

**Ministry of Education of the Republic of Azerbaijan
Azerbaijan University of Languages**



**Strategic Development Plan
(2021–2026)**

(Strategic Development Plan of ADU for 2021–2026)



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FOREWORD

Azerbaijan University of Languages is a university with a rich history built on a strong tradition. Today, the university is embracing endless opportunities, new perspectives, achievements, and future success. ADU is a unique university in Azerbaijan where over 20 languages are taught through various academic programs.

ADU was the first higher education institution in Azerbaijan to implement the flexible credit system in compliance with the Bologna Process, International Quality Assurance Standards, and the European Credit Transfer System (ECTS) back in 2005. Since 2017, Azerbaijan University of Languages has also been one of the first universities under the Ministry of Education of the Republic of Azerbaijan to obtain the status of a public legal entity.

We now present to you the Strategic Development Plan of the Azerbaijan University of Languages for the years 2021–2026. The plan is developed based on scientific analysis in accordance with the “State Strategy on the Development of Education in the Republic of Azerbaijan” approved by the President of the Republic of Azerbaijan, Mr. Ilham Aliyev. One of the university's top priorities is to improve the quality of education by expanding international relations, participating in bilateral and multilateral projects, and promoting academic mobility through cooperation with foreign universities.

The realization of the strategic goals and objectives defined in our “Development Strategy,” along with the university's growing international reputation, strengthens our belief that this vision will become a reality.

I call upon all those working on the strategic plan to join efforts toward its implementation and wish everyone success on this journey!

Rector of the Azerbaijan University of Languages Academic
Kamal Abdullayev

HISTORY OF THE AZERBAIJAN UNIVERSITY OF LANGUAGES

The teaching of European languages in Azerbaijani higher education institutions began in the 1920s. In the 1936/1937 academic year, the first independent Department of Foreign Languages was established at the Azerbaijan Pedagogical Institute (API). Shortly afterward, on October 9, 1937, the Council of People's Commissars of Azerbaijan adopted a resolution “On the establishment of the Faculty of Foreign Languages at the Azerbaijan Pedagogical Institute.”

In the 1937/1938 academic year, 175 students were admitted to the faculty: 59 to the English section, 92 to the German section, and 24 to the French section. Among them, 46 students were enrolled in the Azerbaijani section and 129 in the Russian section. Of those admitted, only 95 received diplomas by 1941.

Following the outbreak of World War II and the increasing demand for foreign language specialists, the Council of People's Commissars of the Azerbaijan SSR issued a decree in October 1940 “On the teaching of German, French, and English languages in higher and secondary educational institutions of the Azerbaijan SSR.” Based on this decree, the Faculty of Foreign Languages of API was transformed into the Pedagogical Institute of Foreign Languages during the 1941/42 academic year.

However, due to the war, educational activities were suspended, and the faculty continued to operate in its previous format.

In the post-war period, with the aim of improving the training of foreign language specialists, the Pedagogical Institute of Foreign Languages was re-established in Baku in the 1948/1949 academic year by order of the Minister of Education. It was based on the Faculty of Foreign Languages of API. The first rector of the institute was Heybat Pashayev, a graduate and former faculty member and dean of the Faculty of Foreign Languages. In its first year, the institute admitted 150 students.

List of Rectors:

1. Heybat Salman oglu Pashayev
2. Afshan Alekber gizi Gadimbeyova
3. Rafiq Mirali gizi Huseynova
4. Ghulam Karim oglu Mammadov
5. Agamammad Samed oglu Abdullayev
6. Mammad Tagi oglu Tagiyev
7. Aliagha Novruzali oglu Mammadov
8. Zemfira Nadir gizi Verdiyeva
9. Fakhreddin Yadigar oglu Veysalli
10. Gorkhmaz Hasi oglu Guliyev
11. Samed Ismayil oglu Seyidov
12. Dunyamin Nurqelem oglu Yunusov (Acting Rector)
13. Afgan Ali oglu Abdullayev (Acting Rector)
14. Kamal Mehdi oglu Abdullayev

On June 1, 2017, the President of the Republic of Azerbaijan, Ilham Aliyev, signed a decree appointing academician Kamal Abdullayev as the Rector of the Azerbaijan University of Languages.

Currently, the university, which trains specialists in more than 80 specialties, consists of 5 faculties, 31 departments, 20 Language and Culture Centers, and 4 research laboratories. The total number of students, including undergraduates, master's students, doctoral candidates, and continuing education learners, exceeds 6,500.

Being highly responsive to reforms in the national education system, ADU was the first among public universities in Azerbaijan to fully transition to a credit-based education system. The university continues to expand its relations with leading universities around the world. Cooperation with institutions in Turkey, the United States, Russia, China, the United Kingdom, France, and other countries in Europe and Asia is becoming more dynamic. Mutual cooperation agreements are being signed, student and faculty exchange programs are expanding, and intensive efforts are being made in the field of diploma recognition.

