kept as reserves in the stock of the Ministry of Education and duly provided to pupils prior to the commencement of the school year.

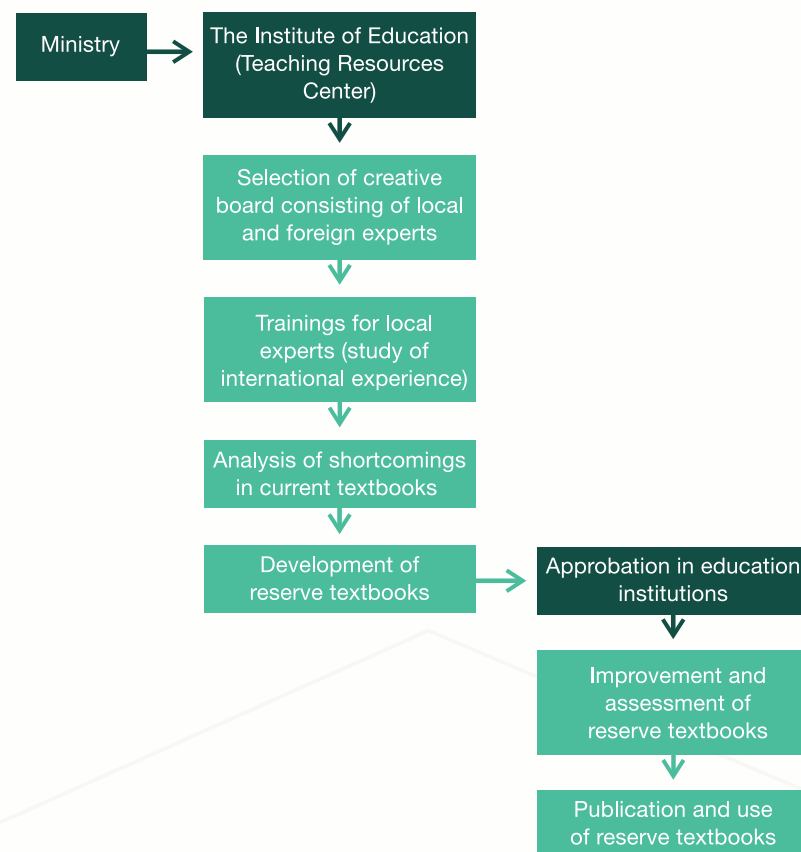
In addition to meeting the textbook demand inside the country, public schools operating in Georgia where the language of instruction is Azerbaijani also were provided with 11.500 copies of “Azerbaijani language” and “Literature” textbooks and methodical aids for teachers in 2017 for free of charge.

Demand to textbook sets of our schoolchildren living in Georgia was fully met.

Thus, in 2017/2018 academic year the overall number of textbooks at pupils’ use reached approximately 18.510.383.

Based on the decree of the Cabinet of Ministers dated 24.11.2016 numbered 611s Teaching Resources Center was established under the Institute of Education of the Republic of Azerbaijan.

The mechanism for development of reserve textbooks were identified at this Center and preparation of textbooks on “Azerbaijani language” and “Mathematics” subjects I-IV grades have already been launched.



Breakdown by years the provision of textbooks under use by schools as of 2017

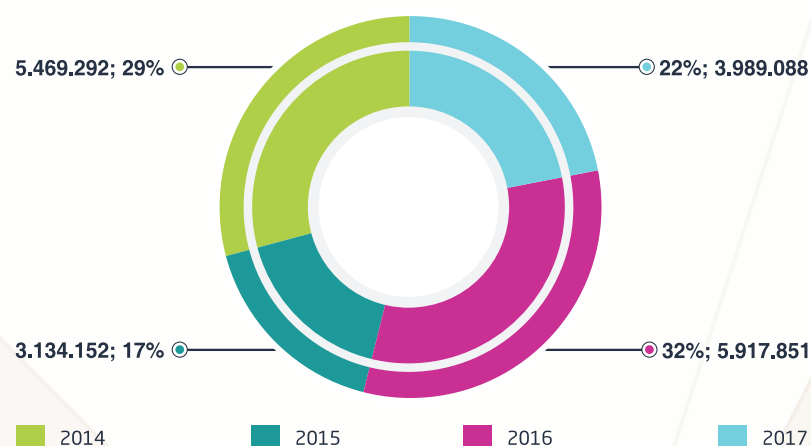


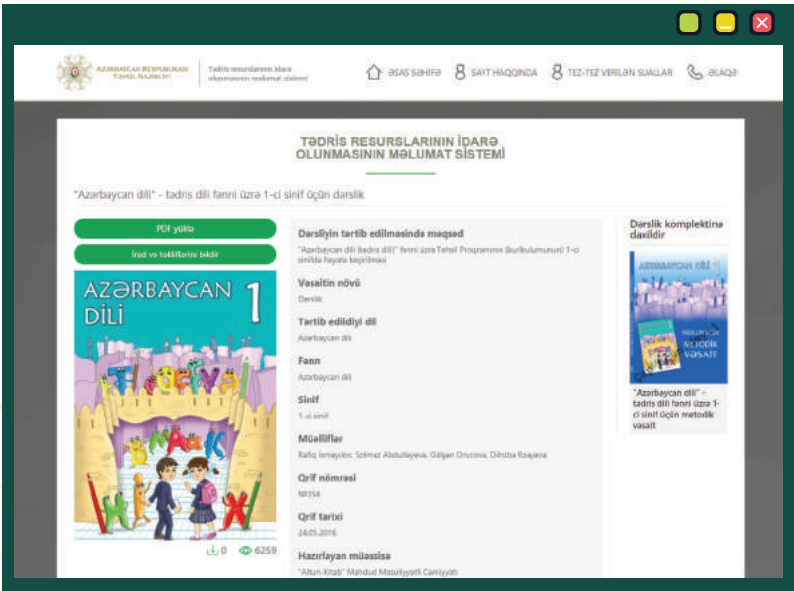
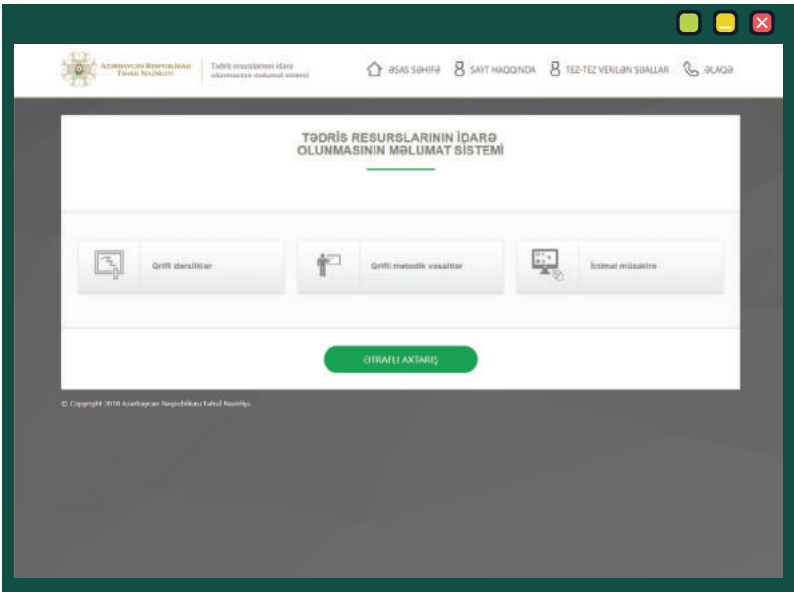
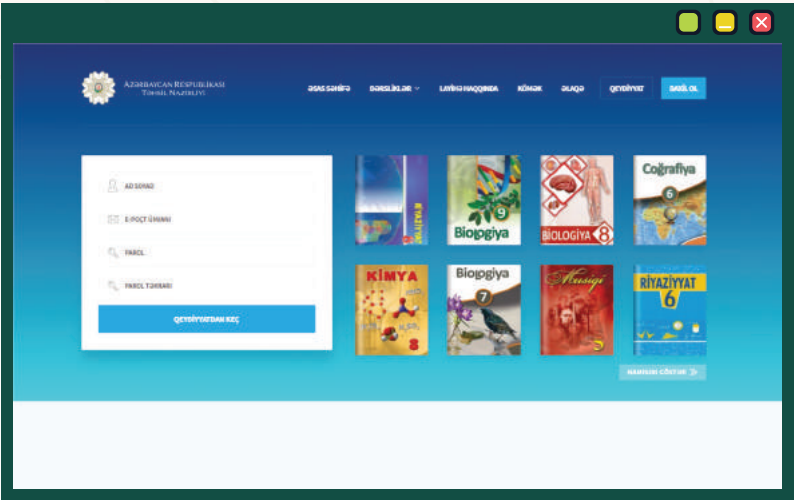
Diagram 16

To maintain further accessibility of textbooks and methodical aids used by teachers, all such resources were uploaded on www.TRIMS.edu.az webpage which serves as information system on management of teaching resources. By accessing to this site it is possible to obtain information on all indicators - publishing house, author, authorization number etc. of each textbook and methodical aids for teachers.

Moreover, it is possible to read all teaching aids on the website and send remarks and suggestions related to their content online. At present the overall number of views of teaching aids uploaded on the website is about 1 million. In future it is considered to use this website for conducting registry of reserve fund for textbooks at schools, to identify demand, to estimate editions and number of copies to be printed.

www.trims.edu.az website it is possible get acquainted with content of teaching aids and make reviews and relevant suggestions.

At the same time, the vast majority of textbooks under use were transformed into interactive electronic textbooks and presented for open use at www.e-derslik.edu.az website.



Institutional governance and infrastructure reforms on extracurricular education

In the reporting year with the objective to expand performance of extracurricular education centers and ensure more efficient use of their personnel to bring compliance with modern requirements, make use of this experience during replacement of personnel and introduce recruitment regulations, the process was continued on assessment of the knowledge and skills of 2.000 pedagogical staff of extracurricular education centers of Baku city on December 2016 – February 2017. Thus, during February-March 2017 the assessment of knowledge and skills of pedagogical staff of extracurricular education centers located at the peripheries was conducted and 3.616 managers of centers and trainers-teachers participated in the assessment lasting 3 days. The assessment was conducted on 15 directions in which logical thinking and pedagogical skill, qualification, knowledge on information-communication technologies and psychological specifications were examined. Within the framework of the project, qualification, information technologies, linguistic skills of managers of centers and trainer-teachers working at extracurricular education centers were checked, and their logical thinking skills and psychological specifications were identified.

Besides that, rationalization of the network of the extracurricular education centers operating under the Ministry was conducted. As a result of the rationalization measures taken, overall 145 extracurricular education centers were established including 78 sport, 67 specialized creative in cities and regions of the country. The circle of interest of student and youth in newly established centers was expanded widely, and it is considered to ensure specialization of creativity areas on different directions. To maintain multi-profile performance, newly established institutions on areas such as creativity, ecology and tourism were called Student-Youth Development Centers, and on sport area Student-Youth Sport-Chess Schools respectively.

Construction of new complex of “Zugulba” Teaching -Sport base of the “Education” National Sport Center under the Ministry of Education located in Sahil street of Buzovna district at Khazar region which launched since 2015 were put in operation in September of 2017. In total square about 1 hectare, with 96 beds dormitory, sport-health facility, amphitheatre and mini football and basketball areas all necessary conditions were established for increasing sports skills of students and youth, conducting trainings for increasing preparedness levels of athletes for national and international contests and organizing efficient leisure time. The base was equipped with sport facilities and equipment responding to modern requirements.

Besides sport, new infrastructure reforms were conducted on creativity area in the reporting year. Thus, inauguration ceremony of new base of Student-Youth Development Center number 3 was conducted on the 12th of October whereas all condition was set up for development of creative imagination of students and teenagers in the three-storeyed center. The Center operations include traditional activities and international extracurricular programs supported by modern methodical aids and technological equipment for 4-16 aged students and teenagers. It is considered to execute the program on the basis of 4 courses comprising 6 interactive modules. Special teaching

and software programs were installed on courses such as Multiscience, Multiart, Preschool preparation, Robototechnology and trainings were conducted by international experts on all directions for pedagogical staff hired by the Center.



Extracurricular education projects and events

On May 2 2017 Artistic Creativity Competition-Festival was conducted among pupils and students of higher education, secondary specialized education institutions and initial vocational education institutions on the occasion of the 94th anniversary of National Leader Heydar Aliyev at Azerbaijan State Musical Theatre jointly with Azerbaijan Education Workers and National Committee of Free Trade Union. The winners of Competition-Festival were selected by outstanding art figures on eight nominations.

In the reporting year art collections of Student-Youth Development Center number 3 participated in international student competition titled "Creativity Without Border-2017" held in Italy. Students of the Center participated in three nominations – choreography, vocal and art and gained great achievement, and the dancing group of the Center won the I place among 15 countries and awarded with Grand-prize.

Different projects were conducted in 2017 to increase awareness on road safety, education on traffic regulations of schoolchildren at the Student-Youth Development Center Number 1. Since January discussions were conducted under the motto "Let us end the winter without traffic danger!" by participation of general education institutions organized by the Center. Moreover, "Young Assistants of Road Police" team was established consisting students of the Center involved in "Traffic regulations" team. The team regularly participated in raids together with traffic police in the streets, practically applied the knowledge received. With the objective to conduct continued education works for schoolchildren related to road safety regular trainings were organized during the year in the center and schools on topics "Let us learn, follow, teach and require!", "Let us learn together alphabet of traffic signs!", "Traffic regulations and me", "Let's protect our students from road accidents!", "I want to be safe". Also practical exercise on "Road traffic rules for cyclists" was held for pupils at the Center's children's motorcade.

On July 1, in the city of Gabala, through the organization of the Ministry of Emergency Situations and with the support of the UNICEF Baku office and the Education, Youth and Sports Ministries, the V International Tournament "Young Rescuer" and National Championship "Junior Rescuer and Firefighter" were finalized. In the international tournament the I place was taken by Azerbaijan, the second place by Georgia and the third - by the Russian Federation and Belarus. In the National Championship the first place was taken by team from secondary school number 220N^o of Baku city, the II place – by the school number 13 of Mingachevir city and the III place by the school number 43 of Sumgayit city.

During the reporting period, the 2nd International Children's Drawing Competition under the motto "The Magic of Friendship" was organized by the Children-Youth Development Center No. 3, the Union of Artists of Azerbaijan and the Azerbaijan State Art Academy. About 2,300 paintings from 30 different countries were included in the contest. The winners were announced in December 2017, catalogs were published on the best paintings.

Within the framework of cooperation with GameTV.az and the Ministry of Education's Extracurricular Work Department with the objective of promoting creative and intellectual development of young people, ensuring greater involvement of students in intellectual activity and organizing efficient leisure time, the "Excellent Student", "Knowledge Cup" on Brain-Ring, National Championship of Schoolchildren on Brain-Ring, 2017 Regional School Championship on intellectual game dedicated to the "Year of Islamic Solidarity", as well as the "Heydar Aliyev and Azerbaijan history" the IV national knowledge contest by organization of Heydar Aliyev Center and the support of the Ministry of Education were held among students.

"For the first time in 2017, the final stage of the National Intellectual Festival of Children and Youth" EU-Robot" was organized. The main purpose of the festival, organized by the Heydar Aliyev Foundation, the Ministry of Education, the Ministry of Transport, Communication and High Technologies, the National Children and Youth Development Center, is to raise awareness of the students about the up-to-date scientific-technical knowledge and achievements, the development of intellectual scientific and technical creativity, increase and develop entrepreneurship. Information Technology, programming and robotics, physics, astronomy, mathematics, biology, chemistry, and ecology have been defined as strategic trends in the "National-Intellectual Festival of Children and Youth of the EU-Robot". Participants were offered contemporary scientific subjects in the form of "What? Where? When?" intellectual games on three nominations including, robotics and programming competitions, scientific creativity and creativity competitions. It should be noted that, since April of 2017, 217 teams have been registered at the festival with a total of 1.736 participants. As a result of the regional selection rounds, the final stage of the festival is planned to be held in December between 30 teams, which will be 10 teams from every 3 age group.

The involvement of schoolchildren in a healthy lifestyle, combating drug addiction, human trafficking and other harmful habits, mass advocacy campaigns continued throughout the reporting period. Animations and short films prepared in the framework of educational campaigns were reviewed at general education institutions, as well as trainings and educational seminars for educators and students in education institutions were organized.

Within the framework of the project "Increasing the Resilience of Disadvantaged Children and Communities to Disaster Risks in the Republic of Azerbaijan", on May 15-21, trainings on the "Upgrading Living Skills" program were conducted in the "Training of Trainers" model for 60 heads of extracurricular education institutions in Baku. Upon completion of the trainings within the framework of the project business trips were organized in selected target regions (Barda, Mingachevir, Masalli, Guba, Gazakh, Ismayilly, Shirvan, Gakh), 100 students of VI-IX grades from each region were trained.

In order to improve the pedagogical staff of extracurricular education institutions and to bring the technical creativity centers in line with modern requirements, trainings for pedagogical staff of these institutions were held at IT STEP Academy from May 30 to June 2 of 2017. Along with the technical centers, heads of centers of intellectual clubs for early age children also participated in the training. The subject of the training was the teaching of “Scratch” programming language on the CodeClub software (codeclub.org). The Scratch programming language, developed by the Massachusetts University of Technology, is designed to develop creative, systematic thinking and teamwork skills for children aged 8-16. The program also serves heads of centers in expanding their access to additional resources during teaching.

Besides, the II Ecological Forum of the Schoolchildren was held on May 6, 2017 at Azerbaijan State University of Economics within the framework of the “Green network” environmental awareness program approved by the relevant order of the Minister of Education. More than 400 young ecologists attended the forum, where the new action plan for 7 sections including Green School, Green Tourism, Green Science and Technology, Green City, Green Leaders and Society, Green Agriculture, Green Economy were discussed, and the Ministry of Education National Children-Youth Development Center and the Orienteering Sporting Federation held an “QR code” new orienteering sporting game for the first time. In May, the project “School Gardens”, jointly implemented by the IDEA Public Union, the UN Food and Agriculture Organization (FAO) and the Ministry of Education, was completed by tree planting at the Lyceum specialized in chemistry and biology under the Ministry and the Gymnasium specialized in humanities named after A.S.Makarenko. Within the framework of this project, the contest “Green network of ecologically-oriented and energy efficient schools” has been launched. At the first stage of the contest, held by the National Children and Youth Development Center of the Ministry of Education, energy and water saving measures have taken place in 120 education institutions to reduce waste. In order to create a healthy environment in the classrooms of the schools, greenery works were performed in the “green design” stage of the competition, and green cleaner products were promoted in the “Green Buffet” stage. At the last stage, students gained knowledge about healthy nutrition and studied the composition of nutrition at school. At the end of the competition ecological passportization of schools will be carried out in accordance with the requirements of the “green” network and the “ecological orientation”, as well as the ecological emblem “My school is environmentally friendly” will be awarded.

The seeds and seedlings of local products were handed over to the “School seed bank” under the Ministry of Education’s National Children and Youth Development Center within the framework of the project implemented in the last two years in Azerbaijan and the winners of 2017 were determined at the national stage held in December in Baku.

“Falcon” and “Border” military simulation games were held among VIII-X grade students of secondary schools in order to increase the attention and care for the patriotic upbringing of the growing generation and to help them prepare for military service in the army.

In the reporting year, large-scale projects have been implemented in the field of sport, which is the integral component of healthy lifestyle and physical education of younger generation. The “TOPs - Creating a modern educational technology for Physical Education” project was implemented in 72 general education institutions, including boarding schools and lyceums in the 2016/2017 academic year. Within the project, more than 320 elementary class and physical education instructors were trained, their knowledge and skills were increased and certificates were granted to teachers who successfully completed the training. In addition, through the new teaching methodology, lessons learned in a more qualitative and interesting format were gained through acquiring knowledge and skills on teaching physical education. More than 100.000 students from different age groups benefited from these lessons.

In addition, a chess festival was organized between 7-10 year old pupils of pilot schools of general education in April-May 2017, dedicated to the 94th anniversary of the National Leader Heydar Aliyev. The first phase of the festival was held with the participation of more than 3,000 pupils from nearly 500 pilot schools and the winners of the district (city) won the right to participate in the final. The winners of the final competitions of the festival, which were attended by virtually 400 pupils at Baku secondary school No. 12 in May, were awarded with trophies, diplomas and valuable prizes and distinguished chess players were granted with diplomas.



Promotion of IV Islamic Solidarity Games among schoolchildren

Mass sports events were held in March-April 2017 to promote the sports included into the 4th Islamic Solidarity Games program, to raise awareness among schoolchildren, to increase their interest in sports, and to attract schoolchildren to healthy lifestyles. Within the framework of mass sports events, 50 contests of free-style wrestling, Greek-Roman wrestling, judo, taekwondo, karate, boxing, athletics, table tennis, basketball, acrobatic gymnastics and artistic gymnastics have been organized, covering 76 cities and regions of the country and 6.619 schoolchildren were enrolled, 616 physical education teachers were involved, about 100 judges ruled the games. The winners were awarded with diplomas and medals, each participant was given a sports dress, while schoolchildren fans received sports shirts.

The National Contemporary Art Contest dedicated to the IV Islamic Solidarity Games, held by the Children-Youth Development Center No. 1 in May, has been finalized. Totally 753 paintings were included in the competition in two stages. The aim of the competition was to promote the Fourth Islamic Solidarity Games, religious tolerance among schoolchildren peace, solidarity, cooperation, friendship and peace among the Islamic peoples.

In addition, march, flashmob and concert events were held in the Seaside National Park with the participation of

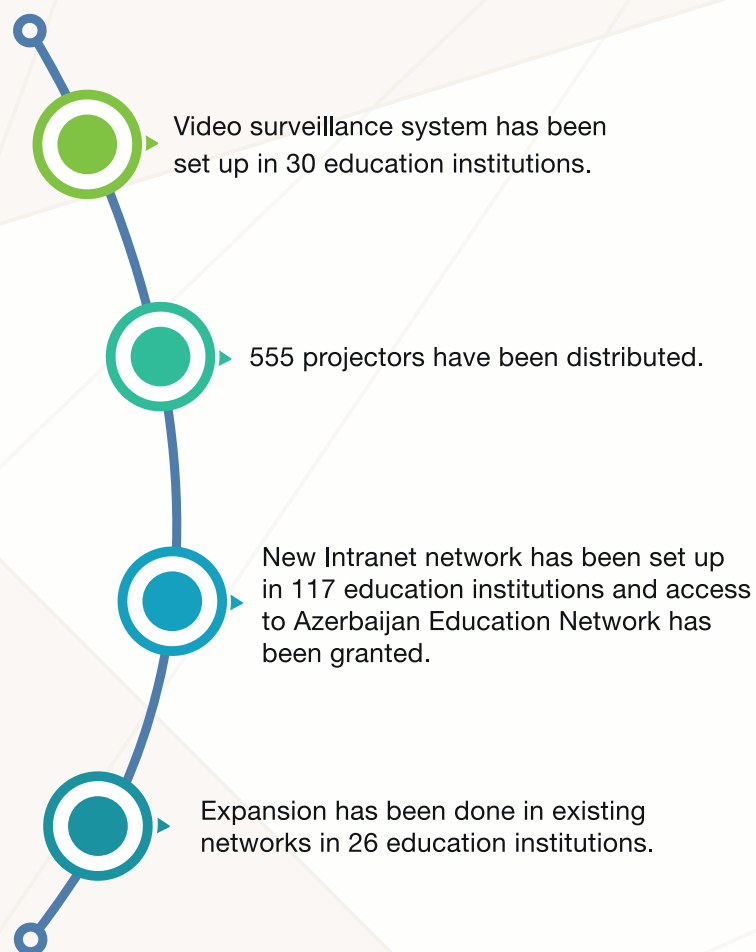
schoolchildren dedicated to the 4th Islamic Solidarity Games. The aim of the event was to promote the promotion of the Fourth Islamic Solidarity Games among schoolchildren, increase their interest in sports and creativity, and organize effective leisure time. Flags of Islamic states participating in the games were demonstrated during the rally. Following the march of about 1.500 schoolchildren, a logotype of the Fourth Islamic Solidarity Games was set up with the participation of 350 pupils. The art collectives of Children's Youth Development Centers under the Ministry of Education delivered a concert program.

In the reporting year, the "Museum Month" program on "Museums and Islamic Solidarity" topics was held for schoolchildren, and for the first time this program covered 11 memorable home-museums in addition to 16 leading museums operating in Baku this year. The purpose of this program is to acquaint the pupils with the collection of museums, to inform them about the national and cultural heritage of Azerbaijan, as well as the nations belonging to Islamic civilization, and their relationships at different periods. In addition, in 2017, 2.731 schoolchildren went on excursion to the Heydar Aliyev Center and 6.240 schoolchildren visited the Old City State Historical-Architectural Complex.



Measures taken in informatization of education system

ICT infrastructure development in education system:



On expansion of application of electronic education technologies:

- In 2017 21 video tutorials with multimedia content and 29 video tutorials with assessment system were developed and uploaded to www.video.edu.az portal. Works on development of e-platform for preschool preparation were fully finalized and www.bilikleradasi.edu.az portal was made publicly available;
- New teaching resources are regularly uploaded to www.e-resurs.edu.az, www.e-derslik.edu.az and www.video.edu.az portals and technical support is provided to maintain uninterrupted operation of portals and provision of necessary assistance. As of now, relevant measures are being taken to integrate www.portal.edu.az and www.video.edu.az with www.e-resurs.edu.az portal to facilitate the access of schoolchildren and teachers.
- “Electronic Education” national contest has been launched.

On informatization of management in education system:

- In the reporting period, payment of tuition fees via EduPay system integrated into Government payment portal was introduced. At present 5 higher education institutions mentioned below have joined this system:

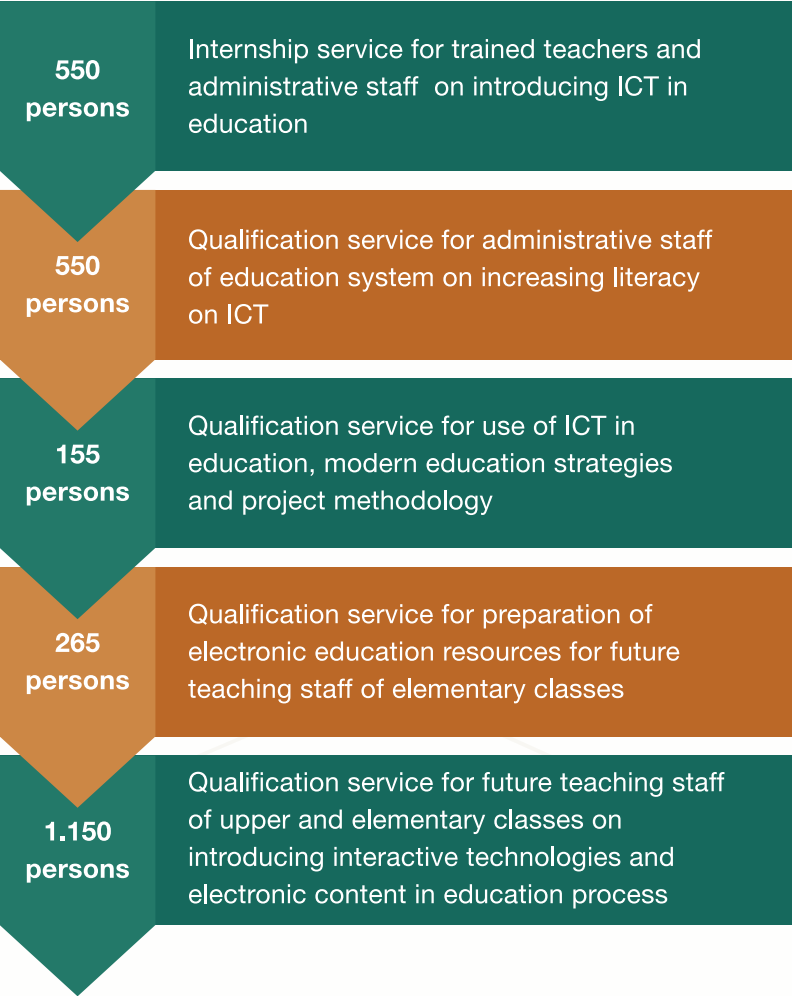


- With the objective of improvement of reporting, analysis and forecasting system on general education level Informatization System of General Education Institutions (ISGE Program) was developed.



Capacity Building in Human Resources:

● 2.620 pedagogical and administrative staff members have been rendered qualification and internship services in the 2016/2017 academic year to improve their ICT literacy.



“Regulations on organization of general education distantly for pupils styding at home” were developed and submitted to relevant bodies and were eventually approved. 33 physically disadvantaged pupils and 17 instructors from Agstafa region and 44 physically disadvantaged pupils and 17 instructors from Shemkir region were properly trained to join the distant education.

On International Cooperation:

● Within the framework of the technical-economic cooperation agreement between the Government of the Republic of Azerbaijan and the Government of the People’s Republic of China, 20.880 laptops, 789 smart board, 789 projectors and 20 personal computers were granted to general education institutions by the People’s Republic of China for the provision of ICT equipments.

● On August 30 the discussion protocol was signed between the Ministry of Education of the Republic of Azerbaijan and Korea International Cooperation Agency on technical assistance (grant) project titled “Capacity building for teachers and establishment of education information system for the Ministry of Education”. The underlying objective of the project is to set up education information system, online electronic teaching portal for training of teachers and contribute to qualification of teachers through sharing fundamentals of Korean technologies and experience of development.

● Within the framework of “Erasmus+” Program on “eTwinning Plus” project of the European Union so far 475 projects were implemented by participation of 415 teachers from 141 schools of Azerbaijan. Teachers performance in “eTwinning Plus” portal was regularly followed and awarding ceremonies were organized at schools in this regard. Also, in 2017 overall 24 projects were awarded with International level certificate. As well as, in current year 5 teachers, selected by the Working Group set up under the Ministry of Education, participated in annual conferences and seminars and different international events organized in European countries within the framework of “eTwinning” the project.



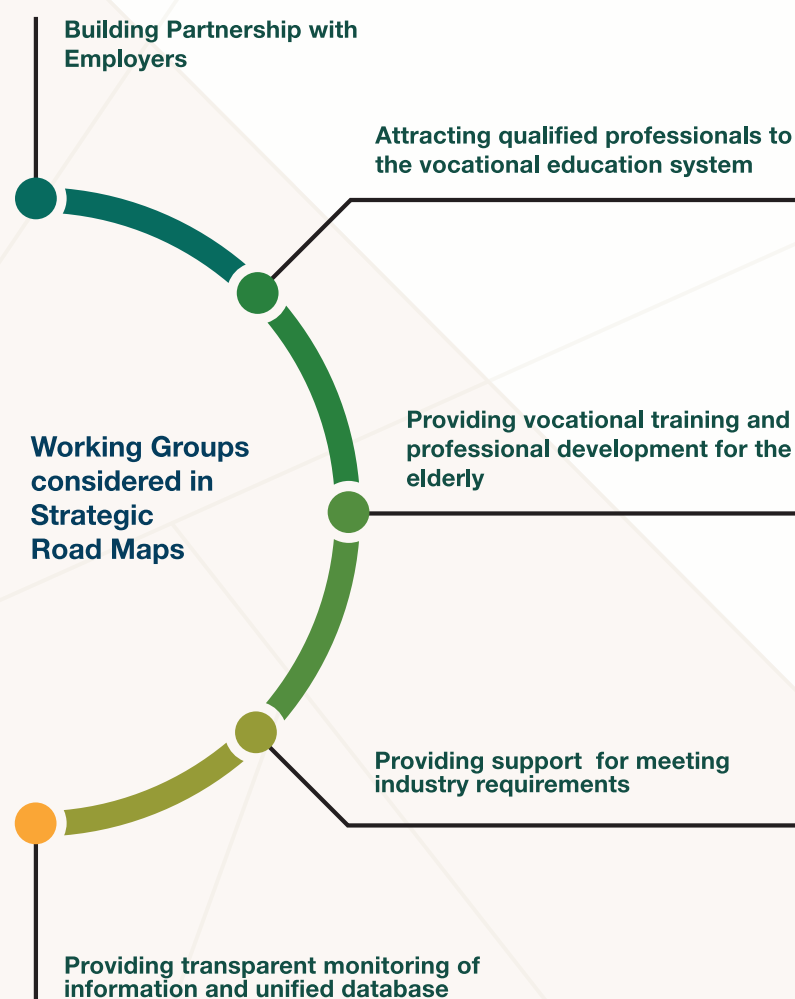
INITIAL VOCATIONAL EDUCATION

Execution of “Strategic Road Map for Development of Vocational Education and Training in the Republic of Azerbaijan”

In the reporting year, the following work has been done to implement the “Strategic Road Map on the Development of Vocational Education and Training in the Republic of Azerbaijan” by taking into account the world trends in vocational education and training:

- Action Plan was approved by decree of the Minister of Education - No 157 dated June 23, 2017, the for the implementation of activities defined for the Ministry of Education for 2017 in the Plan of Action on Strategic Road Map of the Republic of Azerbaijan.

- 5 Working Groups consisting of representatives of the relevant executive bodies have been established, covering the following 6 priority directions on the Strategic Road Map:



On strategic targets

Strategic Target 1. Integration of employers into the vocational education and training system

For the preparation of an action plan for the thoroughly investigation and optimization of current situation at vocational education and training institutions:

- Embellishment of Gabala State Vocational Training Center operating operating as vocational lyceum on the base of Gabala Tourism and Hotel Management Vocational Training Center and Gabala Vocational School;

- Within the framework of the ASAN Life project in Mingachevir, the necessary activities were carried out for the identification of specialization and their material-technical support in the direction of creation of the “ASAN vocation” educational center.

For the establishment of co-operation mechanism with employers, vocational standards and curriculum development at pilot vocational education institutions:

- Foreign experience on the establishment of partnership with employers was studied through foreign trips (Switzerland, Turkey, Spain, Belgium, Norway, South Korea), and foreign and local experts were attracted within the framework of technical assistance project “On EU support to the development of vocational education and training (VET) in Azerbaijan” jointly conducted with EU.

For diagnostic evaluation of existing teaching and pedagogical staff of vocational education institutions and improvement of their knowledge and skills:

- At the initial stage, in May-April, 2017 diagnostic assessment of general teaching staff at vocational education institutions was conducted;

- General teaching staff of vocational education institutions passed diagnostic assessment have been involved in training courses on the application of study curricula.

- For the implementation of diagnostic assessment of teaching staff and masters at initial vocational institutions, test bank on each subject has been prepared.

For the identification of actions for the attraction of new teachers to the vocational education and training process:

- Preparation of criteria for the attraction of highly professional masters and teaching staff on priority direction to pilot vocational education institutions has began. For this purpose, Memorandums of Understanding were with “Mida”

LLC under the State Agency for House Construction under the President of the Republic of Azerbaijan, Gilan Agricultural Group LLC under “Gilan Holding” which specialized in agriculture and unites 65 enterprises, Norm Cement LLC, the largest cement producer of the Caucasus, and Baku Textile Factory, and negotiation process has been started with the “ABAD” (ASAN Support to Family Business) under the State Agency for Public Services and Social Innovation (“ASAN” service);

- Selection and recruitment of teaching staff to initial vocational education institutions has began in September - October, 2017.

Strategic Target 2. Establishment of result based solid financial system

For the identification of main performance indicators at initial vocational education institutions:

- Initial discussion for the identification of main performance indicators (employment level of graduates, attestation marks, the level of preparation of the engineer-pedagogical staff and etc.) was held with the participation of international experts and stakeholder within the “Support to the development of vocational education and training (VET) in Azerbaijan” technical support project of EU.

Strategic Target 3. Establishment of purposeful development programs

Providing vocational training and professional development for the elderly

- Through learning of the foreign experience on establishment of vocational trainings and development of teaching programs (curricula), updated version of “Education for Elderly” which is the section of “Nature of additional professional education, organization and provision terms of the relevant documents to persons trained in any direction of additional education” approved by decree number 163 of Cabinet of Ministers of the Republic of Azerbaijan, dated September 6, has been reissued.

Strategic Target 4. Development of sectors specific programs

For promotion of entrepreneur thinking in the vocational education system:

- A mentorship program was organized on November 11-12, 2017 for pupils studying at initial vocational education institutions as a joint initiative of the State Agency for Vocational Education and “Baku Business Factory” (BBF) business incubation center.

- Within the framework of co-operation between State Agency for Vocational Education and National Confederation of Entrepreneurs (Employers’) Organizations of the Republic of Azerbaijan, visits of group of students of Baku State Vocational Education Center for Machinery, Technology and Production Industry to oil and salt plants of the “Azersun Holding” Group of Companies were organized;

- “Education for Career” project was started with the suport of “Achievements of Azerbaijani youth” public union at Gabala State Vocational Education Center and 40 distinguished students were selected for trainings;

- Aimed at improving the social status of vocational education and providing vocational performance info tours to Gabala State Vocational Education Center for pupils from four secondary schools (total 27 students from Hasangala, Balagusar, Badirgala and Kohna Khudat Gazmalar villages) located in the Balagusar municipality of Gusar region which won grant competition on “Development and Innovations in education” were organized on November 13, 2017.

