

**A STUDY OF INSERVICE EDUCATION AND
CLASSROOM PRACTICES IN AZERBAIJAN: INTO
THE 21ST CENTURY**

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INTRODUCTION

The focus of this study was based on issues drawn from three important sources. The first was the inspiring words of Dr. Misir M. Mardanov, Azerbaijan Minister of Education. In a meeting with the Minister and members of his staff, he used an example to describe the paradigm shift in education that, with the support of Mr. Ilavdar Aliyev, President of the Republic, he has promoted for Azerbaijan in many documents and pronouncements. His example was concerned with methods of teaching foreign languages in Azerbaijani schools, usually accomplished with a grammar-translation approach, he cited their lack of success with this methodology, indicating his interest in the more successful active learning strategies used in Turkish schools. This can be **viewed** as a microcosm of the larger issue of moving away from the direct instruction model of the old Soviet system toward a new paradigm of active and interactive learning with a focus on thinking and understanding, instead of passive listening and recitation.

Reflecting the thoughts and words of the Minister of Education, Dr. Isa Mammadov, Rector of the Baku Inservice Education Institute, recommends questioning as the most important instructional activity, to challenge students to think for the best educational results, he suggested that teachers should present problems in which the answer raises another problem. Of course, a change of this magnitude makes inservice education of teachers already in the field a key requisite for successful reform.

Other important themes emerging from the Ministry of Education are providing a framework for the emergence of educational reform in Azerbaijan. These include a new view of children as human beings in development, not vessels to be filled with knowledge; a trend toward democratization: a growing interest in collegial relationships among

educators, rather than hierarchical relationships of the past era; and a new view of the student as an equal partner in education.

The second important source was the Terms of Reference: Azerbaijan Education Sector Work, provided by the World Bank in its efforts to participate in educational reform in Azerbaijan. It states, "The (Education Sector Reform) Program has identified curriculum reform and teacher training as two key areas that need critical support for the success of the overall education reform. Improving teacher performance is a key element in this program. Teacher training is critical to (a) a successful implementation of new curricula which largely depends on how well teachers are prepared to implement the new curricula, and (b) to expose teachers to alternative teaching and learning approaches, especially those focusing on student-centered and active learning approaches, which will be promoted by the new curricula."

The third important source was the US Department of State, which funded the study. As expressed by Dr. Craig Dicker, Public Affairs Officer at the US Embassy in Baku, the study should explore the nature of inservice education for primary and secondary teachers, differences between the current model and that of Soviet era, and the nature of teacher expectations for inservice education following proposed educational reform efforts.

Purposes of the Study

There were three resulting major purposes for this study. The first purpose was to determine the nature of inservice education provided to primary and secondary teachers in Azerbaijan, including legal mandates for inservice education, how inservice education efforts are implemented, teacher perceptions about their needs for inservice education and about the quality and quantity of inservice education provided, and teacher expectations for change in inservice education under proposed educational reforms.

The second purpose was to identify major instructional practices, methodologies, and strategies used by teachers in classrooms in Azerbaijan.

The third major purpose was to identify other factors that impact on both inservice education and classroom practices in Azerbaijan. A

related task with respect to all three major purposes was to determine the effect of previous Soviet educational practices on current modes of operation and to ascertain the extent to which change has already occurred during the period of transition since independence.

Need for the Study

Like most post-Soviet societies, Azerbaijan has an educational legacy from the preindependence period that has a continuing major impact on current structures and practices. Part of the legacy is quite positive, such as the impressive strength of programs in mathematics and the sciences, especially the physical sciences. In addition, however, a lecture mode of instruction, with a focus on the memorization and recitation of factual information, typically pervades all grade levels and subject areas in the primary and secondary schools.

Methodology and Sources of Data

Three sources of data were used in the study, the first was comprised of artifacts, including government and NGO publications, reports from other agencies and investigators, and legal documents. When these documents were not available in English, they were reviewed with interpreters. Appropriate and relevant excerpts were translated into English for analysis and were cited in the body of the report. Two interpreters were used during the study, both university students fluent in Azeri, Russian, and English. Each had spent his senior year of high school in the United States under auspices of the Future Leaders Exchange - FLEX program, and, based on their personal educational experiences, each was knowledgeable about teaching practices in Azerbaijan and also about active learning strategies that focus on higher order thinking that are used in the United States. One had also completed one and one-half years of study at a private Turkish school in Baku.

The second major source of data was interviews with government officials, school administrators, primary and secondary school teachers, individuals associated with international agencies, and individuals associated with national and international NGOs. In most cases, these interviews were conducted with assistance from the

interpreters **indicated**, above. **Interview** questions varied according to the role of the respondent and also according to initial responses provided. Some respondents were interviewed on two or more occasions, as needed to clarify responses or because of questions arising from subsequent interviews of other respondents. These data were gathered during two investigator visits to Azerbaijan from September 13 to 22, 1999, and from October 22 to November 5, 1999.

The third source of data consisted of observations of classroom practices in a stratified sample of schools in and near Baku. Using a rubric of active learning/critical thinking teacher behaviors developed by Alan Crawford and Samuel Mathews of the International Reading Association, the two interpreter-observers conducted approximately 200 classroom observations in 14 schools in both Baku and in rayons outside of Baku. Observations were conducted in primary classrooms and in all major academic disciplines of the secondary curriculum in October 1999. Each observation was approximately 20 minutes in length, and each classroom was observed on one occasion. While the sample of time in each classroom was necessarily short, the sample of classrooms observed was large.

The observation instrument consists of nine elements with rubrics on a three-point scale (see Appendix). The elements reflect teacher behaviors associated with active learning and higher order thinking, including the cognitive level of teacher questions, how teachers managed pupil responses, the extent to which teachers provided multiple data sources to pupils, teacher use of wait time (time for a student to consider a response to a teacher's question without interruption), strategies for grouping students, classroom communication patterns, the physical environment of the classroom, the promotion of reading comprehension, and the use of strategies emerging from critical thinking activities in writing assignments.

The investigator trained the interpreters to use the instrument by conducting observations with them in seven different classrooms in a school found to have teachers who reflected the entire range of behaviors at all levels of the rubric. The investigator and the two interpreters observed seven different lessons simultaneously, but independently, that is, without communication with each other during the lessons. At the conclusion of each lesson, the interpreters discussed

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their observations with the investigator. After the third lesson, there was a high degree of inter-scoring reliability among the three **observers**, indicating that all were recording similar ratings on each element of the rubric, four more simultaneous independent observations were then conducted to ensure that reliability. The interpreters then independently conducted the balance of the observations during the following month.

Limitations of the Study

This study is limited to inservice education for regular education teachers in grades one through eleven, with some attention to special education. Preservice teacher education was not within the scope of the current investigation. Nor was it the purpose of this study to investigate the general conditions of education in Azerbaijan, although references were made to the context of education as it impacted on inservice education and classroom practice. The study reflects the status of inservice education and classroom practices in Azerbaijan up to and including October 1999.

The direct examination of classroom practices was limited to observations in 199 grade oneeleven classrooms in fourteen state-funded schools in or near Baku. The consideration of classroom practices in private Turkish schools was limited to interviews of school administrators and students.

THE CONTEXT OF EDUCATION IN AZERBAIJAN

The Post-Soviet Era

According to the World Bank Project Appraisal Document (1999) on a Proposed Learning and Innovation Credit (Report No. 18991-AZ), Azerbaijan inherited "a developed education from the Former Soviet Union (FSU), and its impressive educational statistics at all levels of education place it in the ranks of middle income countries, and ahead of several FSU countries." They note, however, that education in Azerbaijan is also confronting several major challenges that relate to inservice education and classroom practices as it emerges as an independent state: 1) inappropriate curriculum content; 2) problems in the roles of institutions that design and provide inservice

education; 3) decline in budgetary resources; 4) inefficient use of scarce resources; 5) deteriorating infrastructure of buildings, textbooks, and ancillary, equipment and materials; and 6) inequities in access to education.

During the Soviet era, the primary and secondary school curriculum was the same for all students. Recent reforms demonstrate more respect for the interests of students and reflect growing signs of democratization in Azeri education. The standard curriculum consisted of 37 hours of required work each week, which placed great pressure on students. "This has changed beginning in the fifth grade, when students can make some choices about courses of interest. At the tenth grade level, there are 24 hours of required coursework that all students take, and they also choose eight hours of elective work related to their university and career goals.

According to Mr. Mil Jafar Gasanov, Vice Rector of the Azerbaijan In-service Education Institute, program content has changed since the Soviet era, especially with respect to the humanitarian subjects of literature and history. He adds, however, that the way that program content is taught is the same. Teaching strategies have changed little.

Another dominant theme in many Azeri schools is the provision of instruction in both Azeri and Russian. In Baku and other large cities, both Azeri- and Russian-language medium programs are provided, often in the same school, with either Russian- or Azeri-as-a-second language courses, as well. In Azeri-language medium schools in Baku, Russian is offered as a foreign language, usually along with English, and often with German, French, or other languages, as well. In the countryside, most programs are conducted in Azeri, although Russian and English are usually provided as foreign languages. There are few Russian language medium schools in rural areas.

Social Conditions for Teachers

Perhaps the greatest challenge for education in Azerbaijan is the social conditions under which teachers work. Most earn less than \$50 US per month, while a family of four requires at least \$170 US per month to survive. Salary payments are often delayed, sometimes for months. Most teachers supplement their meager incomes with tutoring or outside employment, with some earning as much as several hundred

dollars US per month as a result of these augmentations. All teachers earn basically the same salary, with minimal differential for years of experience, additional training, or excellence.

Many teachers must teach without textbooks, or with insufficient texts for all of their students and for the subject areas they may teach: there is often insufficient heat in the schools, or no heat at all in many cases. Many schools are in very poor physical condition, although a World Bank grant is scheduled to refurbishment of a small number of pilot schools.

Contributing to the suffering of teachers, especially those who teach refugee children or who may be refugees themselves, is a pervasive fact of life in Azerbaijan, the ongoing occupation of Nagorno-Karabakh and adjacent Azeri territory. The issue was raised by respondents in virtually every interview and meeting as the study was implemented. The large number of refugees, both children, families, and teachers, constitutes an enormous challenge for an already overburdened economy and educational establishment, not to mention the emotional drain on the populace of such a continuing situation.

INSERVICE EDUCATION IN AZERBAIJAN

The Legal Mandate for Inservice Education

The Azerbaijan education code requires that teachers in grades one-eleven complete 156 clock-hours of inservice education every five years. Courses are offered for teachers in the regions outside of Baku by the Azerbaijan Inservice Education Institute and for teachers in Baku by the parallel Baku Inservice Institute, both branches of the Ministry of Education. Approximately 20% of Azeri teachers are excused from this requirement because of illness, pregnancy, young children in the home, war injuries, and other reasons. Current practice results in the scheduling of inservice education for about 16% of teachers every year. This is usually a month-long course offered during the summer months, but it may also be offered one day each week from October through May. Additional courses are discipline-specific and may be conducted in three six-hour days, six days, or eighteen days, depending on content.

The selection of content for inservice education is based on changes in curriculum emanating from the Azerbaijan Pedagogical Research Institute and the Scientific and Methodological Center on Educational Problems, on questionnaires sent to regional educational departments, and on input from instructional staff in the inservice institutes. In addition, teacher opinions and suggestions about content and strategies are solicited by trainers in the inservice institutes.

Providers of Inservice Education

The two major certified providers of inservice education for teachers in Azerbaijan are the Azerbaijan Inservice Education Institute and the Baku Inservice Education Institute. Institutions of higher education, international agencies and organizations, and nongovernmental organizations (NGOs) have a minor and generally non-certified role in the process. In Masters et al (1999), these institutes are collectively referred to as Institutes for the Improvement of Qualification and Retraining of Educational Staff. The Masters study refers to the former institute as the National (Head) Institute for Inservice and Retraining, and the latter as the Baku City Inservice Institute for Pedagogical Personnel Training.

In an interview of the Minister of Education, Dr. Misir I. Mardanov, he stated that "the inservice institutes had not satisfactorily done the work required of them in the past and that their work was very formal in structure." In the study by Masters et al (1999), they corroborated the opinion of Dr. Mardanov, finding that most staff members were of very long tenure, that salaries were very low, that about half had outside sources of employment and income, and that most have little knowledge of new methods of teaching. The Minister expressed the hope that this current study would provide background information needed for a reform grant from the World Bank to make the institutes more effective.

The Azerbaijan Inservice Education Institute

According to Dr. Mammadhanifa Musayev, Rector of the Azerbaijan Inservice Institute, and Mr. Mirjatar Gasanov, Vice Rector, their mandate is to provide inservice education to teachers from schools, institutes, and colleges, and also school administrators in the

regions of Azerbaijan outside of Baku and also in the Autonomous Republic of Naxcivan. There are regional centers in (ianca. Lankaran, Saki, and Naxcivan. They estimate that 50% of their training takes place in the regions, where they serve almost 5,000 teachers each year.

