



## AZERBAIJAN by Vali Huseynov

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### Overview

Located at the crossroads of Europe and Asia, The Republic of Azerbaijan has a rich cultural history with ancient roots dating as far back as the Stone Age. Flanked by the Caucasus Mountains to the North and the Caspian Sea to the East, Azerbaijan covers an area of 86,600 km<sup>2</sup> (about 33,400 mi<sup>2</sup>), roughly the size of Portugal. Even though the Republic of Azerbaijan first established independence in 1918 as a first democratic country in the East, there was a period of forced entrance into the Soviet Union, which lasted 70 years. After the collapse of the Soviet Union in 1991, The Republic of Azerbaijan reestablished its independence.

The Republic of Azerbaijan gained its independence after the complete collapse of the Soviet Union on October 18, 1991, and set forth to re-establish its political system under a new Constitution, which was accepted on November 12, 1995. It is for this reason that Azerbaijan is a democratic, legal, secular and unitary state, but not a federal state. The government is based upon the separation of powers with three branches: executive, legislative, and judicial. The executive branch is Presidential, the legislative branch is Parliamentary (Milli Majlis), and the judicial branch is organized into a hierarchical court system. According to the Constitution, these bodies of power

interact and are independent within the limits of their authority (Constitution of Azerbaijan Republic, 2011).

As a result, culturally tolerant Azerbaijan is one of six independent Turkic states in the region with a current population of 9,111,100 with 95% of Muslims. Of the total Muslim population, about 85% are Shi'a Muslims, while almost 15% are Sunni Muslims; (Presidential Library, 2011) the rest are Christians, Jews, and non-believers. Constitutionally every citizen has a right for freedom of religion and faith. Other ethnic groups with different religious and cultural backgrounds are present as well, such as Lezgis, Udins, Talishs, Avars, Tats, Sakhur, Khinalig, Russians, Georgians, Ukrainians, Armenians, Kurds and other nationalities (The State Statistical Committee, 2011). Regardless of religious, political, and cultural backgrounds, minorities along with the majority of the population are united under the Constitution of the Republic as Azerbaijani citizens.

Now that Azerbaijan is a politically independent state, the country is able to reestablish and strengthen its homogeneous cultural identity with its economic independence through its fast growing oil industry. The name Azerbaijan means "the land of fire," which is derived from ancient oil and natural gas rich areas in the country and the first inhabitants' belief in fire. In fact, Azerbaijan is the homeland of the first oil well in the world. Since the foundation and re-establishment of Azerbaijan identity, the country has experienced significant outside entities that have influenced the perspective of science, art, literature, and language among its citizens and Azerbaijanis living elsewhere. As a consequence, Azerbaijan has undergone significant political, cultural, and economic changes over the past decade, which has also led education policy and legislation to follow the same stream.

Long before the establishment of Azerbaijani formal education policies in 1918, education was primarily religious, with a focus on language, literature, and cultural heritage, while scientific studies were very limited. The establishment of religious-based education started with the acceptance of Islam by Azerbaijanis after the 7th CE, later strengthened by Turkic cultural influence. These events encouraged the Azerbaijan Renaissance, spurring enlightenment in politics, economics, and culture. As a result, a few science centers were established during the 8th CE. For example, Nasreddin Tusi was a prominent Turkic scientist and astronomer, who contributed in science during 13th CE; a research and training center with an observatory was created in Maragha near Tabriz. This Science Center "distinguished itself in non-Euclidian geometry, trigonometry, astronomy, physics, and ethics" with a decline in general "scientific research and education (...) in the Muslim world during the 14th CE, just as religion became more central in school curricula" (Isaxanli, 2001).

