

Mehpara Nəcəf qızı YUSİFLİ
Western Caspian University
E-mail: mehpare.yusifli@gmail.com

ALİ TƏHSİLİN KEYFİYYƏTİNİN VƏ MƏŞĞULLUĞUN ARTIRILMASI: BOLONIYA VƏ AZƏRBAYCAN ÇƏRÇİVƏLƏRİNİN MÜQAYİSƏLİ TƏDQIQATI

Xülasə

Məqalə Azərbaycanın ali təhsil siyasəti üzrə beynəlxalq əməkdaşlıq çərçivəsində olan Boloniya prosesinin ali təhsil sisteminə uyğunlaşdırılması üzrə aparılan araşdırma barəsindədir. Azərbaycan şəffaflıq, mobillik və uyğunluq prinsiplərini qəbul etməklə qlobal əməkdaşlığı inkişaf etdirməyə, tələbə və müəllim mübadiləsinə imkan verməyə və tədqiqat əməkdaşlığını təşviq etməyə çalışır. Azərbaycanın Boloniya prosesini mənimsəməsi, tələbələrə beynəlxalq əmək bazarında uğura hazırlayan dinamik təhsil mühitinin yaradılmasında zəmin rolunu oynayır. Azərbaycan üç dövrəli sistem, kredit köçürmə sistemləri və keyfiyyətin təminatı prosedurlarını tətbiq etməklə tələbələrinin rəqabət qabiliyyətini yüksəltmək, onların məşğulluq imkanlarını artırmaq və ali təhsil müəssisələrinin dünya miqyasında nüfuzunu yüksəltmək məqsədi daşıyır. Bu strateji yanaşmanın həyata keçirilməsi ayrı-ayrı tələbələrin akademik göstəricilərini artırmaqla yanaşı, Azərbaycanın ali təhsil sektorunun sosial-iqtisadi inkişafının və ümumi uğurunun yüksəldilməsində mühüm rol oynayır.

Açar sözlər: Ali təhsil, Boloniya prosesi, məşğulluq, üç dövrəli sistem, qlobal standartlar, sosial-iqtisadi inkişaf

JEL: Q00; Q10; O13; J43; P48

UOT: 338.43

DOI: <https://doi.org/10.54414/EXWF2223>

Introduction

Higher education is universally recognized as promoting society, the economy, and individual empowerment. Higher education policy needs international cooperation more than ever as the globe becomes increasingly linked. Since 2005, Azerbaijan has been a full member of the Bologna Process, which was launched in 1999 as an ambitious project and has become a well-known framework for international higher education policy cooperation.

The Bologna Process has transformed higher education beyond Europe. It has become a symbol of worldwide higher education policy collaboration in Europe and elsewhere. The Bologna Process is an instrument for EU foreign policy and a benchmark for international higher education policy, setting global standards for behavior. The Bologna Process developed international higher education standards [12]. The Bologna Process promotes worldwide

higher education collaboration and the European Higher Education Area. A three-cycle system, credit transfer, quality verification, lifelong learning, and social inclusion are vital. European and global higher education initiatives often follow these notions [12].

The Bologna Process demonstrates Azerbaijan's commitment to international higher education policy collaboration and its desire for aligning its education system with global standards by promoting the employability of graduates for market demands. Aligning with global standards and prioritizing graduate employability not only enhances individual students' competitiveness in the job market but also advances the general growth and success of Azerbaijan's higher education industry on the world stage.

Literature review

I want to explore the topic of the Bologna system's principles of external quality assurance in Azerbaijan. I conducted a comprehensive analysis of the current research on quality assurance in Azerbaijan's higher education system which has assumed a critical role in the nation's efforts to create a market economy that is socially oriented and improves the welfare of its people. Azerbaijan has also taken proactive steps to join the European Higher Education Area, including ratifying the Bologna Agreement in 2005 [5]. The nation wants to develop highly competitive human capital that can thrive in a globalized environment. This requires creating settings that develop innovation, modern education, and current-standards instruction. Quality assurance is necessary to organize guidance and resolve issues. Azerbaijan's economy needs a modern, effective education system that fosters lifelong learning and the development of competencies, social skills, and talents [11].

A comprehensive literature review can help in drawing a comparative analysis between Azerbaijan's QA system and the Bologna EQA principles. I found the following themes to be important to assess how well the Azerbaijani QA system implements Bologna principles, including stakeholder interaction, external QA methods, and quality enhancement practices.

In 2005, the European Ministers of Education adopted the "Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG)," developed by the European Association for Quality Assurance in Higher Education (ENOA) and its member organizations and the "E4 Group" (ENQA, EUA, EURASHE, and ESA).

