

Helsinki Citizens' Assembly (hCa) – Helsinki Yurttaşlar Derneđi (hYd)
Teachers for democratization and peace building in Turkey, Armenia, Azerbaijan and Georgia Project



EDUCATION PROFILES FOR TURKEY, ARMENIA, AZERBAIJAN



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COUNTRY PROFILE-TURKEY

OVERVIEW OF EDUCATION SECTOR

In Turkey, Ministry of National Education (MoNE) is responsible for developing education policies and implementation of those policies. Education system is highly centralized and controlled on a nationwide level unlike many European and Caucasian countries where municipalities or federal authorities have a high degree of autonomy for developing education programs and implementing them according to the needs of the local population. In fact, Turkey has one of the most centralized education systems in the world. MoNE is a gargantuan bureaucratic machine with 36 central units, 81 provincial directorates responsible for about 15 million students, more than the population of Armenia, Azerbaijan and Georgia. Tertiary education and student placements are organized and administered by Council for Higher Education (YÖK) and ÖSYM (University Selection and Placement Center), administrative bodies that are neither under the administration or jurisdiction of MoNE.

For the colossal task of the administration of education, in 2013 budget allocated to the Ministry of National Education is 68,100,000,000 TL. Thus, Ministry of National Education has the highest budgets among Ministries. Education budget is 3 times the total budget allocated to four security organizations (General Directorate of Security, Gendarmerie General Command, National Intelligence Service and Coast Guard Command) and 3,34 times the budget allocated to Ministry of Defence.

In comparison to the previous year's budget (47,500,000,000 TL) Ministry of National Education budget increased 44,34 percent in 2013. Budget allocated to education has increased six fold since 2002 (when the education budget was only 11,3 billion TLs). In the last decade, percentage of education in overall budget has increased from 9,4 percent to 17 percent.

Despite these improvements, the ratio of MoE's budget in GDP in Turkey is nearly the half of the provided budget in OECD countries. Due to high number of students in education (20 million in all levels of education from preschool to tertiary education) Turkey has the last rank among the OECD countries in the educational expense per student. The same situation is seen in the schooling rate. In OECD countries public expenditures constitute nearly all of the educational expenses whereas in Turkey small percentage of public expenditures dedicated to education increase the private expenditures for education.

In spite of increases in education budget and improvements in education, problems do persist due to the high number of student population, high number of personnel in education, disparities among regions, low GDP in comparison to other OECD countries, high number of administrative personnel in centralized administrative structure, complexity of the education landscape, highly centralized structure of the education system, disparity of development between Turkey and other OECD countries in the past, uneven distribution of resources cause a lot to be desired for education sector in Turkey. In education expenses, largest percentage of resources come from central public budget with 61.4 percent.



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Contribution of household income is 33.4 percent, whereas the remaining 5.2 percent comes from other sources like associations, foundations, companies, international organizations and municipal budgets. National Education Foundation and School Parent Organizations also contribute to overall education expenses, however, those contributions are not recorded and hence hard to analyze.

Schooling rate is another important indicator in education. In 2012, schooling rate in primary schools became 98,67 percent, while this rate is 67,37 percent in secondary education. Between 1997-1998 academic year and 2009-2010 schooling rate in primary schools increased 13 percent. However, there is still a gap between the schooling rate of female and male children in secondary school level, male students has a 5.34 percent higher rate of schooling in comparison to girls.

Another problem area is the education of children with special needs. There are few educational programs in primary and secondary education for students with special needs. Even though there are some special schools for children with special needs, the number of these schools are less than satisfactory, unable to meet needs. Moreover, there are not special needs schools in every province, making it impossible for parents to provide education to their children with special needs.

In some cases, like in the case of autistic children, waiting lists are too long indicating that some students will never be able to get into those schools in education age. This is an important problem since access to education at an early age can increase the ability of those children to live independently and realize their potential in later years.

Although there are various campaigns to raise and allocate sources for the schooling of children with special needs, there are not many programs that aim the integration of those children into all walks of life, along with the number of staff specialized in integration of those students into social life and in education sector.

In 2012 as a positive note, resources allocated for the free education of students with special needs at special centers have increased. There are also a number of private organizations that offer special education programs for students with special needs, getting funds from the state for free provision of services. However, lack of sufficient number of specially educated personnel and lack of an overall institutional inspection system for those special education and rehabilitation centers remains to be a problem. Moreover, duration of time where students with special needs that benefit from special education free is lower than the duration in EU countries.

Pre-school education is voluntary and covers children between the ages of 3 to 5. Primary education is compulsory for all children between ages 6 to 17. After eight years of primary education, general secondary education, vocational and technical education and non-formal education are available options for further education. In 2006, duration of secondary education was increased from 3 to four years. Starting with the academic calendar year of 2012-2013, levels of education have been redefined as 4+4+4 changing it from 5+3+4 system



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of former years. Compulsory education period has also been extended to 12 years. Net enrollment rate in primary schools was 99 percent among children at school age in 2012.

Pre-school matriculation rate for children (48 to 60 months old) was 26 percent, well below the average in OECD countries. In 2012, age for starting school has been lowered to 66 months, however, parents have the right to refrain from sending children to school at this early age if they have a report from a doctor/psychologists showing that the physical, emotional and mental development of the student is not developed enough for the student to start school. Despite this change in the law regarding the age of starting school, many of the schools are not equipped according to the needs of children, who are 66 months old.

There is also the problem of gender imbalance among students continuing education. Drop out rate in education for female students is much higher than male students in 12 years of education. Although the number of teachers per student was reasonable in previous years (1 teacher per 20 students), this ratio has deteriorated over the years and in 2010, there was only one teacher for 28 students. Furthermore, ratio of students per teacher is very high in public schools and in some regions. The number of students in class varies from public schools to private schools and from region to region. In Istanbul, there are some classes in public schools (in primary and secondary education) where there are 80 students in one class. The situation is worse in metropolitan area public schools which receive high number of rural migrants or internally displaced people from other areas. Many schools have double shift education systems. In remote rural areas, first level of primary education is provided in classes where students from grade 1 to 5 are taught in the same classroom.

There are 31,480 schools in Turkey in primary and secondary levels of education. 16,905 of them are primary schools, 3,558 of them are general secondary schools. 485 of the secondary schools are regional boarding schools. There are also 1,141 religious schools (imam-hatips) in Turkey which start to provide education at the secondary level. The rest are secondary schools which provide vocational and technical education.

Although education system is supposed to be free in Turkey, in reality almost all public schools demand and collect (*obligatory*) donations from parents. Without those donations, student are refused registration, whereas a lofty donation may ensure that the student can be registered at a school, where the parent do not reside in the neighbourhood reserved for this school area. Low budgets allocated to the administration of schools necessitate this practice, even though it is illegal. Parent have the right to complain to MoNE if donation is demanded, however, the problem is too widespread to be tackled effectively. Money collected from parents is used to pay for utility bills, heating expenses and other office supplies of the schools since funds for these budget items are far from sufficient. Unwritten, illegal donation practice creates an unnecessary burden on poor families, causing a disparity and education gap between children of people coming from different stratas of income.

There are some scholarships available for the students, however, these are far from sufficient and only given to children who get high scores in scholarship exams. Hence many parents from low income families prefer to send their children to religious schools, since those schools provide a network of social support increasing chances of students to have a



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beter chance of getting employment in the future as well as getting higher education through scholarships provided by various religious charities or religious community networks. There are 1,141 religious schools in Turkey which cater to this need, providing standard education as well as classes in religion. Income status of parents is an important factor in parent's decisions regarding schools as well as life style choices and willingness to give their children religious education besides general education.

Those schools which were originally established to provide Muslim clergy (imams, preachers ec.) have a legal status, but their function has always been more than educating future clergy. Since their establishment there has been religious schools for female students, even though female students can not become religious clergy in Islam. Currently, imam hatip schools that provide education in English etc. has also been opened, going far beyond the original mandate of schools as envisaged in the law. Besides imam hatip schools, there are some special professional schools that raise various artists, like conservatories and vocational schools which provide education in secondary level.

The state does not provide various school supplies for students, creating a financial burden on low income families, however, students in rural communities are given free lunch and transportation to ensure attendance. However, textbooks are free, MoNE distributes free textbooks to school at the beginning of the academic year. There are not schools in every settlement, so in some cases, the state builds a school and brings students from surrounding settlements to this school for education. There are also some boarding schools for students from surrounding areas.

Official education language in Turkey is Turkish. Christian minorities recognized by international Lausanne Treaty (Armenians and Greeks) have the right to education in their mother tongue provided social science and literary classes are taught in Turkish according to official curriculum. However, despite these rights there are various problems in implementation. Text books prepared in those languages have to be approved by the relevant body of the Ministry of National Education. Approval process is too long and approval is not guaranteed. In one case, an Armenian school applied for the use of a textbook in Armenian and they have been waiting for seven years up to now. There are also problems in the administration and up keep of those schools since there are not enough students to keep those schools going.

Many people from those minority communities prefer to send their children to schools providing education in one of the European languages as well as the number of Christian minorities who have emigrated to other countries dwindle the population of those communities. Furthermore, minorities that have been recognized as a "minority" like Assyrians do not have the right to provide education to their children in their native language. Currently, due to Kurdish issue, education in Kurdish has become the subject of fervent discussion. Permission to open courses in Kurdish was given couple of years ago, however, education opportunity for Kurdish children to be educated in their mother tongue still does not exist. There are also some infrastructure problems to make a transition in this direction, even if the state decides to establish a structure to provide courses in Kurdish. There are not any textbooks, teachers qualified to teach courses in Kurdish.



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There are also schools that provide education in various Western languages (English, French, German and Italian to be exact). After first level of primary education, student who pass entrance exams are matriculated in those schools and the language of education in this language except social science courses in Turkish.

These private schools were established according to the Laussane Treaty and any modifications in the school structure (like repairing the roof etc.) are subject to extra permission procedures besides usual permits to make such structural, architectural changes. After the change in the educational systems before the changes in 2012, those schools started to provide education after the first years of education instead of five years of education. Foundations established by the alumni of those schools established new schools to provide education after the first level of primary education, providing instruction in a foreign language for 9 years. MoE also gave permission to various private schools which would provide education in various languages (basically English) as well as opening Anatolian Highschools which are administered by the state. In private schools of such nature, the teachers are chosen by the school administration instead of being appointed by the state.

