

MASTER
EDUCATIONAL
QUALITY
IN DEVELOPING
COUNTRIES



IMPEQ NEWSLETTER

Winter Issue December 2019

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IMPEQ

Educational Quality in Developing Countries

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A HAPPY ENDING; A NEW START..

Dear IMPEQ-students and IMPEQ- friends,

With this newsletter, we want to update about recent developments in IMPEQ. IMPEQ III finished its classes in July 2019 and 19 persons graduated successfully. One person will probably complete their studies in 2020. We as the IMPEQ team are happy and proud of this success and congratulate all students. The program ended with a symposium on educational quality with students presenting their Master thesis and a poster exhibition. For the graduation, an international lecture from the United Kingdom was provided: Prof. Dr. Douglas Bourn, Institute of Education in London, spoke about "Global skills for teaching". The impressive keynote gave further inspirations beyond IMPEQ and framed teaching from a global perspective. During IMPEQ III we have organized teacher training of - on average - two days, training more than 300 teachers. Until now, IMPEQ I, II and III together have an outreach of 92.400 teachers and more than 4.2 million of young students. We think that this is an impressive contribution to education in the global south, showing the importance of the program. Compared to IMPEQ I and II, during the course of IMPEQ III, the higher emphasis was given to content as inclusion and global learning.

IMPEQ I to III did now receive, following the recommendation of the evaluation of IMPEQ, a leadership certificate. We strongly believe, and we had been assured by the evaluation, that IMPEQ contributes to not only an academic qualification but due to the nature of the program and its relation to practice as well to leadership qualifications. By this, it became obvious to make these qualifications visible.

Since October 2019, a new group of IMPEQ IV has started. We are extremely thankful to Bread for the World and the German Federal Ministry of Development Cooperation for the new funding and the possibility to enroll another group of students. This new group is the first group with a balanced gender numbers between women and men – we are very happy about this development. Women's empowerment is no longer just a word but becomes a reality. A balanced gender relation in leadership in education is

a very important step forward for educational quality and we are very happy to contribute to this via IMPEQ. Due to new models of the bursary, the new class consists now of 23 persons.

Compared to the previous IMPEQ program, in IMPEQ IV, the emphasis was given for education in emergencies, peacebuilding and inclusion. We included a workshop on education in emergencies by Birgit Heimdal Vilumstad, an expert in the field from Norway, which was seen as a very important contribution. The activities in peacebuilding are described in detail in this newsletter.

Reflecting these attempts in the light of the ongoing debate on climate change, we think that in future time education for sustainable development will play a more important role in the program. We will see what we can do to integrate this so important issue better in the program. It is great to see how this aspect gains higher public attention but frustrating to see that the global planet is far from being saved. It will be a necessity, to emphasize this topic via education.

To stay connected, we will do a conference on educational quality in February 2020 at PIASS in Rwanda. Another one in 2021 will follow, probably planned in Goma in the DRC. February 2020 we will offer an orientation seminar for people writing a proposal for Ph.D. and seeking bursaries. In case you are interested, please communicate.

With this newsletter, we want you to give an update on the developments of IMPEQ. We very much hope that this will be interesting for you.

This newsletter will reach you just before Christmas. Merry Christmas for you and your families - enjoy this very special time of the year. We wish you a healthy and happy New Year. May the peace of the Lord with you. We wish you a happy new year with many good days.

Stay blessed!

**Annette Scheunpflug
and the team of IMPEQ**



NEW IMPEQ GROUP, NEW ENTHUSIASM: FOURTH CYCLE STUDENTS IN BAMBERG

The IMPEQ team is excited to report that the 4th cohort of IMPEQ has successfully begun. In October 2019, the first period of attendance took place at the University of Bamberg. They successfully completed the first semester and went back to their countries.

23 STUDENTS FROM 7 COUNTRIES

The 4th cohort counts 23 students from seven different countries (Rwanda, Cameroon, DRC, Burundi, Tanzania, Liberia and Zambia). IMPEQ students are teachers, principals, university lecturers, and inspectors, 11 women and 12 men, all highly motivated to immerse themselves in ideas and theories of quality education. Twentythree students will study together intensively until 2021 to learn about indicators, principles, and strategies of quality education in classrooms and different types of schools and universities.

NEW METHODS; NEW TECHNIQUES

They will explore the philosophies and ideals of the Protestant profile of education and discuss how to translate this idea into everyday practices in classrooms and efficient yet collegial leadership structures in schools. They will ponder over questions of classroom discipline, communication, learner-centered strategies, pre-concepts of numeracy and literacy, and many other issues that are central to further enhancing educational outcomes in their respective education systems.

ACQUIRING ACADEMIC SKILLS

Most importantly, students will learn to master the art of research methodology as well as the reading and writing of academic texts. They will acquire the tools they need to take their own curiosities and work experiences from an initial hint to a research question, into the process of data analysis, and finally, the writing of a Master thesis.

LEARNING AND TEACHING TOGETHER

As part of their IMPEQ journey, students will develop and realize workshops and training related to dimensions of quality education. We are excited to celebrate this new cohort of students and are looking forward to their important work.



