



## EDUCATIONAL QUALITY IN DEVELOPING COUNTRIES

### Newsletter August 2018

**Dear readers,**

We proudly present the first issue of IMPEQ newsletter! With this newsletter, we would like give some information about the ongoing programme and also share the stories of the graduates and the impacts of IMPEQ in their lives.

The IMPEQ journey started 5 years ago with 20 students from 6 different countries with the aim of to raise the quality of education in Africa and to contribute to the people working for this purpose. Until now IMPEQ gave 40 graduates in 2 cycles so far. The third cycle is still going on and we will make our second meeting in Rwanda in September. Forty graduates developed many project in their respective countries after completing the programme. While using the training they receive through IMPEQ in everyday life, they are also in a big effort to improve the quality of teacher education with their learning. The 20 candidates in the third round will also graduate in 2019, and they will also be multipliers of education quality in their respective schools, churches, districts, regions and countries.

With this newsletter, we also would like to remind you that our applications for the fourth cycle of education have also started on August 15. If there are candidates whom you would like to receive IMPEQ training in your area, please encourage them to apply. We also want to announce a new development of scholarship opportunities. Until now, Bread for the World gave a great and generous support for IMPEQ and they continue to do so. At the same time, there are some more scholarship options that you can find them through our web page. We recommend you to review our renewed website for detailed information about these possibilities for the candidates.

We would be very happy if you share with us, the news that you think might be interesting for the others to be published in the upcoming newsletters.

We wish you all a successful new school year. Enjoy reading!

The project team of IMPEQ

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## What's new?

### IMPEQ impacts 'great'



An independent committee prepared an external evaluation report for the first and second cycles of the *International Master Program Educational Quality in Developing Countries* (IMPEQ). 34 of the 40 alumni's, programme providers including the leaders and coordinators, teachers, mentors, employers of the graduates were interviewed in Bamberg and in African countries to see the impact of the programme.

The report underlines that all students and the employers of the graduates were happy with the results of the programme. According to the report, "the 40 graduates of IMPEQ I and IMPEQ II de facto reach more than 40 000 teachers."

There is also a large consensus among stakeholders regarding the need to focus on educational quality in the Central and Eastern Africa, to the point of sharing policy agendas in several countries. Hence, IMPEQ is highly relevant in its focus and approach to educational quality.

#### Here are the key findings from the report:

\*Students are exposed to a new understanding of teaching and learning, embedded in a new socio-cultural context, and gain a practical understanding of the benefits of this new approaches and methods through their own experiences.

#### GAIN A NEW UNDERSTANDING

\*Graduates reported that they had had only a very vague understanding of education quality before attending the course and they stressed that they have gained a new understanding of their role as a teacher focusing on the active learning processes of students and their competencies.

\*They have also gained competencies in change management and in active research. They emphasized that they have now a good foundation to engage in education reform projects and processes in their systems, and to stress the active participation of both learners, parents and stakeholders at different levels in those change process.

#### IMPEQ BRINGS PROMOTION

\*All said that they had immediately, already during the course, started to experiment to apply their new knowledge in their professional practice. A good number reported that they were quickly promoted to positions that are more senior or that they were now able to address the quality challenges in their school

more effectively. They felt more confident in their own assessments and were more confident and convincing in presenting their views to others.

\*All graduates stressed that the inter-cultural experience of learning in Germany and observing a different culture in all its aspects was an essential contribution to their own learning process and personality development.

### **INFLUENCE INCREASE**

\*Several graduates improved their professional status after their completed degree, thus also increasing their influence on educational processes.

\*Employers reported that they found their expertise so useful and their competences in conveying their knowledge to others so effective that it was a natural consequence to give them more responsibility for coordinating and implementing school reforms.



### **BECOME COUNSELORS**

\*Graduates also reported that they were frequently asked to give advice on issues of quality development in education by their friends and colleagues.