Content of textbooks and official curricula is determined by the Board of Education and Discipline of the Ministry of National Education. All textbooks used in education from pre-school to the highest level of secondary education has to be approved by this board. Curriculum of classes is also determined by this board in a centralized fashion. Textbooks are printed and distributed by Ministry of Education. Textbooks are free In vocational schools, textbooks also have vocational modules prepared and sent by MoE. Use of supplementary textbooks are not allowed in classrooms unless they are officially approved by The Board of Education and Discipline of MoE. In pre-schools teachers and school administrations have the option of selecting the books they want to use in class from a myriad of officially approved books.

Textbooks are not balanced in terms of male-female roles. Gender stereotypes are still prevalent in textbooks. According to a report by History Foundations, textbooks have gender stereotypes, disparaging portrayal of various minorities and promotion of death culture. Positive role models for females and males are necessary. In vocational schools, this issue is not addressed properly since most of the courses are designed to provide technical education. However, on a positive note, pre-school books have better role models with regard to female-male roles in comparison to primary and secondary school textbooks. In the case of minorities, positive portrayal of minorities is absent in textbooks and more needs to be done to eradicate hard set prejudices in classes.

Under the current regime of education, religion courses are also obligatory in all levels of education except in pre-school. Religion courses do not display a balanced approach to religion concentrating only in education of Sunni Muslims. Students from different faith groups like Alawites, Christians are also obliged to take those courses, even though textbooks portrays those faith groups in an incorrect, derogatory manner. Besides the obligatory religion course, the students are obliged to select one other religion course from



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the curriculum i.e. Arabic, Quran, Life of Prophet Mohammed. Obligatory religion courses start on 4th grade and continue to be obligatory since the last level of secondary school, i.e. 12th grade.

Teachers are basically trained in Education Faculties of various universities. Almost all state universities in Turkey have faculties of education. Graduates from different departments approved by the MoE also have the option of becoming teachers after they complete extra courses for pedagogic formation. In order to become a teacher, all graduates need to pass a state exam offered by Ministry of Education.

Ministry of Education also provides on the job training programs for teachers, however, number and scope of those training programs are limited in scope and far from being satisfactory. Quality of those training programs also leave lot to be desired. There are also some special programs offered by various civil society organizations, education syndicates but they provide training to a small percentage of teachers in specialized subjects. On the Job Training Department of MoE prepares and administers those programs, course programs are accessible by teachers. On a positive note, MoE carries out surveys on teachers from time to time to assess the training needs, problems of teachers. However, these are not done annually on a periodic basis, hence not assessing current needs and changing paradigms of education from year to year.



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- GENERAL INDICATORS - TURKEY

Pre-primary Gross Enrollment Rates (%)	1991	1999	2002	2010	Regional Average (2010)
Total	4	7	7	26	69
Male	5	7	8	27	70
Female	4	6	7	26	69
Primary Gross Enrollment Rates (%)	1991	1999	2002	2010	Regional Average (2010)
Total	102	103	103	104	100
Male	106	107	107	105	100
Female	97	98	99	104	99
Primary Net Enrollment Rates (%)	1991	1999	2002	2010	Regional Average (2010)
Total	92	94	97	99	94
Male		98		100	94
Female		90		98	94
Secondary Gross Enrollment Rates (%)	1991	1999	2002	2010	Regional Average (2010)
Total	52	69	87	82	88
Male	64	82	100	86	90
Female	39	56	73	79	87
Secondary Net Enrollment Rates (%)	1991	1999	2002	2010	Regional Average (2010)
Total	45	56	71	79	82
Male		63	78	81	83
Female		48	64	76	82
Tertiary Gross Enrollment Rate (%)	1991	1999	2002	2010	Regional Average (2010)
Total	14	23	25	55	66
Male	18	28	29	61	58
Female	9	18	21	50	73
Progression and Completion in Education (%)	2008		2009	2010	



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School life expectancy ISCED 1-6 (years)				13,8	
Percentage of repeaters, primary (%)				2	
Survival rate to grade 5 (%)			99		
Gross intake rate to last grade of primary (%)				100	
Primary to secondary transition rate (%)		97		97	
Literacy Rates (%)	1990	2009			Regional Average (2010)
Total Adults (15 +)	79,2	90,8			97,9
Male (15 +)	89,8	96,4			99
Female (15 +)	68,5	85,3			97
Total Youth (15-24)	92,5	97,8			99,1
Male (15-24)	96,6	99			99,3
Female (15-24)	88,4	96,6			98,9
Resources for Education	1995	2006	2010		
Pupil/Teacher ratio (primary)	28				
Public Expenditure on education as % of GDP		2,9			
Education Expenditure as percentage of total expenditure			17		
GDP per capita in USD			15.830		
Population (0-14 years)			26.000.000		
Total Population			72.752.000		
Poverty (% of population on less than \$ 2 a day)			4		
Number of students in primary and secondary education			1		
Children of primary school-age who are out of school (%)			18		
Number of students in all levels of education					
Number of teachers in primary and secondary education					
Number of male teachers in primary and secondary education					
Number of female teachers primary and secondary schools					
Number of schools in primary and secondary education			31480		
Number of schools in primary education			16905		
Number of schools in secondary education			3585		
Other types of secondary schools			14575		



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COUNTRY PROFILE – GEORGIA

OVERVIEW OF THE EDUCATION SECTOR

Duration of compulsory education in Georgia was 9 years in late 1990s, but it has become 12 years during the last decade. According to Ministry of Education, there are 560,590 students enrolled in all levels of schools. In total there are 294,535 male and 266,055 female students in the education system currently. 265,228 male and 242,577 female students are enrolled in public schools whereas 29,307 male and 23,478 female students are in private schools. Hence, 9,9 percent of male students and 8,8 percent of female students are in private schools, making the percentage of students in private educational facilities to be 8,8 percent. There are 2,087 public and 238 private schools in Georgia with 600,000 schoolchildren and 59,000 teachers.

According to the World Bank, total public expenditure on education represented 2.2% of GDP in the year 2000. In 2012, this ratio increased to 2,7 percent. Participation in primary and low secondary education is high and stable - gross enrollment ratio reached 98% in 2004 year. Upper secondary enrollment ratio (including professional programs) is quite high as well. The share of population attained higher education reached in 2002 up to 24% against 20% in 2000.

In 2013 budget of the Ministry of Education was 640,000,000 GEL, increased almost 40 million GEL from 600,600,000 GEL in 2012, about 6,56 percent. Ministry of Education budget is equal to 92,8 percent of the Ministry of Defense budget which is 690,000,000 GEL. However, MoE budget is higher than Ministry of Interior budget by 55,000,000 GEL, equal to 109,4 percent of MoI budget.

Ministry of Education gives the number of teachers as 68,350 in private and public schools. The number of female teachers is more than five times male teachers in public schools. There are 9,162 male teachers in comparison to 51,043 female teachers. The situation is also similar in private schools where there are 1032 male as opposed to 7,113 female teachers, increasing the ratio between female to male teachers to 7 in comparison to 5 in public schools.

Average number of students per teacher is 8 pupils. This ratio is 8.92 in primary level and 7.57 in secondary level according to latest figures. However, there are discrepancies between city schools and schools in remote regions, average number of students in Tbilisi could be 20-25 and more. The maximum number of pupils in one class should not exceed 35 students. If there are 36 students the class is dividing into two classes.

In Georgia, the central state institution is responsible for the primary and secondary school education and teacher training policy, however, education system is more decentralized than centralized. Area of responsibility for the Ministry of Education (MoE) is defined as participation in forming state policy in education, science and professional training of teachers; organization of the attestation of teachers, awarding the qualification categories, pedagogical and academic degrees; organization of the initial teacher education,



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improvement of the professional skills and retraining of teachers and education; setting curricula and educational programs; defining the rules of applying for pedagogical personnel positions at educational institutions. There are two autonomous republics in Georgia, which have their own Ministries of Education. These Ministries are the main governing bodies of the education system within the territories under their jurisdiction. They participate in the development and implementation of the unified state educational policy. They also define educational programmes and control their implementation within the territories under their jurisdiction.

There are also a number of public institutions which are responsible for general education, which can be listed as National Curriculum and Assessment Centre (NCAC), National Centre for Teachers Professional Development (NCTPD), National Centre for Educational Quality Enhancement (NCEQE), National Examination Centre (NAEC), Shota Rustaveli National Science Foundation, Education and Science Infrastructure Development Agency.

Administration and co-ordination of all activities related to state higher education institutions is under the responsibility of the Ministry of Education. The MOE establishes educational standards for higher education institutions, as well as typical regulations and principles for the admission of students, the appointment of pedagogical staff, and the granting of diplomas and degrees.

After an educational reform in 2003, public schools have become more decentralized and especially administration of schools have become decentralized, gaining a local and democratic structure. Schools are governed by school boards composed of parents, teachers and schoolchildren. The board approves the school budget and internal regulation of the school. Since 2003, public schools are decentralized in Georgia. They are governed by school boards. School's principals could not be fired without approval from board. Although there is opinion that the process of decentralization in schools has more formal character. However, national curriculum is set by the central authority (MoE) and teaching process is regulated by standards of subjects since 2005-2006 academic calendar. Local education departments were replaced by Education Resource Centers, which facilitate (but do not control) schools' educational activities by collecting data, conducting research, organizing training, workshops and seminars.

All educational institutions in Georgia have a certain degree of autonomy. They are managed by administrative and pedagogical or scientific (at the higher education level) councils. Normally in each educational institution a board is in charge of fund raising and the rational distribution of available funds. Higher education institutions have a high degree of autonomy. They elect their rector and scientific board, take independent decisions concerning their structural units, staff, content of courses and other organizational matters. Regional Education Departments and Education Departments (now Education Resource Centers) at the district level are responsible for the administration and management of kindergartens and 21 schools.

All public and private schools are obliged to meet national curriculum goals and criteria while being free to design part of the curriculum (25%) on their own. Schools are free to



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choose the form and content of study within the curriculum framework but the state has the means to measure achievement and if needed can participate in improving the quality of learning.

General education starts at the age of 5. The Ministry of Education and Science of Georgia may allow exemptions from this rule. National assessment results showed that 5- and 6-year old children were equally capable of passing the learning program defined by the National Curriculum. It is also noteworthy that in 2011, 52% of parents decided to send their kids to school at the age of 5.