During Soviet times, teachers from the regions were brought to Baku and provided with transportation, dormitory, and meals during their training. This is unusual **now** because of budget problems.

Trainers from the institute travel to the regions, and trainers from the live centers travel to Baku to receive their own orientation and instruction about curricular changes. The regional centers of the institute provide training onsite or in schools in the regions; another branch in Ciarabakh is inactive because of the continuing occupation of that area. In order to determine the need for inservice education in each region, questionnaires are sent to local educational authorities, who indicate how many teachers need recertification and in which fields. In addition, the institute provides training for teachers who are changing their teaching specializations and for administrators. In addition to the 156-clock hour inservice education required for recertification, the institute offers three-day, six-day, and eighteen-day courses on various topics. An extensive schedule of offerings is provided to schools each year. According to Masters et al (1999), many courses were outdated.

The staff of trainers at the Azerbaijan Inservice Education Institute is divided into nine departments. Some are from the Academy of Science, some are professors and scholars, and all have teaching experience, a minimum of ten **years** according to the administrative staff. About 60 of the trainers hold the doctorate, or equivalent. Some are **currently** teaching in public schools in addition to their duties at the institute. The staff incorporates practitioners with theoreticians. Some have **received** training in Turkey, Israel, and the **United** States: a few have training from the Open Society Institute (SOROS).

At the conclusion of most inservice education experiences, teachers are tested on new content. They also complete questionnaires used to evaluate the effectiveness of the training and make suggestions for improving the training. Interviews with teachers in many schools indicate that this evaluation process is inconsistently applied.

As in the case of the Baku Inservice Education Institute, teachers of special education also receive inservice education from the Azerbaijan Inservice Education Institute, although their training is in their academic discipline, not in special education. The administrative staff of the Azerbaijan Inservice Education Institute was very helpful in arranging multiple visits to the facility. It was not possible to visit inservice education sessions conducted by the Institute, as they were all conducted outside of Baku. The investigator was able to visit one session conducted by their staff in Baku to retrain teachers adding a new field of certification, mathematics. The trainer was very formal, lecturing most of the time, with occasional interchanges when teachers asked questions. The trainer's level of subject matter mastery in mathematics was very high. Teacher participants were almost entirely in a passive and receptive mode.

The Baku Inservice Education Institute

According to Dr. Isa Mammadov, Rector of the Baku Inservice Institute, and Ms. Raliga Aliyeva, a staff member in charge of the English language program, their mandate is to provide inservice education to teachers within the Azeri capital city of Baku. The institute works closely with the Baku Education Department. With an instructional staff of 100, of whom 50 are methodologists, they serve 351 schools and educational institutions with 40,000 teachers in 11 regions of Baku.

Teachers in Baku public schools complete their recertification inservice training every five years. They do not, however, receive any salary recognition for increased knowledge and skills. Teachers in Azerbaijan do not have collective bargaining. The teachers complete 156 clock hours of training at the rate of six hours each day in one of two modes: either one meeting per week for 8-9 months, or the entire month of June. The institute publishes an extensive annual schedule, which is distributed to all schools. All sessions are conducted in the institute. There is some small group work, and teachers learn to work with new required textbooks. There are a few videotaped lessons for them to observe.

Most trainers at the Baku Inservice Education Institute are exemplary teachers invited to share their expertise, educators who give

lectures, and teachers from the foreign language institute. There are many innovations apparent in the area of English language instruction. Trainers in this area have more exposure to western experts, and many have traveled to English-speaking countries. An important innovation among English teachers is the "exchange of experience," in which teachers visit each other's lessons and learn from each other. This corresponds to "peer coaching" in the United States, an especially effective and widely-used strategy in the induction of new teachers.

The Baku Inservice Institute was formerly located in the downtown area of Baku. Several years ago, it was moved to a site far from the city center, creating transportation problems for teachers who must travel long distances within the city in order to participate. Most sessions must begin at 10 a.m., or after, in order to ensure that teachers can arrive in time for the beginning of their sessions. In the inservice sessions that I attended, many teachers arrived after work had begun. The institute has a longstanding request to return to a facility in the center of the city.

The administrative staff of the Baku Inservice Institute was very cooperative and helpful in arranging multiple visits to the institute, including opportunities for the investigator to visit inservice courses on many occasions. The first course visited was for teachers of Russian as a foreign language in Azeri-language medium schools. About 50 teachers were in attendance, with some listening in doorways or from adjoining rooms. The mode of presentation was lecture from the blackboard, with some interaction between trainer and teachers. The topic was changes in Russian phonetics and morphemics, with a small amount of attention to methodology. In a subsequent interview with the trainer, he stated that students become familiar with the material, understand it, memorize it, and apply it—a very didactic approach. This trainer had contributed to the item bank for the Azerbaijan State Testing Center and also had formerly been a trainer at the Azerbalian Inservice Education Institute. He indicated that there were few changes in instructional methodology since independence.

In another session for teachers of English in Russian-language medium schools, there were ten teachers present. The three topics were motivational aspects of teaching and learning, teaching grammar, and

how to provide effective instruction during lessons. The highly structured lecture had tightly controlled questions that seemed almost rehearsed. They were very prescriptive. Students recited back the main points made by the trainer and applied them to other areas. The trainer then lectured and read to the teachers about how to use dramatic activities with students. Finally, a series of instructional strategies was presented. This trainer is also on the staff of the Azerbaijan Foreign Language Institute. Her English was excellent.

Another session was conducted for 18 primary school teachers. Again, the principle mode was lecture, with a few questions coming from the teachers. The trainer had complete notes for her lecture, but they were not provided to the teachers, who were obliged to write down what she said. The level of content presented seemed quite low to the investigator, but the teachers later reported that they had selected the content from topics offered by the trainer. Finally, a session on the topic of functions for mathematics teachers in Azeri-language medium schools was conducted for about 20 teachers. The presenter's level of mathematics preparation was impressive, and, again, the primary mode of instruction was lecture at the blackboard, similar to how mathematics teachers provide instruction in their own classrooms. In a subsequent interview with the trainer, he expressed the idea that students should be taught to think critically for the best results instead of practicing solutions without an understanding of the underlying theory. His method of training teachers did not reflect this philosophy.

Beginning in 1999, the Baku Inservice Institute began to offer second career training for teachers who wish to change their field. These courses are free for refugee teachers and for those whose schools have requested their change of field. A few teachers pay a fee when they are changing fields at their own volition.

Teachers of special education also receive inservice education from the Baku Inservice Institute, although the training is in their academic discipline, not in special education. Most special education services are offered by regular teachers who go to the homes of handicapped or disabled students. There are a few residential schools for severely handicapped students in and near Baku. Baku State Pedagogical University has a degree program in special education, although many are preparing in the area of speech therapy. Much of

the training for special education is done by those with the most experience, including medical doctors. Moscow was a source of special education teachers in past years, but no longer. The Rector indicated that there was a great need for outside assistance in this area.

Azerbaijan Foreign Language Institute

In an interview with Dr. Samad Sayidov, Prorector of the Azerbaijan Foreign Language Institute, he described the two faculties of the institute. One is involved in the preparation of secondary school foreign language teachers (English, French, German, Spanish, and Korean), and the other prepares students for careers in translation and interpretation. They offer the Master of Arts degree in linguistics, literature, teaching process, and translation, a degree required for university teaching. Their faculty is subject to the requirement for inservice education every five years, but many of his faculty also serve as inservice education trainers in the area of foreign language instruction.

The Special Case of Naxcivan

Naxcivan is an autonomous republic of Azerbaijan, separated from the country by a wide stretch of Armenia, including territory occupied by Armenia in Nagorno Karabakh. The autonomous republic has its own Ministry of Education, which takes much direction from the Ministry of Education in Baku, but which also enjoys a fair amount of autonomy because of its isolation. In a visit there, the Minister of Education of that republic indicated that the Naxeivan Pedagogical Professional Institute provides inservice education. It is largely independent of the inservice institute in Baku, although it receives curriculum updates from the Ministry of Education there. The institute in

Naxcivan is based in School #9 and, under the direction of Mr. Ismael Gullyev, has a staff of 30 experts and 10 clerical staff. Only one or two trainers come from Baku each year. He reports to the Minister of Education of Naxcivan. Their staff offers 144 hours of inservice education in a month-long course. Minicourses are offered on more specific topics. They also provide classroom visits and help in lesson planning and in teaching lessons. They have received some support from the Turkish government and from the American and

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French embassies on foreign language instruction. The greatest need he expressed was to overcome the sense of isolation they have, with assistance required from the west in order to overcome what he described as Czarist/ Marxist-Leninist focuses of previous years.

In an interview with one staff member of the branch institute, he stated that many teachers were unable to travel to their required training because of transportation and lodging difficulties and that it was not possible to enforce the requirement of recertification every five years in the autonomous republic.

The Baku Education Department

According to Mr. Asif B. Cahangirov, Chief of the Main Board of Public Education of Baku, his department provides leadership to the 295 high schools, two orphanages, four schools for mentally challenged children, 321 kindergartens, and 150 other art and sport schools in Baku. They also offer psychological services for the gifted and talented. They serve 350,000 students and 37,000 teachers. He describes a symbiotic relationship between schools and society, each moving toward democracy, with each contributing to the progress of the other. He added that this progress reflects the view of the Minister of Education that education should become child-centered, developing a system for the individual student as an equal partner in education.

The theme of the public schools in Baku last year was the Year of Children's Rights. The theme for the current year is the Year of Developing New Pedagogical Thinking and Humanizing Education. The underlying basis of this theme is expressed in seven principles and goals: 1) children have their own world and way of thinking; 2) education must promote these interests of children; 3) education must work for the present and future of children; 4) children's rights should be the focus of education; 5) schools should emphasize the intellectual development of children (as contrasted with the Soviet view of memorization and recitation); 6) children should be free-thinking, expressing their own opinions; and 7) the means to reaching the first six goals is found in modern, interactive methods of teaching.

The Baku Education Department sponsors a number of teacher recognition activities. There is an annual contest for Teacher of the Year, selected on the basis of videotaped lessons in their classrooms,

which yields a monetary award of \$250 US. Other competitions vary each year, with one designed to motivate teachers to read and broaden themselves, another to recommend new methods of education, and a third to design a model school for the Year 2000. They see a great need to develop innovative teaching methods, and the competitions are designed to motivate this process.

Institutions of Higher Education

There are several institutions of higher education that engage in the preservice preparation of teachers. These include the Baku State Pedagogical University, the Baku Foreign Language Institute, and other pedagogical institutes. Their role in inservice education is very limited. While some offer graduate degrees, such as the Masters degree and doctorate or equivalent, their offerings are not certified for meeting requirements for inservice education.

In an interview with the Rector of Baku State Pedagogical University, Dr. Bafflul Agayev, he described his institution as the biggest and best institution of teacher training in the country. Since 1921, they have prepared primary and

secondary teachers in an fields, with the exception of foreign language, which is done at the Azerbaijan Foreign Language Institute. They maintain close relationships with the two inservice education institutes. They offer the Masters degree for those teachers wanting wider knowledge in their own field and the doctorate or equivalent for those aspiring to careers in tertiary institutions. There are other pedagogical institutes in Azerbaijan that also prepare primary and secondary teachers. He also pointed out that, while his institution is the source of much content for curricular changes emanating from the Ministry of Education and for related inservice education, they are not certified to provide inservice education themselves. His faculty never participates in inservice education activities, although some do teach in public schools in addition to their duties at the pedagogical institute.

Azarbaycan Muallimi

Azarbaycan Myallimi is a newspaper for teachers that is sponsored by the Ministry of Education. Each school receives a copy weekly, and individual subscriptions are also available. The cost is extremely high,

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and teachers' income does not realistically allow for individual subscriptions. One teacher stated that the cost of an annual subscription was two months of salary for a teacher.

Other International Agencies and Organizations

According to Mr. Rasul Bagirov, the World Bank began an educational reform project in October 1998 that focuses on grades one and five the first year, grades two and six the second year, and grades three and seven the third year. The two major components of the project are curriculum development and teacher training, with project activities centered on textbook development, guidelines, equipment, syllabi, and curriculum. The project works within the Ministry of Education, but as a separate entity. The major difficulty their team reports is the lack of familiarity of Azeri educators with innovative teaching methods. They report a great need to update the inservice education, methodological, and research centers. Ms. Zulflya Veysova, a teacher at the European Lyceum and also a very able liaison to the World Bank and the Ministry of Education, described how many teachers at her school have begun to embrace active learning methods, which was later corroborated during classroom observations by the investigator and the interpreter/observers.

