

**Formative Evaluation
Active Learning
School Leadership
Project,
Azerbaiian**

Relate findings to next phase of the Project and

Review source documents & Project goals

Interview range of stakeholders

Reflect on findings in context of challenges facing Azerbaijan

Listen to views of teachers

Observe the learning environment

Check out pupils' views

Check out parents' views

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MINISTRY OF EDUCATION
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Introduction

This evaluation has been conducted by Professor Kathryn Riley and Janice Giffen and supported by Dr. James Docking as a part of the Mid-Term Review of the Programme of Cooperation/Master Plan of Operations between the Government of Azerbaijan and UNICEF for the years of 2000-2004.

The issues and observations reflected in this respect are purely the ones of the evaluators and not necessarily reflect the ideas of UNICEF.

Formative Evaluation for Mid-term Review Active Learning and School Leadership Project, Azerbaijan

1. Summary and conclusions

1.1 Introduction

This report details findings from a formative evaluation of the Ministry of Education-UNICEF's *Active Learning and School Leadership Project* carried out to inform the mid-term review. Fieldwork was carried out in April 2002 by Professor Kathryn Riley and Janice Giffen. Dr James Docking analysed the data from the pupils' questionnaire. The Active Learning and School Leadership Project is part of the Ministry of Education-UNICEF's wider Education Programme 2000 - 2004 which aims to assist the Government of Azerbaijan in improving pre school and primary education. The overall goal of the Project is to change the principles, content and approaches to teaching and learning and to the curriculum.

The terms of reference for the evaluation were to:

- Assess the extent to which the Project responds to the 'actual needs' of the Education System of Azerbaijan;
- Examine the degree to which the project is in keeping with the goals endorsed by the World Summit for Children, the Convention of the Rights of the Child and Education For All; and
- Evaluate the impact of the strategies used to implement the Project and the effects, at the global and national level (access to quality education); in education i.e. in institution (schools, pre-service and in-service institutions); with care providers (teachers, school administrators, methodologists, parents, community members); and with children.

During the course of the work senior education staff and national politicians were met; the main documentary sources were reviewed; and five pilot schools in the Project visited where parents, teachers, directors pupils, and trainers (112 in all) were met, lessons were observed and a questionnaire (to 100 children) was administered.

1.2 Features of the report

The report has a number of component features:

- (a) It describes how the evaluation was done (detailing the data sources);
- (b) It locates the Project within the broader framework of education reform in Azerbaijan;
- (c) It draws attention to issues about the ongoing development of the Project;

- (d) It includes a number of appendices, which are designed to provide useful information for educators who are involved in developing and implementing changes in Azerbaijan.

1.3 Summary of main findings about impact

<p>Project implementation</p> <p>Training and development opportunities</p>	<ul style="list-style-type: none"> ▪ 27 training events have been held since July 2000 in 6 locations, involving 652 people (see Appendix II). Specific materials were developed for the training events and 3,000 copies of four training manuals based on this material have been produced and are due to be distributed to schools. ▪ The training events - which have been enthusiastically received - have involved directors, parents and teachers from the pilot schools. In addition, a May 2001 Conference involved a wider group, including educators from the World Bank's 20 pilot schools. ▪ The core trainers are enthusiastic and committed. ▪ Each pilot school has received teaching resources and materials for use in the classroom. These include consumables (stationery, craft materials), and equipment (white boards, TVs/VCRs).
<p>Achievements of the project so far</p>	<ul style="list-style-type: none"> ▪ Involvement of directors, parents and teachers in school-based training; ▪ A number of teachers from non-pilot schools have visited the pilot schools to learn about new methods; ▪ Useful resources and materials distributed to pilot schools (and more to be distributed); ▪ Collections of resource materials published for use in pilot schools and wider dissemination; ▪ Sharing of best practice with World Bank pilot schools; ▪ All this has been achieved with a small but committed project management structure.
<p>Equity implications</p>	<ul style="list-style-type: none"> • Girls appear to be participating well: (c.f. national data suggests that girls under perform in comparison with boys). • Girls held significantly more positive beliefs than boys about their intrinsic ability, while boys expressed significantly more positive perceptions about their confidence in general and feeling safe in the playground. • There are few children from the IDP population in the pilot schools.
<p>Evidence of impact so far</p>	<ul style="list-style-type: none"> ▪ Teachers are enthusiastic about the learning opportunities they have had so far: a good intermediate indicator of long-term impact. ▪ Observations of classroom practice in the five pilot schools indicate that: a) teachers have adopted their practices to reflect what they have learned through training; b) children are very enthusiastic about the new learning opportunities; c) the classroom environment could be improved by greater use of visual displays.

1.4 Summary of main findings about stakeholder perspectives

<p>Teachers</p>	<ul style="list-style-type: none"> ▪ Teachers engaged in the project are enthusiastic and hungry for more information. ▪ Whilst they tended to adopt one method for teaching Active Learning (AL), a number were keen to develop other styles. ▪ Across the five schools those aspects of the project which were of particular importance to teachers related to pupils working together on common tasks; enabling pupils to be more questioning and challenging; teachers using discovery methods to enable pupils to acquire concepts; teachers setting targets to monitor pupil performance and progress. ▪ Of less importance was developing regular displays of children's work and activities around the school (seen as having been discouraged in the past); using a range of learning styles and approaches; involving parents in the classroom; working with other teachers across the school to develop and implement the schools' goals; and the support and encouragement of the school director and senior staff.
<p>Parents</p>	<ul style="list-style-type: none"> ▪ There was a high level of commitment and enthusiasm from parents for AL methods, particularly from those who had been involved in training. ▪ AL was seen as being in tune with the changing nature of Azerbaijan society, and the development of a democratic and open nation. ▪ Some concerns were expressed about content depth; methods of monitoring children's individual progress; and the loss of some high standards set by previous Soviet Education System.
<p>Students</p>	<ul style="list-style-type: none"> ▪ In all or most schools, students were very positive about life at school, beliefs about themselves and perceptions of their teachers. ▪ Whilst ratings varied markedly from one school to another, no one school was consistently more positive than the others. ▪ Students spoke particularly warmly about their teachers and their lessons, criticisms being confined to the behaviour of some other children and the condition of the school building ▪ The most important aspects of their learning were firstly, maths and secondly grammar and spelling. ▪ Compared with a sample of children of the same age in a socially disadvantaged area of a London borough, the Azerbaijan pupils seem generally more positive about enjoying school and 'basic' aspects of the curriculum.

1.5 Summary of what more could be done to strengthen the project

- More regular contact and shared learning could be developed between the pilot schools.
- The Project is still embryonic and probably needs to operate in the future on a number of levels:
 - a) Expansion of numbers of teachers brought into understanding the basic active learning formula;
 - b) Consolidation of learning of those who are currently involved in the project by:
 - Enabling them to reflect on what they have achieved so far;
 - Helping them to identify what needs to be done next;
 - Supporting them in learning how to plan what to do next.
 - c) Increasing the capacity of schools to engage in planning their educational goals through:
 - Enhancing the skills of the school leadership team (i.e. director and deputies);
 - Creating school self-evaluation tools; which will enable schools to evaluate their own progress;
 - Developing a basic framework for school development planning which would enable schools to set both short and long-term objectives for further improvement.
- To date, the Project plans have been of a very general nature, which makes monitoring of achievements rather difficult. The monitoring indicators selected are not precise enough to really reflect the contribution being made by the project. To give greater focus to the next stages of the project and to identify meaningful ways to monitor its progress, it would be useful to identify the specific activities, which need to be carried out in the project plan for the next two years. Given that this project is being implemented with a very small management structure, ways should be sought to support this structure either by providing opportunities for staff development, or by including the project partners more in project planning.
- In section 9 of the report we have put forward some practical suggestions for strengthening Project Monitoring. We have also suggested that it may be helpful to reformulate the Project's somewhat ambitious goal something along the following lines: **'To create conditions for the adoption and sustainable development of Active Learning Methods in the five pilot schools, and to use these schools as demonstration models for other schools in Azerbaijan.'**

2: How was the evaluation carried out?

2.1 Background and aims

In 2002 UNICEF in agreement with the Ministry of Education commissioned the external evaluators to undertake a formative evaluation of the Active Learning and Leadership Project to contribute to the mid-term review. Objectives of the Project are laid out in Appendix 1, along with the terms of reference for the evaluation, which aimed to:

- Assess the extent to which the Project responds to the 'actual needs' of the Education System of Azerbaijan;
- Examine the degree to which the project is in keeping with the goals endorsed by the World Summit for Children, the Convention of the Rights of the Child and Education For All; and
- Evaluate the impact of the strategies used to implement the Project and the effects, at the global and national level (access to quality education); in education i.e. in institution (schools, pre-service and in-service institutions); with care providers (teachers, school administrators, methodologists, parents, community members); and with children.

1.2 Approach

As the evaluation was being carried out as part of the Projects' mid-term review, its purpose was largely formative (i.e. contributing to the ongoing development of the project). However, it was also tried to identify medium term outcomes and to make proposals to improve the assessment of longer-term impact. Three broad sets of activities were carried out: (i) gauging the views of the various stakeholders (and developing tools to assess these views which could be available for future use in Azerbaijan); (ii) undertaking a number of observation activities; and (iii) reviewing relevant documentation. The activities are listed below:

Stage 1: Documentary analysis

A review of the main documentary sources on the economic and social context of Azerbaijan; the educational challenges and approaches to education reform; as well as all the documentation on active learning was undertaken. At the end of the report a summary of the contents of all the major data sources has been provided. It is hoped that this information will be useful to a range of educators.

Stage 2: Discussions with key educators

It was fortunate to be invited to meet with both the Minister and Deputy Ministers of Education. The head of the World Bank's Project Implementation Unit, trainers involved in the project and the project director were met.

Stage 3: School visits

The five pilot schools in the project were visited, using a school protocol, which had been developed by the evaluators to record the visits (Appendix 3). The protocol included a framework for classroom observations, based on the previous

work and on some of the source documentation of the evaluators (see, for example sources: 10,11 and 12). On arrival, a letter explaining the goals was distributed (Appendix 4). School directors and deputy directors and parents around the broad issues in the school protocol were interviewed; a structured discussion with teachers using a card sort exercise was carried out (Appendix 5); classes were observed and an indicative questionnaire which focused on attitudes to the curriculum and schooling to pupils was administered (Appendix 6).

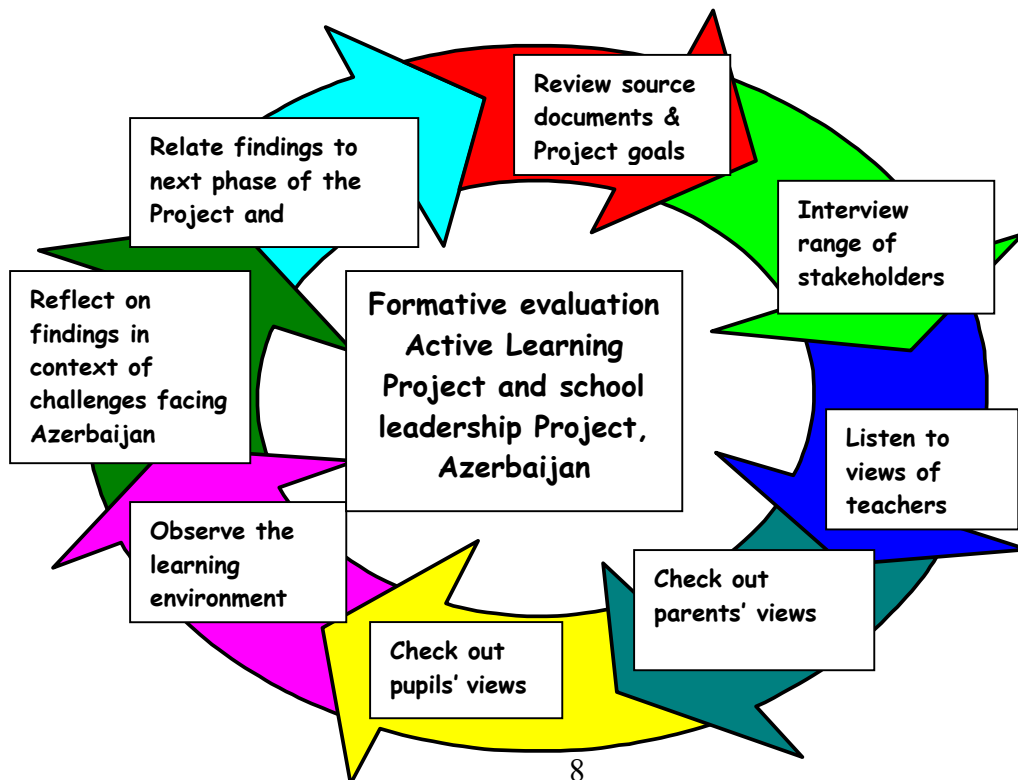
Through the course of the work it has been possible to capture a broad range of views, as is summarised in Table 1. Diagram 1 summarises the stages in the evaluation process.

Table 1.

Numbers interviewed, involved in discussions or who completed questionnaire					
	PS1	PS2	PS3	PS4	PS5
Teachers	11	13	7	10	7
Parents.	12	7	7	7	13
Pupils	24	20	20	16	20
Director/deputies	1	3	3	1	3
Trainers	7				
Key educators	5				
Total	60	43	37	34	43
Grand total	217				

PS=Pilot school

Diagram 1: Stages in the evaluation process



3: What is the education context?

3.1 Children's education in Azerbaijan: the context for the Project

On independence, Azerbaijan inherited a strong and comprehensive education system. With 11 years of compulsory and free education and the provision of schools in all villages and towns, literacy rates were near universal in the 1989 census, with little gender differentiation. This strong culture of schooling, for the most part, continues and, as a recent World Bank report suggests, 'even the poorest place a high value on the education of their children' (22): a finding supported by our work with pupils (see section 6).

At an aggregate level, enrolment rates for 11 - 15 year olds continue to be over 90%, even among Internally displaced persons (IDPs) and 98.6 % of children who enter the first grade of primary education stay in education until grade 5 (3). However, the recent economic difficulties arising from the conflict with Armenia and the upheavals caused by the transition to a market economy have led to two types of problems within the education system: the first is the declining expenditure in education in real terms; the second is increasing evidence of prolonged non-attendance of school amongst pockets of the poorest sector of the population.