The system of general education includes primary (grades 1 through 6 - 6 years), basic (grades 7 through 9 - 3 years) and secondary (grades 10 through 12 - 3 years). After completing the primary and basic levels (15+ years old) students have the possibility to get Vocational Education VET. The compulsory condition to get access for higher education is full completing of the all 3 stages of general education (18+ years old). Primary and basic cycles of general education are mandatory. It is inadmissible to leave a student outside the system of general education without completion of the basic cycle. After successful completion of this stage of schooling, pupils obtain a certificate of general (basic) secondary education that allows the graduates to either continue education at senior (upper) secondary school or to pursue vocational education.

Pre-school care and education is universal (but not compulsory) for children under the age of 6 in Georgia and is delivered almost exclusively through full-day nurseries or pre-schools. Pre-school institutions are financed by local budgets, tuition fees collected from parents and additional income earned from profit-making activities. Currently pre-school education is completely decentralized in the country with local governments fully responsible for establishing, funding, and operating pre-schools. As a measure for coping with the financial crisis, the government increased parents' contributions for food expenses in pre-school institutions, reduced staff and asked parents to pay part of the staff salaries.

All primary and basic secondary schools are funded by the State budget. Part of the students (some 30%) receive general secondary education free of charge financed from the State budget. All other students have to pay tuition fees. General educational institutions are financed through a voucher system. In 2011, some components were modified in the formula of voucher funding, as a result of this change- all schools have sufficient finances to successfully carry out learning process; there are no schools with budget deficits. The state undertakes to provide twelve years of free general education, and primary, basic and general schools (which have been converted from local-government budget organizations to autonomous Legal Entities of Public Law or LEPLs) are funded directly from the Ministry of Education and Science, receiving an amount per pupil (a voucher) which varies only according to the location of the school (highest for those in highlands, lowest for those in cities) and covers current but not capital expenditures.

Small schools can receive an extra amount per pupil from the central budget, and extra educational and teaching services and special educational curricula can be financed locally. Financial vouchers are given to each student by the government for receiving an



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education. Each child is free to choose among public and private schools. Private schools constitute 11% of the total number of the schools in Georgia and 10% of schoolchildren study there.

About 80% from all school are public schools with all 3 stages of education, about 15% schools have primary and basic levels, and 5% have only primary level. All these schools are located in the regions, especially remote rural areas. General education may be acquired through external studies. A document certifying the acquisition of general acquisition through external studies was declared to diploma of general education issued by a general education institution. General education may also be acquired through alternative means, commensurate with the procedures established by the Ministry of Education and Science of Georgia, with due consideration of age specificity of students and working and family conditions.

Per student funding model has been applied to higher education (HE). Within this model, upper limit of tuition fees is set for state universities, but not for private ones and this upper limit equals the highest amount of grant issued by the state. Uniform grants to a relatively small number of students (2005) have been replaced by grants on a sliding scale to a larger number, but still merit-based (2006); and a student loan scheme has been initiated in cooperation with commercial banks (2006).

In some private schools special committee is proving the list of scholarships provided to students in need. The scholarship could be given by any person or structure - board of trustees, private persons, alumni of school etc. In public schools there are internal mechanisms of encouragement. Special one-time prize is given to the winner of Students Olympiads. Schoolchildren from 1st to 12th grade who come from socially vulnerable families are being provided with school textbooks free of charge. In order to obtain high school diplomas, all 12th graders take High School Exit Exams in Georgian Language and Literature, a Foreign Language, Mathematics, Chemistry, Physics, Biology, History and Geography. High School Exit Exams are carried out with Computer Adaptive Testing (CAT). The entrants have to pass the Unified National Examination to attend university. Entrants have to pass 4 exams (Georgian language, Foreign Language, General Skills, and selected subject) in order to enroll in higher education institutions.

Quotas are defined specifically for Azeri and Armenian entrants for the 2012 national unified exams. They are asked to take a general ability test in their own languages (Azeri and Armenian), on the basis of which the students are enrolled in preparatory programs. Furthermore, Azeri and Armenian students will take a year-long intensive course in Georgian Language; afterwards, they will be enrolled at the universities of their choice.

Higher Education Institutions are autonomous bodies and their heads are elected by each institution's Academic Council (the highest representative body consisting of elected professors from each department). University Entrance Exams are administered by a new agency, the National Examination Center, under the governance of but at arm's length from the MoES.



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Currently the pre-primary education sector in Georgia is to a large extent underdeveloped. As in some other post-communist countries pre-primary education system collapsed in the early 1990s. Since then, this level of education, unlike other levels, has not been through an extensive reform process. Therefore, there is an urgent need to introduce substantial changes in this sector –legislative as well as structural and operational. At present, there is certain confusion over the management and organization of pre-school education: there are no principles of management and control in place; the role and extent of involvement of central government are largely undefined; funding mechanisms for pre-school education have not yet been devised; and there is no standard licensing procedure. However, the situation has improved drastically over the last years.

Teachers participate in the decision making process in schools. Schools themselves bear responsibility for establishing teacher salary rates given that they observe minimal rate recommended by the MoES. Teachers work on a contractual basis. Teacher's salary ratio to average salary in national economy in Georgia is 0,5 witch is the lowest for CIS (Community of Independent States) countries. The rules and consequences of breaking them are fixed in the schools statutes. Teachers could become subject to such disciplinary measures as warning, rebuke, and strict rebuke. Decision about breaking the contract with teacher could be taken only by board of the school.

There is no obstacle in establishing or becoming a member of an educational trade union. Though it is considered that educational trade union are politicized and have more formal character.

Children with special needs are educated at regular schools instead of being segregated at special schools. However, this policy is not implemented in every school at the moment, as the MoE tries to implement a step by step policy to make all schools in Georgia inclusive. Inclusive Education Program has started in 2008 with a pilot project in ten schools in Tblisi. Public Schools implements an Inclusive Education Program to cater to the special needs of students with various disabilities. In those schools, teachers adopt individual education programs according to their needs and capabilities. Provision of special education (not inclusive setting) is also possible in specialized schools since mainstream educational system is not able to meet the needs of all the children. To ensure effective functioning of the specialized schools (legal entities) the Ministry of Education and Science covers salaries of administrative-technical personnel, special education teachers and running costs.

The language of education is Georgia, and in Abkhazian Autonomous Republic – Georgian and Abkhazian. The Parliament of Georgia adopted the Law on General Education on 8 April 2005. According to the new law, the citizens of Georgia with a native language other than Georgian enjoy the right of receiving a full-course general education in their native language in compliance with the national curriculum. In Abkhazian Autonomous Republic studying of the second state language is compulsory. Citizens of Georgia for whom Georgian language is not native have the right to get general education on their native language (Russian, Armenian, Azerbaijani, Ukrainian). Studying of Georgian language is compulsory for them. English, French, German, Italian, Spanish, Turkish, Russian, Ukrainian, Armenian, Azerbaijani are taught as foreign languages in Georgia. However, there are problems in providing



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translated textbooks to the regions densely inhabited by minority groups, the schools are still in need of additional resources

With the initiative of the Ministry, new Project “School accessibility” was launched in January 2013. The aim of the Project is to provide with means of transport those pupils who have to walk long distances in order to reach their schools. Up to 16000 pupils from 330 public schools have school buses today. The Ministry has allocated 2.6 million GEL for the implementation of the Project.

In some schools there are uniforms, and the rules of wearing it is provided in the school charters. Students required to wear uniforms on special dates as opening and closing of academic year, exams, other public events in schools).

There are several functional schools under the Georgian Patriarchy, providing religious education. Boarding school of Saint Queen Tamar (I-IX grades – 300 students) is one of those schools. The school has the status of non-commercial organization. The principle of school is representative of church. The purpose and functions of the school of St. John Chrysostom and St. Andrew the First-Called High School in Kharagauli is to educate children in the spirit of the Orthodox Faith, morals and church life, their mental development and to give them with the spiritual and secular education. Along with math, grammar and other school subjects, children are taught about the Bible, , prayers, church songs, history of Orthodox Church.

The National Curriculum and Assessment Center NCAC (established in 2006,) is responsible for the development of the national curriculum, development of the student assessment system, establishment of national education standards, and the piloting and approval of textbooks. The textbooks are one of the most important resources amongst the teaching materials applicable at general education institutions - schools. There is established the system of approval in order to provide students with high-quality textbooks. In different subjects there are several certified textbooks from which the school selects one. From 2012-2013, new textbooks will be introduced in 7-12th grades. These textbooks will stay unchanged for the next 5 years. The price of each book will not exceed 10 GEL. In different subjects there are several certified textbooks from which the school selects one.

Experts mention that the textbooks have the gender disbalance. The history of religion (but it is not religious courses) is offered as a selective course which can be taken as a course during IV-VIIth grades.

Participation in education in rural territory, especially in mountain area is much lower than in urban areas. Besides, supply of learning material and education condition are much poorer and teachers qualification is not sufficient. Not sufficient attention to the pre-primary education leads to differentiation in starting position for children from different social groups. The fact, that only primary education in Georgia is compulsory and parents must pay for participation in upper programs resulted in issue of equity in access to education for children from poor families. Due to the ongoing rationalisation process a number of state funded institutions have been replaced by self-financed private institutions. Despite the fact



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that more than 50% of funding for VET is paid by individuals, neither the state nor the majority of individuals are able to pay the rest. At the moment the state can only meet one-third of the demand and is in the position to pay only 57% of teachers' salaries . The new Law on education tries to solve some of the issues, enlarging compulsory stage of schooling till upper secondary and establishing school autonomy as a tool to raise efficiency. At the same time, the new Law has created the new problem: access to education for national minority on mother tongue, because in accordance with the new Law all subjects after primary education stage must be taught in Georgian.



