

EDUCATIONAL QUALITY IN DEVELOPING COUNTRIES

Newsletter December 2018

Dear readers,

After the first issue, we received many greeting messages from our graduates, students and colleagues. Most of them underlined the newsletter filled a gap that had been felt the necessity for a long time. That made us happy.

In this issue, we have many interesting articles, files and interviews. IMPEQ III students have already got new courses during the last session in Rwanda. These are “Inclusion” and “How to run a good school”. These courses will help them to have better and quality education. You can read the news and an interview on this issue.

Prof. Scheunpflug wrote about the Nobel Prize given to Dr. Mukwege from DRC, whom our participants from DRC very well know him. Many of IMPEQ participants also shared same experiences as Dr. Mukwege.

One of our graduates Justin Uwubuntu, started a new program in his region after his IMPEQ training. With this program called ERIBI, they were able to reach a large number of people who are in the education field. Details

of this is wonderful program is also in the following pages. Another graduate, in fact is an acquaintance of all of you, Christine Nyiramana also shared her experiences. As a former student, now management and teaching team member, she has a lot to share. Our interview with Christine will make you think how similar experiences you also had like her.

IMPEQ III continues and all students are probably busy with writing their thesis. In this issue, we have interesting photos from our meetings in Rwanda last September.

One of our longtime team member, Susanne Krogull will not be with us anymore. Since the start of the program, she had great efforts. We thank her and wish her success in her new life.

After Ms. Krogull’s departure now, we have new team members: Dr. Susanne Ress from Germany and Frederick Njobati from Cameroon will run the program together. Dr. Ress will be the contact person for all inquiries. We welcome them both, and wish them success in their new jobs.

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Last but not least we have a new section, News from Graduates. Many of our participants career's changed after IMPEQ. You will read some of them at this issue. Please keep us informed about the important changes of our graduates.

The applications for the fourth cycle is still possible. Please pass the word around you and help your colleagues to be part of our great family.

We all wish you, your family and your students a happy Christmas and a New Year!

The project team of IMPEQ.

Message of the Nobel winners



Annette
Scheunpflug

Dear students and friends of IMPEQ,

This year two activist campaigning against rape in warfare shared the Nobel peace prize: The Congolese gynecologist, Denis Mukwege, who has treated thousands of rape victims in war-torn Democratic Republic of Congo and Nadia Murad, the Iraqi Yazidi, who has campaigned against sex slavery by ISIS.

The Nobel Prize draws the attention to the terrible forms of sexual crime. At the same time, it underlines the fact that not only politicians have to work for peace but that everybody in her or his private and professional setting can also contribute to peace and self-determination.

Especially when working in the field of education can effectively contribute to Peace and Democracy. By our work of IMPEQ we all try to contribute to this important objective. Those students, who are effected by the situation of conflicts and war - as those in the DRC or in South Sudan - have many experiences in working in such difficult conditions and contributing through education to peace and democracy. Those students from Cameroun undergo at this moment the bad and harming experience of seeing their schools being one of the main targets by those bringing civil war to the country.



Nadia Murad



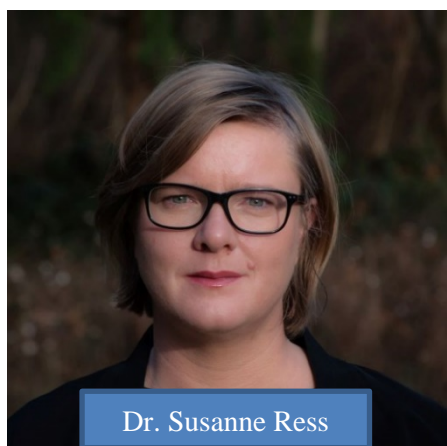
Dr. Denis Mukwege

By the Nobel Prize to Dr. Mukwege, IMPEQ graduates and students of IMPEQ should feel very encouraged to strengthen their engagement for peace and democracy through education.

What's new?

New IMPEQ directors announced

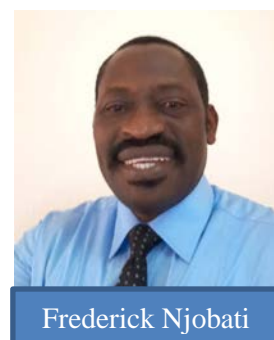
Our long-time colleague Susanne Krogull made a career shift and now we have new directors. Dr. Susanne Ress will undertake the IMPEQ responsibilities in Germany and Frederick Njobati will be in charge in Cameroon.



