

University of Bamberg



# Educational Quality *in Developing Countries* NEWSLETTER



Summer Issue 2026

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Educational Leadership Implementation and Development (ELID) is a joint program of Protestant University of Rwanda, Université Libre des Pays des Grands Lacs (DRC) and Institut Universitaire Évangélique du Cameroun in cooperation with the University of Bamberg, Germany.

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## EDITORIAL

Dear ELID students,  
Dear IMPEQ Alumni,  
Dear friends of our Master programs,

This newsletter is being sent to you in a slightly different format. This reflects an important change: The newsletter no longer pertains to the IMPEQ program, as it has been discontinued in its previous form. Instead, it has been replaced by three master's degree programs, which are no longer administered by the University of Bamberg but by the Protestant University of Rwanda (Master of Education in Education Quality Management – MEQUAM), the Free University of the Great Lakes Region in the Democratic Republic of Congo (Master of Educational Leadership for Sustainable Development – MAELD), and the Evangelical University Institute in Cameroon (Master in Educational Quality, Peace & Sustainable Development – MEQPDD). The three programs continue to be funded by scholarships from Bread for the World and coordinated by the Protestant University of Rwanda. The University of Bamberg has thus assumed a different role. While it was responsible for the IMPEQ program at the University of Bamberg from 2013 to 2025, it is now responsible for overseeing the quality management of the programs.

We are very pleased with this new development. It marks an important transition in the history of the three partner universities, as they now have the opportunity for the first time to offer a Master's in Education. In doing so, each university is also assuming a new and significant role in teacher education within its respective country and strengthening the Protestant school system.

This also marks an important milestone in the continued development of the partnership. The expertise gained through the IMPEQ program over the past ten years is enabling a new generation of academics to develop and accredit new programs, thereby driving the development of higher education forward. We are very pleased with this development.

Accordingly, this newsletter focuses on this new development. We describe the new degree programs, the quality management framework, and the teaching methods. Students from all three countries share their experiences. We also report on the continued career successes of IMPEQ students.

Happy reading!



Prof. Dr. Dr. h.c. Dr. h.c.  
Annette Scheunpflug



Dr. Emmanuel Niyibizi

## CELEBRATING THE OFFICIAL OPENING OF ELID



Students, teachers, mentors, university leaders and partners appreciated the start of ELID during the official opening.

The IMPEQ program, which was carried out between 2012 and 2025 under the leadership of the University of Bamberg and with financial support from Bread for the World, is continuing as the locally adapted “Educational Leadership Implementation and Development” (ELID) program. The official launch of the program — carried out in partnership with the Protestant University of Rwanda (PUR), the Université Libre des Pays des Grands Lacs (ULPGL), and the Institut Universitaire Évangélique du Cameroun (IUEC), with support from the University of Bamberg — took place online with the participation of more than 100 persons.

### JOINT LEARNING ADVENTURE

In order to celebrate the official milestone of the start of the Educational Leadership Implementation and Development (ELID) project, an official opening was organised on 07.02.2026 (Online), time: 3 pm (Burundi, DRC, Rwanda & Zambia); 2 pm (Germany & Cameroon). There was an opportunity to share joy and already existing milestones by students from three Master Programs, teachers, mentors, university leaders, and partners. Different speeches centered on appreciation of the joint learning adventure for students, especially through shared modules, i.e., theories of educational quality already covered. After sharing the teaching

progress by Dr. Frederick Njobati, Prof. Annette Scheunpflug expressed her joy and appreciation for the strong cooperation with PUR, IUEC, and ULPGL for more than twelve years, especially via the IMPEQ program. She emphasized the need to maintain and develop quality through mentorship and staff development for the sustainability of ELID. In his speech, Prof. Dr. Wasso Misona, the chair of the ELID steering committee and Rector of ULPGL, promised the continuity of progressing cooperation which would make ELID more impactful in the targeted countries. Students who intervened during the opening ceremony expressed their joy and thanks to teachers, mentors, and respective universities, especially the continuous support through constructive feedback, sharing experiences, perspectives, as well as intercultural learning through online or hybrid teaching. Students expressed their concerns, especially those without computers and limited access to the internet in order to successfully follow online and hybrid teaching. In this regard, Dr. Emmanuel Niyibizi, the ELID Coordinator, indicated that the project would find possibilities of supporting students in need so that they can successfully participate in digitally organised teaching and learning.