Over a history of conquests by the Persian Empire, Alexander of Macedon, the Roman Empire, Muslim Arabs, and Russian Empire, Azerbaijan struggled to be united as a strongly identifiable nation. Each conquest by great empires brought new state policies, which most of the time led to the loss of Azerbaijani heritage and language. Perhaps most importantly, this affected the decrease or elimination of published materials in the Azerbaijani language. Despite this cultural subjugation, Azerbaijanis

fought to preserve their identity in relation to Persians, Arabs, and Russians. The first time Azerbaijani language was given official recognition was by Shah Ismayil Khatayi, the founder of the Saffavid Empire in the 16th CE, who wrote his outstanding *Divani Xetayi* in Azeri-Turkic (Asgherzadeh, 2007).

The persistent invasions of Azerbaijani territories led to science and religion being taught in Arabic, poetry promoted in Farsi, and the Azerbaijani spoken language was eventually replaced by Turkic-Azeri. All schools were frequently attached to mosques, while some children were educated in private houses. Primary school called “mektebs” served boys from 6 to 14, teaching the basics of writing, and reading the Koran, Islamic ethics, and literature. After primary school at the age of 14, these students would choose one of two paths: to continue with vocational training with an apprenticeship, most of which were organized privately, or participate in a “madrasah” for advanced religious studies and literature. Access to these institutions for girls was limited, but a few were encouraged to study liberal arts to become distinguished personalities of society.

As a result of two continuous wars in 1804-13 and 1826-28, the Persian and Tsarist Russian Empires divided the northern and southern territories of Azerbaijan between each Empire. Northern Azerbaijan – the current Republic of Azerbaijan – was incorporated into Tsarist Russia, and the imperial government implemented strict policies toward Muslim minorities, which was reinforced by social discrimination. Southern Azerbaijan, which was and continues to be incorporated into Iran, discourages the expression of Azerbaijani language and culture. (Shaffer, 2002)

Even though the Tsarist Regime oppressed Azerbaijani culture, Azerbaijan continued to establish new schools with the intention to diminish religious influences. For example, the first technical high school and first women’s high school, among other secular schools, were established in Baku city in 1865, with mandatory instruction through the Russian language. Data on Muslim pupils in these Russian schools is scarce; if there were any, they would probably be the children of officials (Lipset, 1968, p. 316). Religiously significant schools attached to mosques such as “madrasas” and “mektebs” were more common because the Shi’a Islam religion was prevalent. The rights of educational opportunities, political representation, and cultural expression were denied to most non-Russian Muslims during this period. Not having schools in native languages meant the elimination of educational materials, books, and other literature, which weakened of the transmission of Azerbaijani cultural heritage during Tsarist Russia.

After the Russian October Revolution in 1917, Azerbaijan gained its independence on May 28, 1918, which lasted until Bolshevik’s Red Army gained control in April 1920. Even though the period of independence was short-lived, the impact was great and provided the foundation for current education policy. In brief, the Declaration of Independence for Azerbaijan meant the establishment of the first parliamentary republic in the history of the Turkic-Muslim world: The Democratic Republic of Azerbaijan (Azərbaycan Xalq Cümhuriyyəti). Moreover, the Ministry of Public Enlightenment was established on the same date with three main departments:

General Education, Higher and Technical Secondary Education, and Vocational Education. The Azerbaijani Parliament and Ministry of Public Enlightenment established education policy, legislation and normative legal acts. Educational policies that were developed played a strong role in the nation's democratic identity. Equal educational opportunities for minorities were initiated, and Baku State University was founded. The instructional language became Azerbaijani, new school textbooks in Azerbaijani were published, and about one hundred students were sent abroad to study in colleges and universities. In the end, The Ministry of Public Enlightenment was cancelled after the interruption of Bolshevik's government and reorganized into the Commissariat of Public Enlightenment on April 28, 1920 by the Council of Ministers of Azerbaijan Soviet Socialist Republic. Only when the President of the Republic of Azerbaijan by the order dated September 3, 1993, the name changed from the Ministry of Public Enlightenment to the Ministry of Education (MOE) (General Information of MOE, 2009).