1936/1937 Azərbaycan Dillər Universiteti

Azərbaycanın ali məktəblərində xarici dillərin tədrisinə keçən əsrin 20-ci illərində başlanmış

Azərbaycan Dillər Universitetinin Tarixi

Azərbaycanın ali məktəblərində xarici dillərin tədrisinə keçən əsrin 20-ci illərində başlanmış, 1936/1937-ci tədris ilində isə ilk dəfə olaraq Azərbaycan Pedaqoji İnstitutunda (API) müstəqil Xarici dillər kafedrası yaradılmışdır. Lakin xarici dilləri tədris edən milli pedaqoji kadrlar çatışmadığından Azərbaycan Xalq Komissarlar Soveti 1937-ci il oktyabr ayının 9-da "Azərbaycan Pedaqoji İnstitutunda Xarici dillər fakültəsinin təşkil edilməsi haqqında" qərar qəbul etdi. 1937/1938-ci tədris ilində fakültəyə 175 nəfər qəbul edildi: İngilis dilinə 59 nəfər, alman dilinə 92 nəfər, fransız dilinə 24 nəfər. Onlardan 46 nəfəri Azərbaycan bölməsinə, 129 nəfəri rus bölməsinə qəbul olunmuşdu. 1941-ci ildə həmin qəbuldan yalnız 95 nəfəri diplom ala bildi. II Dünya müharibəsi başladıqdan sonra xarici dil mütəxəssislərinə ehtiyac artdığından Azərbaycan SSR XKS-in 1940-cı ilin oktyabrında "Azərbaycan SSR-in ali və orta məktəblərində alman, fransız və ingilis dillərinin tədrisi haqqında" qəbul etdiyi qərar əsasında API-nin Xarici dillər fakültəsi 1941/42-ci

1959

Respublika Maarif Nazirinin 14 may 1959-cu il tarixli əmrilə Azərbaycan Pedaqoji Xarici Dillər İnstitutu M.F.Axundov adına Rus dili və Ədəbiyyatı İnstitutu ilə birləşdirildi



Respublikanın təhsil sistemində aparılan islahatlara çevik reaksiya verən ADU dövlət ali məktəbləri arasında ilk dəfə bütünlüklə kredit sistemli təhsilə keçib. Xarici ölkələrin qabaqcıl ali məktəbləri ilə əlaqələr gündə-gündən genişləndirilir. Türkiyənin, ABŞ-in, Rusiyanın, Çinin, Böyük Britaniyanın, Fransa'nın və Avropanın, Asiya'nın digər ali məktəbləri ilə əlaqələr daha intensiv şəkildə artır, qarşılıqlı müqavilələr bağlanır, müəllim və tələbə mübadiləsi genişlənir, diplomların tanınması istiqamətində intensiv iş aparılır.

13 iyun 2000-ci il



AREAS OF ACTIVITY

Education

Azerbaijan University of Languages (ADU) is a unique institution in Azerbaijan where more than 20 languages are taught through various academic programs. ADU is the first state university in Azerbaijan to implement a flexible credit system that meets the requirements of the Bologna Process, adopts international quality assurance standards, and applies the European Credit Transfer and Accumulation System (ECTS).

Since 2017, ADU has held the status of a public legal entity under the Ministry of Education of the Republic of Azerbaijan, becoming one of the first universities in the country with this designation.

ADU is among the leading universities in Azerbaijan offering undergraduate programs in education, philology, translation, journalism, regional studies, and international relations. The university also provides advanced teaching and specialized academic programs at the bachelor's, master's, and doctoral levels. According to 2021 statistics, ADU had 6,144 undergraduate students, 539 master's students, and 170 doctoral candidates. More than 800 instructors and academic staff are currently employed across all faculties.

ADU has 3 academic buildings, 2 dormitories, dining halls, a sports hall, medical points in all buildings, a scientific library and an information service center, as well as modern conference and reading halls.

The university values talented students, postgraduates, and doctoral candidates, encouraging top-performing learners to build their careers through various programs. Additionally, the "One-Day Caliph" initiative allows students to participate in the management of the university by assuming leadership roles for a day.

Launched in 2017, the “**One-Day Caliph**” project allows students elected through voting to manage the university's leadership structures for a day. During this time, students, master's, and doctoral candidates act as rector, vice-rectors, deans, and heads of centers and departments. They make decisions regarding the academic process, administrative matters, and implement various innovations. All decisions made by the acting student leaders are legally binding for the day. By order of Rector Kamal Abdulla, students assuming these leadership roles on Student Self-Governance Day (from 8:30 a.m. to 8:00 p.m.) also receive a day's salary equivalent to the position they hold.

ADU regularly hosts meetings with prominent local and international scholars, public figures, linguists, literary experts, diplomats, and ambassadors (as part of the “Ambassador Hour” initiative).

Scientific Research

ADU is home to four research laboratories: **Azerbaijan Studies, Multiculturalism, Russian Studies, and Translation Studies**. The Scientific Library and the Information Service Center (which includes the Library Department and the Digitalization and Information Services Department) are available in both academic buildings for students and faculty.

The university publishes two academic journals: “**Scientific News of ADU**” and “**Language and Literature**.” Faculty members have access to international research databases such as **JSTOR** and **EBSCO**.

All academic projects are implemented under the supervision of the university's supreme governing body—the **Academic Council**.