At the present time, the World Bank project is working with twenty pilot schools in five regions of Azerbaijan, establishing data bases in Baku, Ganca, Lankaran, Naxeivan, and Sumqayit, where a chemical plant has caused major problems with birth defects and children's health problems. During a visit to one of these schools in Naxeivan, the principal described how her school would be renovated and updated as a result of this project, with initial project activities focused on the physical plant. The Open Society Institute (SOROS) and UNICEF, are expected to contribute to overall efforts in the twenty pilot schools.

UNICEF has been active in the area of education for the 150,000 refugee children in camps since 1995. According to Education Officer Matanat Ragimova, their program focuses on active learning, based on sound principles of child development and parent education. They provide inservice education for teachers, training for school leaders, and an Institute for the Support of Active Learning. Like the World

Bank, UNICEF works in cooperation with the Ministry of Education. Their training is not certified.

The current plan of UNICEF is to train fifty teachers to apply strategies in their model, and to then select the most proficient twenty of those to be certified as trainers. They would, in turn, train another 130 to 150 teachers.

UNESCO also has a small presence in Azerbaijan, focused on activities that reflect the United Nations-sponsored Education for All conference in Jorntien in

1990. A national assessment is working in cooperation with all ministries in the government.

An article in Azemews, an English-language newspaper, reported on a seminar for teachers of French language that was sponsored by the French Embassy. Teachers were prepared to use new sound and video teaching and information centers where modern university classrooms have been equipped with audio and video devices. The British Council has provided extensive training in new methods of language teaching for teachers of English.

Non-Governmental Organizations

There are several NGOs that are providing inservice education to teachers in Azerbaijan, although in most cases the training provided does not meet Ministry of Education requirements for re-certification.

In an interview with Mr. David Stubbs and Ms. Ehnina Kazirnzada of the Open Society Institute (SOROS), they described several programs they offer to provide inservice education to teachers. Their Step-by-Step program offers training in child-centered education for teachers in the primary grades. They have just begun a new program, the Reading and Writing for Critical Thinking (RWCT) Project, in which western volunteers, mostly university education professors, provide training to teachers from primary through university level in active learning and critical thinking. They model active learning and critical thinking in the presentation of their seminars. At the present time, their training is not certified by the Ministry of Education. Another NGO has also recently begun providing training on the rights of children and related democratic principles. According to Mr. Yashar Orueev and Mr. Allaga Mammadov, PROFILE'S activities focus on policy analysis, economic

analysis, and polling, with education only a small part of their overall activity. In one project, they work with the promotion of democracy among secondary teachers and students. They report that their greatest problem is the teachers' own lack of understanding of democratic principles, complicated by the reality that the schools themselves are organized in a non-democratic structure.

Under a grant from the United States Information Service (USIS) in 1998, PROFILE has collaborated with Tutu Children's Publishers in offering two days of training to implement a teacher's guide published by Tutu. Mr. Rahman Badalov, Mr. Togrul Cavarli, and Mr. Hikmat Huseynov describe their approach as a theatrical meeting and have proposed to incorporate gaming and democratic principles into their presentations. Their trainers are from universities and the Academy of Science. Tutu Children's Publishers plan to publish additional books on democratic principles and human rights.

This investigator was invited to observe their first training session, which, based on recommendations from the Ministry of Education, was conducted in Barda, adjacent to the occupied zone, for refugee teachers of refugee children there. The teachers were highly motivated, and the training would have been even more effective if the presenters had followed through on their plans to model democratic principles and gaming theory in their own presentations. Their strategy was mostly lecture, with a game activity toward the end of the session observed. They plan to re-evaluate their presentation strategies before continuing training in Baku and the regions. At the present time, their training is not certified by the Ministry of Education, and they indicate difficulties in cooperating with the Ministry. The Country Director of Relief International, Ms. Rachel Rosental, was in attendance and was very supportive of their efforts.

In a meeting with Ms. Malahat Murshudli from the Azerbaijan Independent Union of Teachers, she described her organization not as a labor union, but rather as an NGO with the goals of humanizing and democratizing education and protecting teachers' rights. With support from ISAR, an international NGO that assists in the development of NGOs and from the Open Society Institute, the published brochures on Education after Education. They provided inservice education on western methods, such as brainstorming, group work, discussion, and

seminars. A group of trainers was trained by staff from western universities and embassies; they then returned to their own schools to train colleagues, a total of more than 300 teachers during the past two years. Upon request, they provide peer coaching to new or troubled teachers, and they invite those teachers to observe in their own classrooms. They have a positive relationship with the Ministry of Education, but their training is not certified.

There are a number of other groups sponsoring training for teachers. Training in civics education is offered by a group called For The Sake of Civic Society. The Norwegian Refugee Council has a project to train local teachers on human rights. They have published a book on the topic. Jr. Achievement works with the National Economics Institute in providing training to economics teachers. Certification is not provided for any of these offerings.

Effectiveness of Inservice Education

As a part of this study, the investigator was able to conduct group interviews of teachers about their inservice education experiences in a variety of schools. In some cases, the principal was present, and in others not. Some individual interviews with teachers were also conducted.

School #27, Baku

School#27 is in Central Baku; its major focus is English, although it offers a full curriculum of studies for grades one through eleven. Of 16 teachers interviewed, seven had received training from the Baku Inservice' Education Institute in the last year, five within two years, one was certified three years ago, and two were certified five years ago. Most were English teachers, but the disciplines of mathematics, biology, physics, Russian literature, Azeri literature, and history were also represented.

Strengths of their training reported by the teachers included the provision of materials from Turkey, Germany, and Austria brought to sessions by the trainers, the exchange of innovative methods with their participant-col leagues (not from the trainers), and excellent presentations by some secondary school teachers who were trainers. They made several recommendations for improving their training:

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better qualified trainers; input from the teachers about their needs for training; a greater emphasis on practice, with less on theory; demonstrations of strategies with children; opportunities for foreign language teachers to interact with native speakers of the languages they teach; and provision of methodologies from the west. Some teachers reported that they had the opportunity to evaluate their training, but others did not.

When they were asked about western methods that focused on active learning, the teachers had reservations about changing the traditional roles of teachers and students. They felt a great need to maintain discipline in their classrooms. They also mentioned their access to Azarbaycan Muallimi, the newspaper for teachers. Most felt that similar periodicals from Russia were superior, although they did not appreciate the lack of reference to anything not Russian in those publications.

School #146, Baku.

School #146 is a school in Central Baku that specializes in English instruction. They have also innovated an approach to teaching the social studies in English medium. When asked about strengths of inservice education they had experienced, a group of teachers described some very positive activities, including a meeting about English instruction with the wife of the American ambassador, meetings with an Azeri teacher who had studied in Scotland, and very strong courses in mathematics. They also learned new methods in teaching Russian, geography, and the history of Azerbaijan. In addition, they expressed many needs for improving inservice education: better computer technology preparation; communicative strategies for teaching language, instead of traditional grammar-translation approaches; and innovative methods to replace traditional Soviet methods.

School #146 has developed its own structure to support young teachers. It promotes selfhelp, with visits from experienced teachers with whom new teachers are paired. They are observed on a regular basis. On its own, this school has incorporated major elements that characterize new-teacher induction programs in the west.

School #20, Baku

School 20 is described as an elite school in Central Baku. The principal is a national consultant on education to the World Bank. In a group interview with 17 teachers from the school, they described Soviet education as well organized and not to be rejected out of hand, but also that it was not generally effective. They stated that inservice education from the Baku and Azerbaijan Inservice Education Institutes was provided, but that it was not helpful. One primary teacher had served as a trainer for the Baku Inservice Education Institute. The respondents recommended that training be provided every year, not every five years. They were interested in learning new methods, with a greater focus on practice and less on theory.

School #7, Baku

Like School 27, School 7 is located in Central Baku and has a focus on English language. In a group interview of nine teachers, representing Azeri language and literature* biology, English, and geography, they indicated that trainers from the Baku Inservice Education Institute varied in their effectiveness. They were described as well-grounded in their subject matter, but theoretical in

their approach. Two of the teachers had served as trainers for the Baku Inservice Education Institute.

The teachers mentioned several strengths of the training they received, including preparation to use new materials, problem-solving activities in geography, improved approaches because of recent educational reforms, and new topics such as discipline and genetics. They recommended improvements in the treatment of computer technology and the inclusion of instructional strategies from other countries.

School #2, Samaxi

Interviews with groups of teachers and with school directors were also conducted in schools in regions outside of Baku. The director of School #2 in Samaxi indicated that when about 20-25 teachers needed to be recertified, depending on their discipline, he would request that a trainer be sent out from the Azerbaijan Inservice Education Institute in

Baku. Occasionally, a teacher would be sent to Baku for makeup training.

He identified a number of strengths of this training, including changes in attitudes toward proposed reforms, especially in the humanitarian areas (literature, social sciences), where new curricula and textbooks had been introduced, the exchange of ideas among teachers, and knowledge of the trainers about the regions. He recommended that training be improved by having best practices be observed in demonstrations with children and by providing more copies of program changes. He also suggested that regional centers be further decentralized so that trainers were more familiar with local conditions. Finally, he indicated that the quality of inservice education in Baku was higher than in the regions.

In a group interview with three teachers, they commented that trainers from Baku were effective in providing information about recent educational reforms. They also identified many areas in which improvements were needed: to establish stable curricula and textbooks in each discipline; to prepare teachers for curricular changes before implementation (some were off cycle on their five-year requirement); to prepare the trainers themselves for curricular reform and change; to increase the focus on practice as contrasted with theory; to increase interaction among teachers; to establish a system of reward or recognition for teachers who participate in training; and to provide textbooks and ancillary materials "such as visual aids before initiating training (i.e., avoid preparing teachers for changes they cannot implement). They also expressed the need for peer coaching.

Mingacevir

In an interview with Mr. Mahabbat Qarabagli, a regional administrator in Mingacevir, he described the desperate situation of refugee children in their schools. In most schools, every other classroom was being used to house a refugee family, resulting in double, triple, and quadruple sessions in these overcrowded schools. Many children were selling in marketplaces instead of attending school. He expressed great frustration at the lack of sufficient inservice education to serve his teachers because of inadequate funding, great distances from Baku, and the overwhelming needs of refugee teachers

and children. He did express gratitude to the Open Society Institute (SOROS) for the only offering provided in 1999, what he described as excellent inservice education on English, including music. This training was certified by the Ministry of Education, the only instance encountered of certified inservice education provided by a non-Ministry of Education entity.

A computer center has been established in Mingacevir to provide training to teachers. It is privately-funded and charges a fee for training. No certification is provided by the Ministry of Education.

School #9, Mingacevir

In a subsequent visit to School #9 in Mingacevir, the use of classrooms as refugee housing was observed directly. Children in classrooms were not provided with books, and many were sharing photocopies of textbooks purchased by their families. In a group interview of several teachers, they indicated that they had received inservice education in literature, primary school subjects, Azeri language and literature, mathematics, and biology at their school site during the past two years. The teachers recommended that the best teachers in their region should be trained as trainers, with the **benefit** that trainers would be familiar with local conditions. The regional administrator also endorsed this proposal to establish a trainer-of trainers model. They described schools in the refugee camps in which all enrolled children and all teachers were themselves refugees. Physical conditions in the schools were described as poor, with roofs missing and no heat. Inservice education did not reach most of these teachers.

Ganca

In an interview with Mr. Nadir Ibadov, a faculty member in the Ganca Pedagogical Training Institute and a member of the Board of Directors of the Open Society Institute (SOROS) in Ganca, he reported that the situation with inservice education in his region was very poor and that there was no value in the month-long courses offered there. His institution is at the tertiary level and frequently serves as a trainer in his area of mathematics.

He also recommended that outstanding young local teachers, with experience in the west if possible, be prepared in Baku to be trainers for the Azerbaijan Inservice Education Institute in Ganca. He stated that the current arbitrary process for inservice education was itself antidemocratic in that teachers without needs to improve were forced to participate, while incompetent teachers continued to work. His view was that the focus should be on moving teachers in the humanitarian areas away from Marxist-Leninist philosophy; he also felt that the preparation of teachers in the areas of mathematics and science was very strong, except for the integration of computer technology.

Barda

During a break in the inservice education provided to refugee teachers in Barda by PROFILE/Tutu, several teachers participated in a group interview with the investigator. They stated that they had received no inservice education since 1988, until an excellent course for primary teachers was offered in 1999. Another course on human rights was scheduled for later in 1999. They described special training given to refugee teachers serving the many refugee children who had experienced severe trauma during hostilities and later in refugee camps.