Despite the interruption of the Azerbaijani Democratic Republic in 1920, the influence of the Soviet Union brought significant advances in literacy to Azerbaijan and other countries in the Union. The Soviet Union's reformative policy on education was much better than the Tsarist Russian Regime, especially with recognition of non-Russian minority rights to pursue an education in native languages. This education reform, initiated by Khrushchev in 1959, was particularly significant because this reformation "gave parents the formal right to designate which language they preferred for their children's schooling" (Bilinsky, 1962). As a result of Soviet literacy reformation, all 9 to 49 year old males and females achieved literacy, notably in reading and writing of Russian and native languages by 1970 (Grenoble, 2003).

Notwithstanding advances in literacy, Soviet language policies had political interests as well. Although different nationalities were given a right to use their languages in school, "the priority of [non-Russian] self-identification through the medium of the mother tongue was supposed to change into a general appreciation of Russian [language] as the inter-Union vehicle of socialist internalization par excellence" (Haarmann, 1991, p. 108). Still, Union political efforts had very different outcomes; socialist internalization was not entirely realized due to the resilience of self-identification among non-Russian minorities. Equally important, the end of the Cold War disrupted economic and political stability, causing a reduction in expenditures in different fields, including education, while weakening the communist political vision until the collapse of the Soviet Union in 1991.

Azerbaijan experienced a high literacy rate and strong educational system as a result of Soviet Union influences, yet, the Azerbaijani government had to face the sudden collapse of the Soviet Union and unexpected Azerbaijan-Armenia war during 1988-1994 which ended in ceasefire agreement. Complex economic, political, and social difficulties made it difficult but necessary to integrate westernized institutional norms and re-establish the economy and social order. In 1992, Azerbaijan's Parliament passed the Law on Education to meet the emerging educational needs of Azerbaijani citizens. UNESCO reports that in the 1990's, education as well as economic, social, and political sectors of Azerbaijan faced enormous challenges

because of the war, especially a loss of territory, which included 616 general secondary schools and 300 other educational institutions (Hörner, 2007).

In 1998, UNESCO and the Azerbaijan government created the National Assessment Working Group, which designed a framework of assessments for further educational development. Based on this framework, there were three major changes: decentralization of educational management, creation of a private sector, and changes to the content of the school curriculum to reflect an Azerbaijan nationality and culture versus a Soviet flavor (UNESCO, 2000). As a result, Azerbaijani language versus Russian language, Latin alphabet versus Cyrillic alphabet, and state symbols were prioritized in education as a way to unify the nation and build identity for the newly independent state. In 2009, the Azerbaijani Parliament adopted a new Law on Education to upgrade education in the country, while different bills of secondary and higher education are being worked out.

In addition to new advances in Education law and practice at the national level, Azerbaijan also joined the Bologna Process in 2005 to give Azerbaijani students more opportunities for employment by way of a higher education. The main objective of the Bologna Process was to create the European Higher Education Area (EHEA). Among 47 other countries in Europe, Azerbaijan is also a member of the EHEA. In addition to EHEA membership, the President approved a State Program on Study Abroad in 2007, which envisages sending 5,000 students to foreign countries by 2015 (International Cooperation of MOE, 2009).

## *The structure of schooling*

Schools in the Republic of Azerbaijan are nationwide and administered under the Ministry of Education; however, education policy decision-making is done by the President's Office. The MOE has a well-established administrative body, which follows the operational needs of public schools and requires private schools to provide adequate services. The Head Minister oversees three Deputy Ministers, an Administrative Branch, and Baku City's Department of Education. In addition to these, the Minister directly manages the Special Department, Public Relations Department, Department of Higher and Secondary Special Education, Department of Strategic Analysis, Planning and Personnel Management, Department of Additional Education, Accreditation Department, Department of Economics, Financial Planning Sector, and Accounting and Reporting Sector (Structure of MOE, 2009).