3.2 The social, educational and economic challenges

The 1996 World Bank Poverty Assessment study estimated that budgetary expenditure on education as a share of GDP had fallen from 6.4% in 1992 to an estimated 3.6% in 1996 (cited in 21). Pressure on the state budget has meant that there has been little investment in the education sector. By 1999, the major part of the state allocation for education was spent on wages (81% of education spending was on wages, compared to 66% in 1997 (19).

The World Bank Poverty Assessment (1996) found that, nation wide, 10% or more of the poorest primary school children were not attending school for extended periods of one month or more (21). This figure varied across the regions with 38% among very poor in Nakhchivan staying away from school and only 2% in the Baku area. The aggregate figures on school attendance do not capture these data and the problem is not well recognised in Azerbaijan. However, more localised studies suggest that children of the most vulnerable sectors of the population may be missing periods of schooling for reasons such as poor health, the need to contribute to family income generation, and high costs associated with education (24). More starkly, the Economist Intelligence Unit's 2002 report on Azerbaijan states, 'Although on paper, education levels in Azerbaijan look comparable with those of more developed countries and are better than those of Turkey and Iran, standards are low and are falling' (19).

Several reports have commented on the complex system of institutions which are involved in the provision of education (10 and 11), and the fact that these institutions often operate quite separately from each other, with little co-ordination and, perhaps, conflicting missions. Crawford notes that, in curriculum

development, 'there is limited consultation of practising teachers during this process, or other interested groups such as students or employers, and a notable lack of co-ordination between the Methodological Centre and the Pedagogical Research Institute. All in-service training for teachers takes place outside of the schools, within one of the designated institutions.

Another relic of the Soviet education system is the fact that teachers are employed to teach their particular specialty subject only. This practice tends to reinforce the inherited low pupil/teacher ratio, since most single subject teachers are not able to teach 'full equivalent' teaching loads, particularly in smaller schools in rural areas. Teachers are employed for a basic twelve-hour teaching week, although for larger schools and for primary teachers there may be the opportunity to teach a double shift. Pay for the basic twelve hours is recognised to be too low, and even a deputy director working a double shift will only earn the equivalent of \$50 per month (less than the average wage). There is minimal differential in pay for teachers with years of experience, responsibilities or excellence.

Many reports have noted that it would make sense for Azerbaijan to introduce differential pay structures and to increase the pupil/teacher ratio in order to free up resources for investment in education. However, it seems that the budgetary process is such that, even if ratios were increased in line with accepted norms in Western Europe, the resulting savings would not be available to the education sector. There is thus little incentive for the introduction of what would be, in the short run, an unpopular reform.

There is the feeling that, whilst the old Soviet system of education was providing a very high level of knowledge to children, and excelled particularly in science and mathematics teaching, the current needs of Azerbaijan require a different approach to education with more emphasis on inculcating independent thinking amongst the children. It is thought that a new approach - with a curriculum that is less purely academic - may make education more attractive and relevant to the needs of a market economy, and to the poorer sectors of the population. At the same time, the development of closer ties between parents, the community and the school, is thought to be crucial.

3.3 The reform process

In 1999, the Ministry of Education instigated a Reform Process (Education Sector Reform Programme), which is comprehensive in scope - dealing with curriculum reform, teacher training, and institutional reform within the sector (7). The Ministry of Education-UNICEF Active Learning and School Leadership Project locates itself within this wider reform process. As the next section shows, in detail, the project is child focussed, concentrates on improving the relationship between teachers and children, improving the classroom and learning environments and investing in teacher education.

4. What does the Active Learning and School Leadership Project aim to do?

4.1 What is the background to the Project?

The Active Learning and School Leadership Project (AL&SLP) is part of the Ministry of Education-UNICEF's wider Education Programme 2000 - 2004, the goal of which is to assist the Government of Azerbaijan in improving pre school and primary education by enhancing the capacity of the education system to meet children's learning and development needs through the introduction of new approaches to the design and delivery of education. The programme has three component parts: Active Learning and School Leadership (AL&SLP); Early Childhood Care and Development; and the Education for Development (healthy Living).

The Active Learning (AL) methods developed and disseminated by the AL&SLP are based on those developed by staff at the Avropa Lycée, which has now become one of the five pilot schools in the Project. This school has, itself, developed AL methods over the past 10 years, and some staff members from the school, who together form the NGO (the Centre for Development), have worked with the AL&SLP to produce the training modules on AL methodologies which are being used in the other four pilot schools (see below).

4.2 What does the Active Learning Project aim to do?

The goal and objectives of the AL&SLP, as laid out in the Government of Azerbaijan-UNICEF's Master Plan of Operations, are reproduced in Appendix 1. The text of the Master Plan states that the project aims to, 'Upgrade and strengthen the knowledge and skills of educators at all levels related to innovations and instructional practice and school leadership and management for the purpose of creating active and effective schools.' As shown in the appendix, the Project aims to do this through three subcomponents; training the teachers; training school leadership and providing training for, and involving, staff members at the various teacher training institutes in Azerbaijan.

The Project is working in a total of 5 pilot schools in the country, including the Avropa Lycée in Baku. Teachers and school managers from these five schools receive training in AL approaches and methodologies and it is planned that these five schools will serve as models of the best practices in education, as well as training sites where innovations can be applied and documented in the classroom. The Master Plan anticipates that these demonstration schools will be able to 'mobilise human, financial and community based support for the children' and further will 'create partnerships among educational institutions, parents, children and the community to develop and sustain innovation'.

4.3 Which schools have been involved in the project and how were they selected?

Five pilot schools have been involved in the Project

- Avrupa Lycée in Baku (Pilot School 1);
- Vandam Village Secondary School no. 1 in Gabala district (Pilot School 2);
- Secondary School no 10 in Sheki city (Pilot School 3);
- Kohne Alvadi Secondary Village School in Masalli region (Pilot School 4);
- Secondary School no. 2 in Guba (Pilot School 5).

The criteria for the selection of pilot schools was developed by Ministry of Education and is as follows:

1. High city and rural schools with Azeri medium
2. Availability of innovation technology - availability of application of special syllabi and methodology for various subjects
3. Competency of principal at school
4. Organization of creative atmosphere at school
5. Readiness for reform
6. Participation of parents at school life
7. Availability of disadvantaged children (IDP/refugee children, children from poor families, etc.)

4.4 What are our observations about the selection of the pilot schools?

The schools cover a wide geographic spread and appear to reflect the urban and rural contexts of Azerbaijan. Two of the schools selected could be described as elite schools in that they operate highly selective admissions policy. The other three schools are popular schools in which students have been relatively successful in achieving university places, but they represent communities in which unemployment is high. None appears to have an intake from IDP populations

4.5 What have been the Project's main activities?

The main activities, to date, have centred around developing training materials on Active Learning methods which have been used in the training courses run in each of the pilot schools for the staff of those schools. Separate courses have been held for primary school teachers, and the school leadership (School Directors and administrators). The material used in these courses has been updated and modified according to the suggestions of people attending the courses, and has now been published in a series of booklets. The project is now embarking on running training courses for secondary school teachers in the same pilot schools. Appendix 2 documents the numbers of training courses held to date for primary school teachers and school leadership teams. It also lists the training materials produced. In addition, over one quarter of the project expenditure over the first two years has been spent on the provision of materials to the five pilot schools. These materials include: training equipment, classroom kits, craft tools and materials, stationery, and TVs and VCRs for training purposes.

4.6 What drives the Project?

According to those most closely involved in its development and implementation, the Project is driven by a *global challenge*: the need to create a new approach to

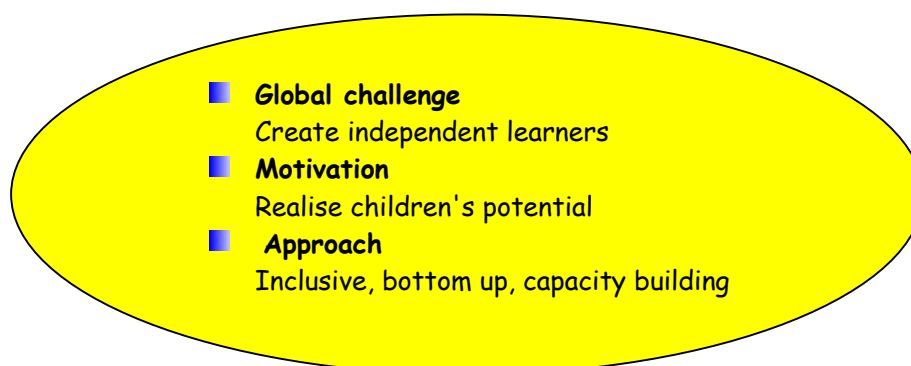
learning in Azerbaijan which encourages young people to be critical, independent and creative learners. If this is to happen, the learning environment must be more stimulating, challenging and enjoyable. In carrying out their work, the Project trainers and organisers are *motivated* by a belief that children need to be given the opportunity to 'realise their potential' and by a desire to involve families more closely in a partnership with schools. Strong Government endorsement of more active learning approaches to learning and for the processes of democratisation have supported the initiative.

There are a number of key elements in the *approach*, which has been adopted by those involved in the Project. These include the following:

- A 'meeting of minds' which brought together new thinking and practice in Active Learning developed over several years at the Avropa Lycée in Baku with the support and commitment of UNICEF to promote active learning to a wider audience;
- The development of a practical bottom up approach by UNICEF which has provided the different stakeholders (parents, school directors and deputy directors and teachers) with opportunities to observe and participate in active learning methods;
- An attempt to bridge the gap between schools and families through a training strategy which has involved parents in the same programmes as school directors, and through an implementation strategy which has encouraged them to work with teachers to produce displays about what had been achieved in individual schools. *On the evidence of this evaluation, the involvement of parents in training has been very effective, creating a local basis for discussion and helping to convince the wider parent population of the value of the Active Learning approach.*
- A capacity building approach to teacher development, focused on children's rights, which has aimed to improve teachers' classroom skills and practices.
- Differentiated training for directors and teachers, with the former concentrating on identifying the practical changes needed at school level to support active learning.

Some of the key elements of the project are summarised in Figure 2.

Figure 2: Key elements of the Active Learning and School Leadership Project



5: How successful is the Project in the eyes of the stakeholders?

5.1 What questions were asked?

In carrying out the review the various stakeholder groups were told that answers to a number of broad questions, which have been listed below, were being looked for. In the following sections responses were provided to these and other questions which emerged during the course of the work.

- To what extent has involvement in Active Learning had an impact on teacher's thinking and practices in the pilot schools?
- To what extent have there been any changes in pupils' attitudes, behaviour, performance, expectations?
- To what extent has participation in Active Learning benefited the school overall, and if so how?
- Have parents been involved in the new innovation?
- Could families and communities be involved more in Active Learning and, if so, how?
- What do teachers see as the project's main priorities and the ways it could be developed further?
- Does the project respond to the actual needs of Azerbaijan's education system?

5.2 What are the strengths of the AL Project?

Stakeholders were convinced that the initiative had many strengths. Teachers thought that pupils' interest had increased; that pupils and teachers worked together more effectively; and that, as a consequence, teachers respected pupils' opinions. All five of the school directors we spoke to (and their deputies were convinced of the merits of AL, emphasising different aspects:

- Parent partnership:
AL is a way of enabling teachers and parents to talk to each other.
- Ethos:
The culture of the school is to value education and celebrate success... AL supports this.
- Extending opportunities:
When I took part in the training on AL I compared the past methods. I participated (in the training) myself and saw that all the children involved really enjoyed it.. Even the weakest students participated... I enjoyed it myself.
- Creativity:
AL allows the children to be expressive and creative and to work together.
- Professional development:

The teachers from the upper grades now want to teach at primary level, because they see it as more fun.

5.3 What do parents think of the innovation?

The parents that were interviewed were very enthusiastic about each of the schools that has been visited and thought that children benefited from very good teaching; good relationships with their teachers; and highly qualified teachers. Teachers were very 'demanding' of pupils (in the best sense of the word). Parents, and particularly those who had been on the AL training programme, were very enthusiastic. Typical comments were: 'Children are not afraid to ask if they do not understand. In our time, we dared not question' and 'The children know so many things we don't know.' Parents valued the creative opportunities open to their children and the ways in which students were encouraged to question, develop independent learning skills and work together in groups.

This is really important. In the adult world we don't understand each other. We don't listen. The school provides opportunities for the children to be sympathetic, to listen.

AL helps the children think independently. It develops their memory, their cognitive skills, their creative thinking.... It develops their individual talents.

5.4 What has been the impact of Active Learning on teachers' thinking and practice?

Teachers themselves are confident that the introduction of Active Learning methods provides them with the opportunity to develop their professional skills. Typical comments were:

- *There are real opportunities for professional growth associated with Active Learning.*
- *Teachers become more demanding of themselves.*
- *Active Learning promotes innovation in education*
- *Teachers' interest in school has increased.*

Using a card sort exercise (which had twenty statements about Active Learning as a prompt - see Appendix 5) teachers were asked, what they thought were the most important elements of Active Learning. Although there were some differences across schools, there was some general agreement that the following were particularly important:

- Pupils work together on common tasks.
- To enable pupils to acquire concepts, teachers provide experiences through which they can learn by discovery.
- Pupils are encouraged to question and challenge.
- Teachers always get pupils' input when making decisions.
- Teachers set targets for pupil performance, and monitor progress.
- Pupils and teachers discuss common learning objectives.

- Pupils are confident about asking questions in class.

However, few teachers identified the following as being important:

- There are regular displays of children's work and activities around the school.
- Teachers use a range of learning styles and approaches.
- Teachers work together across the school to develop and implement the schools' goals.
- Parents are welcomed into the classroom.
- Teachers meet regularly with parents to discuss their child's progress.
- The school director and senior staff encourage new thinking and practices.

5.5 What are the barriers to implementation?

According to the teachers, parents and directors, one of the main barriers to implementation is insufficient resources (materials, teaching aids, technology methodological guidelines). In all five schools, parents made contributions to the school, such as providing fuel for heating. One school had been built through the combined endeavours of parents, teachers and the school director.

School directors saw the attitudes of some older teachers as being an obstacle. Several had developed strategies to involve younger teachers initially in the new teaching methods. Increasingly, however, those teachers who had been reluctant were overcoming their fears and reducing their resistance.