Dr. Susanne Ress

Dr. Susanne Ress completed her Ph.D. at the University of Wisconsin-Madison in the Department of Educational Policy Studies and the Development Studies Program in 2015. After returning to Germany, she was a visiting scholar and lecturer at the Center for Comparative and International Education at the Humboldt-Universität in Berlin. Her research focuses on higher education for development and how pressing global concerns of migration, environmental change, and employment get translated into educational policies and practices. Her book “Internationalization of Higher Education for Development. Blackness and Postcolonial Solidarity in Africa-Brazil Relations” is forthcoming in the Bloomsbury series New Directions in Comparative and International Education.

Frederick Njobati is a graduate of IMPEQ and a native of Cameroon. He has a Master's degree from University of Bamberg. He has a broad working experience in teaching also a teacher education as a leading an in-service teacher education centre in Cameroon. While he is continuing his job in leading the in-service institution in Yaundé, he will also be a part of our team. Besides teacher education, Njobati has an international experience in the field of peace education, North-South international exchange programs, including working experiences in Israel, South Africa and the DRC. He is currently working on a PhD in education here in University of Bamberg.



Frederick Njobati

Concept of 'inclusion' introduced in IMPEQ III



When addressing the issue of Quality Development as part of the teaching process, students of the third batch of IMPEQ has benefited from a new course on the concept of "Inclusion". Indeed, even if in many world's discourses people talk about inclusion in education, little is known about the strategies for implementing this inclusion. What is inclusion and how to move from vision to reality? This was the aim of this new course introduced to IMPEQ students in Module 9.

MULTIDIMENSIONAL PERSPECTIVES

To make the understanding of inclusion more practical, the concept of inclusion should be considered from a multidimensional perspective. First from the perspective of human rights, inclusion is seen as a way of giving possibilities of freedom; second, inclusion is also a way to ensure social justice. A third point is, the concept of inclusion goes beyond the one of the simple integration. From these different perspectives, there is a need of a change of paradigm. Indeed, instead of being stuck of the disabilities of persons we should rather reflect the social disabilities of our societies.

NOT ALL STUDENTS ARE SAME

To make inclusion more concrete in the framework of quality education, schools should create differences on the bases of competences and emphasize rather on justice by taking into account the needs of each student, instead of equality, which aims to consider all the students at the same starting level.

As a result, there will be no more specific schools for the disabled, but schools where students with and without disabilities rub shoulders daily. Therefore, a truly inclusive school will be the one that needs to ensure that all learners, with or without disabilities, have the same rights and share the same living environment that does not constitute a handicap for anyone. For instance, you can start avoiding stairs for disabled people by providing tracks without obstacles for them. Furthermore, students receive individual support in an equitable way. They are autonomous and are able to express themselves freely.

Many resources in terms of literature are available to help deepening the understanding of the concept of inclusion and to practically implement it in the framework of education. *By Claude Ernest Njoya-Butare*

The magic way of creating a good school



Hans Schmid

Education is a living and developing process. For this reason, we have an update in Module 10 and in the last meeting in Rwanda, Hans Schmid taught in general about inner school development. In his latest course, he explained different aspects of how to achieve school development and quality education.

For the ones who were not lucky enough to have this content, we made an interview with Hans Schmid. He told us the key point of transforming a school in abstract. He underlined the importance of leadership and the responsibilities of a leader as well as the team members. He gave great tips on the way to achieve and create a good school.

At the last semester, you thought “How to develop a good school system?” What is the most important motivation for you to teach this course?

My motivation is based on the one hand the goal of the IMPEQ program to provide people in management positions with in-depth knowledge and leadership skills in order to be able to shape future-oriented changes in their education systems. On the other hand, my participation in IMPEQ represents

a new challenge for me. In my previous work as a school developer, the availability of sufficient resources, both materially and personally, played hardly any role. The participating leaders at IMPEQ not only have to mentally anticipate upcoming reform processes but also to initiate and advance these processes under difficult conditions (lack, uncertainty, etc.). The challenge for me is above all to embed promising strategies and competences together with the learners into learning processes in such a way that the participants under the prevailing cultural and material conditions can perceive the desired development steps as affordable and attractive. The motivation for me is also my own learning process. To make own new learning experiences is - not only for me - a constant motivation, because learning belongs to the personal advancement and is simply fun.