The **Rectorate**, headed by the Rector, is considered the official governing body of the university. It consists of the rector, vice-rectors, faculty deans, heads of departments and divisions, and the chairs of the Student Scientific Society and the Faculty Union. The Rectorate holds meetings to discuss and address current academic, institutional, and administrative issues at ADU.

Important decisions at the university are approved by the Academic Council, chaired by the Rector. The term of the Academic Council is three years.

International Cooperation

ADU is a center of education offering unique programs based on international education and training models and extensive partnership opportunities. The university closely collaborates with higher education institutions in **Turkey, the USA, the UK, France**, and other European countries, as well as the **Translation Bureau under UNESCO**. Thanks to these collaborations, student exchange programs have intensified in recent years.

ADU regularly reviews its academic cooperation agreements with international universities, improves teaching and training methodologies, and supports the internationalization of both faculty and students through exchange and dual-degree programs. These include the **Erasmus+ exchange program**, the **Mevlana exchange program**, **U.S.-based projects**, and dual-degree agreements with the **University of Essex**, the **University of Oslo**, and others.

Overall, ADU's international relations are highly diverse. Currently, **Language and Culture Centers** representing **20 countries** operate at the university: Spanish, Italian, American, French Reading Room, Scandinavian, Turkish, Hungarian, Romanian, Korean, Serbian, Austrian, German Studies, Chinese, German Reading Room, Francophonie, Japanese, Indian, Indonesian, Israeli, and Pakistani.

These centers contribute to strengthening and expanding cooperation between Azerbaijan and the respective countries in the fields of science, education, and culture. Both local and foreign experts work in the centers, teaching relevant languages and organizing round tables and debates.

Currently, the leadership of Azerbaijan University of Languages is composed of the following members:



[Go to the International Relations Department](#)



1. [American Center /Amerika Mərkəzi](#)
2. [Italian Language Center /İtalyan Mərkəzi](#)
3. [Israeli and Middle Eastern Research Center/İsrail və Yaxın Şərq Araşdırmalar Mərkəzi](#)

4. [German Reading Hall /Alman oxu zalı](#)
5. [Korean Culture Center /Koreya Mədəniyyət Mərkəzi](#)
6. [Scandinavian Center /Skandinaviya Mərkəzi](#)
7. [Indonesian Research Center /İndoneziya Araşdırmalar Mərkəzi](#)
8. [Austrian Center /Avstriya Mərkəzi](#)
9. [Japanese Research Center /Yaponiya Araşdırmalar Mərkəzi](#)
10. [Hindi Language and Culture Center /Hindi dili və Mədəniyyəti Mərkəzi](#)
11. [Francophonie Center /Frankofoniya Universitet Mərkəzi](#)
12. [Romanian Language and Culture Center /Rumın dili və Mədəniyyəti Mərkəzi](#)
13. [Serbian Language and Culture Center /Serb dili və Mədəniyyəti Mərkəzi](#)
14. [Hungarian Language and Culture Center /Macar dili və Mədəniyyəti Mərkəzi](#)
15. [Turkic Culture and Heritage Research Center /Türkiyə Araşdırmaları Mərkəzi](#)
16. [Spanish Center /İspan dili Mərkəzi](#)
17. [Pakistani Language and Culture Center /Pakistan dili və Mədəniyyəti Mərkəzi](#)
18. Armenian Language and Culture Center /Erməni dili və Mədəniyyəti Mərkəzi

Confucius Institute at ADU – The Confucius Institute was established to strengthen educational cooperation between Azerbaijan and China, develop Chinese language teaching, and enhance mutual understanding and friendship between the two nations, while also stimulating interest in Chinese culture.

The agreement for the establishment of the Confucius Institute at ADU was approved on November 11, 2015, by the State Office of Chinese Language Promotion Overseas (Hanban) of the People's Republic of China. The agreement was signed by the head of Hanban, Ms. Xu Lin, on behalf of China, and by Rector Samad Seyidov on behalf of Azerbaijan University of Languages. The opening ceremony of the Confucius Institute at ADU was held on June 24, 2016. Huzhou University from China was a partner in this initiative.

The opening ceremony was attended by representatives of the Ministry of Education, the Head of the Asia Department of Hanban, representatives of Huzhou University, and faculty and students of Azerbaijan University of Languages.

Austrian Library – The Austrian Library operates in 57 countries. Based on an agreement between the Austrian Embassy in Azerbaijan and ADU, the Austrian Library was inaugurated in Baku on June 23, 2010. In her opening speech, the Austrian Ambassador to Azerbaijan, Silvia Mayer Kaybiç, stated, "Austria is dedicated to promoting its rich culture. The opening of this library will serve to enhance the relationship between our two countries." The library's collection consists of 3,000 books.

Since its establishment, the Austrian Library in Baku has received substantial financial support from the Austrian Embassy in Azerbaijan. Every year, the library's collection is enriched with new books

funded by the Austrian Ministry of Foreign Affairs. Additionally, the library staff participates in a four-week training program in Vienna once a year.

Social Services

Students who develop intellectual skills and independent thinking, and who wish to benefit from education, can establish close collaboration with ADU in their professional career development.