"Xacmaz

During a visit to Xacmaz, in the northeast corner of Azerbaijan near the border with Dagestan and the Caspian Sea, a meeting was held in an NGO center with 13 teachers who represented the areas of primary education, geography and history, Azeri language and literature, Russian language and literature, biology, physics and mathematics, and English. All had been recertified between 1992 and the current year. They stated that most training took place in the regional center

in Guba, but that staff from the regional center sometimes came to Xaemaz to provide training.

At the beginning of the group interview, the teachers stated that they were generally satisfied with the quality of training and found the trainers to be quite professional. The majority came from universities and pedagogical institutes. They indicated several needs for improvement in the area of training for recertification, including

centening training in the regions because of the difficulty of female teachers with children, providing more support for English teachers, and the need for strategies from the west to integrate with the best of practices from Soviet times.

As the interview proceeded, they began to express more critical observations. They stated that most training consisted of lectures with no visual aids and with poor outcomes. They felt that the best trainers worked in Baku and would not want to travel to Xaemaz to provide training. They indicated that it was not uncommon for teachers to pay trainers to mark them present for training when they were not. They felt that trainers had no source of new ideas and that there was a need for current sources of information. In summary, one teacher described inservice education in Xaemaz as "fictitious," that there was no change in instruction as a result of the courses. *

The teachers also described the plight of refugee children living near the Caspian Sea, attending a school without heat or medical services. They stated that many of the children didn't bother to attend school at all. Finally, they described their classrooms as being almost without textbooks, especially in Azeri language.

Later in the day, the investigator conducted an interview with a principal of long tenure in Xaemaz schools. He found that trainers were emphasizing the new relationship between teacher and child, modern relations in which students were treated as human beings, not just objects of education. He did conclude in general, however, that local inservice training was poor in quality and that it did not adequately address the reforms* of the Ministry of Education. He advocated strongly for increased emphasis on democracy in state schools, including human rights as a part of the curriculum.

School #6, Xaemaz

In an interview with the Assistant Director of School #6, he was asked to compare local inservice education with that offered in Baku, which he had experienced as a teacher himself. He stated that the local courses were not as good, that the quality of trainers was low, and that most inservice education was characterized by lecture mode. Most were not professors, but local secondary teachers. He added that the many courses he had observed in his school were uniformly poor. He

mentioned that topics listed as taught in the schedule of courses of the Azerbaijan Inservice Education Institute were not taught. Finally, he described the widespread problem of many teachers not bothering to attend required recertification training, opting instead to pay the trainer to mark them present.

The Assistant Director of School #6 did post the school's copy of] the newspaper for teachers, Azarbaycan Muallimi, for all to read. This was not done in any other school visited.

School #3, Xaemaz

The four teachers invited to a group interview at School //3 were very reluctant to participate. At the outset, they indicated that they were very satisfied with the quality of inservice education provided to them. They especially appreciated innovative methods and assistance with the change from Cyrillic alphabet to Latin alphabet. They later her indicated that they were generally exposed to instructional strategies that they already knew because their trainers were local teachers, new outstanding, but local. They stated that when staff members of the retl Azerbaijan Inservice Education Institute did come to Xaemaz they effe came to do retraining in new fields, not inservice education. Even in Na> those cases, they found that teachers being refrained were approved and after only one month of retraining, not the required one year.

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School #12, Naxcivan

A visit to Naxeivan could only be scheduled during one of the quarterly vacations; therefore, teachers and children were not in their classrooms. In an interview with the Director of School //12, she indicated that, despite many changes since independence, the Soviet system of education and its methodologies was still used in Naxcivan schools. Among positive changes she had noted were improvements toward adoption of internat/ona/ standards, more choice for students in the secondary curriculum, a reliable assessment system at the conclusion of secondary education, and new courses on the Constitution, economics, and Mtn in Society. The Russian and English languages had equal status as foreign languages.

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With respect to inservice education, she said that eight of her teachers had traveled to Baku for a course on the new national

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Constitution taught by an expert from Baku State University. She added that trainers in Naxeivan would ordinarily read from their notes in past years and that this was not as common now. She concluded that the quality of inservice education around the country varied greatly and that Naxeivan was quite isolated from Baku. One bright spot in her experience was a book entitled Primary School Methods: A Methodological Book for Primary School by Kerimov, who had conducted training in the area. Her description of the strategies advocated by Kerimov indicated that they focused on understanding, not regurgitation, on the development of free and open students, and on more democratic and active learning.

School #11, Naxcivan

In an interview with the Director of School #1 I, she indicated that her school was one of 20 pilot schools selected by the World Bank and that it was slated to be refurbished soon. They have already received new first grade textbooks, and their teachers in grade one took their retraining course last summer. She stated that the course was very effective. She felt that the local control over inservice education in Naxeivan resulted in trainers being well prepared with high standards and that teachers found their courses to be effective and useful. She recommended increased exposure to more progressive educational strategies from western countries.

Apart from the interview with the principal, the investigator was able to interview one teacher from School #11. She stated that her last experience with inservice education was before the reforms began and that it was satisfactory, but redundant. She stated that she and her teacher colleagues found few opportunities to learn new ideas because of their isolation and that the training they received was almost incestuous. She added that the trainers in Naxcivan were 14 only teachers," not the experts they would expect from Baku.

CLASSROOM PRACTICES IN AZERBAIJAN

Classroom Observations in State-Funded Schools

In order to examine classroom practices in Azerbaijan, a sample of fourteen state-funded schools was selected. The sample of schools

included several in the central part of the city and others in nearby rayons (districts outside of central Baku), including three in which refugee teachers served refugee children. All schools provided grades one to eleven. One, the European Lyceum, was a privately funded school until Fall 1999, when it began receiving state support from the Ministry of Education. A total of 199 classroom lessons were observed using the rubric described in the Methodology and Sources of Data section of the study. The data collected were tabulated and converted to median ratings for analysis. The median ratings ranged from one (low) to three (high), reflecting numerically the descriptive rubrics. When data columns were labeled 'NA,' this indicated that there were no reading or writing assignments included in the lessons observed.

All

In comparing primary level and secondary level teachers, median ratings of their instructional behaviors ranged from 1.0 to 1.3 on a scale from one (low) to three (high) (see Table 1). These results indicated that there were few differences between primary and secondary level teachers and that teaching styles were highly directive and lecture-based, with students attending passively. The only even slightly positive results were in the areas of use of wait time and writing workshop strategies. Primary teachers tended to provide slightly more wait time for student responses after asking questions, and with fewer interruptions during student responses. A number of primary and secondary teachers were making writing assignments that emerged from critical thinking activities.

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Table 1
Classroom Observations Categorized by

Element	Rubric level 1	Rubric level 2	Rubric level 3	Median
Cognitive level of questions	Asks mainly recall and ' memory type questions, with focus on recitation and correctness.	Beginning to intersperse comprehension level questions in most lessons.	Regularly formulates questions at all levels of Bloom's taxonomy ;most are open-ended and higher order.	

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Table 1
Classroom
Grouping

1 teacher-
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Primary	41	6	0	1.1
Secondary	118	33	1	1.1
All	159	39	1	1.1
Managing pupil responses	Requires recitation of correct answer.	Accepts alternate answers with evidence., encourages and values creative thinking.	Accepts widely divergent answers and both correct and incorrect answers.	
Primary	42	5	0	1.1
Secondary	139	12	1	1.0
All	181	17	1	1.0
Providing multiple data sources	Provides single data or information source, usually a common textbook .	Occasionally provides additional data source.	Often provides additional data sources and sometimes encourages students to locate their own.	
Primary	42	5	0	1.1
Secondary	129	21	2	1.1
All	171	26	2	1.1
Use of wait time	Rarely provides wait time for pupils unable to respond in class, interrupts pupil responses.	Often provides wait time for pupils unable to respond in class; Occasionally interrupts pupil responses.	Usually provides wait time for pupils unable to respond in class, rarely interrupts pupil responses.	
Primary	34	13	0	1.2
Secondary	124	26	2	1.1
All	158	39	2	1.1

Element	Rubric level 1	Rubric level 2	Rubric level 3	Median
Cognitive level of questions	Asks mainly recall and ' memory type questions, with focus on recitation and correctness.	Beginning to intersperse comprehension level questions in most lessons.	Regularly formulates questions at all levels of Bloom's taxonomy ;most are open-ended and higher order.	
Table 1 Classroom Grouping strategy	1 teacher-directed instruction; pupils Typically respond and recite.	Frequent teacher-directed instruction; pupils occasionally work in pairs or small groups	Some teacher directed instruction. frequent and appropriate use of pair activities and cooperative learning groups.	
Primary	45	~	0	1.1
Secondary	US	2	2	1.0
All	193	4	2	1.0
Pupil-to-pupil talk	Classroom communication is consistently lecture style from teacher to pupils, with pupils responding only through formal recitation.	Most communication is directed from teacher to pupils, with pupils often asking questions of teacher; pupils occasionally direct comments to each other.	Consistently redirects pupil comments to other pupils. interceding only to maintain momentum; pupils often address each other	

Element	Rubric level 1	Rubric level 2	Rubric level 3	Median
Cognitive level of questions	Asks mainly recall and ' memory type questions, with focus on recitation and correctness.	Beginning to intersperse comprehension level questions in most lessons.	Regularly formulates questions at all levels of Bloom's taxonomy ;most are open-ended and higher order.	
Table 1 Classroom Grouping strategy	1 teacher-directed instruction; pupils Typically respond and recite.	Frequent teacher-directed instruction; pupils occasionally work in pairs or small groups	Some teacher directed instruction. frequent and appropriate use of pair activities and cooperative learning groups.	
Primary	45	~	0	1.1

"N" is number of classrooms in which element was observed at level indicated.

Primary > N = 47
 Secondary N = 152
 All N = 199

The data were then analyzed by subject area, first at the primary level and then at the secondary level. At the primary level, median ratings ranged from 1.0 to 2.2 on a scale from one (low) to three (high), again indicating that few

teachers were employing strategies of active learning or focusing at higher cognitive levels of thinking (see Table 2). Teachers of Azeri language and literature and of English were those most likely to be addressing issues reflecting proposed educational reforms in Azerbaijan, using more higher order questions than teachers in other subject areas and providing more additional data sources. Teachers in the Miscellaneous category included a teacher of critical thinking and a teacher of computer programming at the European Lyceum, and they also showed positive results. Writing assignments among teachers of Azeri language and literature, mathematics, and reading tended to emerge from critical thinking

activities more than those of other teachers, although the numbers off teachers in each category were small.

Table 2
Classroom Observations Categorized by Subject
Area: Primary Level

Element	Rubric level 1	Rubric level 2	Rubric level 3	Median
Cognitive level of questions	Asks mainly recall and ' memory type questions, with focus on recitation and correctness.	Beginning to intersperse comprehension level questions in most lessons.	Regularly formulates questions at all levels of Bloom's taxonomy ;most are open-ended and higher order.	
Table 1 Classroom Providing strategy	1 teacher- directed Instruction; pupils Typically respond and recite.	Frequent teacher- directed instruction; pupils occasionally work in pairs or small groups	Some teacher directed instruction. frequent and appropriate use of pair activities and cooperative learning groups.	
Primary	45	~	0	1.1
Secondary	US	2	2	1.0'
All	193	4	2	1.0
Pupil-to-pupil talk	Classroom communication is consistently lecture style from teacher to pupils, with pupils	Most communication is directed from teacher to pupils, with pupils often asking ques-	Consistently redirects pupil comments to other pupils. interceding only to maintain momentum;	

Providing multiple data sources	Provides single data or information source, usually a common textbook .	Occasionally provides additional data source.	Often provides additional data sources and sometimes encourages students to locate their own.	
Azeri	8	4	0	1.3
English	2	0	0	1.0
Math	9	0	0	1.0
Reading	6	2	0	1.2
Russia	1 1	1	0	1.0
Misc.	2	1	0	1.3
Use of wait time	Rarely provides wait time for pupils	Often provides wait time for pupils unable to	Usually provides wait for pupils unable to	

	unable to respond in class, interrupts pupil responses.	respond in class; occasionally interrupts pupil responses.	respond in class, rarely interrupts pupil responses.	
Azeri	12	0	0	1.0
English	1	1	0	1.5
Math	8	1	0	1.1
Reading	4	4	0	1.5
Russia	10	2	0	1.1
Misc.	3	0	0	1.0
Grouping strategy	Teacher-directed instruction pupils typically respond and recite.	Frequent teacher-directed instruction; pupils occasionally work in pairs or small groups.	Some teacher - directed instruction, frequent and appropriate use of pair activities and cooperative learning groups.	
Azeri	12	0	0	1.0
English	2	0	0	1.0
Math	9	0	0	1.0
Reading	8	0	0	1.0
Russia	12	0	0	1.0

Element	Rubric level 1	Rubric level 2	Rubric level 3	Median
Cognitive level of questions	Asks mainly recall and ' memory type questions, with focus on recitation and correctness.	Beginning to intersperse comprehension level questions in most lessons.	Regularly formulates questions at all levels of Bloom's taxonomy ;most are open-ended and higher order.	
Table 1 Classroom Grouping strategy	1 teacher-directed instruction; pupils Typically respond and recite.	Frequent teacher-directed instruction; pupils occasionally work in pairs or small groups	Some teacher directed instruction. frequent and appropriate use of pair activities and cooperative learning groups.	
Primary	45	0	0	1.1
Secondary	US	2	2	1.0'
All	193	4	2	1.0
Pupil-to-pupil talk	Classroom communication is consistently lecture style from teacher to pupils, with pupils responding only through formal recitation.	Most communication is directed from teacher to pupils, with pupils often asking questions of teacher; pupils occasionally direct comments to each other.	Consistently redirects pupil comments to other pupils. interceding only to maintain momentum; pupils often address each other	
Primary	46	1	0	1.1
Secondary	139	11	0	1.0
All	1X5	12	2	1.0
Classroom physical	Maintains consistent	Occasionally adapts	Consistently adapts furniture	

Element	Rubric level 1	Rubric level 2	Rubric level 3	Median
Cognitive level of questions	Asks mainly recall and ' memory type questions, with focus on recitation and correctness.	Beginning to intersperse comprehension level questions in most lessons.	Regularly formulates questions at all levels of Bloom's taxonomy ;most are open-ended and higher order.	
Table 1 Classroom Grouping strategy	1 teacher- directed Instruction; pupils Typically respond and recite.	Frequent teacher- directed instruction; pupils occasionally work in pairs or small	Some teacher directed instruction. frequent and appropriate use of pair activities and cooperative learning groups.	