IMPEQ students during a lesson.

So is there a magic formula to change a school and make it a wonderful one?

Every social development is a dynamic and complex process that is difficult to predict. On the one hand, education proves to be a formative driving force of social development, on the other it is dependent in its possibilities and effects on this process. These interdependencies and inequalities make any desire for an 'easy road' or a 'magic formula' for school development seems illusionary and inappropriate. It is precisely the lack of an organizational 'magic formula' that makes school development so attractive. The

professionalism of leadership in this development process does not consist in transforming each individual school into a copy of a central planning model, but in searching for creative school-specific ways to equip pupils with future competences in a sustainable way. The only thing that points approximately in the direction of a 'magic formula' is the fundamental orientation of school development towards future competences for a globalized world.

Can you make a summary for this process then?

Canadian educational researcher Michael Fullan has named these global competencies with his 6 Cs. These are, "character, citizenship, collaboration, communication, creativity and critical thinking". These 6C's are to be understood as an extension of the classical school standard competences, literacy, numeracy, on respective levels.



IMPEQ teamwork exercises.

School administrations that focus their development efforts on the promotion of these competences are in a sense walking on a 'silver bullet' path. A further aspect towards the 'magic formula' is that, school principals at all levels must never ignore a pedagogical principle: "Learning must enable all those involved to experience success. Successful is, who makes others successful!"

What are the most important points in the transformation process?

Sustainable transformation cannot simply be decreed. All participants must understand the 'meaningfulness' of each individual development step, so that they can use the desired stage goal for their own drive, for their own motivation. Successful managers recruit, inspire for development steps. A largely joint identification process for school-specific development steps is an indispensable process phase. The focus of the discussion in the transformation process must always be the benefit for the learning success of the students. What do we want to achieve with our offers and activities? How do we

thereby promote the 'learning' of our students? These should be the key questions during the whole transformation process.



What is the role of the leadership in this process?

Good leadership is always to be able to communicate what learning gain each step of development brings. The reference to data-based evaluation should become a matter of course. For action and communication, school leaders should always refer to the quality circle, the PDCA cycle (Plan-Do-Check-Act). The categories of this spiral should gradually characterize thinking in the development process. The constant reference to the PDCA cycle should also promote the realization that there is no absolute attainment of development, that

transformation is normality for a good school and that any attainment would ultimately lead to stagnation and regression.

Is this kind of change dependent on one person or on the whole team? What about the role of the team members?

School was and is usually a microcosm of society. The way of learning, the quality and structure of the relationships between adults, between adults and children, young people is traditionally a reflection of the existing society. If school development is to point into the future, it is inevitable that school will be prepared, as a microcosm for this future society and that structures will be established which represent the future coexistence (globalized society) and make it possible to experience it. School development concentrated on one person - the leader - or executed by him would be a model for an autocratic society and would completely contradict the claim of participation, emancipation and democracy. School development, which aims at anticipating an emancipated globalized society, can only take place in cooperation with all participants, leaders, teachers, parents, students, communities, etc.

What are the parts of a good team then?

Teams offer excellent practice opportunities for the desired competences of collaboration, citizenship and communication. A globalized society will only function if globalized thinking also leads to globally beneficial action.

Currently it is necessary to overcome overused individualism, excluding family and clan references, tribalism, nationalism, ethnicism and the like. Working in mixed teams for common success promotes the mentioned competences and contributes to the development of an awareness of general participation and social shaping. Good teams are a microcosm of a society oriented towards the creation and negotiation of the common good. Teams offer opportunities for experience in finding just common solutions and their more sustainable impact. In this sense, teams play a decisive role in the quality development of schools and school systems.



Hans Schmid

Educational school development is more than functional organizational development. Developments are only sustainable if they are supported by the conviction of a majority, if the individual mental models form a sufficient intersection with the desired educational goals.