For support for provision of general requirement in the industry:

- Memorandum of Understanding was signed between the Gilan Agricultural Group under “Gilan Holding” and the State Agency for Vocational Education on October 26, 2017;

- To meet demand for skilled professionals in the field of agriculture and tourism. Construction of the Gabala State Vocational Training Center with modern infrastructure, material and technical base and teaching resources was completed and the opening ceremony was held on October 16, 2017;

Strategic Target 5. Providing transparent monitoring of information and unified database

For database creation:

- Preparation of database on vocational activities conducted by the vocational education institutions has begun.



Admission of students to initial vocational education institutions – “ASAN Vocational Education” project

A total of 20.950 enrolment plan, 11.600 of which through government scholarship and 9.350 (including 530 persons allocated for private institutions) on a paid basis to initial vocational education institutions under the Ministry of Education and to presently running private institutions, was agreed with relevant state agencies and approved by the Order number 651s dated 26 September 2017 of the Cabinet of Ministers of the Republic of Azerbaijan.

Student admission plan to initial vocational education institutions for 2017/2018 academic year (person,%)

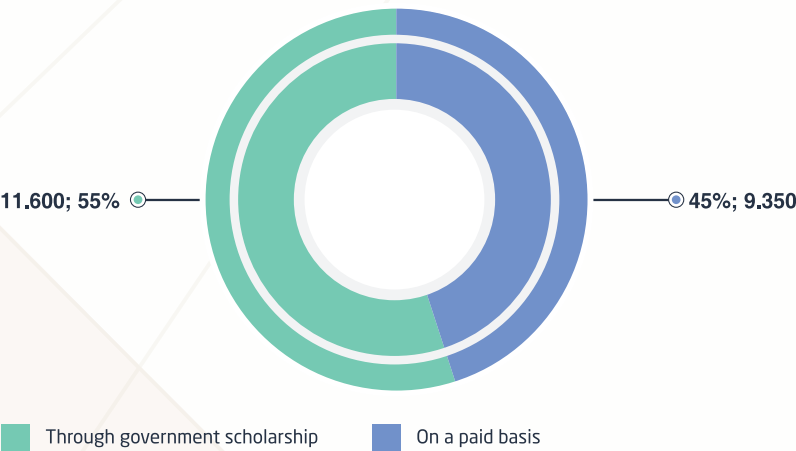


Diagram 17

The number of students studying at initial vocational education institutions on a paid basis upon the form of ownership (persons,%)

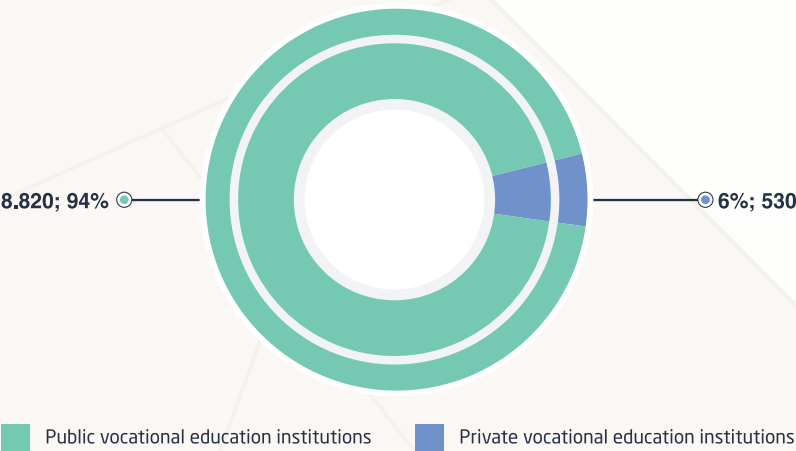


Diagram 18

Student admission plan has been substantially reduced in initial vocational education institutions funded through government scholarship given their lack of infrastructure and personnel that do not meet modern requirements.

Dynamics of student admission plan to initial vocational education institutions during the last 3 years (person)

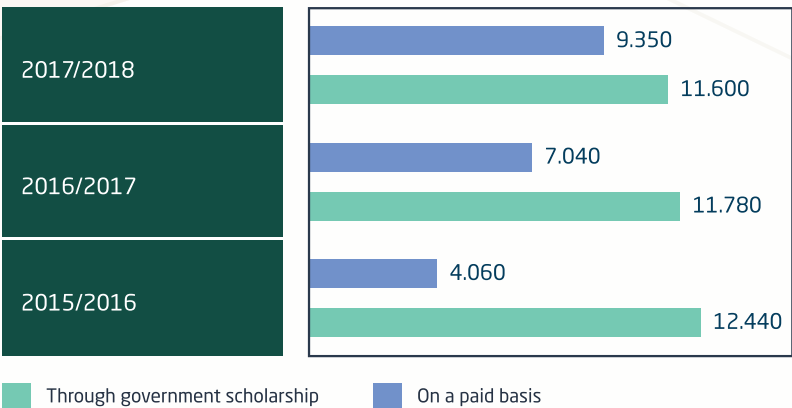


Diagram 19



Application within the framework of “ASAN Vocational Education” project

In the 2017/2018 academic year, the scope of the “ASAN Vocational Education” project has expanded to cover the whole country and to ensure the transparency and convenience of citizens in the process of admission to the first vocational education institutions and admission of documents was conducted at “ASAN service” centers in other regions (Sumgayit, Barda, Gabala, Sabirabad, Masalli) in addition to Baku and Ganja cities. The registration of applicants for admission to initial vocational education through government scholarship and on a paid basis in Baku and Ganja cities was carried out only by relevant ASAN service centers. In cities and towns where ASAN Service Centers are not functioning the applications can be done via any ASAN service centers, as well as through the electronic registration system for the relevant initial vocational education institutions.

65% of the applicants were registered at ASAN service centers, which is more than 40% in comparison with the previous year. The average grade of the school leaving certificate of the 20% of the applicants admitted through ASAN service was comprised of 4 out of 5.

The grade of the school leaving certificate of the admitted students to vocational education institutions constituted 4 and 5 out 5 was three times greater compared to the previous year (the average grade of the school leaving certificate was 4 out 5 in 2.103 enrolled students, which in comparsion with the preceeding year constituted only 713).

Growing dynamics of students with grade score of “4” and “5” in school leaving certificate

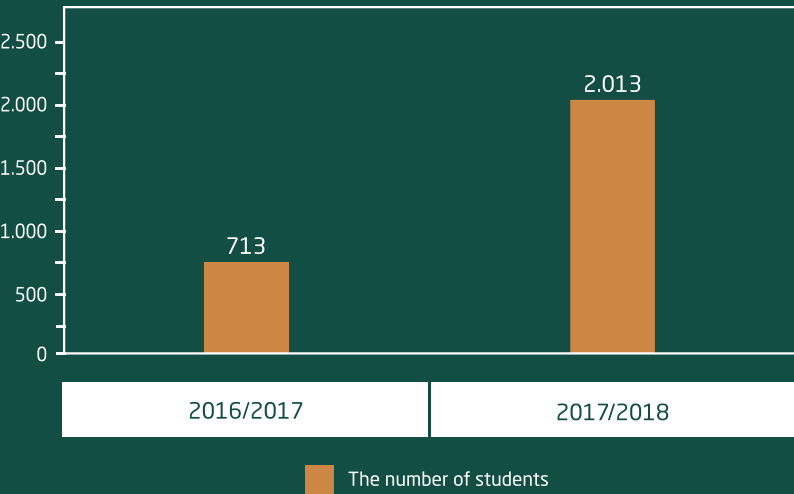


Diagram 20

Share of enrolled students to vocational education institutions with the grade of greater than 4 in the school leaving certificates

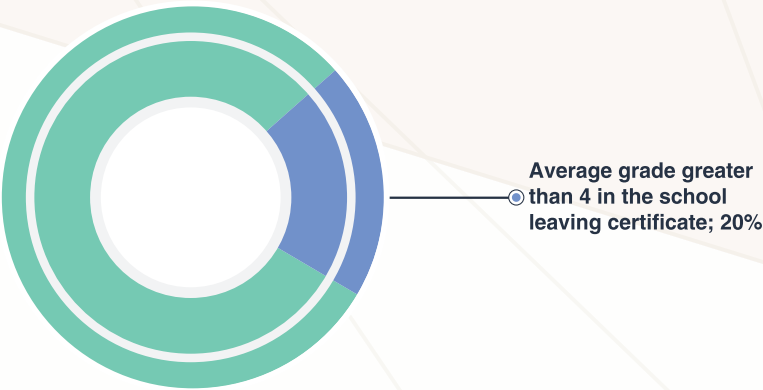


Diagram 21

Taking into consideration the infrastructure of vocational education institutions, the dynamics of student admission in the previous period and predictions on student admission for the next phase, enrolment were carried out through 175 majors in the 2017/2018 academic year out of which 22 majors were newly introduced.

The number of majors to which students are enrolled in initial vocational education institutions

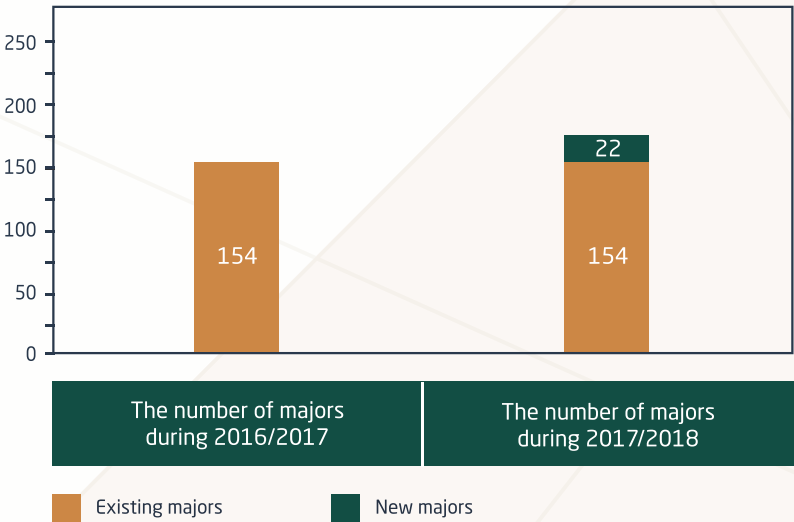


Diagram 22

Organization of vocational training and development of educational programs (curricula)

Result-oriented, module structured curricula on qualifications “Livestock Specialist”, “Plant Specialist” and “AgroService Specialist” prepared within the Twinning Project “Strengthening Initial Vocational Education in Agriculture”, jointly

implemented by the Ministry of Education of the Republic of Azerbaijan and the Ministry of Agriculture, Food and Environment of the Federal Republic of Germany were introduced in Gabala Vocational School with assistance of the United Nations Development Program (UNDP) since the last academic year. Starting 2017/2018 academic year qualification training on “Agroservice Specialist” has been started at Gakh Vocational School, Balaken Vocational School #1 and “Livestock Specialist” at Barda Vocational Training and “Plant Specialist” at Shamkir Vocational High School.

For the purpose of teaching the above mentioned specialties, 18 modules manuals have been developed and published for use by the support of UNDP and nine modules by BP and British Council.

Within the framework of the project AVEDNO (Creation of new professions in vocational education in agriculture), executed by “British Council”, funded by BP and its partners, with the support of the Ministry of Education of the Republic of Azerbaijan, “Modular Approach” training course for 20 teachers and masters of vocational schools of 5 city and regional launched in Gabala State Vocational Training Center on September 12-14, 2017. Representatives of vocational schools and schools operating in Balakan, Barda, Gakh and Shamkir participated in the training.

Within the framework of the “Practical Experience Program on the Improvement of Citizen Services”, implemented by the British Council, jointly with the Ministry of Education and tourism industry, the successful experience acquired in the field of staff training on “Concierge at the hotel (employee on Customer Relations and Sale of Services) of “Cook”, “Supervisory of Business Operations” at the Baku Vocational High School No 5, has been started to replicate in vocational education institutions in Ganja and Gabala cities since 2017/2018 academic year.

In the 2017/2018 academic year, Ismayilly Vocational Training Center has been trained as a pilot by the United Nations Development Program with a modular structured curriculum on the bee-keeper specialty and at the request of the State Employment Service under the Ministry of Labor and Social Protection of Population vocational training courses on “Carpet-maker” specialty were organized in that Center as well.

In addition, within the framework of Technical Assistance

project funded by the European Union titled “Support to Development of vocational education and training (VET)” it is considered to develop the curriculum for 10 specialties in the industry, automotive and textile industries needing these materials.

Training of ICT professional training programs on the basis of international standards is continued by experienced professionals at the STEP Academy in Ukraine, which works in partnership with the Baku State Vocational Center for Industry and Innovations. In the 2017-2018 academic year 30 students studying in the first vocational education in IT field will have the opportunity to receive vocational training through one-year education programs at the expense of their state budget, thus graduates will be presented state diploma as well as diploma of the “STEP” IT Academy.

Public-private partnership in vocational training and cooperation with employers

The State Agency for Vocational Education conducted meetings with small and medium enterprises jointly with Microsoft Azerbaijan, Knauff Marketing Azerbaijan, Bosch, Absheron Hotel Group, Hilton Hotel, Fairmont Hotel, Four Seasons Hotel, Hyatt Regency Hotel, JW Marriott Hotel, Gilan Agriculture, Baku Textile Factory, Azertechnoline LLC, Retail Group Azerbaijan, Delta Group CO, Auto Azerbaijan LLC, Granit QP, Veyseloglu Companies, Azerbaijan Representative Office of “Grohe AG”, Optimal Electronics LLC, Azersun Holding Group of Companies, Holcim Azerbaijan OJSC, METAK Company, Embawood LLC and National Confederation of Entrepreneurs and agreed to build cooperation relations.

Under the Memorandum of Understanding signed between the State Agency for Vocational Education under the Ministry of Education of the Republic of Azerbaijan and the State Agency for Housing Construction under the President of the Republic of Azerbaijan, students of the Baku State Vocational Training Center for Construction and Installation on “Hand welder” specialty who have distinguished themselves during the study period have been trained in construction sites of “MIDA” LLC within the pilot project.



Tasks accomplished within international cooperation in vocational education

Within the framework of the European Neighborhood Instrument (ENI) of European Union, beginning from the January 30, 2021 implementation of the “Support to the development of vocational education and training (VET) in Azerbaijan” technical support project jointly with the State Agency for Vocational Education under the Ministry of Education of the Republic of Azerbaijan has been started.

Within the framework of the technical support project, it is intended to improve the VET policy and legislative framework, to develop multilevel management system and management, including development of local and sectoral coordination of the Ministry of Education, development of teaching programs (curricula) of specializations (education standards) and labor standards, to support the Ministry of Education in monitoring VET reforms.

Within the grant programme “Establishment of Regional Vocational centers in Azerbaijan” funded by EU implementation of 4 new projects have begun:

1. “Supporting the establishment of Regional Industrial VET Competence Centre in Ganja” project of UNDP is implemented in Ganja State Vocational. Education Centre on Industry and Technology. The objectives of the project were development of appropriate curricula on industry and technology, development of modular training materials, provision of education center with appropriate equipments, delivery of trainings to VET competence center staff, conducting pilot assessment on validation of formal and non-formal competences.

2. “Establishment of Regional VET Centre of Excellence in Lankaran Economic Region”, project implemented by UNDP targeted Jalilabad Vocational Lyceum. Within the framework of the project implemented in accordance with the needs of the region in the field of agriculture and furniture industry, development of appropriate curricula on furniture industry, development of modular training materials, provision of workshops with equipment and delivery of trainings to the staff of VET were among the targets of the project.

3. “Establishing dual-like VET pilots in agriculture and tourism in the Gabala, Ismayilli and Gakh regions” project implemented by German Society for International Cooperation (GIZ) targeted agriculture and tourism sector in Gabala, Ismayilli and Gakh regions. The objectives of the project were development of curricula, development of modular training materials and delivery of trainings to the staff of VET Centre on new curricula.

4. The objective of the project “Modernising Barda Vocational Lyceum” implemented jointly by “Local Governance Assistance” Public Union and Institute of Education of the MOE of the Republic of Azerbaijan is to modernize the vocational lyceum located in Barda through the provision of new agricultural specializations.

In the reporting period, The German Society for International Cooperation (GIZ) offered trainings on management and pedagogics for the staff of initial VET Centres at Baku city and Goychay, Ismayilly, Gabala, Guba and Khachmaz within the framework of the component “Promotion of vocational education and employment” of “Private Sector Development Programme in the South Caucasus”.

The Government of the People's Republic of China considered to provide training equipment, simulators and other technical means for Baku State Vocational Training Center for Aviation and Car Transport on the remaining part of the grant funds allocated under Technical-Economic Cooperation Agreement signed between the Government of the People's Republic of China and the Government of Azerbaijan for the preparation and training of drivers of different categories of vehicles, and for this purpose an executive agreement was signed between the State Agency for Vocational Education and the Embassy of the People's Republic of China in the Republic of Azerbaijan.

For strengthening cooperation in the field of education and training of qualified staff, negotiations on the establishment of Baku State Vocational Education Center for Maritime Transport, Shipbuilding and Port Works for joint usage between Ministry of National Education of the Republic of Turkey and Ministry of Education of the Republic of Azerbaijan have been launched.

In the current year, memorandum of understanding has been signed between State Agency for Vocational Education under the Ministry of Education of the Republic of Azerbaijan and Korea Research Institute for Vocational Education and Training.

Moreover, “Torino Process 2016-2017: Azerbaijan” and “2020 Benchmark Indicators” reports have been presented to the EU. As a result of policy monitoring on bringing partners together and implementation of reforms, in relation with previous years progress on Azerbaijan case was recorded.



HIGHER EDUCATION AND SUB-BACHELOR

Inauguration of the new building of the French-Azerbaijani University

On September 15, 2017, the newly-renovated educational building of the French-Azerbaijani University (UFAZ), running in cooperation with Strasbourg University and Azerbaijan State Oil and Industry University from last year onwards, was inaugurated. Former Minister of Education of the Republic of Azerbaijan Mikayil Jabbarov and Secretary of State of France Jean-Baptiste Lemoyne, Director General of the Research and Innovation Department of the French Ministry of Higher Education and Research Alain Beretz, as well as Chancellor of Azerbaijan State Oil and Industry University (ADNSU) Mustafa Babanli, Vice-President of Strasbourg University Irini Tsamadou-Jacobberger, President of the French Foundation for Chemical Research Bernard Monnier and French ambassador to Azerbaijan Orelia Bouchez participated at the opening ceremony.

For the 2017/2018 academic year, 142 applicants who passed the centralized exam of the State Examination Center (DIM) on the I Group and scoring more than 500 points were awarded the UFAZ student title. Of these, 120 study government scholarship and 28 of them do their degrees on a paid basis. The average score is 606 out of 700, one student receives presidential stipend, 80 scored over 600, and 62 students exceeded 500 over 500. Generally, in the first semester of the 2017/2018 academic year, overall 282 students studied at the French-Azerbaijani University on the I and II year.





Admission to SABAH groups

Student admission to SABAH groups for the 2016/2017 academic year were conducted in an advanced electronic system. The system was integrated with “Student-Graduate” State Electronic Database and “Access-Entry and Registration” Interagency Automated Information Search System allows to acquire accurate and fast access to personal and academic information on nominee, simplify the student registration process and form single student database and send e-mail notifications to students at all stages of the competition as well as hold electronic registration of students enrolled in SABAH groups.

Admission to SABAH groups for the 2017/2018 academic year was carried out in 12 higher education institutions (11 in previous years) and 851 students on 32 majors were successfully admitted to SABAH groups.



SABAH Innovation Forum

The SABAH Innovation Forum was organized to present and support students' startup projects and winning team was awarded with financial reward for the development of the project and resident opportunity in Barama Innovation and Entrepreneurship Center.

The SABAH student team of Azerbaijan Technical University has won the Seedstar World Contest with the Wake Me up project and gained a chance to represent Azerbaijan at the Seedstars summit in Switzerland in April 2018 and to win \$1 million investment.

In October 2017, with the support of the British Council, Creative Industries Forum was set up with the participation of 80 SABAH students to stimulate business ideas of students in the field of creativity.



Graduate of SABAH

In 2017, the first graduation of SABAH groups took place. The solemn graduation ceremony was held at the Heydar Aliyev Center with the participation of more than 900 students and guests, as well as Vice-President of the Heydar Aliyev Foundation Leyla Aliyeva.

According to the statistics of employment of graduates, 37% of them were enrolled to graduate programs in Azerbaijan and 16% abroad and 30% are permanently or part-time employed.



SABAH Career Development Fair

Career development fair was held in July with the participation of 31 companies within the framework of cooperation with the American Chamber of Commerce in Azerbaijan. The aim of the fair was to direct the attention of employers to the graduates of the SABAH group in the reporting year, and to allow graduates to meet and acquaint themselves with company representatives in person.



SABAH teachers

Organization and operation of commissions for teachers' admission for SABAH groups of the Ministry of Education of the Republic of Azerbaijan for the spring and autumn semester of 2017 was maintained. At present, around 650 teachers affiliate with SABAH groups.

SABAH groups have embarked to apply new rules for salary differentiation and improvement of faculty involved in pedagogical activities.



SABAH student scholarships

The Rule on Entitlement and Payment of SABAH scholarships for students of SABAH groups of the Ministry of Education of the Republic of Azerbaijan entered into force. A new procedure for improving students' scholarships has been introduced. Thus, prior to the application of new regulations, all SABAH students scoring greater than the pre-determined threshold were granted "outstanding" and "encouraging" scholarships. At present, SABAH scholarships are granted to 50% of the students based on their exam results and ranking from the best performance provided that no academic debt is marked.



Teaching at SABAH

In the SABAH groups, resolving of current issues in compliance with existing legislation (compliance with educational standards, credit compliance, student and teacher discipline, mobility, organization and quality of the lessons, semester examinations, graduation work, etc.), preparation of relevant documents and daily operation of SABAH Centers' activity were ensured.

In addition, activities are undertaken on preparation of the preliminary draft of the new status of SABAH groups, the organization of subject and specialization Olympiads of SABAH group students and national art festival related to the 100th anniversary Azerbaijan Democratic Republic and preparation of professional trainings for SABAH staff members.



“Maarifchi” Student Loan Fund

The Fund was established on October 14, 2015 at the initiative of the Ministry of Education of the Republic of Azerbaijan by state higher education institutions of the Republic of Azerbaijan for creating equal opportunities in obtaining higher education through granting loans to students from low-income families. Students applying for a loan must be a citizen of Azerbaijan, be educated at one of the Fund’s partner university, and comply with the selection criteria set by the Fund. The types and terms of education loans, as well as selection criteria and application process are mentioned on the Fund’s official website (www.maarifci.az). The application is carried out electronically.

Application stages



Fund has made two announcements in 2017 for the education loans. 36 e-applications made to “Maarifchi” Student Loan Fund were considered at the announcement sessions held from February 1 to March 15, 2017 and 34 educational loan contracts were signed with students meeting the selection criteria. 88 electronic applications were reviewed at the fourth announcement session held on September 11 - October 13, 2017 and 41 educational loan agreements were signed eventually.

In general, in 2016 and 2017, the Fund held four announcements and approved 177 student loans. It is worthwhile to underline the characteristics of this initiative that this interest-free loan is also applied to previous student loan agreements.

Results of the sessions of the Fund held in 2016 and 2017

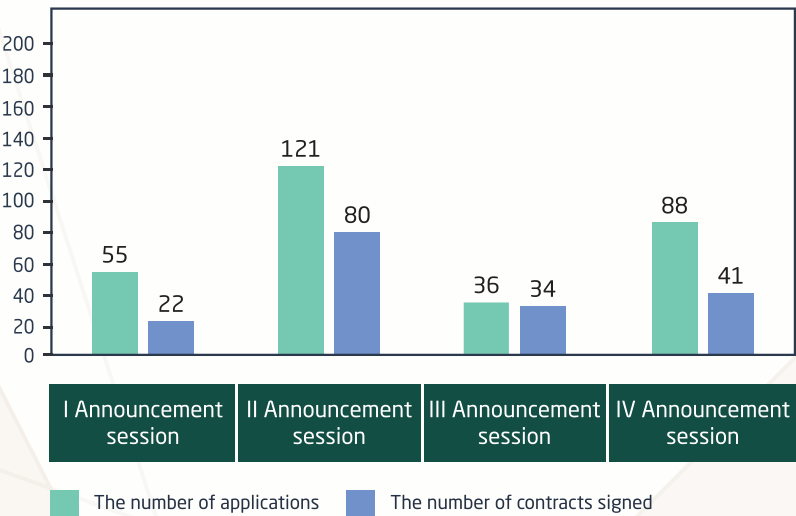


Diagram 23

In addition, a personal cabinet has been put into operation with indicating credit repayment schedules for students who have benefited from the Fund’s education loans since 2017. Students can view their repayment schedules as well as payment histories from their personal cabinet by entering relevant information.

Implementing the loan approval process on an electronic basis, and allowing students to track their credit records and current updates through their personal cabinets reduce student interactive time with the Fund and prevent loss of time and increase transparency of approvals.

Projects implemented within the framework of the Erasmus+ program in the field of higher education

The Ministry of Education is implementing a number of joint projects with the European Commission for the development of higher education. Implementation of the project “Improvement of doctoral education in Azerbaijan and Compliance with the requirements of the Common European Higher Education Area” (NISAMI) within the framework of the European Commission’s Erasmus+ program continued in the reporting year. The aim of the project is to reconstruct and develop doctoral studies in Azerbaijan in line with the requirements of the European Higher Education Area. The project envisages the establishment of a new model of doctorate education in Azerbaijan, the preparation of the National Management Portal for this level of higher education, and the development of professional skills of PhDs. The Coordinator of the project is the Ministry of Education of the Republic of Azerbaijan, the Monpelye University of France.

Another major project implemented under the Erasmus+ program is the Improvement of Teaching and Training in Higher Education Institutions of Azerbaijan (PETRA) project. The main objective of the project is to improve the quality of teaching and learning through innovative technology, active learning and long-term relationships with European universities. The Ministry of Education and 8 local higher education institutions are represented in the project of which coordinator is Valencia Polytechnic University in Spain.

In 2017, the “Establishment and Development of Quality Assurance Centers in Azerbaijani Universities” (EQAC) project was approved for financing by the European Commission. The main objective of the project is to create quality assurance centers in higher education institutions in Azerbaijan, to harmonize the activities in this field pertinent to international standards and to develop quality assurance standards. Ministry of Education of the Republic of Azerbaijan and 5 European and 11 local higher education institutions are represented in the project of which coordinator is Baku Business University.

Foreign students studying in Azerbaijan
in 2017/2018 academic year

In the 2017/2018 academic year, 5.410 foreign students from 75 countries are currently studying at higher education institutions of Azerbaijan. Citizens of the Republic of Turkey, which constitutes 40,3% of them, ranks the first place in the statistical indicators of foreign students. Despite the fact that students from neighboring countries, such as the Islamic Republic of Iran, the Russian Federation and Georgia are prevailing, however the citizens of China, India, Pakistan and Bangladesh are at the top ten.

The number of foreign countries in terms of student enrolment in the higher education institutions of Azerbaijan in 2017/2018 academic year was 43. Estonia, Mongolia, the Philippines and Sri Lanka are the newest countries in this list in the reporting year.



Foreign students per country

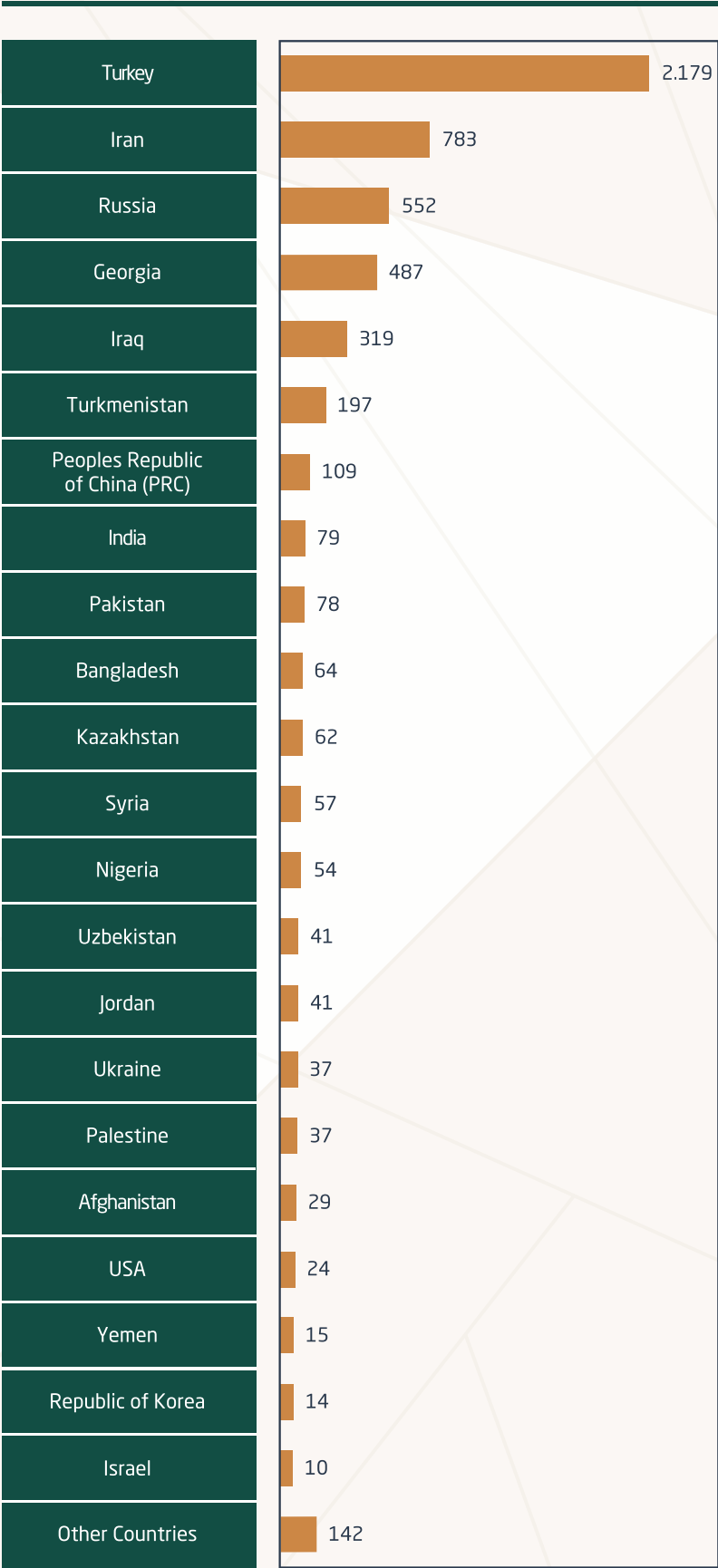


Diagram 24

Percentage of majors opted for by foreign students

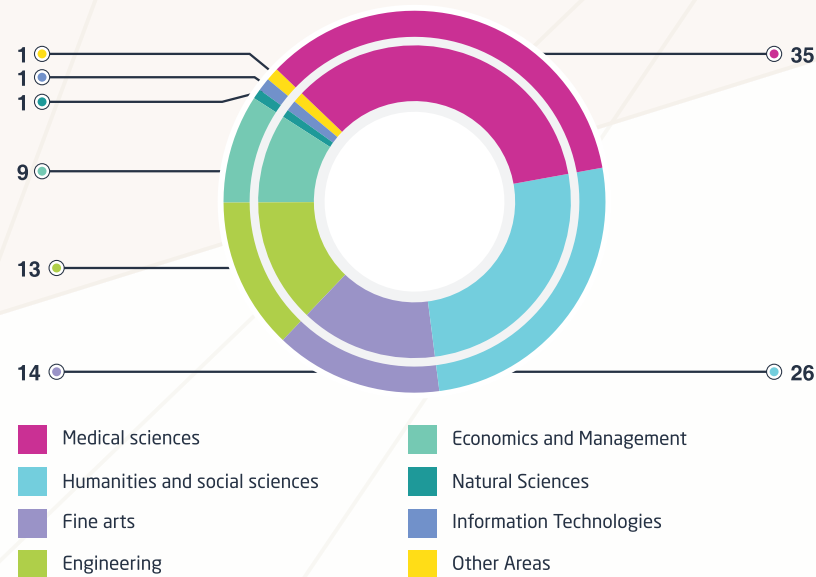


Diagram 25

In the 2017/2018 academic year, the list of majors most commonly applied by foreign students include medical sciences (35%), humanities and social sciences (26%), fine arts (14%). Natural sciences and information technologies are relatively less preferred majors.

Share of foreign students at all levels of education

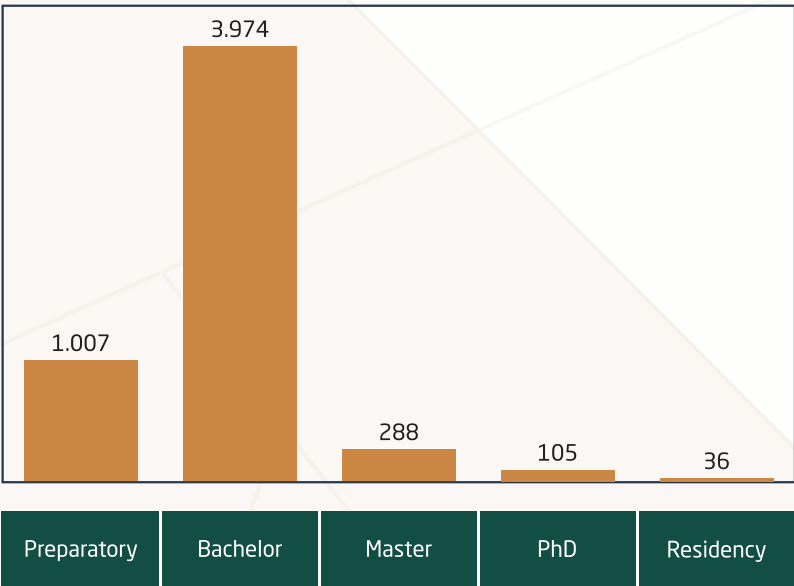


Diagram 26

In the current academic year, 73,4% of foreign students have applied for a bachelor's degree in higher education in

Azerbaijan. This figure was 18,6% for preparatory level and 5,3% and 1,9% respectively for the level of the master and doctorate degrees. The number of foreigners preferring residency education in Azerbaijan is relatively low.

The percentage of ownership forms of higher education institutions where foreign students study in the 2017/2018 academic year on public and private universities

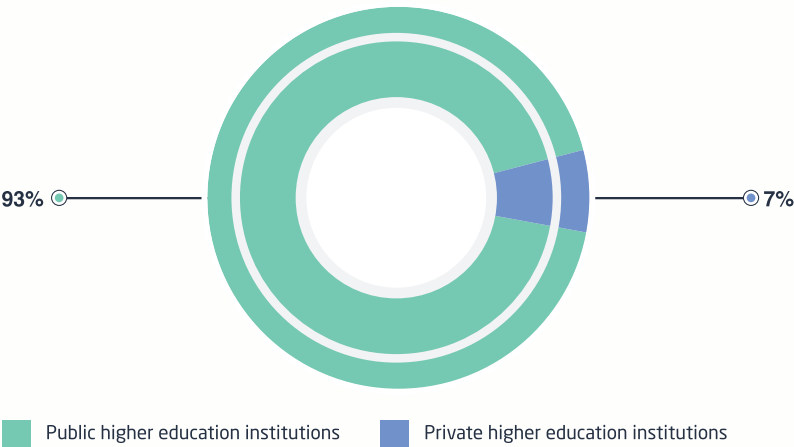


Diagram 27

The vast majority of foreign students prefer public higher education institutions at all levels of higher education. As can be seen from statistics, only 7% of foreign students study in private universities in 2017/2018.

Higher education documents recognized in 2017

During the reporting period, the Accreditation and Nostrification Office received 2.574 applications for recognition and identification of equivalence (nostrification) of higher education documents (including the Russian Federation - 946, Ukraine - 731, Republic of Turkey - 307, Georgia - 167 and other countries - 423).

Overall, execution of 3.017 documents, including the non-executed higher education documents from the previous years, was completed by the Office and 1.714 of them were positively and 1.303 were negatively responded. Although execution of 589 higher education documents on the I and II levels of expertise has been completed, the invited document holders have not participated in the interview and ultimately responded negatively.