A SHORT TIMELINE FROM IMPEQ IV FIRST STAY AT BAMBERG, COURSES, FAREWELL

IMPEQ IV students were in Bamberg from September 28, 2019, until October 26, 2019. For most of them, it was their first visit to Europe and especially to Bamberg where they were very happy to discover a so beautiful historic city. It was hard work for them, as they explained. Working from 08.00 AM until 10.00 PM with small break times was a new working experience, very hard at the beginning, but which was appreciated at end after realizing the importance of what they could cover during this short period. In general, IMPEQ students must complete fifteen modules over a two-year period, which allows them to be awarded “a Master of Arts in Educational Quality in Developing Countries” at the end of the program.

FIRST SEMESTER: HARD WORK

During this first semester, the first four modules with a focus on education and normativity, theories of educational quality and measuring and documentation were taught. At the end of this stay, students could not hide their feelings about the content they covered. According to their expressions at the last debriefing meeting, they stated that they had not only learned about educational quality but had also experienced it. They showed themselves as ready to start making small changes using the baggage they have already received.

LEARNING C-SECRET

Seeing the work done by the IMPEQ team to make the stay a success, in the end, students wondered when they were resting. They testified to have learned a lot from them about efficient and effective time management. They were all happy to have discovered the “C-secret” of success as Prof. Scheunpflug used to tell them: “Collaborating with others, cooperation and communication”. *By Christine Nyiramana*



HAPPY FAREWELL

The stay ended with a joyful moment – an evening celebration for a farewell party that brought together all the IMPEQ IV students and all the staff who had been involved in the teaching, mentorship of students as well as logistical arrangement. IMPEQ graduates who were present at Bamberg at that moment for their Ph.D. studies were also invited. This was used as an additional opportunity to exchange experiences and to advise IMPEQ IV students on the journey undertaken. At the closing of the ceremony, Prof. Dr. Annette Scheunpflug encouraged students to continue working harder, and to remember the use of “C-secret”.

VISIT TO WITTENBERG: ONCE IN A LIFE TIME OPPORTUNITY

The IMPEQ IV participants visited the town of Wittenberg as part of Module IV, which dealt with basic pedagogical and theological ideas of modern times. In 1517 Martin Luther had nailed 95 theses at the Castle Church in Wittenberg in order to invite to a disputation about undesirable developments in the church. This event, which happened 502 years ago, is regarded as the beginning of the Reformation, from which not only Evangelical churches emerged in the tradition of the Reformation, but also brought about important changes in cultural and intellectual world history.

500 TREES IN LUTHER GARDEN

The IMPEQ group visited not only the houses where Martin Luther and his companion Philipp Melancthon lived and worked, but also the workshop of Lucas Cranach, who translated the findings of the Reformation into pictures and spread them through the then new technique of printing. Impressive was also the visit to the Luther Garden, which contains 500 trees of churches and Christian personalities around the world and which invites to devotions and prayers. A particularly impressive presentation of Wittenberg as it was 500 years ago is the Asisi Panorama, which shows in a huge rotunda scenes from that time, which can be experienced in the rhythm of day and night.

IMPORTANCE OF REFORMATION

From the view of the situation in African countries it seems to be quite important and stimulating that the Reformation put great importance to education and the maturity of each individual Christian and also this movement broadly and visually spread the basic ideas of the Bible. This led to a self-critical position towards undesirable developments not only in the Church but also in society in general.

By Martin Affolderbach



The students visited the historical churches and buildings in Wittenberg.



Luther Garden was one of the interesting points of the city tour.

A NEW APPROACH TO CONCILIATION: IMPEQ PEACE TALKS

During the first stay of IMPEQ IV at Bamberg, a new format, called “Peace Talks” was applied for the first time since the inception of IMPEQ. The objective was to develop peacebuilding reflections and competence for IMPEQ students coming from countries with escalated conflicts and war. By extension, the peace talks gave an added value to the leadership competence building dimension of IMPEQ, empowering change agents for educational quality in precarious circumstances.

CONFLICT REGIONS AND PEACEBUILDING

These peace talks, with the reflective conceptualization by Prof. Annette Scheunpflug, were organized for IMPEQ IV students and IMPEQ graduates in three groups along country lines, namely: South Sudan, Cameroon and the Democratic Republic of Congo. In each of the groups, the talks addressed the conflict crisis from a religious peacebuilding perspective and contextualized for the specific country.

DIFFERENT CAUSES, SAME ENDING

Although the conflicts in the three countries have different root causes, they have all escalated into war and characterized by killings of thousands of citizens, hundreds of thousands of internally displaced persons and refugees in neighboring countries, destruction of homes and property, schools shut down and ineffective schooling, rising insecurity and radicalization of youths to join militia groups. Children of school-going age and women are the most affected. The conflicts, therefore, have a major adverse effect on education in these countries.

DISCUSSION WITH AN EXPERT

These peace talks were facilitated by Mr. Stein Villumstad; a Norwegian teacher and former head of Religions for Peace (an important NGO on the cooperation of religions, based in New York) who is also an expert on international conflict resolution and peacebuilding. He has lived and worked in South Sudan and has a wide range of experiences on conflict resolution through peacebuilding in the global south. *Continued Page 7*



Mr. Stein Villumstad gave a presentation about peace works in Africa for sustainable development and continuous education efforts.