5.6 Should Active Learning methods be developed further?

By common consent, Active Learning methods should be extended to older children and to all schools in Azerbaijan. According to our interviewees, those children who had experienced Active Learning in their primary education experience were keen to continue in the senior school. Typical comments were:

It would be great if Active Learning could be applied to all schools because both critical and cognitive thinking of a student of the 21st century must be developed. Our century can be called the hi-tech century, therefore, children must learn working on their own. (Teacher)

If the State wants to develop opportunities for other children comparable to those involved in AL, it needs to think 'cradle to the grave'. (Parent)

6. What did pupils have to say about school?

6.1 Introduction

In this section of the report the findings from a questionnaire administered in the five pilot schools - two urban and three rural - to students aged 8-12 years in Azerbaijan during April 2002 are described. The questionnaire, entitled 'What do you think of school?', was designed to ascertain students' perceptions about a range of issues concerning school life and work and personal development. The English version of the questionnaire had been designed to be administered by teachers during a period of about half an hour and had been run successfully in three London Education Action Zones. The Azerbaijan translation, prepared by UNICEF, appeared to work equally well, with the great majority of students responding to each item. Students were asked:

- (a) to comment freely on:
 - things they liked best about their school
 - whether there was anything they did not like, and, if so, what
 - what they thought were the most important things they had learned during the year;
- (b) to indicate on a semantic differentiation grid their feelings about seven aspects of reading & writing and maths;
- (c) to say whether they agreed or disagreed with 26 statements concerning aspects of school work and life and personal development.

Returns were received from 100 students (almost equally distributed between boys and girls) during April 2002 (Table 1.1). The number of respondents in each school ranged from 16 to 24. Each school (referred to as Pilot schools 1-5, see pp 11-12), returned questionnaires from each age group, except that Pilot School 1 returned none above 10 years; two out of five students were aged 10.

	<i>Pilot Sch 1</i>	<i>Pilot Sch 2</i>	<i>Pilot Sch 3</i>	<i>Pilot Sch 4</i>	<i>Pilot Sch 5</i>	Totals
Age 8-9 yrs	16	2	8	2	7	35
Age 10 yrs	7	12	8	6	7	40
Age 11-12 yrs		6	4	8	5	23
No age given	1				1	2
Girls	8	10	12	7	11	48
Boys	15	10	8	9	9	51
No gender given	1					1
All schools	24	20	20	16	20	100

No student was recorded as an indigenous displaced person, though no information about this was available for 12 students.

Tables for each item in the questionnaire are given in Appendix 7. The findings were analysed as follows:

- Open-ended comment was subjected to a content analysis, whereby students' statements were allotted to various categories such as subjects and aspects of social life, the categories themselves being determined according to the types of comments made by students.
- The findings from items with closed responses are reported in the tables as percentages. In order to produce viable cell sizes for running tests of significance¹, the age groups were merged to produce three groups of 8-9, 10 and 11-12 year-olds. Cell sizes for the five school groups were often insufficient to report valid significant differences, but marked differences are noted.

The findings that follow are reported around a series of eight questions, viz.:

- Can students manage the curriculum?
- Do students enjoy school and find it interesting?
- What value do students place upon school learning?
- Do students feel they are making good progress at school?
- How do students think of themselves as persons?
- What do students think about their behaviour at school?
- Do students regard their teachers as supportive?
- What are students' experiences of after-school clubs and activities?

Main findings

Note: If not stated, differences between schools, age groups and gender groups are not statistically significant. However, since significant differences are hard to detect with small cell sizes, the range of ratings is reported where this seems marked.

6.2 Can students manage the curriculum? (Tables 2.1-2.4)

- About a third of the students in each age group said they found a good deal of school work difficult, though more so at PS3 and PS4 (40%+) than PS1 (less than a fifth) and PS5 (a quarter).
- However, the great majority of students at each school (80% to 100%) and in each age group (87%-97%) said they found reading & writing and maths easy or (more frequently) very easy. As regards reading & writing, students at PS2 & PS4 were significantly more likely than those at PS5 to say this area was 'very' easy.
- Students at PS1-4 (especially at PS2) were also highly positive about workload in these areas, but at PS5 significantly fewer students were positive about reading and writing; the 11-12 year-olds were the most positive about their reading and writing workload but least so about the work demands in maths.
- Overall, a small majority (57%) said they had too much homework, but this varied markedly from about a third at PS1 to three-quarters at PS2.

¹ Ratings between groups are said to be 'significantly' different if they would have occurred by chance less than 5 in 100 times. Significant differences between schools, age groups and gender groups are based on mean values for scaled items and chi-square tests for items with nominal values.

6.3 Do students enjoy school and find it interesting?

Ratings (Tables 3.1-3.5b)

- Nine out of ten or more students at each school and in each age group said they usually liked going to schools and also found most lessons interesting.
- However, just over half - but varying markedly from a quarter at PS1 to nine out of ten at PS2 - said they enjoyed school more the previous year.
- More specifically, all the students at PS2-4 said they enjoyed reading & writing, while more than four out of five students at each school and in each age group said they enjoyed both reading & writing and maths.
- Overall, the same proportion said they would like to spend more time on these areas, but there was more variation among individual schools.
- Comparatively speaking, students at PS5 enjoyed reading & writing significantly less than students elsewhere, and they also were significantly less likely to find the workload acceptable in both reading & writing and maths.

Written comments

- What children said they liked and disliked about school tended to vary considerably from one school to another.

Likes (Table 10a - See Appendix 7)

- Overall, by far the most frequently mentioned aspects of school that the children liked were their teachers (half mentioned this) and lessons (4 out of 10 mentioned this) - though mainly at PS1-3. Examples of comments about teachers:

I love the way our teacher explains lessons to us. (PS1)

X is a good teacher. She teaches us very well. (PS1)

Our teacher is a very nice person. (PS1)

I love the head teacher's approach. (PS1)

Our teacher says something and I listen attentively. I love our teachers. (PS2)

I love my teacher very much. She is very nice talking to us. She tells us a lot of interesting stories. (PS2)

Teachers' attitude and the way they conduct lessons. (PS3)

- Next came reading (overall, a third mentioned this, but only two students at PS5)
- After this came maths, talking to friends and playing in the playground (overall, a fifth mentioned each of these, but maths was mainly confined to PS2 & 5, talking to friends to PS1 & 4, and playing to PS3 & 4).
- Writing/essays, and also drawing/painting (particularly at PS4), were each mentioned by around 1 in 6.

Dislikes (Table 10b)

- When commenting on matters they disliked about school, all children at PS2, 3 & 5 had something to say, compared with only a third at PS1 and two at PS4. However, only two issues were mentioned by more than a few children.
- The most common complaint was the behaviour of other children - though this was mainly at PS2, 3 & 5, and no one mentioned this at PS4. Examples:

I dislike it when other students look at me, laugh at me, speak to me during the lesson. (PS1)
 I don't like it when some students make the teacher nervous and do not listen to her. (PS1)
 Students who study badly. Rude people. (PS2)
 I dislike noisy and naughty pupils. (PS2)
 I dislike it when children fight. I want them to respect each other. (PS2)
 I dislike the untidy way some schoolchildren dress. (PS2)
 I don't like it when pupils come to school untidy. I want all pupils to be neat. (PS2)
 Children who offend or are rude. (PS3)
 Children who are not neat and don't keep books and notebooks in order. (PS3)
 Children fight, run in the corridor. (PS5)
 Children who miss classes. (PS5)
 Children who are noisy in lessons and make the teacher angry. (PS5)
 Children who are bold and don't respect others. (PS5)
 Students who tell lies. (PS5)

- The other issue concerned features of the school building or classroom - though this was almost entirely confined to PS2 & 3. Examples:

I dislike it when the school is not neat. (PS2)
 The cupboard in our room. (PS2)
 What I dislike like is the dusty floor and ceiling. (PS2)
 The hall, classrooms, desks, chairs. (PS3)
 Lack of electricity and water. (PS3)
 The sports hall is not large enough. (PS3)
 The electricity problem in the school. (PS4)

6.4 What value do students place upon school learning?

Ratings (Tables 4.1a-4.2b)

- Overall, more than nine out of ten students (and at least eight out of ten in each school) said they thought both reading & writing and maths were important for getting a job and also important to learn now. PS1-3 were significantly more positive than PS4-5 about reading and writing.

Written comments (Table 10c- Appendix 7)

- Students were invited to identify the areas of learning that they regarded as most important for them over the previous twelve months.
- Across all schools, aspects of maths was by far the most frequently mentioned area..
- Next came aspects of grammar and spelling, though mainly in PS2, 3 & 5.
- Third in order of frequency was reading/literature/poetry/songs, though mainly at PS3 & 5 and not at all at PS1.
- Lessons on the motherland and patriotism came fourth, but mainly from PS3. Examples:

From reading lessons I learned that there is nothing more important than 'Motherland'. One must defend and love his/her motherland. (PS1)
 Being a patriot. (PS1)
 Motherland poem. (PS3) [Many children in PS3 cited particular texts, poems or songs that were evidently about the motherland; others just wrote 'Motherland'.]

- Fifth was science/biology/environmental studies, though only in PS1-3.
- Lastly came Russian (and, less frequently, English, though mainly at PS2, and drawing/painting, though mainly at PS4).
- Some matters were mentioned in just one school. Historical episodes and 'inter-disciplinary lessons' were each mentioned by a fifth at PS1, and 'group work' and 'activity learning' were mentioned by about a third at PS4.

6.5 Do students feel they are making good progress at school? (Tables 5.1-5.2b)

- Overall, just over half the students (varying from four out of ten at PS5 to six out of ten at PS4) thought they were making good progress in their school work, with about a quarter denying this and another quarter uncertain.
- However, about nine out of ten students were positive about their progress in reading & writing and maths, though students at PS1-4 were significantly more positive than those at PS5 (83%-100% v. 55%).

6.6 How do students think of themselves as persons? (Tables 6.1-6.7)

- With respect to social interaction skills, eight out of ten students thought they got on well with others in their year (varying from more than six out of ten in PS3 to eight or nine out of ten elsewhere).
- However, almost four out of ten said they had difficulty in making friends - significantly more among 10-12 year-olds (five out of ten) than 8-9 year-olds (two out of ten), and ranging significantly from four out of ten at PS1 to eight out of ten at PS2; and three out of ten said they 'sometimes feel left out of things' - but more so among the 11-12 year-olds (eight out of ten) and ranging significantly from just over one out of ten at PS1 to half at PS2.
- As regards locus of control, eight out of ten thought that making an effort paid off in terms of success ('I can do most things if I try'), but positive ratings ranged from a small majority at PS5 to virtually all students at PS1. However, only a small majority (56%) regarded themselves as intrinsically able ('I think I am quite clever') - though girls were significantly more positive than boys (62% v. 52% agreed and 6% v. 30% disagreed), while ratings varied significantly from a quarter at PS1 to eight out of ten at PS4.
- Three-quarters said they usually felt quite confident, though boys were significantly more positive than girls (88% v. 62%). At the same time, a third admitted to being shy about answering questions in class - varying significantly from a fifth at PS3 to over half at PS2. Two-thirds said that they would always ask the teacher for help when they are stuck, but a quarter denied this.

6.7 What do students think about their behaviour at school? (Tables 7.1-7.7)

- Four out of five (varying from seven out of ten at PS5 to nine out of ten at PS2) believed that teachers thought they behaved well, though one out of ten said they had been sent home at least once for bad behaviour.

- A quarter admitted that they did not always come to school when they should do (though the incidence ranged from zero at PS1 to half at PS2), and two out of five said they sometimes skipped lessons (though the incidence ranged from 15% at PS3 to 60%+ at PS1 and PS5) - surprising in view of students' overwhelming liking for school).
- Only half agreed that they usually felt safe in the playground - but boys felt significantly more so than girls (59% v. 35%) and the incidence ranged from two out of ten at PS4 to seven out of ten at PS1.
- A fifth (but varying from zero at PS1 to almost half at PS2) said they had been physically or verbally bullied during the previous two weeks. Although less than one in ten overall admitted that they had perpetrated bullying, the incidence varied from zero at PS2 and PS4 to two out of ten at PS3.

6.8 Do students regard their teachers as supportive? (Tables 8.1-8.4)

- At least seven out of ten students agreed that teachers helped them to understand their work (70% positive, 17% negative), kept them informed of progress (74% p, 14% n), 'knew and understood' them (79% p, 5% n), and kept in good touch with their home (75% p, 9% n) - though positive ratings ranged from 45% at PS5 to 75%-88% elsewhere).

6.9 What are students' experiences of after-school clubs and activities? (Table 9.1)

- More than four out of ten said they regularly attended an after-school club or activity, though the proportion varied from four out of ten to seven out of ten.

6.10 Pupil's questionnaire conclusions

Conclusion 1: In all or most schools, students in each age group were very positive indeed about the issues raised in over half the items - mainly those concerning life at school, beliefs about themselves and perceptions of their teachers.

At least three-quarters, and frequently as many as nine out of ten, returned positive ratings for the following matters:

- *Their life at school* - management of the curriculum, enjoyment of school and school work, and progress in reading & writing and maths
- *Certain items affecting beliefs about themselves* - getting on with their peers, feelings of confidence, beliefs about the efficacy of making an effort, and their behaviour at school
- *Certain items affecting perceptions of their teachers* - in keeping them informed about progress, 'knowing and understanding' them, keeping in touch with their home.

Conclusion 2: For more than half the items, ratings varied markedly from school to school. No one school was consistently more positive than all the others, but PS5 was the least positive for four out of ten items.

Conclusion 3: Ratings among the three age groups were often close and differences were not usually marked.

Age was a statistically significant factor for only two items. Whereas about half the children aged 10-12 said they found it difficult to make friends, only 2 in 5 of the 8-9 years did so.

Conclusion 4: With three exceptions, boys and girls returned similar ratings. However, girls held significantly more positive beliefs than boys about their intrinsic ability, while boys expressed significantly more positive perceptions about their confidence in general and feeling safe in the playground.

Conclusion 5: In their written comments, students spoke particularly warmly about their teachers and their lessons, criticisms being confined to the behaviour of some other children and the condition of the school building – though the frequency of comments varied from school to school. In identifying the most important aspects of their learning, students pointed most of all to maths and secondly to grammar and spelling.

Conclusion 6: Compared with a sample of children of the same age in a socially disadvantaged area of a London borough, the Azerbaijan pupils seem generally more positive about enjoying school and 'basic' aspects of the curriculum.

It is obviously difficult to compare findings in Azerbaijan and the UK not only because of different sample sizes but because cultural differences may influence the way the questions were interpreted. However, the evidence we have shows a marked tendency for the Azerbaijan children to express more positive feelings about liking school and lessons and coping with and enjoying reading & writing and maths. In view of this, it is odd that they are more likely to say they sometimes skip lessons (was the question understood as British children would interpret it?). They are also less likely to believe they are making good progress across the curriculum as a whole and more likely to say they have too much homework.