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GENERAL INDICATORS

Pre-primary Gross Enrollment Rates (%)	1991	1999	2002	2010	Regional Average (2010)
Total	59	35	43		30
Male		36	42		30
Female		35	44		30
Primary Gross Enrollment Rates (%)	1991	1999	2002	2010	Regional Average (2010)
Total	97	94	92	109	101
Male	97	94	91	107	102
Female	97	94	92	111	100
Primary Net Enrollment Rates (%)	1991	1999	2002	2010	Regional Average (2010)
Total					90
Male					91
Female					89
Secondary Gross Enrollment Rates (%)	1991	1999	2002	2010	Regional Average (2010)
Total	95	79	81		95
Male	96	80	81		97
Female	94	78	80		94
Secondary Net Enrollment Rates (%)	1991	1999	2002	2010	Regional Average (2010)
Total		76			87
Male		76			88
Female		76			86
Tertiary Gross Enrollment Rate (%)	1991	1999	2002	2010	Regional Average (2010)
Total	37	36	41	28	24
Male	38	35	41	25	23
Female	35	37	41	31	25
Progression and Completion in Education (%)				2009	
School life expectancy ISCED 1-6 (years)				13,2	



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Percentage of repeaters, primary (%)					
Survival rate to grade 5 (%)				96	
Gross intake rate to last grade of primary (%)				116	
Primary to secondary transition rate (%)				100	
Literacy Rates (%)	1989			2010	Regional Average (2010)
Total Adults (15 +)				99,7	99,5
Male (15 +)				99,8	99,6
Female (15 +)				99,7	99,4
Total Youth (15-24)				99,8	99,7
Male (15-24)				99,8	99,6
Female (15-24)				99,9	99,8
Resources for Education				2010	
Pupil/Teacher ratio (primary)				8	
Public Expenditure on education as % of GDP - 2011				2,70	
Education Expenditure as percentage of total expenditure				7,7	
GDP per capita in USD				5.036	
Population (0-14 years) as percentage - 2008				17	
Total Population				4,352,000	
Poverty (% of population on less than \$ 2 a day)				32	
Number of students in primary and secondary education				560,59	
Children of primary school-age who are out of school (%)				2	
Number of students in all levels of education					
Number of teachers in primary and secondary education				68.530	
Number of male teachers in primary and secondary education				9.162	
Number of female teachers primary and secondary schools				51.043	
Total number of primary and secondary schools					



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COUNTRY PROFILE-ARMENIA

OVERVIEW OF THE EDUCATION SYSTEM

In recent years the budget for education represented about 2 to 2.5% of GDP and around 11% of the state budget. The share of 2003 state budget expenditures on education was projected 2.2% in GDP. The share of education in total budget expenditures made up 9.5% of the total projected expenditures. About 5.3% of expenditures on education and science were financed by credit and grant projects. Budget allocations to the different sectors were as follow: general education (primary, lower and upper secondary), 72.3%; higher and postgraduate vocational education, 12.6%; upper secondary vocational education and training (VET), 6.3%; college education, 3.7%; boarding schools for general education, 2.1%; tertiary education, 2%; and VET, 1%.

The expenditures from the state budget on education in 2004 amounted to 2.33% of the GDP, compared to 1.96% in 2003 and 2.74% in 2005. According to the 2007-2009 Medium-Term Expenditure Framework of the Republic of Armenia, this indicator is 3.23% for 2006. In 2010, 3.2 % of GDP was used for education expenses and 3.05 % of GNI.

Armenia's public expenditures on education increased as a percent of GDP between 1997 and 2001 by 45 percent from 2.0 to 2.9 percent of GDP. In 2010 this ratio had increased to 3.3 percent. However, the current level is still very low by international standards. As a share of general budget, public expenditure on education in 1998 was below the OECD 1998 average-8.3 percent versus 12.9 percent. However, by 2001 Armenia's public expenditure for education as a percent of total public expenditure, relative to the 1998 percent for the average OECD country, had narrowed significantly, the share of total public expenditures going to education increased from 8.3 to 10.5 percent in the 1997-2001 time period. Currently, this ratio has increased once again reaching 11.8 percent in 2010. In 2012, MoES was 105,554,295 in comparison to 157,473,487 of Ministry of Defense budget, hence equal to 68 percent of MoD budget.

Between 2000 and 2002 average monthly wages in the education sector were below the average monthly public sector wage. However, the average monthly *teacher* salary slightly exceeded the average monthly public sector wage. Current salaries for all public sector employees, including teachers, are extremely low. Teacher salaries (and those of the public sector in general) in Armenia are seriously below per capita GDP and significantly below averages for the OECD countries. As the economy grows and unemployment declines in Armenia, the sector will not be able to attract or retain teachers of quality without raising salaries significantly. In comparison to the average income in the country, teacher salaries are equal to 55%, of the average income which places Armenia in the last place among CIS countries.

Relative to the average for OECD countries, Armenia's education system as a whole allocates more to recurrent and less to capital costs. Its allocations between staff and non-staff expenses are comparable to the average for the OECD. However, detailed analyses of recurrent expenditures for the different levels and types of education paint a picture of



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consistent under-funding: deferred maintenance, under-funding of utilities, and virtually no allocations for the resources associated with improving the quality of educational services, such as teacher training or libraries and other learning resources. Teachers have minimal financial incentives to improve their performance or to stay in the sector. They work significantly fewer hours than other public sector employees and have lower instructional workloads than the average for OECD countries.

There are 586 schools, 41757 teachers and 386439 students in Armenia. 6640 of the teachers are men and 35117 of them are women. And 185953 of the students are girls, 200486 of them are boys. It is obvious from the numbers introduced above that there is a gender balance among the school students in Armenian schools, where male students are almost 4% more than female students. The adopted laws and programs aimed at the development of the Armenian education system have not undergone gender expertise to ensure the creation of a gender oriented educational strategy and to study the impact of the reforms on boys and girls, as well as the issue of actual access to education for women and men in the situation of world socio-economic instability and globalization.

The principal task of the Ministry of Education and Science, as the body responsible for management of the general (primary-secondary) education system, is the implementation of the national education policy, the preparation of legislative bills and draft regulations for State decision-making, and the creation of targeted programmes for resolving different problems within the education system.

The education system in Armenia is managed at five levels: the Government of the Republic of Armenia, Ministry of Education and Science, governors, heads of local authorities, and education institutions. Although the Law on Education defines the powers of each of them. However, there are still some ambiguities with regard to the clear definition of powers. Operational links between central, regional and local authorities are weak. Education institutions are under the management of various agencies, which makes it difficult to implement unified management and data collection. One of the most important problems in the education system relates to the determination of public budget. Education budget requirements are determined by individual budget cost-centers (e.g. schools), using norms or pre-set input ratios, these budget needs are aggregated at the regional level before being sent on to the Ministry of Finance and Economy. Whilst the information is sent to the Ministry of Education and Science in this case, it is for information, rather than for their approval. The Ministry's role is mainly limited to gathering the policy-based statistical information (e.g. numbers of teachers) required to apply the norms. Even though Ministry of Education and Science is responsible for setting Government policies, they lack the role/ability to influence how resources are used to meet these policy objectives. In transition period, the absence of coordinated and shared activities in the field of education was best reflected by the lack of continuity and linkages between various levels of education; there are no institutions and officials at any level of education management who are responsible for ensuring linkages and continuities between various levels of education. There is no unified conceptual framework for education. There are documents which regulate various levels of education. Even the state program for development of education presents the latter as the sum total of unrelated levels. There are no professional orientation



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and career centers in schools or specialized education institutions that could support students to move from one level to another in a smoother and more effective manner.

With a decision taken on June 1999, reform of education system started with a pilot project. Main objectives of the reform process were decentralization of the management of the general education system, increased autonomy of educational establishments; rationalization of the network of general education schools in accordance with established norms concerning class size and teachers' workload; introduction of a new mechanism of funds allocation to schools.

Step by step former centralized education system is being replaced by a decentralized system with emphasis on school self-management. The former centralized education system is being replaced by a decentralized system with emphasis on school self-management. The process of decentralization started with the dissolution of Education Divisions and school management was transferred to the Education Divisions in marzpet offices. Currently, schools are managed by a Council responsible for approving the estimated budget, preparing the financial report and appointing the headmaster. State education policy currently aims to achieve humanistic character of education, priority given to universal values, free and comprehensive development of the individual, civic perception, national dignity, patriotism; continuity, succession and conformity of education with the levels` development and integration into the international education system.

The situation has improved considerably in 2012 and educational criteria have been introduced, a full transition from 10 to 12 year education has been completed and the methods of school graduation exams have changed, thus contributing to overcoming the gap between secondary school and high school. At the moment, duration of compulsory education is 9 years. Nevertheless, national Curriculum for General Education is based on 12 year general education program.

The network of pre-school education operates mainly through State funding. Parents are requested to pay for part of the services provided and payment levels are determined by the local authorities. Some pre-school institutions are funded by communities and managed by local self-governing bodies. Pre-school institutions include: nurseries for 2-3-year-olds, nursery-kindergartens for children aged 2-6, and kindergartens for children aged 3-6. There is a trend towards the creation of kindergarten-elementary schools. According to national estimates, around 2003 there were operating 825 community and 19 departmental institutions with 51,905 and 996 children enrolled, respectively. The total number of pre-school institutions was 1,069. There were also 21 non-state kindergartens. The pedagogical staff amounted to 6,934 employees, including 4,866 tutors and 844 directors. An estimated 92% of the staff had professional education—34.2% had higher pedagogical education.

Compulsory and free education lasts 9 years. In 2001 Armenia increased compulsory basic education from grades 1-8 to grades 1-9, shifting the grades for upper secondary from 9-10



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to 10-11. Even though schooling is obligatory until the age of 16 years, but schooling is not obligatory for some categories which is defined by the government's decision.

Including general education boarding schools, Armenia's share for primary and secondary education are almost identical to the OECD share: 64.2 percent in 1998 and 66.3 percent in 2002. The tertiary share, including the retraining institutions, is also almost identical: 18.8 in 1998 and, reflecting the increase in fee-based tertiary enrolments, 16 percent in 2002. The enrollment in the pre-primary education has risen but there are tremendous differences between urban and rural areas (% 30) .

The higher education system is under the responsibility of the Ministry of Education, which has mainly organizational, financial, licensing, certification and monitoring functions. The government established the Assessment and Testing Center and developed a new Concept Note on Knowledge Assessment. The first pilot tests were developed by working groups created for designing both an implementation strategy for the new system of assessment of learners' achievement and the school graduation and university admission examination tests in different subject areas.

At the primary and secondary level fulltime teachers have an average annual load of 612 instructional hours, i.e. 34 instructional weeks of 18 hours a week (plus perhaps 30-50 percent above classroom time in preparation and other duties for a total in the range of 23.4 to 27 hours/week). In addition to instructional weeks, teachers work another 7 weeks for an annual total of 41 weeks. Relative to the average for OECD countries, Armenian schools have fewer hours of mandatory instructional time per year. At grade 6, Armenia has 765 mandatory instructional hours per year, in contrast to OECD countries that have an average of 902 annual hours. At grade 7 Armenia has 842 annual instructional hours; the OECD, an average of 947 hours. At grade 8 Armenia has 867 annual instructional hours; the OECD, 951 annual hours.