The Student Youth Organization (TGO) and the Student Trade Union Organization (STUO) engage students in social life, help them adapt to the university's internal regulations, provide dormitory accommodations, and enhance the use of their free time. They also reward outstanding active students.

Inclusive Education Center – In the modern era, improving the quality of training, ensuring equal opportunities in education, and fostering active participation can only be achieved through the regulation of inclusivity. Legal and normative documents adopted in recent years in Azerbaijan have accelerated this process. Presidential decrees and relevant acts have focused on the formation of an inclusive society.

In line with the implementation of the requirements set forth in the "State Program for the Development of Inclusive Education for Persons with Disabilities in Azerbaijan for 2018-2024," ADU's rector issued a directive for the establishment of the "Inclusive Education Center." The purpose of this center is to create an environment that addresses the needs of individuals with special care requirements, organizes corrective actions, works with parents, prepares specialists, conducts public awareness campaigns, and engages in international cooperation and academic research.

The "Inclusive Education Center" focuses on regulating activities in these areas, establishing international collaboration, and organizing experience exchange programs. Its goal is to create an inclusive environment at the university and contribute to the development of an inclusive society.

Language Services, Training, and Career Center – The primary goals and tasks of the center are as follows:

According to a decision by the Scientific Council on January 31, 2020, the Language Services and Translation Center was renamed the Language Services, Training, and Career Center.

Key objectives include:

- Integrating ADU into the global higher education landscape and creating a database of graduates for recruitment of young professionals.
- Collaboration with alumni who studied abroad and have returned to Azerbaijan.
- Organizing seminars and meetings with ADU alumni in various regions to support their career development.
- Organizing training to improve the knowledge and skills of the faculty and students, as well as their language proficiency, and establishing links with international organizations.
- Strengthening ties with the business world and providing assistance in preparing CVs, recommendation letters, and cover letters.

The Language Services, Training, and Career Center organizes courses for teachers, such as TKT, Aptis, Academic Writing, and Reading. It also covers preparation for various international exams, including TOEFL, IELTS, SAT, and others.

The center's activities include:

- Preparing for Master's and Doctorate programs.
- Foreign language courses (English, German, French, Russian, Arabic, Italian, Spanish, etc.).
- Courses in English and Russian for schoolchildren.
- Preparation for international exams (TOEFL, IELTS, SAT, etc.).
- Workshops and seminars for alumni teachers (Aptis, Academic Writing, TKT, Pre-Celta, CISELT, etc.).

Azerbaijan University of Languages and the U.S. Embassy in Azerbaijan - Baku American Center

The American Center operates under an agreement between the U.S. Embassy and Azerbaijan University of Languages, which has been in place since 2007 as part of a special program of the U.S. Department of State (with additions made to the agreement in 2015 and 2018).

The American Center was established with the significant support of Mehriban Aliyeva, the leader of the Azerbaijan-America Friendship Group and the current First Vice President of Azerbaijan.

In 2017, the Baku American Center was awarded Gold Status among the World American Centers for its activities.

Main Activities:

- American Studies
- English Language Programs
- Programs with Azerbaijani alumni of U.S. universities
- Education in the U.S.
- Cultural Programs

Distance Education Opportunities (MOOC, Coursera: Massive Open Online Courses, online lectures and seminars with U.S. universities, webinars for English language teachers)

Children's Center: Operating since 2013, offering interactive English language programs for children aged 4-10 (including a collection of children's books).

Maker Space: Operating since December 2015 – A center for technical innovations and creativity: A lab for learning more about engineering, technology, and technical sciences. It includes a special STEM (Science, Technology, Engineering, Mathematics) book collection.

The Baku American Center's activities are reflected on its social media platforms (Facebook, Twitter, YouTube, Instagram). Participation and services are free and open to all.

The Baku American Center is a leading open space for those seeking information about the United States. The Center is home to the American Library, which has a rich collection of books and periodicals, including 5,000 books in English and other languages, and a database of 17,000 full-text electronic resources.

Full-Text Scientific Databases:

- **E-Library USA** (The American Library – various scientific databases)

- **J-STOR** (A full-text electronic scientific database in all fields of science, with a collection of 17,500 full-text scientific journals)
- **1300 full-text electronic books in various scientific fields**
- **EBSCO** (A full-text electronic database with 9,500 journals and 2,500 books)

Link to the 10-month report for the American Center for 2021: [link to the report]

TRANSITION

The creation of a Foreign Language Cabinet at Novruz Aslanov Secondary School in the village of Cocuq Mərcanlı, Jabrayil District.

At the initiative of the rector of Azerbaijan University of Languages (ADU), academician Kamal Abdulla, in the 2017-2018 academic year, pedagogical practice for students was organized in regions, especially in schools for internally displaced persons.

From February 16 to March 15, 2018, six students took their first steps as teachers at Novruz Aslanov Secondary School in the village of Cocuq Mərcanlı, Jabrayil District. At the same time, they implemented social and education-oriented projects. The successful lessons conducted by ADU students and the revitalization at the school led to a significant increase in the interest in learning English.

In the 2018-2019 academic year, from February 18 to April 15, four ADU students and the practice supervisor were involved in pedagogical practice at Cocuq Mərcanlı School. Various technological and supplementary tools were used during lessons, which greatly captured the students' interest. The days spent in this sensitive region during the pedagogical practice will remain as pleasant memories for the students.