After years of peace work, Mr. Villumstad (R) is also a part of, the final agreement brought Nobel Peace Prize to Prime Minister Abiy Ahmed.

IMPEQ PEACE TALKS

During the talks, the IMPEQ students reflected on the conflict/war in their countries, their personal connection to the crisis, consequences on education, and the religious and non-violent sustainable peacebuilding perspective. The peace talks provided a safe space for reflection and a unique opportunity to benefit from the expertise of Stein.

THERAPEUTIC MEASURE AS WELL

The methodology used during the talks provided an opportunity for each IMPEQ student to express their personal connections to the crisis. Emotional and pathetic experiences were shared ranging from the loss of dear ones, high levels of insecurity, displaced families, destruction of homes and belongings, refugee experiences, confrontations at gunpoint and a feeling of hopelessness. Besides an open window to talk without fear and reflect on future steps, the methodology also served as a therapeutic measure for persons with cumulated trauma.

POTENTIAL OF RELIGIOUS INSTITUTIONS

Mr. Villumstad with an empathetic charisma connected the talks to non-violent, sustainable, education-oriented and religious peacebuilding reflections. From the discussions, it was observed that religious institutions in the three countries with escalated conflict are respected and trusted by the communities and therefore have the potential to shape the peacebuilding process. Coming from religious institutions, the IMPEQ students participating in the peace talks gained renewed insights, inspiration and strength to actively contribute to the crusade for peacebuilding using the religious platforms and networks. From the talks, religion has five important dimensions essential for a sustainable peacebuilding process, namely religion as an institution, as spirituality, as a set of ideas, as a community and as symbols and practices.

By Fondzenyuy Frederick Njobati

Visits to the Exam Center and Registration Office

IMPEQ is one of the most international groups of the university and widely appreciated by all the university staff with all means.

Fourth batch of the students pays a courtesy visit to the Registration Office of the university and to the Exam Center. The students thanked to the officials for their kindness and help during the exam process and finalizing their application in a short period of time. They also give a small concert and sing some African songs to the officials there, which made them so happy.

Ms. Christine Brehm from the Registration Office thanked the group for their visit and their songs.



IMPEQ IV students visited Ms. Christine Brehm from the Registration Office of the university and sing songs all together as a thanks message.

MISSION ACCOMPLISHED: THIRD BATCH COMPLETE THEIR MASTERWORKS



The graduating class of IMPEQ III proudly pose with their diplomas with Prof. Annette Scheunpflug, Vice-Chancellor of PIASS Prof. Dr. Elisée Musemakweli, Rector of UEC Jean-Blaise Kenmogne, Bread for the World representatives and IMPEQ staff after the ceremony.

19 students from the third batch of the IMPEQ successfully completed their masterworks and after 2 years of effort, they got their certificates. The dean of the faculty of humanities and cultural sciences Prof. Jörg Wolstein handed the certificates to the graduates.

The third batch of the IMPEQ students completed their masterworks after two years of intensive study. After four semesters of work, the students happily received the diploma they deserved given by the dean of the faculty of humanities and cultural sciences Prof. Jörg Wolstein.

MORE INTERNATIONAL STUDENTS

Prof. Wolstein talking at the graduation ceremony shared the joy of the graduate students and said he was sure that the education they received would bring them great benefits in their future lives. He underlined that he was a little skeptical when Prof. Annette Scheunpflug offered the program, but the passion of Prof. Scheunpflug made the newly established program a success. He expressed that IMPEQ is a great step for the internationalization of the Bamberg University. He also thanked “Bread for the World” for the support and make the program possible. *Continued Page 9*

MISSION ACCOMPLISHED

BIGGEST NEED IS QUALITY

Reinhard Palm, head of Africa Department of Bread for the World, was happy to see the new graduates and to see the results of the program. He thanked Prof. Wolstein for giving them the opportunity to realize such a wonderful program. He mentioned the biggest need is at the quality part in educational works and this program is vital for this aspect.

SUPPORT FOR GRADUATES CONTINUE

Dr. Julia Seibert, Advisor for Education in Africa, reported that since she had been in many countries because of her job, she personally observed the improvement in many places with the help of former IMPEQ graduates. She added that the graduates are not alone, there is a big team behind the program and they are always ready to help them whenever they need support.

IMPEQ REACHES 4.2 MILLION STUDENTS

The project leader Prof. Annette Scheunpflug stressed the lack of multiculturalism perspective in educational sciences. Referring to the multi-country dimension of the program, she said the aim of the program is to contribute to quality education in Africa. "IMPEQ graduates are multipliers for the quality education not only at their schools also in their region or area. As of today, IMPEQ graduates are responsible for 92.400 teachers and 4.2 million students in their respective countries. Two students became mothers during this time and three of the graduates had to leave their country due to war and flee but they succeed regardless of these harsh conditions." she said. After the speeches, Prof. Wolstein and Prof. Scheunpflug handed the certificates to the students.



Dean of the faculty Prof. Jörg Wolstein presented the diplomas to the students.

FIRST TARGET REACHED, MORE WORK TO DO...