On relationships with other pupils, the Azerbaijan children seemed more positive about getting on with others, not feeling 'left out of things' and general feelings of confidence; they are also more likely to believe that teachers think they behave well. However, they seem to feel less safe in the playground (though levels of bullying seem about the same).

On relationships with school staff, they are more likely to believe that teachers 'know and understand' them and are good at keeping in touch with their home, but less likely to agree that teachers help them to understand their work.

It is also interesting to note the areas where perceptions in the two countries are fairly similar. These relate to whether school was more enjoyed the previous year, the value attached to reading & writing and maths, difficulties in making friends, beliefs in personal ability and whether trying hard pays off, shyness in answering questions in class, confidence in asking the teacher for help, self-reported exclusion and truancy rates, being victims of bullying, whether teachers keep students informed of progress, and membership of school clubs.

7 How far is the Project contributing to the educational needs of Azerbaijan, the goals of the Convention of the Rights of the Child and equity issues?

Azerbaijan is neither Europe nor the US but it has to open out to the wider world and its many challenges.

Misir J. Mardanov, Minister of Education

What we're trying to do is create equal opportunities for all learners, provide quality education and eliminate gender discrimination.

Iskender Iskenderov, Deputy Minister of Education

7.1 Does the AL Project contribute to the education needs of Azerbaijan?

The overwhelming answer to this question from the stakeholder groups we interviewed was, 'yes'. Both teachers and parents saw the issue in broadly similar terms.

Active Learning provides the opportunity to bring up citizens who think independently, express their thoughts independently and have an extensive world outlook. (Teacher)

At the time when the economy and culture of our country is being integrated into that of other countries, our education methods need to adapt and adjustment to world standards. (Teacher)

Society is changing, so children must change. They need to become more independent... School helps them in this. (Parent)

Parents liked the 'independence of views, openness of mind and global perspective which the children were developing and thought that the new system was responding to the needs of Azerbaijan society. Whilst the view that AL encourages 'Pupils to challenge, ask questions and dispute' was one that most of the parents that were interviewed shared, some concerns were also expressed. One father, for example, expressed his disquiet that much could be lost from the old Soviet system.

The old system provided opportunities for everyone. Now money counts. There were lots of extra opportunities - like clubs... I don't want our schools to become the free for all which seems to characterise many American schools.

Although this view was not the typical one, most parents wanted to ensure that Azerbaijan kept the strengths of the knowledge base of the old Soviet system. A more typical comment was:

All of us are products of the Soviet system. We shouldn't try and criticise too much. It was a robust system, although maybe too dependent on ideology. But things need to change. Our children need to be able to think independently. They also need to be linked to technology.

The general view amongst parents and teachers was that through AL pupils moved from being passive recipients of education, to active agents in their own learning. As one teacher commented, 'The student is challenged to explore, discuss, make conclusions'. Through AL students learned skills that they would need for the future: group problem-solving, working cooperatively and thinking independently. Active Learning helped to develop 'young peoples' cognitive and critical thinking skills and their 'ability to evaluate what is happening around them'.

7.2 How far does the Project contribute to the goals of the Convention of the Rights of the Child and to other equity goals?

The strong child centred focus of the project, together with the active engagement of both children and their families appears to be contributing to the goals of the Convention of the Rights of the Child. In terms of gender issues, a number of recent reports on education in Azerbaijan have drawn attention to gender inequities suggesting, for example, that given the current economic conditions in Azerbaijan and the 'financial hardship/opportunity costs of schooling', families may be more reluctant to invest in girls education than boys (20.pp 3 & 13). Analysis of pupils' performance suggests that boys out perform girls in literacy, mathematics and life skills and that the gender gap is far wider than that between pupils in urban and rural schools (8).

Given this contextual data we were interested to see how girls and boys responded to Active Learning. As we have reported in section 6, boys and girls returned similar ratings in the questionnaire with the following exceptions: Girls held significantly more positive beliefs than boys about their intrinsic ability, while boys expressed significantly more positive perceptions about their confidence in general and feeling safe in the playground. We found that in all of the classes we observed, girls took a significant and often lead role in the group tasks, taking responsibility for ensuring that the task was completed. In most of the lessons we observed, they also took an important role in reporting back group findings to the whole class. In one class, however, all of the children selected to report back from the groups were male and girls participated little in the whole class discussion. Several teachers commented that Active Learning was an important way of improving the quality of the learning experience for girls. One teacher said:

We shall prove that our women and girls are not passive. We shall show the abilities of our women to the world.

8. What are the achievements so far?

8.1 Project reach

Our review of the perceptions of a range of stakeholders reported in section 6, indicates that the Project has been received enthusiastically in all of the five pilot schools. Teachers and parents are engaged in the issues and the training has been very well received and applied with enthusiasm. There is considerable interest in the Project and all the pilot school report a steady number of visitors to the schools. The Avrupa Lycée in Baku - the centre of the training activities - received 86 visitors in Feb 2002. All the other pilot schools report considerable interest from teachers in their neighbourhood schools. A range of training activities has been undertaken and materials produced (see Appendix 2).

8.2 Observations of classroom practice

Lessons in all of the pilot schools of pupils in Grades 2, 3 or 4 were observed. (see Appendix 3 for the frame). The approach to Active Learning adopted in all of the schools is based on a formula which teachers apply to a range of topics. The formula is as follows: The teacher provides a brief introduction to a topic, identifying the learning goals for the lesson. By a variety of means, pupils are then divided into working groups of between 4-6 children and each group is given a linked but different task written by the teacher on large piece of paper. The pupils work together in groups on the task, taking it in turns to write and draw. On completion of the task, the groups report back (either the whole group, or group representatives). These report back sessions can include poems and singing. Teachers conclude by rating the group' performance on a range of criteria and summarising the key elements of the lesson.

Across all five schools we found lively pupil engagement, clear lesson planning and a range of questioning strategies from recall ('Tell me the names of...?') to more open-ended questions ('What do you think about?' ...' How would we find out about...?'). The extent to which teachers directed communication, or were more open to the ideas of the pupils varied across the classes were observed.

Teachers appeared to know their pupils well and pupil teacher-relationships were cordial. Pupils relished the challenges they were set and enjoyed working together. Pupils worked as a class and in small groups and were comfortable with co-operative working, telling that they 'loved working like this'. Pupils used a range of strategies to present their finding from the group work and did this with self-confidence. During the group presentations, the class frequently became very excited with children wanting to add further information and opinions. In some classes there was intense competition between the groups. The reinforcement of learning at the end of the lessons was typically helpful ('Today we have acquired some knowledge about' .. We've read about x and discussed what it means to us What I now want you to think about is....')

In terms of the learning environment, teachers tended to have a number of specific visual aids for the lesson itself, but overall, the visual displays within the classrooms were very limited. No examples of pupils own work (stories,

poems, artwork) on display were seen. When this was discussed with teachers it was told that, in the past, teachers had been discouraged from displaying children's work, or from having a variety of displays and activities on general display in the classroom, as this could distract children.

Pupils obviously enjoyed the group tasks, however, the short time allocated to the tasks may have limited the opportunity for the children to explore concepts in depth. It is often difficult to strike the right balance between having a fast moving lesson that engages children's interest and finding time for deeper thinking. In general, it seemed that teachers were rushed and perhaps trying to pack too much into one lesson.

The final observation is that children are always eager to locate a strong identity for themselves. However, it is the role of educators to help children develop a balanced view. The need to promote a strong national identity is well recognised, especially for a newly independent country. Nevertheless, educators should be encouraged to intervene when pupils' statements about love of the motherland are associated with hate statements about other nationalities. It was experienced that children making such statements in 2 of the 5 lessons that were observed.

8.3 General observations, compared with those of stakeholders

In May 2001 a Project seminar was held which brought together participants from the World Bank and UNICEF assisted pilot projects (18). Seminar participants were asked to identify what changes they thought had been achieved by schools as part of their involvement in AL. In the left hand column of Table 2 those views are summarised and in the right hand column the extent to which the evidence was found to support those statements is indicated.

Table 2 Key achievements to date	
Changes identified by May 2001 seminar	Evidence to confirm these statements
Exchanges on opinions between teachers/pupils	Examples in all schools
Developments of relationships between schools and parents	Parents and teachers indicate that this is the case
Increased student enrolment and improvement in discipline	Anecdotal evidence of increased enrolment
Students have skills to use worksheets and are more inclined to discovery	We observed pupils working well on range of group tasks
Students learn to protect their own rights	Students confident and questioning
Greater democratisation in schools	Parents tend to think that Active Learning supports democratic processes
Teachers more confident	Teachers proud of their new achievements
Pupil/teacher relationship improved	Pupils completing questionnaires very positive about their teachers
Command regime no longer used	Teachers we observed were directive but also involved their students
Gains identified by seminar participants that we were unable to verify	
Students use cognitive thinking; Students acknowledge rights and duties; Favourable conditions for talented pupils created	

9. What can be done to strengthen the Project?

The main problem which needs to be confronted is teachers' apprehension to change from the old commanding approach. (Teacher)

9.1 How stakeholders saw it

In this report stakeholder views about the obstacles for development, as well as the possibilities have been highlighted. The practical obstacles (such as lack of textbooks materials, stationery, poor pedagogical training in universities) are familiar to educators in Azerbaijan. The shared view is that the Project is responding to Azerbaijan's education needs and should be expanded. Teachers suggested the introduction of financial incentives, such as as a recognition of the extra demands created by involvement in developing and implementing Active Learning methods. Practical suggestions for widening involvement in AL included:

- further strengthening of the partnership with parents (remembering that many teachers are parents too);
- the promotion of Active Learning through a new TV Channel; and
- the development of a Learning Centre to support Active Learning.

9.2 Teachers' knowledge and understanding

Much has been written by philosophers, poets and educators alike about how children learn. The debate has usually been couched in terms of whether childhood is a passive state and children empty vessels who need to be filled with information, or whether children are willing learners, active agents in their own learning. Cultural beliefs and aspirations combine to influence perceptions about knowledge and learning, and about the role of the teacher. Underpinning the Active Learning Project and its key developments are some critical issues about teaching and about learning. These are to do with changing teachers' perceptions about the many and varied ways in which students learn, and encouraging them to see themselves as learners.

The evidence from this review is that those parents and teachers who have been closely involved in the Project are convinced that Active Learning is beginning to have a significant impact on teaching and learning. The seeds for long-term success have been sown and have germinated in a number of classrooms. The critical issues now are:

- how to maintain the momentum;
- how to continue the process of developing teacher capacity.

9.3 Developing teacher capacity

In section 8 of the report it is noted that the basic Active Learning formula had been applied in all the classrooms that were visited. Having learned and applied this formula, teachers now need to be encouraged to think for themselves, plan and problem solve. However, it is also recognised that the project is still embryonic and that future developments probably need to operate at a number of levels:

- (a) Expansion of numbers of teachers brought into understanding the basic Active Learning formula;
- (b) Consolidation of learning of those who have been involved in the project so far by:
 - Enabling them to reflect on what they have achieved so far;
 - Helping them to identify what needs to be done next;
 - Supporting them in learning how to plan what to do next;
- d) Increasing the capacity of schools to engage in planning their educational goals through:
 - Enhancing the skills of the school leadership team (i.e. director and deputies);
 - Creating school self-evaluation tools; which will enable schools to evaluate their own progress;
 - Developing a basic framework for school development planning which would enable schools to set both short and long-term objectives for further improvement.

9.4 Setting targets: Focusing on the objectives

There are also a number of practical ways in which future Project implementation can be enhanced. To date, the Project plans have been of a very general nature, which makes monitoring of achievements rather difficult. The Project goal and objectives are rather ambitious. (The goal states that the project will 'change principles, content and approaches to learning/ teaching and curriculum in order to ensure high efficiency of education'. Objective two states that the Project will 'introduce active forms and methods of learning in 10% of primary and secondary schools in the target area.') The objectives of the sub projects are really a list of activities through which it is hoped the wider objectives will be achieved.

Many of the larger agencies involved in social development employ more systematic planning tools which not only are useful in motivating project participants in the change process, but also enable the identification of appropriate monitoring indicators at each stage of the project. In table 3, we reproduce one such planning tool (the Logical Framework), the use of which encourages the project planners to focus on the linkages between activities and outcomes.

Table 3 - Example of a Planning Tool: The Logical Framework			
Objectives	Measurable indicators (what needs to be monitored)	Means of verification (how to measure)	Important assumptions
Goal Wider problem that the project will help to solve			
Purpose The immediate impact of the project - i.e the change expected to be brought about by the project			
Outputs The specifically deliverable results.			
Activities These are the tasks to be done to produce the outputs			

The logic of this framework, and its strength as a planning tool, lies in the fact that it encourages us to think HOW it is we are going to achieve the objectives. Taking the highest level objective (the Goal), we ask ourselves 'How' the project will contribute to the goal, and the answer to this question gives us the project Purpose. Once again, having decided on the Purpose (what it is that this project can realistically achieve), we ask ourselves 'How are we going to realise this?' The answer to this question will help us identify the specific outputs and then activities that need to be undertaken. The strength of this planning tool is that it enables monitoring indicators to be selected for each level of objectives - to enable the planners and implementors to identify whether the project is on track to achieve its objectives.

It is suggested that it would be useful to reformulate the Project objectives in this sort of format in order to focus attention on what it is that the Project can realistically, and most usefully, achieve. Whilst the Goal remains the same, the Purpose of the project needs to be defined more precisely as what we expect this Project to achieve. Suggestion is that a more useful Purpose would be something like: "To create conditions for the adoption and sustainable development of Active

Learning Methods in the five pilot schools, and to use these schools as demonstration models for other schools in Azerbaijan”

When we ask the question as to 'How' this is to be done, the answers give us the structure of the Project, (production of training materials and training staff, parents and school management). Whilst the actual nature of the Project would not change a great deal, the use of such a structure would enable more useful and realistic monitoring data to be identified. The reason for defining such monitoring data is that it can help the Project team to identify problems as they arise and adapt the Project as necessary. Without such monitoring data, the danger is that the Project will continue to generate its outputs (training programmes) but that these may ultimately have little effect on the overall quality of teaching or effectiveness of schools. **We need to be able to identify whether the Project activities and outputs are achieving the wider objectives, that of engendering a process whereby schools and teachers feel they themselves can develop a more interactive way of working with pupils within their own schools.**

8.4 Monitoring of the project

At present, there is no apparent systematic monitoring of the project. The bi-annual monitoring reports are very concise and merely list the activities carried out in the previous six months. There are monitoring visits to the pilot schools, but no systematic recording of findings. These visits do enable the project managers to respond to the immediate needs of the schools, but are not useful in terms of enabling modifications to project plans, which may be necessary to achieve project objectives. Of course, the very small size of the project management team, and the fact that the members of this team have other responsibilities, does mean that there is not much opportunity to develop elaborate monitoring systems. However, in order to identify whether the project is achieving its wider objectives it will be necessary to develop a more systematic monitoring system.