In the 2019-2020 academic year, pedagogical practice was completed according to the decision of the Cabinet of Ministers of the Republic of Azerbaijan (8 May 2020, Decision No. 179) regarding the elimination of the negative effects of the COVID-19 pandemic on the education process. Higher education programs were concluded with state certification for the students.

During these years, numerous visits to the mentioned school were regularly organized by ADU staff. During one of these visits, ADU's Vice-Rector Tamam Cəfərova officially opened the Foreign Language Cabinet of the school. The classroom was equipped with all modern equipment, visual aids, textbooks, and teaching materials necessary for teaching foreign languages, and it is utilized by the school's teachers and students.

- ADU Teachers Meet with Students in Cocuq Mərcanlı – [Link](#)
- ADU Students Hold an Event at an Agdam School – [Link](#)
- Azerbaijan University of Languages Students Are Doing Pedagogical Practice in Cocuq Mərcanlı – [Link](#)
- [The Pedagogical Practice of Students in Cocuq Mərcanlı Continues Successfully](#) **Staffing**

Azerbaijan University of Languages (ADU) is a leading educational institution in Azerbaijan for training foreign language specialists in various fields. The university's graduates work in prestigious educational institutions, both state and non-state organizations, as well as companies and institutions across the country. In recent years, young teachers and students who have studied abroad have been involved in scientific and pedagogical activities at the university. They participate in advanced training courses at various foreign universities to improve their professional teaching skills. Additionally, to benefit from the experience of leading universities and ensure professional development, university staff participates in various webinars, seminars, training programs, conferences, summer schools, and exchange programs with reputable foreign universities.

In total, the Human Resources Department of ADU serves 1,320 employees working in the rectorate, five vice-rectorates, five faculties, 31 departments, 17 divisions, 20 centers, 1 library center (with one division), 2 institutes, 1 society (TEC), and 4 scientific-research laboratories.

Financial Resources

ADU's financial resources are formed from three main sources:

- State-funded tuition fees for government-specified students; • Tuition fees paid by students studying on a fee-paying basis;
- Other income provided by law.

Analysis

The planning of the university's strategic development has long been based on the current situation of institutions, their missions, and key principles, creating a vision for the future and tracking this vision with goals and measurable indicators. Therefore, when establishing the Strategic Development and Planning Commission, it was planned that all units would be represented by working groups, and relevant experts would be consulted during this process. The preparation phase of the university's Strategic Plan for 2021-2026 coincided with the pandemic (COVID-19), which directly affected the overall process. However, due to the experience of the staff and their ability to work remotely, the process was completed successfully.

Research began by disclosing the university's overall situation for a thorough analysis. During the analysis, the university's institutional history, evaluation of the strategic plan for 2015-2020, studying legislative documents, identifying areas of activity, stakeholder components, and analysis of the higher education sector were reviewed. Additionally, SWOT, PEST, and Porter's Five Forces analyses were included in the research.



PEST Analysis

It covers the external factors/possibilities that will influence the development of the university's strategy.

Siyasi

- Təhsil qanunvericiliyində mümkün dəyişikliklər
- İctimai-siyasi proseslərin xarici tələbələrin axınına təsiri
- Ali təhsil müəssisələrinin qarşısına qoyulan tələblərin dəyişməsi
- Pedaqoji və elmi fəaliyyətə dair tələblərin dəyişilməsi
- Özünü maliyyələşdirmə ehtimalı

İqtisadi

- Resursların dəyərinin dəyişməsi; məs. əməkhaqqı, xidmətlər, təchizat
- Tələbə sayında dəyişikliklər
- İqtisadi inkişaf

Sosial

- Cəmiyyətdə ali təhsilə marağın artması
- Tendensiylərin dəyişmə sürəti
- Universitetin reputasiyası
- İxtisaslaşmış işçilərin iş yerini dəyişməsi
- Demografik dəyişikliklər
- Məlumatın əlçatan olması/ İnformasiya axını
- Sosial və mədəni tendensiylər

Texnoloji

- Təhsildə alternativ tədris formalarına keçid
- Kibertəhlükəsizlik
- Texniki avadanlıq və proqramların yenilənmə tezliyi
- Texnoloji yeniliklərə professor-müəllim və texniki heyətin adaptasiyası

Porter's Five Forces Analysis

Through Porter's Five Forces analysis, the institution's reputation and its ability to generate value can be identified. When this analysis is applied to higher education institutions, it becomes possible to determine the university's competitive sustainability, which will impact its strategy. By strengthening this competitive sustainability, a new instrument is created for making strategic decisions.



METHODOLOGY OF THE STRATEGIC DEVELOPMENT PLAN FOR 2021-2026 AT AZERBAIJAN UNIVERSITY OF LANGUAGES

Based on the provisions of the State Strategy for the Development of Education in the Republic of Azerbaijan approved by the Decree of the President of the Republic of Azerbaijan dated October 24, 2013, one of the main goals of the Strategic Development Plan for 2021-2026 at Azerbaijan University of Languages is to create a high-quality education system that ranks among the top countries globally, with qualified educators and infrastructure based on the latest technologies.