At the graduation ceremony, a roundtable about the targets of IMPEQ was held with the attendance of IMPEQ partner organizations. Chair of the General Education department Prof. Annette Scheunpflug, Vice-Chancellor of the Protestant University in Rwanda Prof. Dr. Elisée Musemakweli, Rector of the Université Evangélique du Cameroun Jean-Blaise Kenmogne and Nadine Ebinghaus of the Bread for the World joined the roundtable. The participants as the IMPEQ organizing partners discussed the objectives of the program and the distance taken so far.

SHARING A VISION

Prof. Scheunpflug underlined that to contribute to the education quality in Sub-Saharan African countries, this international cooperation helps to reflect different perspectives and share a vision.

SOCIETY EXPECTS MORE AND MORE

Vice-Chancellor Protestant University in Rwanda (PIASS) Prof. Dr. Elisée Musemakweli said that the educational sciences contain endless opportunities. "As you can bring positive changes to education, you are expected to give more and more to society. PIASS tries to do the best for the best results to achieve at the program." Prof. Musemakweli stressed that PIASS is trying to do the best best for accommodating the program.

CAPACITY TO SERVE FOR THE FUTURE NEEDED

Rector of Université Evangélique du Cameroun Prof. Jean-Blaise Kenmogne told that since the start of the program they witnessed the impacts of the program very closely. "We can see the results here at the moment. For us the most important selection criteria are, to have enough intellectual capacity to serve for the future," he added.

MODEL FOR FUTURE PROJECTS

Nadine Ebinghaus of the Bread for the World reminded that she was also at the opening ceremony of the third batch. Underlining that she is more than happy to be at the graduation ceremony and witnessing the success of the students, she said, "The steering committee is playing a role model for other projects because of transparency, and openness. The discussions during the process are creating new perspectives for other projects." *Continued Page 11*



(L-R) Prof. Kenmogne, Prof. Musemakweli, Ms. Ebinghaus and Prof. Scheunpflug attended a panel chaired by Christine Nyiramana.



After students presentation, they gave thanks and gifts to the Prof. Wolstein (L) and Bread for the World representative Mr. Reinhard Palm (R).

NEW HORIZONS, MORE EXPECTATIONS

STUDENT ROUNDTABLE

Graduating students also shared their vision and comments during the ceremony with a roundtable discussion. The graduates Yakani Stephen Amule Kolowuka, Kavi-ra Siberi Kivatsi, Franck Havyarimana from IMPEQ and Frederick Njobati discussed the impacts of the program on the future of their career as well as for the future of their respective countries. Kivatsi told learning about how to be more effective in teaching was one of the most important points of the program for her. Havyarimana mentioned that he learned a lot from the program also from the team, especially thanked the team for their support during her pregnancy.

Kolowuka mentioned that all IMPEQ students brought their experiences from their institutions and countries, and this made the program unique. Using the network of IMPEQ students and graduates, he offered to create a regional support force in quality education. Graduates also shared their vision for the future.

After the graduation ceremony, graduates, teaching team, IMPEQ staff and families shared joy and happiness.



Graduating students shared their ideas about the education they got.



Some family members of the students joined the graduation ceremony.



IMPEQ team, whom all of them are former IMPEQ students are also at the graduation ceremony and shared the joy.



Vice-Chancellor of PIASS Prof. Elisée Musemakweli, Nadine Ebinghaus (Bread for the World), Rector of UEC Prof. Jean-Blaise Kenmogne (L-R)

BAMBERG TEAM IN RWANDA FOR FUTURE COLLABORATIONS

Foundations of Education chair members, Ph.D. students and a visiting scholar from Japan visited PIASS in Rwanda for further cooperation. Dr. Martin Nugel and Dr. Mark Wenz of the chair and Ph.D. student Sonja Richter were at the visiting delegation. Prof. Masashi Urabe of Hiroshima City University, Japan, who is visiting scholar as an Alexander von Humboldt Foundation scholarship at the chair was also at the team.

BIG SURPRISE FOR PROF. URABE

Since it was Mr. Urabe's first visit to Rwanda in the frame of a German delegation, he was so surprised to know that colleagues and students from his homeland had already visited there due to cultural exchange and peace studies. At the PIASS, he met Japanese professor

Dr. Kazuyuki Sasaki who is working as a peacebuilder and supports the reconciliation of the conflicts. Another colleague from Hiroshima City University, Dr. Yoshiaki Furuzawa sends some students from Hiroshima to the PIASS in order to let them learn the reality of peacebuilding. Mr. Urabe was also surprised to see that many African students, as well

as faculty members, were teaching and studying even on weekends. "They are really motivated to learn something new to them. I really thank Prof. Scheunpflug and her team for giving me a great chance and experience to visit Rwanda" he said.

PRESENTATION TO BNEP STAFF

Even it was not his first visit to Rwanda, Mr. Wenz was still under new and exciting circumstances. In addition to the normal preliminary discussions and planning within the framework of various projects, he also presented the results of his research on nongovernmental

primary schools in Rwanda at a conference. The topic of the lecture was about educational justice through and at non-state primary schools that were under special auspices. "With this conference," Mr. Wenz said, "Colleagues at The National Bureau of Protestant Education in Rwanda gave me the opportunity to present my results to an expert audience and to thank them for their many years of cooperation and support." He also thanked Rev. Dr. Samuel Rugambage and Pastor Samuel Mutabazi, Director of BNEP and his team, for planning and conducting the conference, as well as for their great support for his research activities.