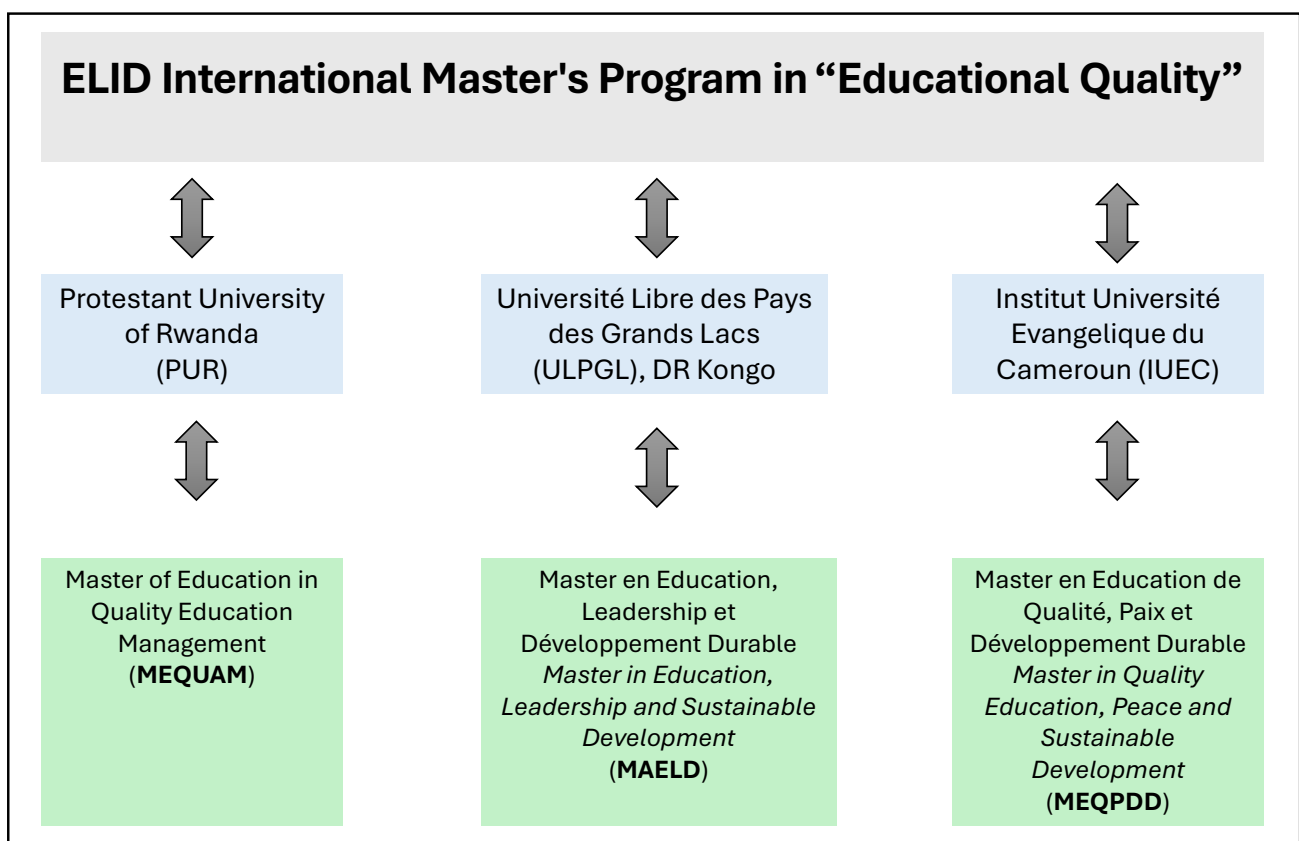
**Dr. Emmanuel Niyibizi, Rwanda**

## ELID MODULES BEING CONDUCTED JOINTLY BY PUR, ULPGL, AND IUEC

The “International Master’s Program in Educational Quality in Developing Countries” (IMPEQ), which ran from 2012 to 2025 led by the University of Bamberg has since October 2025 been handed over to three Universities in Africa, namely; the Protestant University of Rwanda (PUR), the Free University in the Great Lakes Region (ULPGL), and the Evangelical University of Cameroon (UEC) with coordination anchored at PUR. The new program captioned as „Educational Leadership Implementation and Development at Christian Schools in Sub-Saharan Africa” (ELID) is financial ly supported by Bread fort he World. To ensure a smooth transition and quality sustainability, the University of Bamberg besides mentorship and quality assurance further support in shaping modules on „Educational Quality“. Even though, the new Master’s Programs at the three Universities are named differently (MEQUAM for PUR, MAELD for ULPGL and MEQPDD for IUEC), they all share in common 12 taught modules adapted

from IMPEQ through the supervision of the University of Bamberg. The shared modules and readings are organized and led by the University of Bamberg. The process includes the training and orientation of teachers for joint teaching in the framework of knowledge transfer. The teaching, mentoring, and assessment of shared modules ensures the respect of quality standards; meanwhile, each of the three universities has different names for the Master’s program and is also responsible for the certification in the respective institution. Besides the shared Modules, each of the universities has a few other modules specific to its Master's program. Under the funding of Bread for the World via scholarships and self-sponsorships, 99 students were registered. In this release, the teaching of shared modules is described under ELID I first and second semesters. During the first semester of ELID I (October 2025 – March 2026), Modules 1, 2, 3 and 6 have been taught and assessed. The teaching of the shared mod-

**ELID Master’s programs offered at three African Universities (PUR, ULPGL and IUEC)**



Continued

## ELID MODULES BEING CONDUCTED JOINTLY BY PUR, ULPGL, AND IUEC

| Module No. |                                                                                                                                                                                              |
|------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Module 1   | <b>Education and Normativity I</b> - Introduction theories of religious and non-religious foundations of schooling <i>(Only offered at PUR)</i>                                              |
| Module 2   | <b>Education and Normativity II</b> - Historical and systematic perspectives on the normativity of education <i>(Only offered at PUR)</i>                                                    |
