

WEHUBIT

Country
Uganda



Implemented by



Budget
315.000 €

Duration
02/2022 – 12/2023

Contribution to SDGs



Implemented by



Financed by



Via



Learning from the project **EDU-Q Up!**

Can digital social innovation ensure the continuity of education services to mitigate the impact of the COVID-19 crisis, how and in which context?

PROJECT OVERVIEW

Reason

In Uganda, education policies and quality frameworks are well-defined, but implementation remains scattered. With a primary school age population of 9.5M children in over 20,000 public and private schools, the **lack of quality education** affects primarily the **learners as beneficiaries**:

- Only three out of ten children who **start the first year of primary, reach the final year (P7)**. Repetition rates rose from 7.3% in 2016 to 8.8% in 2017 (Uganda | UNESCO UIS).
- After completing their school career, more than half of the children do not have the **basic proficiencies in reading, maths and even writing** (SDG4, target 4.1.1). The transition rate from primary to secondary education has declined to 59%; 60.7% male, 57.3% female (MoES, Education Abstract 2017; latest EMIS data available).

The issues related to education quality assurance are diverse and **different stakeholders** are concerned:


- Schools (management, teaching staff) lack insight into crucial areas of **improvement** and face **challenges** in **monitoring of educational performance** and in developing **School Improvement Plans (SIPs)**.
- Education is all about well-trained, competent and dedicated teachers, but options for **ongoing professional development** – starting with peer learning and professional support - are limited.



- Quality assurance functionaries - school inspectors and Centre Coordinating Tutors (CCTs)* - are not able to **visit schools frequently**. Apart from scarce resources and a high workload, inspectors spend a lot of time on **basic data collection, data entry and processing**. Time for professional guidance and strengthening of the performance of the schools is very limited and – by lack of practical analytical tools –not often focused on the right **priority areas of improvement**.
- Apart from voluntary work, communities and care-givers have **insufficient voice** in school matters and quality issues concerning the **education of their children**.

With improved quality and resilience, schools would be able to **increase retention and learning outcomes**. As a participatory tool, the EDU Q-card is the starting point for continuous improvement.

Digital social innovation

The EDU Q-card is an **online tool**  that enables the public to (self)assess their performance in primary school institutions in a **modelled way**.

The innovation is based on the Edukans STAR-school model and educational quality improvement that comprises five domains (**learning environment, learning, teaching, school management and parent & community involvement**). Each of these domains carries eight key indicators. These five domains and eight indicators have been adapted from the **13 basic requirements and minimum standards indicators** for education institutions developed by the Uganda Directorate of Education Standards (DES) in 2009.

Edukans has supported the use of Edu Q-Up card in **five districts in Uganda** : Nakaseke, Luwero, Nakasongola, Apac and Kwanja.

The assessment procedure follows a step-by-step process. It is carried out interactively, continuously **involving parents and community** to ensure **evidence-based feedback**.



*The Centre Coordination Tutors (CCTs) are instructors in the regional Core Primary Training Colleges (PTCs). The CCT structure was established in 1994 by ministry of education and sports with an aim of enhancing in service teacher professional development. The role of CCTs is to support identify teachers' professional development needs, design continuous professional courses and train them to increase efficiency and capacity.



©Lucie Bricout, Wehubit

There are two levels in school assessment:

1. School level, implemented by the **headteacher, deputy** or **the director of studies**. It's implemented at the beginning of the term and it analyses all the domains. At this stage the school leaders can use both hard copy assessments tools or the digital tool depending on **internet stability**.
2. Quality assurance officers, implemented by **inspectors** and **Centre Coordinating Tutors (CCTs)**.

When the two data sets are entered in the Edu Q-card tool, a **dashboard** is generated which gives a score per indicator, in the form of colours i.e Red for not achieved, yellow for partially achieved, green for achieved and blue for fully achieved.

Local school stakeholders (parents, school staff, quality assurance officers...) come together to discuss the **outcomes** of the **assessments** and **plan actions** for school improvement. These actions are translated into priorities for school improvement which forms the School Improvement Plan (SIP).

Assessment is carried out at least twice a year to allow implementation of the SIPs. But CCTs and School Management Committees (SMCs) keep **monitoring** and **supporting** the **implementation** as well.

To make it work, Edukans has empowered SMC/PTA* members and teachers by providing **training** on the EDU Q-card and on how to develop and monitor SIPs based on the data.

This assessment procedure is a rounded and dynamic approach that not only collects data but **empowers schools** and **districts, fosters understanding** among stakeholders, and **drives real improvement** in the quality of education. It's a promising model that can serve as a blueprint for **education quality enhancement** in other regions.