What about communications both inside and outside the team?

A central task of leadership is to contribute to the formation of adequate mental models through enlightening, meaningful communication. This communication task cannot be sensibly implemented by a leader alone. Leadership teams at all levels prove to be very helpful and necessary.

Collegial learning communities have proven to be an excellent model for developing school-specific development steps, jointly developing the necessary competencies and jointly ensuring implementation within the college. An essential condition for success for these professional learning communities is the consistent reference of all team activities to the improvement of the students' learning success.



One time success is not a success, it needs continuity.

Constructive cooperation in teams should become a matter of course for students, teachers and managers. For teachers and school leaders, competent teamwork must be part of the career criterion.

If a school principal wants to initiate a change, how should he or she motivate the team?

The honest appreciation of teamwork by leaders is a basic requirement. Cooperation in teams, both at management

level and in collegiate teams, is part of the role model role of leaders. In addition, tasks at school are to be assigned to teams as far as possible and teams are to report on the progress of their work in conferences. The leader has to participate fair in the team process by selective cooperation in the teams and to inform himself about the progress of the work. The leader also has to provide support if necessary with stagnating processes.

When commissioning teams with development tasks, the leader should above all focus on the pedagogical sense of the task, the importance of a good solution for the whole school and possibly beyond. He should leave the how of teamwork to the team, except for the necessary cornerstones. Everyone wants to be successful in the end, so nothing is more motivating than success. Motivation for co-operation in change teams requires thus from the leader the pointing out, of individual success possibilities which open up by the participation in the team.

What kind of teambuilding steps can be carried out?

We can call four steps. First, tender tasks for teams. Outline expectations; from the applicants and assemble teams. Then second step should be to introduce and train new partners in professional meeting organization. During these meetings, rotating role assignment is also good like moderation, documentation, presentation design, time management, responsibility for meeting preparation, (invitation, material, etc. Another step to provide a suitable setting for team start and if necessary,

achievement of stage goals, as well as conclusion and presentation of results too. Last one can be, if it is possible to make a budget available to the team for its own use.

How should the team work together?

First and foremost, the team should be goal-oriented. The team should regularly reflect on how it assesses progress in achieving the goals. Then, each team meeting should end with a reflection on the process and efficiency and if possible, consequences for further work should be agreed. On the fundamental question, “What added value does our teamwork achieve for the learning success of our students, for our school quality, for cooperation with ...?” should be regularly referred to, in order to keep in mind the 'meaningfulness' of the work.

What is the good method of communication between team members?

All team members should take care that the team communication of each individual is not neglected, that the common concern does not get out of sight and that a fact-oriented work remains guaranteed.

How do you develop communication skills in the team?

First of all, team members need an awareness of their personal communication patterns. If these patterns are known, and the patterns of the other team members can be recognized, work can be done to overcome these patterns if necessary. I prefer further training in transactional analysis in order to practice conflict-reducing interactions through the recognition of ego states in communication.

How do you encourage team members to contribute and share their own ideas?

Everyone has experienced that, they bring ideas to the group and no one refers to them. This is frustrating. Team competence therefore includes signaling that contributions have been perceived by others. A critical reference may be necessary, but it is still more constructive than ignorance. Very encouraging are references to positive aspects of a request to speak, even if the overall context expressed is not shared.



Hans Schmid with the IMPEQ III students

Feedback to team members on how their statements have stimulated, influenced or changed their own thinking and suggestions is particularly motivating. In this sense, team competence does not only mean to bring in one's own impulses, but also to include contributions of others and possibly to frame them constructively anew.

What do you think of the evaluations and feedback of the team members?

I consider feedback and feedback to team members to be indispensable, but this feedback must be expressly desired. Praise and criticism with an appreciative intention are part of cultivating a positive team culture. Evaluations in the sense of evaluations of team members would in my opinion be real

'team killers'. Evaluations in the team run the risk of establishing a hierarchy, which ultimately thwarts the team idea.

After you have reached the summit and developed a wonderful school, what comes next? How do you continue?