| Module 3   | <b>Theories of Educational Quality I</b> - Introduction to scientific discourse on educational quality from a systematic perspective                                                         |
| Module 4   | <b>Theories of Educational Quality II</b> - Teaching quality and teacher professionalism                                                                                                     |
| Module 5   | <b>Theories of Educational Quality III</b> - Addresses school / system quality and responsibility of state and civil society                                                                 |
| Module 6   | <b>Measurement and documentation I</b> - Introduction to scientific writing with focus on techniques of documenting school quality                                                           |
| Module 7   | <b>Measurement and documentation II</b> - Introduction to quantitative and qualitative approaches to quality assessment and implementation                                                   |
| Module 8   | <b>Measurement and documentation III</b> - Measuring and documenting educational quality; how to conduct system monitoring, assess and evaluate educational quality                          |
| Module 9   | <b>Quality Development I</b> - Theories of school quality development and how to bring about change                                                                                          |
| Module 10  | <b>Quality Development II</b> - Forming non-state schools under difficult conditions focusing on school quality development research in sub-Saharan Africa shaped by difficult circumstances |
| Module 12  | <b>Project Module I</b> - Theory and practice of project planning, presentation and evaluation                                                                                               |
| Module 13  | <b>Project Module II</b> - Planning project on quality development in school                                                                                                                 |
| Module 11  | <b>Work experience</b> - Integration of students' previous work experience into their studies                                                                                                |
| Module 14  | <b>Project Module III</b> - Project execution on quality development and reporting                                                                                                           |
| Module 15  | <b>Master thesis</b> - Writing workshop provided                                                                                                                                             |

This is a list of ELID Shared Modules that will be taught at PUR, ULPGL and IUEC from the 2026/27 academic year onwards.