As one of the prestigious state universities, Azerbaijan University of Languages has numerous internal capabilities. In this regard, the main mission of ADU is to train highly qualified professional language specialists and experts in other fields, who have received lifelong, uninterrupted education in line with international standards, as well as to adequately represent the university both in Azerbaijan and internationally.

Since the term of the previous Strategic Development Plan for 2015-2020 has expired, the need for preparing a new strategic development plan for the upcoming years arose. While continuing the existing institutional objectives, the development priorities were properly defined, and the preparation of the new strategic plan was initiated in the first months of 2021. In this regard, an order was issued on February 5, 2021 (Order No. 05) to establish a commission for the preparation of the Strategic Development Plan for Azerbaijan University of Languages for 2021-2026. During this period, various sub-working groups were formed by the commission to prepare the strategic plan, and they worked intensively, taking steps in phases to ensure the completion of the work. Additionally, notifications were sent to all structural divisions of the university, and consultations and research were conducted regarding the provisions outlined in the notification.

2021	Fevral	Mart	Aprel	May	İyun	İyul
Strateji Planın hazırlanması üçün ilkin tapşırıqların verilməsi						
Universitet daxilində alt qrupların təşkili və cari vəziyyətin analizi						
Strateji hədəflərin müəyyənləşməsi və bununla bağlı müzakirələrin aparılması						
Strateji Planın hazırlanması və rotasiyası						
Strateji Planın təsdiqi						

Strateji Planın strukturu



Azerbaijan University of Languages 2021/2022 Academic Year

Bachelor's Degree Programs

Nö	Specialties	Az.	Rus	Eng.
1	Azerbaijani Language and Literature Teaching (English)	●		
2	Language and Literature Teaching (English)	●	●	
3	Language and Literature Teaching (German)	●		
4	Language and Literature Teaching (French)	●		
5	Primary School Teaching (English)			●
6	Corrective Education	●		
7	Preschool Education (English)			●
8	Social-Psychological Services in Education	●		
9	Foreign Language Teaching (English)	●	●	
10	Foreign Language Teaching (German)	●	●	
11	Foreign Language Teaching (French)	●	●	
12	Foreign Language Teaching (Russian)	●	●	
13	International Relations	●	●	
14	Philology (English Language and Literature)	●	●	

15	Philology (German Language and Literature)	•		
16	Philology (French Language and Literature)	•		
17	Philology (Azerbaijani Language and Literature)	•		
18	Philology (Russian Language and Literature)	•	•	
19	Journalism (in English)			•
20	Area Studies (Great Britain)	•	•	
21	Area Studies (Germany)	•		
22	Area Studies (France)	•		
23	Area Studies (America)	•	•	
24	Area Studies (Norway)	•		
25	Area Studies (Caucasus)	•	•	
26	Area Studies (Israel and the Middle East)	•		
27	Area Studies (Japan)	•		
28	Area Studies (Arab Countries)	•		
29	Area Studies (China)	•	•	
30	Area Studies (South America)	•		
31	Area Studies (Central and Eastern Europe)	•	•	
32	Area Studies (Russia)	•	•	
33	Area Studies (Turkey)	•	•	
34	Area Studies (Balkan Countries)	•		
35	Area Studies (Africa)	•		
36	Translation (Azerbaijani-English)	•		
37	Translation (Russian-English)		•	
38	Translation (Azerbaijani-Spanish)	•		
39	Translation (Russian-Spanish)		•	
40	Translation (Azerbaijani-German)	•		
41	Translation (Russian-German)		•	
42	Translation (Azerbaijani-French)	•		
43	Translation (Russian-French)		•	
44	Translation (Azerbaijani-Arabic)	•		
45	Translation (Azerbaijani-Italian)	•		
46	Translation (Azerbaijani-Korean)	•		

Master's Level Specialties

№	Specialties	Az.	Rus	Eng.
1	Teaching Azerbaijani Language and Literature			
2	Methodology and Methodology of Teaching Azerbaijani Language and Literature	•		
3	Teaching Language and Literature (Languages)			
4	Methodology and Methodology of Teaching Russian Language and Literature	•	•	
5	Methodology and Methodology of Teaching English Language and Literature	•		

6	Methodology and Methodology of Teaching German Language and Literature	•		
7	Methodology and Methodology of Teaching French Language and Literature	•		
8	Teaching Foreign Languages (Languages)			
9	Methodology and Methodology of Teaching English Language	•	•	
10	Methodology and Methodology of Teaching German Language	•		
11	Methodology and Methodology of Teaching French Language	•		
12	Social-Psychological Services in Education	•		
13	Pedagogy			
14	Theory and History of Pedagogy	•		
15	Social Pedagogy	•		
16	Assessment and Monitoring in Education	•		
17	Philology			
18	Literary Studies (English Literature)	•		
19	Literary Studies (German Literature)	•		
20	Literary Studies (French Literature)	•		
21	Literary Studies (Spanish Literature)	•		
22	Azerbaijani Literature	•		
23	Azerbaijani Language	•		
24	Linguistics (English)	•	•	
25	Linguistics (German)	•		
26	Linguistics (French)	•		
27	Linguistics (General Linguistics)	•		
28	Linguistics (Comparative Linguistics)	•		
29	Translation (Languages)			
30	Translation (English)	•	•	
31	Translation (German)	•	•	
32	Translation (French)	•	•	
33	Translation (Spanish)	•	•	
34	Translation (Korean)	•		
35	Translation (Italian)	•		
36	Simultaneous Translation (English)	•		
37	Area Studies			
38	Area Studies (Israel and the Middle East)	•		
39	Area Studies (Scandinavia)	•		
40	Area Studies (Central and Eastern Europe)	•		
41	Area Studies (Caucasus)	•		
42	Area Studies (South America)	•		
43	Country Studies (British Studies)	•	•	
44	Country Studies (USA)	•	•	
45	Country Studies (Indonesian Studies)	•		
46	Country Studies (Chinese Studies)	•		
47	Country Studies (Japanese Studies)	•		