The already mentioned quality spiral expresses that a good school is a permanent goal, but can never be achieved in the long run. A school is made by people, people change, every generation of student is different. The framework conditions for school are rarely stable for long periods. School management changes, curriculums change constantly, resources can change and last but not least schools are confronted with new political, economic and ecological variables. We can be satisfied with our development process, we can be proud of it, but the dynamics of society will hardly give us a break.

Would you like to add something about creating a good school?

In my opinion, the key to creating a good school lies in the attitudes of the school leaders and the attitudes of the teachers. Good school needs an ethically founded vision of the future; it needs people whose mental models are oriented towards the creation of a common global world, who understand survival on our planet not in opposition to each other but in togetherness.

News from graduates

Flowers of IMPEQ starts to blossom

Justin Uwubuntu is Director of the Department of Education and Health for Association of Baptist Churches in Rwanda (AEBR). He recently started a program under the motto of “Equip Teachers” to rise the quality of the educational team in the region. In a interview to our Newsletter, Uwubuntu underlined that his experience with IMPEQ played a big role for forming this project. With the support of AEBR management, the program is running good and already made big progress in many teachers’ careers. Pastor Uwubuntu told the story of “Equip Teachers” programme and shared his experiences. We are sure that Uwubuntu's work will inspire many of you.



Justin Uwubuntu

How did you hear about the IMPEQ?

I heard about IMPEQ five years ago from the Protestant Council of Rwanda (CPR) when I was attending a meeting organized by CPR for the representatives of protestant schools in districts. When I went to report to the Secretary General of my church about the meeting, which I was attending, he gave me a link from which I got the application forms. Then I started the process of application.

How was the application process?

The process was not complicated because IMPEQ director then provided me explanations, which applicants needed. Of course I contacted often the director of education in CPR who encouraged me to go ahead in my application. Also the time given for the application was enough.

What was your friends’ reaction when you mentioned about planning to have a master’s degree?

My friends and family were very happy that I was going to have a Master’s from a German university because I prayed for a long time to have it. So IMPEQ has served as God’s hand to respond to my prayer request. My colleagues, especially my leaders in education felt also happy because it was an opportunity to have an expert in quality education who should help the church to build internal professional capacity of different staff in education. My leaders also thought the financial aspect that this education could reduce the cost of external experts in the development of educational quality.



What difficulties you had during the Master’s programme?

Matching the work and studies was sometimes challenging. Because of the responsibilities that I should fulfill, I was sometimes stressed to be able to meet the deadlines of some assignments. However, this did not seriously affect my studies because I received support, encouragement and time extension when it was necessary. I was highly motivated and encouraged by both my leaders, my family and of course IMPEQ teachers.

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

After IMPEQ program, I am using my time to build internal professional capacity of the school leaders and teachers through trainings, professional meetings and other activities related to develop quality education. I have been able to develop an action plan, which could help school leaders and teachers to improve their didactical practices.

Could you please elaborate a little on this...

I developed and offered plan for the education quality. This plan includes first motivating school leaders to develop their teachers. Then we encouraged peer learning in our schools or neighboring schools. At the same time, we started improving the reporting system, which could help schools to keep data and documentation. Also collaborated with NGO’s having educational programs to train our district school leaders and teachers as well as parents. Engaging regional pastors in our education programs was also an important step in our plan. Another step is improving the tools for monitoring and evaluation of the performance of school leaders.



First issue of the AEBR “Equip Teachers” Program

Is the education of IMPEQ played a role in this project?

Effectively Equip Teachers Program has started in 2018. The first session has been organized in August 2018. In the framework of my research at IMPEQ, I am initiating the cell of professional development at a school level. Equip teachers is in this spirit. I am very proud to be skilled by IMPEQ especially the module about quality teaching. Many details of quality teaching were explained to us. Now I am using these skills like efficient class management, constructive feedback, good learning climate, learning community, individual support and many other for this programme. I was inspired to share these criteria with colleagues in education. I am envisioning involving some colleagues from IMPEQ to facilitate some sessions related to these criteria.

Do you recommend others around you to participate IMPEQ?

I already recommended others during the meeting of the department of education. Now one of our school leaders is studying in the third cycle. I will continue to interest others for the coming cycles.

