

JUNIOR ACHIEVEMENT AZERBAIJAN Community Economics and Business Education Program

Pre-Program Evaluation September-October 2008

Conducted by:

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1. Introduction

Community Economics and Business Education Program (CEBEP) is funded by BP and partners and implemented by Junior Achievement Azerbaijan (JAA). The program was launched in July 2008. The goal of the program is to foster development of the workforce with the economic and business knowledge and skills adequate for a market economy through training and activities for secondary school students. JAA is committed to active promotion of organizational learning, and has established tradition of external and mixed program evaluation activities. It is one of the important steps taken by JAA.

JAA staff has conducted pre-program evaluation in September 2008 that established an important baseline for the further comparative assessment. The purpose of this evaluation is to provide an early assessment of the performance and effectiveness of the CEBEP program. Evaluation results will help JAA staff improve and modify the program activities, by accentuating more effective and attractive components, and by reflecting upon the weaker and less successful aspects.

2. Program Background

In 2008 JAA has initiated Community Economics and Business Education Program in partnership with BP and partners. The strategy of the program is to create a workforce of economically and business educated young people and to provide necessary skills and knowledge to the young generation of future business leaders who appreciate free market and business values. It is expected that the program will help the high school students choose their next steps towards careers, as well as providing essential education that each citizen should possess in a market economy.

3. List of Schools Engaged in CEBEP Program:

Schools	Teachers
Ucar, Qaradaglı High school	Mammadov Adil
Aghdash, Upper Laki High school	Abdurrahimov Qorkhmaz
Ağdaş, Guva High school	Sayidov Xamis
Kurdamir, Cohranlı High school	Nahmatov Fikrat
Kurdamir, Atakishili High school	Osmanov Xanlar
Kurdamir, Arshali High school	Rzayev Matlab
Kurdamir, Karrar High school	Cafarova Vusala
Yevlakh, Samadabad High school	Huseynova Sevda
Yevlakh, City School #8	Mammadaliyev Arifa
Yevlakh, City School #4	Rustamova Shefayat
Yevlakh, City School #4	Abbasov Arif
Yevlakh, Narimanabad High school	Babayeva Nurida
Goranboy, Borsanlı Village School #1	Mammadov Bakhtiyar
Goranboy, Eyvazlılar Village School	Nadirova Rima
Goranboy, Cinli Boluslu Village School	Aliyeva Sima
Goranboy, Nadirkand Village School	Nadirova Rima

4. CEBEP Program Evaluation Goals:

The goal for the CEBE Pre-Program evaluation conducted in September 2008 was to:

- Evaluate teacher knowledge on JA Economics subject
- Evaluate student knowledge before joining the SEBE program
- Evaluate student and teacher attitude towards the program
- Evaluate effectiveness of program on students and teachers
- Evaluate schools administration support to the program
- Number of hours per week spent for the JA Economics classes

To address the pre-program evaluation goals, the evaluator created a set of questions to address the evaluation goals. The questions posed to two target groups: educators (teachers and school principals) and students.

5. Methodology

JAA demonstrated the limited informational value of self-assessment and opinion surveys; it was decided to use a different combination of data collection methods, including tests and surveys. Data triangulation was achieved through the use of various information sources, such as teachers, administrators, and students. All 15 schools participating in the program were covered within the evaluation.

Multi-choice test on economic and business knowledge was conducted among 135 students of 15 schools participating in CEBEP program. All students completed the multiple-choice test. Mutli-choice test included 10 questions and 3 open questions addressed to each student. The tests were created for the beginner level, in this case for the students who completed 9th grade, during which they studied economic geography based on the old system. The test results obtained during the pre-program test will be used to compare it with the post program evaluation results at the end of the program in May 2009.

A written economics test was conducted among 16 teachers from each school. It held a goal of learning teacher's level of knowledge. These teachers were introduced to the JAA program for the first time. The results of this evaluation will be compared to the post-program results to be obtained from the evaluation in May 2009.