As a result of efforts by the MOE, preschool education starts from 3 to 6 age, and is offered by public or private kindergartens. After preschool, general education is organized into three levels: primary education (grades 1-4) at the age of 6, basic/junior secondary education (grades 5-9), and senior secondary education (grades 10-11). Upon completion of high school, a pupil receives a certified document called an Attestat, which is proof of general education completion. This document provides

access for many pupils to apply for a university entrance examination.

In 2010, there were a total of 112,875 applicants for higher education; 48.80% of total applicants were males, and 51.20% were females. Although Azerbaijani society maintains a Muslim culture, there is evidence of gender balance in both general and higher education across most of the country (Abbaszade, 2009).

## *The legal framework*

Azerbaijani general education is governed by the Republic of Azerbaijan Constitution in the area of General Education, Education Law, and relevant decrees, decisions, orders, regulations and other normative documents. The Constitution is the basis for all rights given to citizens and the government itself. The following items are the significant constitutional rights of Azerbaijan citizens: (i) all citizens have the right to education; (ii) the state guarantees the right of free general and secondary education; (iii) the state executes control over the education system; (iv) the state incurs and guarantees continuation of education for especially gifted youth at government expense; and (v) the state establishes minimum standards in the field of education.

In 2009, the Parliament adopted a new Law on Education and started the preparation of necessary mechanisms of implementation. The significant improvement was the measurement of student academic achievement coupled with a reward mechanism for excellence in education. For example, lessons are based on a national curriculum, and teachers are trained to be more interactive with student assessments. New strategies to assess student progress, such as student achievement examinations for each grade level, are now being integrated into the education system. In June 2010, President Ilham Aliyev signed and The Azerbaijan Cabinet of Ministers approved “State Standards and Curriculum of General Education”, which are used by all schools and educators as a requirement of Education Law. One of the State standards’ emphasis was “the maximum number of hours of classroom and extracurricular activities of educational level, the principles of organization of the pedagogical process in general education, and monitoring and evaluation of learning outcomes” (Hajiyev, Trend News 2010). Furthermore, in December 2010, the Parliament of the Republic of Azerbaijan established enforcement of the Law on Education in connection with the amendments and addenda to some legislative acts on the Law of Azerbaijan Republic. While there is a national curriculum, it is important to realize that the Law on Education provides freedom for teachers and schools to strategically design curriculum, thus, schools may offer a broad range of activities to improve teaching and learning.

The education policy of Azerbaijan is expressed in the Law on Education, which came into force in September 2009. According to the Article 4 of Law on Education, the primary goal of the law is to bring up a generation who will serve Azerbaijani national values and respect the values of democracy as a thoughtful citizen (Law on Education of MOE, 2009):

“Up-bringing citizens and individuals who have free and creative thought, are true to principles of statehood and national patriotism, respecting human rights, freedom, cherishing traditions of democracy and nation’s ideas of freedom, thinking about their responsibility toward the Azerbaijan Republic which is considered a democratic, legal, and secular state;

To achieve this national and secular goal the country seeks to training educators ...who keep up and develop the nation’s spiritual and universal values, have a broad world outlook, are able to assess innovations and novelties, as well as to acquire theoretical and practical knowledge, modern thinking and ability to compete;

To meet the need for the sustainable development of Azerbaijani society, the government promotes “... Ensuring acquisition of assorted knowledge, skills and habits that serve for the development of the society and state, preparation of education acquiring people for seminal work activity and life, refresher training and formation of active citizenship.”

In addition, the Ministry of Education actively participates in UN Millennium Development Goals to increase the quality of education, and provide wider access for girls in rural regions of Azerbaijan.