“You may feel overloaded but do not give up”

Christine Nyiramana is one of the graduates of IMPEQ first cycle and since the graduation, she is an active member of the programme. After the IMPEQ experience she started working for IMPEQ, started her PhD and also she is teaching for IMPEQ. A great success story of IMPEQ’s own work. She shared her experiences both during and after the programme, which many of the graduates are already lived and students are dealing with. Also she gave important tips how to handle to work-family and IMPEQ balance.

How did your relation with IMPEQ started?

I heard about IMPEQ from my boss where I was working at that time. He forwarded me the message received from the former coordinator of IMPEQ at PIASS. After reading the message, I visited the IMPEQ website. I got quickly interested in the program. My dream had been to pursue further studies. Additionally, the position I occupied at the time, as a Quality Assurance Officer required some knowledge and competences in educational quality, which were needed to be upgraded. I then started the application process.

Who advised you to have a Master’s degree on education?

I, first of all, was encouraged by my institution which provided all the support I needed for completing the application process. My boss and colleagues were all very happy to learn the good news that I got IMPEQ scholarship. Besides, I was highly supported by my family. For example, when I was reluctant to pay for the passport but while I was still doubting my husband decided to pay all the fees.

How was the IMPEQ content, what did the program put on you?

Before starting IMPEQ, I was working as quality assurance officer in one Rwandan Private Higher Learning Institution since nine months. I did not have a clear understanding of the concept of educational quality. In addition, I know little how to fulfil assigned duties though I had specialized in education. For this, I considered being admitted in this programme as an answer to my work related challenges. I did



Christine
Nyiramana

not wait until completion of my studies to start realizing changes in my work, rather I started even after finishing the first semester. After completion, I am delighted to be the coordinator of IMPEQ and lecturer at Protestant Institute of Arts and Social Sciences. The competences I acquired from IMPEQ help me a lot in fulfilling assigned duties for both positions.

During the program, you had a job to work, also a family and kids to take care. How did you manage the balance?

Yes, it was not easy for such a combination: my daily work, studying and my family duties as a mother but was very happy to succeed at the end. To achieve, I used various strategies like clear communication with my employer and my family, working on time management, always starting working on given assignments as soon as possible not waiting the last minutes, etc. Moreover, the kind support of my husband and my daughters was the keystone of the success of my studies at the end.

Have you ever lost your hope because of the difficulties you experienced during the program?



It was towards the end of the program where my workload was so overloaded in such a way that to find even slight time for my Master thesis was impossible. At that time, I was so desperate. I remember one day when I was at work very earlier in the morning because of the important and urgent duties I had to fulfil for the benefit of my institution, I was really worried about my studies. Fortunately, my boss came and started talking to me about my studies I took the opportunity to explain him my fears and suddenly told me: “Christine because of the great work you did these last weeks I give you a one month leave for working on your thesis. Fill the application and bring it to me for signature” This was like a miracle to me and taught me the importance of hardworking.

You also teach at the IMPEQ. Can you compare being a ‘student’ and a ‘teacher’ at the program?

Being a student and then a teacher in IMPEQ is something that makes me always very happy. At the beginning, I was on one hand side stressed with taking the new position as a teacher but on the hand side relaxed because of the precious support from IMPEQ teaching staff especially Prof. Scheunpflug because her continuous encouragement and motivation. It is really a great honour to learn from quality teachers and then work with them.

After completing your Master’s degree, you also started your PhD. How did you decide to continue your career?

Going further in my studies was my dreams since my young age. It was a great pleasure for me to meet IMPEQ. After successfully completing the programme, I was very happy indeed to be accepted to PhD. I see this as great opportunity for my professional development as well as my contribution to science and development of education system in my country.

What is your PhD topic? Is the network created with the IMPEQ helping you during your PhD work?

My PhD topic is, “Quality of teacher education: Experiences of students-teachers vis-à-vis teachers’ feedback”. The network created in the framework of IMPEQ graduates helps me a lot. Thanks to this network, I have so far participated in eight PhD seminars and works together with IMPEQ colleagues through PhD learning communities either face to face or using skype.

News from the IMPEQ graduates

*** IMPEQ Graduates working at Protestant Institute of Arts and Social Sciences in Rwanda (PIASS) together with the Faculty of Education started an initiative of training School leaders of schools in the neighborhood of PIASS as a contribution for Educational Quality improvement in these schools. The training will be taking place every last Saturday of the month as a “Professional Umuganda”.