It is relatively easy to monitor the activities and outputs of a project (numbers of training events held, numbers of people trained etc). It is not necessary to collect a wide range of data, which will only reproduce the same information. It is more difficult to identify the data that needs to be collected in order to see whether the project is achieving the higher level of objectives. How do we know whether the training of staff at the pilot schools is having a significant and sustainable effect on the teaching at these schools? If we can begin to identify what changes we expect to see, then we can begin to identify how to measure whether these changes are happening.

In developing the monitoring system, the view is that it would be beneficial to the project if school staff in the five schools could themselves be involved in defining what they regard as useful indicators of project successes, and then collecting this data themselves.

Documentary Sources

(i) Government of Azerbaijan and UNICEF – Education Reports

Document	Key points
1. Government of Azerbaijan (1998). <i>Law on Education</i> (Draft). Baku: Government of the Republic of Azerbaijan, December.	<i>Defines rights and duties of those involved in education in Azerbaijan, levels of education, language of and secular nature of tuition.</i>
2. Government of Azerbaijan/UNICEF (1999). <i>Programme of Cooperation, Master Plan of Operation 2000-2004</i> . Baku: Government of the Republic of Azerbaijan /UNICEF.	<i>Sets out the aims and objectives of all UNICEF' assisted current programmes, including the Active Learning Project</i>
3. Government of Azerbaijan-UNICEF (2000). <i>Azerbaijan Multiple Indicator Cluster Survey (MICS)</i> . Baku: Government of the Republic of Azerbaijan /UNICEF.	<i>Draft of a nationally representative sample household survey, suggests that 88.4% of children of primary school age are attending primary school.</i>
4. Ministry of Education of the Republic of Azerbaijan (1998). <i>The Concept of Education</i> (Draft). Baku: Ministry of Education of the Republic of Azerbaijan, 19 th October.	<i>Defines main principles of state policy re education.</i>
5. Ministry of Education, Azerbaijan Republic (1999). <i>Education for ALL: The Year 2000 Assessment: Azerbaijan Country Report</i> . Baku: UNICEF.	<i>Assesses the progress in Azerbaijan towards the goal of 'Education for All'. Documents the main challenges facing education and provides aggregated data on enrolments, numbers of teachers etc.</i>
6. UNICEF (2001). <i>Report of Annual Review Meeting, November 28-30th, Education Program</i> . Baku: UNICEF.	<i>Example of the bi-annual monitoring report of UNICEF assisted Education Programme. Lists activities carried out and plans for future period.</i>
7. Ministry of Education of the Republic of Azerbaijan (1999). <i>Education Sector Reform Program</i> . Baku: Ministry of Education of the Republic of Azerbaijan.	<i>Outlines the Reform Strategy over the period 1999 - 2004, which will establish the legislative, economic and institutional basis for a new education system, including curriculum and reform. Activities to be implemented from 2004.</i>
8. Ministry of Education of the Republic of Azerbaijan, UNICEF, UNESCO (2002). <i>Monitoring Learning Achievements; Study into the quality of education on a country level</i> (2002). Baku: Ministry of Education of the Republic of Azerbaijan, UNICEF, UNESCO.	<i>Development of a methodology to monitor achievements in primary education; questionnaires developed for pupils, parents, teachers and school directors.</i>

(ii) Reports/documentation related to the Active Learning and School Leadership Project

Document	Key points
9. Cohen, L.C. (1999) <i>Mission Report, 15th-20th November</i> . Azerbaijan: UNICEF.	<i>Identifies the next steps for the UNICEF assisted Active Learning Project,</i>

	<i>to lay the foundations for and conduct the training, then to monitor changing teaching practice and educational outcomes.</i>
10. Crawford, A. N. (1999). <i>A Study of In-service Education and Classroom Teaching Practices in Azerbaijan: Into the 21st Century</i> . Baku: United States Embassy, December.	<i>Reviews the in-service training provision for teachers in Azerbaijan.</i>
11. Ministry of Education of the Republic of Azerbaijan, UNICEF, (2000). <i>Report on the training on 'Introduction to Active Learning Methods' for Primary and secondary School Teachers, 6th 9th September, Sheki</i> . Ministry of Education of the Republic of Azerbaijan, UNICEF	<i>Report on training for primary teachers held at Sheki school.</i>
12. Ministry of Education, Azerbaijan Republic/UNICEF (2000). <i>Education for Development and Active Learning: Analysis of the available capacity for introduction of the Active Learning methods in Azerbaijan schools</i> . Baku: Ministry of Education of the Republic of Azerbaijan/UNICEF.	<i>Documents the experience of AL at the Avropa Lycée in Baku over the period 1992 - 2000. Recommends types of training to be conducted by UNICEF assisted project.</i>
13. Ministry of Education, Azerbaijan Republic/UNICEF (2000). <i>Active Learning and School Management: Report on introduction and practice of Active Learning methods at schools</i> . Baku: Ministry of Education of the Republic of Azerbaijan/UNICEF.	<i>Reports on the first three trainings to be held as part of the AL project</i>
14. Ministry of Education of the Republic of Azerbaijan, UNICEF, (2000). <i>Introductory Course on Active Learning Methods for School Managers</i> . Baku: Ministry of Education of the Republic of Azerbaijan, UNICEF.	<i>Collection of training materials used.</i>
15. Ministry of Education of the Republic of Azerbaijan, UNICEF, (2000). <i>Training Material on Active Learning Methods for School Managers</i> . Baku: Ministry of Education of the Republic of Azerbaijan, UNICEF	<i>Collection of training materials used.</i>
16. Ministry of Education of the Republic of Azerbaijan, UNICEF, (2000). <i>Introductory Course on Active Learning Methods for Primary and Secondary Teachers</i> . Baku: Ministry of Education of the Republic of Azerbaijan, UNICEF.	<i>Collection of training materials used.</i>
17. Ministry of Education of the Republic of Azerbaijan, UNICEF, (2000). <i>Training Material on Active Learning Methods for</i>	<i>Collection of training materials used.</i>

<i>Primary and Secondary Teachers. Baku: Ministry of Education of the Republic of Azerbaijan, UNICEF.</i>	
18. Ministry of Education, Azerbaijan Republic/UNICEF (2001). <i>Active Learning and School Management: Report on "Active Learning Schools' Network Seminar"</i> , 18-19 May. Baku: Ministry of Education of the Republic of Azerbaijan/UNICEF.	<i>Report of the seminar held in May 2001 as part of the monitoring process of the AL project. Those implementing the project discussed issues arising and ways forward.</i>

(iii) Other social, economic and education documentation

Document	Key points
19. Economist Intelligence Unit (2002). <i>Azerbaijan Country Report</i> . London: Economist Intelligence Unit.	<i>Background data on the economic and social development of Azerbaijan.</i>
20. Kane, E. (2001). <i>Reaching the last few: Girls Education in Azerbaijan</i> . Baku: Ministry of Education of the Republic of Azerbaijan/UNICEF.	<i>Report suggesting that at least 7 - 8% of children are not attending school, with greater non attendance by girls in some rural areas.</i>
21. World Bank (1997). <i>Azerbaijan Poverty Assessment, Report Number 1560202-AZ</i> . Washington DC: World Bank, Human Resource Division, Country Department, February.	<i>Documents trends relating to poverty in Azerbaijan including expenditure in education.</i>
22. World Bank (1999). <i>Project Appraisal Document on a Proposed Learning and Innovation Credit in an Amount of SDR 3,7000,000 to The Azerbaijan Republic, for an Education Reform Project</i> . Washington DC: World Bank, Human Development Sector, Europe and Central Asia Regional Office, May.	<i>Analysis of education system in Azerbaijan and proposal for a project covering curriculum development, teacher training, project management and the development of 20 pilot schools.</i>
23. World Bank (2001). <i>Republic of Azerbaijan: Interim Poverty Reduction Strategy Paper and Joint IDA-IMF Staff Assessment of the Interim Poverty Reduction Strategy Paper</i> . Washington DC: World Bank, South Caucasus Country Unit, Europe and Central Asia Region, June.	<i>Interim participatory plan for poverty reduction drawn up by Government of Azerbaijan with involvement of range of stakeholders. Points out that Government is relying on targeted interventions in development rather than developing the necessary institutional structure to encourage the development of a market economy.</i>
24. Williams, J. H. (2000). <i>Children Almost Hidden: What We Know and Do Not Know about Wastage in Azerbaijan's Schools</i> . Baku: Ministry of Education of the Republic of Azerbaijan/UNICEF, August.	<i>Suggests that the strong culture of schooling in Azerbaijan has largely withstood the years of transition but that there is increasing evidence to suggest that an increasing proportion of the most vulnerable children are not attending school.</i>

Appendix 1: Objectives of the Ministry of Education-UNICEF Active Learning and School Leadership Project and terms of reference for the evaluation

(i) Program

Overall Program Goal: To assist the Government of Azerbaijan to improve pre-school and primary education

Program Objectives:

- to change curriculum aimed at adaptation to the practical requirements and modern achievements in pedagogic;
- to introduce active forms and methods of learning to increase efficiency of learning in 10% of primary and secondary schools in the target areas;
- to improve methodical basis of learning process for provision of active and developing learning methods;
- to strengthen learning motivation and significance of learning for children and parents;
- to strengthen professional motivation of teachers;
- to improve the evaluation system of learning results in accordance with ALS;
- to improve the logistical base;
- to improve management of educational institutions in order to ensure necessary conditions for introduction and sustainable development of ALS.

(ii) Active Learning Project

Goal: To change principles, content and approaches to learning/teaching and curriculum in order to ensure high efficiency of education

Project Objectives:

- to develop the advanced methodical basis of learning process for provision of active and developing learning methods;
- to introduce active forms and methods of learning to increase efficiency of learning in 10% of primary and secondary schools in the target areas;
- to create national database on innovations in AL, specialists in this field, educational institutions using AL techniques, for the timely research and use of the modern achievements in this field;
- to strengthen learning motivation and significance of learning for children and parents;
- to strengthen professional motivation of teachers;
- to improve management of educational institutions in order to ensure necessary conditions for introduction and sustainable development of ALP.

(iii) Objectives, Subproject 1: In-service Training of teachers

- to review and change curriculum aimed at adaptation to the practical requirements and modern achievements in pedagogic;
- to train the school teachers, school leadership and teachers of pedagogical institutes, teachers' postgraduate institutes on the most up-to-date pedagogical approaches and technologies of learning/teaching (this is first and foremost bound with active methods and problematic dialogues);

- to improve the evaluation system of learning results in accordance with AL;
- to develop and pre-test prototype education materials, teaching aids, textbooks, etc with ALP;

(iv) Objectives, Subproject 2: School Leadership for Active Learning

- to establish a training system of ALP for school leadership, including "Development" Coordination Center of Baku State University and 4 model schools in Baku, Ganja, Lenkoran, Massalli;
- to elaborate the teaching programs and training materials for school leadership on principles of ALP by the specialists of "Development" Centre (including elaboration of content of teaching programs, learning environment, methods, forms of learning and a system of evaluation of learning achievements);
- to select of 12 school administrators from the 4 model schools - 3 administrators per school - director, administrator on curricula based education process and administrator on extra-curricula based education process;
- to produce of manuals, notes, video tutorial materials for training of school administrators in a required quantity;
- to train of 12 school administrators from 4 models schools by specialists of "Development" Centre on introduction of ALP;
- to organize of yearly exhibitions, contests to demonstrate and display achievements of children within ALP;
- to organize of study tours within the country and abroad (e.g. Turkey, Russia, etc);
- to organize the Summit on Development of Education System with participation of scientists, teachers-innovators from Azerbaijan as well the other countries for the wide experience sharing on pedagogical achievements;
- review of the existing curriculum (pedagogical institutes, teachers' postgraduate institutes) by scientists, teachers-innovators, experts;
- to elaborate a new curriculum (pedagogical institutes, teachers' postgraduate institutes) with introduced ALP using existing experience

(v) Objectives, Subproject 3: Institutes for the support of active learning

- to review the existing curriculum of the Republic and Baku Teachers' Postgraduate Institutes, pedagogical institutes, teachers' postgraduate institutes by scientists, teachers-innovators, experts;
- to elaborate a new curriculum (pedagogical institutes, teachers' postgraduate institutes) with introduced ALP using experience existing in the national educational institutions on elaboration and introduction of new curriculum aimed at adaptation to the practical requirements and modern achievements in pedagogics;
- to introduce active forms and methods of learning in Republic and Baku Teacher's Postgraduate Institutes, pedagogical institutes;
- to improve methodological basis of learning process for provision of active and developing learning methods.

(VI) TERMS OF REFERENCE OF THE EVALUATION

Background

- Within the framework of the Master Plan of Operations 2000-2004 signed by the Government of Azerbaijan and UNICEF, Active Learning and School Leadership Project aims to upgrade and strengthen the knowledge and skills of educators at all levels related to innovations in instructional practice and school leadership and management for the purpose of creating active and effective schools.

- UNICEF strengthens the AL/School Leadership project in 5 pilot schools (3 urban and 2 rural schools) with necessary logistical support, regular training of teachers and school directors, and monitoring. At the 5 schools, training to strengthen AL practice was given to teachers, school directors and parents and the Active Learning Workbook, comprising the best AL lessons, was created and printed. In May 2001, a national seminar on establishment of an AL Schools Network in collaboration with MoE and WB was organized with participation of district education authorities, MoE officials, methodologists, teachers and parents. The seminar sparked creation of a network of the 5 UNICEF/MoE pilot schools and the 20 MoE/WB pilot schools for the purpose of sharing experiences, strengthening awareness among education specialists about AL, and creating a joint vision of AL in the country vis-a-vis the ongoing National Education system reform.
- The World Bank is considering the possibility of adopting UNICEF's AL materials for its education reform project. Participants, particularly teachers and parents, stressed increasing children's creativity, curiosity, critical thinking, as well as a capacity to solve problems. Schools practicing AL treat children with dignity and allow them to develop a level of self-esteem, self-discipline and sheer enjoyment of learning.