In 2000 the vast majority of classes (89 percent) were single shift, 10.3 percent being double shift and 0.6 percent triple shift. Although triple shift classes are pedagogically bad practice, the evidence is that Armenia is not using its classrooms intensively. About a fifth of Armenia's general education schools are very small (less than 100 students), and about 50 percent have fewer than 300 students enrolled and serve only about 16 percent of the total students. Opportunities to improve economies of scale are affected by the number of schools that are in rural areas. In 2001 over 60 percent of Armenia's general education schools were rural schools. They served about 40 percent of the students enrolled.

Transition to a system of management through councils aimed to ensure the participation of various stakeholders, which is a premise of democratizing education. But studies reveal that a vast number of stakeholders are not aware of the activities of school councils. Surveys conducted in Armavir, Shirak and Kotayk provinces and Yerevan city have shown that 60.5% of parents do not know about school councils.

Currently, monitoring and evaluation of teachers is conducted by the educational departments regional administrations by the order of MoES. Needs of teachers and the



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situation in the field is also assessed through periodic surveys conducted once in three years by the the educational departments regional administrations. Special departments of regional administrations are also responsible for reducing drop out, truancy rates by calling the parents and asking them to be more responsible, police is also called to take some measures in some cases.

Drafting textbooks is the responsibility of MoES. In the Soviet period, textbooks (with the exception of subjects relating to Armenian culture and history) were drafted in Moscow. Quality of current textbooks is far from satisfactory. They are not always written in a language understandable to the student. Too much emphasis is put on terminology, which makes it difficult to absorb the subject. Many textbooks fail to address the developmental needs and personal qualities of the student. One of the problems is the fact that among the diverse programs implemented in Armenia none address the development of textbook writing skills and methods.

Although the use of alternative textbooks is not forbidden, until recently teaching was conducted with one textbook (with the exception of the literacy textbook “Aybbenaran”). In general In the process of education each teacher and school is free to select educational technology and teaching and learning methodologies that will achieve the educational outputs specified by the subject standards.

Textbook fees are collected in the textbook revolving fund, which is used for financing future textbook printing. Within the framework of the leasing program, the government allocates 10% of the amount to the fund for children from vulnerable families. The state also provided meals and transport to students.

For children with special needs, besides inclusive education system which is similar to Georgia as well as 25 specialized schools for children with special needs. MoES also claims that there are children who have no disorder, deflection or disease, but have been brought to a special school by their parents to have the state take care of not only their children’s educational but also social needs.

In 2012, number of students per teacher has improved, currently there are 11 students per teacher as opposed to 19 in 2010.

In the academic year 2003-2004, there were 3,391 computers in schools all around Armenia, and in the academic year 2005-2006 the number of computers was 5,531. There was also an increase in the number of schools with Internet connections. In the academic year 2003-2004, there were 183 such schools, and in the academic year 2005-2006 the number was 279.

The monitoring of Armenia’s special comprehensive public schools has revealed a number of cases of physical abuse against children and missing strategy of responding to such cases as a means of prevention and disclosure. The civil observer group formed to monitor the special schools under the ministry of education and sciences on Wednesday reported the situation at the country’s 13 special schools during the 2010-2011 academic year. The survey



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included 6 school principals, 67 teachers, 27 parents and 150 students. Most of the issues are common to all schools – poor repair and premise facilities, heating, lack of qualified experts etc., and require systematic solutions; at separate institutions, however, other issues have been identified. Head of the monitoring group Artak Kirakosyan, representative of Civil Society Institute, says one of the biggest challenges at special schools is the punishment system; in many cases children are made to punish other children to create a hierarchic system and atmosphere of fear among seniors and juniors, the weak and the strong.

Since percentage of population living in poverty is quite high, scholarship opportunities are important for access to education from all parties. Funding provided by states per student, scholarships offered by local NGOs and private people and organizations try to address this problem. However, disparity between regions and various income groups is on the increase according to international reports.

Official language of education is Armenian, which is compulsory for all schools. However, students from different ethnic minorities have the right to education in mother tongue, a right which is practiced freely. Minorities can have education by using textbooks in their mother language. Hence, there are schools which provide education in Kurdish, as well as schools which use English or Russian as the language of instruction. Armenian, Russian, French, German, English, Spanish, Persian language courses are also available in schools.

Access to university education is possible by passing through centralized entrance and oral exams. Like Turkey, Armenia also has compulsory religion course in schools called “History of Armenian Church” between 5th and 11th grades.

Armenian education system also has a “Initial Military Training” class as a compulsory course in the curriculum. Subject standard for IMT is developed by the Ministry of education and Military Forces of Armenia. It is stated in the subject standard of IMT that geographical position of Armenia and historically difficult relations with its neighbours (blockade of 1918-1920) compel Armenians to think about country protection every day. It is also stated that IMT has its constant and important role in solving these problems. IMT is included in educational process of Secondary, High schools, Vocational and Special schools. The objectives of the IMT are the following:

- All the citizens of the republic of Armenia, who will become inductees/conscripts very soon, need to know the basics of IMT
- Educate patriots (thoroughly developed boys and girls) to protect their Motherland, easily master military equipment while serving in Army.

The subject standard of Initial Military Training (IMT) is based on The law of Military duty and the law on Education. Compulsory content of IMT covers following subjects: Armenian military forces (4 lessons), strategy of battle (4 lessons), fire trainings (4 lessons), RA military forces training regulations (3 lessons), parade drill trainings (3 lessons), international



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humanitarian law (1 lesson), military topography (1 lesson,) first aid (4 lessons), health and life education (4 lessons), pages from the Armenian forced history (5 lessons).

In contrast, time dedicated to “International Humanitarian Law” in IMT is only one lesson. It is obvious that only one lesson for the International Humanitarian Law is not enough to form a person who will preserve the universal values and the love for mankind. A teacher no matter how he or she is an experienced one is not able to do more than the presentation of the main concept of the IHL. International Humanitarian Law is also covered during the lessons of Social sciences , but again the number of lessons for this topic are not enough and the emphasis is on the introduction of IHL as in IMT course.



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Pre-primary Gross Enrollment Rates (%)	1991	1999	2002	2010	Regional Average (2010)
Total	37	26	26	31	30
Male			24	29	30
Female			28	34	30
Primary Gross Enrollment Rates (%)	1991	1999	2002	2010	Regional Average (2010)
Total		98	95	103	101
Male			95	101	102
Female			96	104	100
Primary Net Enrollment Rates (%)	1991	1999	2002	2010	Regional Average (2010)
Total			84		90
Male			84		91
Female			85		89
Secondary Gross Enrollment Rates (%)	1991	1999	2002	2010	Regional Average (2010)
Total		92	85	92	95
Male		82	91	91	97
Female			87	93	94
Secondary Net Enrollment Rates (%)	1991	1999	2002	2010	Regional Average (2010)
Total			83	86	87
Male			81	85	88
Female			86	88	86
Tertiary Gross Enrollment Rate (%)	1991	1999	2002	2010	Regional Average (2010)
Total	25	24	27	52	24
Male		23	25	45	23
Female		25	28	58	25
Progression and Completion in Education (%)				2010	
School life expectancy ISCED 1-6 (years)				12,20	
Percentage of repeaters, primary (%)					
Survival rate to grade 5 (%)					



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Gross intake rate to last grade of primary (%)				83	
Primary to secondary transition rate (%)				99	
Literacy Rates (%)	1989			2010	Regional Average (2010)
Total Adults (15 +)	98.8			99.6	99.5
98.2	99.4			99.7	99.6
Female (15 +)	98.2			99.4	99.4
Total Youth (15-24)	99.9			99.8	99.7
Male (15-24)	99.9			99.7	99.6
Female (15-24)	99.9			99.8	99.8
Resources for Education		2007		2010	
Pupil/Teacher ratio (primary)				19	
Public Expenditure on education as % of GDP				3,20	
Education Expenditure as percentage of total expenditure				11,8	
GDP per capita in USD				5.428	
Population (0-14 years) as percentage				20	
Total Population				3,092,000	
Poverty (% of population on less than \$ 2 a day)				12	
Number of students in primary and secondary education				368.439	
Children of primary school-age who are out of school (%)				18	
Number of students in all levels of education					
Number of teachers in primary and secondary education				41.757	
Number of male teachers in primary and secondary education				6.640	
Number of female teachers primary and secondary schools				35.117	
Total number of primary and secondary schools				586	



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COUNTRY PROFILE AZERBAIJAN

OVERVIEW OF THE EDUCATION SECTOR

During the early years of transition, output contraction and the consequent sharp drop in fiscal revenues squeezed public expenditures both as a proportion of GDP and in real terms, to the point where there was a danger of severe erosion in human capital. Between 1992 and 1995, the share of the education budget as a share of GDP fell from approximately seven percent to 3.5 percent. In 1995, in real terms, government spending on education was only 27 percent of its level in 1992.

After the initial sharp drop in public spending on education, considerable efforts were made to protect education expenditures. As the prospects for growth improved, educational outlays grew in absolute terms between 1995 and 2001, but remained relatively stable at about 3.5 percent of GDP.

Public expenditure on education rose in absolute terms in 2003 by 218 bln. AZM (44.4 mln. USD) and reached 1174.2 bln. AZM (239.2 mln. USD). However, expenditure on education decreased as a share of total budget expenditure; from 20.5% in 2002 to 19% in 2003 (it was 23.5% in 1990). Public expenditure on education as a share of GDP remained relatively stable: 3.2% in 2002 and 3.3% in 2003, but has decreased considerably since 1990, when the figure was 7.5%. There has also been an increase in per capita annual public expenditures as well: from 117 thsd. AZM (24.2 USD) in 2002 to 142.6 thsd. AZM (29.1 USD) in 2003.

Between 2004 and 2006, spending on education increased by 82 percent to AZM 447 million in 2006, approximately 2.7 percent of total GDP, or 5.6 percent of GDP at purchases prices minus oil and gas production. Salaries accounted for the large majority of general school funding, with only 10 percent going to non-salary expenses.

In 2007, a further increase of 47.1 percent went to Education sector, a 12.8 percent of the national budget. The Ministry of Education-managed funds have increased to 33.8 percent of the total education budget due to the new programs under its responsibility (Education and ICT, Pre-School, VET, textbooks, school furniture and equipment, etc.). In 2010, education expenditure was equal to 2,8 % of GDP and 10 % of total public expenditures. Capital equipment accounted for only 1.1 percent of total education spending in 2001 compared to 4.8 percent in 1997.