ules during the ELID I first semester was preceded by preparatory and orientation sessions with collaborating teachers during the last half of October 2025 and in close collaboration with the Project Coordinator (Dr. Emmanuel Niyibizi) and the three Program Coordinators (Prof. Semerita Kamundu - ULPGL, Dr. Claude-Ernest Njoya – IUEC and Mr. Edouard Ntakirutimana – PUR). The official kick-start of teaching in ELID was in November 2026, mainly in an online/hybrid format, commencing with an introduction to the ELID Master's program and orientation on how to access and download teaching materials from Google Drive led by Dr. Freder-

ick Njobati. In total, four shared Modules were covered, of which two (Modules 3 and 6) involved all three universities (PUR, IUEC and ULPGL) while Modules 1 and 2 were only offered at the level of PUR. During the learning journey in these modules, whose processes ensured the respect of quality standards, the students gained an introductory understanding of scientific writing with a focus on techniques of documenting school quality and deepening on different forms of knowledge alongside the role of self-organization and time management in academic and professional life (Module 6) and theories and scientific discourses on educational quality

*Continued*

## ELID MODULES BEING CONDUCTED JOINTLY BY PUR, ULPGL, AND IUEC



ULPGL students, who gathered for their first in-person classes, shared times together after their intense and exhausting classes. The students, who discuss their coursework even outside of class, said they are ready for the new semester.

(Module 3). The systematic dimensions of normativity of education were explored, highlighting the diversity of relations, including theories of religious and secular foundations of schooling and what this means for schools in development cooperation and for the global society (Modules 1 and 2). Besides the regular learning during interactive online sessions, students were intensively supported through mentorship in small groups organized in some locations by face-to-face encounters (Goma and Bukavu in DRC, Huye in Rwanda, Mbouo in Cameroon) and online for others. While individual support with feedback to seminar papers and portfolios was a continuous process till March 2026, revision sessions were carried out in January 2025 jointly with collaborating teachers and program coordinators to prepare for the written exam Module 3, which was conducted on 24th January 2026 for all the ELID students from the three universities. This exam was jointly supervised with the support of Project Coordinator, Program Coordinators, and trained invigilators, all of whom were IMPEQ graduates.

Colloquium about Digitality with facilitation by Dr. Claude-Ernest Njoya is one of the important components in the ELID program that has equipped students not only with computer skills in scientific writing and research, but most especially on sustainability and ecological dimensions. It is organized in a way that both mentors and students develop their competencies through self-learning from guided uploaded tutorials. The second semester of ELID I commenced in April 2026 with a face-to-face study stay at all three Universities. During this time, four modules were introduced (Modules 4, 7,8 and 9), with Module 4 completed with an oral exam while the teaching of Modules 7,8 and 9 was spread till the end of June 2026. While Module 4 opened the horizon of students to explore and understand the development of quality in the classroom; Module 9 enhanced the competences of system quality development and how to bring about change as well as connecting related aspects to school quality development and global social justice such as democracy and peace

*Continued*

## ELID MODULES BEING CONDUCTED JOINTLY BY PUR, ULPGL, AND IUEC



ELID I students who gathered on the IUEC campus Mbouo in Cameroon, noted that the material covered in class became easier to understand thanks to intensive mentorship support and help.

education, inclusion, digitalization in education and what this means for shaping the quality of education in difficult context. Through Modules 7 and 8, students deepened their academic writing and documentation and differentiated between various approaches to scientific research, as well as explored evaluation and system monitoring. All of the four modules provided a solid foundation for students to develop initial ideas about the writing of their master's thesis, especially on choosing the subject, research questions, and research approach. The stay in presence strengthened the students' learning communities and group interactions in supporting one another. The teaching and learning of shared modules in ELID I has been a huge learning experience as well as a joined and collaborative process involving the active engagement and support from the coordinators, 25 mentors (10 females and 15 males) and 12 collaborating teachers (02 females and 10 males), almost all of whom are IMPEQ graduates.