Statistics on recognition and identification of equivalence of higher education documents in 2017

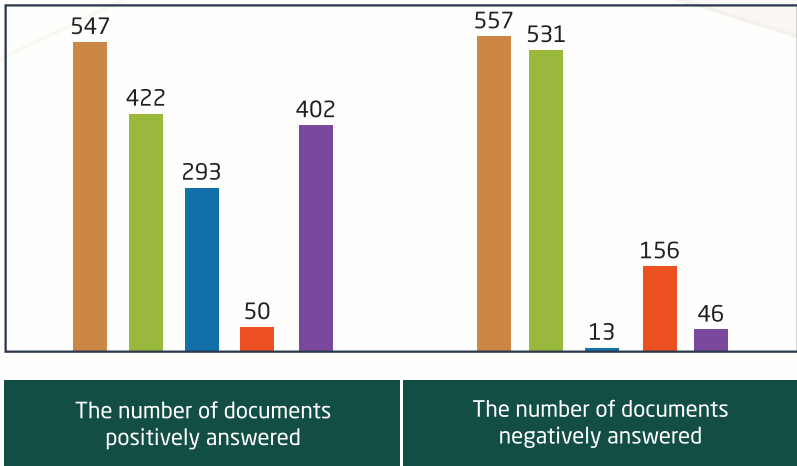


Diagram 28

The number of documents registered for review in 2017

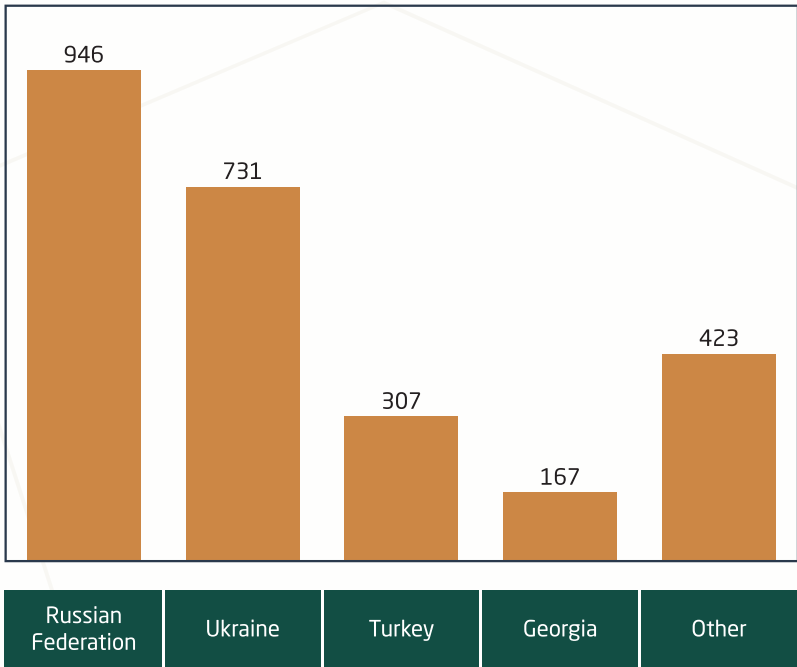


Diagram 29

The analysis shows that most of the higher education documents, which have been negatively responded are the diplomas of graduates of education institutions of CIS countries, including Ukraine and Georgia. The analysis of the causes of disqualification shows that most of the graduates did not follow the educational standards of higher education institutions, and during the interview with them, proficiency of the language of instruction and competences of major were not satisfactory.

During the reporting period, 747 persons addressed to the Accreditation and Nostrification Office, 2.231 through electronic applications (1.986 via e-mail, 245 via social networks) and 1.860 letters (including 1.731 questions made from abroad within the functions of National Information Center) were received. All appeals were executed accordingly. Also, the Office received 4.961 citizens, of which 488 were directly received by the head of the Office.

Moreover, since www.nostrifikasiya.edu.az website used previously did not meet the requirements of the day, the new www.ani.edu.gov.az website was created and put into operation. The new site meets modern requirements and creates ample opportunities for users. Thus, it is possible to submit electronic documents for recognition of diplomas of foreign studies through the website, as well as receive updates about the activities carried out by Accreditation and Nostrification Office in the direction of accreditation. Regular information is provided to the users of the website about daily activities of the Office.

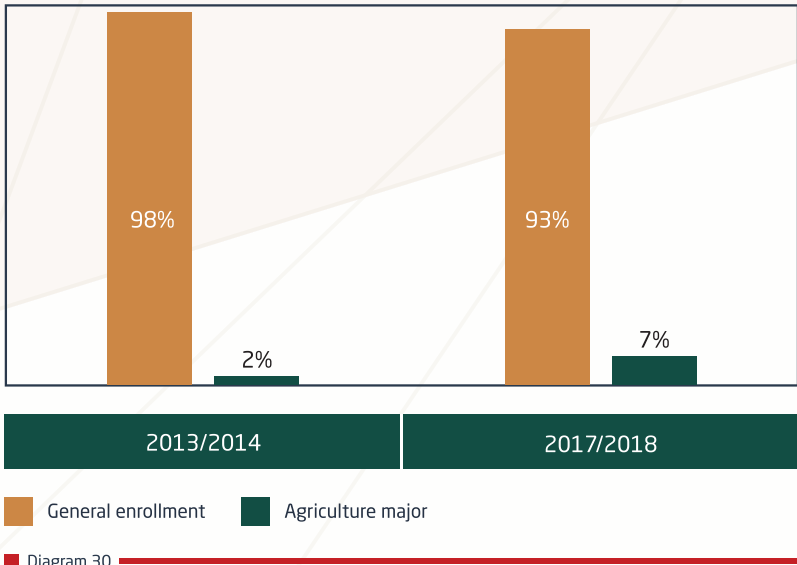
Also, new rules on recognition and identification of equivalence of diplomas issued by foreign countries have been developed by the Office and sent to the relevant state agencies for comments.

Measures taken in the area of sub-bachelor

The following activities have been done on sub-bachelor for 2016/2017 academic year:

- In accordance with the paragraph 5.9 of the State Strategy for the Development of Education in the Republic of Azerbaijan approved by the order of the President of the Republic of Azerbaijan dated October 24, 2013, financial support mechanism has been established to create an equal access to education for young people from low-income families.
- In accordance with the decree of the President of the Republic of Azerbaijan dated April 16, 2014 "On Approval of the State Program for the Development of Agricultural Cooperatives in the Republic of Azerbaijan for 2017-2022", student enrollment to "Agronomy", "Zootechnics", "Veterinary", "Land Management and Land Inspection", "Organization of Agrarian Farms", "Forestry and Forestry Park", "Mechanization of Agrarian Farms" majors increased in the specialized secondary education institutions and the infrastructure was improved to increase the quality of personnel on the given majors.
- Dynamics of agriculture majors in specialized secondary education institutions was 2% in the 2013/2014 academic year and 7% in the 2017/2018 academic year respectively.

Dynamics of agriculture major in secondary specialized education institutions



● The “Provisional Rules for Transferring Students, Changing the Educational Form, Removal, Restoration and Academic leave in Secondary Specialized Education Institutions” were approved by Order No. 49 of the Minister of Education dated 27.01.2017.

● This year, “Education Bus” of “Teach for Azerbaijan” educational program within the summer school and personal development trainings and intellectual competitions were organized with the students of secondary specialized education institutions located in Guba, Masalli, Sabirabad, Ganja, Mingachevir, Zagatala and Ismayilly.

● Within the framework of supporting college students’ participation in international festival, competitions, racing and summer schools, the II course student Seymur Hasansoy, performed at the highest level in duet with world-renowned French singer Richard Galliano in the final concert of the Baku jazz festival in October of 2017.

● Students of secondary specialized education institutions have gained great successes in sports and have received various awards. The number of students from secondary specialized education institutions attending the Formula 1 Grand Prix held in Baku exceeded 60 volunteers.

● In the IV Islamic Solidarity Games held in Baku, more than 1.400 students of secondary specialized education institutions took an active part in the sports event and final game of the third place in football held within the IV Islamic Solidarity Games at Tofiq Bahramov Stadium.



INSTITUTIONAL SUPPORT TO EDUCATION

Establishment and activities of Standing Committees

Given the fact that education policy affects the lives of every citizen in society and plays an important role in shaping human capital in our country, Standing Committees under the Ministry of Education have been established in the reporting year to increase the effectiveness and expediency of reforms in this area.

At the initial stage, the Standing Committees were established in four areas for the purpose to prepare comments, suggestions and recommendations related to the adoption of programs and projects to education policies and strategies in the field of education represented by delegates of government agencies, private sector, education professionals and other relevant stakeholders, and act as a consultative body to coordinate the discussion of related decisions.



**Standing Committee
on Education and
Employment**

The Standing Committee on “Education and Employment” will play an open and constructive platform to discuss consistency of competence and knowledge acquired through education with the requirements of the labor market, the formation of competitive human capital in our country and other issues with the participation of government agencies, the private sector, education institutions and employers.



**Standing Committee on
Education Content
and Textbooks**

The Standing Committee on “Content of Education and Textbooks” will provide the opportunity to discuss issues and proposals in the field of textbooks and educational content at the highest level with all stakeholders - government agencies, publishers, parent communities and school leaders.



**Standing Committee
on Education and ICT**

The Standing Committee on Education and ICT will provide an opportunity to effectively utilize ICTs and introduce electronic learning resources, and introduce the introduction of modern approaches to improving the ICT skills of the administrative and pedagogical staff.



**Standing Committee
on Students and Youth**

The Standing Committee on “Students and Youth” will build partnerships and support mechanisms for young people and students in order to contribute to education reform and policy, and will benefit from the experience and knowledge of students and youth educated in our country and abroad, and will also create a platform for general discussion.



Appeals made to the Ministry of Education by citizens

In 2017, the Information Department of the Ministry of Education has undertaken various activities to ensure the Ministry’s activity, raise public awareness on key innovations in the under education reforms, and effective cooperation with the media. In addition, 171.010 calls were made to the Call Center of the Ministry of Education in the reporting year, and 170.056 appeals were made to the Public Reception Center and 46.173 citizens were served.

The number of calls made to the Call Center in 2017

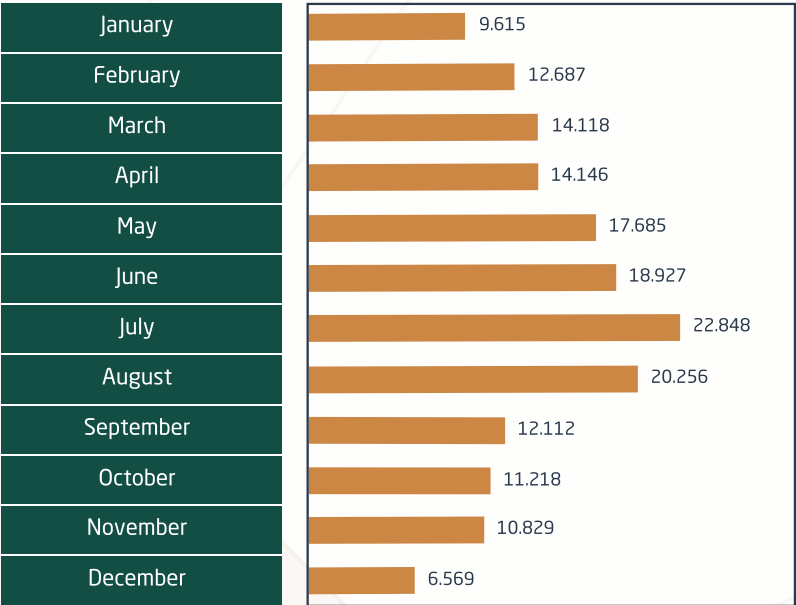


Diagram 31

The number of applications made to the Call Center in 2017 (comparative table)

Month	Per year					Total for month
	2013	2014	2015	2016	2017	
January	658	2.464	4.381	12.515	9.615	29.633
February	715	3.914	5.649	12.788	12.687	35.753
March	433	2.225	5.340	9.582	14.118	31.698
April	770	3.933	7.427	11.701	14.146	37.977
May	981	4.203	8.285	8.331	17.685	39.485
June	1.015	6.965	7.501	12.683	18.927	47.091
July	1.911	8.761	9.501	15.212	22.848	58.233
August	1.089	6.947	9.131	18.746	20.256	56.169
September	1.551	8.010	11.479	13.429	12.112	46.581
October	986	5.659	13.360	11.425	11.218	42.648
November	594	3.858	8.824	10.291	10.829	34.396
December	2.364	3.917	8.660	9.335	6.569	30.845
Total for year	13.067	60.856	99.538	146.038	171.010	490.509



During this period, service was rendered to 46.173 citizens at the Public Reception Center.

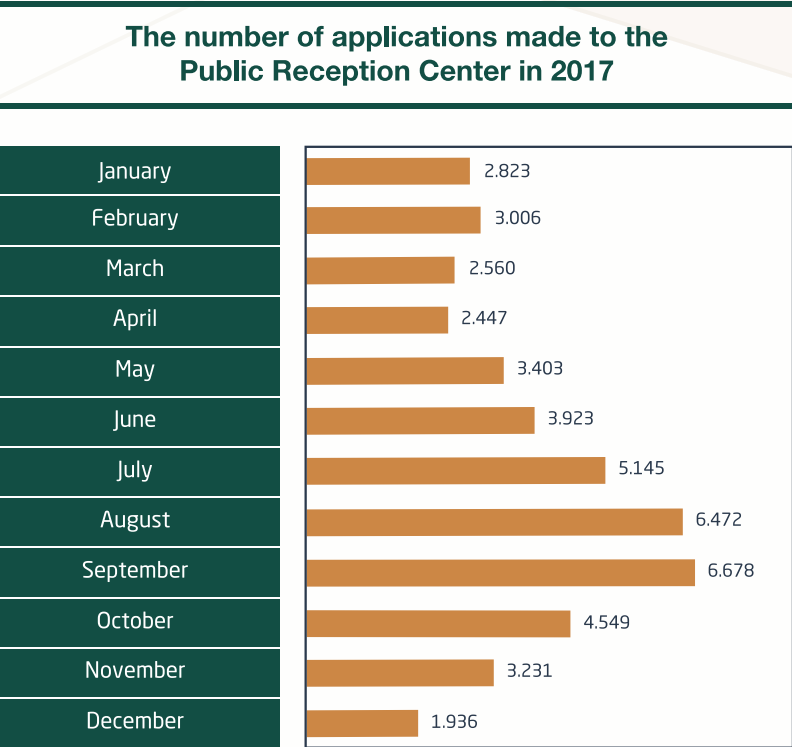


Diagram 32

The number of applications made to the Public Reception Center in 2014-2017 (comparative table)

Month	Per year				Total per Month
	2014	2015	2016	2017	
January	1.611	4.214	3.470	2.823	12.118
February	4.701	4.136	4.313	3.006	16.156
March	2.859	2.884	3.087	2.560	11.390
April	5.023	4.279	4.374	2.447	16.123
May	4.471	4.326	4.168	3.403	16.368
June	4.657	4.724	3.972	3.923	17.276
July	6.756	5.950	4.603	5.145	22.454
August	6.667	5.619	5.145	6.472	23.903
September	8.122	7.598	6.425	6.678	28.823
October	4.990	5.651	4.087	4.549	19.277
November	4.140	4.653	3.277	3.231	15.301
December	4.373	4.336	2.614	1.936	13.259
Total per year	58.370	58.370	49.535	46.173	212.448

Most of the appeals (mainly inquiries) made to the Call Center and the Public Reception Center were responded promptly and addressed operatively.

The appeals received were mostly related to recruitment and relocation of teachers, the admission of children to general education institutions and the relocation of pupils, the recognition of higher education diplomas (nostrification), relocation and restoration of students to local higher education institutions, and exemption from tuition fees.



Accreditation of education institutions

In the reporting year “Schedule of accreditation of education institutions in the 2017/2018 academic year” has been prepared and approved by the Ministry of Education of the Republic of Azerbaijan.

In accordance with the schedule of accreditation of education institutions in the 2016/2017 academic year approved by the Ministry, Nakhchivan State University, Nakhchivan University, Baku Music Academy named after Uzeyir Hajibeyli, Azerbaijan Medical University, Azerbaijan University, Azerbaijan State Academy of Physical Education and Sport, National Conservatory of Azerbaijan, Azerbaijan State Maritime Academy, Baku Eurasia University, Khazar University, Western University, Odlar Yurdu University and ADA University were accredited in the reporting year.

Pertinent to the “Schedule of accreditation of education institutions in the 2017/2018 academic year” accreditation of Azerbaijan State Academy of Arts, Azerbaijan State Agriculture University, Azerbaijan University of Cooperation, Academy of Public Administration under the President of the Republic of Azerbaijan, Academy of Labor and Social Relations, Baku Girls’ University and National Aviation Academy will be conducted. According to this schedule, necessary preparatory work is underway to accredit the above-mentioned institutions.

In accordance with the “Schedule of accreditation of education institutions in the 2017/2018 academic year”, trainings are conducted to support the preparation of the accreditation process and the self-assessment report in higher education institutions to assess the conformity of the institution’s performance with state education standards.

According to the decision of the Accreditation Council dated May 18, 2017, on “Schedule of accreditation of education institutions in 2015/2016 (Baku State University, Azerbaijan State Oil and Industrial University) and 2016/2017 (Baku Business University)” accreditation process was conducted and a relevant quality document - certificates and annexes were developed for 4 higher education institutions.

During the reporting year, Accreditation Rules of Higher Education Institutions and Educational Programs, Accreditation Standards for Higher Education Institutions, Accreditation Regulations for Initial Vocational Education Institutions and Accreditation Regulations of General Education Institutions were prepared and submitted to the Ministry of Education for consideration. At the same time, a preliminary draft of the “Accreditation Rules for Secondary Education Institutions” has been prepared.

During the preparation of the new documents, international experience was studied, and discussions were held on quality assurance in higher education with experts from Finland and Estonia within the framework of Twinning project, their suggestions and recommendations were taken into consideration.

Within the framework of the project “Support to the Ministry of Education of the Republic of Azerbaijan for further compliance of higher education system with the requirements of the European Higher Education Area”, assessment was

conducted in three pilot universities - Azerbaijan Technical University, Azerbaijan State University of Economics and Azerbaijan State Pedagogical University in accordance with “standards and guidelines on quality assurance in European Union education area”.

Seminar on “Quality Assurance System in Higher Education Institutions” was held by the Accreditation and Nostrification Office on 3-4 October 2017 with the participation of international experts and representatives of higher education institutions within the TAIEX project.

Innovations in the field of inclusive education for physically disadvantaged children

Implementation of the project “Introduction of inclusive education at the level of primary education” was initiated pertinent to the order of the Ministry of Education of the Republic of Azerbaijan No.311 of March 18, 2015 in order to ensure the involvement of children with disabilities into education in the vicinity of their residence. The project envisages updating the rules for the involvement of children with disabilities into education, introducing new methods in the field of special education and creating new services for children with disabilities at general education schools. Also, an action plan and roadmap for introducing inclusive education in primary education level has been developed in the reporting year.

Two schools (220 and 138 schools) in Baku in 2015/2016 and two more schools (schools number 202 and 252) in 2016/2017 participated in “Introduction of inclusive education at primary education level” project. Experimental classes have been identified among the first-graders in these schools, with a total of 24 children with disabilities were involved into inclusive education. In the new academic year their number constituted 40.

Involvement of inclusive education in primary education project

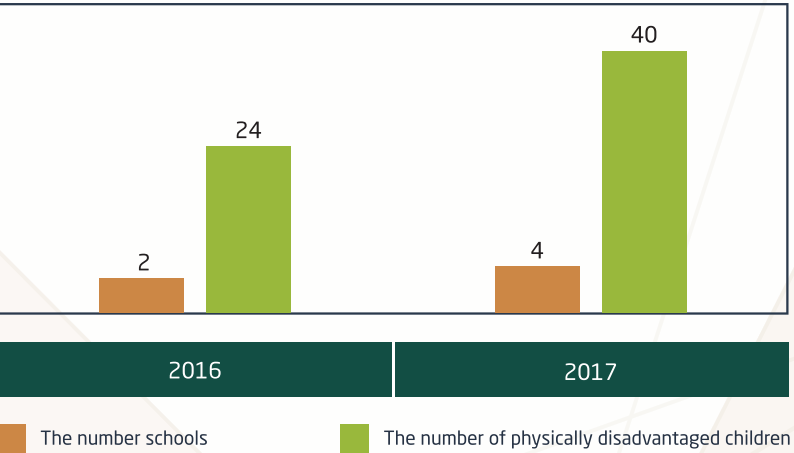


Diagram 33

Principals of pilot schools, teachers of experimental classes and two specialists for special education were trained by 4 professors of German Oldenburg University. In addition, a study tour to inclusive education was organized to Germany for 8 people from pedagogical staff.

In 2017, pilot schools were assessed to respond required infrastructure needs for children with disabilities, infrastructure needs were identified and adaptability criteria were developed. Based on the criteria developed, each school has been assessed individually and reconstruction plan was drafted. Repair work has been done in schools based on the reconstruction plan.

Within the project for the first time, German specialists and two special education specialists in pilot schools and employee of the De-institutionalization and Child Protection Department used non-verbal tests for assessment of the specific educational needs of children with disabilities. An Individual Training Plan was developed for students involved in inclusive education. An Individual Training Plan is updated in every 3 month.

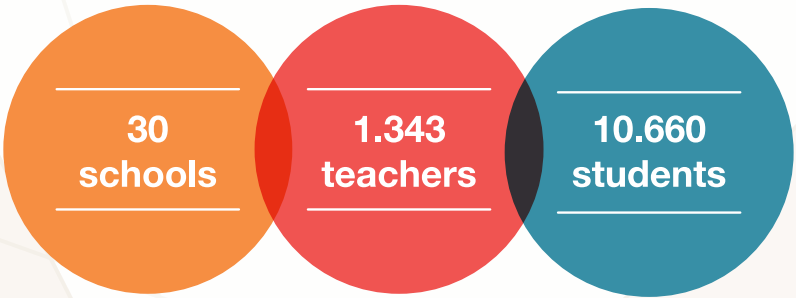
National Psychological-Medical-Pedagogical Commission monitored the activities of the local commissions and, according to the results of the monitoring, the composition of the commission was changed. Thus, the members of the newly established commission are trained to carry out a survey of children with disabilities, assessment of their special educational needs, adaptation of the infrastructure, identification of training equipment and raising awareness and skills in the field of special education.

A proposal was made to amend the Law of the Republic of Azerbaijan “On Education of Persons with Disabilities (Special Education)” in accordance with the requirements of the UN International Convention on the Protection of the Rights of Persons with Disabilities, ratified by the Republic of Azerbaijan. The target group of the special education is intended to involve individuals with disabilities not only for persons with disabilities, but also due to individual characteristics (dyslexia, dysgraphia, dyscalculia, hyperactivity and other learning difficulties) into the general curricula. At the same time, amendments to the terminology related to the draft law of the Republic of Azerbaijan “On Education of People with Limited Health Capabilities (Special Education)” are envisaged for conceptual transition from the medical model to the social model of education. The project also includes suggestions on replacing medical diagnosis and terminology with pedagogical and psychological terms.

2.765 out of 10.660 children stay in education institutions under the Ministry of Education. In 2017, 18 children were returned to the care of their biological families and close relatives by the order of the District and City Executive Authorities. Also, 2 children, who are in the centralized list of adoptive children of the Ministry of Education this year, have been adopted.



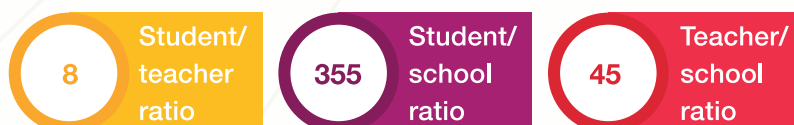
Boarding type of schools and their coverage



18 applicants were registered as persons wishing to adopt children deprived of parental care at the Ministry of Education after initial registration by the guardianship body in the reporting year. 2 applicants opted for adoption in the system of the Ministry of Education for children enrolled in a centralized registration.

In 2017, TRP (temporary residence permit) identification card by the State Migration Service for 5 children in state-run children's institutions and as well as birth certificates for 5 children, ID card for 5 children, initial military registration through the State Service for Mobilization and Conscription for 4 children, citizenship for 2 children, disability category for 2 children, parent's death certificate for 5 children, and national passports for 9 children have been issued.

The proportion of institutions, teachers and pupils in inclusive education in the regions throughout 2017



The “State Program on development of inclusive education for persons with disabilities in the Republic of Azerbaijan for 2018–2024 years” that was developed by the Ministry of Education and approved by the decree of the President of the Republic of Azerbaijan dated December 14 2017. The objective of the program is to ensure the right of persons with disabilities to education in the same level as with other persons through all stages of education and create favorable environment for their education.

The following results are expected from the implementation of the State Program:

- adjusting of infrastructure of education institutions at all stages of education to the needs of persons with disabilities;
- expanding access to information for persons with disabilities through the use of information technology;
- making changes in educational programs on preschool, general and initial vocational education, providing persons with disabilities with equal access to education as with other persons;
- creating a database of people with disabilities involved in inclusive education;
- applying new rules to assess the opportunities for people with disabilities for obtaining education;
- increasing awareness of people about the rights of persons with disabilities.

Institute of Education and joint projects with UNICEF Azerbaijan

“Development of training modules on improvement of professional skills for preschool and elementary school teachers” project

Within the project the following has been implemented:

- Data collection - focus group discussions, classroom audits, classroom observations, grouping of available information;
- Compiling a report on the current training needs of preschool and elementary school teachers;
- Development of training modules;
- Testing of prepared modules;
- Preparation of evaluation tools;
- Evaluation after training to identify effectiveness.

“Advocacy of alternative educational programs” project.

Within the project the following has been implemented:

- Preparing an initial version of the National Curriculum Framework;
- Evaluating the needs of existing specialization practices and pupils;
- Development of alternative curricula;
- Promotion of school autonomy in selecting curricula;
- Public discussion of the National Curriculum Framework;
- Starting the pilot phase of introducing alternative curricula.

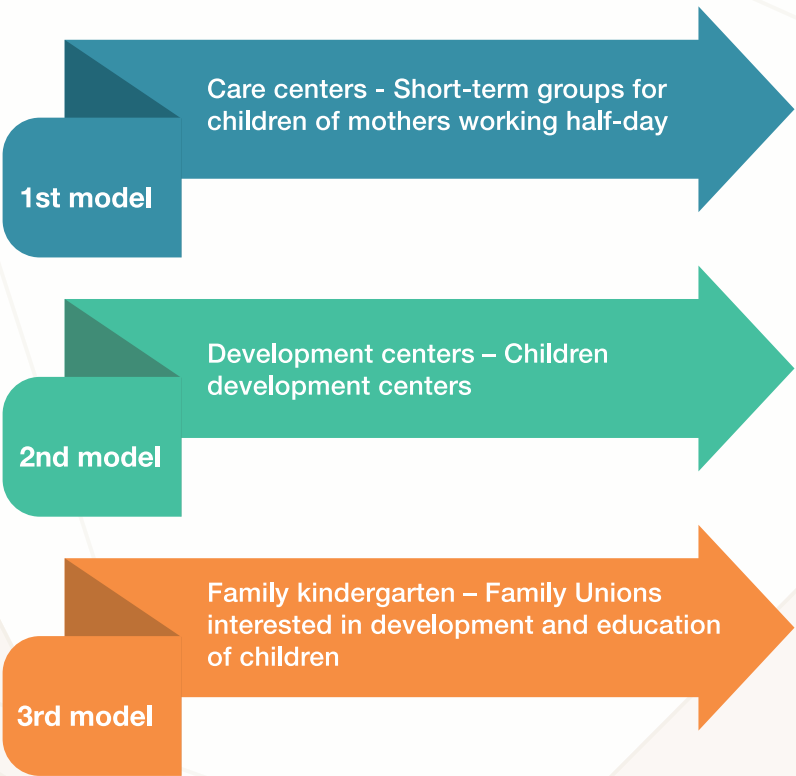


“Involvement of 3-4 year old children to preschool education through educating families” project

From April 2017 onwards, the Ministry of Education and the Institute of Education started the project “Involvement of children aged 3 and 4 into preschool education” with the initiative of UNICEF. The project lasted for eight months. In accordance with the “Annual Action Plan for 2016-2017”, which was signed between the Ministry of Education of the Republic of Azerbaijan and the UN Children’s Fund (UNICEF), the following measures have been taken by the Institute of Education in July of 2017 towards the development of education modules for 3-4 aged children within the framework of Family Awareness Program and piloting in Baku as well as in 10 regions.

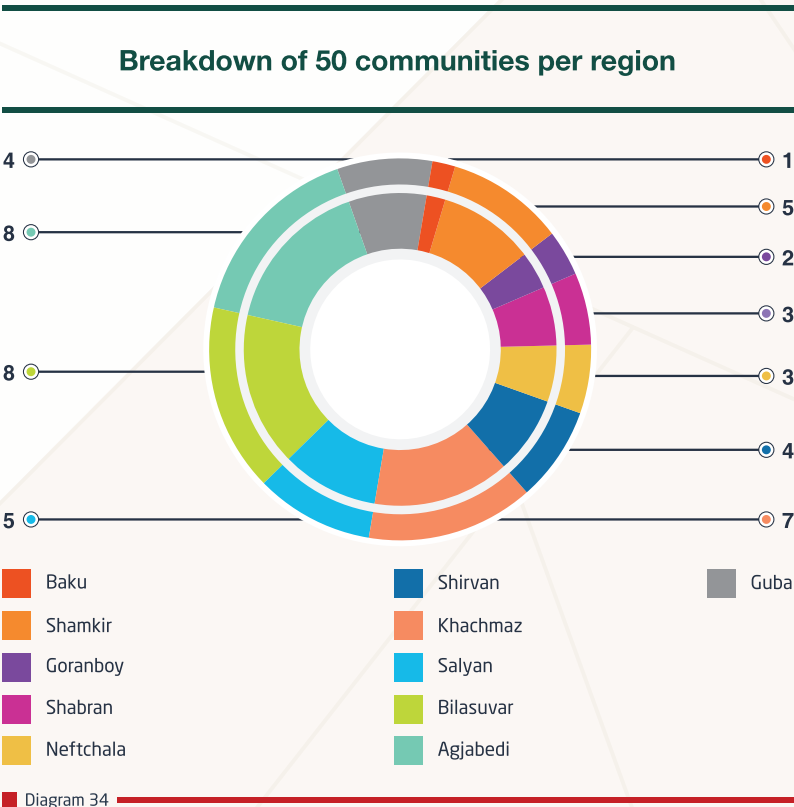
● The current situation with the preschool education of the ages 3 and 4 and the content of education were diagnosed at this stage. This project was implemented as pilot in 11 different cities and 50 communities in Baku, Bilasuvar, Sabirabad, Goranboy, Khachmaz, Guba, Shabran, Aghjabadi, Absheron, Salyan and Neftchala including average 20 children from each (1.5-4 hours per day) in the form of preschool preparation services. Children’s parents were provided with learning aids and materials, content and modules were designed for parents and eventually children were involved into preschool education.

● Different models have been developed to involve children in preschool education. The purpose of the selection of different models is to find out which of the pilot projects can be more functional, suitable for families and communities, and give better results.



● A list of criteria for the selection of communities was prepared and communities were selected in 7 districts in Baku and 10 regions. Several options were designed for each criterion, and criteria tables were filled out in the study of communities in the envisaged areas and as a result, 50 communities were selected from 11 cities and regions:

Key criteria for research and identification of communities
Few or absent preschool facilities in the area
Presence of buildings to collect community members and conduct child-development activities
The number of children to be no fewer than 10
Number of 1st grade pupils to be no fewer than 40
Presence of unemployed personnel of higher and secondary specialized education background in the area
Presence of previously organized communities in these areas
Presence of communities open to innovations



The content of the educational resource for parents is developed, designed and distributed to parents through community leaders. A training module designed for parents on child development involves the following areas:

- Characteristics of children aged 3-4;
- Physical development, health and child safety;
- Cognitive development;
- Social-emotional development;
- Aesthetic and creative development;
- Creating a learning and development environment;
- Raising a child without spending much financial resources;
- Increasing parental skills and using new instruments in approaching to children.

● 20 community heads have been trained on September 23-24, 2017, after the modules, models and resources have been developed for pilot groups in the communities. The training emphasized the importance of early childhood education, explained the child development areas, provided extensive information on the program, and distributed resources to describe their sections, and demonstrated practical games for use in communities.

● Community-Based Preschool Education Guide has been developed for children and adolescents in July-September. The tool has been prepared in the form of 86 pages booklets and had introductory and four sections. The first and second sections provide information on developmental domains (physical development, health and safety, social and emotional development, cognitive development, aesthetic development and creativity), the role of play in learning and development of children, and the principles of working with children. In the following sections, topics, tales and stories that cover up to 33 weeks of programs and weeks, teaching games and rules for their play, etc. are given. The tool is designed to attract attention of children, as well as for the convenient use by parents and tutors. In addition, a variety of 20 kinds of developmental products (plastic, colored paper, marker, colored pencil, puzzle, lego, etc.) were purchased and distributed among children.

● 49 criteria have been developed for 4 development areas to assess the development of children aged 3 and 4 in project life and after completion of the project. 11 for physical development, health and safety, 21 for cognitive development, 10 for aesthetic and creative development and 7 for social and emotional development criteria were identified.

Lessons starting since October are still in progress. The project is monitored by regularly contacting community leaders and learning the current situation and at the same time meeting with communities on site.

Measures taken by the Institute of Education in the field of quality assurance in education

Development of quality standards and indicators for levels of education

The measures envisaged by this paragraph were implemented by the Working Group of the Accreditation and Nostrification Office under the Ministry of Education and the Quality Assurance Department of the Institute of Education and the quality standards of higher education institutions, general education institutions, initial vocational education institutions and preschool education institutions were drafted. Also, the quality standards of higher education institutions were assessed by local and international experts (Finland and Estonia).

Internal and external monitoring of quality in education institutions, establishment of assessment mechanisms

Rules for internal and external quality monitoring in preschool institutions, general education institutions, initial vocational education institutions and higher education institutions were drafted in 2017. Under the new rules, internal monitoring stipulates management, infrastructure, attendance and training, whereas external monitoring sets out training, discipline and evaluation. Depending on the outcome of both monitoring, it is considered to take measures on incentives and discipline.



Formative assessment of student achievement in general education

The essence and content of formative assessment, the didactic requirements for the preparation of assessment tools, methods and tools used in the formative assessment have been explained in methodical recommendation developed for “Formative assessment of pupil achievement in general education”. Practical examples were also given on formative assessment toward the realization of the class objective in Azerbaijani language and mathematics.

Learning pupil satisfaction

In order to determine the quality of education in general education institutions, the the Institute of Education of the Republic of Azerbaijan conducted satisfaction survey among 1.351 7th grade pupils in 32 general education institutions in Baku second quarter of 2017. The questionnaire was included questions on how to determine physical and educational environment of general education institutions and the level of educational services meeting pupils' needs.

Monitoring of “Healthy Education - Healthy Nation” project

In 2017, staff of this department took part in conducting express medical monitoring of the 2.485 first-grade pupils studying in 37 general education institutions of the city of Baku in which “Healthy Education - Healthy Nation” project was implemented.

Activity of the Institute for Professional Development of Educational Workers

In accordance with its profile, the Institute for Professional Development of Educational Workers developed and tested new qualification programs in 2017, organized a final assessment of the contents of existing programs, conducted an active awareness campaign in real and organized virtual mode, seminars, webinars, round tables, master classes and so on for educators. In the reporting year, the following work has been done by IPDEW:

- 8 new training programs for primary school teachers were developed and tested.
- Final assessment of nearly 11.000 teachers participated in professional development trainings held by various higher and

secondary specialized education institutions as well as relevant certificates were issued by IPDEW.

- Program and assessment tools on “Methodology on organizing work in preschool groups” have been improved, the coverage of trainings has increased by 10% compared to the previous year and constituted 4.123 people.

The number of attendees in the trainings

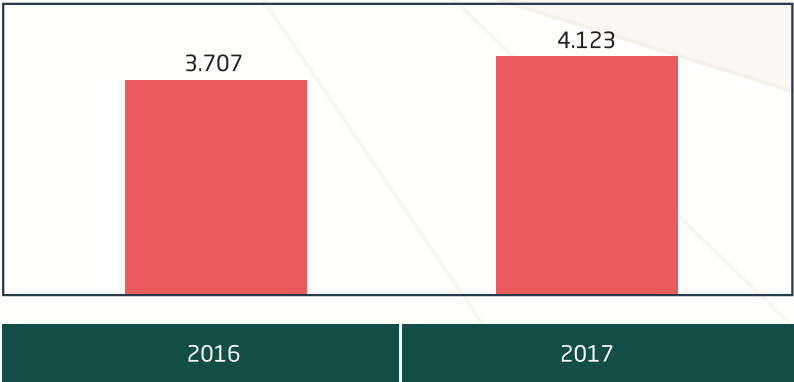


Diagram 35

- In order to provide teachers with quality and useful tutorials, relevant lesson reviews from Council of Europe’s “Compassito” manual have been translated into Azerbaijani, adapted to use in “Knowledge of Life” lessons and posted on the Institute’s website.

- Active awareness campaigns are carried out on the website of the Institute and on Facebook page to deliver the modern pedagogical ideas to the educational community. The rubric titled “Small Nuances Causing Big Changes” is broadcasted both at the FB and ASAN Radio’s “ASAN School” program.

- Seasonal “Summer School” and “Autumn School” are organized for teachers and those who want to work as a teacher in the future. These events are mainly organized on holidays and help teachers increase their professional skills through informal education.

- Seminars on urgent topics such as “Preparation of assessment tools”, “Teacher-student relationships”, “Conducting psychological work at school”, “Development of writing skills” were conducted for Baku, Sumgayit, Absheron, Gusar education community during the year. Webinars were organized for school psychologists from Shamkir region.

“Play and Learn!” project

With the objective to support the preparation of 5-year-old children to school education, a socially-educational project entitled “Play and Learn!” was implemented with the participation of the Azerbaijan State Pedagogical College. The goal of the project was to showcase the opportunity for children not going to kindergarten through didactic games by educating the whole society and parents to break down stereotypes about child development and education and involve future teachers in socially responsible projects.

■ The “Reflexive Teacher” project

The “Reflexive Teacher” project has been operating throughout the year aimed at building pedagogical reflection skills and professional networking culture.

■ “Be Professional!” project

Along with the currently working teachers, the Institute has included future teachers into the target group and has implemented the “Be Professional!” project for students and masters trained in pedagogical majors. During two-and-a-half-year seminars and master classes young people took part in a series of training workshops and in “Basics of media literacy” test training workshops that taught the peculiarities of the profession.