According to international reports, increase in public expenditures and GDP shares did not cause improvement in the quality of education as would be expected due to various reasons. Those reports cite four main reasons for the overall deterioration of the quality of education: (i) expenditure allocations are inefficient and lead to an unproductive use of resources; (ii) there is over employment in the sector; (iii) the links between financial considerations and policy formulation are weak; and (iv) management coordination is poor. However, the situation has improved dramatically after various reform initiatives as the increasing number of enrollment and school completion rates show.



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Despite the common problems of under-provision of non-wage items, however, the situation is not uniform throughout the country. The problem is more acute in urban areas, especially in the capital city, Baku (where schools operate in up to four shifts) and is further exacerbated by the large inflow of refugees and IDPs. Starting 2001, budget allocations for education could adequately meet part of the utility needs, without covering heating expenses. This leads to large and growing arrears to utility companies. Schools have been subjected to frequent power, heating, and water shortages. In rural areas the available data indicate that schools are able to pay for only the most basic needs (e.g., salaries). This problem has also led to the practice of getting “donations” from parents to cover the utility and similar school expenditures similar to the situation in Turkey.

During the Soviet period, the Azerbaijani education system was based on the standard model imposed by Moscow, which featured state control of all education institutions and heavy doses of Marxist-Leninist ideology at all levels. Since independence, the Azerbaijani system has undergone little structural change. Initial alterations have included the reestablishment of religious education (banned during the Soviet period) and curriculum changes that have reemphasized the use of the Azerbaijani language and have eliminated Soviet ideological content.

Azerbaijan had an extensive network of education institutions at all levels with a large number of well-trained teaching staff across the country (even though the institutions were inefficient and poorly managed) in the Soviet period. The state financed the provision of free textbooks and teaching materials. Free meals and clothes were provided for orphanages and special boarding schools for children with disabilities. According to, The State Program on Poverty Reduction and Economic Development which was accepted in 2003 along with the students of grades 1-4, the students of upper grades also are provided with free textbooks from 2006 on.

However, only about 30 percent at this grade level receive new free textbooks, while the rest received used textbooks. The available textbook supply is not only scarce, but the quality of the textbooks also requires attention.

After the State School Infrastructure Improvement Program (SSIIP) on February 17, 2003, 269 billion manats were allocated for construction of 149 new schools, rehabilitation of 408 schools, and expansion of 175 schools (construction of 1,328 new classrooms) between 2003-2007

allocate about 269 billion manats during 2003-2007 for The State Program on Poverty Reduction and Economic Development (SPPRED) was approved by the President on February 20, 2003.

The Ministry of Education (MOE) has direct control over educational policies and management issues. The share of centralized expenditures, i.e., those executed through the



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MOE, in the total expenditure allocated from the state budget for education is about 11.5 percent, while local expenditures, i.e., those executed through local education departments, account for 88.5 percent of that amount. As such there is little accountability mechanism that can enable the MOE to monitor/evaluate the use of resources at the level of local (rayon) departments of education. Because educational decisions remain detached from financial considerations, there are incentives to maximize "education inputs" based on a set of norms, especially at the local level of rayon departments of education.

At local level they have incentives to maximize the number of classrooms so that they can hire more teachers, who are paid on the basis of the normative teaching load (12 hours per week). The MOE is responsible for the financing of teacher salaries on the basis of these norms and an estimated budget. The MOE did not have any information about the cost and finance of education, including the unit cost per student in general education, since it assumes that this is the responsibility of the MOE and local governments. For example, teachers are hired on the basis of a set of curriculum and classroom size norms, without any consideration of the fiscal impact of an increase in the number of classrooms. The MOE decides on the norms (e.g., curriculum and classroom size, which are also specified in the Law on Education), whereas the local education departments and schools determine the number of classrooms based on these norms.

The management of the education system itself continues to be fragmented. The MOE is responsible for the overall management of preschools, general education schools, higher education institutions, and about half of the vocational and technical schools. There are ministries and state companies that are responsible for the remaining vocational and professional schools, mostly in specialized fields. These bodies include the Ministries of Health, Culture, Youth and Sports, National Security, Caspian Shipping Company and Azerbaijan Airlines Company. Rayon education administrations manage preschools, general education schools, and out-of-school programs. Greater consolidation of the management system in education would help enhance the formulation and implementation of educational policy, preventing duplication of activities, particularly in vocational and higher education. However, due to reforms in latest years, the situation is improving.

The Education Law approved by the National Assembly in 1992 defined the structure of the education system and the role of educational staff at the different levels. It introduced several major changes, such as decentralisation of education management, provision of private education, changes of school curriculum, and establishment of parent/community associations to provide financial support for schools and material development. The Law was amended in 1995, increasing the duration of compulsory education from 9 to 11 years.

General secondary school education in the Republic of Azerbaijan consists of three levels - primary, general secondary, and full secondary education, and general secondary school education begins with six years of age. General secondary school education is conducted on relevant educational programs (curriculums). The general secondary school education in the country implemented in schools of general education, special purpose schools, gymnasiums,



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lyceums, the primary and secondary vocational schools, as well as colleges and schools established under the auspices of higher educational institutions.

Full secondary education, being the last level of general secondary school education covers tenth - eleventh classes, and the final state attestation of the assessment knowledge of pupils is carried out. According to the results of the attestation the relevant state certificate of education is issued to graduates. Document on full secondary education is considered as a basis for continuation the next level of education. Full secondary education covers full mastering of education programs (curriculum) in all three levels. Specialization of education is provided at full secondary education (humanitarian, technical, natural and etc).

In 2009 20,953 undergraduate students and 3,526 graduate students entered in universities in Azerbaijan. Currently, there are 104,925 undergraduate and graduate students, studying in higher education institutions, excluding the specialized higher education schools. Universities employ 11,566 professors and 12,616 faculty members in the country

At the end of the Soviet period, about 18 percent of instruction was in Russian, but the use of Russian began a steady decline beginning in 1988. A few schools teach in English or Georgian. Official language of instruction is Azeri.

The average monthly wage for the education sector was 211.4 thsd. AZM (43 USD) in 2003, compared to 169.1 thsd. AZM (34.4 USD) in 2002. These amounts represent 55.2% of average monthly nominal wage for Azerbaijan in 2003 and 53% in 2002. Monthly wages of more than 320,000 state funded educational employees, as fixed by the Single Tariff Scheme were increased 50% from June 1 (2003) and additional funds of 230.8 bln. AZM were allocated. The wages of about 100,000 education sector employees were increased following an increase in the minimum wage.

The relatively high share of wages and social security contributions, foods, and utilities in the education budget has crowded out other essential inputs such as textbooks, teacher training, educational materials, maintenance, and operation of schools. Public spending on textbooks is less than one percent of total public spending on education, and most basic education students have limited access to textbooks and learning materials.

The low wage levels encourage teachers to earn income from private tuition. In 2002, the SSC (State Statistical Committee) of Azerbaijan Republic conducted a sample survey on "Opinion of the population on reform of school education" in the framework of the EU TACIS program on "Social Statistics" with the support of Eurostat and experts from the Central Statistical Bureau of Finland. According to the results of the survey, 45% of the teachers interviewed were engaged in tutoring and private training with pupils, and 55% of interviewed pupils paid for private lessons with schoolteachers or tutors.

Although general education schools are widely available throughout the country, a disturbing trend of widening differentials in the quality of education services has started to appear, due to the lack of access to learning materials, deteriorating physical conditions



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of schools, and low qualification of teachers. Besides, there are special issues related to involving children from refugee families from the Azerbaijan-Armenia conflict territory (Nagorny Karabakh) to education system (school crowded, physiological and integration issues). Some of the above problems has been identified and become a target of the national education strategy and different government and international projects.

PISA results released on December 2007, rank Azerbaijan among the lowest of all 57 participant countries. While the Mathematics results show that the Azeri education system has the potential to deliver good quality, the Reading and Science results are extremely worrying, and certainly provide a very solid justification for an education intervention geared towards improved reading comprehension skills.

General education curricula in Azerbaijan has heretofore remained among the most outdated and over-loaded, in its reliance on teaching facts rather than focusing on independent, research-based, student-centered learning emphasizing the development of higher order thinking skills. Another source of poor performance is teacher training which focuses on theoretical subject-based knowledge instead of equipping teachers with the skills they need to promote meaningful learning in students.

Ministry of Education is currently implementing a pilot project to address above mentioned issues with regard to curricula. Implementation challenges of the curriculum reform include: (i) content reform to reduce the number of subjects and the overloaded content specifications, and also to develop the new subjects or new subject content; (ii) structural reform to extend the curriculum design work to a 12th year of general secondary and to the years of preschool; (iii) assessment reform, which requires not just the development of subject attainment targets but also the use of school-based assessment strategies to take account of multi-ability realities; (iv) the implementation of subject integration and effective horizontal and vertical sequencing; and (v) methodological reform via the introduction of active and student-centered learning approaches and the development of teaching and learning strategies – including ICT integration – that would act as vehicles for the development of higher order skills and problem solving.

From 2004, computerization has also become a priority and a total of 72 Internet Computer Centers have been established at the schools of general education as a part of the “Azerbaijan Connections and Exchange Program. A total of 47 out of them were put into operation in 2004 at the secondary schools. Each of the Centers has been provided with five computers, a server, printer, digital photo camera and scanner and Internet connection.

Like Armenia, Azerbaijan also has a “Military Training Course” in curriculum as a compulsory course. Main objective of the course is to ensure that students have general information about Azerbaijan Armed Forces, necessary military service regulations, introduction to army life, transfer to students of civil defense and medical aid skills, students’ physical and psychological preparedness for military service, mastering of topographical habits, students’ perception of service in Azerbaijan Armed Forces as a sacred duty and a matter of honor, strengthening of students’ feelings of patriotism, conviction, endurance, courage, discipline and individual responsibility.