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## **Third cycle runs fast**

**T**hird cycle of the IMPEQ started at 2017 in Bamberg and the students already completed the first round of their education. After meeting first in Germany and getting the first modules in October 2017, all candidates then gathered in Rwanda last March.

Twenty enthusiastic and energetic candidates are currently working on their projects in accordance with the training they receive.



The students who will come back in Rwanda again in September and will have complete the programme after attending one more term in Bamberg. At the end of the 2017-2019 cycle, 20 more graduates will join the IMPEQ family.

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## Prof. Scheunpflug elected to Bavarian Science Academy



The head of the IMPEQ programme, Prof. Dr. Annette Scheunpflug was elected as a member to the Bavarian Academy of Science. Prof. Scheunpflug, holder of the chair of education at the University of Bamberg was elected to the Section II - Law, Social and Economic Sciences. University President Prof. Dr. Dr. habil. Godehard Ruppert congratulated her on this award.

According to the statute, only scientists whose performance is "a significant extension of the knowledge base" in their subject can be elected as members. The Academy has the right to self-supplement and self-application is not possible. It now includes 201 ordinary members whose place of employment is in Bavaria and 123 corresponding members.

The Bavarian Academy of Sciences, founded in 1759, is the largest and one of the oldest academies in Germany. It has been committed to its tasks as a learned society, a non-university research institution and a place of lively scientific dialogue with society and politics for more than 250 years.

Its work focuses on long-term projects that provide the basis for further research and cultural heritage. The Academy is also the sponsor of the Leibniz Computing Center, one of the largest supercomputing centers in Germany, and the Walther Meißner Institute for Low Temperature Research.

Some of the former members of the Academy were, Johann Wolfgang von Goethe, Alexander and Wilhelm von Humboldt, Max Planck, Albert Einstein and Max Weber.

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## IMPEQ webpage renewed

IMPEQ web page renewed with some new information. The most important novelty was made at the application for scholarships section. Until now all programme applicants provided scholarship through Bread for the World (BftW) and it will continue supporting our programme.

With our newly updated web page, we also would like to show the applicants to show different scholarship options other than BftW.

There are some scholarship options available through Catholic and Protestant church organizations as well as through German Academic Exchange Service (DAAD)

Please check our newly updates web page and share the news with your friends and colleagues.





## News from graduates

### **“I am hoping to be the first professor in education in my university”**

**I**MPEQ-1 graduate Semerita Kavira Kamundu is from Democratic Republic of Congo. She studied at Université Libre des Pays des Grands Lacs (ULPGL) and she was working for the university when applied for the master programme. After completing the programme she was promoted and continued to work for the ULPGL. After the masters, Ms. Kamundu now continuing her PhD work. Ms. Kamundu answered our questions about impacts of IMPEQ in her life.



#### **How did you hear about the IMPEQ?**

I heard about IMPEQ from a Coordinator of Conventional Schools of the Baptist Community in Central Africa (CBCA) when he asked me if I was interested in sending my application file.

#### **How was the application process?**

The application process was not difficult because the executive was in permanent orientation of every document needed to send.

#### **What was your working colleagues and family members' reaction to start a master's degree?**

They all encouraged me to do the Master. My then boss quickly signed the recommendation and the permits, also other colleagues also helped me for the application. As for my family, my husband and all my children encourage me and support me very well.

#### **Were there any difficulties during the master's programme?**

The difficulties I had during the Master programme are not many, it was only the question of adaptation on my part during the very first month. Having evolved from a teaching system different from the one that IMPEQ has applied was also not so difficult.

#### **Were there any changes in your working environment after the IMPEQ programme?**

Changes in my environment are huge. I am already at the higher level than before the master with IMPEQ and I was reassigned to my faculty as Academic Secretary Faculty. I have been appointed as a member of the Quality Assurance Commission within my institution. I have represented my University several times by presenting themes on the quality of education in conferences.