According to Stensaker, the evaluation of quality assurance in higher education is still in its early stages despite being discussed for almost twenty years. Although interest in this field is expanding, considerable work remains. He also noted that this change may signal the end of an exciting moment and the beginning of a period of realism in the industry [9].

This year, Azerbaijan joined the Bologna Process/European Higher Education Area. European Higher Education Area and Bologna

Process, n.d.-b Azerbaijan's Bologna Process involvement is vital to quality assurance. By adopting European higher education norms, Azerbaijan intends to improve its education system [11]. This involvement stimulates cooperation, best practices, and uniform standards and procedures in Europe higher education Azerbaijan [11]. These initiatives aim to improve higher education in Azerbaijan through fostering quality, institutional autonomy, and public accountability [11].

Azerbaijan recognizes the importance of quality assurance in its higher education system to meet 21st-century demands, according to Adding Mushtagov. Several efforts have been taken to manage and improve quality assurance to meet modern standards [10]. Azerbaijan must comprehend and implement these strategies into its external quality assurance methods to ensure the credibility and effectiveness of its higher education systems as it aligns them with global standards.

It was reported in another literature that integrating the Bologna Process with a constructivist pedagogical approach can help students learn and develop modern production skills, aligning higher education with labor market needs. If properly implemented, the Bologna Process may eliminate overeducation and guarantee graduates have employer-required skills, improving employment [7]. Consequently, institutions must conduct systematic impact evaluations of quality assurance systems and actively develop their own methodology and practices to improve their performance and fit with future market needs [3].

1.1 Consideration of internal quality assurance

The harmonization of internal quality assurance standards in Azerbaijan with the concepts of the Bologna framework is crucial for elevating the country's higher education system to worldwide standards, promoting cooperation, and guaranteeing the provision of excellent education. Azerbaijan's adoption of the Bologna principles displays its dedication to improving the quality and pertinence of educational programs, boosting the employability of

graduates, and gaining international acclaim for its degrees.

Azerbaijan's education system relies heavily on quality assurance and competent administration. The country's dedication to ethical procedures inside its institutions is evident via the presence of skilled academic and administrative executives who manage quality assurance systems, assess academic progress, and promptly resolve difficulties. Moreover, allocating funds towards state-of-the-art amenities such as classrooms, laboratories, libraries, and digital resources enhance the academic achievements, research initiatives, and innovative capabilities of higher education establishments.

1.2 Creating useful methods

Azerbaijan's great higher education depends on a well-organized instructional environment. Schools can comply with international standards and improve transparency and effectiveness by following the Ministry of Education and Science's recommendations and Bologna Process. To demonstrate success and preserve institutional growth, follow the credit system, provide high-quality instructional content, and schedule exams. These components help set goals, save money, and ensure educational quality. Interactive and innovative teaching methods are improving student engagement and academic performance in Azerbaijani schools like ATM. Our method emphasizes students' problem-solving, simulation, and multimedia presenting skills. This gives pupils real-world skills and expertise. Diversity, great teaching materials, and worldwide standards like the Bologna Process show Azerbaijan's commitment to academic achievement and modern education. Competency-based education, international standards, and engaging learning environments may help Azerbaijani institutions become more competitive, recruit diverse students, and grow the education industry.

1.3 Peer-review experts

External quality verification in Azerbaijan involves the participation of independent expert groups, which includes students, with the aim of enhancing the quality of higher education. These individuals, including educators, researchers,

students, and corporations, offer diverse perspectives and specialized knowledge to assess educational programs and organizations. Azerbaijan's accrediting organizations might enhance their understanding of educational processes and assess programs more effectively by taking into account several views. The presence of key processes ensures that expert advice is both valuable and consistent. Experts with diverse backgrounds and perspectives are selected for a balanced panel. In order to provide precise assessments, these experts must possess extensive expertise in their respective fields and a thorough understanding of the quality assurance architecture. They provide cross-cultural concepts, global norms, and education best practices to the quality assurance process, sometimes as peers in peer review panels. Azerbaijani accrediting committees play a vital role in certifying educational institutions based on the Bologna standards. These committees prioritize transparency and accountability, using reliable data and universally accepted criteria to establish confidence among educational institutions, certifying authorities, and stakeholders, and to enhance the quality of higher education. The implementation of Bologna's quality assurance, transparency, and continuous development principles by Accreditation Commissions enhances the higher education environment in Azerbaijan. Azerbaijan's higher education institutions benefit from their commitment to global standards and collaboration, which enables them to achieve worldwide quality benchmarks and progress in line with industry best practices.