### *Freedom to establish non-state schools*

According to state law on Education, the government is responsible for public education, therefore, is the guarantor of quality education. However, there is freedom to establish non-state schools based on Article 14: Educational Institutions, Article 15: Founder of Educational Institutions, and Article b16: Licensing and Accreditation of Educational Institutions. According to these articles, the requirements to establish non-state schools are as follows:

- The state, having for an object improvement of education in the Azerbaijan Republic, provides all educational institutions, including private educational institutions with loans, grants, tax remissions and other fringes in accordance with legislation;
- The resource levels and technical education infrastructures of private educational institutions cannot be lower than the standards set for public educational institutions;
- An educational institution as a legal entity should have an independent balance, account in the treasury, a settlement account in banks and other lending agencies;
- An educational institution in the frame of existing legislation is independent

in implementing administrative and financial/economic activity;

- An educational institution in accordance with its statute and legislation, has the right to open branches in the territory of Azerbaijan Republic and foreign states, as well as, having for an object the development and improvement of education, to create educational unities, associations, and unions with public organizations;
- Each educational institution bears responsibility for its activities in relation to citizens, society, and state;
- The founders of an educational institution can be state authorities, municipalities, legal and physical persons, as well as legal persons of foreign countries that have been approved by the state of the Azerbaijan Republic;
- The responsibilities of the founder, the area of his/her commission, and mutual obligations with educational institutions are defined and regulated by the legislation of the Azerbaijan Republic, the founding agreement (contract), and the statute of the educational institution;
- Accreditation of an educational institution is carried out in order to determine accordance of the organization of educational process, material and technical base, education programs, personnel potential, financial resources, and educational infrastructure with accepted state standards and other normative- legal requirements, and defining the educational institution's status, creates legal warranty to approve the subsequent period of its activities (not less than five years).

Under the new Law on Education, the State will provide perpetual licenses to public schools, and the private and municipal educational institutions will be licensed for five years. Foreign legal identities and physical persons will be licensed for a period of not less than three years. The educational institution established by foreign legal identities and physical persons will be required to hire more than 80 percent of Azerbaijanis for the teaching staff (Abdullazada, 2009). The instructional language is Azerbaijani, but, Azerbaijani literature, Azerbaijani history, and Azerbaijani geography may be taught in other languages, in accordance with state education standards (Law on Education, MOE 2009).

However, an increase in private schools such as Turkish, British, or American- based foreign high schools has created competition among public and private schools, which has in turn provided diverse education choices in the Azerbaijani society. The schools that have a moderate religious influence also provide a competitive education. For instance, there is a well-established network of Turkish schools with a moderate Islamic character that is doing an excellent job serving the country's education policy. While this may be true, the high academic achievement of these schools is due to their strict and competitive selection of students; these schools tend



to enroll only top students. Religious influence in these schools has not been researched yet.

In addition to the many changes in education law, religious law was also following the suit. One of the changes is shown in Article 1, which forbids “spreading propaganda of religions with violence or by threatening violence, as well as with the purpose of creating racial, national, religious, social hostility and enmity.” (Law on Education, MOE 2009) Under the new religious law, religious organizations had to re-register with the state by 2010. The purpose was to stop illegal activities of registered and non-registered religious organizations. In addition, foreigners were banned from registering religious organizations. These new regulations prevent religious organizations from potentially influencing the political map of the country. According to the former Azerbaijani ambassador in Iran, “Iran doesn’t want to see a democratic, pro-Western system in Azerbaijan, it wants to see pro-Iranian Islamists in charge here” (Agayev, Meyer, 2011). However, according to the Organization for Security and Co-operation in Europe (OSCE), “religious law does not adhere to international human rights and freedom of conscience standards” (Corley, 2009).

Although there are no strict regulations outlined in Education Law, it is likely that the registration of religious schools will be a particularly controlled process, considering the possibility of Iranian religious support for Muslims in secular Azerbaijan society. A recent issue over secularism and religious freedom was the prohibition of hijabs (Islamic headscarves) worn by students and teachers in schools. This caused great tensions among religious families affected by the prohibition, and even triggered public demonstrations. As a result, the Parliament recently took a more tolerant approach by leaving the matter of hijabs to be decided upon by each school. In a similar vein, the Caucasus Muslims Department also offered an initiative to form a partnership with the Ministry of Education. This partnership would include teaching all religions to pupils with the intent of instilling religious freedom and tolerance.