#### **What is the biggest difference in your life after IMPEQ?**

The big difference is the good consideration with academic and scientific authorities. In the context of my country, someone who has studied abroad as in Germany and come with a master's degree is more respectful than one who has studied locally.

#### **How did you decide to pursue a PhD after master's degree?**

To continue the PhD after the Master, I really had the interest to continue because I so appreciated the way we studied in the Master. Fortunately, Prof. Scheunpflug also supported this interest and guided me how to do the PhD. In addition, as I pointed out at the beginning, my University encourages me because I am in chance of becoming the first woman professor in a field other than Theology.

### **How is the PhD work going?**

The work of PhD is evolving very well. I find it interesting that Prof. Scheunpflug used the learning community strategy with PhD seminars. This continues to bring us closer as students and we are evolving in mutual aid. With this rhythm, there is reason to hope for a good evolution that will lead to the production of scientific work worthy and useful.

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## **“IMPEQ changed my perspective and thought patience”**

Tangwe Abraham from Cameroon was another graduate of IMPEQ-1. After completing his master's programme, he wanted to continue his PhD work at the Bamberg University. Tangwe is now continuing his works in Bamberg about “Violence and Educational Quality”



### **How did you hear about the IMPEC?**

I was undergoing training with the Pedagogic In-Service Training Program (ISTP) and there was a trainer from Germany. After our training with her, I approach and told her if it was possible for me to continue my studies in Germany. She mentioned about the programme and informed me and other colleagues in the ISTP with an email after the applications started.

### **How was the application process, hard?**

The application process was very painstaking and demanding. It needed a lot of patience and dogged determination to sail through the entire process. Any degree of impatience was sure to be catastrophic.

### **What was your working colleagues and family members' reaction to start a master's degree?**

Immediately I informed my friends, colleagues and family members of my intention to pursue a master's degree. They were skeptical if I was ever going to have money to undertake such study but were very upbeat and excited and all wish me success.

### **What difficulties you had during the master's programme?**

The main difficulty I faced with was, getting used to the cold in Germany and some of the core concepts of our courses. The concepts though within reach, needed some deep reflections but after serious concentration and self-study, these concepts were rather very interesting.

### **Were there any changes in your working environment after the IMPEC programme?**

I witness many drastic changes upon my completion of the programme. On a personal note, teaching methods were overhauled, I endeavor to transfer the knowledge acquire to both colleagues and students through workshops. The teaching-learning process was more learner centered, the norms were more explicit unlike before, and accessibility was more inclusive besides individual support, concern and peaceful interaction. I discuss frequently with colleagues and the leadership in a bid to sensitize them on the need and reality related with best school practices. All of these were enhanced base on the weekly workshops I had with colleagues and a lot more from my experiences with IMPEQ.

### **What is the biggest difference in your life after IMPEC?**

The biggest difference in my life after IMPEQ is my complete change of perspective in relations to my assertiveness and interactions with others unlike the case before. The greatest virtue I acquired from IMPEQ was patience, communication and the overhaul of my intrinsic values, dealing with others, tolerance and respect for all others despite their origins and backgrounds.

### **How did you decide to pursue a PhD after master's degree?**

This was a complete passion and a personal decision to keep learning and acquiring more knowledge irrespective of the challenges, I face in this process. My desire to update myself in all aspects insofar as I remain an educator has a prime objective for me.

### **How is the PhD work going?**

Being a PhD student is not a bed of roses. My entry into the stage of working for a terminal degree at the initial stages was not challenging as at now. So far, I have had three challenges that relates to my conceptual design, methodology chapter and the data collection instruments which are seriously and contextually problematic. But so far, they are getting better by the day. It is a process and the end justify the means. I am now working about the topic of, "Violence and educational quality: Effects on learning outcome of students in the North West Region of Cameroon: This topic remains very challenging because of the sensitive nature and the prevailing circumstances in Cameroon now.