Objectives

- To assess to which extent the project responds to the actual needs of Education System of Azerbaijan
- To exam to which degree the project is in keeping with the goals endorsed by the World Summit for Children, the Convention of the Right of the Child and Education For All;
- To evaluate the strategies of the project implementation, project effects at the global, national level (access to quality education), in education institution (schools, pre-service and in-service institutions); care providers (teacher, school administration, methodologists, parents, community members) and children.

The assignment

- 1) The evaluation should review the problems of Education System in the country and describe project implementation in the period of 2000-2002, underline the main achievements.
- 2) The assessment is to describe the modality and methods of evaluation
- 3) The evaluation should stress the dominant problems and achievements in the project implementation, weaknesses and strengthens as well as lessons learnt for overcoming obstacles.

In carrying out its task Consultant(s) should meet and discuss with the following: the Ministry of Education; 5 UNICEF/MOE Pilot schools practicing AL (Baku European Lyceum, Seki school #10, Masalli Kohna Alvadi, Guba school #2, Gabala Vandam School #1); NGO "Center of Development"; Mid-Term Review Working Group on Education; NGOs and specialists practicing AL; PIU, WB

Outcome:

The report should be prepared in MS Word 97 and submitted in electronic form on diskette and hard copy in English.

Time-frame: 30 days consultancy, 15 days in the country

Appendix 2

Project Achievements: Trainings organised and Materials Produced, 2000 – 2002

Date	Trainings	Location	Nos trained	Total Trained	Materials produced
2000					
July	5-day training on Introduction to AL Methods Training for Directors & administrators from 5 pilot schools	Lycee Gabala Seki Massali Guba	5 5 5 5 5	25	<ul style="list-style-type: none"> • Training materials on introduction to AL Methods for School Directors and administration; • Training Handouts on introduction to AL Methods for School Directors and administration; • Visual Training materials on introduction to AL Methods for School Directors and administration.
Sept	<ul style="list-style-type: none"> • 5, 3-day Training for primary school Teachers on Introduction to AL Methods. All primary teachers of pilot schools attended the training 	Lycee Gabala Seki Massali Guba	30 50 50 30 50		<ul style="list-style-type: none"> • Training materials on introduction to AL Methods for primary school teachers; • Training Handouts on introduction to AL Methods for primary school teachers; • Visual Training materials on introduction to AL Methods for primary school teachers
October	<ul style="list-style-type: none"> • 5, 4-day Training for primary school teachers on practising AL Methods. All primary teachers of pilot schools attended the training 				<ul style="list-style-type: none"> • Training materials on practising AL Methods for primary school teachers; • Training Handouts on practising AL Methods for primary school teachers;
November	<ul style="list-style-type: none"> • 5, 2-day follow up seminar 				<ul style="list-style-type: none"> • Handouts for teachers and parents for 2-day seminar on practising AL in schools

	for school teachers and parents on practising AL in schools			210	
2001					
April May July Sept Nov	3-day Trainings for Primary AL Teachers on better practising at each of the five schools.	Lycee Gabala Seki Massali Guba	20 30 30 20 30	130	<ul style="list-style-type: none"> • Training materials and hand-outs • AL workbook including documented examples of AL lessons from the five pilot schools • 6 types of posters on AL for children And school teachers
May	2-day AL Network Workshop. Participants: - teachers, school administration and parents from the five UNICEF/MOE pilot schools (10 from each school); - teachers and school directors from each of 20 MOE/WB pilot schools (2 representatives from each school); - representatives of District Education Departments from 5 pilot site (Masalli, Guba, Sheki, Gabala, Baku) - specialists of Department of Basic Education, MOE - specialist of Department of International Relations, MOE	Baku	52 45 15 10 2		

Appendix 3
Active Learning and School Leadership Project, Azerbaijan
School/classroom protocol

Professor Kathryn Riley and Janice Giffen (April 2002)

1. Contextual information	
1.1 Name of school	
1.2 Date	
1.3 Type of school	
1.4 Age of students	
1.5 School roll and attendance - Number of students - Male/Female/IDP - Any changes in attendance/enrolment since project began	
1.6 Context - What kind of community does the school serve? <i>(e.g. background & characteristics of pupils)</i>	
1.7 Resources - What level of resources does the school have? <i>(e.g. extra funding from parents/ World Bank etc)</i>	
1.8 Other general comments (about context etc)	

2. School polices and practices	
<p>2.1 Pupil attainment</p> <ul style="list-style-type: none"> - <i>What is known of pupils' attainment/needs on entry?</i> - <i>If secondary, how do students perform on the national assessment?</i> - What other information is available about student performance? 	
<p style="text-align: center;">2.2 Monitoring</p> <ul style="list-style-type: none"> - <i>How does the school monitor pupil progress</i> - <i>How does it evaluate teaching and learning?</i> - How does the school monitor teacher performance? 	
<p style="text-align: center;">2.3 Parents</p> <ul style="list-style-type: none"> - What is the nature of the partnership with parents? - What do parents think about the school? - What do parents think about active learning? 	
<p>2.4 Professional development</p> <ul style="list-style-type: none"> - What kinds of courses have teachers been on over the last 12 months? - How do they feed back information about those courses to their colleagues? - What are their views about the development opportunities? 	

<p>2.5 School goals</p> <ul style="list-style-type: none"> - What are the school's goals (generally, and in relation to active learning)? - How are priorities set within the school? 	
<p>2.6 Active Learning</p> <ul style="list-style-type: none"> - How was the decision about involvement in the project made? - How far do teachers support the goals of active learning? - Do they consider that the approach has helped them in improving the quality of education provided in the school? - To what extent have they been responsible for developing the approach? 	
<p>2.7 Leadership and management</p> <ul style="list-style-type: none"> - How does the school director define his/her role? <i>(e.g. pedagogical leader/ manager of resources/ administrator)</i> - How does s/he see his/her role in relation to active learning? 	
<p>2.8 Overall observations</p> <ul style="list-style-type: none"> - What insights into teaching and learning have we gained from our visit? - What counts as: <ul style="list-style-type: none"> ▪ Good teaching ▪ A good teacher? ▪ Good learning outcomes 	
<p>2.9 Other comments</p>	

3. Classroom observation	
<p>3.1 The class</p> <ul style="list-style-type: none"> - Topic/teacher/numbers of students etc 	
<p>3.2 Physical environment</p> <ul style="list-style-type: none"> - Is the classroom environment conducive to learning? (e.g. displays/ seating/ resources) 	
<p>3.3 Pupil/teacher talk</p> <ul style="list-style-type: none"> - How are communications directed? (e.g. teacher to pupil/ pupil to teacher/ pupil to pupil) 	
<p>3.4 Grouping strategy</p> <ul style="list-style-type: none"> - How are pupils grouped? (e.g. whole class/pairs/small groups) 	
<p>3.5 Questioning</p> <ul style="list-style-type: none"> - What kinds of questioning strategies are used? (e.g. recall/ open-ended) 	
<p>3.6 Classroom climate</p> <ul style="list-style-type: none"> - How well do pupils and teachers work together? 	
<p>3.7 Lesson Goals</p> <ul style="list-style-type: none"> - How clear are the goals and anticipated outcomes of the lesson? 	
<p>3.8 Other comments</p>	

Appendix 4

Evaluation of UNICEF/Ministry of Education *Active Learning and School Leadership Project,* Azerbaijan

Dear Colleagues

We have been asked by UNICEF to undertake an evaluation of the *Active Learning and School Leadership Project*. The main purpose of our evaluation is formative - that is we hope, through our findings, to be able to contribute to local understanding and to the future development of the project. During our stay in Azerbaijan we will be meeting with many educators and will also be visiting schools where we hope to talk to directors, teachers, students and parents.

We hope that you will be able to help us answer a number of questions including:

1. To what extent has involvement in Active Learning had an impact on teacher's thinking and practices in the pilot schools?
2. To what extent have there been any changes in pupils' attitudes, behaviour, performance, expectations?
3. To what extent has participation in Active Learning benefited the school overall, and if so how?
4. Have parents been involved in the new innovation?
5. Could families and communities be involved more in Active Learning and, if so, how?
6. What do teachers see as the project's main priorities and the ways it could be developed further?
7. Does the project respond to the actual needs of Azerbaijan's education system?

Our school visits will be very informal and we plan to:

- Visit classrooms to observe teaching activities that have been influenced by the project;
- Meet with:
 - Groups of pupils (who we will ask to complete a short questionnaire);
 - Groups of teachers (who we will ask to take part in a short exercise);
 - The school director; and
 - Parents.

We look forward to working with you

Best wishes

Kathryn Riley and Janice Giffen (18th April 2002)

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Appendix 5:

Azerbaijan

Supporting Active Learning - Teachers' activity

School

Name

The purpose of this activity is explore the ways in which you and your students have benefited from active learning approaches, as well as how active learning could be developed further in your school and other schools.

Task 1 (on your own)

Consider the statements on you set of cards. Select the ten that you think are most important for active learning.

Arrange your ten cards in order of importance.

Record your arrangement below.

.....

Task 2 (whole group)

Share your choice with the group and explain why the statements you have selected are important to you.

Task 3 (whole group)

Discuss with your whole group the extent to which the statements chosen by you, and other members of the group, can be seen within your school.

Task 4 (on your own)

Please add any further reflections below

.....
.....
.....
.....
.....

Thank you for your assistance.

Professor Kathryn Riley, Janice Giffen, (April 2002)

Card sort exercise

1. There are good professional development opportunities for teachers.
2. The school director and senior staff encourage new thinking and practices.
3. Materials (e.g. books and visual aids) are available which support active learning.
4. Pupils spend time working on activities they have chosen.
5. To enable pupils to acquire concepts, teachers provide experiences through which they can learn by discovery.
6. Teachers always get pupils' input when making decisions.
7. The school director recognises when teachers have done a good job.
8. Pupils and teachers discuss common learning objectives.
9. Pupils work together on common tasks.
10. Pupils are encouraged to question and challenge.
11. Parents are welcomed into the classroom.
12. Teachers share their experiences with colleagues from other schools.
13. Teachers spend time asking pupils about their opinions and feelings.
14. Pupils are confident about asking questions in class.
15. There are regular displays of children's work and activities around the school.
16. Teachers use a range of learning styles and approaches.
17. Teachers work together across the school to develop and implement the schools' goals.
18. Boys and girls participate equally in class discussion.
19. Teachers meet regularly with parents to discuss their child's progress.
20. Teachers set targets for pupil performance, and monitor progress.

Appendix 6- Student Questionnaire

Professor Kathryn Riley,
Dr James Docking
Janice Giffen

**What do you think about
school so far?**

**A QUESTIONNAIRE FOR
PUPILS**

- ◆ This is not a test. We want to know what you think about school and school work. There are no right or wrong answers.
- ◆ What you say will be completely confidential - we will not tell your teachers what you have said.
- ◆ We will explain what you have to do. If you are not sure about anything, please ask for help.
- ◆ We want to know what *YOU* think, so please don't discuss your answers with anyone else.
- ◆ Don't worry too much about spelling when you are asked to write something.

1. Please tell us some of the things you like best about your school.

2. Is there anything you don't like about school?

Please tick Yes or No

Yes ¹

No ²

If you have ticked YES, please write below what it is that you don't like.

If you have ticked NO, go on to the next question.

3. What do you think are the most important things you have learned in school over the last 12 months?

Please turn over






We would like to know what you think about some of your school work.

- ◆ Think about the subject at the top printed in CAPITALS.
- ◆ Look at the statements at the opposite end of the first row.
- ◆ Put a tick in the box that shows how you feel about these statements.
- ◆ Go on the second row, and then the other rows.

Here are some examples that your teacher will take you through:

THINKING ABOUT PE AND SPORT






I find it easy.

				
1	2	3	4	5

I find it hard.

A tick in box 2 would mean you think PE and sport is quite easy, but not very easy.






I enjoy it.

				
1	2	3	4	5

I dislike it.

A tick in box 1 would mean you enjoy PE and sport very much indeed.






It's useful in getting a job.

				
1	2	3	4	5

It's not needed to get a job.

A tick in box 3 would mean you have no strong feelings about whether PE and sport are important in getting a job.






It's important for me to learn now.

				
1	2	3	4	5

It's not important for me to learn now.

A tick in box 4 would mean you don't think PE and sport is all that important for you to learn now.

I would like to spend more time on it.






				
1	2	3	4	5

I would like to spend less time on it.

A tick in box 5 would mean you would like to spend a lot less time doing PE and sport.

Here's one to try yourself:

I have made good progress in it.




































				
1	2	3	4	5

I have made poor progress in it.

Please turn over

4. Please put a tick in the box that shows how you feel about the statements at the opposite ends of each row.




































THINKING ABOUT READING & WRITING

a. I find it easy.						I find it hard.
	1	2	3	4	5	
b. I enjoy it.						I dislike it.
	1	2	3	4	5	
c. It's useful in getting a job.						It's not needed to get a job.
	1	2	3	4	5	
d. It's important for me to learn now.						It's not important for me to learn now.
	1	2	3	4	5	
e. I would like to spend more time on it.						I would like to spend less time on it.
	1	2	3	4	5	
f. I have made good progress in it.						I have made poor progress in it.
	1	2	3	4	5	
g. I'm happy about the amount of work we're given to do in it.						I'm unhappy about the amount of work we're given to do in it.
	1	2	3	4	5	

Please turn over

5. Please put a tick in the box that shows how you feel about the statements at the opposite ends of each row.

THINKING ABOUT MATHS

<p>a. I find it easy.</p>	 1	 2	 3	 4	 5 I find it hard.
<p>b. I enjoy it.</p>	 1	 2	 3	 4	 5 I dislike it.
<p>c. It's useful in getting a job.</p>	 1	 2	 3	 4	 5 It's not needed to get a job.
<p>d. It's important for me to learn now.</p>	 1	 2	 3	 4	 5 It's not important for me to learn now.
<p>e. I would like to spend more time on it.</p>	 1	 2	 3	 4	 5 I would like to spend less time on it.
<p>f. I have made good progress in it.</p>	 1	 2	 3	 4	 5 I have made poor progress in it.
<p>g. I'm happy about the amount of work we're given to do in it.</p>	 1	 2	 3	 4	 5 I'm unhappy about the amount of work we're given to do in it.

Please turn over

6. Do you agree or disagree with these statements?

Please ring ONE number in each row to say what you think.

Here are two examples:

	Agree	Disagree	Not sure
I like rainy days.	1	2	3

If you circled number 3, you would be saying that you're not sure whether or not you dislike rainy days.

	Agree	Disagree	Not sure
I dislike watching TV.	1	2	3

If you circled number 2 you would show that you disagree with the statement because you do like watching TV.