## *Homeschooling*

Home schooling had been in the Azerbaijani tradition of education throughout the years; however, in the modern history of education, this concept did not find popularity as it did in the western societies, especially the United States. The term “home schooling” in Azerbaijan means organized education programs that are “in accordance with the appropriate form of organization of general education at home” (Law on Education, MOE 2009).

Home schooling becomes an option in cases of children with special needs. Occasionally, parents will choose home schooling; parents are responsible for providing an equivalent education. Home-schooled children must demonstrate learning by taking a comprehensive exam, which is proctored by the regional representative for Ministry of Education. This way, pupils will eventually receive the certification as an officially recognized document for the next level of education. As a result, Azerbaijani education policy strives to provide equal access to education for

every child in the country, regardless of a child's needs. However, the procedures of state financing for this kind of choice is considered and currently worked out to put in practice in the future.

### *School choice not limited by family income*

The state guarantees free universal and mandatory education at public schools and it takes either 9 or 11 academic years to graduate. This means that every child regardless of religion, political views, or social income status is supported by the law to start education and continue successfully through each school year. If parents have a valid reason supported with required documentation, then the parents are legally able to go or change the school of child.

### *School distinctiveness protected by law and policy*

In the Former Soviet Member States, the tradition had been centralization and uniformity; this is rooted in the minds of the people as the only means of knowledge acquisition. The new education law, however, is helping to foster school distinctiveness as well as distinctive aspects of Azerbaijani culture, which is a special emphasis in some schools. For example, Haydar Aliyev Foundation is a major educational charity organization that support activities based on the national and cultural values of the country and represents the heritage of Haydar Aliyev - the former president of Azerbaijan Republic. In addition, there are British and American schools, such as Baku Oxford School, TISA (The International School of Azerbaijan), and Baku European Lyceum working in Azerbaijan, that provide advantageous and competitive education, while satisfying only necessities of an elite layer of Azerbaijani society. As a result, these schools are for better off families who can afford to send their children to highly equipped school facilities with much better motivated teachers. Because there are more children who were educated in public schools where the education might not be comparable to that available in private schools, the competitiveness of the job market might be socially unjust for children coming from disadvantaged circumstances.

### *Decisions about admitting pupils*

Pupils are admitted to public schools regardless of race, religion or ethnicity, or geographic location. The reason for this universal decision-making process in the public school system is to provide all citizens in the country with equal access to a quality education. A national standard of quality of education is the result of a national curriculum, teacher training programs, and international quality standards.

With universal access to primary education, most families strive to provide the best opportunities for their children to achieve expected academic results. Because education is valued in Azerbaijani society, families and children make educational decisions. If

parents decide that their children ought to work hard to attend a university, they provide financial support for tutoring out-of-school or send their children to a private school.

Tutoring occurs mostly after school, however, when a pupil gets to the 11th grade – the last class before the centralized examination. After this, an intensive course of daylong tutoring starts. The reason pupils need to attend tutoring is because not every teacher in the public schools is able to cover all the materials necessary for successful university entrance exam results. Another reason why tutoring is so required for university entrance might be the higher standards applied for university admission exams than the school program requirements. At the same time, tutoring programs may result in a very low attendance of pupils in public schools, and reduced study efforts for the 11th grade public school program leading to graduation. Because the ultimate goal of education is to prepare a well- equipped generation ready to occupy work places in the local and global market, the higher standards of centralized examination are ought to be compatible with the materials and education professionals employed at each level of schooling.

### *Decisions about staff*

A new mechanism for recruiting and employing teachers was established by the education law in September 2010. The goal is to attract a fresh generation of teachers that will serve the international policy requirements. To illustrate this point, the State Department of Strategic Analysis, Planning, and Personnel Management enacted an order that required school management to replace educators older than 65 years old. As a compromise, retired teachers will receive a package of benefits to use for their retirement years. In addition to this order, schoolteachers will no longer be employed by school directors and district education officials, but recruited by a centralized examination system. The applied changes will also support the State's adoption of an Anti-Corruption Policy, which is designed to stop nepotism and corruption of the hiring and retention of defunct teachers. These initiatives provide equal access to teaching positions for all interested applicants without corrupted state officials intervening along the way. Now, schoolteachers are employed based on their professional experience and university degrees. To teach in any school, one must be a graduate with at least a bachelor degree in the relevant field, along with good recommendations. This way, young college graduates are given an equal chance to display their knowledge and skills for a teaching position.