1.4 Criteria for Outcomes

In order to ensure openness, equity, and trustworthiness, the rating of educational institutions in Azerbaijan necessitates the use of defined education standards criteria in external quality certification systems. These standards ensure that quality assurance findings are not influenced by government decisions, hence enhancing transparency and responsibility.

Article 29.0.28 of Azerbaijan's "Law on Education" regulates the accreditation of both local and international educational institutions, branches, and representative offices. These criteria prioritize the development of

challenging curriculum, the upkeep of facilities, and the assessment of teacher competency to guarantee that Azerbaijani educational institutions adhere to legal requirements and fulfill their obligations [8].

Azerbaijan emphasizes the need of exact standards, comprehensive assessments, and an impartial quality assurance agency to promote education excellence, enhance the prestige of educational institutions, and provide a strong educational environment. Adhering to these regulations and benchmarks can improve the responsibility of education in Azerbaijan, thereby benefiting students, educators, and society as a whole.

1.5 Reporting

The higher education sector in Azerbaijan requires more openness and accessibility in external quality assurance processes in order to foster accountability and enhance overall performance. Expert reports provide information to academics, corporate partners, and the public, influencing the activities of institutions and demonstrating their societal impact. Employer and student representatives, along with the institution's Scientific Council or governing body, can enhance the legitimacy and effectiveness of accreditation evaluations in Azerbaijan by reading the Self-Assessment Report. Engaging stakeholders may provide valuable perspectives and ensure that evaluation outcomes accurately reflect the institution's performance and impact. Azerbaijan can improve its higher education sector by adhering to established norms and standards, involving stakeholders in evaluation procedures, and fostering transparency and responsibility.

1.6 Complaints and appeals

The external quality assurance of Azerbaijan's rating institutions should be transparent, equitable, and responsible. In order to ensure justice and openness, it is imperative that Azerbaijani institutions are aware of the processes for lodging complaints and appeals about external quality assurance. The Azerbaijani complaints system should allow institutions to challenge assessment management. If individuals can provide information that demonstrates the absence of supporting evidence, the misapplication of

criteria, or inconsistencies in procedures, they have the option to challenge the outcomes of the examination.

The Azerbaijani Appeals Commission will provide fair and transparent resolution of issues related to higher education quality and accountability by implementing the Bologna Process. In order to enhance Azerbaijani higher education, external quality assurance must meet these norms.

Conclusion

Azerbaijan aims to provide sustainable and easily accessible education of high quality, which promotes comprehensive student growth and enhances worldwide academic knowledge and creativity by adhering to quality assurance norms aligned with the Bologna process. This comprehensive strategy assists students and showcases Azerbaijan as a dominant force in global education, well prepared for achievement and collaboration.

Azerbaijan's higher education system might enhance transparency, mobility, and compatibility by embracing the Bologna Process. This alignment enhances global cooperation, facilitates student and faculty exchanges, and promotes research collaboration. Azerbaijan's adoption of the Bologna Process demonstrates its dedication to establishing a vibrant educational setting that equips students for an evolving global marketplace.

Azerbaijan's adherence to the Bologna Process guarantees that its graduates possess the necessary skills and qualifications to effectively participate in the global job market. Azerbaijan enhances the competitiveness of its students by implementing a three-cycle system, credit transfer systems, and quality assurance methods, so boosting their capacity to get employment and their potential for professional advancement. Azerbaijan enhances its socioeconomic development and elevates the reputation of its higher education institutions by embracing international standards.