"N" is number of classrooms in which element was observed at level indicated

Azeri	N	12
English	N	2
Math	N	9
Reading	N	5
Russian"	N	12
Misc.	N	3

At the secondary level, median ratings generally ranged from 1.0 to 1.4 on a scale from one (low) to three (high), with a few isolated teachers scoring a higher levels on some elements (see fable 3). These results again indicated that most teachers were using methodologies from the Soviet era. Teachers of Azeri language and literature, biology, history, and Russian language and literature tended to use more higher order questions than teachers in the other subject areas. Teachers of geography used multiple sources of data more than teachers in other fields, most of which were maps and globes. Teachers of mathematics tended to use writing assignments emerging from critical thinking activities more than other teachers, a somewhat surprising finding in that subject area.

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Table 3
Classroom Observations Categorized by Subject Area: Secondary Level

Element	Rubric level 1	Rubric level 2	Rubric level 3	Median
Cognitive level of questions	Asks mainly recall and ' memory type questions, with focus on recitation and correctness.	Beginning to intersperse comprehension level questions in most lessons.	Regularly formulates questions at all levels of Bloom's taxonomy ;most are open-ended and higher order.	
Table 1 Classroom Grouping strategy	1 teacher-directed instruction; pupils Typically respond and recite.	Frequent teacher-directed instruction; pupils occasionally work in pairs or small groups	Some teacher directed instruction. frequent and appropriate use of pair activities and cooperative learning groups.	
Primary	45	~	0	1.1
Secondary	US	2	2	1.0'
All	193	4	2	1.0
Pupil-to-pupil talk	Classroom communication is consistently lecture style from teacher to pupils, with pupils responding only through formal recitation.	Most communication is directed from teacher to pupils, with pupils often asking questions of teacher; pupils occasionally direct comments to each other.	Consistently redirects pupil comments to other pupils. interceding only to maintain momentum; pupils often address each other	

Misc.	4	1	0	1.1
Providing multiple data sources	Provides single data or information source, usually a common textbook .	Occasional 1 y provides additional data source.	often provides additional data sources and sometimes encourages students to locate their own.	
Azeri.	20	1	0	1.1
Biology	11	2	0	1.1
Chemistry	5	0	0	1.0
English	15	2	0	1.1
Geography	12	5	0	1.2
History	18	1	1	1.1
Math	21	1	0	1.1
Physics	11	0	0	1.0
Russian	15	4	0	1.1
Misc.	3	1	1	1.3
Use of wait time	Rarely provides wait time for pupils unable to respond in class, interrupts pupil responses.	Often provides wait time for pupils unable to respond in class; occasionally interrupts pupil responses.	Usually provides wait for pupils unable to respond in class, rarely interrupts pupil responses.	
Azeri.	17	4	0	1.1
Biology	10	3	0	1.2
Chemistry	5	0	0	1.0
English	12	5	0	1.2
Geography	18	1	1	1.1
History	12	0	0	1.0
Math	18	6	0	1.2
Physics	11	0	0	1.0
Russian	14	5	0	1.2
Misc.	3	1	1	1.3

Element	Rubric level 1	Rubric level 2	Rubric level 3	Median
Cognitive level of questions	Asks mainly recall and ' memory type questions, with focus on recitation and correctness.	Beginning to intersperse comprehension level questions in most lessons.	Regularly formulates questions at all levels of Bloom's taxonomy ;most are open-ended and higher order.	
Table 1 Classroom grouping strategy	1 teacher-directed instruction; pupils Typically respond and recite.	Frequent teacher-directed instruction; pupils occasionally work in pairs or small groups	Some teacher directed instruction. frequent and appropriate use of pair activities and cooperative learning groups.	
Primary	45	~	0	1.1
Secondary	US	2	2	1.0
All	193	4	2	1.0
Pupil-to-pupil talk	Classroom communication is consistently lecture style from teacher to pupils, with pupils responding only through formal recitation.	Most communication is directed from teacher to pupils, with pupils often asking questions of teacher; pupils occasionally direct comments to each other.	Consistently redirects pupil comments to other pupils. interceding only to maintain momentum; pupils often address each other	
Primary	46	1		1.1
Secondary	139	11	2	1.0
All	1X5	12	2	1.0

Element	Rubric level 1	Rubric level 2	Rubric level 3	Median
Cognitive level of questions	Asks mainly recall and ' memory type questions, with focus on recitation and correctness.	Beginning to intersperse comprehension level questions in most lessons.	Regularly formulates questions at all levels of Bloom's taxonomy ;most are open-ended and higher order.	
Table 1 Classroom Grouping Strategy	1 teacher-directed Instruction; pupils Typically respond and recite.	Frequent teacher-directed instruction; pupils occasionally work in pairs or small groups	Some teacher directed instruction. frequent and appropriate use of pair activities and cooperative learning groups.	
Primary	45	7	0	1.1
Secondary	US	2	2	1.0
All	193	4	2	1.0
Pupil-to-pupil talk	Classroom communication is consistently lecture style from teacher to pupils, with pupils responding only through formal recitation.	Most communication is directed from teacher to pupils, with pupils often asking questions of teacher; pupils occasionally direct comments to each other.	Consistently redirects pupil comments to other pupils. interceding only to maintain momentum; pupils often address each other	
Primary	46	1		1.1

Element	Rubric level 1	Rubric level 2	Rubric level 3	Median
Cognitive level of questions	Asks mainly recall and ' memory type questions, with focus on recitation and correctness.	Beginning to intersperse comprehension level questions in most lessons.	Regularly formulates questions at all levels of Bloom's taxonomy ;most are open-ended and higher order.	

Table 1 Classroom Grouping strategy	1 teacher-directed	Frequent teacher-directed instruction; pupils Typically respond and recite.	Some teacher directed instruction. frequent and appropriate use of pair activities and cooperative learning groups.
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"N" is number of classrooms in which element was observed at level indicated

Arithmetic	N 21
Biology	N 13
Chemistry	N
English	N 17
Geography	N 17
History	N 20
Math	N 24
Physics	N 11
Russian	N 19
Misc.	N 5

An analysis of the same data categorized by school yielded interesting results not apparent in the other analyses. Median ratings in most schools on each element generally ranged from 1.0 to 1.5 on a scale from one (low) to three (high), again with isolated instances of higher ratings for individual teachers (see table 4). But median ratings for the European Lyceum ranged from 1.1 to 2.5, with most between 1.7 and 1.9. This school is well known for its progressive approach to instruction, and personal observations by the investigator corroborated these results. Many teachers there were beginning to use higher order

questions, to accept alternate answers, and to provide additional data sources. Teachers at several schools were providing writing assignments that emerged from critical thinking activities: schools #133, #100, #14, and #244 were especially notable:

Table 4
Classroom Observations Categorized by School

Element	Rubric level 1	Rubric level 2	Rubric level 3	Median
Cognitive level of questions	focus on recitation and correctness.	level questions in most lessons;	taxonomy (most are open-ended and higher order.	
Asks mainly recall and memory type questions, with	Beginning to intersperse comprehension	Regularly formulates questions at all levels of Bloom s		
School #10	10		0	1.0
School #25	15			1.0
School #15				
School #727				
School #914	0			0
School #015				
School #34				
School #46				
School #133				
School #160				
School #164				
School #244				
Lurop. Lyceum Garachuchur	14	10		
Math/Physics	11	9		
Republic Art				
Managing pupil responses	Requires recitation of correct answer.	Accepts alternate answers with evidence., encourages and values creative thinking.	Accepts widely divergent answers and both correct and incorrect answers.	

School #1	12	1	0	1.0
School #8	9	0	0	1.0
School #18	1	1	0	1.1
School #27	26	0	0	1.0
School #34	6	0	0	1.0
School #46	7	2	0	1.1
School #133	10	0	0	1.0
School #160	16	0	0	1.0
School #164	8	1	0	1.0
School #244	19	0	0	1.0
Lurop. Lyceum	6	8	1	1.7
Garachuchur	15	1	0	1.0
Math/Physics	13	2	0	1.1
Republic Art	18	2	0	1.1
Providing multiple data sources	Provides single data or information source, usually a common textbook .	Occasionally provides additional data source.	Often provides additional data sources and sometimes	

			encourages students to locate their own.	
School #7	10	3	0	1.2
School #8	7	2	0	1.1
School #18	15	4	0	1.1
School #27	25	1	0	1.0
School #34	6	0	0	1.0
School #46	7	2	0	1.1
School #133	10	0	0	1.0
School #160	15	1	0	1.0
School #164	7	2	0	1.1
School# 244	19	0	0	1.0
Europ. Lyceum	5	8	2	1.8 ^H
Garachuchur	14	1	0	1.0
Math/Physics	14	1	0	1.0
Republic Art	19	1	0	1.0

Use of wait time	Rarely provides wait time for pupils unable to respond in class, interrupts pupil responses.	Often provides wait time for pupils unable to respond in class; occasionally interrupts pupil responses.	Usually provides wait for pupils unable to respond in class, rarely interrupts pupil responses.	
School #7	13	0	0	1.0
School #8	6	3	0	1.3
School #18	16	1	0	1.0
School #27	22	4	0	1.1
School #34	4	2	0	1.3
School #46	8	1	0	1.1
School #133	8	2	0	1.1
School #160	11	4	0	1.2
School #164	6	3	0	1.3
School# 244	14	5	0	1.2
Europ. Lyceum	11	2	2	1.2
Garachuchur	9	6	0	1.3
Math/Physics	13	2	0	1.1
Republic Art	16'	4	0	1.1
Grouping strategy	Teacher-directed instruction; pupils typical respond and recite.	Frequent teacher-directed instruction; pupils occasionally work in pairs or small groups.	Some teacher-directed instruction, frequent and appropriate use of pair activities and cooperative learning groups.	
School # 7	13	0	0	1.0
School# 8	9	0	0	1.0
School # 18	17	0	0	1.0
School # 27	24	2	0	1.1
School #34	6	0	0	1.0
School # 46	9	0	0	1.0
School# 133	10	0	0	1.0
School # 160	15	0	0	1.0

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School • 104	9	0	0	1.0
School •• 244	IS	1	0	1.0
Kurop. 1 .yccum	12	1	0	1.1
Garachuchur	15	0	0	1.0
Math Physics	15	0	0	1.0
Republic Art	20	0	0	1.0
Pupil-to-pupil talk	Classroom communication is consistently lecture style from teacher to pupils, with pupils responding only through formal recitation.	Most communication is directed from teacher to pupils. v\ ith pupils often asking questions of teacher; pupils occasionally direct comments to each other.	Consistently redirects pupil comments to other pupils, interceding only to maintain momentum: pupils often address each other.	
School ••• 7	12	1	0	1.0
School•S	9	0	0	1.0
School •• 1S		0	0	1.0
School •••• 27	25	1	0	1.0
School ••• 34	b	0	0	>.0
School " 40	9	'»	0	i.o
School 133	9	1	0	1.1
School 160	13	M	0	I. I
School •• 164	s	1	0	1.1
School ■• 244	IS	1	0	1.0
Lurop. Lyceum	12	1	0	I. I
Garachuchur	1 1	4	0	1.2
Math Physics	15	0	0	1.0
Republic .Art	20	0		1.0
Classroom physical environment	Maintains consistent classroom configuration regardless of classroom activity.	Occasionally adapts furniture and classroom space to needs of instructional activity.	Consistently adapts In i n it ore and classroom space to needs of instructional activitv.	
School «7	'3	o	0	! 1.0