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EDUCATIONAL INDICATORS

Pre-primary Gross Enrollment Rates (%)	1991	1999	2002	2010	Regional Average (2010)
Total	19	18	22	26	30
Male	20	19	23	26	30
Female	17	17	22	25	30
Primary Gross Enrollment Rates (%)	1991	1999	2002	2010	Regional Average (2010)
Total	111	98	98	104	101
Male	111	98	100	94	102
Female	110	98	97	93	100
Primary Net Enrollment Rates (%)	1991	1999	2002	2010	Regional Average (2010)
Total	89	89	85	84	90
Male	89	88	86	85	91
Female	89	89	84	84	89
Secondary Gross Enrollment Rates (%)	1991	1999	2002	2010	Regional Average (2010)
Total	88			99	95
Male	87			100	97
Female	88			98	94
Secondary Net Enrollment Rates (%)	1991	1999	2002	2010	Regional Average (2010)
Total				86	87
Male				87	88
Female				85	86
Tertiary Gross Enrollment Rate (%)	1991	1999	2002	2010	Regional Average (2010)



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Total	24	16	15	19	24
Male	28	19	17	19	23
Female	19	12	13	19	25
Progression and Completion in Education (%)					
School life expectancy ISCED 1-6 (years)				11,7	
Percentage of repeaters, primary (%)					
Survival rate to grade 5 (%)					
Gross intake rate to last grade of primary (%)				90	
Primary to secondary transition rate (%)				98	
Literacy Rates (%)	1989			2010	Regional Average (2010)
Total Adults (15 +)				99,8	99,5
Male (15 +)				99,8	99,6
Female (15 +)				99,7	99,4
Total Youth (15-24)				100	99,7
Male (15-24)				100	99,6
Female (15-24)				99,9	99,8
Resources for Education					
Pupil/Teacher ratio (primary)				11	
Public Expenditure on education as % of GDP				2,80	
Education Expenditure as percentage of total expenditure				10	
GDP per capita in USD				9.873	
Population (0-14 years) as percentage				22	
Total Population				9,111,000	
Poverty (% of population on less than \$ 2 a day)				3	
Number of students in primary and secondary education				15	



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COMPARATIVE ANALYSIS

From a comparative perspective, education system in Georgia seems to be the most advanced and democratic system among Turkey, Armenia, Azerbaijan and Georgia. Various educational indicators show that Georgia has managed to transform its education system after the educational reform in 2005. Although, Georgia still has a way to go in order to be counted among the countries offering best education systems in the world, it has definitely managed to go further than its Caucassian neighbours. Georgia has not only managed to decentralize and democratize its education system, but has also made significant progress in terms of serving the needs of students with special needs.

Although Armenian education system seems to have a number of problems, most of its problems seem to be related to its economic problems and lack of mechanisms to create a coherent education policy. Ministry of Education's lack of control over its budget is underlined as a major problem in all of the pertinent education reports. Some of its problems in education can be solved with the infusion of cash and by prioritizing education. Nonetheless, Armenia has solved some of its problems concerning its ideological legacy of Soviet Union. Textbooks have improved over the years in terms of human rights and the nationalist discourse does not seem to be overarching and rigid as it might be expected.

Azerbaijan on the other hand seems to preserve some of its relations with its Soviet past among Caucassian states. Nationalist discourse and glorification of leaders is far more fervent in Azerbaijan than in other Caucassian countries. Its education system is more centralized than the others, however, not as much as Turkey. In terms of the complexity of its education system and its problems, Turkey ranks first. It shares almost all of the problems common to one or all of the other countries, besides having some peculiar problems of its own.

Even though, it was never mentioned as a problem during the working meeting, refurbishment and renovation of school buildings seem to be a common problem in all of the four countries. For Turkey, the need for rehabilitation of buildings has to do with strengthening buildings against a possible earthquake, whereas for Caucassian countries it is more of a matter of renewing school infrastructure and building stock neglected during the transition period. Although all of the countries are making a significant effort to remedy the situation, it is not a problem that would be solved in the short term.

One of the common problem area in all countries is pre-school education. All of the countries are experiencing some degree of problem in this area concerning the preparedness of schools for the education of such young children, lack of sufficiently trained personnel and low quality of textbooks, lack of sufficient school materials for preschool children. Another common problem in this area is those countries' low enrollment numbers in pre-school and early school education. The lowering age of matriculation age seemed to be a common concern for all countries involved.

Another important problem for all countries is the increasing gap in the years of education and quality of education between students from various income groups. This problem



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endemic to Turkey, has become an increasing feature of Caucasian countries after the transition. Although all of the four countries are aware of this problem and trying to tackle it using various methods from voucher systems, scholarships to free provision of textbooks, this discrepancy in quality of education and access to education will continue to be a problem in the medium term. Growing gap between rural and urban areas in terms of access to education and quality of education is another common problem. Although all countries have put various measures in place to facilitate access to education, education quality between various strata of society, from region to region vary substantially in all countries. Student-teacher ratio is worse in urban areas in all countries, even though severity of the problem varies from country to country. In that sense, Georgia has the best education seems, whereas Turkey seems to fare the worst. Voucher system applied in Georgia can serve as an example for Armenia, Azerbaijan and Turkey to address some of the problems that arise from the lack of equality between regions and income groups. Nonetheless, none of the countries including Georgia have come up with a system that would solve all of the inequality problems. The preferred method for addressing this problem seems to be the distribution of textbooks; even though this method solves some of the problems from low income families, completion of education for all income groups and inequality will continue to be a problem for all in the medium term.

The primary choice for the language of instruction, both as a subject and a medium, is always given to the mother tongue as, according to all scientific evidence, this allows the student to learn better and the school to fulfill its first function effectively. The complexity arises for minority students in multilingual / multiethnic societies as instruction in the mother tongue can prevent the school to perform its second function (prepare the student to exercise citizenship). For this reason, in democratic societies, schools usually adopt a bilingual education system. Turkey stands out as the only country which has not addressed this situation among countries that took part in the project. Georgia, Armenia and Azerbaijan have not solved all the problems related to bilingual education, however, their issues can be seen as relatively minor in comparison to Turkey, which has not taken any steps in this direction.

Faith schools despite their existence in small numbers in Armenia and Georgia and more importantly compulsory religious courses is a problem peculiar to Turkey. Compulsory teaching of Sunni Islam in secondary schools is a gross violation of human rights and freedom to religion for various ethnic and religious minorities in Turkey. Students from Alawite community and Christian minorities along with a small minority of people from other faith groups are forced to take classes in Sunni Islam, being subjected to course material that demean and misrepresent other faiths, provide negative stereotypes for people belonging to various minorities other than dominant Sunni-Islam is a gross violation of human rights in Turkey. Secular education systems in Azerbaijan, Armenia and Georgia do not have this problem. History of religion as a selective course as applied in Caucasian states can be the solution to solve this problem in Turkey as well.

Another common problem in all of the project countries is the education of children with special needs. Georgia's inclusive education system aims to include children with special learning needs in schools other than segregating them in special schools is the most



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advanced system as experts around the world agree. Armenia, Azerbaijan aim to address this problem with a similar system, even though lack of specialized personnel and lack of enough facilities is a problem for both countries. Turkey on the other hand has developed a system that allow students with ADHD disorder to be included and thrive in general schools, although education centers/special schools with severe disabilities continue to be a problem, due to low number of specialized education centers. Civil society and private sector organizations play an important part in alleviating the problem in Turkey, which can also be a model for other Caucassian countries. Nonetheless, this area attracts attention as one of the possible areas of cooperation among countries. Training programs of specialization for teachers, educators and support staff can be developed that would be useful for all countries concerned.

Gender imbalance in students, teachers and administrative personnel is a common problem for all countries concerned. However, severity of the problem differs from one country to another. In Azerbaijan, Armenia and Georgia, number of female teachers is higher than male teachers, whereas in Turkey the situation is the opposite. In terms of female and male students, number of female students in primary education is lower in all countries, although the gap between female and male students is different in each country. However, persistently males have a higher number of representation in administrative personnel in all countries.

Another important common problem in all countries is the representation of social gender roles in textbooks. Georgia, Armenia and Azerbaijan is more balanced in terms of reproducing traditional gender roles, whereas Turkey has severe problems in this area. However, the situation concerning gender roles have improved up to a certain degree, although representation of negative stereotypes remains to be a problem for ethnic and religious minorities. Various civil society organizations have done extensive research on this problem in Turkey, whereas similar studies do not exist for Caucassian countries. On the other hand, various participants did not think it was a severe problem in their countries.

Imposition of official ideology and rhetoric of nationhood against all enemies is a common problem in all countries, however, severity of the problem is more acute in Turkey than its Caucassian counterparts. None of the countries other than Turkey had the practice of singing the national anthem every week or reiterating pledge of alliance to the state every week. In Armenia, Georgia and Azerbaijan, the practice is to sing national anthem at the beginning and at the end of the academic year as well as on national holidays. Loyalty and allegiance of citizens to the state structure to the detriment of the individual is not emphasized in ex-Soviet countries like it is done in Turkey.

Centralized structure of national education system in Turkey reduces the ability of teachers to develop and adjust the curriculum according to the needs of their students. Education system in Georgia is the most decentralized system, providing more space for the teachers to practice their educational skills and develop course materials for the students. Turkey stands on the other end of the spectrum. Armenia and Azerbaijan stand somewhere in between in terms of centralization. Teachers in Armenia and Azerbaijan have the option of developing and adjusting curriculum up to a certain extent. However, in each country the teachers have



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to abide by the general plan of curriculum as would be expected. Nonetheless, freedom to deviate from the officially sanctioned curriculum differs significantly from country to country.

Use and quality of textbooks is another common problem. Although textbooks are either distributed free of charge or subsidized, quality of textbooks were a cause of concern for all countries. Teachers had problems about the quality of textbooks especially in social sciences. Changes in education system and textbook content with each changing government is a problem for Armenia in particular. System in Georgia seems to have settled after the education reform in 2005 and concerns about the rapid change of contents have subsided. Content of textbooks in Turkey has not changed too much during the last 30 years despite various efforts, glorifying official ideology and heavy nationalist discourse. Nonetheless, change of education system from year to year is an important problem in Turkey in particular. Board of Education and Discipline in Turkey have resisted efforts to approve human rights friendly and more balanced social science books during the last ten years.

Textbooks is an important problem in minority languages is a common problem for all countries. In Georgia, translation of approved textbooks is a problem even though the government is taking steps to address the problem. Similar problems exist in Azerbaijan and in Armenia especially due to sparse funds allocated to this effort in particular. Turkey also is the only country among project partners that do not allow education in mother tongue for all minorities except for the ones sanctioned as “minority” according to international treaties. Even those minorities can not practice this right even though they have it. In Turkey, textbooks in minority languages is a problem due to the length of approval process by the Board of Education and Discipline without the guarantee of approval at the end of long and arduous process of approval. Furthermore, Turkey still has not taken steps to allow the use of mother tongue in education for Kurdish people. Georgia, Azerbaijan and Armenia have a far more democratic approach to use of mother tongue in education even though there are some problems in practice. Language and narrative of textbooks were also criticized by participants from all countries, mentioning that in some cases use of language or expressions used in those textbooks were not intelligible for students. Adapting discourse and concepts for each level of education emerges as a common problem for all countries involved.