		Agree	Disagree	Not sure
1	I usually like going to school.	1	2	3
2	I usually get on well with others in my year.	1	2	3
3	I sometimes feel left out of things.	1	2	3
4	I find most lessons interesting.	1	2	3
5	I find a lot of school work difficult.	1	2	3
6	I usually feel safe in the playground.	1	2	3
7	I am often shy about answering questions in class.	1	2	3
8	The teachers help me to understand my work.	1	2	3
9	If I am stuck, I always ask the teacher for help.	1	2	3
10	I can do most things well if I try.	1	2	3
11	Sometimes I do not come to school when I should do.	1	2	3
12	During the last 2 weeks I have been bullied or have had nasty things said to me.	1	2	3
13	Teachers usually think I behave well.	1	2	3
14	I feel that teachers know and understand me.	1	2	3
15	I find it difficult to make friends.	1	2	3
16	I enjoyed school more last year than this year.	1	2	3
17	I plan to stay on at school or college after I am 16.	1	2	3
18	I think the school is good at keeping in touch with my home.	1	2	3
19	I think I am quite clever.	1	2	3

Please turn over

Question 7 continued		Agree	Disagree	Not sure
20	At least once I have been sent home (excluded from school) for bad behaviour.	1	2	3
21	Teachers help me know how well I'm doing.	1	2	3
22	I am usually given too much homework.	1	2	3
23	On the whole I think I am making good progress in my school work.	1	2	3
24	I regularly attend an after-school club or activity.	1	2	3
25	I sometimes bully others or say nasty things to them.	1	2	3
26	I have sometimes skipped lessons.	1	2	3
27	I usually feel fairly confident.	1	2	3

7. About you

Are you a girl or a boy? (Please tick)

Girl 1

Boy 2

How old are you?

.....

What is the name of your school?

Where were you born?.....

THANK YOU VERY MUCH FOR YOUR HELP

Appendix 7

Students' Questionnaire - Students' free comments and tables analysing responses

(i) Students' Free Comments

Table 10a: What students said they liked best about school

Issues raised in free comments by at least 10% of all students

	<i>PS1</i>	<i>PS2</i>	<i>PS3</i>	<i>PS4</i>	<i>PS5</i>	All schools
<i>Number of respondents</i>	24	20	20	16	20	100
Lessons/studying	46%	75%	75%	25%	20%	51%
Teachers/headteacher	58%	50%	60%	19%	10%	41%
Reading	33%	35%	30%	56%	10%	32%
Maths	8%	55%	5%	8%	30%	22%
Talking to friends	38%	10%	5%	32%	20%	21%
Playing in playground	13%	4%	40%	44%	0%	19%
Drawing/painting	15%	5%	10%	44%	15%	16%
Writing/essays	13%	15%	15%	13%	10%	13%

Table 10b: What students said they disliked about school

Issues raised in free comments by at least 10% of all students

	<i>PS1</i>	<i>PS2</i>	<i>PS3</i>	<i>PS4</i>	<i>PS5</i>	All schools
<i>Number of respondents</i>	24	20	20	16	20	100
Other children's behaviour	17%	50%	35%	0%	45%	30%
Features of the building/classroom	0%	40%	40%	6%	10%	19%

Table 10c: What students said were the most important things they had learned in previous 12 months

Issues raised in free comments by at least 10% of all students

	<i>PS1*</i>	<i>PS2</i>	<i>PS3</i>	<i>PS4**</i>	<i>PS5</i>	All schools
<i>Number of respondents</i>	24	20	20	16	20	100
Maths (or aspects of)	67%	55%	70%	63%	85%	68%
Grammar/spelling	17%	80%	55%	25%	50%	45%
Reading/literature/poetry/songs	0%	25%	50%	25%	65%	32%
Motherland	17%	15%	70%	0%	0%	21%
Science/biology/environment	17%	20%	45%	0%	0%	17%
Other languages (mainly Russian, sometimes English)	17%	40%	0%	5%	0%	13%
Drawing/painting	0%	5%	5%	62%	0%	12%

* Additionally, 20% of PS1 students also mentioned aspects of history and 'inter-disciplinary lessons'.

** Additionally, 38% of PS4 students also mentioned 'group work' and 31% mentioned 'activity learning'.

(ii) Tables analysing responses

Table 2.1 "I find a lot of school work difficult"

	<i>Base</i>	<i>Yes</i>	<i>No</i>	<i>Not sure</i>
Pilot school 1	23	17%	65%	17%
Pilot school 2	20	30%	50%	20%
Pilot school 3	20	45%	50%	5%
Pilot school 4	15	40%	47%	13%
Pilot school 5	20	25%	45%	30%
All schools	98	31%	52%	17%
Age 8-9 yrs	35	31%	54%	14%
Age 10 yrs	39	31%	49%	21%
Age 11-12 yrs	22	32%	55%	14%

Table 2.2a Difficulty of reading and writing

	<i>Base</i>	<i>V. easy</i>	<i>Easy</i>	<i>Neutral</i>	<i>Difficult</i>	<i>V. Difficult</i>	<i>Total Easy</i>
Pilot school 1	23	70%	22%	9%			91%
Pilot school 2	20	95%	5%				100%
Pilot school 3	20	75%	25%				100%
Pilot school 4	16	94%	6%				100%
Pilot school 5	20	60%	20%	15%	5%		80%
All schools	99	78%	16%	5%	1%		94%
Age 8-9 yrs	34	71%	27%	3%			97%
Age 10 yrs	40	83%	13%	3%	3%		95%
Age 11-12 yrs	23	87%	4%	9%			91%

Table 2.2b Difficulty of maths

	<i>Base</i>	<i>V. easy</i>	<i>Easy</i>	<i>Neutral</i>	<i>Difficult</i>	<i>V. Difficult</i>	<i>Total Easy</i>
Pilot school 1	20	65%	20%	10%	0.05		85%
Pilot school 2	20	60%	40%				100%
Pilot school 3	20	70%	30%				100%
Pilot school 4	16	75%	13%			13%	88%
Pilot school 5	20	45%	35%	15%	5%		80%
All schools	96	63%	28%	5%	2%	2%	91%
Age 8-9 yrs	32	69%	28%	3%			97%
Age 10 yrs	39	62%	26%	8%	5%		87%
Age 11-12 yrs	23	61%	30%			9%	91%

Table 2.3a Workload in reading and writing

	<i>Base</i>	<i>Very positive</i>	<i>Positive</i>	<i>Neutral</i>	<i>Negative</i>	<i>Very negative</i>	<i>Total Positive</i>
Pilot school 1	22	55%	27%	5%	9%	5%	82%
Pilot school 2	20	100%					100%
Pilot school 3	20	65%	35%				100%
Pilot school 4	16	94%		6%			94%
Pilot school 5	19	42%	26%	11%	21%		68%
All schools	97	70%	19%	4%	6%	1%	89%
Age 8-9 yrs	33	70%	18%	6%	6%		88%
Age 10 yrs	39	67%	21%	5%	5%	3%	87%
Age 11-12 yrs	23	83%	9%		9%		91%

Table 2.3b Workload in maths

	<i>Base</i>	<i>Very positive</i>	<i>Positive</i>	<i>Neutral</i>	<i>Negative</i>	<i>Very negative</i>	<i>Total Positive</i>
Pilot school 1	18	78%	17%	6%			95%
Pilot school 2	20	90%	10%				100%
Pilot school 3	20	75%	20%	5%			95%
Pilot school 4	15	67%	33%				100%
Pilot school 5	20	70%	25%			5%	95%
All schools	93	76%	20%	2%		1%	97%
Age 8-9 yrs	32	81%	13%	3%		3%	94%
Age 10 yrs	37	78%	22%				100%
Age 11-12 yrs	22	64%	32%	5%			95%

Table 2.4 "I am usually given too much homework"

	<i>Base</i>	<i>Yes</i>	<i>No</i>	<i>Not sure</i>
Pilot school 1	22	36%	32%	32%
Pilot school 2	20	70%	25%	5%
Pilot school 3	19	53%	47%	
Pilot school 4	16	75%	25%	
Pilot school 5	19	58%	32%	11%
All schools	96	57%	32%	10%
Age 8-9 yrs	34	50%	32%	18%
Age 10 yrs	38	61%	29%	11%
Age 11-12 yrs	23	61%	39%	

Table 3.1 "I usually like going to school"

	<i>Base</i>	<i>Yes</i>	<i>No</i>	<i>Not sure</i>
Pilot school 1	24	88%		13%
Pilot school 2	20	100%		
Pilot school 3	20	95%	5%	
Pilot school 4	15	100%		
Pilot school 5	20	100%		
All schools	99	96%	1%	3%
Age 8-9 yrs	34	97%	3%	
Age 10 yrs	40	95%		5%
Age 11-12 yrs	23	100%		

Table 3.2 "I enjoyed school more last year than this year"

	<i>Base</i>	<i>Yes</i>	<i>No</i>	<i>Not sure</i>
Pilot school 1	24	25%	63%	13%
Pilot school 2	19	90%	5%	5%
Pilot school 3	20	50%	40%	10%
Pilot school 4	15	47%	33%	20%
Pilot school 5	20	65%	20%	15%
All schools	98	54%	34%	12%
Age 8-9 yrs	35	43%	40%	17%
Age 10 yrs	40	60%	30%	10%
Age 11-12 yrs	21	62%	29%	10%

Table 3.3 "I find most lessons interesting"

	<i>Base</i>	<i>Yes</i>	<i>No</i>	<i>Not sure</i>
Pilot school 1	24	88%	4%	8%
Pilot school 2	20	100%		
Pilot school 3	20	100%		
Pilot school 4	16	100%		
Pilot school 5	20	95%		5%
All schools	100	96%	1%	3%
Age 8-9 yrs	35	100%		
Age 10 yrs	40	90%	3%	8%
Age 11-12 yrs	23	100%		

Table 3.4a

Enjoyment of reading and writing

	<i>Base</i>	<i>Enjoy v. much</i>	<i>Enjoy</i>	<i>Neutral</i>	<i>Dislike</i>	<i>V. much dislike</i>	<i>Total Enjoy</i>
Pilot school 1	22	64%	14%	18%	5%		77%
Pilot school 2	20	95%	5%				100%
Pilot school 3	20	70%	30%				100%
Pilot school 4	16	63%	38%				100%
Pilot school 5	20	35%	35%	20%	10%		70%
All schools	98	65%	24%	8%	3%		89%
Age 8-9 yrs	34	79%	12%	6%	3%		91%
Age 10 yrs	39	59%	26%	10%	5%		85%
Age 11-12 yrs	23	61%	30%	9%			91%

Table 3.4b Enjoyment of maths

	<i>Base</i>	<i>Enjoy v. much</i>	<i>Enjoy</i>	<i>Neutral</i>	<i>Dislike</i>	<i>V. much dislike</i>	<i>Total Enjoy</i>
Pilot school 1	19	68%	26%	5%			95%
Pilot school 2	20	75%	20%	5%			95%
Pilot school 3	20	75%	20%	5%			95%
Pilot school 4	16	63%	31%	6%			94%
Pilot school 5	20	70%	20%	5%	5%		90%
All schools	95	71%	23%	5%	1%		94%
Age 8-9 yrs	32	75%	22%	3%			97%
Age 10 yrs	38	71%	18%	8%	3%		90%
Age 11-12 yrs	23	61%	35%	4%			96%

Table 3.5a Whether I would like to spend more time on reading and writing

	<i>Base</i>	<i>Very positive</i>	<i>Positive</i>	<i>Neutral</i>	<i>Negative</i>	<i>Very negative</i>	<i>Total Positive</i>
Pilot school 1	21	52%	19%	10%	10%	10%	71%
Pilot school 2	20	100%					100%
Pilot school 3	20	65%	35%				100%
Pilot school 4	16	88%				13%	88%
Pilot school 5	20	35%	35%	5%	20%	5%	70%
All schools	97	67%	19%	3%	6%	5%	86%
Age 8-9 yrs	33	55%	27%	3%	9%	6%	82%
Age 10 yrs	39	69%	15%	3%	5%	8%	85%
Age 11-12 yrs	23	83%	13%		4%		96%

Table 3.5b

Whether I would like to spend more time on maths

	Base	Very positive	Positive	Neutral	Negative	Very negative	Total Positive
Pilot school 1	18	61%	17%	11%	11%		78%
Pilot school 2	20	85%	10%	5%			95%
Pilot school 3	20	80%	15%	5%			95%
Pilot school 4	16	75%	6%	13%	6%		81%
Pilot school 5	20	50%	15%	20%	10%	5%	65%
All schools	94	70%	13%	11%	5%	1%	83%
Age 8-9 yrs	32	75%	13%	3%	9%		88%
Age 10 yrs	37	76%	8%	11%	5%		84%
Age 11-12 yrs	23	57%	17%	22%		4%	74%

Table 4.1a Whether I regard reading and writing as important for getting a job

	Base	Very positive	Positive	Neutral	Negative	Very negative	Total Positive
Pilot school 1	21	71%	29%				100%
Pilot school 2	20	90%	10%				100%
Pilot school 3	20	80%	15%			5%	95%
Pilot school 4	16	44%	38%	13%	6%		81%
Pilot school 5	19	42%	37%	21%			79%
All schools	96	67%	25%	6%	1%	1%	92%
Age 8-9 yrs	33	73%	21%	3%		3%	94%
Age 10 yrs	38	68%	26%	3%	3%		95%
Age 11-12 yrs	23	57%	30%	13%			87%

Table 4.1b Whether I regard maths as important for getting a job

	Base	Very positive	Positive	Neutral	Negative	Very negative	Total Positive
Pilot school 1	18	67%	33%				100%
Pilot school 2	20	95%	5%				100%
Pilot school 3	20	70%	25%	5%			95%
Pilot school 4	16	63%	31%			6%	94%
Pilot school 5	20	65%	25%	5%	5%		90%
All schools	94	72%	23%	2%	1%	1%	96%
Age 8-9 yrs	32	75%	22%		3%		97%
Age 10 yrs	37	76%	22%			3%	97%
Age 11-12 yrs	23	65%	26%	9%			91%

Table 4.2a Whether I regard reading and writing as important to learn now

	Base	Very positive	Positive	Neutral	Negative	Very negative	Total Positive
Pilot school 1	22	55%	46%				100%
Pilot school 2	20	100%					100%
Pilot school 3	20	80%	15%			5%	95%
Pilot school 4	16	75%	19%	6%			94%
Pilot school 5	19	47%	32%	11%	5%	5%	79%
All schools	97	71%	23%	3%	1%	2%	94%
Age 8-9 yrs	34	62%	29%	3%		6%	91%
Age 10 yrs	39	74%	21%	5%			95%
Age 11-12 yrs	22	86%	9%		5%		96%