School #8	9	(1	(1	1.0
School - IS	1"	0	0	1 "
school <i>tti</i>	2(>	0	(1	1.1
School #34	6	1)	0	1.0
School #46	9	1t	0	1.0
School 1.v>	10	0	0	1.0
School #160	15	0	0	1.0
School "164	y	0	1)	1.0
School ••• 244	l>	0	(1	1.0
1 mop. Lyceum	1 1	1	2	1.1
Garachuchur;	15	0	0	1.0
Math Physics	15	0	0	1.0
Republic Art	20	(1	0	1.0
Promoting thoughtful leading	Pupils usually read aloud with focus on speed and accuracy.	Pupils usually read aloud. occasionally reading silently for comprehension.	Pupils often read silently for comprehension. occasionally reading orally for speed and accuracy.	
School <i>til</i>	2	0	0	1.0
School - S	1	1	0	1.5
School - IS	o	o	o	1.0
School #27	9	(1	(1	1.0
School "34	NA	NA	NA	NA
School 4<>	1	0	0	1.0
School #133	1	0	0	1.0
School -1 o o	7	0	0	1.0
School "104	2	0	1t	1 d
School <i>ti</i> 244	s	0	0	1.0
1 urop. Lyceum	0	1	2	2.S
(iaracluicluir	3	1	0	1.2
Math Physics	s	0	0	1.0
Republic An	3	(t	1t	

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Writing workshop	Writing assignments are infrequent and are focused on from.	Writing assignments often emerge from critical thinking.	Writing assignments closely reflect critical thinking activities; focus is increasingly on content and audience	
School#7	6	0	0	1.0
School #8	5	1	0	1.1
School #18	9	1	0	1.1
School #27	13	1	0	1.0
School #34	3	2	0	1.3
School #46	6	0	0	1.0
School #133	4	4	0	1.5
School #160	7	8	0	2.3
School #164	4	4	0	1.5
School# 244	8	5	0	1.3
Europ. Lyceum	4	1	2	1.9
Garachuchur	9	3	0	1.2
Matli/Physics	8	0	0	1.0
Republic Art	6	0	0	1.0

"N" is number of classrooms in which element was observed at level indicated

School #7	N = 13
School #8	N = 9
School #18	N = 17
School #27	N = 26
School #34	N = 6
School #46	N = 9
School #133	N = 10
School #160	N = 16
School #164	N = 9
School# 244	N = 19
Europ. Lyceum	N = 15
Garachuchur	N = 15
Math/Physics	N = 15
Republic Art	N = 20

finally, the data were analyzed to examine differences between teachers serving refugee children and non-refugee children. Median ratings ranged from 1.0 to 1.4 on a scale from one (low) to three (high), with the ratings of teachers serving refugee children slightly above those serving non-refugee children (see table 5).

Table 5
Classroom Observations Categorized by Refugee Status of Pupils Served

Element	Rubric level 1	Rubric level 2	Rubric level 3	Median
Cognitive level of questions	Asks mainly recall and ' memory type questions, with focus on recitation and correctness.	Beginning to intersperse comprehension level questions in most lessons.	Regularly formulates questions at all levels of Bloom's taxonomy ;most are open-ended and higher order.	
Table 1 Classroom Level Grouping strategy	1 teacher-directed Instruction; pupils Typically respond and recite.	Frequent teacher-directed instruction; pupils occasionally work in pairs or small groups	Some teacher directed instruction. frequent and appropriate use of pair activities and cooperative learning groups.	
Primary	45	~	0	1.1
Secondary	US	2	2	1.0
All	193	4	2	1.0
Pupil-to-pupil talk	Classroom communication is consistently lecture style from teacher to pupils, with pupils responding only	Most communication is directed from teacher to pupils, with pupils often asking questions of	Consistently redirects pupil comments to other pupils. interceding only to maintain momentum; pupils often	

Element	Rubric level 1	Rubric level 2	Rubric level 3	Median
Cognitive level of questions	Asks mainly recall and ' memory type questions, with focus on recitation and correctness.	Beginning to intersperse comprehension level questions in most lessons.	Regularly formulates questions at all levels of Bloom's taxonomy ;most are open-ended and higher order.	
Table 1 Classroom Grouping strategy	1 teacher-directed Instruction; pupils Typically respond and recite.	Frequent teacher-directed instruction; pupils occasionally work in pairs or small groups	Some teacher directed instruction. frequent and appropriate use of pair activities and cooperative learning groups.	
Primary	45	2	0	1.1
Secondary	US	2	2	1.0
All	193	4	2	1.0
Pupil-to-pupil talk	Classroom communication is consistently lecture style from teacher to pupils, with pupils responding only through formal recitation.	Most communication is directed from teacher to pupils, with pupils often asking questions of teacher; pupils occasionally direct comments to	Consistently redirects pupil comments to other pupils. interceding only to maintain momentum; pupils often address each other	

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Non - refugee	17(1	11		1.1
Classroom physical environment	Maintains consistent classroom configuration regardless of classroom activity.	Occasionally adapts furniture and classroom space to needs of instructional activity.	Consistently adapts furniture and classroom space to needs of instructional activity.	
Refugee	16	0	0	1.0
Non - refugee	180	0	2	1.0
Promoting thoughtful reading	Pupils usually read aloud with focus on speed and accuracy.	Pupils usually read aloud. occasionally reading silently for comprehension.	Pupils often read silently for comprehension, occasionally reading orally for speed and accuracy.	
Refugee	16	0	0	1.0
Non - refugee	41	0	2	1.0
Writing workshop	Writing assignments are infrequent and are focused on from.	Writing assignments often emerge from critical thinking.	Writing assignments closely relate critical thinking activities; focus is increasingly on content and audience.	
Refugee	7	5	0	1.4

Non - refugee	85	25	2	i.:
"i" is number of classrooms in which element was observed at level indicated				
Refugee	N	1<»		
Non - refugee	N	183		

Classroom Practices at the European Lyceum

The Lyceum is treated apart from other state funded schools for two reasons, first, it just began to **receive** state funds in fall 1999. relying only on private funds before that. Second, it has a relationship with the World Bank that provides it with resources not

available in many schools. Based on classroom observations conducted by the investigator and also by the two interpret! observers, teaching practices in the school are very progressive in comparison with other state-funded schools.

Classroom Practices in Turkish schools

All attempts to include Turkish schools in the sample of classroom lesson observations were unsuccessful. Descriptions of classroom practices instead came from interviews with administrators, teachers, and students.

In a visit to the Baku Private Turkish Lyceum, the investigator had a brief conversation with the Assistant Director, Mr. Kami I Kamanc! Like most Turkish schools, his school provided only grades six through eleven. The school faculty included 24 Turkish teachers, based in mathematics, science, and economics, and 24 Azeri teachers, most of whom taught Azeri language and literature.

In a second school visit, the investigator interviewed Mr. Naznii Durban, Rector of the Baku Turkish Anadolu Lyceum. All subject areas in his school were taught in English, with the exception of; language and literature offerings in Azeri and Turkish. The school' enrolled students In grades eight through eleven. This highly selective school used an entrance examination. When asked about instructional methodologies used in the school, the Rector described the use of question/answer (Socratic) method as being used more the lecture method. Students were required to think and express their own ideas! There was some use of cooperative learning. Of 37 teachers, 25 were Turkish, most on three-year contracts, They were trained in Turkey and received limited training in Baku. The remaining teachers were Azeri and taught mainly Azeri language and literature. The school was very well supplied with textbooks, audiovisual equipment, and ancillary materials.

Finally, the investigator interviewed one student formerly enrolled in a Turkish school and one currently enrolled in another. The former 1 found his school to be highly authoritarian, with very strong discipline. The school was described as using a transmission model of instruction, with lecture, notetaking, and memorization. Homework often consisted **I**

of copying the same lecture notes several times. He attributed the success of students in the school to selection practices, heavy loads of

homework, and outstanding textbooks and ancillary materials, he left the school in 1996 before graduating.

The latter student interviewed is currently enrolled in another Turkish school, and he had a much more positive experience. He described a similar highly selective school, with a heavy emphasis on homework. There was some application of active learning strategies, such as higher order questioning and limited small group work.

OTHER AGENCIES AFFECTING INSERVICE EDUCATION AND CLASSROOM PRACTICES

The Azerbaijan Pedagogical Research Institute

Established in 1931, the Azerbaijan Pedagogical Research Institute is an independent scientific organ that conducts educational and pedagogical research. According to Dr. Samistan Mikailov, Rector of the Institute, their principle focus is to conduct research and determine the content of each discipline at each level and to prepare teacher's instructional books (guides) and ancillary materials to support instruction in those disciplines. They maintain a close relationship with the two inservice education institutes, developing programs for them that are sent to the Ministry of Education for approval before dissemination to the inservice education institutes. Some of their staff also teach in the inservice education institutes.

The **Institute** consists of the following research **departments**: Primary Education; Preschool Education; Azerbaijani Teaching Methods; Literature Teaching Methods; foreign languages Teaching Methods; Russian language teaching Methods; National Minorities Languages Teaching Methods; Physics and Mathematics Teaching Methods; Chemistry and Biology Teaching Methods; History and Geography teaching Methods; Didactics Psychology; Human Development; History of Pedagogy and Management; labor and Vocational education; Training and Vocational Education; and Technical Aids and Programmed **Education**.

In describing their relationship to the Scientific and Methodological Center on Educational Problems (see below), they

indicate that their role is in scientific research and that 55 of their staff members hold the doctorate or equivalent. The other Center provides materials based on their research to teachers, printing and sending them to the schools. Most of their staff members do not hold the doctorate or equivalent. According to Dr. Mikailov, the working relationship between the two entities needs to be improved.

When asked about the needs of his staff, Dr. Mikailov stated that there was a need for training in the integration of subject matter and also for his staff to gain experience with active learning methods abroad. He also indicated that, while the Azerbaijan State Testing Institute had taken major steps to eliminate corruption and while their examinations in mathematics and the sciences were very strong, there was a need to incorporate "thinking questions," items that reflected higher level thinking.

The Scientific and Methodological Center on Educational Problems

In an interview with Mr. Nacaf Nacalbv, Director of the Center, he stated that, beginning in 1994, his Center has prepared educational plans, which are schedules of required hours of study for all grade levels in each discipline, and educational programs or courses of study. This is corroborated in the World Bank Report No. 1899 1-AZ (1999). In Soviet times, these came from Moscow and were to be followed without deviation. The Center has statutory authority to provide teaching methodology advice and services.

In addition to a library, the center consists of eight departments: Methods, Materials, and Statutory Documents; Secondary Specialized Schools; General Education Schools; Preschool Education and Training; Higher Education; Higher Education Training; and two administrative departments: Management and Assessment; and Finance. The staff of the Center is quite different from that of the Institute. It consists of about 100 classroom teachers, who work in teams. These staff members are often called on to give lectures for the inservice education institutes.

The Center has now prepared a 1999 educational plan based on assistance from and frequent consultation with the World Bank. The new plan is based partly on findings from similar plans in the United

Kingdom, China, Poland, Norway, France, the United States, Romania, Japan and fifteen other nations. Their current efforts are focused on grades one, five, and ten. The new first grade program, including textbooks published by the World Bank, is now ready for implementation. The Center also prepares educational programs (courses of study) according to the plan.

An important part of their recent work has been the development of new history texts for Azerbaijan and the world to replace materials from the Soviet era. They have also prepared new materials for mathematics, Azeri language, and geography. In the area of biology, the plants and animals portrayed are now from Azerbaijan. Materials for physics and astronomy and for Azeri language and literature also reflect the Azeri reality.

When asked how his Center was different from the Azerbaijan Pedagogical Research Institute, Mr. Nacafov noted that the Institute conducts research on the content of programs, identifying those that do not correspond to world practice, and that it publishes articles. Those are sent to the Ministry of Education for review and then to the Center to serve as a basis for the development of an educational plan. The Center uses the results of the research to develop methodological recommendations that are then implemented in the schools. One staff member from the Pedagogical Research Institute participates in the development of each new educational plan, reflecting the interdependent nature of their relationship.

