



EDU Q-CARD
EMPOWERING SCHOOLS

EDU-Q CARD: A PARTICIPATORY APPROACH FOR EDUCATION QUALITY IMPROVEMENT

The validity and reliability of school assessments using ICT in Ethiopia and Suriname



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BACKGROUND:

The EDU Q-card is an interactive web-based instrument assisting primary and secondary schools in systematic improvement of education quality. Performance reviews are essential in this process as they provide the most reliable form of information. The EDU Q-Card is designed to provide education professionals with a psychometrically sound tool to assess and monitor education quality and assist them in their road towards improvements. Co-responsibility is created among teachers, students, parents, community leading to increased sustainability of improvements realised. It has been tested and validated (Ünal, 2019).

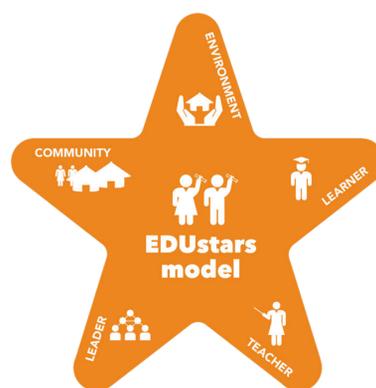
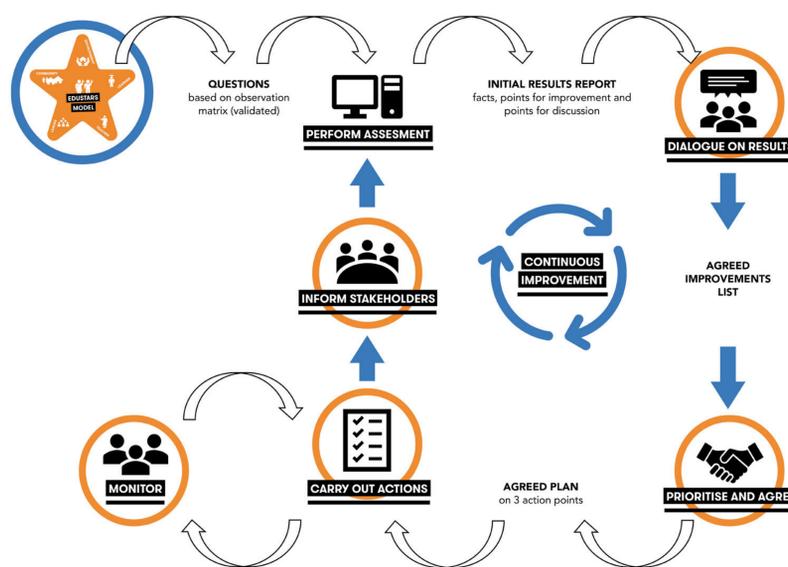


THEORETICAL FRAMEWORK:

1) SCHOOL QUALITY ASSESSMENT	2) ICT
School Report Cards can be powerful tools to engage communities and hold schools accountable for providing students with a high-quality education. (Cheng & Moses, 2016).	ICT applications could increase efficiency, stakeholder participation and unlock process-improvement through data-aggregation, but this potential is scarcely utilised (Solar, Sabattin & Parada, 2013).
KEY ELEMENTS FOR SUSTAINABLE IMPACT	
<ul style="list-style-type: none"> Accountability Participatory process Public-participation Transparency Present data in meaningful ways Distribute information in a timely and relevant manner. 	<ul style="list-style-type: none"> Effectiveness Efficiency Confidentiality Availability Compliance Manageability

ICT can help students, parents, community and teachers to take the lead in improving education. Inspectors can take on new supporting roles. Realising this change requires practice.

EDU Q-CARD PROCEDURE:



KEY ELEMENTS OF THE EDU Q-CARD:

- Quality assessment in: learning environment, learning (students), teaching (teachers), school management and parents (community)
- Direct, web mediated feedback loop
- Engagement of all stakeholders
- Simple to apply and cost effective
- Generates actionable School Improvement Plan

COMPARATIVE STUDY IN SURINAME AND ETHIOPIA:

AIM

To create insight in the cross cultural validity of EDU Q-card's assessment approach and its definition of education quality.

- 1) Is the bottom-up & participatory approach valid in the country contexts?
- 2) Is the description of education quality in 5 domains valid in the country contexts?

Data gathered through 24 interviews and 19 observations in 6 schools in Suriname and 16 interviews and 6 observations in 2 schools in Ethiopia.

ANALYSIS

1	Consequential validity	Fairness, meaningfulness, transparency (Lin, Baker, Dunbar, 1991)	"Wonderful, wonderful, wonderful ... It's a triangle. Parents, school, child. We need the parents. They can also have their say. ... We can also make mistakes and we don't know..."
2	Construct validity	Construct representation (Messick, 1995; 1998)	"If we are good enough in implementing those items, we can bring the quality ... If we implement correctly those in those, those items ... it's not difficult for this country to improve the quality."

RESULTS

Study 1:

- EDU Q-card supports a participatory approach in both country contexts; participatory approach is highly appreciated.
- Realisation of the need to work together.
- Self-assessment contribute to quality.
- In many cases parents and community members were reticent in interacting.
- Limited time for preparation and the novelty of working with a tablet are obstacles.

Study 2:

- Construct validity in both contexts was reasonably strong.
- Alignment with holistic and child centered view in Suriname.
- Acknowledgement in both countries that all 5 areas are crucial in order to develop quality.
- in Ethiopia users miss clear representation government policy.

CONCLUSIONS / LESSONS LEARNT

EDU Q-card creates more public participation in quality assessment of schools. It is a motivator for action for students, parents, community and teachers. By defining realistic action points all stakeholders work together to reach sustainable quality improvements.

"If we are good enough in implementing this, we can bring the quality we need. (...) It is possible for this country to improve future prospects for our children" (Primary school teacher in Ethiopia)
Take five quality domains into account:

- 1) Supportive Learning environment
- 2) Participatory and Active learning
- 3) Structured Teaching / effective instruction
- 4) Educational School Leadership
- 5) Involvement Parent and Community

- Although bottom up approach is highly valued, it is difficult to implement as its opposed to business as usual.
- Ensure and invest in real transparency in preparation stage of parents, teachers and students.
- Motivation is high amongst all stakeholders.
- Inspectors take on new supportive roles.
- Training and support is required to help all stakeholders to take on new roles.



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