■ “Human Rights in Elementary Classrooms and Democracy Teaching” Project

Within the framework of the joint project of the European Union and the Council of Europe on “Promoting human rights education and democratic citizenship in the Eastern Partnership Countries”, IPDEW has collaborated with international experts on developing of crucial seminars and has conducted a seminar for primary school teachers on “Education of human rights and democracy at primary schools”.

■ “The Biggest Lesson of the World” project

IPDEW, being a member of the UNESCO’s Associated Schools Network, popularizes the UN’s “Sustainable Development Goals - 2030” program at Azerbaijani schools. Thus, UNESCO’s “The Biggest Lesson of the World” curriculum was translated into Azerbaijani, posted on the Institute’s website, and teachers are encouraged to teach these lessons.

■ “Principals’ Club” Project

The “Principals’ Club” established last year has expanded its activities and organized a series of seminars to increase the competence of the school managers.

■ “Electronic self-assessment sheet of teacher” project

“Electronic self-assessment sheet of teacher” has been developed and tested in 18 regions with teachers of Azerbaijani language and math subjects. The document illustrates the teachers’ different qualifications of their professional standards and aims at shaping self-assessment culture.



Education and media

➤ Through the organization of the Ministry of Education, the village of Jojug Marjanli of Jabrail region was visited. A group of foreign students and media representatives from the universities of Azerbaijan participated in the visit. The main purpose of the visit was to demonstrate the atrocities committed by Armenians in Jojug Marjanli village, to demonstrate the liberation of our lands, as well as to inform the participants about the work carried out in the direction of restoration of the village by the Decree of the President.

➤ The “Our Teacher” photo project was implemented jointly with www.1news.az website on media presentation of teachers delivered by distinguished media professionals functioning in different regions.

➤ During the year, the media tour has been organized in Ismayilly, Goychay, Gabala and Oguz districts. The goal of the mediatour was to provide information about the advantages of modular schools in these regions and to familiarize media representatives with those schools.

➤ “Formula of Success” project has been implemented to promote the scholarship holders of the State Program for Education Abroad of Azerbaijani Students in 2007-2015. The articles prepared under the project implemented jointly with www.1news.az website have been posted on the internet resources of the Ministry as well as on relevant websites.

➤ “Education in Social Media” project has been launched in order to strengthen the advocacy and promotion of the essence of reform activities in the implementation of strategic goals related to the development of education and to increase the effectiveness of awareness-raising activities in this area.

➤ The Ministry of Education together with the Ministry of Defense and ASAN Service conducted a “Flag march” on the occasion of the State Flag Day in Terter. The main purpose of this march was to promote our national symbols, patriotism among young people and instill national and spiritual values. About 2.000 participants attended the rally.

➤ In 2017, written requests and appeals made by media representatives were responded and more than 200 inquiries received from media at press@edu.gov.az e-mail address were also replied.

➤ With the participation of educational NGOs, 10 info-tours were held on vocational training, inclusive education, organization of subject Olympiads, promotion of winners, out-of-school activities, teaching resources and other fields of education and 15 trainings were organized in Baku and regions on professional development.

➤ The “Foundation” program prepared by “Education” TV is broadcasted together with www.1news.az website, ARB 24 channel and social networks of the Ministry.

➤ Broadcasting of “Easy School” radio program together with ASAN Service was organized during the reporting year. This program is broadcasted every week in “ASAN radio”.

➤ More than 30 press conferences and briefings dedicated to various issues of education and reforms were held during the year with the participation of mass media representatives.

➤ About 900 performances carried out by the staff of the Ministry of Education and its subordinate agencies in television and radio programs are related to the activities the Ministry of Education and works implemented.

➤ Up to 1.000 official papers, press releases, and materials and announcements submitted by the Ministry’s various structural divisions related to innovations in the field of education are posted on the website of the Ministry of Education.

➤ 10 “Novruz lectures” were organized in February-March 2017.

➤ “Education” TV produced 74 “News-Issue”, 36 “Basic”, 13 “No comments”, 12 “Education Journal”, 31 “Education”, 35 “Reading for schoolchildren”, 6 “Novruz lecture”, 15 “Reader” program, 10 commercials, 10 “Special Reports”, “Great Targets” and “I’m Tomorrow” films.

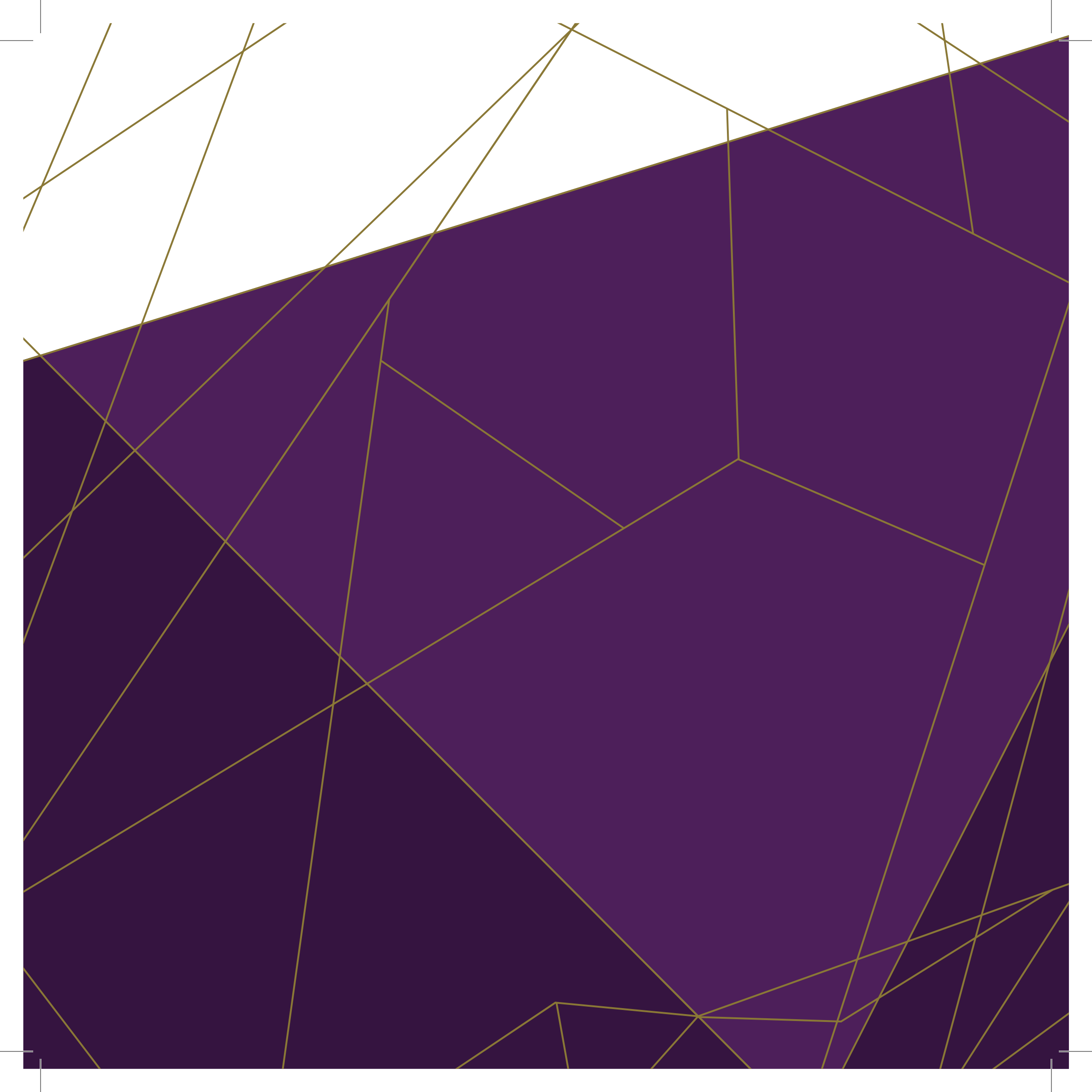
11th Azerbaijan International Education Fair

On October 6-8, 2017, the 11th Azerbaijan International Education Fair under the slogan “Human Capital is our Wealth” was held in Baku Expo Center with the support of the Ministry of Education.

The new projects and educational opportunities provided by the Ministry of Education were presented at the Fair in recent years. Compared to the previous years, the posters of the Ministry of Education covered a wider area in the reporting year. The participants of the Fair were presented stands on “Preschool Preparation”, “SABAH Groups”, “State Agency for Vocational Training”, “Education for Azerbaijan”, “One” Student Volunteer Program, “Maarifchi” Student Loan Fund, “Healthy Education - Healthy Nation”, “Modular Schools”, “Olympics Preparatory Center”, “Information and Communication Technologies in Education”, “Library”, “Education” National Sports Center, “Icheri Sheher Traditional Art Center” and “Children’s Youth Development Center”. The stand, called “Lectarians”, featured various presentations, lectures, and many startups.

Baku State University, Azerbaijan State University of Oil and Industry, French-Azerbaijani University, Azerbaijan State University of Economics, Azerbaijan State Pedagogical University, Baku Engineering University and 14 higher education institutions under the Ministry of Education were exhibited at the Fair. Germany, Austria, Belarus, Italy, Latvia, Lithuania, Hungary, Russia, Romania, Singapore, Slovakia and other countries presented universities, colleges, general education institutions and education centers.

Nearly 9.000 visitors were acquainted with the Fair which has attracted great interest over 3 days.



The background of the page is a solid dark purple color. Overlaid on this are several thin, gold-colored lines that intersect at various angles, creating a complex, abstract geometric pattern. The lines vary in length and orientation, some running diagonally, others more horizontally or vertically, creating a sense of dynamic movement and structure.

III PART

QUALITY ASSURANCE

PIRLS 2016 International Assessment Results

General information on PIRLS 2016

PIRLS conducted in 2016 is considered as 4th in number and included 60 participants of which 50 were countries. More that 6.000 IV grade students from 170 schools on randomly selected bases covering all regions in Azerbaijan participated at this study. During the study pupils’ reading comprehension on reading literary texts and acquiring and using information was measured.

Comparison of two PIRLS results conducted in Azerbaijan

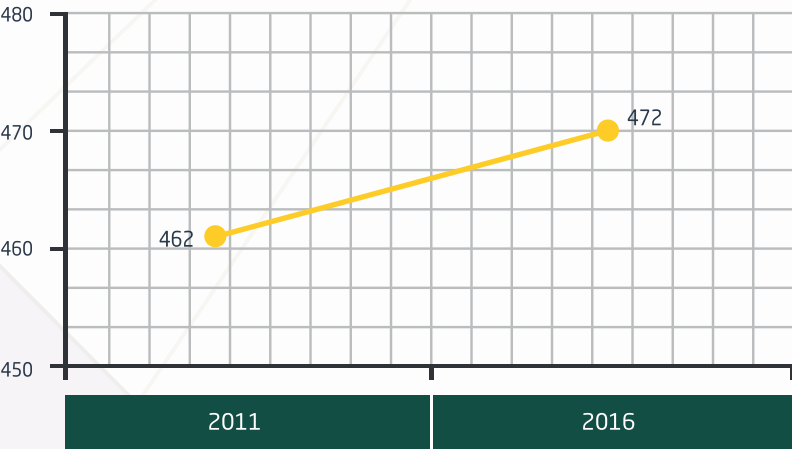
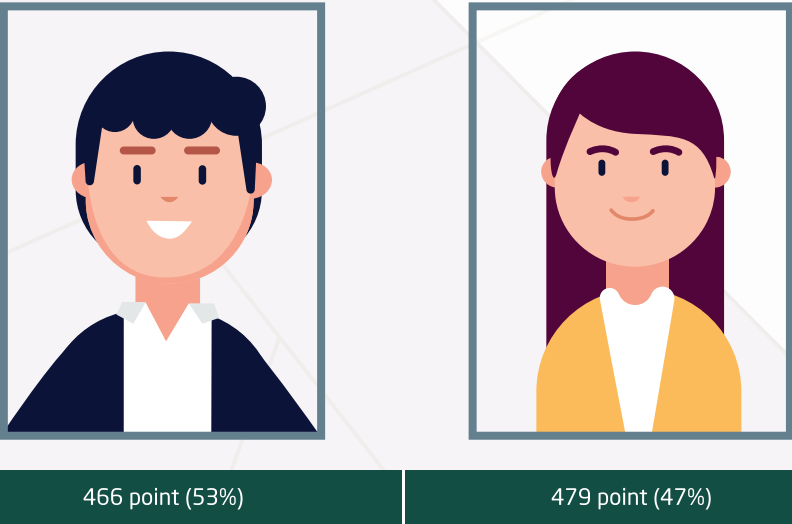


Diagram 36

Gender composition of Azerbaijan students participating at PIRLS 2016 study



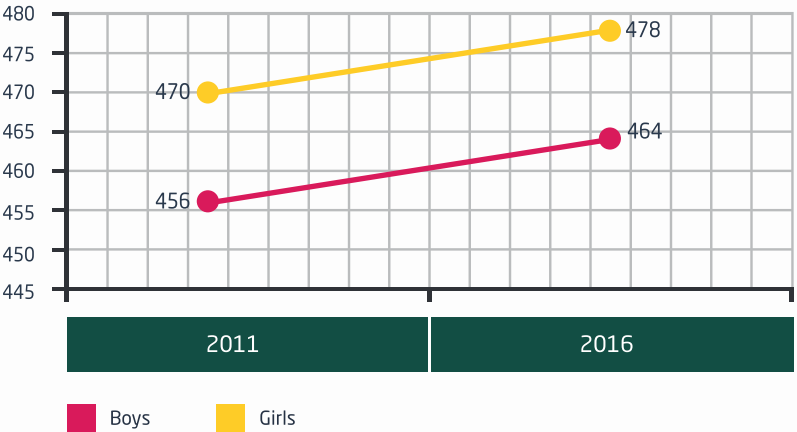
It should be mentioned that, girls’ results (479 point) were above the national average (470 point), whereas boys’ results were below (466 point).

Diagram 37

Comparison of PIRLS 2011 and PIRLS 2016 results - gender aspect

Performance of both boys and girls have increased. Performance of girls on reading comprehension increased from 470 to 478 points, and performance of boys increased from 456 to 464 points.

Comparison of PIRLS 2011 and PIRLS 2016 results based on gender



*Note: Russian section students were not included into results.

Diagram 38

Comparison of PIRLS 2011 and PIRLS 2016 results - based on benchmarks

Comparison of PIRLS 2011 and PIRLS 2016 results based on benchmarks

Benchmarks	2011	2016
Proficient	0%	2% ↑
High	9%	16% ↑
Medium	36%	36% =
Low	37%	27% ↓
Below benchmark	18%	19%

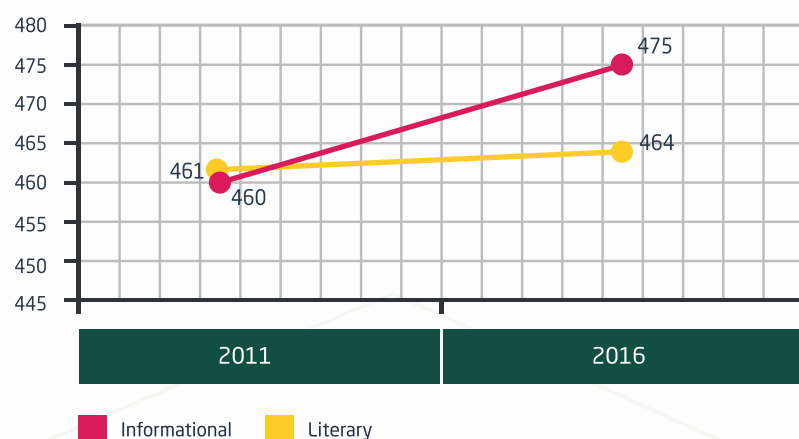
Diagram 39

In comparison with 2011 there is twofold increase in the number of students with proficient and high performance, and 10% decrease in the number of students with low performance. The number of those with below low benchmark performance increased for 1%.

Comparison of PIRLS 2011 and 2016 results - on reading purposes

As previously mentioned, the aim of PIRLS is to measure pupils' reading comprehension on reading literary texts and acquiring and using information. In reading for literary experience purpose students read to enjoy text images, events, results, feelings, ideas and language. An objective of students reading to acquire and use information is to give and obtain information for certain perspectives and objectives respectively. It should be noted that, in comparison with 2011 our results on both purposes of reading increased. On reading for literary experience purposes our score increased from 461 points to 464 points and on reading to acquire and use information purpose increased from 460 points to 475 points.

Comparison of PIRLS 2011 and 2016 results - on reading objectives



*Note: Russian section students were not included into results.

Diagram 40

To understand diagrams correctly, please consider the following:

In PIRLS, performance is measured based on different aspects. Ratings are calculated based on country specific score and based on different aspects of the test. For this reason, for Azerbaijan

1. Overall indicator for the country (both for Azerbaijani and Russian sections) - 472 points;
2. Overall score on literary reading (both Azerbaijani and Russian sections) - 466 points;
3. Overall score on informational reading (both Russian and Azerbaijani sections) - 477 points;
4. Overall score on making straightforward inferences (both Russian and Azerbaijani sections) - 477 points;
5. Overall score on interpreting, integrating and evaluating (both the Azerbaijani and the Russian section) - 465 points;
6. Average score for girls - 479 points;
7. Average score for boys - 466 points.

Compared to PIRLS 2011 results, there is a difference in overall average score and average score on gender bases in PIRLS 2016. Since schoolchildren of Russian section did not participate in PIRLS 2011, while making comparison only results of pupils of Azerbaijani section were considered. That is, while an overall average score for PIRLS 2016 is 472, however, for making comparison with 2011, this score is 470 for not including Russian section schoolchildren.

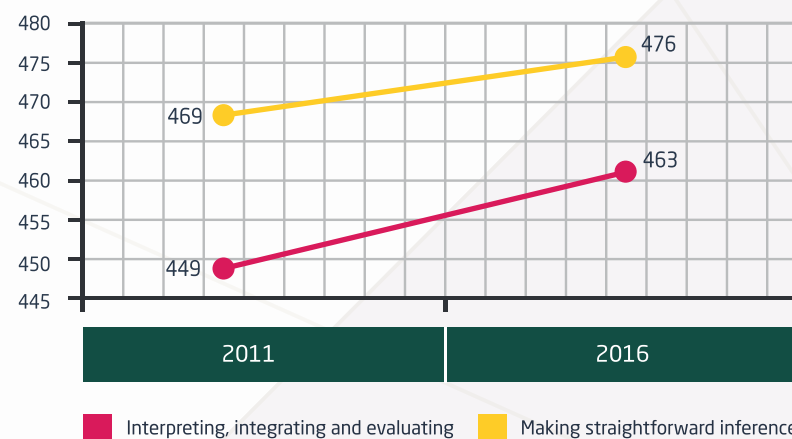
Comparison of PIRLS 2011 and 2016 results - Comprehension process

PIRLS 2016 measured pupils' reading performance based on four comprehension processes:

- Focusing on and retrieving explicitly stated information
- Making straightforward inferences
- Interpreting and integrating ideas and information
- Examining and evaluating content, language, and textual elements.

Abovementioned reading comprehension processes are grouped into two grading scales: literary and informational. For processes of comprehension, scores on making straightforward inferences increased from 469 to 574 and on interpreting, integrating and evaluating climbed from 449 to 463.

Comparison of PIRLS 2011 and 2016 results - processes of comprehension



*Note: Russian section students were not included into results.

Diagram 41

By considering an impact of psychological - social factors on pupils' reading performance, PIRLS 2016 observed certain trends. Such factors and trends include:

- Parental involvement – In comparison with 2011 there was considerable escalation in the parental involvement. The share of parents enjoying reading made (90%) which is higher than international average (83%).
- Supportive home environment – There is a positive relationship between resources available at home and early learning activities and pupils' achievements.

- School socioeconomic composition – There is link between school socioeconomic composition and PIRLS results.
- The school discipline – Compared with 2011 safety in schools have significantly improved.
- Parental involvement and teacher job satisfaction - Students of teachers with the high job satisfaction level demonstrate higher performance.
- Students attitude to each other – The level of negative attitude of our students toward others (28%) is below average PIRLS score (43%). PIRLS 2016 prove that there is a reverse relationship between students negative attitude towards each other and their reading performance.
- Students coming to school tired and hungry – If students come to school on a full stomach and slept their academic results would also be higher.
- Student’s interest in reading and self-confidence in reading – There is positive correlation between confidence in reading and students reading results.

Teachers’ education and experience in Azerbaijan.

- Teachers of 64% PIRLS students in Azerbaijan have experience for more than 20 years or more, 24% have 10-20 years, 6% have 5-10 years, 6% have less than 5 years respectively. Average score of students constitutes 474; 471; 475 and 451 respectively.
- Principals have at least bachelor degrees. They have acquired an average of 14 years of work experience as a principal, which is above PIRLS average.

IX grade centralized graduation exams

Given the introduction of new teaching programs (curricula) in our country since 2008-2009 academic year, the first IX grade centralized graduation exam based on the new curricula was held in the reporting year. All pupils

involved in the learning process are able to use opportunities created through this mechanism and can perform flexible thinking. As they have a wide range of opportunities for their critical and creative activities, pupils are also becoming the moderator of the active lesson, making decisions by being free to think, search and come up with certain conclusions. Naturally, it is more appropriate to evaluate the pupils who are studying the new program with new methods and rules. From this point of view IX grade centralized graduation exams have been conducted differently from the previous years.

To conduct the final assessment of the learners involved in education based on the new teaching programs (curricula), the “Rules on Final Assessment (Attestation) of General Education”, have been approved by the Decision No. 498 of the Cabinet of Ministers of the Republic of Azerbaijan dated December 12, 2016. These evaluation rules do not simply assess the knowledge and skills of the learners, but also include the ability to form different thinking skills, as well as evaluate writing skills.

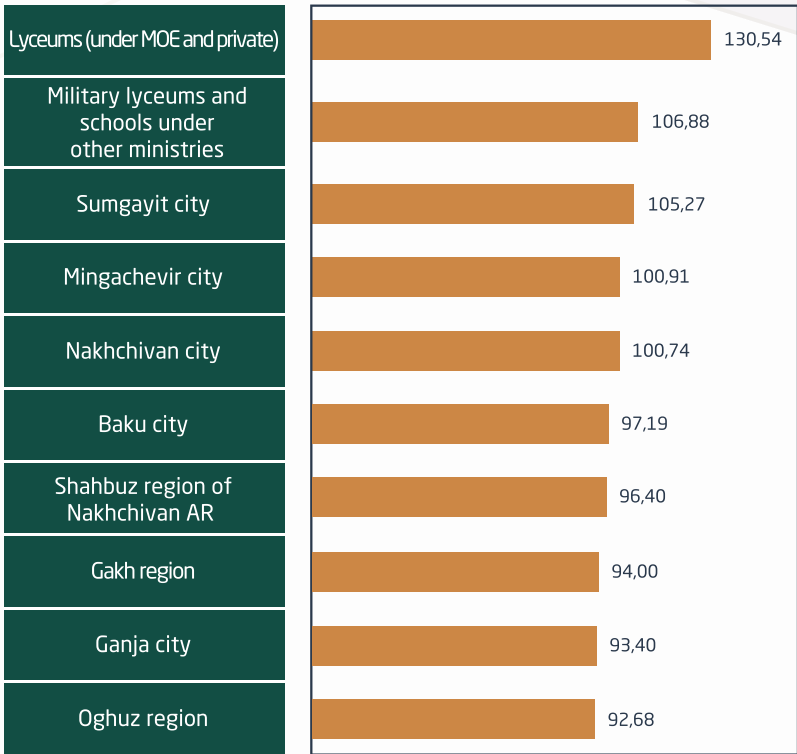
A new form of XI grade centralized graduation exams.

- XI grade centralized graduation exams are conducted in two stages; are conducted in two stages;
- First stage include 10 open end, 10 close end overall 20 questions for “Native language” and 10 open end questions for “Mathematics”;
- At the first stage, pupils also write an essay on a voluntary basis, choosing one of the topics offered. It is obligatory to write an essay for pupils who wish to be granted with school leaving certificate with distinction;
- At the second stage, a total of 30 closed test assignments will be provided for each of the native language and math disciplines to test the knowledge and skills based on other content standards;
- According to the results of both stages, the grades of the learners are recorded in the school-leaving certificate on general education based on the scale of 100 points (Table 1).

Table 1								
Subject	Component № 1 (I stage , test assignments)			Component № 2 (II stage, test assignments)			Component № 3 (I stage, essay)	
	maximum score	number of test assignments	score	maximum score	number of test assignments	score	maximum score (additional mark)	type
Azerbaijan/ Russian language	30	20 (10 open + 10 closed)	2·nd (open)* +nd (closed)*	70	30 closed	-----	10	essay
Mathematics	30	10 (open)	3·nd (open)*	70	30 closed	-----	-----	-----

*Note:
nd (open) - total score of open type test assignments
nd (closed) - total score of closed type test assignments

10 educational areas with the highest average score from IX grade graduation exams

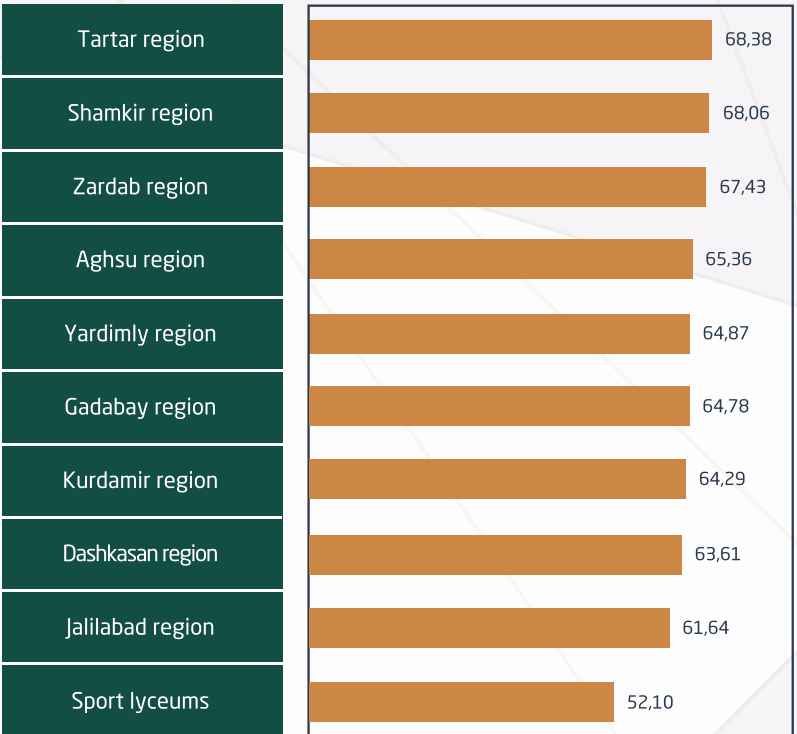


Average score

Diagram 42

As can be from Diagram 42, the first 10 places with the highest average score were captured by schools under of MOE and private schools (130,54), military lyceums and schools under other ministries (106,88), Sumgayit (105,27), Mingachevir (100,91), Nakhchivan (100,74), Baku city (97,19), Shahbuz region (96,40), Gakh region (94,00), Ganja city (93,40) and Oghuz region (92,68).

10 educational areas with the lowest average score from IX grade graduation exams



Average score

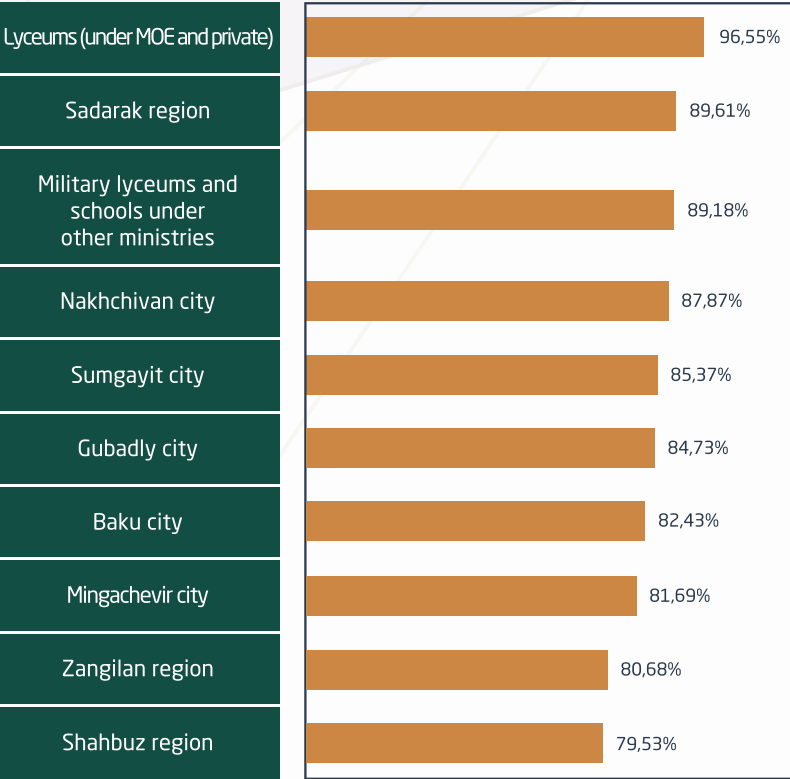
Diagram 43

Diagram 43 exhibits 10 regions with the lowest result. According to this list following regions demonstrated the lowest results: Tartar region - 68,38 points, Shamkir region - 68,06 points, Zardab region - 67,43 points, Aghsu region - 65,36 points, Yardimly region - 64,87 points, Gadabay region - 64,78 points, Kurdamir region - 64,29 points, Dashkasan district - 63,61 points, Jalilabad region - 61,64 points, and sports lyceums - 52,10 points.



XI grade centralized graduation exams

10 educational areas with the highest success percentage from XI grade centralized graduation exams in 2017

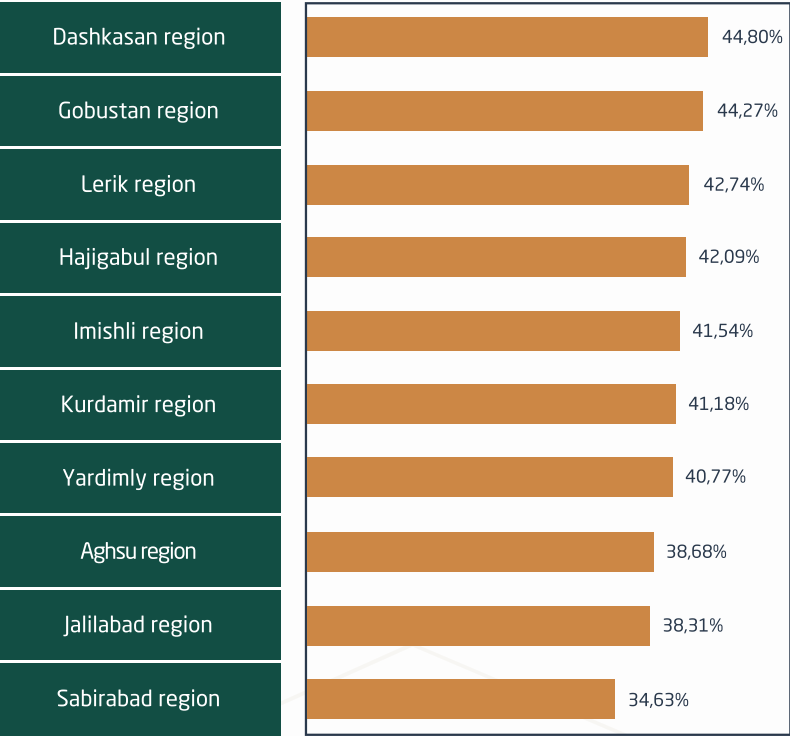


Success percentage

Diagram 44

The best results in 2017 were demonstrated by the lyceums under MOE and private (96,55%), graduates of general education institutions of Sadarak region (89,61%), graduates of military schools and schools under other ministries (89,18%), graduates of general education institutions of Nakhchivan city (87,87%), Sumgayit city (85,37%), Gubadly region (84,73%), Baku city (82,43%), Mingachevir city (81,69%), Zangilan region (80,68%) and Shahbuz region (79,53%).

10 education areas with the lowest success percentage from XI grade centralized graduation exams in 2017



Success percentage

Diagram 45

10 regions with the lowest success percentage include: Dashkasan (44,80%), Gobustan (44,27%), Lerik (42,74%), Hajigabul (42,09%), Imishli (41,54%), Yardimly (40,77%), Aghsu (38,68%), Jalilabad (38,31%) and Sabirabad (34,63%).

The percentage of successful pupils in all three subjects at XI grade centralized graduation exams

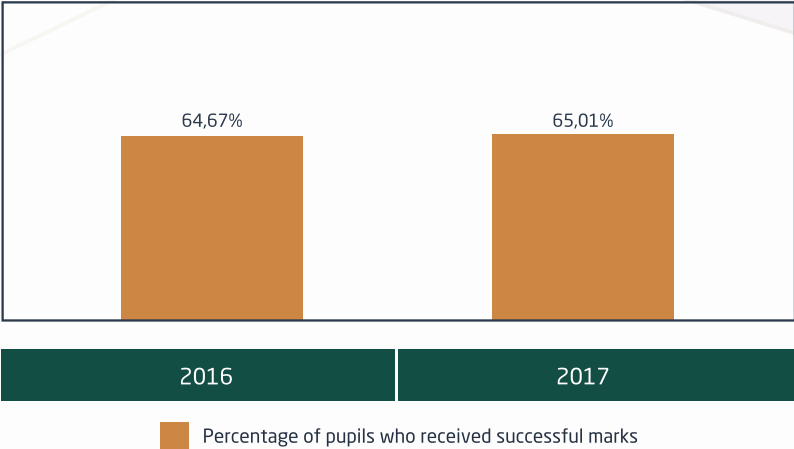


Diagram 46

In general, proportion of pupils being successfully in all three subjects at XI grade centralized graduation exams increased by 0,34% and reached 65,01 % in 2017 (Diagram 46).

10 educational areas with positive dynamics in success rate at XI grade graduation exams

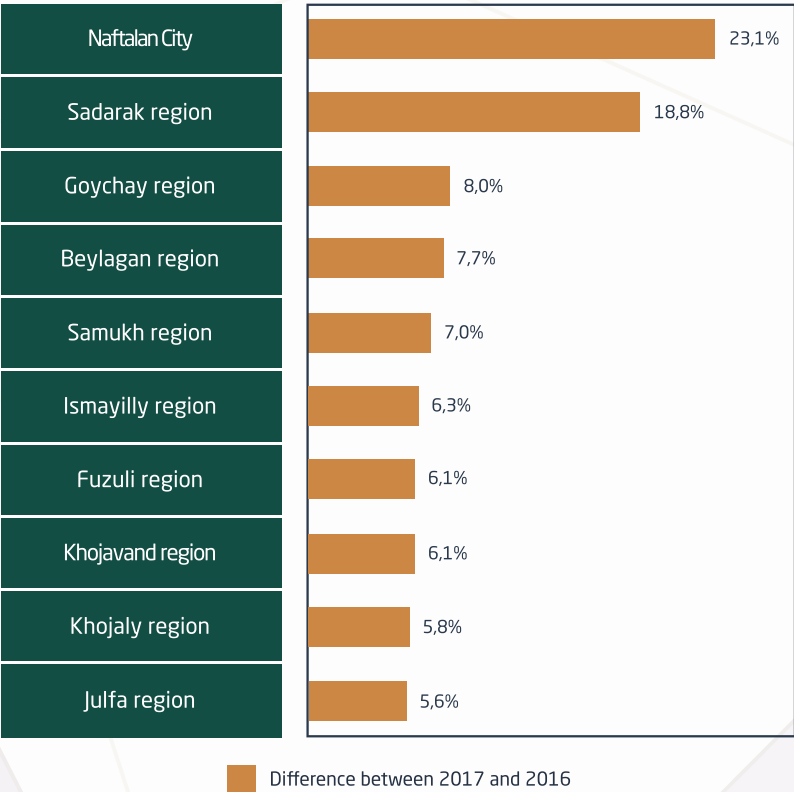


Diagram 47

Diagram 47 shows top 10 regions with the most positive dynamics at XI grade centralized graduation exams

compared with previous year. Apparently, Naftalan is heading the list with 23,1%. This means that the percentage of those who graduated from general education institutions in Naftalan city and was successful at “Native language”, “Mathematics” and “Foreign language” (in some cases Chemistry) graduation exams since 2016 increased by 23,1% compared with previous year.