*** Bénédict Senani (IMPEQ I) elected to the Rwandan Parliament. As an experienced educator, Senani is now serving at the Parliament. Senani was a former school director.

*** Justin Uwubuntu (IMPEQ I) who is currently the Director of Department of Education and Health in Association of Baptist Churches in Rwanda (AEBR) started a project named, “Equip Teachers”. The aim of the program is to build the internal capacity of AEBR to deliver quality education to the staff of secondary and primary schools.

*** Emmanuel Niyibizi (IMPEQ II) is appointed as the Coordinator of the Centre of Didactics and Research in Education (CEDRE) at Protestant Institute of Arts and Social Sciences in Rwanda (PIASS). He is also continuing his PhD works at the University of Bamberg.

*** Christine Nyiramana (IMPEQ I) who is currently the coordinator of IMPEQ at Protestant Institute of Arts and Social Sciences in Rwanda (PIASS) was elected as the President of Board of Directors of Coordinator of the Centre of Didactics and Research in Education (CEDRE) at the PIASS. She is also continuing his PhD works at the University of Bamberg.

Academic News

Refugee migrant children could fill half a million classrooms, UN report

UNESCO’s 2019 Global Education Monitoring (GEM) Report, Migration, displacement and education, is released in the presence of the Director-General of UNESCO, Audrey Azoulay in Berlin. The report shows that the number of migrant and refugee school-age children around the world today has grown by 26% since 2000 and could fill half a million classrooms.

18 MILLION STUDENT AGED CHILDREN IN 18 YEARS

Migrant and refugee children to face incredible hardships attending schools and accessing education, the report underlined. It also highlighted structural weaknesses in national systems that can sometimes exclude children on the move. According to the report the number of school-age migrant and refugee children has risen 26 percent since 2000 and reached to 18 million.



Audrey Azoulay

“EDUCATION NEEDED MORE THAN EVER”

Audrey Azoulay, the Director-General of UNESCO, highlighted the importance of education to make communities stronger and more resilient. According to the UNESCO report, factors such as non-certified schools, language different and limited resources are keeping refugee and migrant children away from learning and prospects for a better future. “The right of these children to quality education, even if increasingly recognized on paper, is challenged daily in classrooms and schoolyards and denied outright by a few

governments,” said the UN agency.

1.5 BILLION SCHOOL DAYS MISSED

“In the two years since the New York declaration for Refugees and Migrants, refugees have missed 1.5 billion days of school” the report said. It also highlighted the need for additional resources for low- and middle-income countries. “Donors need to multiply their expenditure on refugee education by three and ensure long term support,” added UNESCO.

GERMANY NEEDS 42 THOUSAND NEW TEACHERS

Around half the world's forcibly displaced people are under 18, and often have little if any access to public education systems in the countries where they are seeking asylum. Even if they are not excluded outright, host countries often lack the resources to offer language classes and ensure the integration of refugee children. Lebanon and Jordan, with the largest number of refugees per capita as people fled the civil war in neighbouring Syria, have imposed separate morning and afternoon classes for citizens and refugees. Even wealthy Germany would need 42,000 new teachers to properly educate the refugee children.

SPECIAL HIGHLIGHT FOR AFRICA

African governments should design education policies that cater for the needs of children and youth displaced by conflicts and natural calamities in order to foster growth, peace and stability in the continent, experts said during the report launch in Nairobi. Experts stressed the need for African countries to integrate refugees' education in their national development plans. They mentioned that, "The governments in the Horn of African region that has a huge refugee crisis should enact policies that facilitate access to basic services like education to the youth and children living in camps."



All over the world migrant students lack of education.

Report recommendations:

- *Protect the right to education of migrants and displaced people
- *Include migrants and displaced people in the national education system
- *Understand and plan to meet the education needs of migrants and displaced people
- *Represent migration and displacement histories in education accurately to challenge prejudices
- *Prepare teachers of migrants and refugees to address diversity and hardship
- *Harness the potential of migrants and displaced people
- *Support education needs of migrants and displaced people in humanitarian and development aid.