By employing education directors and teachers who share the vision of the Ministry of Education, the goal to provide competitive education in Azerbaijani schools will be achieved. To implement current curriculum requirements, training and seminars to improve the performance of teachers and directors are held regularly in different regions of Azerbaijan. According to UNESCO Country Report on Azerbaijan “although schools have been given more responsibility and autonomy, many school directors need to upgrade their skills in administration, finance and management since many come from teaching backgrounds. Thus, there is a need to provide

appropriate training courses for school directors” (Country Report, UNESCO 2000). With more creative, tolerant and open-minded administrators in place, more local and international partnerships can be formed with non-governmental organizations, public schools and universities. Currently, the Ministry of Education cooperates with the Council of Europe and this year, Azerbaijani teachers will be trained with the Pestalozzi program. The Pestalozzi program is the Council of Europe’s flagship program for teacher professional development that will help educators shift away methods that are teacher-centered to child-centered.

## *Accountability for school quality*

Under these new circumstances, every educator and parent is held accountable to quality parameters laid out in state standards expressed by the new education law. According to the Constitution, Article 17:(2) “parents must take care of their children and their education. The state controls implementation of this responsibility.” Parents with high academic expectations for their children can now be recognized because the state prepared the education law with an accountability system that holds schools, teachers, administrators, and parents accountable. To illustrate this point, the state requires that pupils be assessed for school readiness at three levels of intra-school assessments: diagnostic, formative, and summative. According to Article 9 of the Constitution, these quality parameters are required of all private and public schools:

- Quality level of education is determined in accordance with the corresponding system of quality parameters (educational programs – curriculum, level of entrants’ readiness, material and technical base, infrastructure, information resources, professionalism and scientific - methodic level, progressive educational technologies, etc.) on each step of education adapted with principles of International and all-European educational system based on educational standards accepted in the State.
- Quality level of training of personnel at the educational institution is specified by competitiveness of the graduates in the national and international labor market, their role in state’s social and economical development.
- Quality level of education follows from requirements related with socio-political, socio-economic, scientific and cultural development at each historical stage and along with formation of professional ability of education is assessed by official accreditation body in the corresponding rule.

## *Teaching of values*

The main principles of the state politics mentioned in the Law on Education in the Republic of Azerbaijan are:

- Humanity – acceptance of qualities such as national and universal values, development of a person in a free way, human rights and personal freedom, health and safety, care and respect to environment and humans, tolerance and endurance as priorities;
- Democracy – upbringing of the new generation in a spirit of free thought, broadening of authority and freedom in management and organization on the social – state basis of education and the raising of the autonomy of the educational institutions;
- Parity – creation of unique education space, equal education conditions, ensuring of terms and rights for all citizens;
- Nationalism and Worldliness (Cosmopolitanism) – keeping up of national and international values and creation of civil education and its development on the basis of provision of such values with dialectic unity;
- Quality – accordance of education to existing standards, standards, socio-economic demands, interests of the persons, society and state;
- Rationality – forming of education and scientific creative work by modern methods that have aim to be useful and are directed to last result;
- Continuity, Unity, Constancy – a possibility of education acquirement based on existing educational standards, training programs and plans, providing of tight mutual dialectic ties between various levels of education and its continuation for all the life of humans;
- Inheritance – passing of obtained knowledge and experience to the following generation and era;
- Liberalization – broadening of clearness of educational sphere and educational activities;
- Integration – joining, adaption and uniting of the national education with world’s educational system in the efficient form;

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