10 education areas with negative dynamics in success rate at XI grade centralized graduation exams

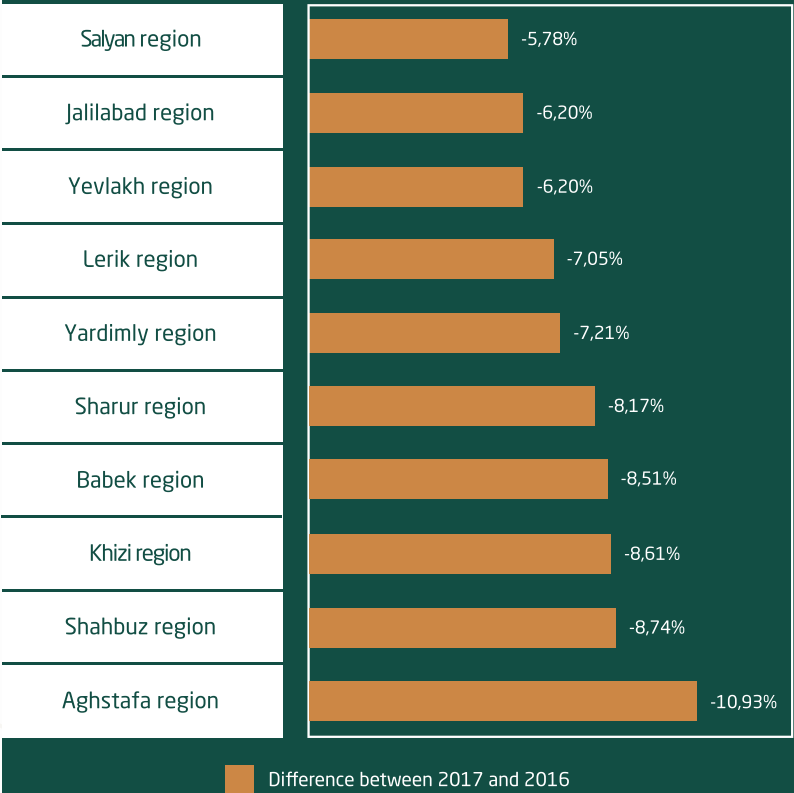


Diagram 48

Diagram 48 exhibits 10 regions with negative dynamics in success rate at XI grade centralized graduation exam. Aghstafa region stands at end of the list with 10,93%. Which means that since last year the weight of those who was successful at final centralized graduation exams from “Native language”, “Mathematics” and “Foreign language” (in some cases Chemistry) decreased for 10,93%.

Percentage of pupils successfully completed XI grade centralized graduation exams on different subjects

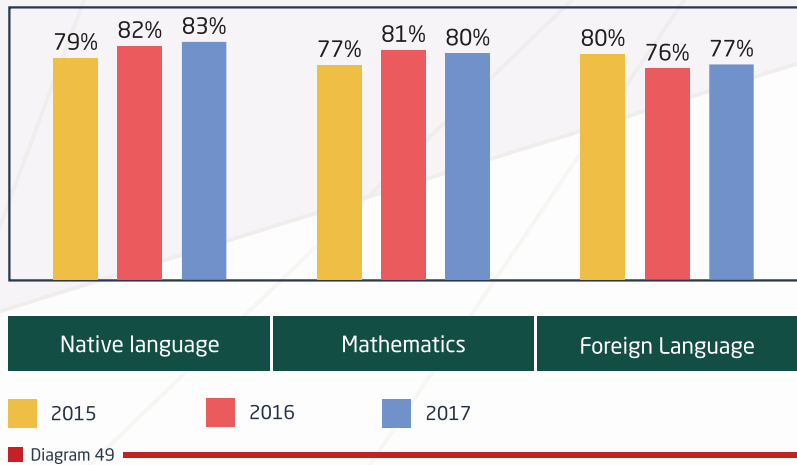


Diagram 49 provides comparative analysis of the number of pupils successfully completed “Mother language”, “Mathematics” and “Foreign language” subject for the last three years (2015, 2016 and 2017). Results for the “Mother language” continue to show upward trend by increasing from 79% in 2015 to 83% in 2017. Although the number of pupils successfully completed “Mathematics” exam displayed 4% increase in 2016 compared with previous year, in 2017 this indicator decreased by 1% compared with 2016 and stood at the point 80%. The proportion of those who was successful at “Foreign language” exam in last year increased by 1% and reached 77%.

Percentage of pupils successfully completed XI grade centralized graduation exams in 2017

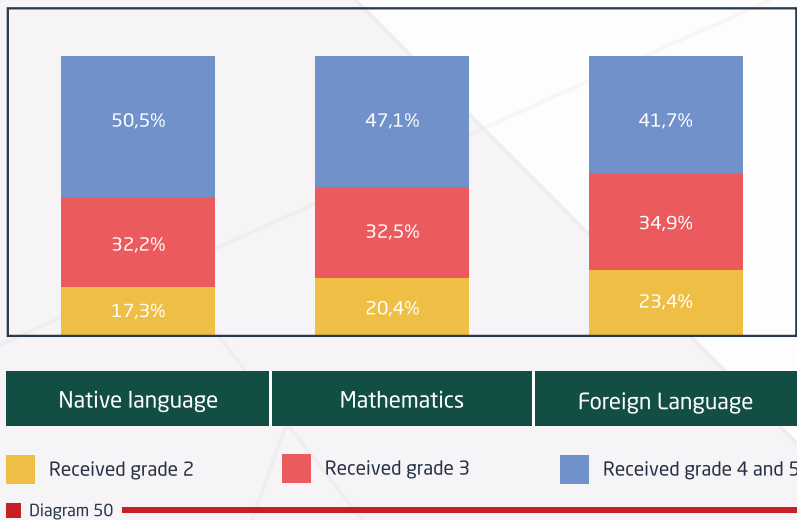
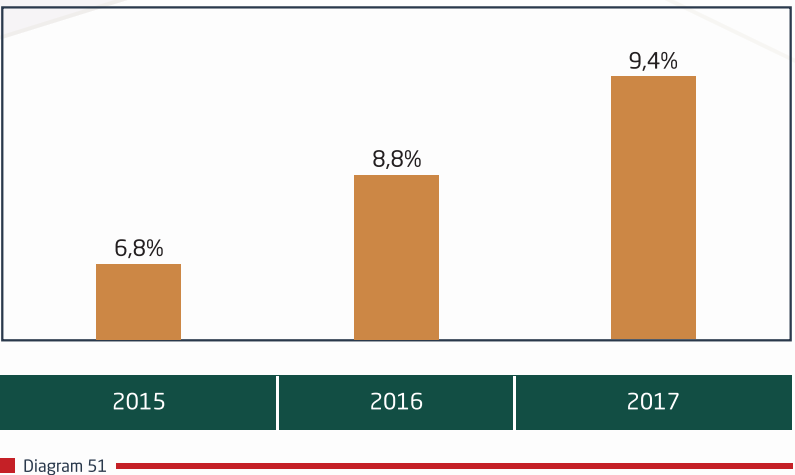


Diagram 50 shows breakdown of “2”, “3” and “4 or 5” grades from “Native language”, “Math” and “Foreign language” graduation exams. The number of pupils who received “2” was the least for “Native language” (17,3% and the most for “Foreign language” (23,4%). While more than half of the graduates received grade “4” or “5” from “Mother language”, these indicators were 47,1% on “Mathematics” and 41,7% on “Foreign language” subject.

The weight of students received "5" in all three subjects at XI grade centralized graduation exams

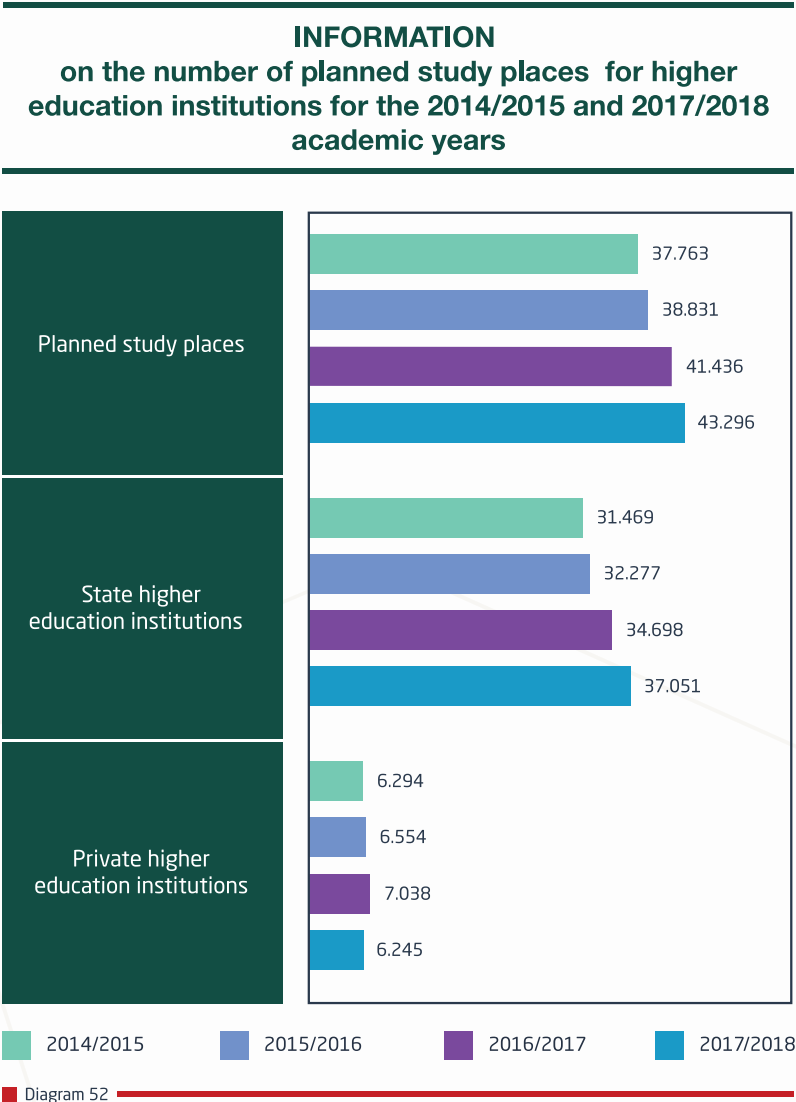


Separate analysis of students receiving “excellent” grade indicates that there is annual increase in this indicator. An increase in the percentage of best pupil contingents is the key indicator of the quality of education. Diagram 51 exhibits the weight of the students who received the “5” mark from all three subjects since 2015. It is gratifying that this indicator is increasing from year to year and climbed from 6,8% in 2015 to 9,4% in 2017.



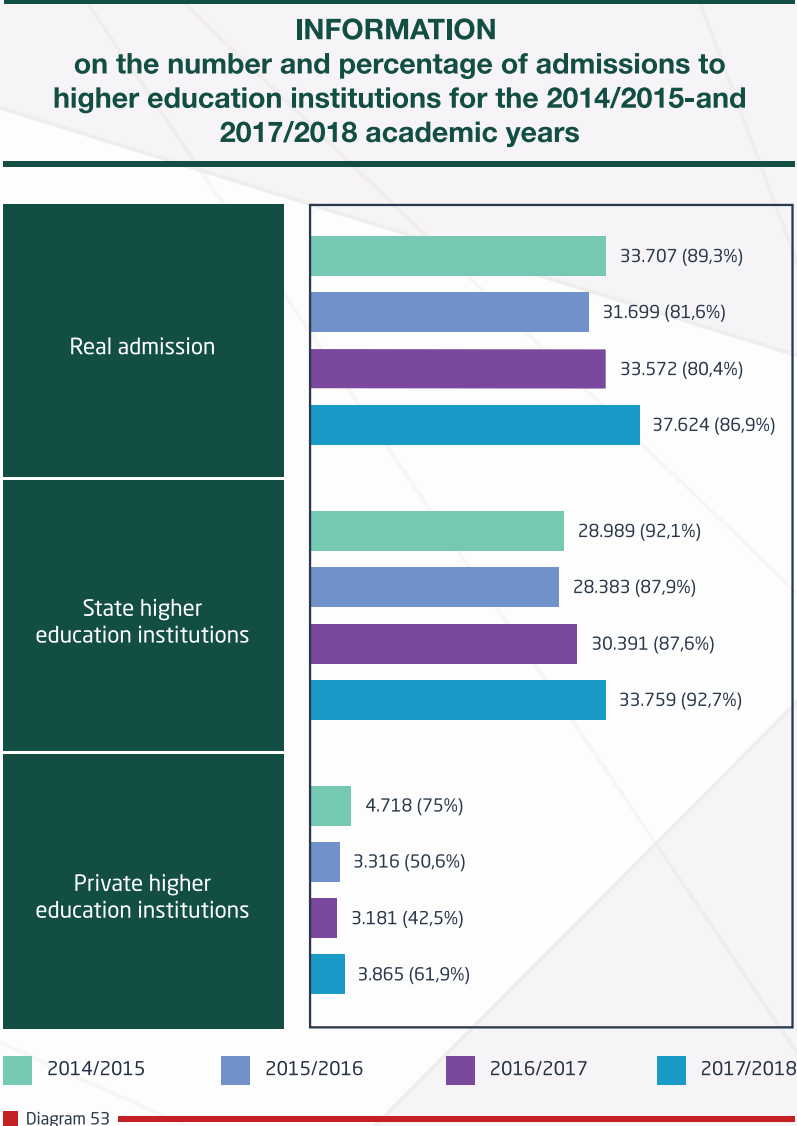
Admission to Bachelor level

Unlike previous years, in 2017 admission process to higher education institutions was carried out in two stages. All matriculants have a right to participate in spring and summer exams, which were regarded as an additional change for matriculants. The results of two (spring and summer) exams were taken into consideration when analyzing admission results for the 2017/2018 academic year.



Along with the centralized examination admission score, the number of planned study places available are among important factors. Diagram 52 displays an information about planned study places at admission exams for the last 4 years as well as planned study places available for state higher education institutions and private higher education institutions. It should be noted that the number of planned study places at state higher education institutions has been increasing over the years. This indicator was 31.469 for the 2014/2015 academic year and reached 37.051 for the 2017/2018 academic year. Although for the last three years this indicator displayed upward trend for private higher education institutions, it reaches the lowest point in four years in 2017. In the 2014/2015 academic year the number of study places at private higher education institutions was 6,294. While this indicator was 6.553 and 7.038 for the 2015/2016 and

2016/2017 academic years respectively, it decreased by 793 places and reached 6.245 for the current academic year.

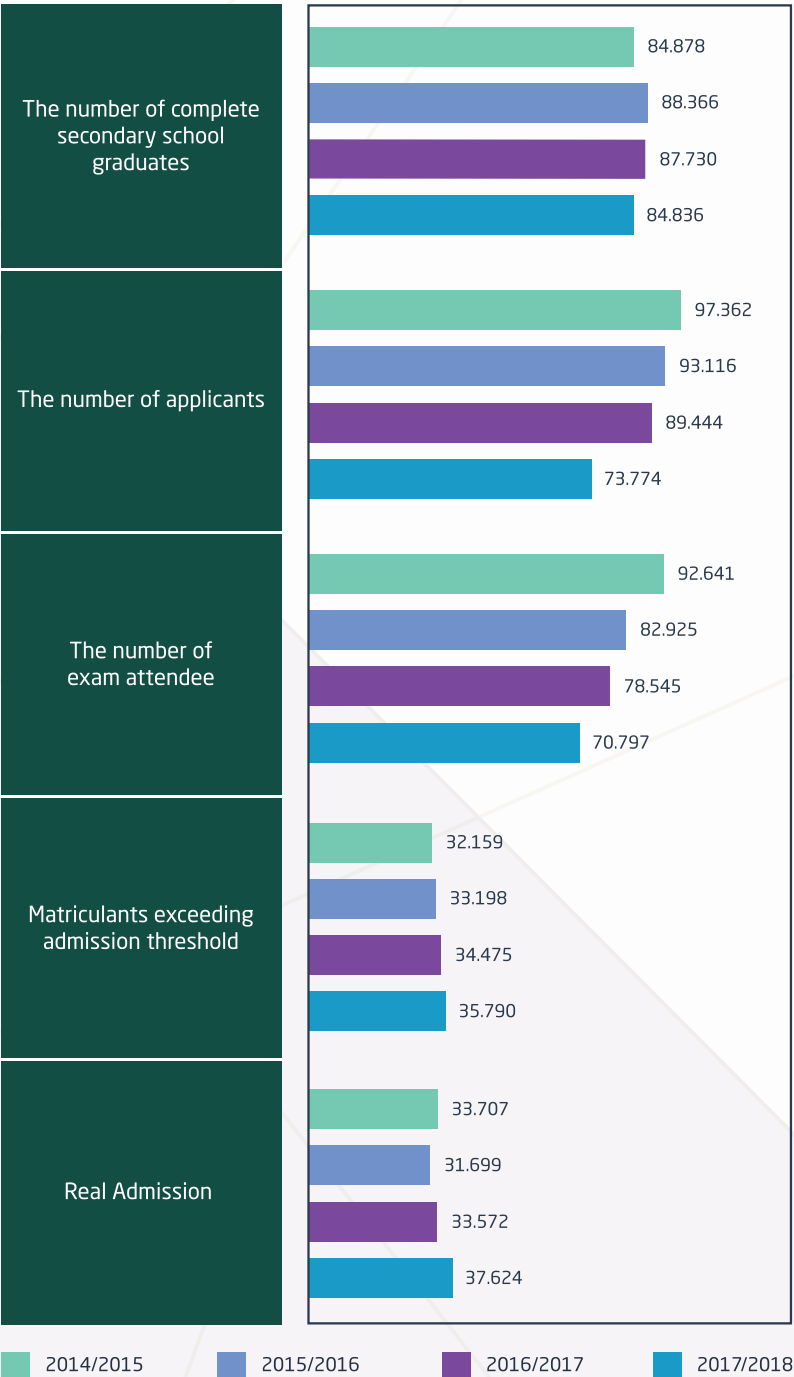


As the continuation of Diagram 52, Diagram 53 presents the number and percentage of admissions to the planned study places. In the 2014/2015 academic year 92,1% of admission to state higher education institutions and 75% of admission to private higher education institutions, in the 2015/2016 academic year 87,9% of admission to state higher education institutions, and 50,6% of admission to private higher education institutions, as well as in 2016/2017 academic year 87,4% of admission to state higher education institutions and 42,5% of admission to private higher education institutions were filled. Compared with previous year, for this academic year indicators for both categories (state and public) have been increased by reaching 92,7% and 61,9% for state and public higher education institutions respectively. In general, compared with 2014/2015 academic year, in current reporting year percentage of admission to planned study places decreased by 2,4% (89,3% and 86,9%).

Diagram 54 presents information on the number of complete secondary school graduates, the number of applicants, the number of exam attendees, the number of matriculates exceeding admission threshold and the number of real admission. We can observe gradual decline in the number of applicants and exam attendees over the years. However, it is possible to observe

an increase in the number of matriculates exceeding admission threshold and real admission over the years (excluding real admission for the year 2015/2016). Though compared with the last year the number of graduates of complete secondary schools (2.894), applicants (15.670), and exam attendees (7.748) significantly reduced, the number of matriculates exceeding admission threshold (1.315) and real admission (4.052 people) increased.

QUANTITATIVE INDICATORS
on admission to higher education institutions for the
academic years of 2014/2015 and 2017/2018



Note: The number of matriculants attended centralized admission exam for V specialization group during the 2015/2016 and 2017/2018 academic years was not taken into account;

Diagram 54

Average score of matriculants during admission
to higher education institutions

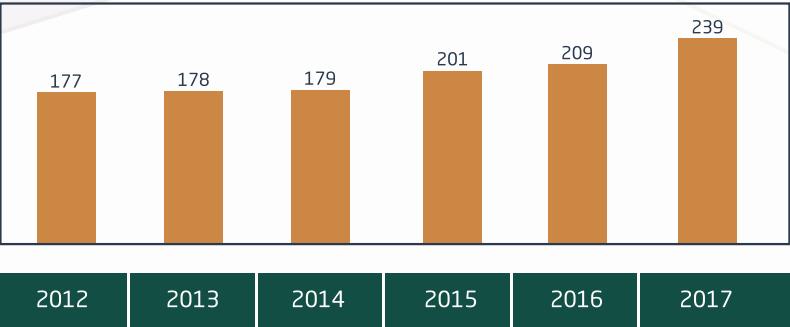


Diagram 55

The most important indicator in the admission to higher education institutions is the average score collected by matriculants from the centralized admission exam. There is a positive dynamics in the average exam score from year to year. Diagram 55 reflects the average centralized admission exam score for the admission to higher education institutions over the past six years. Average admission exam score collected by matriculants reached 239 points in 2017 after subsequent increase during previous years. This indicator is 30 points higher compared with the result for last year and 62 points higher compared with average score for 2012.

When determining the average score of matriculants it is of great importance to consider an impact of matriculants graduated from school in previous years. Analysis reveals that as time passes average exam score of matriculates graduated from schools in previous years decreases. In other words, as time passes knowledge and preparation level of matriculants decreases, which in turn affects overall exam results. In 2017, 70% of matriculants applied to the centralized admission exam to higher education institutions were graduated from school in current year while 30% were graduated from school in previous years.

The percentage of matriculants graduated from school in
previous years and matriculants graduated
from school in current 2017 year

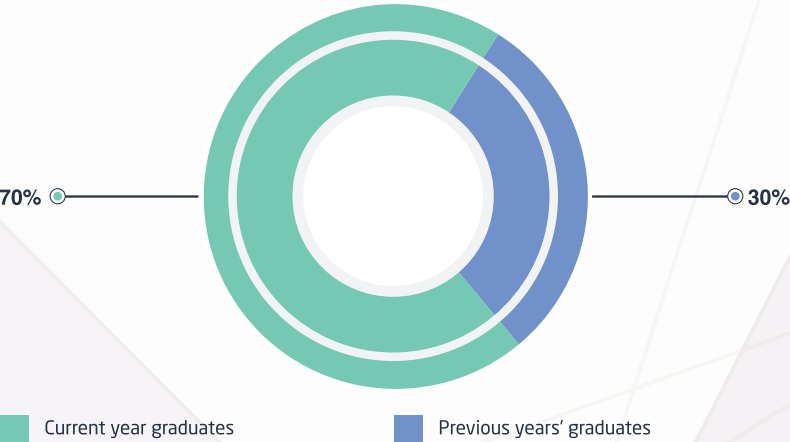


Diagram 56

Diagram 57 reveals significant difference in average scores of matriculants graduated from schools in current year and matriculants graduated from schools in previous years. That is, the results of matriulants graduated from school in previous years adversely affect on overall average score by decreasing it. For example, in 2017, the average score of matriculants graduated from schools in current year was 93 points higher than average score of matriculants graduated from school in previous years. This difference was 140 points in 2016 and 2015. Decrease in the difference between these indicators in the reporting year is a sign of relative improvement of competence of matriculants graduated from school not only in current year but also matriculants graduated from schools in previous years.

Impact of matriculants graduated from school in previous years can be traced in the share of matriculants receiving less than 200 out of 700 point in centralized exams while identifying average score.

Average score of applicants enrolled in higher education institutions in current and previous years

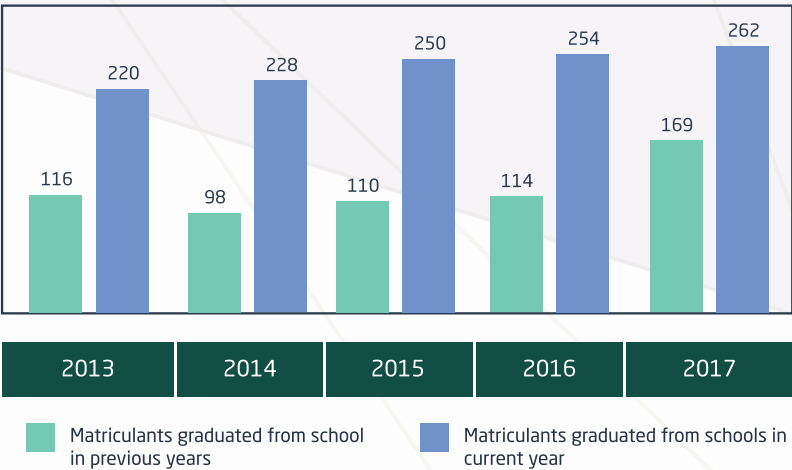
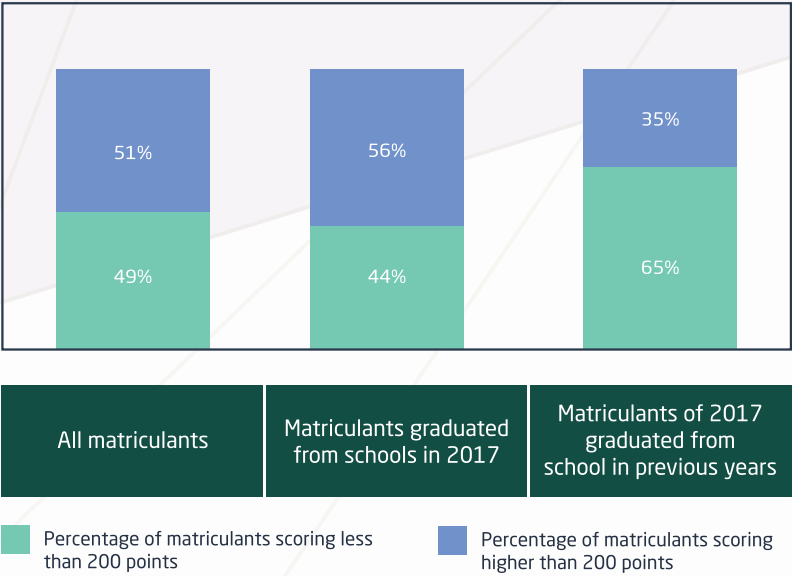


Diagram 57

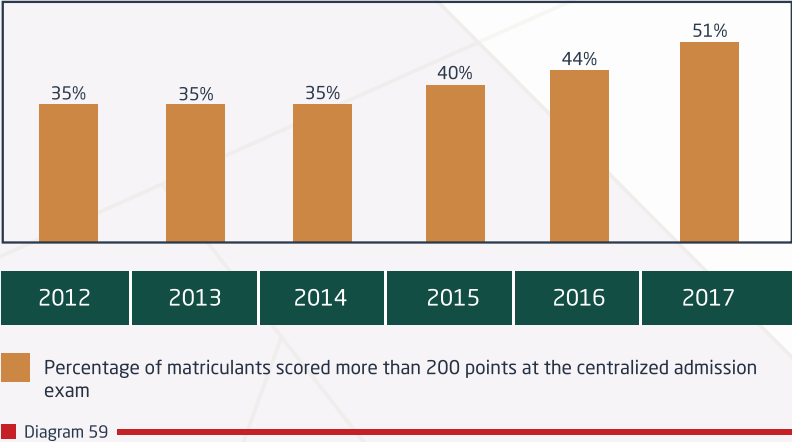


The weight of matriculants applied to higher education institutions who scored more than 200 points in 2017



In the 2017 centralized admission exam, 44% of matriculants graduated from school in current academic year scored less than 200 points, while this indicator was 65% for matriculants graduated from school in previous years (Diagram 58). This leads to increase of weight of all matriculants scored less than 200 points. If to consider dynamics of matriculants scored more than 200 points, noticeable increase can be observed. (Diagram 59).

Annual breakdown of matriculants scored more than 200 points



Based on annual breakdown of matriculants scored more than 200 points, we can conclude that there is a positive dynamics for this indicator during the last five year. If in 2013 the percentage of matriculants scoring more than 200 points was 35%, with 16% increase this indicator reached to 51% in 2017.



In general, review of distribution of specialized exam scores over specialization group provides comprehensive overview on determination of quality indicators. In turn, Table 2 presents distribution of specialized admission exam scores over 4 specialization groups.

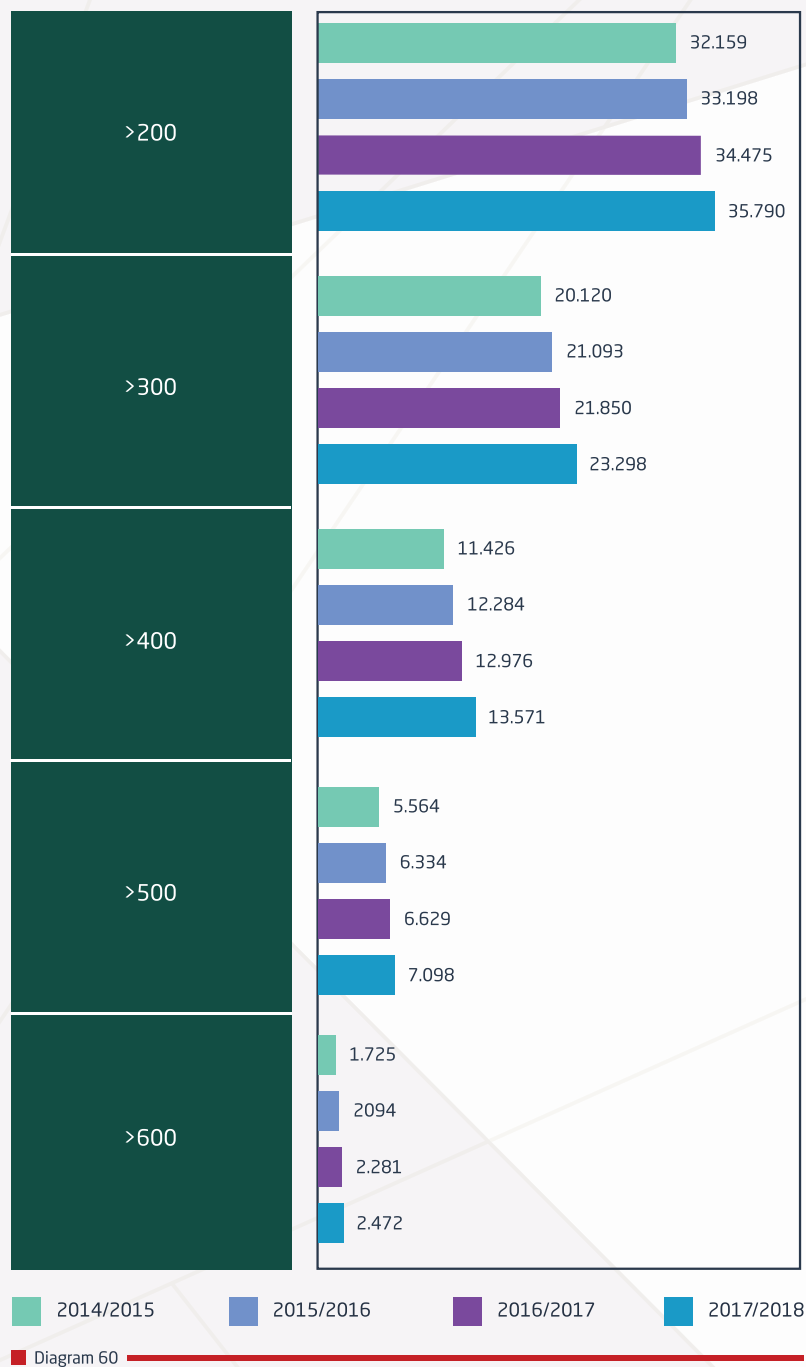
Information on distribution of specialized admission exam scores over I-IV specialization groups over the 2014/2015 and 2017/2018 academic years

Table 2														
Specialization group	2014/2015 academic year							2015/2016 academic year						
	>200	>300	>400	>500	>600	Exam attendees	Quality indicator (%)*	>200	>300	>400	>500	>600	Exam attendees	Quality indicator (%)*
I	9.798	5.822	3.194	1.525	487	33.972	28,8	10.798	6.178	3.405	1.700	581	33.136	32,6
II	9.186	5.610	3.187	1.510	434	22.532	40,7	9.686	5.909	3.194	1.472	422	22.668	42,7
III	10.569	6.673	3.579	1.599	401	24.908	42,4	10.068	6.966	4.200	2.182	660	20.965	48,0
IV	2.606	2.015	1.466	930	403	11.229	23,2	2.646	2.040	1.485	980	431	6.156	43,0
Total	32.159	20.120	11.426	5.564	1.725	92.641	34,7	33.198	21.093	12.284	6.334	2.094	82.925	40,0

Specialization group	2015/2016 academic year							2016/2017 academic year						
	>200	>300	>400	>500	>600	Exam attendees	Quality indicator (%)*	>200	>300	>400	>500	>600	Exam attendees	Quality indicator (%)*
I	11.496	6.507	3.469	1.686	572	31.397	36,6	12.086	7.421	3.999	1.980	686	28.007	43,2
II	10.621	6.671	3.914	1.930	656	22.135	48,0	10.439	6.423	3.545	1.710	489	19.858	52,6
III	9.535	6.470	3.957	1.965	607	19.673	48,5	10.181	7.012	4.196	2.179	741	18.099	56,3
IV	2.823	2.202	1.636	1.048	446	5.340	52,9	3.084	2.442	1.831	1.229	556	4.833	63,8
Total	34.475	21.850	12.976	6.629	2.281	78.545	43,9	35.790	23.298	13.571	7.098	2.472	70.797	50,6

Note: The quality indicator is determined based on the results of the applicants who met requirements of admission exams of SEC.

Comparison of scores of matriculants applied to higher education institutions



The number of matriculants scoring more than 600 points is increasing every year. That is, if in the 2014/2015 academic year, 1.725 matriculants collected more than 600 points this figure reached to 2.472 in 2017. Moreover, there is a larger increase in the number of matriculants scored more than 500 point. This figure climbed from 5.564 person (2014/2015) to 7.098 person (2017/2018). In general, the quality indicator has shown positive dynamics every year (on all specialization groups). This indicator was 35% in the 2014/2015 academic year, 40% in the 2015/2016 academic year, 44% in the 2016/2017 academic year, and finally 51% for this year.

Growth dynamics of quality indicators of students admission to higher education institutions during the last three years compared to the 2014/2015 academic year

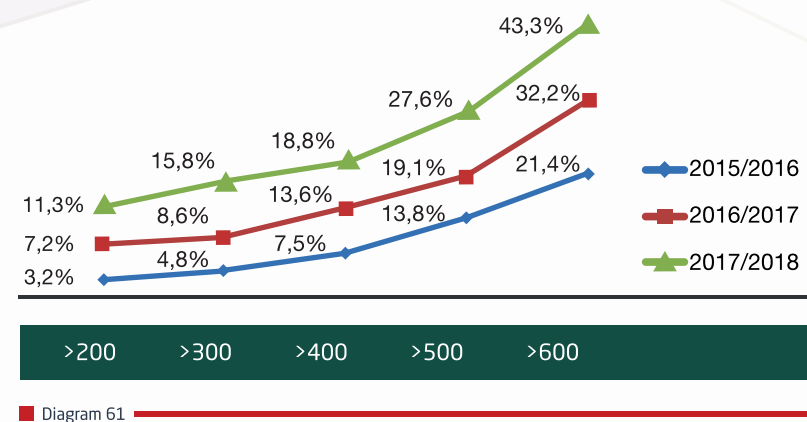


Diagram 61 provides more clear overview of data presented in Diagram 60. There is an increase in growth dynamics of matriculants scoring higher points. Fortunately, this dynamics is particularly noticeable in the number of matriculants collecting more than 600 points. The number of matriculants who collected more than 600 points in 2015/2016 constituted 2.094 person, which is more than 1.725 person or 21,4% for the same indicator in 2014/2015. Similarly, the number matriculants collected more than 600 points in 2016/2017 and 2017/2018 increased by 32,2% and 43,3% respectively, compared to 2014/2015.



Table 3 provides an overview on average centralized admission exam score of matriculants at different education institutions for last 4 years.

Table 3					
№	Higher education institutions	Average score			
		2014/2015	2015/2016	2016/2017	2017/2018
1	Baku Higher Oil School	668	675,1	666,5	678,4
2	Azerbaijan Medical University	569,5	574,8	580,9	603,1
3	Academy of Public Administration under the President of the Republic of Azerbaijan	601,6	606,5	604,4	595,4
4	Academy of State Customs Committee of the Republic of Azerbaijan	578,4	596,2	570,3	576,9
5	ADA University	591,3	605,3	596,1	532,9
6	Azerbaijan University of Languages	433,1	447,6	446,6	457,5
7	Azerbaijan State Oil and Industry University	452,1	436,1	427,1	430,1
8	National Aviation Academy	375,6	402,2	410,1	427,2
9	Baku State University	426,8	434,9	427,8	421,2
10	Azerbaijan State University of Economics	390,6	396,1	416,1	412,2
11	Baku Engineering University (Caucasus University)	403	462,7	480,9	409,4
12	Azerbaijan State Pedagogical University	373,3	397,4	374,1	392,1
13	Nakhchivan State University	398,2	389,4	400,9	389,1
14	Azerbaijan Tourism and Management University	365,2	353,8	335,6	381,9
15	Khazar University	278,2	349,2	345,2	366,2
16	Baku Slavic University	350,9	361,6	354,9	363,8
17	Ganja State University	322,9	345,6	334,1	334,2

Table 3

№	Higher education institutions	Average score			
		2014/2015	2015/2016	2016/2017	2017/2018
18	Azerbaijan State University of Culture and Arts	296,6	316,9	305,3	331,8
19	Mingachevir State University	240,3	279,3	297,8	307,7
20	Azerbaijan University of Architecture and Construction	287,2	319,8	290,9	307,5
21	Azerbaijan Technical University	296,7	314,4	307,1	305,8
22	Sumgayt State University	275,9	289	297,3	300,6
23	Nakhchivan Teachers Institute	287,3	295,8	297,6	295,8
24	Lankaran State University	274,1	284	287,7	280,4
25	Azerbaijan State Agrarian University	232,9	259	261,7	266,8
26	Azerbaijan Labor and Social Relations Academy	223,2	237,9	255,7	262,2
27	Baku Girls University	258,2	258,7	236,3	253,1
28	Nakhchivan University	223,5	250,4	252,3	251,9
29	Western Caspian University	219,4	241	245,1	249,8
30	Azerbaijan University	237,2	260,9	266,9	249,1
31	Baku Eurasia University	229,7	254,4	248,8	242,1
32	Azerbaijan Technological University	199,5	230	241,9	232,8
33	Baku Business University	212	234,3	243,9	231,4
34	Odlar Yurdu University	211,8	234,2	253,1	231,3
35	Azerbaijan Cooperation University	205,4	232,3	236,7	214

Note: Table displays the higher education institutions for which average centralized admission exam score for last 4 years could be measured.