In a typical scenario illustrating how the Institute and the Center collaborate, Mr. Nacafov described how the Pedagogical Research Institute might conduct a study on a physics problem in the curriculum, with representation from the Center on the investigative team. A report or article would be prepared and sent to the Ministry of Education for review by their experts, perhaps augmented by authorities from universities, the Academy of Science, or the foreign language institute. Following approval by the Ministry, it would be returned to the Center for publication and dissemination to teachers, including methodological recommendations from their staff. These recommendations are also provided to the two inservice education institutes. A staff member of the Institute would join the team of teachers developing methodological recommendations. An addition

role for the Center is in the development of textbooks for children, they contribute to these efforts by recommending outstanding classroom teachers.

In an interview with Dr. Misir J. Mardanov, the Azerbaijan Minister of Education, he indicated that the Institute and the Center would be merged in the next year. The new organization would be called the Institute of Educational Problems. It would bring together outstanding scientists, researchers, and teachers to address problems that used to be solved in Moscow. Ms. Zultiya Veysova, a teacher at the European Lyceum in Baku and also liaison to the World Bank and the Ministry of Education, added that the principal aim would be for the institutes to work collaboratively and in a way that teachers desired.

The Azerbaijan State Testing Center

The Azerbaijan State Testing Center was established in 1992 as a first step to democratize education and to simultaneously address the problem of corruption in the university admissions process. Another vestige of the Soviet system was a single examination testing for the same outcomes among all students, regardless of their fields of interest. The new examination structure allows students to take examinations in their areas of interest and expertise, reflecting the revised curriculum at the secondary level that now allows for electives in an area of specialization.

During two interviews, the center director, Dr. Maleyka Ibragimova, described how Turkish education authorities assisted in the development of the Azeri center in 1992. She was appointed in 1994 and, with direct authority from the President of the Republic, completed an analysis of the state testing office. She found that test items were not scientifically or pedagogically sound. Teachers and academics were then invited to contribute to a large bank of test items, a process that continues to this day. Validity and reliability studies were conducted, and norms were established. With the help of an interpreter, the investigator was able to examine sample questions drawn from the bank of test items used in previous tests. They tended to be of a factual type in multiple-choice format, ranging from simple to difficult, but not reflecting higher order thinking processes, for each

four incorrect responses, one correct response is subtracted from the final score, making guessing an unproductive test-taking strategy.

Because of previous corruption, the development of public confidence in the integrity of the testing system was of paramount importance. Security in the building that houses the testing center is tight, and the personal guard staff of the President of the Republic is sent to the Center when test items are drawn randomly from the item bank for printing and dissemination of test booklets, a process initiated and completed the night before the examinations are administered the next day.

As a part of its efforts to maintain public confidence in the integrity of the testing process, the Center publishes annual analyses of testing outcomes that provide data categorized by school type, rayon (region), school, and refugee status of students. The Director, accompanied by subject matter experts from universities and the Academy of Science, meets with teachers from each discipline in each region following the release of testing results each year. The investigator was able to attend the meetings for biology and geography teachers in Baku. The teachers learned about the strengths and weaknesses of students in their schools and also how they might improve their testing outcomes. During the meetings with teachers, the Director reported that the most successful students in Baku tended to be from the European Lyceum and from Turkish schools in Baku, outcomes similar to those of previous years. Results in Russian-language medium also tended to be slightly higher than those in Azeri-language medium schools. Results in Baku were generally higher than in regions outside

of Baku. The Center also conducts preparation workshops for students and publishes an informative magazine for them.

The stakes in the testing process are high. Students who fail the examination for grade 10 cannot advance to grade 11, and, therefore, not to the university. They are then subject to military draft. University students are exempted from the military draft; if they are drafted after graduation, they enter the officer corps for one year instead of one and one-half years as a draftee. One teacher pointed out an anomaly in the results in that 30% of students with perfect scores of 600 on a test received a corresponding course grade of four, on a scale from one

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(low) to five (high), raising questions about the objectivity of report card grades.

CONCLUSIONS

Based on data gathered from archival documents, from interviews, and from observations during inservice education sessions and in primary and secondary classrooms, the following conclusions were drawn:

Inservice Education

1. Most inservice education in Azerbaijan is provided by the Azerbaijan and Baku Inservice Education Institutes. The staffs of the two institutes are quite different, with a higher level of professional preparation among staff members of the Baku; Inservice Education Institute, and a higher level of recent teaching experience among staff members of the Azerbaijan Inservice Education Institute. The strategies used by both institutes are very similar, largely characterized by a formal lecture modality, with teachers in a very passive mode.
2. The quality of trainers in both the Azerbaijan and Baku Inservice Institutes is very inconsistent; many are found to be unsatisfactory and outdated.
3. The Azerbaijan and Baku Inservice Education Institutes provide a variety of courses in their annual schedules.
4. The Azerbaijan and Baku Inservice Education Institutes earned praise from primary teachers for effectively helping them prepare for the change from Cyrillic script to Latin script.
5. The methodological practice of many or most trainers at both the Azerbaijan and Baku Inservice Education Institutes is fossilized, frozen in a past era of direct instruction. This is characterized by the lecture mode that most seem to use in conducting their training.¹
6. The focus of most inservice education is on content, rather than process. The level of content presented in mathematics and the sciences is high.
7. Inservice education from both institutes sources tends to be theoretical, rather than practical. Teachers express the need for the

integration of more practice, more demonstrations of strategies with children (or videos of such demonstrations), and more opportunities to interact with ideas and each other.

8. Inservice education for teachers of children with special needs focuses on their subject areas, not on strategies for teaching children who are handicapped or disabled. Resources in this field from the former Soviet Union are no longer available.
9. Neither the Azerbaijan nor the Baku Inservice Education Institute currently has the needed resources for providing inservice education to teachers working with handicapped and disabled children, and the institute rectors indicate the need for assistance from abroad.
10. It is the clear perception of teachers and school administrators in the regions that the quality of inservice education and of trainers provided to them is not as high as the level in Baku. They also seem to have less access to trainers on the permanent staff of the Azerbaijan Inservice Education Institute in Baku, receiving training instead from local teachers under the auspices of the institute.
11. Teachers often receive inservice education that treats textbooks, instructional guides, and technology that they do not yet have.
12. Many NGOs offer inservice education for teachers, some of it very highly regarded by participants. This training is not well coordinated among NGOs, nor with the Ministry of Education. Based on interviews, the certification of such training by the Ministry of Education has occurred on only one occasion.
13. Azərbaycan Muallimi, the teacher newspaper, has the potential to be a powerful tool for informing teachers about changes in curriculum, new initiatives of the Ministry of Education, strategies developed by colleagues, and other reform efforts, but in practice, it is not widely available to most teachers.
14. Foreign experts are making some contributions to educational reform in Azerbaijan, and many Azeri educators have had opportunities to travel abroad to Turkey, Russia, the United Kingdom, the United States, and other countries for training experiences. The need for expanding these experiences is great.

Classroom Practices

15. Based on systematic classroom observations, most teachers in Azerbaijan classrooms are employing classroom practices and strategies from the Soviet era. They are characterized at all levels and in all academic disciplines by lecture, recitation, and note-taking.
16. Based on visitations, interviews, and classroom observations, the European Lyceum is successfully implementing many elements of a very progressive active learning instructional program. Based on national test results, the program is very effective.
17. Based on classroom observations and interviews, active learning and higher order thinking are being promoted by the European Lyceum and in programs sponsored by the Open Society Institute (SOROS).
18. Based on interviews, but not on classroom observations, schools in the Turkish system in Azerbaijan are providing high quality instruction, using strategies and methodologies that are more progressive than those used in most state schools. The effectiveness of this approach is corroborated by national test results.
19. There is little attention to the induction of new teachers in inservice education offered by government agencies. School #146 has developed a model new-teacher induction program that incorporates many elements of successful induction programs in the west. The Azerbaijan Independent Union of Teachers has established a similar support system for teachers who need assistance. These efforts are beginning to combine best practice in peer coaching, teacher reflection, needs assessment, and establishment of a professional culture.
20. There are few, if any, incentives for teachers to improve their instructional practice, with minimal recognition for years of experience, for additional professional preparation or inservice education, or for excellence as a teacher.

Other Factors Affecting Inservice Education and Classroom Practices

21. The testing process of the Azerbaijan State Testing Center is a major force driving the curriculum offered in Azeri schools. While

the Center is very effective in providing a highly reliable service that is free of corruption, it is, at the same time, serving as a causal factor of how the curriculum is delivered—that is, direct instruction of factual material to be mastered for the examinations. 22. There was no evidence of articulation between primary and secondary levels, even though both levels are found in the typical grade 1-11 school. During interviews, respondents consistently assumed that the investigator was interested only in the secondary level. It was always necessary to inquire about the primary level and to request specifically interviews with teachers at that level and to observe in primary classrooms. This observation was corroborated by Masters et al (1999).

RECOMMENDATIONS

The following recommendations are based on the findings and conclusions of the study:

1. The Ministry of Education should consider how the professional level of trainers at the Azerbaijan and Baku Inservice Education Institutes can be improved and how they can acquire the knowledge and skills about active learning required to provide support to teachers for the implementation of proposed reforms, especially with respect to principles of active learning and higher order thinking. Possible sources to consider include: foreign experts to serve as consultants to the institutes; opportunities for trainers and mid-level administrators to travel and study in countries where active learning and higher order thinking are valued instructional activities; and collaboration with international agencies and NGOs that are already promoting active learning and higher order thinking in Azerbaijan.
2. The Ministry of Education should consider criteria and procedures for recognizing trainers who improve the practice of their profession with additional responsibilities and compensation.
3. The Ministry of Education should consider means of enriching the set of instructional strategies used by teachers in Azerbaijan by continuing and expanding efforts to bring foreign experts to work with Azeri teachers and administrators and by sending key Azeri

educators, including school directors and outstanding teachers who demonstrate potential for future leadership, abroad for training and experiences. The Fulbright and **IREX** programs of the US Embassy and the language development programs of the British Council, among other programs, have the potential to provide such support.

4. Because active learning is a major goal of the President of the Republic, of the Minister of Education, and of international agencies developing support mechanisms for teachers and schools in Azerbaijan, trainers in all inservice education courses should model in their own training the active and interactive learning strategies advocated for teaching children in proposed reforms. This would require a careful mix of limited lecture and discussion, provision of materials in written form to minimize note-taking, and time for teachers to explore with each other and their trainers the implications of new content and methods for their teaching. It would include demonstrations of new methodologies conducted by trainers with children, ideally in demonstration classrooms within schools or, if necessary, in videotaped lessons taught to children by the trainers for use in their courses.
5. The Ministry of Education should consider exploring ways of decentralizing inservice education in regions outside of Baku in such a way that local needs are recognized. If outstanding local teachers are to be employed as trainers, then they themselves should be

trained in Baku so that they are at the same level of proficiency as trainers there.

6. The Ministry of Education should consider establishing a laboratory/demonstration or professional development school at the European Lyceum for the use of the inservice education institutes. This would permit teachers to observe active learning in action. The concept should later be expanded to the 20 World Bank pilot schools, as they develop capabilities in active learning and higher order thinking. Videotaped lessons prepared in these schools might be used in regions far from pilot schools. As NGOs and other agencies train trainers in programs already planned or underway, then the schools of those trainers, too, should be viewed as potential laboratory/demonstration or professional development

sites or sources of videotaped lessons, especially in the regions. Eventually, the provision of inservice education at the institute sites themselves should be minimized.

7. The Ministry of Education should consider locating the Baku Inservice Education Institute closer to the city center for the convenience of teachers who have great difficulty with transportation. In addition, the Ministry should consider providing a physical plant that meets minimal needs for high quality training.
8. The Azerbaijan and Baku Inservice Education Institutes should consider the possibility of identifying resources in special education from other countries, such as the Fulbright and I REX programs of the United States, that could be used to prepare teachers and/or trainers in this area. While teachers of the handicapped probably can benefit from added training in their areas of academic specialization, their greatest need is in learning how to work with children who have problems of vision, hearing, mobility, intellectual development, learning disability, and psychological problems.
9. The Ministry of Education should consider how to ensure that the quality of inservice education and of trainers in regions far from Baku is the same as in Baku. This is especially important with respect to the provision of services for refugee teachers and other teachers of refugee children. The Ministry should view the common practice of paying trainers to mark them present when they are not as an indicator of the value of these courses to them.
10. The Ministry of Education should consider developing criteria and procedures for certifying inservice education provided by other agencies, educational institutions, and NGOs in Azerbaijan. When the goals, objectives, and quality of training programs proposed by these agencies, educational institutions, and NGOs correspond with, or exceed, those of the Ministry of Education, the Ministry should welcome this augmentation to the limited efforts they can provide without extra support.
11. The Ministry of Education should consider means of establishing a professional community of teachers who are reflective practitioners, that is, who consider and examine their craft, who share ideas in a climate of mutual support for each other, who use

inquiry both in their own teaching of students and also in reflecting about the effectiveness of their own teaching, who view their teaching from various perspectives, who seek out the ideas and viewpoints of colleagues, who hypothesize and consider the consequences of their teaching, and, finally, who make instructional decisions based on this reflection in the practice of their profession. Recommendations 12, 13, and 14 below may

provide some suggestions about how this recommendation might be implemented.