48	International Relations	●		
49	International Relations and Diplomacy	●		
50	History and Theory of International Relations	●		●
51	World Politics	●		●

MISSION. VISION FOR THE FUTURE. VALUES

Mission

The mission is to shape students from Azerbaijan and other countries into professional specialists by using innovative teaching technologies based on modern research. We aim to cultivate high-potential business-oriented youth with critical thinking, analytical intelligence, the ability to conduct independent research, and, most importantly, a sense of patriotism and Azerbaijani ideology.

Vision

The vision is to ensure the competitiveness of Azerbaijan University of Languages (ADU) both within the Republic of Azerbaijan and internationally, striving to be listed among the world's leading universities.

Values

- **Integration:** Expanding collaborations with foreign universities to improve teaching quality, joining bilateral and multilateral projects with global universities, and creating opportunities for academic mobility.
- **Global Knowledge:** Utilizing existing global scientific, theoretical, and fundamental knowledge bases while adhering to academic ethics and protecting copyright.
- **Modernity:** Enriching the teaching process with innovations to adapt to the needs of modern society, making extensive use of information technologies, staying updated on media developments, and enhancing information literacy.
- **Creativity:** Valuing critical thinking, independent activity, and creative approaches.
- **Agility:** Using diverse methods and techniques as needed, swiftly solving problems to ensure the continuity and development of education.
- **Multiculturalism:** Participating in the implementation of state policies promoting Azerbaijan's multicultural values in international relations.

Tendencies in Education

New approaches to education demand that the education system be more mobile and accessible, requiring the application of technological innovations. Another trend considered innovative in the education system is the preparation of hybrid specialists (those with expertise in two or more fields). While traditional approaches focused on deep specialization in one field, today's demand is for professionals with a broader skill set who can adapt to the labor market. This approach does not simply refer to having a non-professional knowledge of various fields, but rather combining the core specialization with creative additional skills and other areas of expertise.

New approaches also require the teaching of foreign languages to be a key component. The language teacher training, linguistics, and translation programs offered at ADU play an essential role in preparing professionals for the future job market. The development of these

programs, both at the undergraduate and graduate levels, will continue to be relevant and will contribute significantly to reducing unemployment risks by expanding the intellectual horizons of specialists.

As we know, education is not limited by age. The concept of "Lifelong Education" enables people with higher education and young researchers (bachelor's, master's, PhD, etc.) to improve and continue their education through various specialization courses and programs. Along with this concept, enhancing additional education, re-training of personnel, and supporting education for individuals with limited capabilities (inclusive education) are some of our goals.

Today, the rapid development of information and communication technologies conditions and accelerates the digitization of education, just as it does in other fields. The need for digitization in education became especially clear during the COVID-19 pandemic, which created a completely different situation from traditional settings and required a reevaluation of priorities. The education community recognizes the reality of preparing for new challenges.

Distance learning has been introduced in foreign language teaching earlier than in other fields due to the high demand for foreign languages and the abundance of materials available for learning them. The integration of technological developments into the education system has led to the formation of the term "EdTech" (educational technology). While many associate new educational technologies with distance online lessons, this term refers to a broader educational system that incorporates advanced technological solutions, new approaches, and methods.

Considering that most citizens of our country have an open mindset toward innovations and are inclined to develop rapidly, the modernization of the education system in Azerbaijan can be successfully implemented in a short time, particularly in terms of improving language teaching in universities, with corresponding public awareness campaigns.

As Azerbaijan University of Languages, we understand the responsibility we bear and strive to do our best.

