

# **JUNIOR ACHIEVEMENT AZERBAIJAN SCHOOL ECONOMICS AND BUSINESS EDUCATION PROGRAM**

**Pre-Program Evaluation  
September-October 2008**

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## 1. Introduction

The School Economic and Business Education (SEBE) program is funded by BP and partners and implemented by Junior Achievement Azerbaijan (JAA). The program was launched in July 2007. 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 SEBE 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

Since 2000 JAA has been working to improve the teaching of business and economic, as well as to promote student interest and participation in related activities. Drawing on its extensive experience in economics education, in 2007 JAA has initiated School Economic and Business Education Program in partnership with BP and partners. SEBE is implemented in three Baku districts along the Baku-Tbilisi-Ceyhan pipeline. 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 SEBE Program:

Schools	
1. Baku 253	9. Baku 162
2. Baku 273	10. Baku 163
3. Baku 203	11. Baku Internat 14
4. Baku 116	12. Baku 319
5. Baku 63	13. Baku 228
6. Baku 51	14. Baku 49
7. Baku 222	15. Baku 294
8. Baku 91	16. Baku 50
17. Aghdam Region, School 96	

## 4. SEBE Program Evaluation Goals:

The goal for the SEBE 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 (10<sup>th</sup> grade students, who just joined the program).

## 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 17 schools participating in the program were covered within the evaluation.

**Multi-choice test on economic and business knowledge** was conducted among 153 students of 17 schools participating in SEBE 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 9<sup>th</sup> 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 27 teachers from each school. It held a goal of learning teacher's level of knowledge. These teachers participated in summer 2007 and 2008 training programs held for teachers by JAA. 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 17 directors and 27 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 17 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 second year and the primary goal of these tests was to evaluate "rustiness" of knowledge and additional training that might be needed. No respondent received 0 out of 100. 4.1% answered 1 out of 3 posed questions. 27.7% could find correct answer on 2 out of 3 questions, and 68.2% could make it right 3 out of 3. Below are the scores of teachers in a chart:

<b>1 out of 3 is correct</b>	<b>4,10%</b>
<b>2 out of 3 are correct</b>	<b>27,70%</b>
<b>3 out of 3 are correct</b>	<b>68,20%</b>
<b>0 out of 0 are correct</b>	<b>0,00%</b>

### Student Test Results

The student test evaluated the knowledge of those who graduated from 9<sup>th</sup> grade and participated in economic geography class. The questions were created for 9<sup>th</sup> grade level. No students answered 10 out of 10 questions, 9 out of 10, or 8 out of 10. 7.8% of students answered correctly 7 out of 10, 18.9% of students made 6 correct answers out of 10 questions, 23.5% answered 5 out of 10, 20.2% of students did 4 out of 10, 17.6% could make it 3 out of 10 correct, 7.1% answered 2 out of 10 and 5.2% could answer 1 question right out of 10.

Below are the scores of students in chart:

<b>1 out of 10 is correct</b>	<b>5.2%</b>
<b>2 out of 10 are correct</b>	<b>7.1%</b>
<b>3 out of 10 are correct</b>	<b>17.6%</b>

<b>4 out of 10 are correct</b>	<b>20.2%</b>
<b>5 out of 10 are correct</b>	<b>23.5%</b>
<b>6 out of 10 is correct</b>	<b>18.9%</b>
<b>7 out of 10 are correct</b>	<b>7.8%</b>
<b>8 out of 10 are correct</b>	<b>0,00%</b>
<b>9 out of 10 are correct</b>	<b>0,00%</b>
<b>10 out of 10 are correct</b>	<b>0,00%</b>

## 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 SEBE program. Below are the facts, revealed during the evaluation:

- Teachers are in favor of using JA Economics textbook starting from 9<sup>th</sup> grade, due to the lack of JA Economics hours and due to better quality of the JAA material
- 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:

- Evaluators had problems entering the school and meeting with students, teachers and school principals. The problem was fixed by JAA staff, but for the next evaluation JAA will provide surveyors with official letters to present to school principals.
- 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.

## 9. Pre-Program Evaluation Results:

- The teacher evaluation included theoretical and factual questions that revealed the teacher level is satisfactory to continue the program. 4.1% of teachers answered 1 out of 3 addressed questions. 27.7% could find correct answer on 2 out of 3 questions, and 68.2% could make it right 3 out of 3 questions.
- 10 test questions and 3 open questions addressed to each student. The student results reveal the 9<sup>th</sup> grade program on economic geography does not teach economic concepts satisfactory. The students' scores demonstrate that 7.8% of students answered correctly 7 out of 10, 18.9% of students made 6 correct answers out of 10 questions, 23.5% answered 5 out of 10, 20.2% of students did 4 out of 10, 17.6% could make it 3 out of 10 correct, 7.1% answered 2 out of 10 and 5.2% could answer 1 question right out of 10.
- Students, educators, and school principals are in favor of teaching JA Economics from the 9<sup>th</sup> grade. Percentage of students, teachers and school principals are in favor of teaching this program is more than 90%.
- JA Economics is taught once a week which is not enough for the program. The teachers conduct after school activities to run other than JA Economics programs.
- Comparing with the previous textbook, the new textbook was appropriated easily, 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.