Table 4.2b Whether I regard maths as important to learn now

	<i>Base</i>	<i>Very positive</i>	<i>Positive</i>	<i>Neutral</i>	<i>Negative</i>	<i>Very negative</i>	<i>Total Positive</i>
Pilot school 1	19	68%	26%	5%			95%
Pilot school 2	20	90%	10%				100%
Pilot school 3	20	90%	10%				100%
Pilot school 4	16	56%	38%		6%		94%
Pilot school 5	20	65%	20%	10%		5%	85%
All schools	95	75%	20%	3%	1%	1%	95%
Age 8-9 yrs	32	72%	22%	3%		3%	94%
Age 10 yrs	38	76%	16%	5%	3%		92%
Age 11-12 yrs	23	78%	22%				100%

Table 5.1 "On the whole I think I am making good progress in my school work"

	<i>Base</i>	<i>Yes</i>	<i>No</i>	<i>Not sure</i>
Pilot school 1	22	55%	23%	23%
Pilot school 2	20	55%	20%	25%
Pilot school 3	18	50%	22%	28%
Pilot school 4	16	63%	25%	13%
Pilot school 5	19	42%	26%	32%
All schools	95	53%	23%	24%
Age 8-9 yrs	33	42%	18%	39%
Age 10 yrs	39	59%	28%	13%
Age 11-12 yrs	23	57%	22%	22%

Table 5.2a Perceptions of progress in reading and writing

	<i>Base</i>	<i>Very positive</i>	<i>Positive</i>	<i>Neutral</i>	<i>Negative</i>	<i>Very negative</i>	<i>Total Positive</i>
Pilot school 1	23	61%	22%	17%			83%
Pilot school 2	20	100%					100%
Pilot school 3	20	80%	15%			5%	95%
Pilot school 4	16	50%	50%				100%
Pilot school 5	20	35%	20%	30%	5%	10%	55%
All schools	99	66%	20%	10%	1%	3%	86%
Age 8-9 yrs	35	66%	23%	6%		6%	89%
Age 10 yrs	39	72%	13%	13%	3%		85%
Age 11-12 yrs	23	61%	26%	9%		4%	87%

Table 5.2b

Perceptions of progress in maths

	<i>Base</i>	<i>Very positive</i>	<i>Positive</i>	<i>Neutral</i>	<i>Negative</i>	<i>Very negative</i>	<i>Total Positive</i>
Pilot school 1	18	61%	22%	17%			83%
Pilot school 2	20	80%	20%				100%
Pilot school 3	20	70%	30%				100%
Pilot school 4	16	44%	50%	6%			94%
Pilot school 5	20	35%	40%	10%	5%	10%	75%
All schools	94	59%	32%	6%	1%	2%	90%
Age 8-9 yrs	32	66%	25%	6%		3%	91%
Age 10 yrs	37	57%	30%	8%	3%	3%	87%
Age 11-12 yrs	23	57%	44%				100%

Table 6.1 "I usually get on well with others in my year"

	<i>Base</i>	<i>Yes</i>	<i>No</i>	<i>Not sure</i>
Pilot school 1	24	88%	4%	8%
Pilot school 2	20	85%	15%	
Pilot school 3	20	65%	10%	25%
Pilot school 4	16	94%		6%
Pilot school 5	20	85%	10%	5%
All schools	100	83%	8%	9%
Age 8-9 yrs	35	86%	3%	11%
Age 10 yrs	40	83%	8%	10%
Age 11-12 yrs	23	78%	17%	4%

Table 6.2**"I find it difficult to make friends"**

	<i>Base</i>	<i>Yes</i>	<i>No</i>	<i>Not sure</i>
Pilot school 1	24	17%	58%	25%
Pilot school 2	18	78%	17%	6%
Pilot school 3	19	32%	53%	16%
Pilot school 4	16	44%	38%	19%
Pilot school 5	20	25%	40%	35%
All schools	97	37%	42%	21%
Age 8-9 yrs	33	18%	52%	30%
Age 10 yrs	39	46%	33%	21%
Age 11-12 yrs	23	52%	39%	9%

Table 6.3 "I sometimes feel left out of things"

	<i>Base</i>	<i>Yes</i>	<i>No</i>	<i>Not sure</i>
Pilot school 1	24	13%	79%	8%
Pilot school 2	18	50%	33%	17%
Pilot school 3	20	25%	40%	35%
Pilot school 4	16	31%	50%	19%
Pilot school 5	20	30%	40%	30%
All schools	98	29%	50%	21%
Age 8-9 yrs	35	26%	51%	23%
Age 10 yrs	39	26%	54%	21%
Age 11-12 yrs	22	41%	41%	18%

Table 6.4**"I think I am quite clever"**

	<i>Base</i>	<i>Yes</i>	<i>No</i>	<i>Not sure</i>
Pilot school 1	23	48%	26%	26%
Pilot school 2	20	65%	10%	25%
Pilot school 3	20	70%	5%	25%
Pilot school 4	15	80%	13%	7%
Pilot school 5	20	25%	35%	40%
All schools	98	56%	18%	26%
Age 8-9 yrs	34	47%	21%	32%
Age 10 yrs	40	63%	18%	20%
Age 11-12 yrs	22	59%	18%	23%

Table 6.5 "I can do most things if I try"

	<i>Base</i>	<i>Yes</i>	<i>No</i>	<i>Not sure</i>
Pilot school 1	24	96%		4%
Pilot school 2	20	90%	5%	5%
Pilot school 3	19	74%	16%	11%
Pilot school 4	16	81%	13%	6%
Pilot school 5	20	55%	15%	30%
All schools	99	80%	9%	11%
Age 8-9 yrs	34	88%	6%	6%
Age 10 yrs	40	75%	13%	13%
Age 11-12 yrs	23	78%	9%	13%

Table 6.6 "I usually feel quite confident"

	<i>Base</i>	<i>Yes</i>	<i>No</i>	<i>Not sure</i>
Pilot school 1	22	73%	14%	14%
Pilot school 2	20	85%		15%
Pilot school 3	20	85%	5%	10%
Pilot school 4	16	88%	13%	
Pilot school 5	19	53%	16%	32%
All schools	97	76%	9%	14%
Age 8-9 yrs	34	71%	15%	15%
Age 10 yrs	39	82%	8%	10%
Age 11-12 yrs	23	74%	4%	22%

Table 6.7 "I am often shy about answering questions in class"

	<i>Base</i>	<i>Yes</i>	<i>No</i>	<i>Not sure</i>
Pilot school 1	24	13%	83%	4%
Pilot school 2	20	55%	30%	15%
Pilot school 3	19	21%	68%	11%
Pilot school 4	15	53%	40%	7%
Pilot school 5	20	35%	45%	20%
All schools	98	34%	55%	11%
Age 8-9 yrs	34	24%	62%	15%
Age 10 yrs	39	31%	56%	13%
Age 11-12 yrs	23	52%	44%	4%

Table 6.8 "If I am stuck, I always ask the teacher for help"

	<i>Base</i>	<i>Yes</i>	<i>No</i>	<i>Not sure</i>
Pilot school 1	23	70%	17%	13%
Pilot school 2	20	85%	15%	
Pilot school 3	20	60%	30%	10%
Pilot school 4	16	69%	19%	13%
Pilot school 5	20	55%	35%	10%
All schools	99	68%	23%	9%
Age 8-9 yrs	34	65%	27%	9%
Age 10 yrs	40	63%	30%	8%
Age 11-12 yrs	23	78%	9%	13%

Table 7.1 "Teachers usually think I behave well"

	<i>Base</i>	<i>Yes</i>	<i>No</i>	<i>Not sure</i>
Pilot school 1	24	75%	8%	17%
Pilot school 2	20	90%		10%
Pilot school 3	19	68%		32%
Pilot school 4	16	94%		6%
Pilot school 5	20	65%	20%	15%
All schools	99	78%	6%	16%
Age 8-9 yrs	35	71%	6%	23%
Age 10 yrs	39	77%	8%	15%
Age 11-12 yrs	23	87%	4%	9%

Table 7.2 "At least once I have been sent home from school for bad behaviour"

	<i>Base</i>	<i>Yes</i>	<i>No</i>	<i>Not sure</i>
Pilot school 1	22	5%	82%	14%
Pilot school 2	20	10%	85%	5%
Pilot school 3	20	5%	95%	
Pilot school 4	16	19%	81%	
Pilot school 5	20	15%	55%	30%
All schools	98	10%	80%	10%
Age 8-9 yrs	34	9%	85%	6%
Age 10 yrs	40	10%	78%	13%
Age 11-12 yrs	23	13%	78%	9%

Table 7.3 "Sometimes I do not come to school when I should do"

	<i>Base</i>	<i>Yes</i>	<i>No</i>	<i>Not sure</i>
Pilot school 1	24		88%	13%
Pilot school 2	20	50%	40%	10%
Pilot school 3	19	21%	74%	5%
Pilot school 4	16	19%	56%	25%
Pilot school 5	20	40%	55%	5%
All schools	99	25%	64%	11%
Age 8-9 yrs	34	12%	77%	12%
Age 10 yrs	40	35%	58%	8%
Age 11-12 yrs	23	26%	57%	17%

Table 7.4 "I have sometimes skipped lessons"

	<i>Base</i>	<i>Yes</i>	<i>No</i>	<i>Not sure</i>
Pilot school 1	22	64%	32%	5%
Pilot school 2	20	35%	65%	
Pilot school 3	20	15%	75%	10%
Pilot school 4	16	31%	50%	19%
Pilot school 5	19	63%	16%	21%
All schools	97	42%	47%	10%
Age 8-9 yrs	33	49%	42%	9%
Age 10 yrs	40	48%	45%	8%
Age 11-12 yrs	23	22%	61%	17%

Table 7.5 "I usually feel safe in the playground"

	<i>Base</i>	<i>Yes</i>	<i>No</i>	<i>Not sure</i>
Pilot school 1	24	71%	17%	13%
Pilot school 2	19	37%	47%	16%
Pilot school 3	20	50%	30%	20%
Pilot school 4	15	20%	40%	40%
Pilot school 5	20	50%	25%	25%
All schools	98	48%	31%	21%
Age 8-9 yrs	35	51%	26%	23%
Age 10 yrs	40	50%	33%	18%
Age 11-12 yrs	21	43%	33%	24%

Table 7.6 "During the last 2 weeks I have been bullied or have had nasty things said to me"

	<i>Base</i>	<i>Yes</i>	<i>No</i>	<i>Not sure</i>
Pilot school 1	24		88%	13%
Pilot school 2	19	47%	53%	
Pilot school 3	18	17%	67%	17%
Pilot school 4	15	33%	47%	20%
Pilot school 5	19	11%	37%	53%
All schools	95	20%	60%	20%
Age 8-9 yrs	34	3%	71%	27%
Age 10 yrs	39	31%	56%	13%
Age 11-12 yrs	20	30%	50%	20%

Table 7.7 "I sometimes bully others or say nasty things to them"

	<i>Base</i>	<i>Yes</i>	<i>No</i>	<i>Not sure</i>
Pilot school 1	22	5%	82%	14%
Pilot school 2	20		90%	10%
Pilot school 3	20	20%	80%	
Pilot school 4	13		92%	8%
Pilot school 5	18	6%	72%	22%
All schools	93	7%	83%	11%
Age 8-9 yrs	33	9%	82%	9%
Age 10 yrs	38	3%	87%	11%
Age 11-12 yrs	21	10%	81%	10%

Table 8.1 "The teachers help me to understand my work"

	<i>Base</i>	<i>Yes</i>	<i>No</i>	<i>Not sure</i>
Pilot school 1	23	65%	13%	22%
Pilot school 2	20	85%	10%	5%
Pilot school 3	19	58%	26%	16%
Pilot school 4	15	73%	13%	13%
Pilot school 5	20	70%	20%	10%
All schools	97	70%	17%	13%
Age 8-9 yrs	32	56%	31%	13%
Age 10 yrs	40	75%	13%	13%
Age 11-12 yrs	23	78%	4%	17%

Table 8.2 "Teachers help me know how well I am doing"

	<i>Base</i>	<i>Yes</i>	<i>No</i>	<i>Not sure</i>
Pilot school 1	22	82%	14%	5%
Pilot school 2	20	80%	15%	5%
Pilot school 3	20	65%	20%	15%
Pilot school 4	16	81%		19%
Pilot school 5	19	63%	21%	16%
All schools	97	74%	14%	11%
Age 8-9 yrs	33	76%	12%	12%
Age 10 yrs	40	75%	15%	10%
Age 11-12 yrs	23	70%	17%	13%

Table 8.3 "I feel that teachers know and understand me"

	<i>Base</i>	<i>Yes</i>	<i>No</i>	<i>Not sure</i>
Pilot school 1	24	71%	8%	21%
Pilot school 2	19	95%		5%
Pilot school 3	19	68%	5%	26%
Pilot school 4	14	86%		14%
Pilot school 5	20	80%	10%	10%
All schools	96	79%	5%	16%
Age 8-9 yrs	34	74%	9%	18%
Age 10 yrs	38	82%	3%	16%
Age 11-12 yrs	22	82%	5%	14%

Table 8.4 "I think the school is good at keeping in touch with my home"

	<i>Base</i>	<i>Yes</i>	<i>No</i>	<i>Not sure</i>
Pilot school 1	24	75%	4%	21%
Pilot school 2	20	85%	5%	10%
Pilot school 3	20	85%		15%
Pilot school 4	16	88%		13%
Pilot school 5	20	45%	35%	20%
All schools	100	75%	9%	16%
Age 8-9 yrs	35	63%	11%	26%
Age 10 yrs	40	78%	5%	18%
Age 11-12 yrs	23	87%	13%	

Table 9.1 "I regularly attend an after-school club or activity"

	<i>Base</i>	<i>Yes</i>	<i>No</i>	<i>Not sure</i>
Pilot school 1	21	43%	52%	5%
Pilot school 2	20	35%	30%	35%
Pilot school 3	20	40%	40%	20%
Pilot school 4	16	69%	13%	19%
Pilot school 5	20	40%	50%	10%
All schools	97	44%	38%	18%
Age 8-9 yrs	33	42%	36%	21%
Age 10 yrs	40	43%	40%	18%
Age 11-12 yrs	23	52%	35%	13%