12. The Ministry of Education should consider how it might encourage the development of professional communities of teachers through the establishment and nurturing of professional organizations, such as that established by teachers of English in Baku. The Ministry should further consider how such professional organizations might contribute to the inservice education of teachers through such activities as conferences, workshops, and other professional gatherings. Furthermore, the Ministry should consider providing certification for these activities when they correspond with the goals, objectives, and quality standards of programs sponsored by the Ministry.
13. The Ministry of Education should maximize the effectiveness of Azarbaycan Muallimi as a tool of inservice education by making it readily and widely available to all teachers. The contents should inform teachers about innovative teaching strategies related to proposed reforms. It should become a forum for the exchange of ideas from teachers in all parts of the country. It might also serve] " as a valuable means of communication about changes in curriculum content or policy that currently are treated, perhaps unnecessarily, in formal and costly inservice education.
14. The Ministry of Education and the inservice education institutes should consider developing and providing a program for the induction of new teachers into the profession. The program might include a structure of systematic support for new teachers from outstanding veteran teachers, opportunities for sharing perceptions and problems with other new teachers, and inservice education based on individual teacher needs, not centralized prescriptions. Points of departure for the developing of such a program might

- include the blossoming model induction program at School #146 in Baku, the "exchange of experience" model used by English teachers, and the support system developed by the Azerbaijan Independent Union of Teachers.
15. The Ministry of Education should develop a budget for providing the content of inservice education courses for teachers in written form so that trainers do not read to them, requiring the teachers to take voluminous notes and also creating an atmosphere of total boredom among participants. This would provide valuable time in courses for more active learning experiences, opportunities for the exchange of ideas among teachers, and opportunities for observing trainer demonstrations of new instructional strategies with children.
 16. The Ministry of Education should consider criteria and procedures for recognizing teachers who improve the practice of their profession. This might include recognizing the Masters degree and other graduate study for certification, offering salary increases based on increased knowledge and skills, and sponsoring awards for excellence.
 17. The Ministry of Education should find ways to impress upon the public, the educational establishment, and, especially, secondary and tertiary educators and trainers, the importance of the base established at the primary level of education. Primary teachers earn and deserve the same respect that secondary and tertiary educators receive. Primary teachers are usually among the first to embrace active and interactive learning methods and to focus their efforts on higher order thinking among their students.
 18. The Ministry of Education should consider basing the inservice education of teachers on their individual needs, and they should have a strong voice in selecting the courses of most interest and need to them. When teachers fail to recognize their own needs, then the school Director and the teacher should cooperate in negotiating, designing, and selecting appropriate inservice education experiences to help the teacher overcome shortcomings. The same policies should apply to school level administrators and their own inservice education.

19. As the Ministry of Education prepares for the merger of the Azerbaijan Pedagogical Research Institute and the Scientific and Methodological Center on Educational Problems, it should value; the contrasting professional skills and background of the two: staffs, the former consisting of high level professionals with advanced degrees, the latter of teachers with classroom teaching experience and an understanding of the culture of the classroom. In order to accomplish a successful merger of these theoreticians and practitioners, the staffs of the Institute and Center need to develop mutual respect for each other's unique talents, perspectives, and strengths. Neither has the complete set of required knowledge, skills, and professional experience to accomplish the needed tasks alone; but together, they will be more effective.
20. The Ministry of Education should consider taking the same steps to improve the knowledge and skills about active learning strategies and working at higher cognitive levels of staff members at the new Institute of Educational Problems as it does at the two inservice education institutes.
21. In order to diminish the present curricular focus on direct instruction in Azeri schools, the Azerbaijan State Testing Center should consider incorporating some test items in each subject area that require critical thinking or higher order thinking instead of *only* the regurgitation of factual information in multiple choice format. If critical or higher order thinking is included in the examinations, then it will be taught by teachers responding to this change.
22. In order to accomplish the goals of proposed educational reforms, the Ministry of Education should consider a strategy of developing a critical mass of teachers in every school, beginning from a cluster of key pilot schools. This critical mass in a school might consist of as few as three teachers who learn about new active learning strategies, how to promote higher order thinking in their classrooms, and other key elements of the reforms, and begin to implement these in their classrooms, with support from the school administration and from each other. As they gain confidence and success, they are then ready to begin sharing their ideas with colleagues who have taken note of* changes in their classrooms. The criteria for selecting these three or so teachers in each school should include all of the following: a) excellence as teachers; b) curiosity and willingness to try new ideas; c) leadership potential demonstrated by the fact that they have already earned the respect of their colleagues; and d) high motivation.
23. The Ministry of Education should consider implementing a trainer-of-trainers model to implement proposed educational reforms. Beginning from a critical mass of about three trained teachers in each school, those teachers can then begin to train other teachers in the school, some of whom will become trainers themselves. This process can be speeded if replicated among selected faculty at the Baku State Pedagogical University and other inservice teacher training institutions so that newly-trained teachers are also prepared for proposed reforms. In order to be successful, this trainer-of-trainer model must in all cases include demonstrations conducted by trainers with students, opportunities for trainees to practice new learning, and support for their efforts through supervisory classroom visits (not evaluative, but rather supportive and collegial) and peer coaching on a long-term basis.
24. The Ministry of Education should consider that inservice education is a short-term step that can only be sustained irreversibly with the long-term development of a professional community of teachers. This professional community should provide for recognition of teachers' successes and efforts to change and also for valuing the professional organizations and structures developed by teachers.

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CLASSROOM OBSERVATION FORM

School or institution _____ Date _____

Primary school _____ Secondary school _____ Pedagogical institute _____ University _____

Age of students _____ Number of students _____ (Male _____ Female _____)

Language of instruction: Azeri _____ Russian _____ Other _____

Primary language of most students: Azeri _____ Russian _____ Other _____

Subject area: _____

Activity observed: Lecture _____ Discussion _____ Small group _____

Experiment _____ Other _____

Text used • _____

Other instructional materials _____

Communication pattern: _____

Teacher to student to teacher _____

Teacher to student _____

Student to student _____

Teacher to student to student to teacher

Multiple Data Source	Information source, usually a common textbook.	appropriate use of pair activities and cooperative learning groups. Consistently redirects pupil
Use of wait time	Raich provides wait time for pupils unable to respond in class; interrupts pupils responses.	comments to other pupils, interceding only maintain momentum; pupils often address each other. Consistently adapts
Grouping strategy	Teacher-directed instruction; pupils typically respond and recite.	furniture and classroom space to needs of instructional activity.
Pupil-to pupil talk	Classroom communication in consistently lecture style from teacher to pupils, with pupils responding only through formal recitation.	
Classroom physical environment	Maintains consistent classroom configuration regardless of classroom activity. Additional data source.	
	Often provides wait time unable to respond in class: occasionally interrupts pupils responses. Frequent teacher-directed instruction: pupils occasionally work in pairs or small groups.	
	Most communication is pupils often asking questions of teacher; pupils occasionally direct comments to each other.	
	Occasionally adapts furniture and classroom space to needs of instructional activity. Data sources and sometimes encourages students to locate their own.	
	Usually provides wait time for pupils unable to respond in class; rarely interrupts pupil responses. Some teacher directed instruction: frequent and	

Promoting
thoughtful
read

Pupils usually read
aloud with focus on
speed and accuracy.
Pupils usually read
aloud, occasionally
reading silently for
comprehension.
Pupils often read
silently for
comprehension,
occasionally

70

Alan N. CRAWFORD

Writing
workshop

Writing assignments
are infrequent and are
focused on form

Writing
assignments often
emerge from critical
thinking
reading orally for
speed and accuracy.
Writing
assignments closely
reflect critical
thinking activities;
focus is
increasingly on
content and audience

X ü l a s ə

AZƏRBAYCANDA MUƏLLİMLƏRİN
TƏKMİLLƏŞDİRİLMƏSİNİN VƏ MƏKTƏBDƏ TƏLİM
TƏCRÜBƏSİNİN ÖYRƏNİLMƏSİ XXI ƏSRƏ DOĞRU

Alan N. KROFORD

(Kaliforniya Dövlət Universiteti, Los-Anceles, ABŞ)

Bu tədqiqat işi bizim üç əsas məqsədi olda etdiyimiz problemlərin öyrənilməsinə yönəlmişdi. Birincisi, Azərbaycan Respublikası Təhsil naziri dr. Misir Mordanovun höyəcanla söylədiyi sözlər. Bizim üçün ikinci əsas məqsəd müraciət etdiyimiz xarici təşkilatların royları idi. Üçüncü əsas məqsəd bu tədqiqatın maliyyələşdirən ABŞ Dövlət Departamenti idi. Tədqiqatda üç əsas məqsəd qarşıya qoyulmuşdu. Birincisi Azərbaycanda ibtidai və orta məktəb müəllimlərinin təkmilləşdirilməsinin xüsusiyyətini müəyyən etmək, bu işin lüqufi əsaslarının necə həyata keçirildiyini, müəllimlərin təkmilləşdirməyə özlərinin münasibəti, görülən işin keyfiyyəti və kəmiyyəti, təqdim olunan təhsil islahatlarında bu sahədə aparılan dəyişiklikləri də əhatə edirdi.

İkincisi Azərbaycan məktəblərində tədrisin təşkilatı təcrübəsini, metodologiyaya və strategiyalarını müəyyənləşdirmək idi.

Üçüncü əsas məqsəd Azərbaycanda hər bir müəllimlərinin təkmilləşdirməsinə, hər birinin də tədrisin təşkilatı təcrübəsinə təsir edən amilləri müəyyən etmək idi.

Tədqiqatda fərdi toplanmasında üç məqsədi istinad edilmişdi. Birincisi dövlət və qeyri-dövlət nəşrlərindən, müxtəlif təşkilatların və tədqiqatçıların

hesabatlandır və rəsmi sənədlərdən əldə olunan təkliflərdir. Bu sənədlərdən ingilis dilində olmayanlar tərcüməçilər vasitəsilə öyrənilmişdir. Uyğun və lazımi hissələr təhlil olunmaq üçün ingilis dilinə tərcümə olunmuş və onlara müəyyən istinadlar verilmişdir. Tədqiqat zamanı iki tərcüməçi ilə işləmək lazım gəlmişdir.

Bu tədqiqat işi I - XI sinif müəllimlərinin təkmilləşdirilməsini öyrənməklə kifayətlənir. Müəllim hazırlığı problemi bu tədqiqatın obyektinə olmamışdır.

Təhsil islahatına dair ayrılmış kredit haqqında Dünya Bankının Layihəni Bəyanatı (Report No 18991-Az) sənədində görə (1999) Azərbaycana "Keçmiş Sovet İttifaqından inkişaf etmiş təhsil mirası qalmışdır və təhsilin bütün statistik göstəricilərinə görə Azərbaycan inkişaf etmiş ölkələr arasında orta yerlərdən birini, keçmiş Sovet respublikaları arasında isə qabaqcıl yerlərdən birini tutur".

Şübhəsiz, Azərbaycanın təhsil problemlərindən ən böyüyü müəllimlər üçün lazımi sosial şəraitin olmamasıdır. Əksər müəllimlər ayda 50 ABŞ dollarından az maaş alırlar, halbuki 4 aylıq bir ailənin aylıq yaşayışı üçün on azı 170 dollar tələb olunur.

Azərbaycan Təhsil Məcəlləsinə görə, hər beş ildən bir I-XI sinif müəllimləri (56 saat) 7/ösc/1V maddəsinə *kursunda olmalıdır. Kursları* Bakıdan kənarında Azərbaycan müəllimləri Təkmilləşdirmə İnstitutu təşkil edir.

Azərbaycanda müəllimlərin təkmilləşdirilməsi işi ilə iki təşkilat məşğul olur. Bunlar Azərbaycan Müəllimləri Təkmilləşdirmə İnstitutu və Bakı Müəllimləri Təkmilləşdirmə İnstitutudur.

Müəllim kadrları hazırlayan bir neçə ali təhsil müəssisələri fəaliyyət göstərir. Bunlara Azərbaycan Dövlət Pedaqoji Universiteti və Azərbaycan Dövlət Xarici Dillər İnstitutu və digər pedaqoji institutlar aiddir. Onların müəllimlərin təkmilləşdirilməsində rolu çox məhduddur. Eyni zamanda onlardan bəziləri magistr, doktor və bəzi uyğun dərəcələri almaq üçün proqramlar təklif edirlər. Bu təklif olunan proqramlar müəllimləri təkmilləşdirmə təhsili tələblərinə uyğun gəlmir.