* In a public school, the School Management Committees (SMCs)/ Parent community associations (PTAs) work together as a link between the school and the parents/the community. They mobilise parents to respond to school needs, for example taking children to school or resources mobilisation to improve learning environment.



218 schools fully assessed. Due to internet connectivity challenges, all these schools used hard copy assessment tools which were entered in the digital Edu Q-card tool by the headteachers at a later stage.

1.710 teachers (996 Males and 714 Females) trained on digital school assessments and school improvement plans.



2.269 SMC and PTA representatives (1461 males and 802 Females) trained on digital school assessments and school improvement plans.



©Lucie Bricout, Wehubit

“

Now we know what to do. The EDU Q-card has opened our eyes for what to include in the work plan catering for all quality indicators of the whole school.

”

Head teacher

“

On the first visit of primary school, it was discovered that learners were not taking lunch at school, but during the process of giving feedback to the SLs it was agreed that the matter be presented to the SMC. The matter was presented to SMC, discussed, and agreed to call a general parents' meeting which passed a resolution requiring parents to contribute money towards lunch for their children.

”

Teacher



©Lucie Bricout, Wehubit

KEY MESSAGES

- ▶ The Edu Q-card has allowed **School Management Committees (SMCs)** and **Parents Teacher Associations (PTAs)** to participate in school assessment, to discuss actions for **improvement** and to be involved in **school improvement plans**.
- ▶ The Edu Q-card has provided 30 Centre Coordinating Tutors (CCT) with data on teacher capacity gaps, which has informed the content development for both **teacher trainings** and **continuous professional development plans**.
- ▶ The Edu Q-card has provided 448 school leaders with **quality, comprehensive** and **systematic data** on education quality indicators which allowed them to provide effective teacher supervision, coaching and mentorship. Teachers could prepare **participatory** and **inclusive lessons** with increased use of learning materials, making lessons more interactive and interesting to the learners.



The Edu Q-card has provided the 19 district inspectors with quality, comprehensive and systematic data on school performance per indicator. School support is **pre-informed** and can be efficiently and adequately prepared.

The Edu Q-card has provided **comprehensive** and **quality data** for public authorities (districts and the Ministry of Education and Sport - MoES) to make informed decisions. For example, districts have integrated in their budget and planning the need for schools to have at least one computer.

LESSONS LEARNED

Inclusion and equity

Ensuring a gender ratio when it comes to headteachers trained to use the tool is difficult as this ratio usually depends on the **school reality outside Edukans' control or influence' sphere**.

The Edu Q-Card has a **user-friendly** and **simple interface**. The use of three colours to assess indicators makes it easy for (digital or not) illiterate people – especially parents and communities – to understand the state of play and stay involved.

Users and stakeholders' responsiveness

Digital literacy was still low among the end-users of the Edu Q-Card so the project built a **chain training** : it trained master trainers in basic digital skills to use the tool, who in turn trained Centre Coordinating Tutors (CCT) and district inspectors, then headteachers, and finally, School Management Committees (SMCs) and teachers.

Edukans has engaged the Ministry and districts' local authorities and advocated for the use of the Edu Q-card to improve the quality of education. It has given **authorities regular feedback** on how and who used the tool and what positive changes it triggered. This has led to very positive response of the **authorities** and to **concrete actions**.

In addition to skills, schools and/or teachers do not always own a **laptop** or **personal smartphone**, and internet connection is a serious challenge. 218 schools have completed self-assessment using hard copies waiting for support from quality assurance officers to enter data in the EDU Q-card.

Edu Q-card uses the national indicators identified by the Ministry of Education and Sports (MoES). Therefore, it has been easy to get school inspectors on board as the tools is of direct use in their **evaluation** and **support work**.

Use beyond the project

The Edu Q-card is an open-source tool. Other organisations can use the same model with **adapted national indicators**.

As the project has showed direct, tangible results, the districts have started to **advertise** and **scale** the tool in other non-target schools.

For data to be stored and used effectively by decision-makers, the Ministry of Education and Sports (MoES) should have an **active data server**. For now, all data are stored and owned by Edukans.

PERSPECTIVES

The objective of Edukans is scale the Edu Q-card to **all schools in Uganda**.

Edukans has been closely working with the Ministry of Education and Sports (MoES) and has established **partnership** with Uganda national institute for teachers' education (UNITE) and Teacher education and teacher development (TETD).

It has develop a **business case** where the sale of the Edu-Q-card license to MoES would further be used to scale the tool.

Discussions with the Directorate of Education Standards (DES) are also ongoing to **enable data sharing and storage**.



©Lucie Bricout, Wehubit

This learning sheet has been developed in the framework of the Wehubit Knowledge Exchange Network

*in collaboration with
Pamela Kertho, Frederick Businge and Mark Hoeksma (Edukans)
With the support of [Canopée Studio](#)*

March 2024