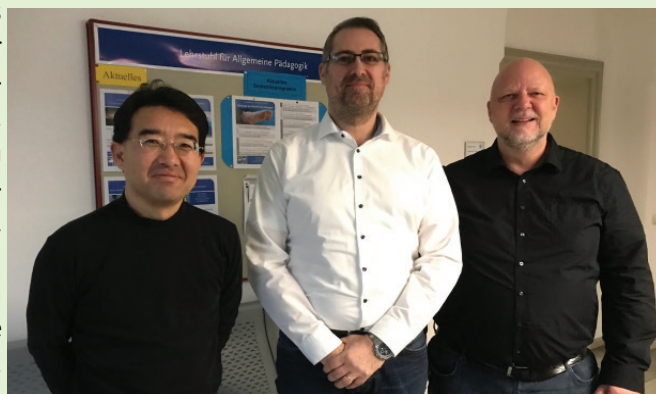
MANY FIRSTS IN RWANDA

For Dr. Martin Nugel, there are many firsts. Since this was his first trip to Africa or to a non-European country, Mr. Nugel was very excited to teach in a new environment. "I had already heard a lot from my colleagues about the commitment of the teachers and also the students at the protestant university in Butare. Therefore I had a relatively clear picture of the high interest and the 'thirst for knowledge' of the students. I did not teach within the framework of IM-

PEQ but held a workshop on „Learning spaces“, which I prepared together with my colleague Emmanuel Nyibizi. Teachers, headteachers, and even state employees were invited to the event" he said.

EXPECTATIONS EXCEEDED

Mr. Nugel underlined that his expectations were greatly exceeded and they discussed everyday problems like how to create good outdoor learning spaces, how to deal with the lack of light in the often very dark classrooms. "There was a very high willingness for discussion and mutual exchange. I learned a lot from the comments of the participants."



Prof. Masashi Urabe, Dr. Mark Wenz and Dr. Martin Nugel (L-R)

MENTORING SESSIONS IN BAMBERG, SHARING EXPERIENCE AND WISDOM

Sonja Richter is a Ph.D. student at the Chair of Foundations of Education and she is one of the supporting members of IMPEQ. Since February 2018, she lives part-time in Rwanda, working as a freelance consultant in the context of international development. She also said that teaching the international student's group at IMPEQ is challenging but rewarding. "You always have to consider the students' cultural, educational and socio-economic background. Thereby you are constantly confronted with your own provenance and biography. It does feel very intense."

DAILY MENTORING AFTER LECTURES

Richter also was a mentor to the IMPEQ IV students in Bamberg. Every day in the afternoon, after the lectures and seminars, she recapitulates the contents in small so-called „Mentoring Groups“. "In this learning setting the students do have the chance to discuss what they have learned considering their own experiences and the political situation in their home countries - so I as a lecturer also do learn a lot from the students. IMPEQ is all a big mutual learning process where everyone who is involved in learning," she said.

BIG CHANCE FOR MANY

According to Richter, IMPEQ students highly appreciate their chance to broaden their perspectives on educa-



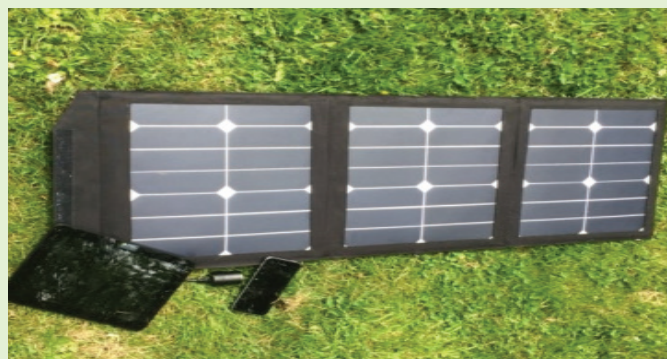
Sonja Richter

tional theories and to achieve a graduate degree from a European university. "Students in Europe usually do have easier access to a high-quality master program which makes them take classes and lecturers more for granted. The IMPEQ students are engaged wide above average with the content we teach."

Richter also mentioned that working with such highly motivated students is also truly motivating for her as a lecturer. "Mostly we discussed the relevance and implementation of educational theory for and in practical educational settings. Therefore we tried to understand the 'abstract level' of quality education - without losing the ground."

Solar panels for South Sudan

Since the electric supply in South Sudan is not continuous and there are frequent power outages in the country, fourth batch South Sudanese students were given solar panels to produce electricity. With these panels, they will always find a chance to find electricity when they need to work with their computers and charge their machines.



Portable solar panels produce enough power to support laptops.