From the analysis of average centralized admission exam scores of matriculants for the 2017/2018 academic year, it is evident that 10 higher education institutions provided in the table below demonstrated the highest results.

10 higher education institutions with the highest average centralized admission exam scores for the 2017/2018 academic year

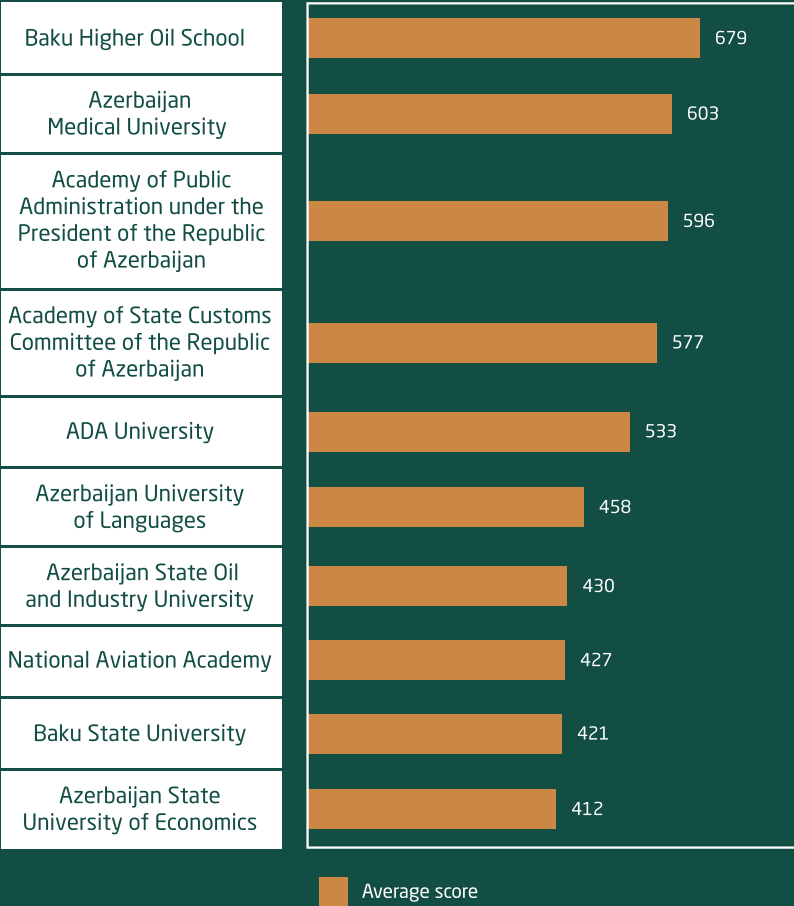


Diagram 62

Some students demonstrate exceptional results by scoring 700 point from the centralized admission exam. Diagram provides breakdown of specialization groups chosen by the matriculants with the highest exam results (700 points) over the years.

The number of matriculants who scored 700 point from the centralized admission exam

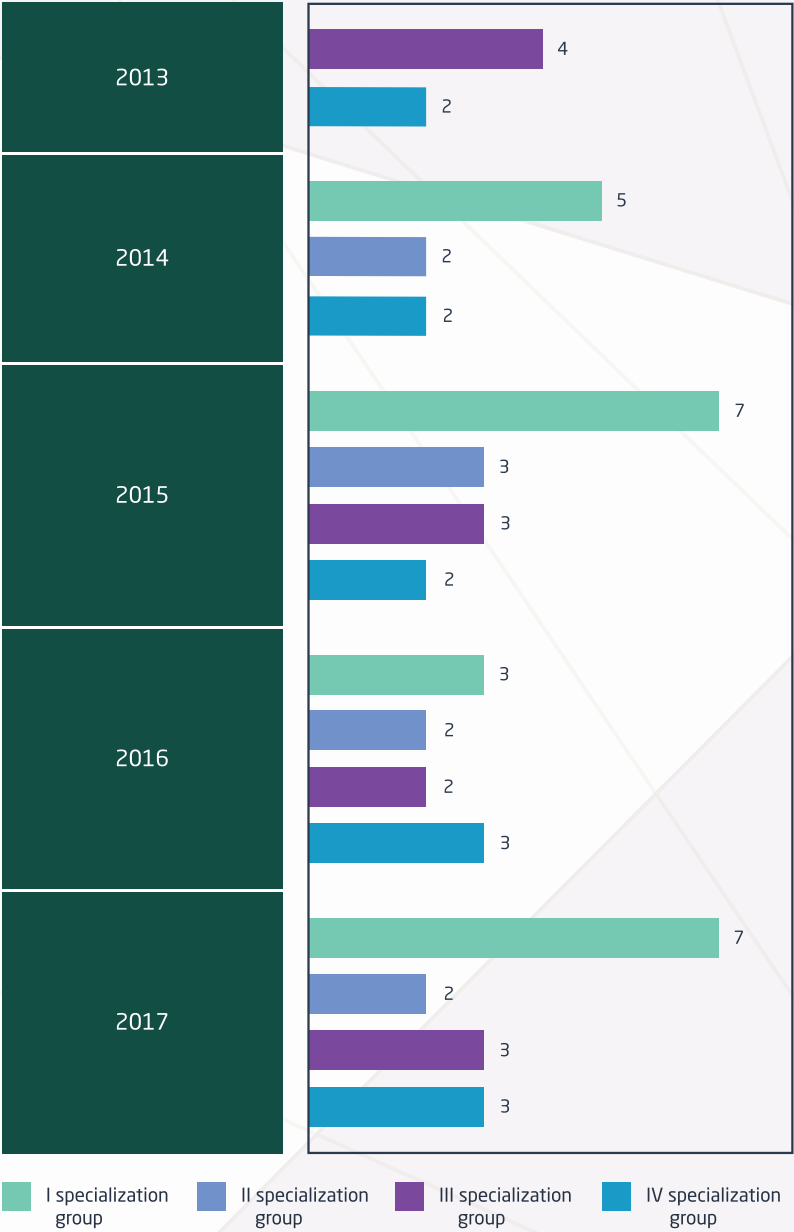


Diagram 63

15 applicants scored 700 points in the centralized admission exams in 2017/2018 academic year.

In addition, every year, 102 matriculants receive an opportunity to be granted with presidential scholarship. The most popular universities among matriculants with an opportunity to receive presidential scholarship are Azerbaijan Medical University, Baku Higher Oil School, ADA University and Academy of Public Administration under the President of the Republic of Azerbaijan.

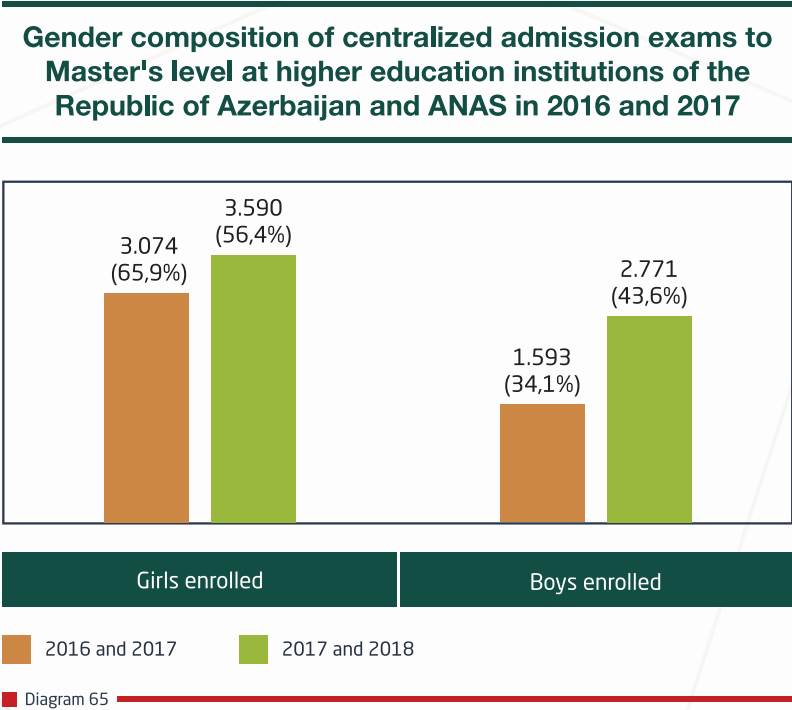
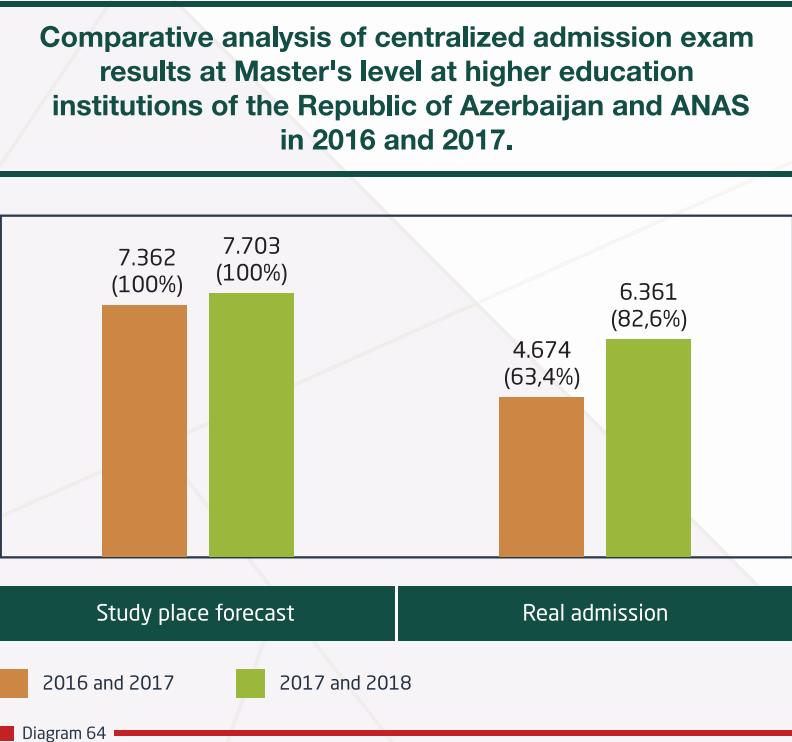
Admission to Master’s level

In the reporting year, 7.703 study places were envisaged for the Master’s level. 12.972 out of 13.081 undergraduate students attended exam, and 6.361 (82,6%) students admitted to various higher education institutions. 2.358 students will study through governmental scholarship (GS) and 4.003 students on paid bases. In the current year, 3.590 (56,4%) students admitted to Master’s level are girls and 2.771 (43,6%) are boys.

Table 4

Study year	Admission plan	Applied	Not attended	Attended	Real admission			
					Girls	Boys	Total	Percentage of coverage of admission plan
2016/2017	7.362	24.110	1.701	22.409	3.074 (65,9%)	1.593 (34,1%)	4.667 (2.204 GS)	63,4%
2017/2018	7.703 (out of 1.485 MBA)	13.081	109	12.972	3.590 (56,4%)	2.771 (43,6%)	6.361 (2.358 GS)	82,6%

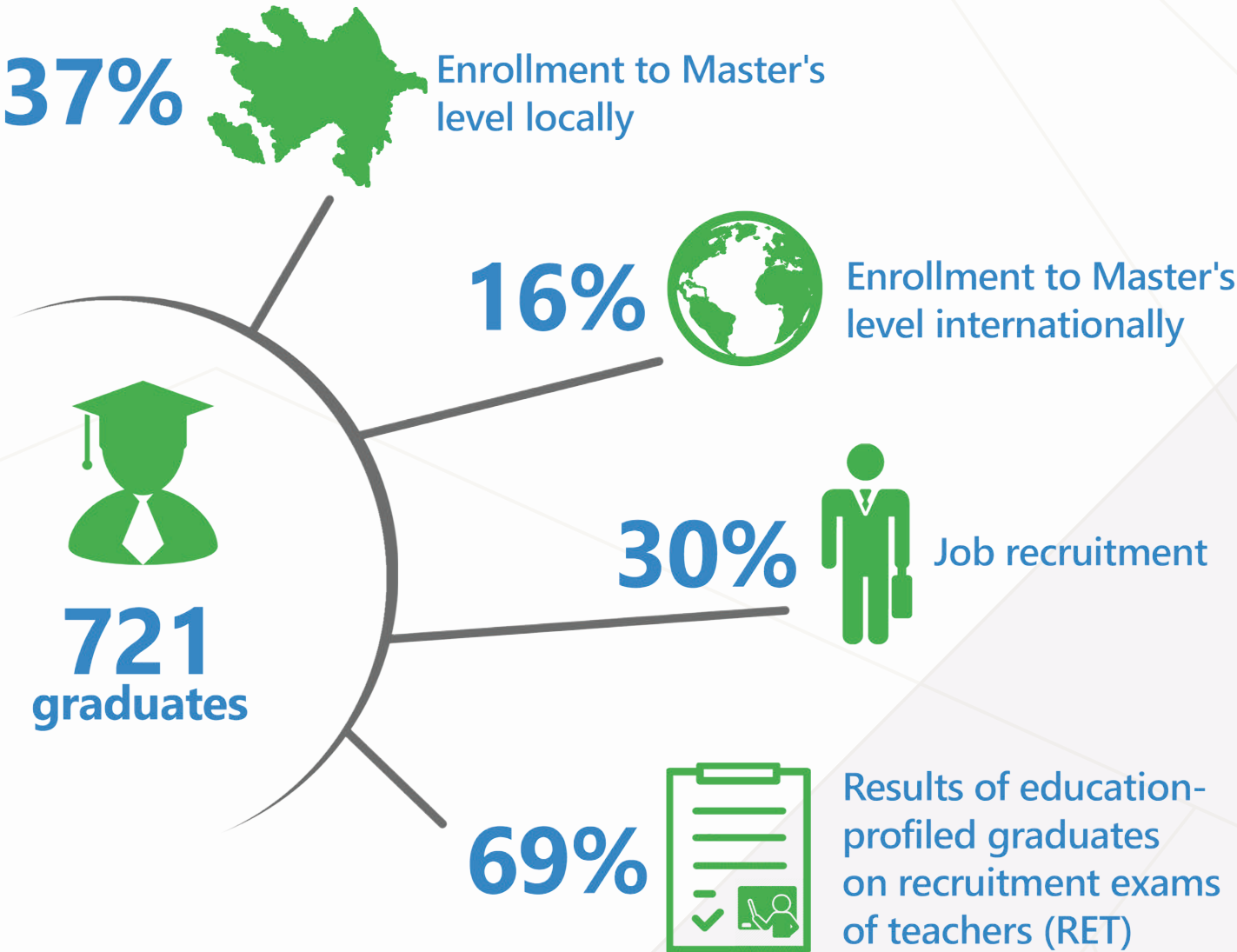
Table 4 presents a comparative analysis of admission plan, application number, participation number and admission number over the last two years.

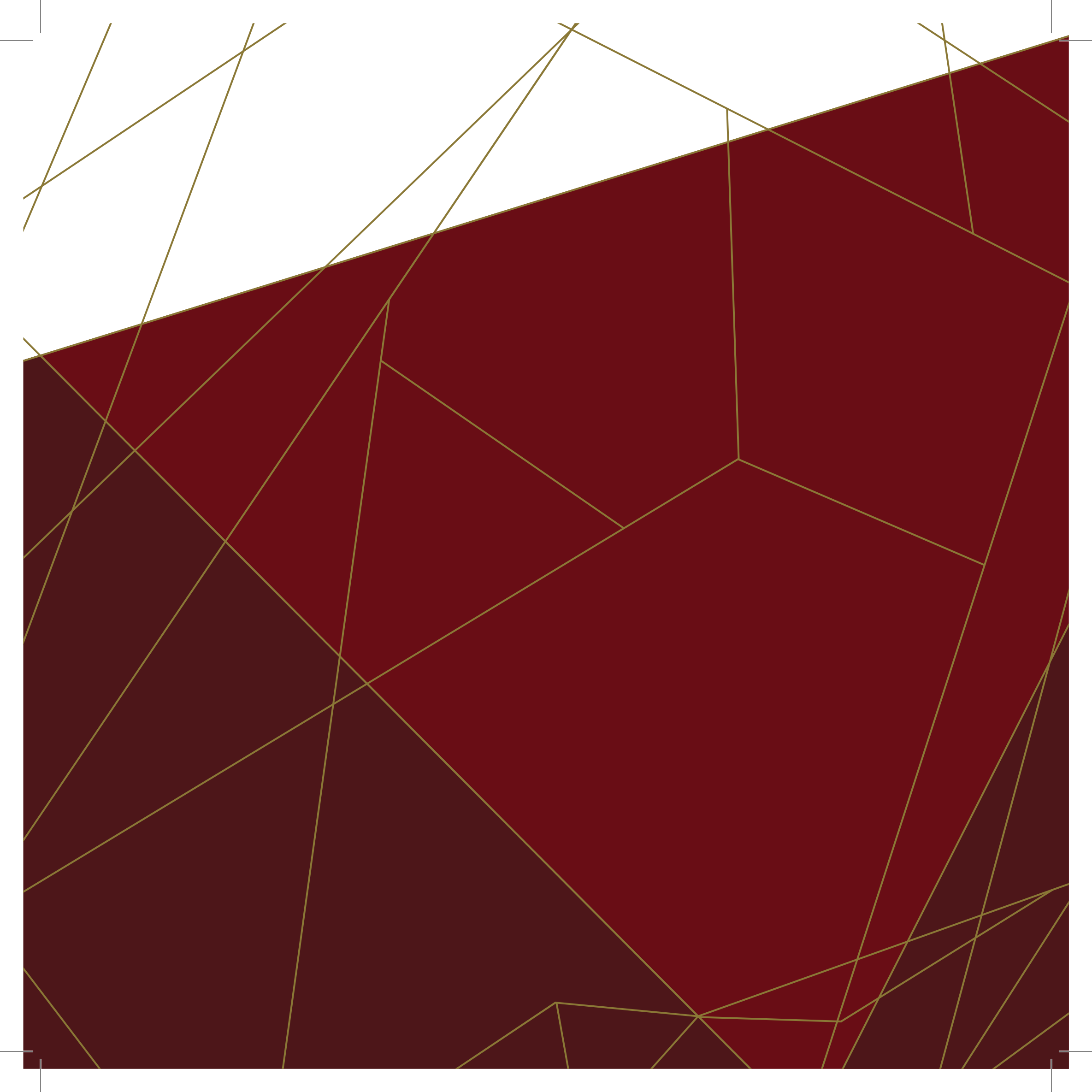


As a result of the analysis, the followings were identified:

- Overall results of bachelor students in enrollment exams of masters program increased by 36,3% compared to the previous academic year;
- The number of those applied to the program but unattended exams decreased by 15 times in comparison with the previous year;
- Key reasons for lessening of the number of applicants for masters level;
 - Drastic decrease in the number of applicants for masters level due to the paid-basis exams
 - Application by those willing to study at masters level in the future.

In 2017, the first graduation of SABAH took place. 37% of the graduates were enrolled in graduate programs in Azerbaijan and 16% abroad. Additionally, 30% of graduates got relevant employment opportunities.





The background features a dark red field with a network of thin, gold-colored lines. These lines intersect to form various geometric shapes, including triangles and polygons, creating a complex, abstract pattern. The lines vary in orientation and length, some running diagonally across the frame while others are more horizontal or vertical.

IV PART **STATISTICS**

Statistics on general education

The number of schools and students in regions in 2017

Table 5				
№	Name of region (city)	The number of schools	The number of students	Student/school
		1	2	3
1	Binagadi	33	53.064	1.608
2	Narimanov	22	24.898	1.132
3	Nasimi	24	25.783	1.074
4	Nizami	25	31.489	1.260
5	Pirallahi	6	2.856	476
6	Garadagh	25	29.896	1.196
7	Sabunchu	46	62.374	1.356
8	Sabail	16	17.342	1.084
9	Surakhany	34	43.067	1.267
10	Khatai	36	48.241	1.340
11	Khazar	31	42.295	1.364
12	Yasamal	19	29.430	1.549
Total (12)		317	410.735	1.296
1	Under the Ministry	28	28.173	1.006
2	Boarding schools	30	10.719	357
3	Private	23	9.841	428
4	Under other agencies	10	4.473	447
Total (4)		91	53.206	585

Table 5

№	Name of region (city)	The number of schools	The number of students	Student/school
		1	2	3
1	Babek	36	8.789	244
2	Julfa	26	5.239	202
3	Kangarli	12	3.565	297
4	Nakhchivan City	17	10.370	610
5	Under Nakhchivan MOE	5	2.376	475
6	Ordubad	37	5.089	138
7	Shahbuz	23	2.028	88
8	Sadarak	4	1.287	322
9	Sharur	56	9.965	178
Total (9)		216	48.708	226
1	Ganja	46	43.131	938
2	Mingachevir	21	15.517	739
3	Naftalan	3	1.408	469
4	Shirvan	16	13.150	822
5	Sumgayit	47	53.290	1.134
Total (5)		133	126.496	951
1	Absheron	39	52.787	1.354
2	Aghjabadi	62	22.243	359
3	Aghdam	135	22.283	165
4	Aghdash	67	14.752	220
5	Aghstafa	39	11.676	299
6	Aghsu	69	9.328	135
7	Astara	62	17.059	275

Table 5

№	Name of region (city)	The number of schools	The number of students	Student/school
		1	2	3
8	Balakan	48	12.107	252
9	Barda	74	22.695	307
10	Beylagan	54	13.952	258
11	Bilasuvar	35	14.738	421
12	Jabrayil	41	9.544	233
13	Jalilabad	125	30.382	243
14	Dashkasan	42	3.333	79
15	Fuzuli	80	13.542	169
16	Gadabay	83	10.432	126
17	Goranboy	78	15.891	204
18	Goychay	56	17.300	309
19	Goygol	50	10.129	203
20	Hajigabul	33	10.686	324
21	Imishli	62	17.294	279
22	Ismayilly	79	12.055	153
23	Kalbajar	109	14.770	136
24	Kurdamir	58	16.330	282
25	Lachin	105	11.998	114
26	Lankaran	86	31.853	370
27	Lerik	105	7.036	67
28	Masally	95	29.726	313
29	Neftchala	50	10.064	201
30	Oghuz	34	6.182	182

Table 5

№	Name of region (city)	The number of schools	The number of students	Student/school
		1	2	3
31	Gakh	53	7.057	133
32	Gazakh	46	12.688	276
33	Gabala	68	17.148	252
34	Gobustan	30	5.200	173
35	Guba	135	25.684	190
36	Gubadly	32	9.256	289
37	Gusar	86	14.749	172
38	Saatly	49	14.071	287
39	Sabirabad	85	26.411	311
40	Shirvan	47	9.176	195
41	Salyan	54	19.868	368
42	Shamakhi	69	13.760	199
43	Samukh	35	8.845	253
44	Sheki	96	26.762	279
45	Shamkir	78	34.621	444
46	Siyazan	24	6.657	277
47	Shusha	21	4.284	204
48	Tartar	47	10.342	220
49	Tovuz	84	24.256	289
50	Ujar	45	11.911	265
51	Khachmaz	123	28.554	232
52	Khizi	15	2.411	161
53	Khojaly	12	1.580	132

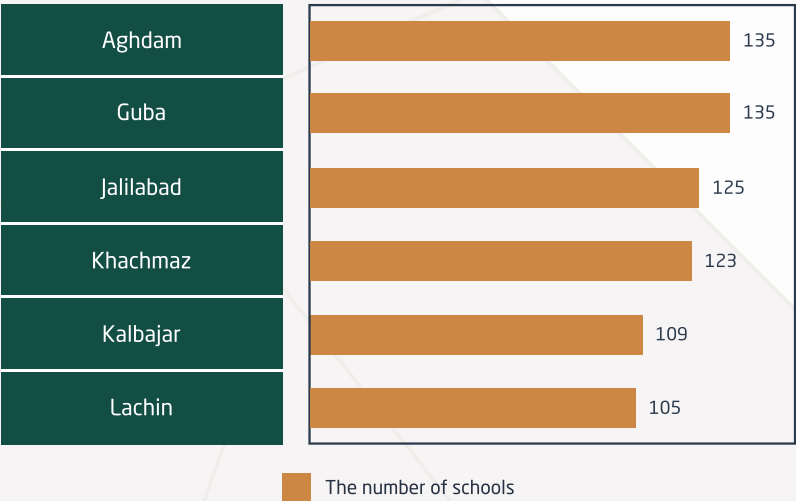
Table 5

№	Name of region (city)	The number of schools	The number of students	Student/school
		1	2	3
54	Khojavand	16	2.067	129
55	Yardimly	80	7.174	90
56	Yevlakh	57	17.468	306
57	Zagatala	66	16.372	248
58	Zangilan	33	5.302	161
59	Zardab	44	7.501	170
Total (59)		3.685	883.342	240
Final		4.442	1.522.487	343

In 2017, the number of all pupils studying in Azerbaijan were 1.522.487. If to consider regions according to the number of pupils, we can see that Sabunchu district has (62.374) the highest number of pupil, and Sadarak has (1.287) the lowest number of pupils (the districts of Baku are considered separately).

If to have a look at the number of general education institutions in the regions, Guba and Aghdam appears to be the regions with the highest number of schools, namely 135 schools, while Naftalan stands at the last position with the only 3 schools. Six regions with the highest number of school is provided in the chart below.

Regions with the highest number of schools



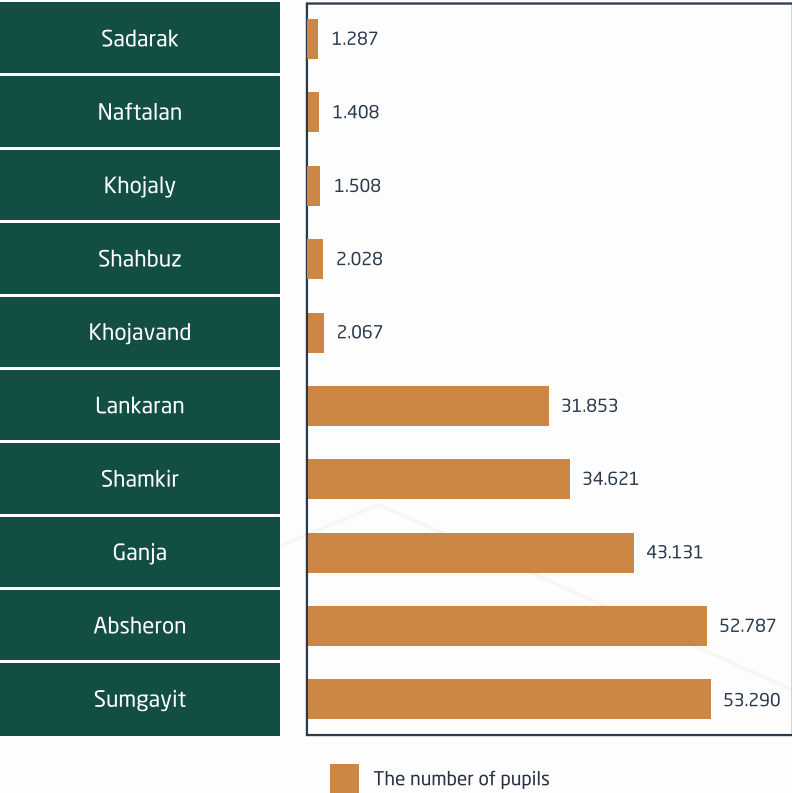
Note: Districts of Baku are considered separately

Diagram 66



Diagram 67 exhibits five regions (cities) with the highest and five regions (cities) with the lowest number of pupils. Sadarak (1.287), Naftalan (1.408), Khojaly (1.580), Shahbuz (2.028) and Khojavand (34.621) are the regions with the lowest number of pupils, Sumgayit (53.290), Absheron (52.787), Ganja (43.131), Shamkir (52.781), and Lankaran (31.853) are the regions (cities) with the highest number of pupils.

Regions with the highest and lowest number of pupils in the Republic.



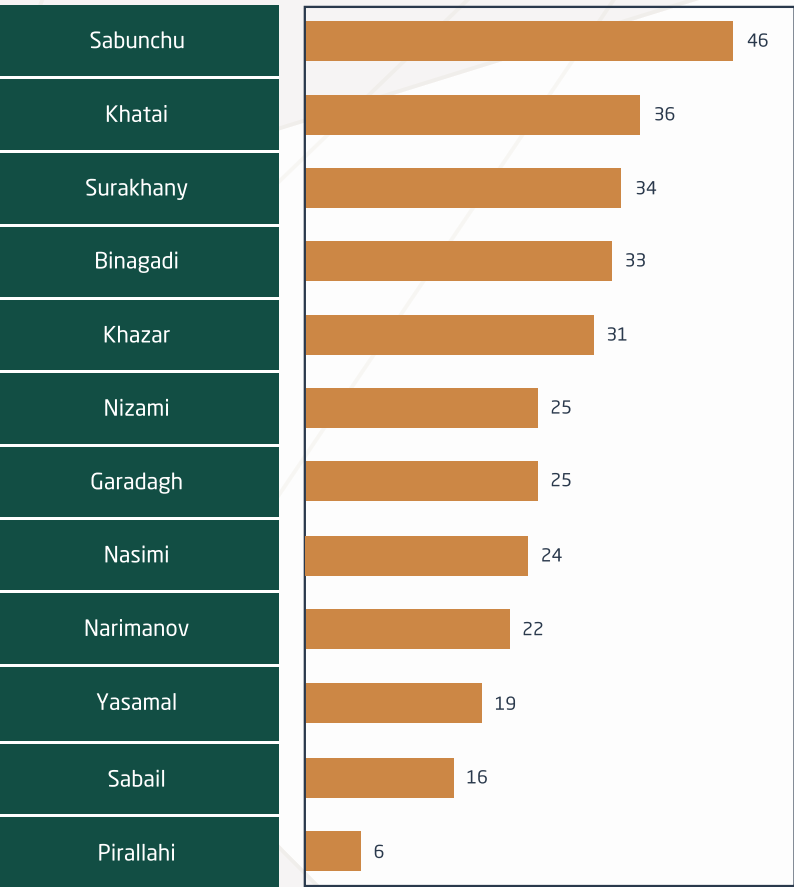
Note: Baku city has not been considered in this graph

Diagram 67



If to consider Baku separately, 317 general education institutions are distributed as follow:

The number of schools in the districts of Baku



The number of schools

Diagram 68

There are 5 districts in Baku with more than 30 general education institutions: Sabunchu (46), Khatai (36), Surakhany (34), Binagadi (33) and Khazar (31). In other 4 districts, namely (Nizami (25), Garadagh (25), Nasimi (24) and Narimanov (22), the number of general education institutions varies between 20 - 30. Yasamal (19), Sabail (16) and Pirallahi (6) are the district where the number of general education institutions varies between 0-20.

If to look at the distribution of pupils in the districts of Baku, it is evident that Sabunchu (15,2%, ie 62.374) is the district with the highest number of pupils, while Pirallahi (0,7%, ie 2.856) is the district with the lowest number of pupils (Diagram 69).

Distribution of pupils by the districts of Baku

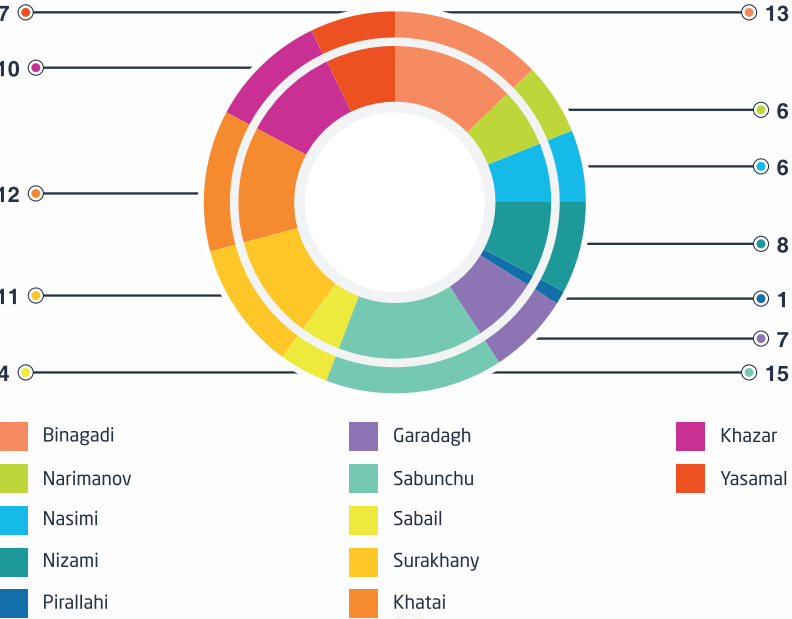


Diagram 69

The next diagram reflects the average density of pupils on each school in each city and region of the Republic. In Azerbaijan in 25 regions school-student ratio is less than 200, in 38 regions is between 400-1.000, in 8 regions is between 400 - 1.000 and in 3 regions (Baku, Absheron and Sumgayit) this indicator is over than 1.000.

Distribution of regions according to the number of pupils per school

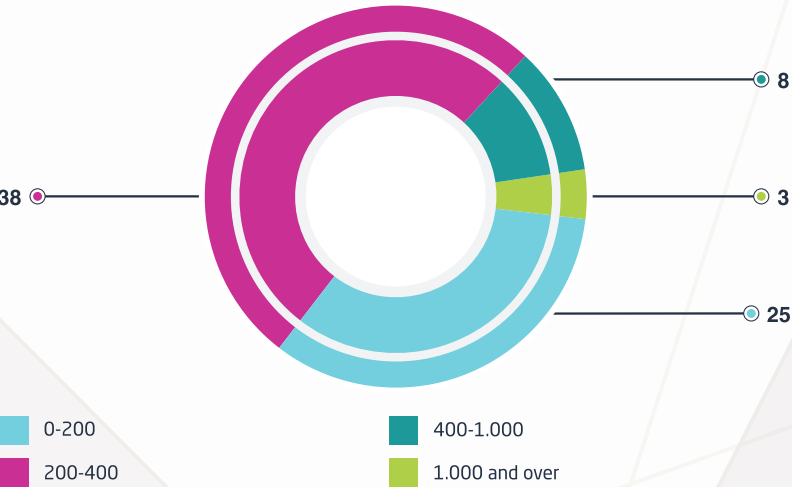


Diagram 70

Statistics on initial vocational education

Statistics on the number of students enrolled in the initial vocational education institutions (2016/2017)

№	Breakdown of education institutions based on the type	The number of establishments	The number of pupils at the beginning of the year	The number of pupils entered during the year		Graduation	The number of students at the end of the year
				Total	Including re-admission		
1	Vocational lyceums	45	14.877	7.504	7.396	7.235	14.381
2	Vocational schools	65	8.546	6.744	6.726	5.939	8.773
3	Vocational training centers	3	596	484	472	485	549
Total		113	24.019	14.732	14.594	13.659	23.703

Out of the initial vocational education institutions in the country 65 are vocational schools, 45 are vocational lyceums and 3 are vocational training centers. In general, in the 2016/2017 academic year, from 23.703 students in initial vocational education institutions, 14.381 have been trained in vocational schools, 8.773 in vocational lyceums and 549 in vocational training centers (Diagram 71). If to consider average density based on the type of the education institutions, it can be seen that on average, each vocational lyceum has 320, each vocational school has 135 and each vocational training center has 183 students.

For the 2016/2017 academic year, the number of graduates in the initial vocational education institutions was 13.659. Of which, 7.235 graduates fall to the share of vocational lyceums, 5.939 graduates fall to the share of vocational schools and 485 graduates fall to the share of vocational training centers (Diagram 72).