Strategic Goals and Activities

Goals	Activities
1. Strengthening ADU's position as one of the leading universities in Azerbaijan	1.1. Promoting the "ADU" brand based on respect for traditions; 1.2. Regularly monitoring educational programs under the internal quality assurance system, identifying strengths and weaknesses, measuring risks, and forecasting areas for development; 1.3. Improving course programs and syllabi with a student-centered approach; 1.4. Selecting elective courses based on international examples and improving the selection mechanism; 1.5. Increasing the role of departments in preparing teaching plans; 1.6. Expanding connections with secondary schools and

	<p>implementing measures to attract high intellectual applicants to the university;</p> <p>1.7. Supporting activities aimed at imparting necessary knowledge and skills (foreign language proficiency, analytical and empirical analysis, critical thinking, problem-solving, advanced academic writing ability, ICT skills, leadership, and teamwork) to students;</p> <p>1.8. Improving the material and technical base of departments for implementing educational programs and scientific research;</p>
2. Adapting education to modern demands and ensuring internationalization	<p>2.1. Conducting joint scientific research based on bilateral agreements;</p> <p>2.2. Internationalizing the university (joint projects, joint education programs; international mobility programs; international scientific databases, textbooks; attracting highly qualified international experts and researchers to teaching, etc.);</p> <p>2.3. Working on dual degree projects;</p> <p>2.4. Increasing the number of partner universities within the Erasmus+ program;</p> <p>2.5. Preparing international projects;</p> <p>2.6. Ensuring more active participation in European Union projects;</p> <p>2.7. Developing relationships with foreign universities in line with ADU's academic profile;</p> <p>2.8. Increasing the number of international students, preparing familiarization programs with the country, and expanding accommodation options for them;</p> <p>2.9. Opening new language and culture centers.</p>

3.Increasing scientific activity	3.1. Developing mechanisms to encourage faculty members to publish in "Citation Index"-listed journals; 3.2. Developing a mechanism for promoting scientific work; 3.3. Modernizing master's and doctoral programs to align with global standards and involving graduate and doctoral students in university research; 3.4. Preparing grant programs in the field of science and supporting faculty participation in training sessions abroad through grant projects; 3.5. Organizing and hosting international scientific conferences and other events with foreign universities; 3.6. Ensuring the publication of scientific research works by ADU; 3.7. Increasing academic mobility for doctoral students to strengthen integration processes; 3.8. Continuing efforts to protect authors' rights and combat plagiarism; 3.9. Organizing training sessions to improve faculty members' skills in working with electronic resources and
	programs to meet new requirements (MLA, APA citation, and referencing).
4. Implementing innovative solutions using ADU's unique internal resources and capabilities	4.1. Using bibliometric models in the library's reference and bibliographic activities to visualize scientific indicators (H-index) and form new research areas (webometrics); 4.2. Expanding the activities of the German Studies Institute to establish and develop the traditions of German Studies in Azerbaijan; 4.3. Expanding the activities of the Classical Languages Scientific Research Laboratory; 4.4. Implementing a new (pandemic-adapted) concept for pedagogical/production practice.

<p>5. Social welfare and career opportunities for graduates</p>	<p>5.1. Involving students in various social projects of the Student Scientific Society, Student Youth Organization, and Student Trade Union;</p> <p>5.2. Increasing the number and diversity of students' social projects;</p> <p>5.3. Organizing events and projects to integrate students with disabilities into society and creating equal educational opportunities for them;</p> <p>5.4. Conducting awareness-raising activities and campaigns in cooperation with NGOs on various social issues;</p> <p>5.5. Improving alumni relations and providing career opportunities through the Career Center;</p> <p>5.6. Analyzing the multicultural situation in the countries represented by ADU's centers and organizing the teaching of the "Azerbaijani Multiculturalism" course at universities in those countries.</p>
<p>6. Improving the management system</p>	<p>6.1. Implementing a paperless electronic document circulation system;</p> <p>6.2. Stimulating education; developing and implementing a system for identifying the training needs of faculty members;</p> <p>6.3. Defining a modern and optimal structure for departments and divisions according to current requirements;</p> <p>6.4. Creating a "Big Data" database for alumni and potential employees;</p> <p>6.5. Expanding the activity of the Continuing Education Department, attracting specialists in various fields, improving the quality of education, updating training programs for qualification improvement, and defining</p>
	<p>hours and credits;</p> <p>6.6. Developing and implementing a mechanism for rewarding students and faculty members who have achieved significant success in scientific research and education (motivation mechanism);</p> <p>6.7. Organizing training sessions to increase the qualifications of individuals responsible for student-centered, competence-based teaching;</p> <p>6.8. Organizing faculty professional development (both domestically and abroad) according to current requirements.</p>

<p>7. Digitalization. Modernization of material and technical base</p>	<p>7.1. Developing and implementing a concept for the functioning of the electronic university; 7.2. Creating an electronic student database for efficient management of the educational process; 7.3. Creating personal accounts for educators/learners; 7.4. Increasing the number of computer-equipped classrooms and interactive boards, creating rooms equipped with audio materials, based on the number of students; 7.5. Improving the university's website and uploading relevant educational information (syllabi, course schedules, teaching programs, etc.); 7.6. Increasing access to international scientific databases (Klaviyo Analytics, SCOPUS, ACM, IEEE, DBLP, EBSCO); 7.7. Renewing the library's collection, developing the electronic library, and transforming it into a modern library-information resource center; 7.8. Increasing the number of computer zones for students; 7.9. Expanding access to information technology and the internet.</p>
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Funding

The development strategy of ADU will be implemented with the university's own funds, grants obtained, and financial support from sponsors.

Monitoring and Evaluation

The Quality Assurance and Monitoring Department of ADU will prepare an action plan for monitoring the implementation of the university's strategic development plan. Starting from 2021, the department will continuously monitor and evaluate the progress towards the strategic goals, address emerging issues, and report to relevant structures.