ONE DOLLAR GLASSES PROJECT: BRINGING HOPE FOR LIFE

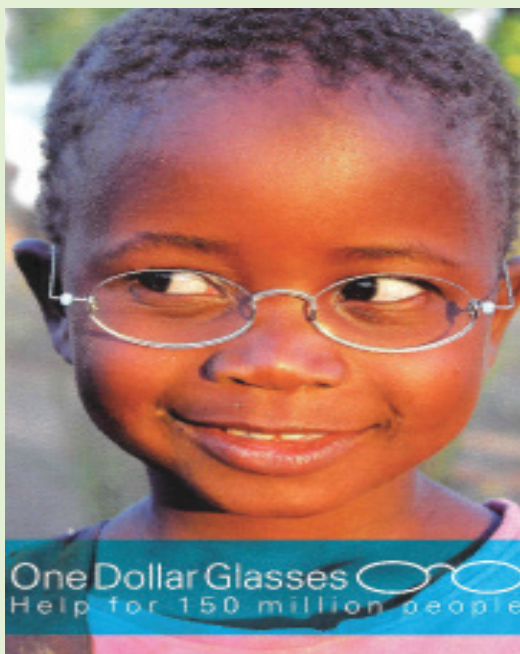
One-dollar glasses (ODG) is a project founded in 2012 by Martin Aufmuth, a former student at Erlangen – Nuremberg University, who later became a secondary school teacher of Mathematics and Physics. The aim of this project is to provide glasses to more than 150 million people all over the world living in poor conditions who cannot afford the price for medical consultation and glasses. The operational dimension of the project ensures the provision of glasses for one dollar each, trains people to make the necessary measurements and by this to provide good quality glasses with small prices.

LOW VISION COSTS A LOT

Students of IMPEQ IV had the opportunity to take part in the workshop on the ODG project that took place during their stay in Bamberg. In attendance also were IMPEQ graduates undergoing Ph.D. studies during that time. This workshop was facilitated by Mr. and Mrs. Sauer who are resource persons of the project. It was disclosed during the workshop that in most developing countries, a good number of children underperform or drop out of school not because of low intellectual capacity but because of low vision.

RESULTS IN MALAWI

This project is, therefore, contributing to promoting educational quality as it supports access of children from poor socio-economic backgrounds through the boosting of vision, thus bringing hope for life. Workshop Participants were fascinated by the story of first graders of a school in Malawi wherein about 220 children could not follow lessons as a result of visual deficiency meanwhile teachers thought that they were not interested in learning.



EASY SOLUTION

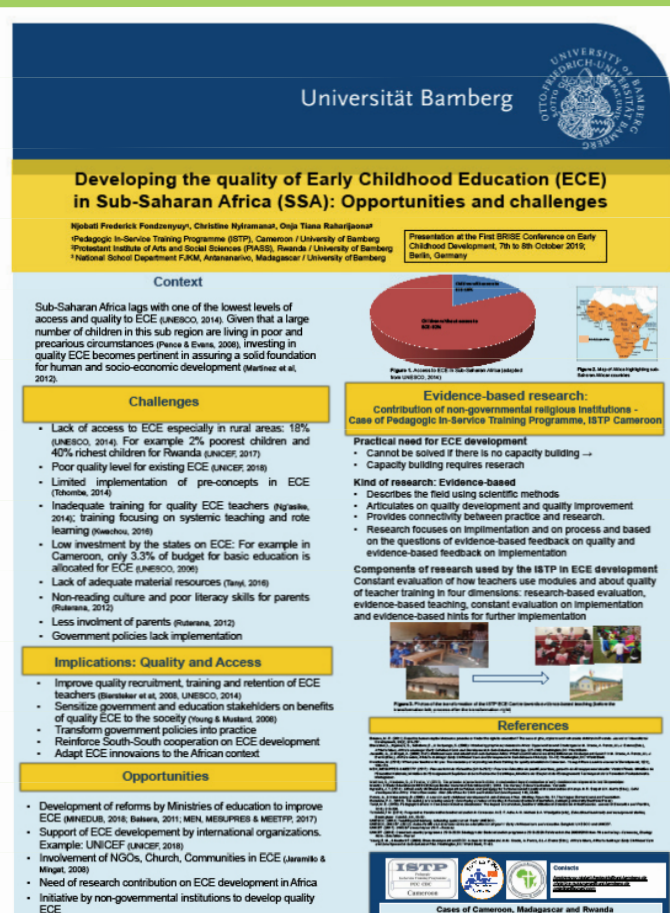
The conduction of eye tests and support with “one dollar” glasses has put a smile on the faces of these children whose learning motivation is now assured. Coming from a developing context where access to education is still a major influencing factor of quality, participants at this workshop reflected the possibility of integrating the ODG project in their existing school development projects. The vision-related problems that some IMPEQ students had encountered before being assisted with glasses by IMPEQ, additionally deepened their interest in the project. Mr.

and Mrs. Sauer clarified and responded to questions that curious participants raised. This workshop did not only provide learning possibility but also fun and high expectation as participants were given the chance to experience the on-site assembly of glasses using a simple machine packaged in the ODG toolkit. The workshop and the reflections therefore serve as motivation for IMPEQ students to become partners in this ODG project in order to connect schooling with better eye treatment.