The number of students at the initial vocational education institutions in the 2016/2017 academic year

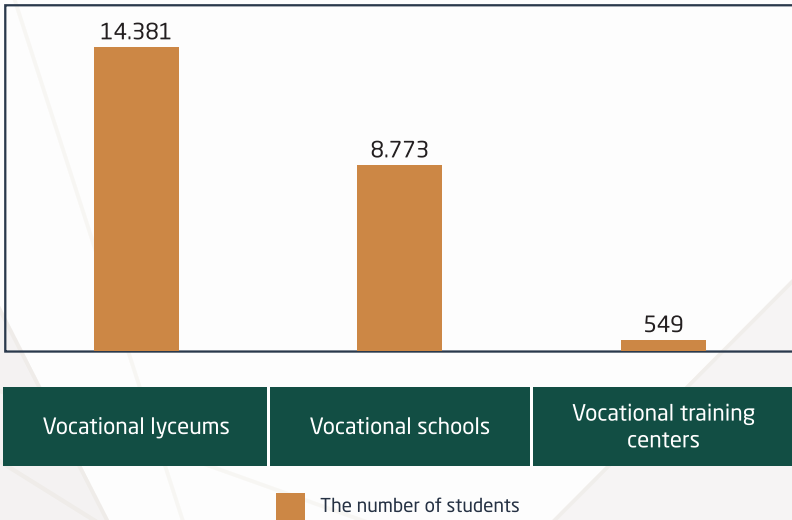


Diagram 71

The number of graduates at the initial vocational education institutions in the 2016/2017 academic year

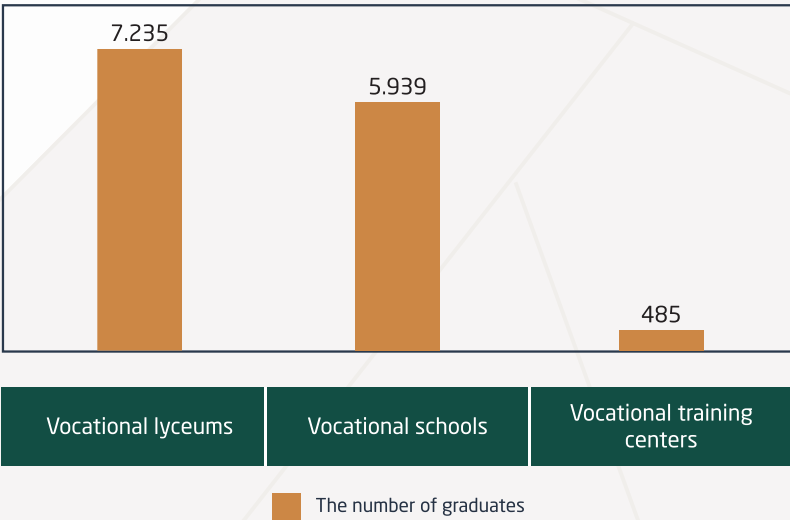


Diagram 72

Statistics on the number of staff at initial vocational education institutions (2016/2017)

Table 7

Nº	Breakdown of education institutions based on the type	Indicators	Total	Female representation
1	Vocational lyceums	Administrative and pedagogical staff	1.162	555
		Instructors	1.153	819
		Masters	754	427
		Total number of workers	3.362	1.975
2	Vocational schools	Administrative and pedagogical staff	788	330
		Instructors	506	299
		Masters	451	204
		Total number of workers	2.113	1.038
3	Vocational training centers	Administrative and pedagogical staff	49	15
		Instructors	28	18
		Masters	32	8
		Total number of workers	131	46
Final result Note: Other workers (technical, assistant and etc.) are considered in the total number of workers.		Administrative and pedagogical staff	1.999	900
		Instructors	1.687	1.136
		Masters	1.237	639
		Total number of workers	5.606	3.059

The number of staff (without considering junior service workers) working at the initial vocational education institutions in the 2016/2017 academic year is grouped into the three categories, namely administrative and pedagogical staff, instructors and masters. In general, 5.606 people work in initial vocational education institutions, of which 3.059 are women and 2.547 are men.

Gender distribution of the staff working at the initial vocational institutions

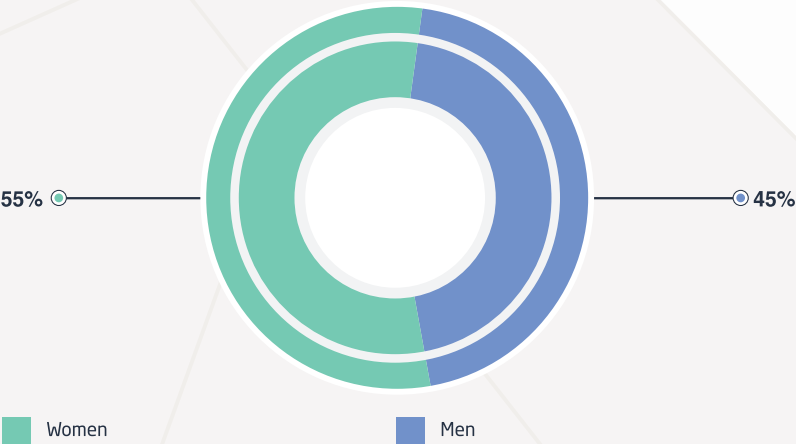


Diagram 73

Although the number of vocational lyceums is less than the number of vocational schools, number of staff in all three categories dominates in vocational lyceums. There are 1.162 administrative and pedagogical staff, 1.153 instructors and 754 master at vocational lyceums. In vocational schools this number is 788.506 and 451 respectively. In the vocational training centers the total number of staff in all three categories is 109.

The staff of the initial vocational education institutions

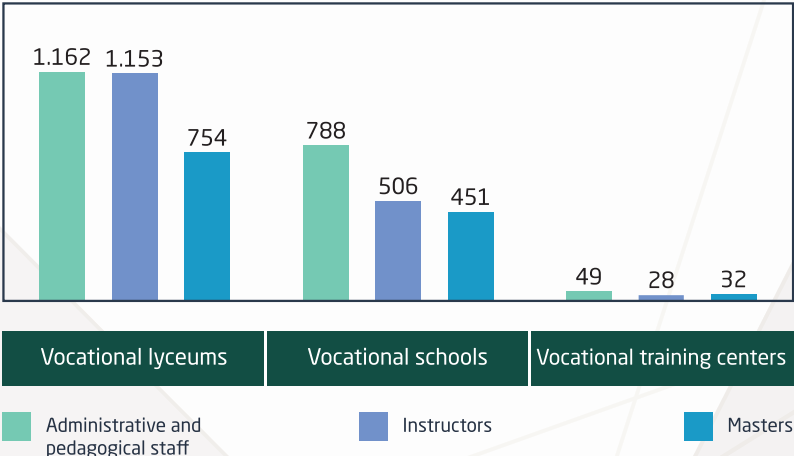


Diagram 74



Statistics on the number of students getting education on paid and government scholarship basis at the initial vocational education institutions (2016-2017)

Table 8

Education institutions	The number of students at the end of the year 2016	Including			
		Paid		Government scholarship	
		Count	%	Count	%
Vocational lyceums					
Baku city total	6.020	959	15,9	5.061	84,1
Ganja city total	1.008	51	5,1	957	94,9
Sumgayit city total	1.104	222	20,1	882	79,9
Regions total	6.249	452	7,2	5.797	92,8
Vocational lyceums total	14.381	1.684	11,7	12.697	88,3
Vocational schools					
Baku city total	1.956	333	17,0	1.623	83,0
Penitentiary institutions total	1.178	78	6,6	1.100	93,4
Ganja city total	331			331	100,0
Regions total	5.308	763	14,4	4.545	85,6
Vocational schools total	8.773	1.174	13,4	7.599	86,6
Vocational training centers					
Gabala Tourism and Hotel management Vocational Training Center	179	59	33,0	120	67,0
Ismayilly Vocational Training Center	245	33	13,5	212	86,5
Profi-resource Vocational Training Center	125	125			
Vocational training centers total	549	217	39,5	332	60,5
Final Result	23.703	3.075	13,0	20.628	87,0



The vast majority of those studying at the initial vocational education institutions are educated through government scholarship. Overall, 20.628 students (87%) are studying through government scholarship, and 3.075 (13%) students on a paid basis (Diagram 75). 88,3% (12.697 person) of students studying at vocational lyceums study on through government scholarships, while 11,7% 1.684 person study on a paid basis. In turn, of those who study at vocational schools 86,6% (7.599 person) study through government scholarship and 13,4% (1.174 person) study on a paid bases. At vocational training center 60,5% (332 person) study through government scholarship and 39,5% (217 person) study on a paid basis. (Diagram 76)

Percentage of students studying through government scholarship and on a paid basis at the initial vocational education institutions

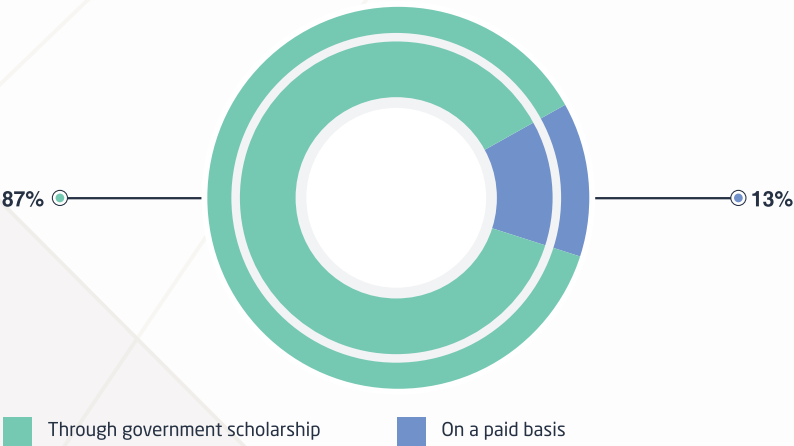


Diagram 75

Percentage of students studying through government scholarship and on a paid basis at the initial vocational education institutions per type of education institutions

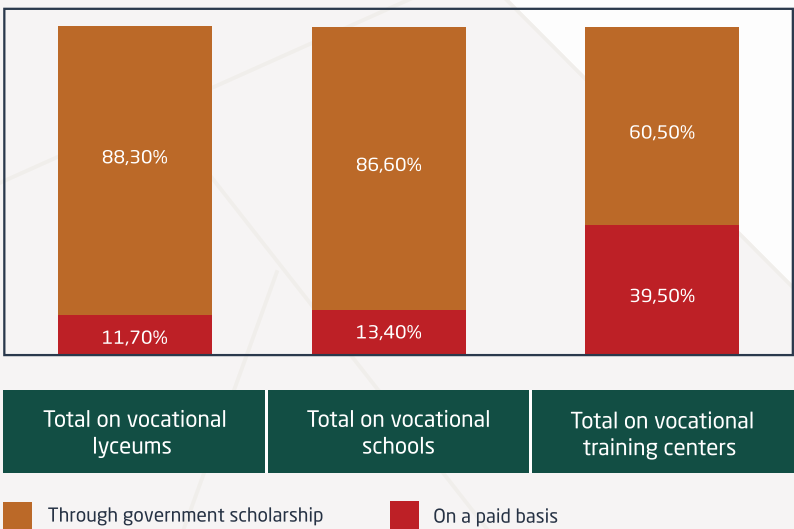


Diagram 76



Statistics on sub-bachelor education

Information on the number of students studying (at different courses) at secondary specialized education institutions in the 2017/2018 academic year and those received diploma in 2017

Table 9

Education institution	Level of Education	Admission plan	Admitted	Female rep-resentation	Getting education at courses						At all courses	Female rep-resentation	Graduates from 01.10.2016 till 01.10.2017			Expected graduation from 01.10.2017 till 01.10.2018
					I	II	III	IV	V	VI			Admitted to the final state attestation	Awarded with diploma	Female rep-resentation	
Full-time education																
Secondary specialized education institutions under the Ministry of Education	General secondary	8,855	7,625	4,880	7,719	7,071	7,132	4,965	0	0	26,887	17,395	10,160	9,669	7,210	7,286
	Complete secondary	3,270	3,024	2,013	597	3,029	2,020	768	6	0	6,420	4,285	1,518	1,452	1,136	1,957
	Total	12,125	10,649	6,893	8,316	10,100	9,152	5,733	6	0	33,307	21,680	11,678	11,121	8,346	9,243
Secondary specialized education institutions under other governmental bodies	General secondary	477	317	163	318	336	375	191	0	0	1,220	466	445	415	219	405
	Complete secondary	2,607	2,509	2,136	2,236	2,520	2,359	55	0	0	7,170	6,088	1,958	1,930	1,647	2,299
	Total	3,084	2,826	2,299	2,554	2,856	2,734	246	0	0	8,390	6,554	2,403	2,345	1,866	2,704
Private secondary specialized education institutions	General secondary	1,125	564	305	566	567	452	0	0	0	1,585	846	580	532	355	398
	Complete secondary	935	896	581	291	691	277	57	0	0	1,316	828	231	218	143	415
	Total	2,060	1,460	886	857	1,258	729	57	0	0	2,901	1,674	811	750	498	813
Total	General secondary	10,457	8,506	5,348	8,603	7,974	7,959	5,156	0	0	29,692	18,707	11,185	10,616	7,784	8,089
	Complete secondary	6,812	6,429	4,730	3,124	6,240	4,656	880	6	0	14,906	11,201	3,707	3,600	2,926	4,671
	Total	17,269	14,935	10,078	11,727	14,214	12,615	6,036	6	0	44,598	29,908	14,892	14,216	10,710	12,760
Part-time education																
Secondary specialized education institutions under the Ministry of Education	Complete secondary	728	622	283	348	283	474	594	176	273	2,148	911	2,375	2,265	1,426	728

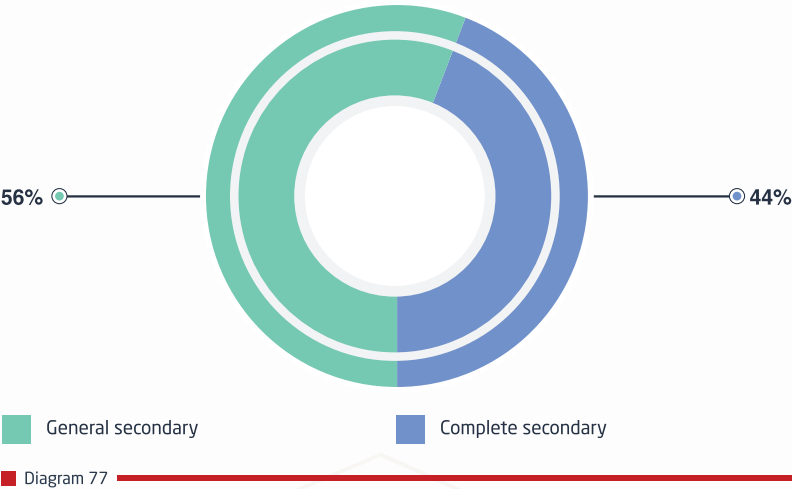
Table 9

Education institution	Level of Education	Admission plan	Admitted	Female rep-resentation	Getting education at courses						At all courses	Female rep-resentation	Graduates from 01.10.2016 till 01.10.2017			Expected graduation from 01.10.2017 till 01.10.2018
					I	II	III	IV	V	VI			Admitted to the final state attestation	Awarded with diploma	Female rep-resentation	
Part-time education																
Secondary specialized education institutions under other governmental bodies	Complete secondary	190	169	94	178	0	140	0	133	121	572	231	229	220	87	218
Private secondary specialized education institutions	Complete secondary	330	290	191	68	0	256	264	151	10	749	434	215	193	119	170
Total	Complete secondary	1,248	1,081	568	594	283	870	858	460	404	3,469	1,576	2,819	2,678	1,632	1,116
Both modes of study at secondary specialized education institutions																
Secondary specialized education institutions under the Ministry of Education	General secondary	8,855	7,625	4,880	7,719	7,071	7,132	4,965	0	0	26,887	17,395	10,160	9,669	7,210	7,286
	Complete secondary	3,998	3,646	2,296	945	3,312	2,494	1,362	182	273	8,568	5,196	3,893	3,717	2,562	2,685
	Total	12,853	11,271	7,176	8,664	10,383	9,626	6,327	182	273	35,455	22,591	14,053	13,386	9,772	9,971
Secondary specialized education institutions under other governmental bodies	General secondary	477	317	163	318	336	375	191	0	0	1,220	466	445	415	219	405
	Complete secondary	2,797	2,678	2,230	2,414	2,520	2,499	55	133	121	7,742	6,319	2,187	2,150	1,734	2,517
	Total	3,274	2,995	2,393	2,732	2,856	2,874	246	133	121	8,962	6,785	2,632	2,565	1,953	2,922
Private secondary specialized education institutions	General secondary	1,125	564	305	566	567	452	0	0	0	1,585	846	580	532	355	398
	Complete secondary	1,265	1,186	772	359	691	533	321	151	10	2,065	1,262	446	411	262	585
	Total	2,390	1,750	1,077	925	1,258	985	321	151	10	3,650	2,108	1,026	943	617	983
Total	General secondary	10,457	8,506	5,348	8,603	7,974	7,959	5,156	0	0	29,692	18,707	11,185	10,616	7,784	8,089
	Complete secondary	8,060	7,510	5,298	3,718	6,523	5,526	1,738	466	404	18,375	12,777	6,526	6,278	4,558	5,787
	Total	18,517	16,016	10,646	12,321	14,497	13,485	6,894	466	404	48,067	31,484	17,711	16,894	12,342	13,876

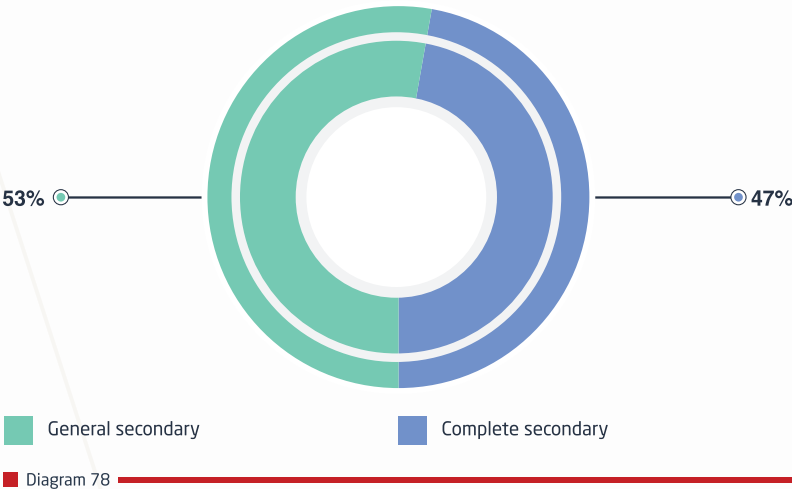
In the 2017/2018 academic year, the admission plan for general and complete secondary education levels at secondary specialized education institutions was 10,457 (56%) and 8,060 (44%), respectively (Diagram 77). The actual number of admissions to general secondary education level was 8,506 (53%) and 7,510 (47%) to complete secondary education level (Diagram 78). If to consider

these indicators according to the types of education institutions, we can observe that admission plan and actual admission in education institutions under the Ministry of Education are 12.853 and 11.271 person respectively, as well as 3.275 and 2.995 person in secondary specialized education institutions under the other government bodies. In turn this indicators are 2.390 and 1.750 person for private secondary specialized education institutions (Diagram 79).

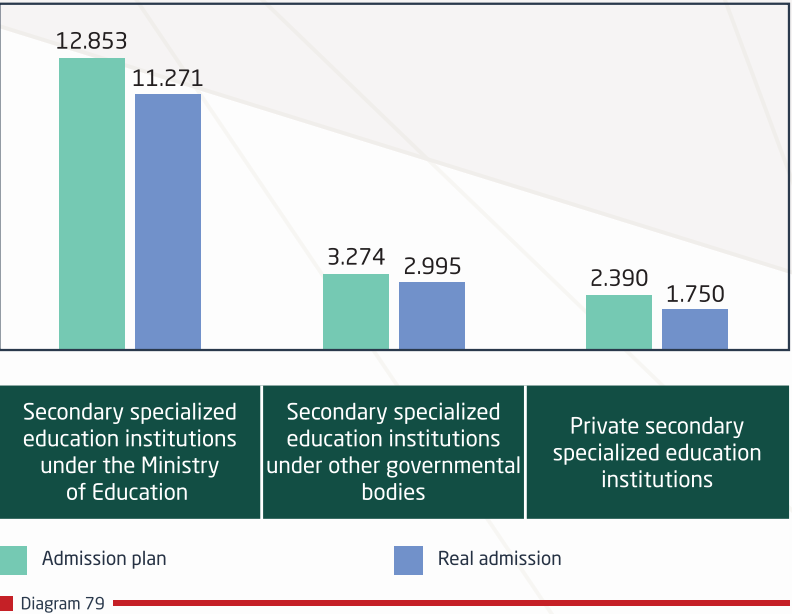
Admission plan for the general and complete secondary education level at secondary specialized education institutions in the 2017/2018 academic year (by %)



Admissions to the general and complete secondary education level at secondary specialized education institutions in the 2017/2018 academic year (by %)

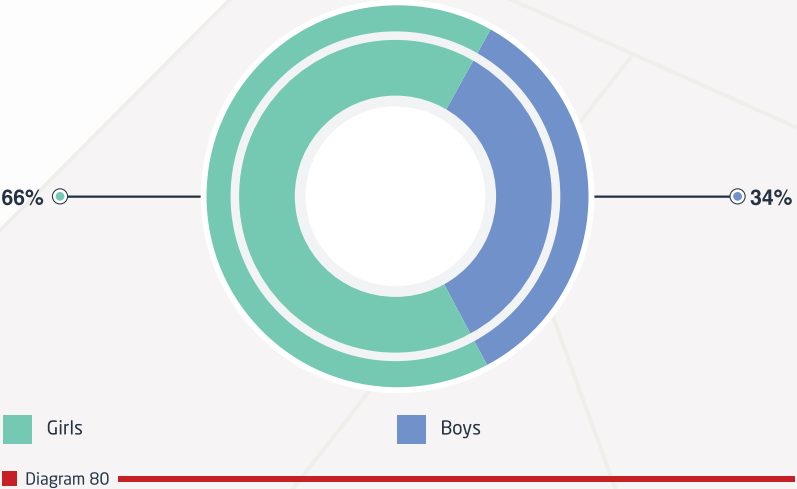


Admission plan and real admission at secondary specialized education institutions in the 2017/2018 academic year



Analysis of the gender composition of students enrolled in secondary specialized education institutions in the current academic year reveals that there is a significant gap between the number of girls and boys. That is, 10.646 (66%) of the 16.016 students enrolled in secondary specialized education institutions in 2017/2018 were girls and 5.370 (34%) were boys (Diagram 80). If to consider students studying at all courses at secondary specialized education institutions, it is evident that from 48.067 students 31.484 (65,5%) are girls and 16.583 (34,5%) are boys (Diagram 81).

Gender composition of students admitted to secondary specialized education institutions in the 2017/2018 academic year (by %)



Gender composition of students enrolled in all courses at secondary specialized education institutions in the 2017/2018 academic year (by %)

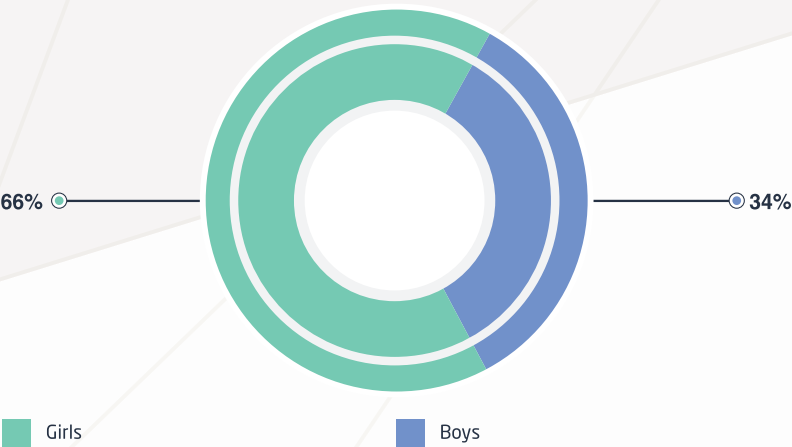


Diagram 81

In the 2017/2018 academic year, of those who study at all courses at secondary specialized education institutions 93% (44.598 person) study on full-time bases. 3.469 students who study part-time constitute only 7% of all students (Diagram 82).

Mode of education of those who study at all secondary specialized education institutions in the 2017/2018 academic year (by %)

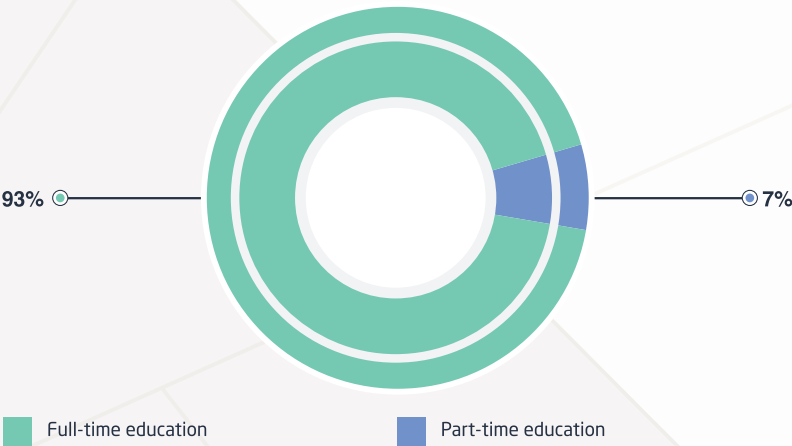
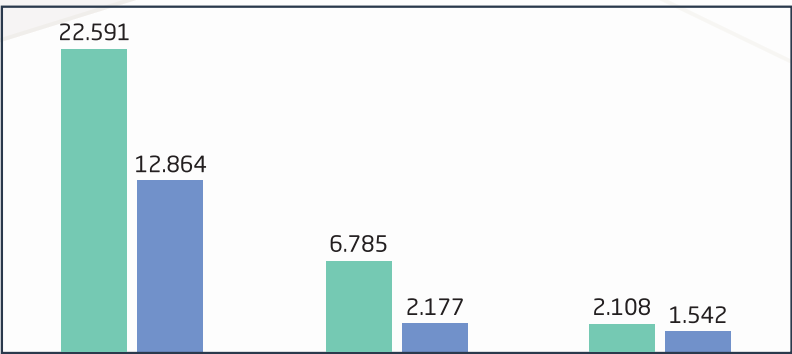


Diagram 82

According to the gender distribution of students enrolled in the subordinate institutions of secondary specialized education institutions, the number of girls in all types of institutions dominate over the number of boys. The number of girls who study at secondary specialized education institutions under the Ministry of Education surpass the number of boys for 9.727 person. This indicator is 4.608 and 566 person for secondary specialized education institutions under other governmental bodies and private secondary specialized education institutions respectively (Diagram 83).

Gender composition per type of education institutions



Secondary specialized education institutions under the Ministry of Education

Secondary specialized education institutions under other governmental bodies

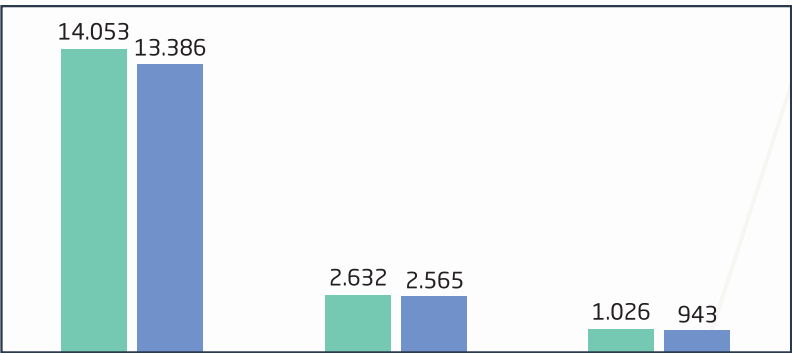
Private secondary specialized education institutions

The number of girls The number of boys

Diagram 83

In 2017, 95,4% (16.894 out of 17.711) of students at secondary specialized education institutions awarded with diploma after being admitted to the final state attestation. 13.386 students out of 14.053 at secondary specialized education institutions under the Ministry of Education, 2.565 students out of 2.632 at secondary specialized education institutions under other governmental bodies and 943 students out of 1.026 at private secondary specialized education institutions have been awarded with diploma (Diagram 84).

Information on the number of students awarded with diplomas at secondary specialized education institutions in 2017



Secondary specialized education institutions under the Ministry of Education

Secondary specialized education institutions under other governmental bodies

Private secondary specialized education institutions

Admitted to the final state attestation Awarded with diploma

Diagram 84

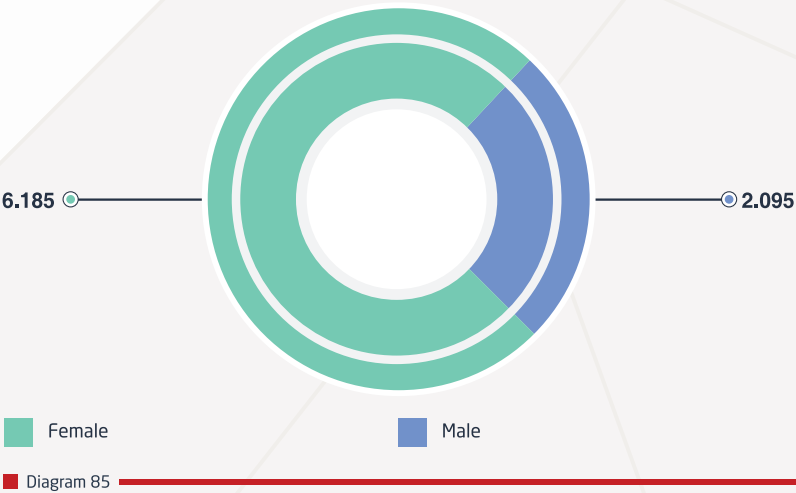
Number of staff at secondary specialized education institutions

Table 10

Education institutions	Indicators	The main staff, Total	Female representation	In addition, external substitute staff	Female representation	Key staff				In addition, foreign experts
						With scientific degree		With scientific title		
						Doctor of Sciences	Ph.d holders	Professor	Associate professor	
Secondary specialized education institutions under the Ministry of Education	Total number of staff	6.437	4.714	381	210	6	85	3	12	0
	Of which: Professor and teaching staff	4.351	3.262	376	208	6	82	3	11	0
Secondary specialized education institutions under other governmental bodies	Total number of staff	1.575	1.253	201	141	2	10	3	4	0
	Of which: Professor and teaching staff	1.147	971	157	108	2	9	3	4	0
Private secondary specialized education institutions	Total number of staff	268	218	69	24	0	13	1	3	0
	Of which: Professor and teaching staff	226	190	69	24	0	13	1	3	0
Total	Total number of staff	8.280	6.185	651	375	8	108	7	19	0
	Of which: Professor and teaching staff	5.724	4.423	602	340	8	104	7	18	0

While analyzing gender composition of the staff at the secondary specialized education institutions in the 2017/2018 academic year, we find out that women representation is 74,5%. That is, 6.185 persons out of all staff are women, while the rest 2.095 are men (Diagram 85)

Gender composition of staff at secondary specialized education institutions in the 2017/2018 academic year



The number of professor and teaching staff is 5.724 out of 8.280 employees at secondary specialized education institutions. From overall professor and teaching staff employed at secondary specialized education institutions 4.351 works at secondary specialized education institutions under the Ministry of Education, 1.147 works at secondary specialized education institutions under other governmental bodies and 226 works at private secondary specialized education institutions (Diagram 86). When reviewing composition of staff for scientific degrees and scientific titles, it is evident that there are 6 Doctor of Science at the secondary specialized education institutions under the Ministry of Education and 2 Doctors of Sciences at secondary specialized education institutions under other governmental bodies. There is no doctor of science at private secondary specialized education institutions. These are 85 persons with Doctor of Philosophy academic title at secondary specialized education institutions under the Ministry of Education, while this indicator is 10 and 13 for secondary specialized education institutions under other governmental bodies and private secondary specialized education institutions respectively. Moreover, the number of professors and associate professors at secondary specialized education institutions under the Ministry of Education is 3 and 12 respectively, 3 and 4 at secondary specialized education institutions under other governmental bodies, as well as 1 and 3 at secondary specialized education institutions (Diagram 87).

Staff of secondary specialized education institutions

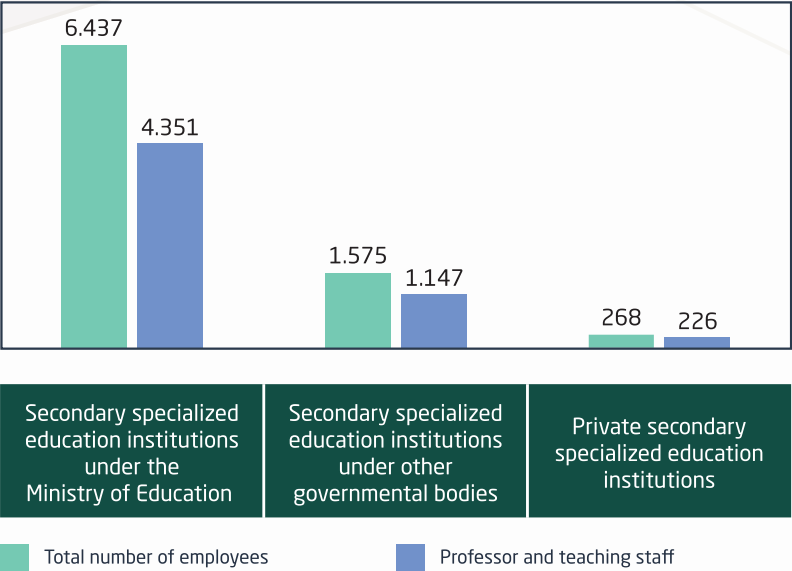


Diagram 86

The number of staff with scientific degrees and scientific titles at secondary specialized education institutions

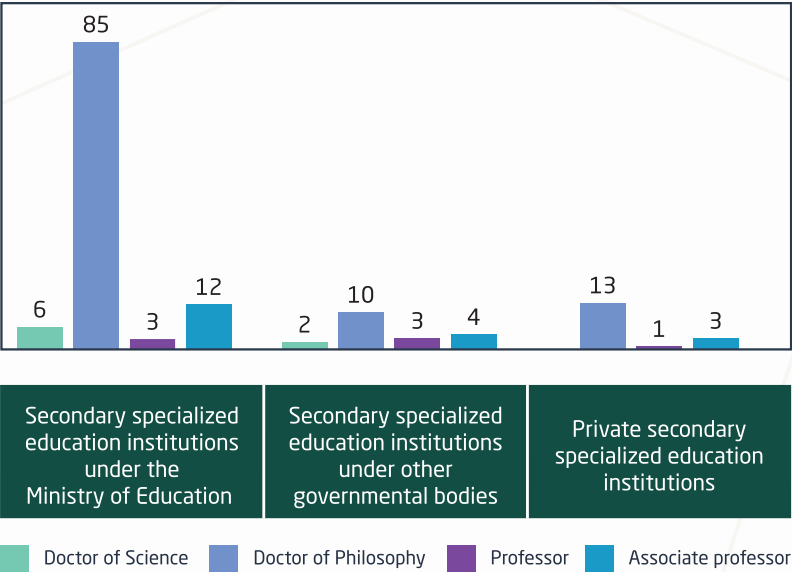


Diagram 87



Statistics on higher education

Results on student admission to higher education Institutions under the Ministry of Education during 2014/2015 – 2017/2018 academic year

Table 11

№	Higher education institutions	2014/2015			2015/2016			2016/2017			2017/2018		
		Study places available	Real admission	Admission percentage	Study places available	Real admission	Admission percentage	Study places available	Real admission	Admission percentage	Study places available	Real admission	Admission percentage
1	Baku State University	4.475	4.192	93,68	4.725	4.187	88,6	5.085	4.686	92,2	5.680	5.245	92,3
2	Azerbaijan State University of Economics	3.365	3.298	98,01	3.430	3.184	92,8	3.565	3.377	94,7	3.765	3.527	93,7
3	Azerbaijan State Pedagogical University	2.092	1.994	95,32	2.240	2.073	92,5	3.055	2.838	92,9	2.925	2.843	97,2
4	Azerbaijan State Oil and Industry University	1.680	1.659	98,75	2.005	1.977	98,6	2.370	2.270	95,8	2.640	2.501	94,7
5	Azerbaijan Technical University	2.045	2.016	98,58	2.100	1.942	92,5	2.145	1.804	84,1	2.135	1.853	86,7
6	Azerbaijan University of Languages	1.595	1.479	92,73	1.595	1.516	95,1	1.505	1.443	95,9	1.420	1.341	94,4
7	Sumgayit State University	1.385	1.230	88,81	1.695	1.347	79,5	1.890	1.395	73,8	1.755	1.535	87,4
8	Ganja State University	1.374	1.260	91,7	1.500	1.241	82,7	1.584	1.310	82,7	1.560	1.479	94,8
9	Azerbaijan University of Architecture and Construction	1.450	1.415	97,59	1.400	1.282	91,6	1.720	1.445	84	1.725	1.631	94,5
10	Baku Engineering University (Caucasus University)	929	796	85,7	994	944	95	1.048	703	67,1	1.080	789	73
11	Azerbaijan Teachers Institute	1.430	1.317	92,1	1.175	1.175	100	-	-	-	-		
12	Nakhchivan State University	1.038	939	90,46	1.038	959	92,4	1.165	1.068	91,7	1.165	1.089	93,4
13	Lankaran State University	605	583	96,36	660	577	87,4	860	724	84,2	985	885	89,8
14	Baku Slavic University	810	736	90,86	912	587	64,4	986	842	85,4	1.085	927	85,4

Table 11

№	Higher education institutions	2014/2015			2015/2016			2016/2017			2017/2018		
		Study places available	Real admission	Admission percentage	Study places available	Real admission	Admission percentage	Study places available	Real admission	Admission percentage	Study places available	Real admission	Admission percentage
15	Azerbaijan State University of Culture and Arts	817	431	52,75	631	551	87,3	628	521	83	630	501	79,5
16	Azerbaijan Technological University	875	700	80	980	529	54	975	426	43,7	800	485	60,6
17	Nakhchivan Teachers Institute	300	261	87	305	271	88,9	305	269	88,2	310	301	97,1
18	Mingachevir State University	285	272	95,44	330	221	67	635	479	75,4	670	566	84,4
19	Azerbaijan State Academy of Fine Arts	217	203	93,55	197	179	90,9	455	387	85,1	425	390	91,7
20	Baku Music Academy	204	91	44,6	175	94	53,7	178	100	56,2	166	150	90,3
21	Azerbaijan National Conservatory	100	75	75	99	87	87,9	155	124	83,23	190	138	72,6
TOTAL:		27.071	24.947	92,2	28.186	24.923	88,4	30.309	26.211	86,5	31.111	28.176	90,5