Quality and financing of education in Cameroon discussed in Yaoundé Conference

An international conference organized in the Cameroonian capital Yaoundé to discuss about the quality and financing of education in Cameroon. The programme organized by the Bread for the World (BftW) and the Evangelical University of Cameroon focused on the future of Protestant teacher education of the country.

Two days conference started at the 14th November, initiated a meeting aimed at getting participants to share their experiences in teacher training in Cameroon with a view to bringing together actions to improve their quality. The meeting brought together about fifty participants in the premises of the Protestant University of Central Africa.



Teaching team and IMPEQ staff with students

IMPEQ CONTRIBUTION TO CONFERENCE

During the conference, nine presentations organized under different themes, six of which were held by IMPEQ graduates or students. These were;

- *Quality and financing teacher training: case of In Service Training Programme (ISTP) by Frederick Njobati from Cameroon,
- *Good practices in Teacher Training: the Experiences of ISTP Cameroon by Emmanuel Mbunwe Wepngong from Cameroon,

*Good practices in Teacher Education: case of the Evangelical University of Cameroon by Claude Ernest Njoya from Cameroon

*Networking of Teacher Education: opportunities and challenges/experiences of IMPEQ by Christine Nyiramana from Rwanda

*Networking of Teacher Education: opportunities and limitations/FESIP contribution by Jean Kasereka Lutswamba and Meschac Vunanga Karhakabire from DRC.

OUTCOMES OF THE MEETING

During the conference, participants shared their best practices in the training projects financed by Bread for the World and mastered the financing mechanisms for training in Protestant education. They also outlined ways to improve teacher training in the sector of Protestant education in Cameroon. During the conference the attendees agreed on the idea of setting up a network with a view to working more in favor of a synergy of actions for the improvement of the quality of education in Cameroon in general and in the sector of Protestant education in particular. *By Claude Ernest Njoya-Yaoundé*

GPEN ambassadors gather for peace education in Tanzania



GPEN Ambassadors gathered in Tanzania for enrichment and new planning.

Council of the Global Pedagogical Network (GPEN) organized a three-day assembly in the Tanzanian city of Arusha, for promoting “Peace Clubs” and contributing to quality education in Great Lakes Region. The ambassadors of GPEN, representing different districts and schools of the region attended conference held at 22nd of November.

The ambassadors, whom some of them are also graduates or students of IMPEQ, participated the conference and contributed presentations. The conference focused on the topic of “communication as a contribution to quality and peace education.”

TEACHERS FOR FRIENDSHIP

At her opening remarks, Prof. Dr. Annette Scheunpflug, the head of the IMPEQ programme, underlined the importance of schools and education in peace making. She also highlighted the consequences of the teacher education on the peace building process.



Conference attendees visited a school for further learning and sharing experience.

AMBASSADORS FOR PEACE

As GPEN ambassadors, some IMPEQ students or graduates also delivered presentations. Ernest Nkurunziza, current IMPEQ student and GPEN Ambassador from Rwanda talked about promoting peace clubs in schools for towards a sustained peace education program.

GPEN Ambassador from Democratic Republic of the Congo (DRC) Meschac Vunanga Karhakabire, a current IMPEQ student discussed the partnership project of Protestant schools in the Great Lakes-Region

Prof. Scheunpflug headed a round table discussion for the importance of communication between the team and the students during the education.

WORKSHOPS BY IMPEQ GRADUATES

IMPEQ graduate Jean Kasereka Lutswamba organized a workshop concerning the theme of, “Communicating for Quality and Peace Education”. Mr. Lutswamba, as one of the GPEN ambassadors from DRC shared his experiences, as a veteran educationist.

Frederick Njobati, a newly appointed GPEN Ambassador from Cameroon and an IMPEQ graduate handled the workshop for “Participation, Democracy and Communication in Protestant schools”. During the conference, IMPEQ graduate Dinah Uwizeyimana also appointed as new GPEN Ambassador from Rwanda.



TREE FOR PEACE

IMPEQ graduates from Tanzania Frenk Donat Oisso and Levina Machenje also participated to the conference as hosts. A tree planting ceremony was held at the last day of the conference at Peace House High School in Arusha.
By Claude Ernest Njoya-Arusha



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Université Libre des Pays des Grands Lacs - Goma, Democratic Republic of Congo

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