## **Academic News**

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### **Conference on educational quality in Africa held in Cameroon**



University of Bamberg and Université Evangélique du Cameroun (UEC) have cumulatively organized a successful international conference in Yaoundé/Cameroon on Thursday, June 21, 2018 on the theme "Contributing to improving the quality of education in sub-Saharan Africa: a holistic action".

The conference was a start up in the framework of the IMPEQ to undertake training of participants on the core elements of quality education especially creating

awareness on the dimensions of quality and training them. Participants were from the institutions of learning, the clergy, and education stakeholders in Cameroon particularly the different ministries in charge of education, non-governmental organizations, and international organizations like UNESCO.

In his opening remarks, the Rector of the UEC Jean Blaise Kenmogne presented a brief background of the origins of the IMPEQ, paying tribute to Prof. Dr. Annette Scheunpflug, the initiator and founder of this programme as well as the financial partner, Bread For the World – Protestant Development service and the academic partners such as the Protestant Institute of Arts and Social Science, and the Université Libre des Pays des Grands Lacs.

## THE IMPORTANCE OF IMPEQ IN AFRICA

In her presentation, the key note speaker, Dr. Susanne Krogull started by underscoring the problematic challenge of the quality of education in Sub-Saharan Africa and why it was very important to introduce such an IMPEQ programme. She went ahead by making a vivid analogy of the demerits of quality education in sub-Saharan Africa by identifying the lapses noticeable through scientific literature. In view of this, she moved on by demonstrating the criteria and indicators that are universally accepted as very relevant for the attainment of quality education in all aspects.

### PRESENTATIONS FROM GRADUATES

During the day, five workshops for reflection were organized as the core aspect of the conference. Each participant took part in two workshops on the following different topics handled by IMPEQ graduates and Dr. Susanne Krogull as well:

- Teacher training (with Mr. Njobati Frederick)
- Competent based education (with Mr. Ernest Claude Njoya)
- Learning climate (with Mr. Tangwe Abraham)
- Protestant Responsibility in Education (with Mr. Emmanuel Wepngong)
- Peace education (with Dr. Susanne Krogull).



To end the conference, during the last plenary session, the workshops rapporteurs presented the results of the various reflections. At the end of the discussions, the idea of a draft roadmap on an operational network on the quality of education in Cameroon was launched.

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## First IMPEQ Conference held in Goma, DRC



The IMPEQ conference at Goma – DRC took place on 14-15 May 2018 at “Université Libre des Pays des Grands Lacs” (ULPGL-Goma). Its theme was “Quality education for sustainable development in sub-Saharan Africa in general and eastern DR Congo in particular”

The main purpose of the conference was to present IMPEQ II graduates to the academic community and educational stakeholders in order to use their competences for the improvement of educational quality in

the DRC. The conference was attended by more than hundred people for the first and second days of the conference. The participants were from different universities located at Goma and Bukavu, local authorities, NGOs, churches’ representatives and leaders of schools.



The conference was opened by a Keynote which was given by Prof. Dr. Annette Scheunpflug through video presentation and then the conference continued with workshops which were facilitated by IMPEQ graduates. In the workshops, participants worked on five main topics: efficient classroom management, good learning climate, high cognitive activation by complex tasks, leadership and feedback, and learning communities. The keynote addressed by Prof. Dr. Annette was a keystone for starting and leading the different workshops. IMPEQ graduates who facilitated the conference were in total 15 and are from DRC, Madagascar and Rwanda.



The participants were satisfied and learned many new things at the end of the workshops. IMPEQ graduates also showed the quality of education they got through the way they facilitated the conferences showing to the participants a good example of learning communities as each workshop was run by at least two graduates.

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## Fourth cycle applications started

Fourth cycle applications started in August 15, 2018. There will more seats than the former cycles and scholarship application process is renewed. Please advise prospective candidates who are willing to have an education masters' degree.

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