Results on student admission to higher education institutions subordinated to other ministries and committees, as well as to branches of higher education institutions operating in Azerbaijan during the 2014/2015-201/2018 academic year

Table 12

№	Higher education institutions	2014/2015			2015/2016			2016/2017			2017/2018		
		Study places available	Real admission	Admission percentage	Study places available	Real admission	Admission percentage	Study places available	Real admission	Admission percentage	Study places available	Real admission	Admission percentage
1	Azerbaijan Medical University	980	957	97,7	980	944	96,3	995	954	95,9	995	937	94,1
2	Azerbaijan State Agrarian University	1.600	1.098	68,7	1.275	949	74,4	1.445	1.170	81	1.320	1.188	90
3	Azerbaijan State Academy of Physical Culture and Sport	760	761	100,1	768	768	100	775	775	100	1.025	998	97,3
4	Azerbaijan Tourism and Management University	410	400	97,5	480	406	84,6	470	455	96,8	470	470	100
5	National Aviation Academy	465	465	100	408	403	98,8	360	351	97,5	372	372	100

Table 12

№	Higher education institutions	2014/2015			2015/2016			2016/2017			2017/2018		
		Study places available	Real admis-sion	Admis-sion percen-tage	Study places available	Real admis-sion	Admis-sion percen-tage	Study places available	Real admis-sion	Admis-sion percen-tage	Study places available	Real admis-sion	Admis-sion percen-tage
6	ADA University	433	419	96,8	340	335	98,5	324	279	86,1	440	423	96,1
7	Academy of Public Administration under the President of the Republic of Azerbaijan	295	289	97,9	335	332	99,1	360	359	99,7	340	340	100
8	Azerbaijan State Marine Academy	225	225	100	200	196	98	370	309	83,5	200	181	90,5
9	Baku Higher Oil School	119	122	102,5	120	120	100	135	135	100	135	136	100
10	Academy of State Customs Committee of the Republic of Azerbaijan	40	40	100	44	44	100	44	43	97,3	44	44	100
11	Baku Choreography Academy	-	-	-	135	11	8,2	159	53	33,3	159	102	64,1
12	Baku branch of M. V. Lomonosov Moscow State University	155	-	-	130	115	88,5	155	137	88,4	155	122	78,7
13	Baku branch of I. M. Sechenov First Moscow Medical University	-	-	-	100	100	100	125	125	100	125	125	100
14	French-Azerbaijani University (UFAZ)	-	-	-	-	-	-	160	142	88,8	160	145	90,6
TOTAL:		5.482	4.776	87,1	5.415	4.723	88,8	5.877	5.287	90	5.940	5.583	94

Results on students admission to private higher education institutions during the 2014/2015-2017/2018 academic years

Table 13

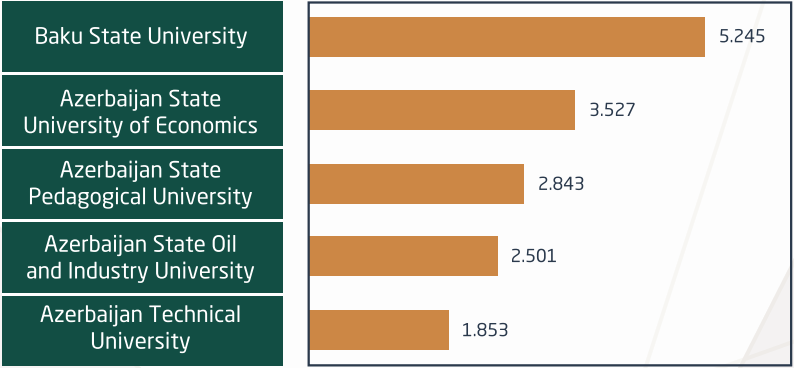
№	Higher education institutions	2014/2015			2015/2016			2016/2017			2017/2018		
		Study places available	Real admis-sion	Admis-sion percen-tage	Study places available	Real admis-sion	Admis-sion percen-tage	Study places available	Real admis-sion	Admis-sion percen-tage	Study places available	Real admis-sion	Admis-sion percen-tage
1	Khazar University	540	394	73	660	327	49,6	785	347	44,2	760	468	61,5
2	Baku Business University	500	442	88,4	575	329	57,2	600	343	57,7	560	245	43,7

Table 13

№	Higher education institutions	2014/2015			2015/2016			2016/2017			2017/2018		
		Study places available	Real admission	Admission percentage	Study places available	Real admission	Admission percentage	Study places available	Real admission	Admission percentage	Study places available	Real admission	Admission percentage
3	Baku Eurasian University	415	370	89,2	420	270	64,3	510	220	43,1	480	473	98,5
4	Baku Girls' Academy	275	233	84,7	290	227	78,3	350	218	62,3	390	369	94,6
5	Azerbaijan Cooperation University	1.245	943	75,7	1.245	262	21	1.145	372	32,5	1.115	681	61
6	Azerbaijan University	440	329	74,8	435	184	42,3	465	187	40,2	525	230	43,8
7	Azerbaijan Labour and Social Relations Academy	180	158	87,8	200	170	85	230	212	92,2	230	97	42,1
8	Nakhchivan University	280	253	90,4	345	156	45,2	345	208	60,3	345	240	69,5
9	Odclar Yurdu University	520	193	37,1	560	161	28,8	600	60	10	780	319	40,9
10	Tefekkur University	240	179	74,6	310	156	50,3	380	168	44,21	-	-	-
11	Western Caspian University	415	242	58,3	400	84	21	455	97	21,3	910	625	68,6
12	Baku Islamic University	125	50	40	120	78	65	125	88	70,4	150	118	78,6
13	Baku Asian University	190	113	59,5	-	-	-	-	-	-	-	-	-
TOTAL:		5.365	3.899	72,7	5.560	2.404	43,2	5.990	2.520	42	6.245	3.865	61,9

Admission results for the last four years was presented in Diagram 88. Based on review of admission exam results for the 2017/2018 academic year, below is a list of higher education institutions with the highest number of admission. Sequence is provided below: Baku State University (5.245), Azerbaijan State University of Economics (3.527), Azerbaijan State Pedagogical University (2.843), Azerbaijan State Oil and Industry University (2.501) and Azerbaijan Technical University (1.853).

Five higher education institutions with the highest admission rate in the 2017/2018 academic year



The number of admission

Diagram 88

Admission percentage to study places available varies based on the higher education institution. This indicator is 100% for Azerbaijan Tourism and Management University, National Aviation Academy, Academy of Public Administration under the President of the Republic of Azerbaijan, Baku Higher Oil School, Baku branch of I. M. Sechenov First Moscow Medical University and Academy of State Customs Committee of the Republic of Azerbaijan. However, in some higher education institutions there were not sufficient application to the study places available. Diagram 89 provides an overview on five higher education institutions with the lowest admission percentage to the study places available in the 2017/2018 academic year. We can observe that this indicator is below 50% mainly for private higher education institutions.

Five higher education institutions with the lowest percentage of admission to study places available in the 2017/2018 academic year

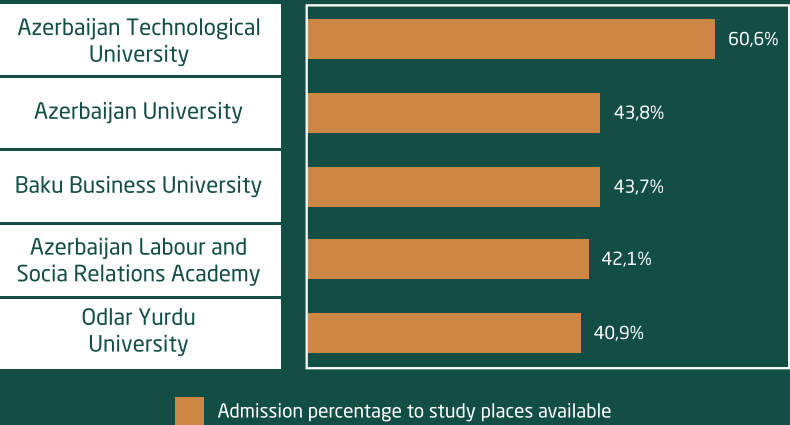


Diagram 89

Information on the number of students studying (at each course) at bachelor level of higher education institutions in the 2017/2018 academic year and diplomas obtained in 2017

Table 14

Full-time study mode at higher education institutions											
Higher education institutions	Courses						Total	Female representation	Real number of graduation from 01.10.2016 till 01.10.2017		Expected number of graduation from 01.10.2017 till 01.10.2018
	I	II	III	IV	V	VI			Admitted to the final state attestation	Awarded with bachelor diploma	
Higher education institutions under the Ministry of Education	25.874	25.071	23.494	23.193	2.727	490	100.849	52.865	20.838	20.200	23.415
Higher education institutions under other governmental bodies	5.155	4.942	4.364	4.381	1.721	779	21.342	8.351	4.163	4.043	4.036
Private higher education institutions	3.616	2.342	2.274	3.451	470	158	12.311	5.597	3.284	3.149	4.036
Baku branches of higher education institutions of Russian Federation	256	243	205	93	0	0	797	583	85	84	93
Full-time study mode at higher education institutions (TOTAL)	34.901	32.598	30.337	31.118	4.918	1.427	135.299	67.396	28.370	27.476	31.580

Table 14

Part-time study mode at higher education institutions											
Higher education institutions	Courses						Total	Female representation	Real number of graduation from 01.10.2016 till 01.10.2017		Expected number of graduation from 01.10.2017 till 01.10.2018
	I	II	III	IV	V	VI			Admitted to the final state attestation	Awarded with bachelor diploma	
Higher education institutions under the Ministry of Education	1.314	1.574	1.664	2.297	2.235	329	9.413	5.058	2.336	2.194	2.517
Higher education institutions under other governmental bodies	387	407	501	583	595	37	2.510	772	509	461	420
Private higher education institutions	98	56	53	108	338	30	683	301	249	229	263
Part-time study mode at higher education institutions (TOTAL)	1.799	2.037	2.218	2.988	3.168	396	12.606	6.131	3.094	2.884	3.200
Both type of study mode at higher education institutions											
Higher education institutions under the Ministry of Education	27.188	26.645	25.158	25.490	4.962	819	110.262	57.923	23.174	22.394	12.337
Higher education institutions under other governmental bodies	5.542	5.349	4.865	4.964	2.316	816	23.852	9.123	4.672	4.504	1.722
Private higher education institutions	3.714	2.398	2.327	3.559	808	188	12.994	5.898	3.533	3.378	1.451
Baku branches of higher education institutions of Russian Federation	256	243	205	93	0	0	797	583	85	84	65
Higher education institutions (TOTAL)	36.700	34.635	32.555	34.106	8.086	1.823	147.905	73.527	31.464	30.360	34.780

Overall 147.905 students study at the bachelor level at higher education institutions, of which 110.262 students study at higher education institutions under the Ministry of Education, 23.852 students study at higher education institutions under other governmental bodies, and 12.994 students study at private higher education institutions. In addition, currently 797 students proceed their education at Baku branches of higher education institutions of Russian Federation (Diagram 90).

Breakdown of the undergraduate students based on the higher education institutions

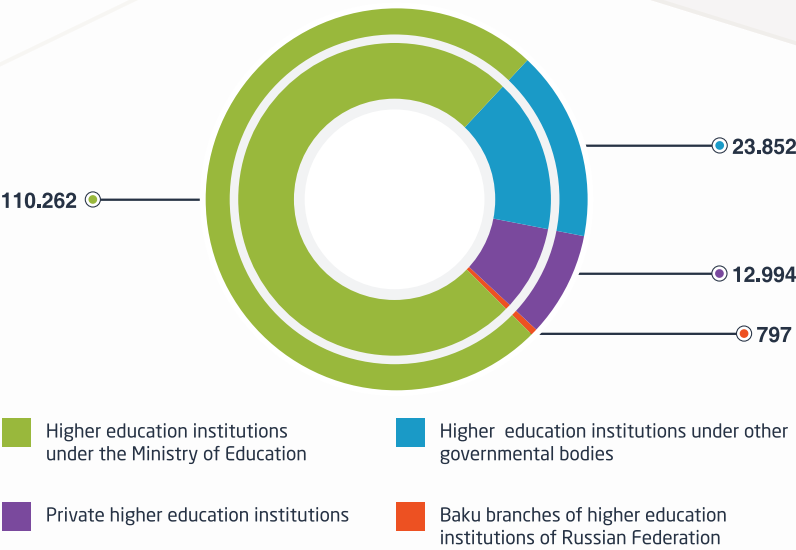


Diagram 90

In the 2017/2018 academic year, from students studying at undergraduate level at all higher education institutions 135,299 (91%) students study at full-time bases, while 12,606 (9%) study at part-time bases (Diagram 91). At the undergraduate level, 100,849 students studying at higher education institutions under the Ministry of Education, 21,342 students studying at higher education institutions under other governmental bodies, 12,311 students studying at private higher education institutions and 797 students studying at Baku branches of the higher education institutions of Russian Federation study on full-time basis. 9,413 students studying at higher education institutions under the Ministry of Education, 2,510 students studying at higher education institutions under other governmental bodies, 683 students studying at private higher education institutions study on part-time basis. There are no students studying at part-time bases at Baku branches of the higher education institutions of Russian Federation (Diagram 92).

Modes of study of undergraduate students at all higher education institutions in the 2017/2018 academic year (by %)

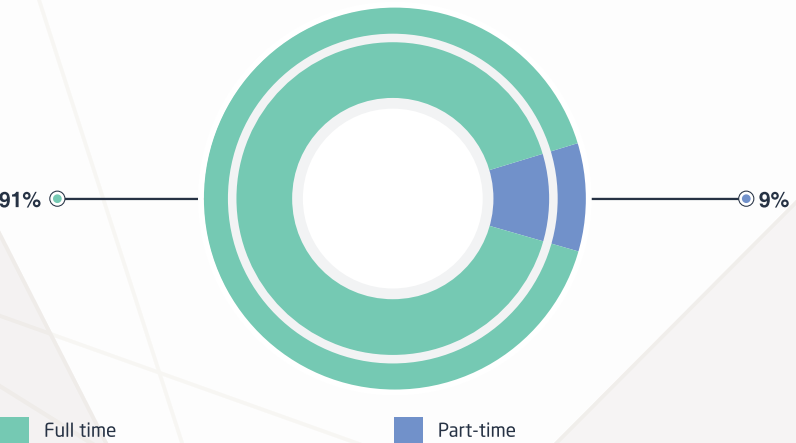


Diagram 91

Modes of study of undergraduate students at higher education institutions in the 2017/2018 academic year (by %)

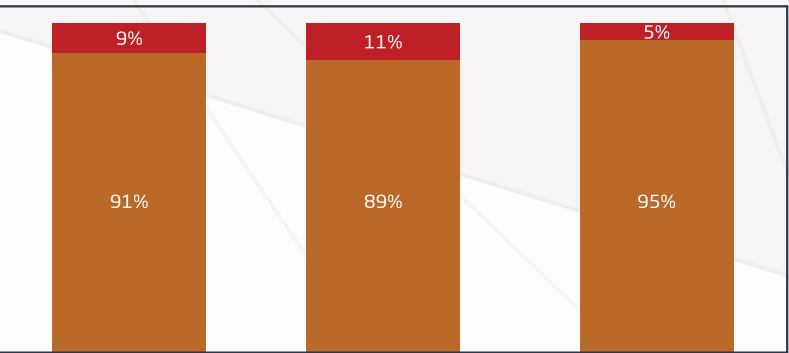


Diagram 92

There is a gender balance of undergraduate students at higher education institutions. That is, out of 147,905 students studying at undergraduate level of higher education institutions 73,527 (49,7%) students are females and 74,378 (50,%) students are males (Diagram 93).

Gender composition of undergraduate students at higher education institutions

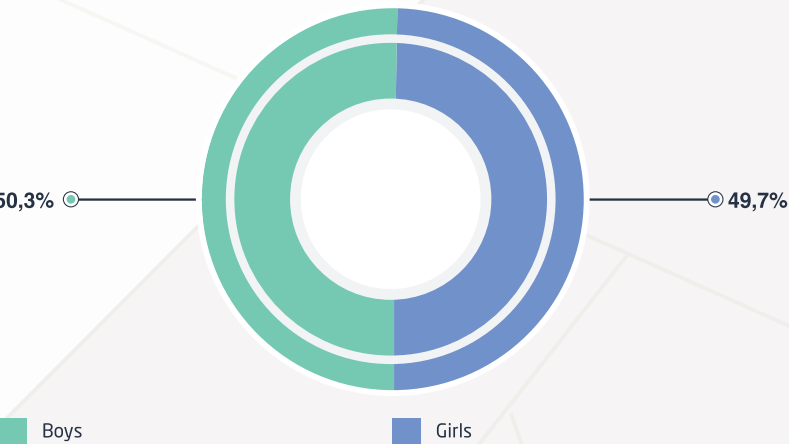


Diagram 93

The number of girls studying at higher education institution under the Ministry of Education and at Baku branches of the higher education institutions of Russian Federation dominate over the number of boys. However, the situation is reverse for higher education institutions under other governmental bodies and for private higher education institutions.

That is, the number of boys that study at higher education institutions under other governmental bodies and at private higher education institutions surpass the number of girls for 5.606 and 1.198 person respectively.

Gender composition of the undergraduate students at higher education institutions

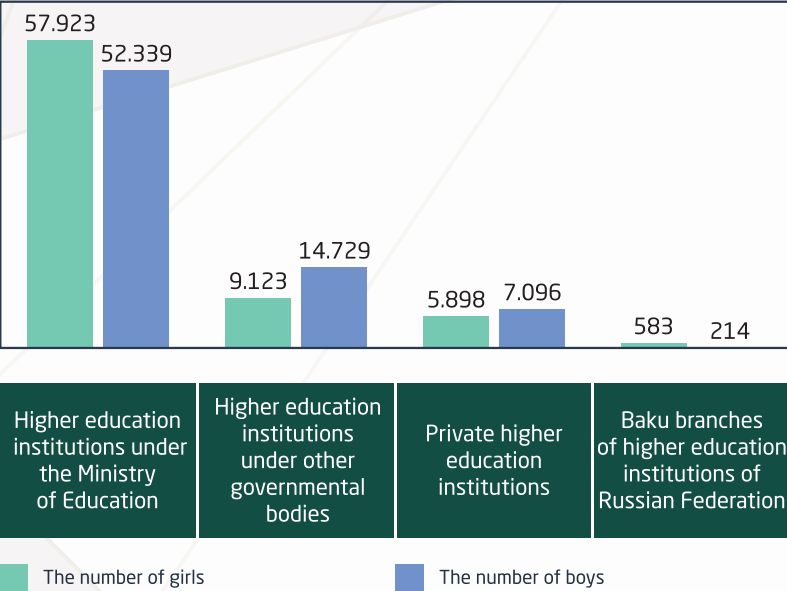


Diagram 94

Diagram 95 provide an information on the number of undergraduate students awarded with diploma at higher education institutions in 2017. 22.394 students graduated from higher education institutions under the Ministry of Education, 4.504 students graduated from higher education institutions under other governmental bodies, 3.378 students graduate from the private higher education institutions and 84 students graduated from Baku branches of higher education institutions of Russian Federation.

The number of undergraduate students awarded with diploma at higher education institutions in 2017

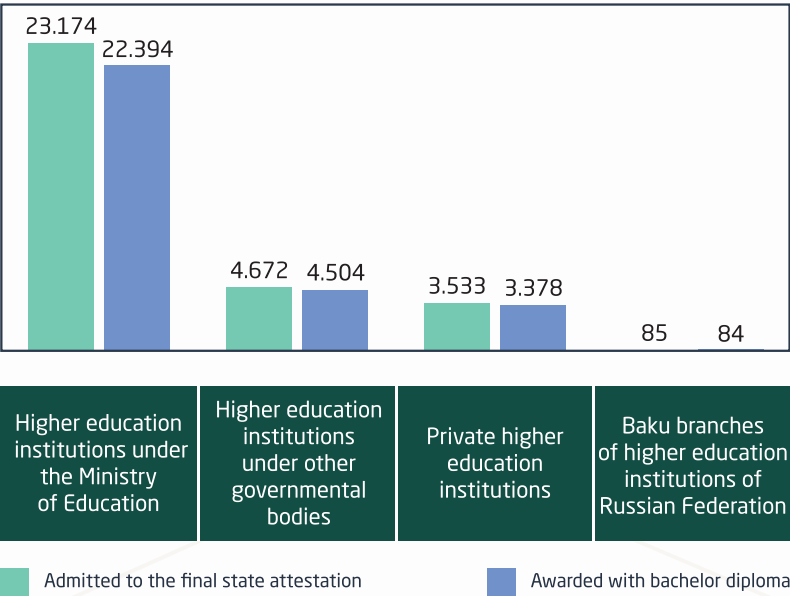


Diagram 95



Information on the number of students studying (at each course) at Master's level at higher education institutions in the 2017/2018 academic year and awarded with diploma in 2017

Table 15

Higher education Institutions	Courses			Total	Female repre- sentation	Real graduation, total	Female repre- sentation	Expected number of graduation from 01.10.2017 till 01.10.2018
	I	II	III					
Part-time study								
Higher education institutions under the Ministry of Education	5.127	4.792	239	10.158	5.562	3.695	2.277	4.973
Higher eduction institutions under other governmental bodies	651	612	44	1.307	605	461	228	639
Private higher education institutions	375	185	103	663	365	196	134	288
Baku branch of M. V. Lomonosov Moscow State University	43	38		81	58	35	25	38
Full-time study mode at higher education institutions (TOTAL)	6.196	5.627	386	12.209	6.590	4.387	2.664	5.938
Part-time study								
Higher education institutions under the Ministry of Education	1	0	48	49	12	303	30	35
Higher eduction institutions under other governmental bodies	0	0	6	6	1	19	3	6
Private higher education institutions	0	0	0	0	0	5	0	0
Part-time study mode at higher education institutions (TOTAL)	1	0	54	55	13	327	33	41
Both type of study mode at higher education institutions								
Higher education institutions under the Ministry of Education	5.128	4.792	287	10.207	5.574	3.998	2.307	5.008
Higher education institutions under other governmental bodies	651	612	50	1.313	606	480	231	645
Private higher education institutions	375	185	103	663	365	201	134	288
Baku branch of M. V. Lomonosov Moscow State University	43	38		81	58	35	25	38
Higher education institutions (TOTAL)	6.197	5.627	440	12.264	6.603	4.714	2.697	5.979

From 12.264 students studying at master’s level at all higher education institutions 10.264 students, i.e. 83,2% study at higher education institutions under the Ministry of Education (Diagram 96). The number of students at higher education institutions under other governmental bodies and at private higher education institutions constitute 1.313 and 663 persons respectively. The number of students studying at master’s level at Baku branch of M. V. Lomonosov Moscow State University is 81 persons.

Breakdown of the master’s level students based on the higher education institutions

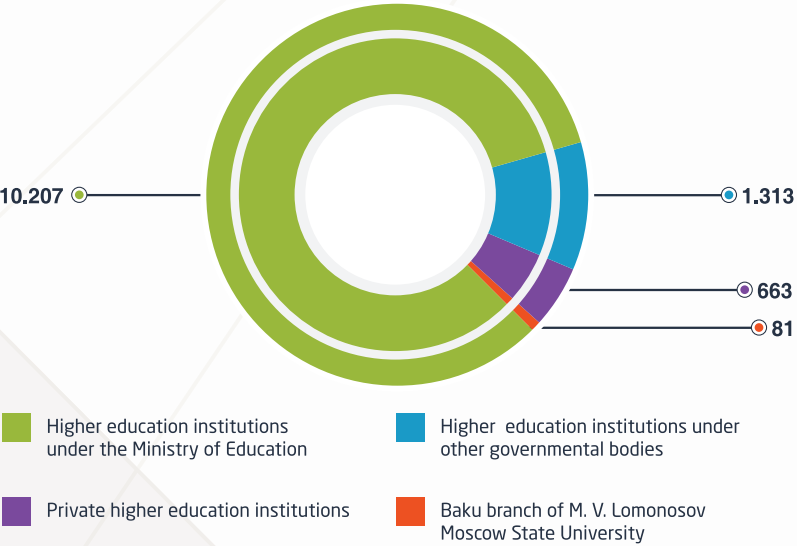


Diagram 96

While considering gender composition of master’s level students, it is evident that out of 12.264 students studying at master's level of higher education institutions 6.603 (54%) students are females and 5.661 (46%) students are males (Diagram 97).

Gender composition of master’s level students at all courses at higher education institutions in the 2017/2018 academic year

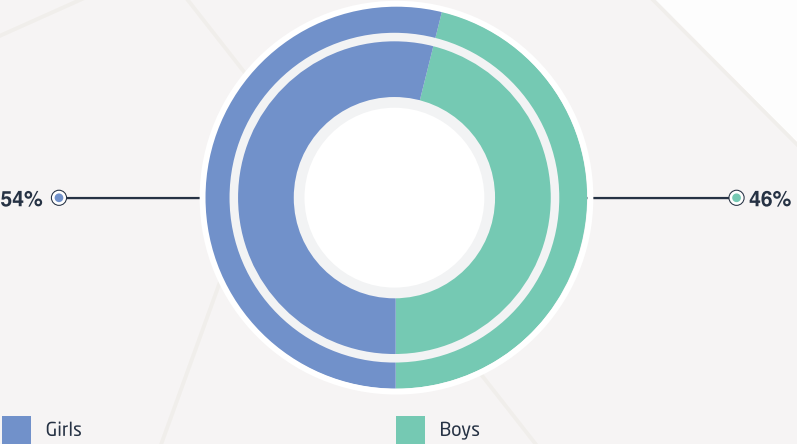


Diagram 97

It is evident that, only in Higher education institutions under other governmental bodies the number of boys (707) dominate over the number of boys (606). The number of girls at higher education institutions under other governmental bodies surpass the number of boys for 941 persons. This indicator is 67 ans 35 for private higher education institutions and Baku branch of M. V. Lomonosov Moscow State University respectively (Diagram 98).

Gender composition of master’s level students at higher education institutions

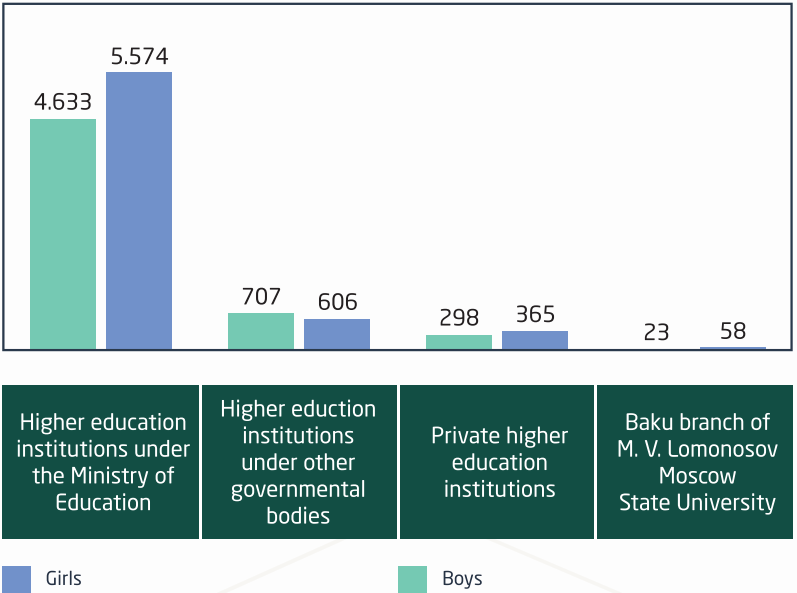
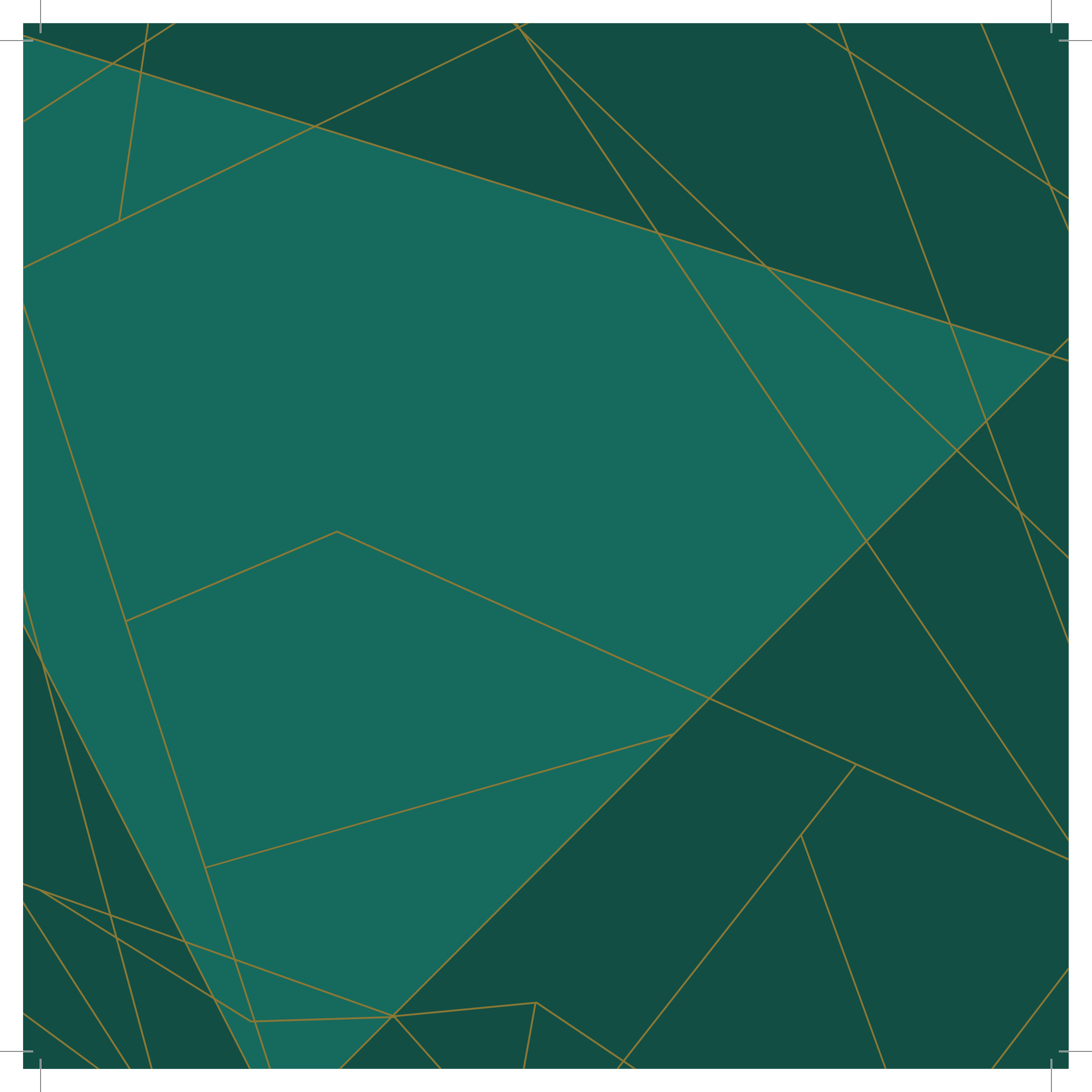


Diagram 98





ABBREVIATIONS

AR

The Republic of Azerbaijan

MoE

The Ministry of Education

SEC

State Examination Center

IPDPS

Institute for Professional Development of Pedagogical Staff

IERA

Institute of Education of the Republic of Azerbaijan

UNICEF

The United Nations Children’s Fund

UNDP

The United Nations Development Program

EU

European Union

GIZ

German Society for International Cooperation (The Deutsche Gesellschaft fur Internationale Zusammenarbeit)

OECD

The Organization for Economic Co-operation and Development

PIRLS

Progress in International Reading Literacy Study

PISA

Program for International Student Assessment

TIMSS

Trend in International Mathematics and Science Study

TAIEX

Technical Assistance and Information Exchange Instrument

TRIMS

Teaching Resources Management Information System

SABAH groups

Network of Educated, Skilled, Prepared Student Groups

TAC

Textbooks Assessment Council

HEI

Higher Education Institutions

HE classes

“Healthy Education” classes

VET projects

Vocational Education and Training projects

ABAD centers

ASAN Support to Family Business centers

FRITL

Physics, Mathematics and Informatics Specialized High School

KBTL

Chemistry-Biology Specialized High School

ICT

Information Communication Technology

UTIS

Information System of General Education Institutions

ANAS
Azerbaijan National Academy of Sciences

KRIVET
Korea Research Institute for Vocational Education and Training

FINEEC
Finnish Education Evaluation Center

EKKA
Estonian Quality Agency for Higher and Vocational Education

TRP
Temporary Residence Permit

Main Terms and Definitions

Matriculant

an individual who submits the relevant documents to the higher or secondary vocational-technical education institution for admission

Accreditation

a procedure to determine and approve the adherence of an education institution's activities to the national education standards, and its status

Attestation

a procedure for evaluating the learning achievements of students and the teachers' performance at each phase and level of education

Bachelor

a higher vocational-professional degree conferred to the individuals who have completed Bachelor's Degree

Bachelor's degree

the first level of higher vocational-professional education that trains a broad range of specialists in respective majors

Distance learning

a type of education where the teaching process is organized through electronic, telecommunications, software and technical tools

Dissertation

a science thesis which is submitted for earning a corresponding academic degree

Dissertation student

an individual who is working on dissertation

Doctoral student

an individual enrolled in the doctoral program

Doctorate

the highest level of higher education which develops scientific and scientific-pedagogical staff and offers advanced professional and scientific degrees

Associate Professor

an academic title conferred to the teachers in higher education institutions and an elective office

Doctor of science

the highest academic degree conferred during the second stage of the doctorate program by the fields of science

Home learning

delivery of the general education based on the relevant teaching programs (curricula)

Further education

an education based on supplementary education programs provided to meet the citizens' comprehensive educational needs

Doctor of philosophy

a scientific degree conferred during the first phase of doctorate programs by the respective field of study

Individual learning

a type of education for the students who have not been enrolled in education institution for a long time due to various reasons, also for the students who have an exceptional talent in a certain area of study

Professor-Emeritus (Doctor)

an honorary academic title/degree conferred a higher education institution to professors and associate professors distinguished for their scientific and pedagogic work and experiences, as well as the scholars and public figures of foreign countries that have made a special contribution to the global science and education

Formal education

education which concludes with the issuance of a state education document

Gymnasium

a general education institution that offers educational services on various subjects for students who are primarily recognized for their talent and capacity in humanities

Inclusive education

the development process based on the adaptation of general education to different needs of all children

Informal education

form of a type of acquiring knowledge through self-directed learning

College

an education institution that provides educational services based on secondary professional and vocational programs and has the right to confer sub-bachelor vocational and professional degree

Conservatoire

a higher education institution which trains highly specialized experts on the field of music

Non-formal education

a type of education received as a result of various courses, clubs and individual courses, wherein no state education document is issued upon completion

License

a special permit issued by the state for providing educational operations

Lyceum

a general education institution at the basic and secondary education levels which provides for educational services for talented students under the respective fields of study

Master's program

the second level of higher education

Master

a higher academic professional degree conferred to the individuals who have completed the Master's Program

Nostrification

a procedure for identification (recognition) of the equivalent of an academic document

Professor

a scientific title conferred to experienced doctors of science (except for the fields which require special aptitude) for their advanced scientific and academic achievements, an elective office in higher education institutions

Vocational education

education carried out in order to train professional labor force in various vocations and popular professions based on the basis of general secondary education, in compliance with the labor market demands

Vocational lyceum

education institution providing complete secondary education with vocational education

Vocational school

education institutions providing vocational education

Vocational education center

an education institution functioning at all levels of vocational education on the basis of general secondary education and complete secondary education specializing in certain vocational directions

Vocational education institutions

education institutions delivering accessible, skill-developing, career-oriented, sustainable and systemized vocational education and training with the objective to comply with requirements of labor market

Residency

a basic higher education program that carries out specialist training in medical majors

Independent (external) education

a type of education which allows the individuals that have stayed out of general education to receive education or grants a right to the learners to finish any phase of general education before the regular period

Sub-bachelor's degree

a professional-vocational degree conferred to the graduates of the secondary professional-vocational education

Educational credit

the unit of measurement allocated for the mastery of a certain course in accordance with its content and the scope

Teaching plan

the main regulatory document, which determines the amount of teaching hours allocated both for the courses and extra-curricular activities in respective level of education

Teaching program (curriculum)

the national document which specifies learning outcomes and content standards, courses taught, number of weekly teaching and extracurricular activity hours, regulation of teaching process, assessment and monitoring of learning outcomes for each level of education.

Educational product

educational innovations, original educational and teaching programs, system of teaching methods, educational modules, educational projects

Education institution

an institution which carries out the educational process based on corresponding curricula and issues the respective state documents



The Republic of Azerbaijan, AZ1008, Baku city,
Garabagh str. 22 / Tel: (+994 12) 437 1230
E-mail: office@azexpo.az
www.azexpo.az



THE MINISTRY OF EDUCATION OF THE REPUBLIC OF AZERBAIJAN

AZ1008, Baku, Azerbaijan, Khatai avenue 49
T.: +99412 599 11 55, E.: office@edu.gov.az
www.edu.gov.az

 / tehsil.gov.az

 / tehsilgovaz

 / tehsilgovaz

 / edugovaz