By Fondzenyuy Frederick Njobati



It was a very exciting time for them to learn from different projects and universities, not only about ECE but also to gain new insights into the different research forms of methodology and presentations used, as well as new contacts. It was, particularly, very interesting to learn from and get in touch with the two Keynote speakers: Prof. Dr. Lynn A. Karoly and Prof. Dr. Marc H. Bornstein, who have a long experience of working with ECE. *By Christine Nyiramana*



Among other aspects, the article deals with the role of the secular state as a provider of religious education. Various models of educational organization are described, organized, and structured with regard to dealing with religion. Educational content and quality play a central role in guaranteeing the human right to freedom of religion and belief. With regard to guaranteeing the freedoms mentioned here for education, the selection, content, and quality of the teaching are central. *By Mark Wenz*

FRUITS OF IMPEQ: TWELVE PH.D. RESEARCH ON THE WAY



Twelve IMPEQ graduates are working on their Ph.D. thesis about the education problems and solutions of their respective countries.

Besides the master program, the General Department Chair was also busy with the Ph.D. works of former IMPEQ students. At the moment there are 12 Ph.D. works on progress related to Sub-Saharan African countries and 11 of them are conducted by IMPEQ graduates. Here is a quick look at some of the projects:

BEING A SCHOOL LEADER IN CAMEROON

IMPEQ I graduate and also a team member of IMPEQ, Fondzenyuy Frederick Njobati from Cameroon is working on the topic, “Being a school leader of a Protestant school – the self- understanding of stakeholders: Case of principals of Protestant secondary schools in Cameroon”. His study is contextualized in Cameroon where in non-governmental confessional schools of which the Protestant schools form an important part are shaping the educational landscape.

DRC PROTESTANT SCHOOL LEADERS’ LEARNING

IMPEQ II graduate from Democratic Republic of Congo Eraste Kakule Bulaya Jumapili is working on “DR-Congo protestant churches leaders’ informal learning as provided by their partnership with other churches in a global world

-Case of CBCA (Baptist Church in Central Africa).” With his work Jumapili wants to understand how the DR-Congo protestant churches leaders’ informal learning is being shaped in the churches International network, through different partnerships, mainly the travels and exchange visits they have been undertaking beyond the national boundaries.

LEARNING CLIMATE IN DRC UNIVERSITIES

IMPEQ I graduate Semerita Kavira Kamundu of Democratic Republic of Congo focuses on “Learning climate in universities: an empirical approach to the quality of teaching in universities in the Democratic Republic of Congo (DRC): The case of the city of Goma.” Kamundu underlines that, although the socio-political crisis seems to be spreading across the Congolese territory, especially in the East in North Kivu province, quality education remains an imperative in all aspects of the educational system from pre-school to university.

QUALITY OF TEACHER EDUCATION IN RWANDA

IMPEQ I graduate and team member Christine Nyiramana is working on “Quality of teacher education: Experiences of

Continued Page 17

GUIDANCE AND COUNSELLING FOR FUTURE PROFESSORS

students-teachers vis-av-vis teachers feedback.” Nyirimana mentions that the quality of an education system depends largely on the quality of its teachers. This study provides a contribution that shows how feedback - one of the equality criteria for teaching- would be used to improve the quality of teacher education in Rwanda.”

PROFESSIONALIZATION IN CLASSROOM MANAGEMENT IN MADAGASCAR

IMPEQ II graduate Onja Raharijaona from Madagascar is making a research about, “Professionalization in classroom management: experiences of unqualified primary school teachers in Madagascar.” Based on the objective of her research, which

is to understand the realities of professionalization and practice of classroom management by these teachers, the qualitative approach was adopted to undertake this study.

QUALITY TEACHING IN RWANDA

IMPEQ II graduate Emmanuel Niyibizi from Rwanda is working on the topic, “Teacher Educators’ Subjective Theories about Quality Teaching in Rwanda.” About his research, Niyibizi has mentioned that “Teaching and teacher education are cornerstone for educational quality development worldwide. More specifically, teacher educators play an important in engineering the quality educational development through professional development both at pre-service and in-service levels.”

PERCEPTIONS OF RWANDAN TEACHERS ON CHANGE

IMPEQ II graduate from Rwanda Charles Gahutu’s topic is “Understanding the perceptions of teachers on change in schooling: A contribution to educational quality” The purpose of Gahutu’s research is to understand the perceptions



Ph.D. candidates attend to seminars given by Prof. Annette Scheunpflug in Bamberg-

of Rwandan teachers on change in schools in the framework of changing world. It is contextualized in Rwandan educational system and the research project will be looking for the answer to these questions: “How do Rwandan teachers perceive the changing world? How do Rwandan teachers perceive changes in regard to schooling?”

VIOLENCE AND EDUCATIONAL QUALITY IN CAMEROON

IMPEQ I graduate from Cameroon Abraham Tamukum Tangwe is working on “Violence and educational quality and effects on the learning outcomes of students in Cameroon.” Underlining that the Ph.D. journey is not a journey for the faint-hearted he said, “It requires structuring the time at your disposal, dedication, patience and always ready to diversify your efforts when you are stuck. You remain the master of the content but the challenge is visible from your desire and ability to weave through the required methods until you get to the required standards. In all, determination remains the key to the journey.”