Reference

1. Azerbaijani Cabinet of Ministers. (2010, September 28). Decision No. 167.

2. Azerbaijan Republic, Ministry of Education and Science Collegium. (2022, September 30).
3. Bejan, S. A., Janatuinen, T., Jurvelin, J., Klöpping, S., Malinen, H., Minke, B., & Vacareanu, R. (2015). Quality assurance and its impact from higher education institutions' perspectives: methodological approaches, experiences and expectations. *Quality in Higher Education*, 21(3), 343–371.
<https://doi.org/10.1080/13538322.2015.1112546>
4. Damian, R., Grifoll, J., & Rigbers, A. (2015). On the role of impact evaluation of quality assurance from the strategic perspective of quality assurance agencies in the European higher education area. *Quality in Higher Education*, 21(3), 251–269.
<https://doi.org/10.1080/13538322.2015.1111005>
5. European Higher Education Area and Bologna process. (n.d.). Retrieved from <https://www.ehea.info/page-azerbaijan>.
6. European Association for Quality Assurance in Higher Education. (2015). *Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG)*. Brussels, Belgium.
7. Leoni, R. (2014). Graduate employability and the development of competencies. The incomplete reform of the “Bologna Process.” *International Journal of Manpower*, 35(4), 448–469. <https://doi.org/10.1108/ijm-05-2013-0097>
8. Ministry of Education of the Republic of Azerbaijan. (2013). *Education Law of the Republic of Azerbaijan*.
9. Stensaker, B. (2007). Impact of quality processes. In L. Bollaert, S. Brus, B. Curvale, L. Harvey, E. Helle, H.T. Jensen, J. Komljenović, A. Orphanides, & A. Sursock (Eds.), *Embedding Quality Culture in Higher Education: A selection of papers from the 1st European forum for quality assurance* (pp. 59–62). Brussels, European University Association.
10. UNEC – Azərbaycan Dövlət İqtisad Universiteti. (n.d.-b). Retrieved from [https://ddin%20Mushtagov%20Azerbaijan%20State%20University%20of%20Economics%20\(UNEC\)%20Baku,%20Istiqlaliyyat%20str.6,%20AZ1001,%20Azerbaijan%20a ddin.mushtagov@unec.edu.az/](https://ddin%20Mushtagov%20Azerbaijan%20State%20University%20of%20Economics%20(UNEC)%20Baku,%20Istiqlaliyyat%20str.6,%20AZ1001,%20Azerbaijan%20a ddin.mushtagov@unec.edu.az/)
11. Yagubov, S., Aliyev, S., & Mikic, M. (Eds.). (2021). *Economic and Social Development: 70th International Scientific Conference on Economic and Social Development Development. Book of Proceedings*. Baku, Azerbaijan: Baku State University Press.
12. Zahavi, H., & Friedman, Y. (2019). The Bologna Process: an international higher education regime. *European Journal of Higher Education*, 9(1), 23–39.
<https://doi.org/10.1080/21568235.2018.1561314>.

Мехпара Наджаф ЮСИФЛИ

Западно-Каспийский университет

Электронная почта: mehpare.yusifli@gmail.com

ПОВЫШЕНИЕ КАЧЕСТВА ВЫСШЕГО ОБРАЗОВАНИЯ И ВОЗМОЖНОСТЕЙ ТРУДОУСТРОЙСТВА: СРАВНИТЕЛЬНОЕ ИССЛЕДОВАНИЕ БОЛОНСКОЙ И АЗЕРБАЙДЖАНСКОЙ РАМОК

Резюме

В документе исследуется стремление Азербайджана улучшить свою систему высшего образования путем приведения ее в соответствие с Болонским процессом, который является основой международного сотрудничества в области политики высшего образования. Азербайджан стремится развивать глобальное сотрудничество, разрешать обмены студентами

и преподавателями и поощрять исследовательское сотрудничество, принимая принципы прозрачности, мобильности и совместимости. Принятие Азербайджаном Болонского процесса демонстрирует его приверженность созданию динамичной образовательной среды, которая готовит студентов к успеху на международном рынке труда. Азербайджан стремится повысить конкурентоспособность своих студентов, улучшить их возможности трудоустройства и поднять мировой престиж своих высших учебных заведений путем внедрения трехуровневой системы, систем перевода кредитов и процедур обеспечения качества. Реализация этого стратегического подхода не только повышает академическую успеваемость отдельных студентов, но также играет важную роль в продвижении социально-экономического роста и общего успеха сектора высшего образования Азербайджана.

Ключевые слова: Высшее образование, Болонский процесс, занятость, трехцикловая система, мировые стандарты, социально-экономическое развитие.

Mehpara Najaf YUSİFLİ
Western Caspian University
E-mail: mehpare.yusifli@gmail.com

ENHANCING HIGHER EDUCATION QUALITY AND EMPLOYABILITY: A COMPARATIVE STUDY OF BOLOGNA AND AZERBAIJAN FRAMEWORKS

Abstract

The paper explores Azerbaijan's dedication to improving its higher education system by aligning it with the Bologna Process, which is a framework for international collaboration on higher education policies. Azerbaijan seeks to advance global cooperation, allow exchanges of students and teachers, and encourage research collaboration by adopting the principles of transparency, mobility, and compatibility. Azerbaijan's embrace of the Bologna Process displays its commitment to creating a dynamic educational setting that prepares students for success in the international labor market. Azerbaijan aims to raise the competitiveness of its students, improve their employability, and elevate the worldwide prestige of its higher education institutions by implementing a three-cycle system, credit transfer systems, and quality assurance procedures. Implementing this strategic approach not only enhances the academic performance of individual students but also plays a significant role in advancing the socioeconomic growth and overall success of Azerbaijan's higher education sector.

Keywords: Higher education, Bologna process, employment, three-cycle system, global standards, socio-economic development.

Daxil olub: 02.12.2023