Survey for teachers and school administrators, focusing on economics teaching methodology, was conducted among 15 directors and 16 teachers from each school. It held a goal of learning teacher's and director's approach to the program and its materials, and what extend they appreciated the JAA program and materials.

6. Test Results

Teacher Test Results

The pre-program evaluation covered 15 schools. Teachers from these schools were evaluated on their knowledge of JA Economics. The results are given below. The respondent-teachers participate in the program for the first year and the primary goal of these tests was to evaluate "rustiness" of knowledge. No respondent received 0 out of 100. 31.3% answered 1 out of 3 posed questions. 43.7% could find correct answer on 2 out of 3 questions, and 25% could make it right 3 out of 3. Below are the scores of teachers in a chart:

Teacher's answers	%
1 out of 3 is correct	31.3 %
2 out of 3 are correct	43.7%
3 out of 3 are correct	25%
0 out of 0 are correct	0%

Student Test Results

The student test evaluated the knowledge of the students who has already graduated from 9th grade and participated in economic geography class. The questions were created for 9th grade level. 2.2% students answered 10 out of 10 questions, 2.9% answered 9 out of 10, 6.6% did 8 out of 10 right. 5.9% of students answered correctly 7 out of 10, 19.6% of students made 6 correct answers out of 10 questions, 25.1% answered 5 out of 10, 13.3% of students did 4 out of 10, 8.8% could make it 3 out of 10 correct, 3.7% answered 2 out of 10 and 11.9% could answer 1 question right out of 10.

Below are the scores of students in chart:

Student answers	%
1 out of 10 is correct	11.9%
2 out of 10 are correct	3.7%
3 out of 10 are correct	8.8%
4 out of 10 are correct	13.3%
5 out of 10 are correct	25.1%
6 out of 10 is correct	19.6%
7 out of 10 are correct	5.9%
8 out of 10 are correct	6.6%
9 out of 10 are correct	2.9%
10 out of 10 are correct	2.2%

7. Quality of JAA-Provided Materials?

The pre-program evaluation showed teachers and school principals are satisfied with the new JA Economics textbook and other materials provided within CEBEP program. Below are the facts, revealed during the evaluation:

- JAA materials are easy to understand for students and teachers
- JAA materials have up to date statistics and business cases
- JAA materials are relevant to the modern Economics science
- JAA materials have clear language
- JAA materials have practical activities that are helpful during interactive classes.

8. Challenges Faced during the Evaluation Process:

During the Evaluation Process JAA faced several challenges:

- Some students thought the evaluation is the test of their knowledge that will affect their grades, which led to cheating in some cases. These facts were revealed and as much as possible are not reflected in the evaluation results.
- Having this type of evaluation for the first time agitated teachers as well.
- Evaluators were having hard time to hold evaluations in the outlying districts.
- Directors have faint knowledge about the program importance and its benefits can bring for the school

9. Pre-Program Evaluation Results:

- The teacher evaluation included theoretical and factual questions that revealed the teacher level is satisfactory to participate in the program. No respondent received 0 out of 100. 31.3% answered 1 out of 3 posed questions. 43.7% could find correct answer on 2 out of 3 questions, and 25% could make it right 3 out of 3. Below are the scores of teachers in a chart:
- 10 test questions and 3 open questions addressed to each student. The student results reveal the 9th grade program on economic geography does not teach economic concepts satisfactory. The students' scores demonstrate that 2.2% students answered 10 out of 10 questions, 2.9% answered 9 out of 10, 6.6% did 8 out of 10 right. 5.9% of students answered correctly 7 out of 10, 19.6% of students made 6 correct answers out of 10 questions, 25.1% answered 5 out of 10, 13.3% of students did 4 out of 10, 8.8% could make it 3 out of 10 correct, 3.7% answered 2 out of 10 and 11.9% could answer 1 question right out of 10.
- Percentage of students, teachers and school principals are in favor of teaching this program is more than 90%.
- New textbook was appreciated, because this textbook has more up to date business cases, graphics and has more examples regarding to native firms and companies.
- The primary goal of the pre-program evaluation is to set a baseline according to which the post-program results will be evaluated.