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PROJECTS FOR FINDING SOLUTIONS TO THE EDUCATIONAL PROBLEMS

PERCEPTIONS OF PROTESTANT SCHOOLS IN RWANDA

Another IMPEQ I graduate Etienne Uwajyiabo is working about the “Protestant identity and its impact on quality education improvement: Perceptions of Protestant secondary school leaders in Rwanda.” Uwajyiabo research includes detailed interviews with the school leaders and getting some questionnaires with lot of field research.

REASONS OF PRECARIOUS SCHOOLS IN DRC

IMPEQ I graduate Jean Kasereka of DRC is working about the certain precariousness of DRC educational system. He underlines that almost 65 percent of the schools in DRC are in a precarious situation as dilapidated buildings, insufficient furnitures or inadequate, lack of didactic material. His aim is to find a way about how the school leaders can challenge with these difficulties and find a way for quality education.

INCLUSIVE EDUCATION IN CAMEROON

IMPEQ III graduate Fai Mercy Lemnyuy Njobati is from Cameroon and her interest topic is “Inclusive Education: Teachers’ mental models of heterogeneity in schools of Cameroon”. The study seeks to investigate teachers’ subjective theories regarding heterogeneity in schools. This is because the existing studies on inclusive education in Cameroon focus on impairment and disabilities, with little research conducted on dealing with the diversity in schools as regards clear norms.

INITIAL SERVICE TRAINING OF TEACHERS IN RWANDA

IMPEQ I graduate from Cameroon Claude Ernest Njoya



Prof. Annette Scheunpflug organized seminars for the Ph.D. students and gave information about how to handle the issues during their research.

is conducting a PhD research on the topic of, “Initial and in-service training of secondary school teachers in Cameroon: perceptions of trainers.” Indeed, despite the fact that the objectives are generally and clearly defined in initial and in-service teacher training, in classrooms or training situations, it is not clear neither how trainers manage to reach the assigned goals, nor the way

they proceed to train novices. Njoya’s study is therefore undertaken to understand how teacher trainers describe their practices: the strategies that are implemented, the nature of the tasks to which students-teachers and novices are subjected, the attitudes of trainers, the preparation of courses and sequences training, and the factors that tend to influence the activities of trainers.

LIVING-WORKING CONDITIONS OF RWANDAN TEACHERS

Even though he is not an IMPEQ student, Pastor Samuel Mutabazi from Rwanda is also closely working with the IMPEQ group. As the coordinator of more than 1500 Protestant schools in Rwanda, Mutabazi is interested in the living and working conditions of teachers in Protestant primary schools in Rwanda and the negative effects they have on the quality of teaching and learning in Protestant schools. He is listening to the teachers from different cities and making in depth interviews with them. He is planning to generate new theories that will allow the most in-depth understanding of the problem of teachers’ living and working conditions in Rwandan context.

WORLD CONFERENCE ON RELIGIONS FOR PEACE AND PROTESTANT SCHOOLING

It was a special honor for Germany that in August 2019 the World Conference of „Religions for Peace“ could take place in Lindau in cooperation with the „Ring for Peace“ Foundation and the Foreign Office of the Federal Republic of Germany. The conference venue Lindau is beautifully located on an island in Lake Constance, from which one has a fantastic view of the Alps in good weather.

REPRESENTATIVES FROM 100 COUNTRIES

Around 900 participants from some 100 countries representing a large number of religious communities worldwide at this World Assembly, which takes place every 5 to 7 years. The theme of the conference was „Caring for our common future: promoting the common good for all“, which has been worked on in five sub-themes in numerous working groups and commissions:

1. Advancing Shared Well-being as a Multi-Religious Vision of Positive Peace;
2. Advancing Shared Well Being by Preventing and Transforming Violent Conflicts;
3. Advancing Shared Well-being by Promoting Just and Harmonious Societies;
4. Advancing Shared Well-being by Promoting Integral Human Development and
5. Advancing Shared Well being by Protecting the Earth.

GERMAN PRESIDENT'S MESSAGE

The German Federal President, Frank-Walter Steinmeier, gave a much-attended opening speech. In addition to the work of the commissions, peace talks with representatives of conflict regions took place. The work of the World Conference and its decisions are summarized in the final document. The conference inaugurated a „Ring of Peace“ symbolizing the protection of sacred sites,



which was shortly after the assembly supported by the Secretary-General of the United Nations, António Guterres, in New York.

REFLECTIONS TO IMPEQ

What does that mean for evangelical schools worldwide?

- Such a conference is an encouraging sign in the sense that productive cooperation between representatives of different religions is possible and fruitful.

- The materials on the five topics are very interesting and stimulating and, if they are didactically processed, can be very helpful for school education. They can be found and downloaded at <https://rfp.org/home-3/10th-world-assembly/>.

- Similar to the World Conference, IMPEQ IV has also provided peace mediation and educational services in conflict areas. At the World Conferences, a Peace Charter for Forgiveness and Reconciliation was also adopted, which is helpful in this context.

- Last but not least, the Ring of Peace is an important symbol that should ensure the protection of churches, places of worship and other holy places, and

that, thanks to its support by the United Nations, can be used in particular also in conflict situations.

By Martin Affolderbach



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Photo Credits:

Martin Affolderbach: Page 5, 19
Susanne Ress: Page 7

Design finishing date: 15. December 2019

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