



DESIGN, THEORETICAL BACKGROUND AND VALIDITY



INTRODUCTION: STUDY OF THE QUALITY OF THE EDU Q-CARD

Good quality education is expected to eventually break the cycle of poverty, help individuals to succeed in their professional careers, stimulate healthy life styles, close the gender gap, and promote human rights for all. The focus in the study is on how to measure and improve education quality. To be able to do so, education professionals (e.g. school-managers and inspectors) need practical tools to measure education quality and provide useful feedback for quality improvement.

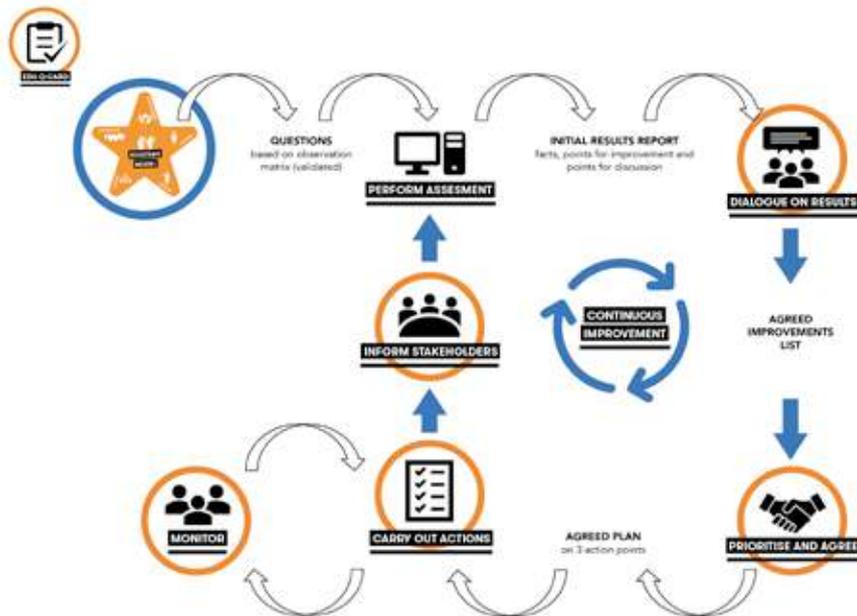
PRACTICAL, INTERACTIVE AND EASY TO USE

In practice, comprehensive, practical and easy to use tools are often lacking. Existing tools used by school inspectors to monitor school quality are often too extensive, complex to use and fail to provide meaningful feedback to schools. In the light of this, Edukans designed a new, quality, assesment tool which is practical, interactive and easily accessible: the EDU Q-card. This newly developed school-based instrument, is built

upon the main principles of the EDUstars model. In 2018 a study was carried out by the University of Amsterdam to provide insight in its design, theoretical background and validity. In this text a summary is provided, a complete report can be found at www.edukans.org.

IMPROVING QUALITY OF PRIMARY AND SECONDARY SCHOOLS

The EDUstars model, on which the EDU Q-card is based, targets primary and secondary schools following a bottom-up approach. The main purpose of the model is to act as a guidance for assessing, monitoring, and improving the education quality of schools. It aims to help schools to improve their learning conditions based on five pillars: An appropriate learning environment, efficient learning processes for students, well-trained and motivated teachers, competent school management and leaders, active parents and community involvement. The EDUstars model defines these five pillars as the most important components to achieve good quality education which enables children to reach their full potential.

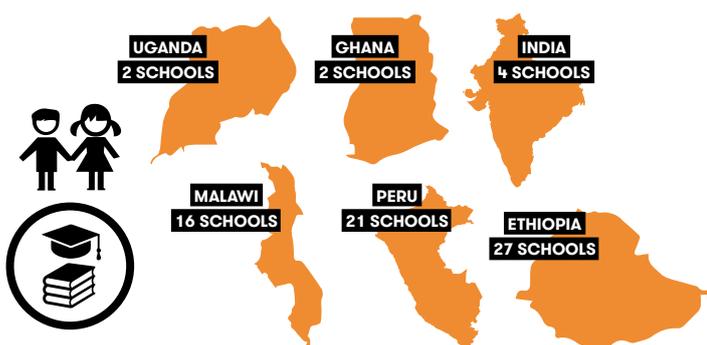


**EDUSTARS MODEL:
BASIS FOR THE EDU Q-CARD**

The EDU Q-card is developed to assess the quality of education based on the pillars of the EDUstars model. The assessment, therefore, consists of five subscales, each of which represents - and includes items to assess the different aspects of - the five pillars of the model: **(1)** learning environment; **(2)** learning; **(3)** teaching; **(4)** school management; and **(5)** parents and community. Each subscale includes items assessing different aspects of the concerned domain. The instrument aims to encourage schools to formulate a school improvement plan. These plans should be based on a combination of the outcomes of the instrument and schools' priorities and local resources. The main purpose of the EDU Q-card is to facilitate a dialogue between all stakeholders: school staff, management, students, parents and communities AND external stakeholders such as MoE inspectors and teacher educators.

TESTING

The instrument was pre-tested in 72 schools from six different countries:
 Uganda = 2 schools; Ghana = 2 schools;
 India = 4 schools; Malawi = 16 schools;
 Peru = 21 schools; Ethiopia = 27



A focus group study was carried out to examine the content validity of the EDU Q-card. The EDU Q-card is designed to be used by education experts, inspectors, teachers, and school managers in different countries. Therefore the focus group included representatives from each of these professionals.

During the focus group, further valuable information was obtained in three aspects:
1 item relevance and clarity;
2 missing concepts and overlapping items;
3 instrument appearance, design, and other features.

VALIDITY

The extensive testing of the EDU Q-card confirmed that it has the potential to be a valid and reliable tool. However, there is always room for further improvement. We realise the necessity for continuing assessment and refinement, and are conducting ongoing research to strengthen the effectiveness of the EDU Q-card. Nevertheless, school inspectors, school managers, teachers and all those that have been involved in the development of the EDU Q-card are justifiably pleased with its promise.