Low wages of teachers is a cause for concern in all countries. Georgia, Azerbaijan and Armenia have taken steps to increase the salaries of teachers in recent years, however, even in the most developed education system in Georgia, low income of teachers has a negative impact on the life styles and the capacity of teachers to improve their knowledge and skills. Although teachers have the right to form education unions, syndicates in all countries, they do not have collective bargaining rights which prevent them from increasing their salaries and their capacity to improve their teaching skills. This is especially a problem in Turkey, where the teachers do not have the income to improve their teaching skills and knowledge even if more freedom were given to them to design and produce course content. Many of the teachers expressed their belief that only a small minority of teachers would be able to design and develop content for their courses in Turkey, even if the centralized curriculum structure and official policy was changed. On the other hand, teachers in Georgia have the



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freedom and capacity to develop their own course material. The same is true for Azerbaijan and Armenia up to a certain extent.

Content of teacher education and training programs is another common problem for each of the partner countries. All parties agreed on the necessity of adjusting teacher education programs according to the needs of future generations, even though there is not any foreseeable policy in any of the countries in this regard. Turkey and Georgia and up to degree Azerbaijan have policies in place to assess and establish procedures to evaluate the success and quality of teacher training programs and teachers, however, their effectiveness is in question. Armenia is also taking steps towards a national system to ensure assessment of teacher's on a national level. Nonetheless, this is a common problem for all countries involved and cooperation can be useful in that regard.

On the job training is another problem area for all the countries. All participants agreed upon the need for improving the quality and quantity of training programs arranged by Ministries of Education. Participants from Georgia are more content about the on-the-job training programs in their country than other participants. Teachers from Turkey had more complaints than the other teachers from other participant countries. Exchange of knowledge and training programs between participant countries promises to be fruitful and educational for all parties involved, since there are indications that the type of training programs used in each country are different in terms of content besides some common points and peer-to-peer learning may open new vistas for teachers through exchange of practices and training programs for all teachers from Turkey, Georgia, Armenia and Azerbaijan. Furthermore, it was also apparent that not all teachers from each country had access to innovative and diverse training programs across each country. Discrepancy among teachers in terms of training programs provide ample opportunity to collaborate on a long term basis for all parties involved.

Content of civic education, human rights and human right classes was a common problem area reiterated by all participants. Participants from all countries complained about the content of these courses, claiming that not only the language of those textbooks was unclear and convoluted, but also the content of those courses were not sufficient to teach and instill respect for human rights in students. Moreover, teachers from participant countries also mentioned that number of teachers qualified to teach those courses were not sufficient for teaching this course. Teachers from Turkey even though some of them had taken part in on the job training programs for human rights education were not satisfied with the education either and did not feel themselves to teach the subject. Henceforth, human right education emerges as one of the potential areas of collaboration for the future.

Another common problem in all participant countries is the content of history textbooks. In that respect, Georgia is the country which has made significant progress among participant countries. Georgia has not only developed an history curriculum which is more balanced in approach, but has also combined world of history and history of Georgia under one course, providing a balanced approach to history of Georgia within the context of world history. However, participants from Georgia felt that there is a place for improvement in history



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textbooks. On the other hand, participants believed that the history books were not laden with negative stereotypes regarding ethnic and religious minorities.

Besides Turkey, Armenia seemed to have most problems with history books. The latitude given to teachers to develop their own course materials have become more limited since the distribution of free textbook practice. There has also been attempts to write history textbooks for Caucassian countries in various civil initiatives, however, these efforts were not seen satisfactory by colleagues from Azerbaijan since teachers from each country wrote the history textbooks for their own country instead of working on the content of the “other” country. Attempts to write a common history textbook for all of the Transcaucassian countries have not been successful as well. However, there is definitely an interest in developing such a program in all those countries. In Turkey, various civic initiatives to develop alternative history (and other social science books) and to purge textbooks of various human rights violations have not succeeded so far, even though some of these initiatives have provided very valuable contributions to the field.

Military or national security classes emerged as a common point during workshop sessions, even though it was not mentioned as a problem by the participants. Turkey, which has implemented and lately discarded such classes, can provide valuable lessons to its Caucassian neighbours. Content of military/security courses contributes to the rise of extreme nationalism, exacerbating conflicts in the region. Hence conflict resolution and peace building techniques is an area of collaboration, which would contribute significantly to the role of teachers as agents of democratization and peace-building. Unfortunately, conflict resolution and peace-building techniques are not on the agenda of any country as a whole. Since all of the participant countries are mirrored in one sort of a conflict or another, such techniques could be useful in terms of providing teachers with skills that can be used in increasing empathy and understanding with students as well as providing them with tools to solve any problems rising from tensions in class be it ethnic or class tensions.

Computerization and acquainting students with internet and computer technology has been on the agenda for all of the countries concerned. Although most of the participants expressed their satisfaction with the degree of computerization in their schools, international reports do not agree with this assessment as a whole. Nonetheless, computerization and acquiring new technological skills is a priority area for the MoEs of all countries concerned and without doubt will be solved in the future. Furthermore, all countries have developed and implemented some e-school system which gives teachers the opportunity to share course content, homeworks, grades with their students and access to parents to check the performance of their children in class. All of the participants were quite content and proud of this e-school system, extolling the virtues of sharing materials and information on line.

Despite all of these developments and reforms, education systems in all countries are traditional in the sense that partaking of information to students is still a priority and teaching various modes of thought, use of innovative techniques in education, encouraging independent thought is not listed as a priority in the national education strategies and policies of all the countries. In a sense, all of the countries are currently working on closing



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the gap between their education systems and of the West rather than concentrating on developing or thinking about the educational needs of the future. In this regard, Azerbaijan and Turkey are more traditional than Georgia and Armenia. Nonetheless, none of the countries in terms of policy or strategy show any indications of working on the needs of future generations in terms of education at the moment. However, decentralization efforts, providing computers for schools in each country are a step forward in that direction.

Education projects developed and implemented by civil society initiatives also emerges as an area of future collaboration since Caucassian countries do not have civil society as developed as in Turkey. Most of the non-governmental initiatives in those countries on education were carried out by international NGOs, international agencies of UN and similar governmental agencies, whereas national NGOs and civic initiatives play an important role in addressing some of the problems in education systems and develop innovative and valuable education models for the MoE in Turkey. In that sense, Turkey has the know-how for civic initiatives in Caucassian countries for developing alternative solutions and models to government initiatives, as well as things to learn from the experiences of the Caucassian countries. Sharing a common history and experience of the Soviet Model make Caucassian countries more similar to another rather than Turkey, however, all of these countries have valuable experiences and expertise to share with the others that would benefit education systems of each other.



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COMPARATIVE EDUCATION INDICATORS

	DATA				RANK			
	TURKEY	ARMENIA	AZERBAIJAN	GEORGIA - 2002	TURKEY	ARMENIA	AZERBAIJAN	GEORGIA
Pre-primary Gross Enrollment Rates (%)								
Total	26	31	26	43	3	2	3	1
Male	27	29	26	42	3	2	4	1
Female	26	34	25	44	3	2	4	1
Primary Gross Enrollment Rates (%)	2010	2010	2010	2010	2010	2010	2010	2010
Total	104	103	104	109	2	3	2	1
Male	105	101	94	107	2	3	4	1
Female	104	104	93	111				
Primary Net Enrollment Rates (%)	2010	2010	2010	2010	2010	2010	2010	2010
Total	99		84		1		2	
Male	100		85		1		2	
Female	98		84		1		2	
Secondary Gross Enrollment Rates (%)	2010	2010	2010	2002	2010	2010	2010	2010
Total	82	92	99	81	3	2	1	4
Male	86	91	100	81	3	2	1	4
Female	79	93	98	80	4	2	1	3
Secondary Net Enrollment Rates (%)	2010	2010	2010	2010	2010	2010	2010	2010
Total	79	86	86		2	1	1	
Male	81	85	87		3	2	1	
Female	76	88	85		3	1	2	
Tertiary Gross Enrollment Rate (%)	2010	2010	2010	2010	2010	2010	2010	2010
Total	55	52	19	28	1	2	4	3
Male	61	45	19	25	1	2	4	3



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Female	50	58	19	31	2	1	4	3
Progression and Completion in Education (%)	2010	2010		2009	2010	2010		2009
School life expectancy ISCED 1-6 (years)	13,8	12,20	11,7	13,2	1	3	4	2
Percentage of repeaters, primary (%)	2							
Survival rate to grade 5 (%)	99			96	1			2
Gross intake rate to last grade of primary (%)	100	83	90	116	2	4	3	1
Primary to secondary transition rate (%)	97	99	98	100	4	2	3	1
Literacy Rates (%)	2009	2010	2010	2010	2009	2009	2009	2009
Total Adults (15 +)	90,8	99,6	99,8	99,7	4	3	1	2
Male (15 +)	96,4	99,7	99,8	99,8	3	2	2	1
Female (15 +)	85,3	99,4	99,7	99,7	3	2	1	1
Total Youth (15-24)	97,8	99,8	100	99,8	3	2	1	2
Male (15-24)	99	99,7	100	99,8	2	4	1	3
Female (15-24)	96,6	99,8	99,9	99,9	3	2	2	1
Resources for Education	1995-2010	2010	2010	2009	1995-2010	2010	2010	2010
Pupil/Teacher ratio (primary)	28	19	11	8	4	3	2	1
Public Expenditure on education as % of GDP -	2,9	3,20	2,80	2,70	2	1	3	4
Education Expenditure as percentage of total expenditure	17	11,80	10,00	7,70	1	2	3	4
GDP per capita in USD	15.830	5.428	9.873	5.036	1	3	2	4
Population (0-14 years) as percentage of the population	35,7	20	22	17	1	3	2	4
Total Population	72.752.000	3,092,000	9,111,000	4,352,000	1	4	2	3
Poverty (% of population on less than \$ 2 a day)	4	12	3	32	2	3	1	4
Children of primary school-age who are out of school (%)	1	12	15	2	1	3	4	2
Number of students in primary and secondary education	15.000.000							
Number of students in all levels of education	20.000.000							



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