*Dr. Frederick Njobati, Bamberg*

| University | Female | Male | Total |
|------------|--------|------|-------|
| PUR        | 21     | 22   | 43    |
| ULPGL      | 6      | 18   | 24    |
| IUEC       | 13     | 19   | 32    |
| Total      | 40     | 49   | 99    |



ELID I students at PUR, Huye campus gathered for learning (above).

During the first semester of ELID I (October 2025 – March 2026), Modules 1, 2, 3 and 6 have been taught and assessed with an active participation of 99 students drawn 6 countries: Cameroon, Rwanda, Democratic Republic of Congo, Zambia, Nigeria and Burundi (left).

## QUALITY DEVELOPMENT – AN ONGOING PROCESS IN ELID

In the new partnership structure for ELID, the role of the University of Bamberg is not only limited to development in research, teaching and knowledge transfer, but most importantly to support in aspects of quality assurance. Based on this, the quality standards of ELID was realized in collaboration with the partner universities, PUR, ULPGL and IUEC. The principle behind these quality standards is rooted in the understanding that teaching quality in education needs to be linked to a study program which shows quality in all aspects, ensuring that ELID should strive to be a role model for quality teaching and organization, not only in an explicit way but also implicit dimensions. These standards are mainstreamed across all aspects of the project comprising of the following: quality teaching, quality in organizing, quality in financial management, quality in sustainability and social justice and quality in doing projects and monitoring for impact.

### **Quality in teaching**

Teaching should meet the standards of evidence-based science and practice with presentations linked to scientific knowledge and related studies. Conversely, students need to understand what educational science mean and are able to communicate in the scientific world by proper presentations, posters and conferences. An important aspect of quality teaching is to ensure that teaching is transparent. For example: Organizing an induction meeting at the onset of every cohort and students are informed about the structure of the programs and concomitant outcomes; each module having a module plan with topics, dates of different learning sessions, list of literature, expected workload and information about assessment is made available to all students at the beginning of the module. In addition to this, teaching needs to be competence-based and student-centred with transparency of expected competences given by competence-sheet and distributed to students. Some of the general competences include, learning to read, learning to write, learning to interpret statistics, learning to collaborate and profound digital competences. Given that most of the students could be encountering these expectations for the first time, support by experienced mentors throughout the learning journey becomes a major necessity.

### **Quality in organizing**

Quality teaching needs reflected organisation that is coherent and done ahead of time. Such organization necessitates functional operational teams that act coherently. From this perspective, it implies that decisions on the ELID program are arrived at through a shared discussion by the University leadership, the project-coordinator and the program coordinators of the individual study programs.

The study plan is developed and transparent to all teachers and students. To ensure proper follow-up and implementation, the program team needs to hold regular meetings (bi-weekly or monthly meetings) with the minutes distributed on time. Other dimensions of organization include, quality of organizing the stay in presence, the opening of the study program which has at the end a public symposium, conference or graduation. The entire organization process requires a clear and transparent channel of communication,

### **Quality in financial management**

Financial management would require a transparent and careful manner of handling. By referring to cooperation agreements, memorandum of understanding, financing exigencies and communicating anticipated changes in advance could be helpful to stabilize quality. This also assures coherency between the financial reports and activity or narrative reports.

### **Quality in sustainability and social justice**

ELID also serves for sustainability and social justice in society. In this regard the colloquium about digitality and study program need to cover education for sustainability, eco-friendly use of digital means, inclusion and education for social justice. The operation of the program and decision taking needs to be social friendly as well as find possibilities to reduce the digital divide between social classes.

### **Quality in doing educational projects**

Both the quality of the project's development process that embeds monitoring and evaluation and the quality standards of education, especially of teacher trainings need to be taken into consideration and focus on outcome. The achievements, changes and lessons learnt should be documented in regular project logical framework assessments based on set indicators as well as reflected against relevance, coherence, efficiency and impact.

The quality of doing educational project mirrors both the side of management and content. From the management side, the alignment with quality exigencies as reflected in the cooperation agreement necessitates respect of budgetary quality standards including procedures, respect of reporting periods and submission deadlines. From the content side, it should be related to quality education and respect the standards of quality education itself. As a learning opportunity for students, they should conduct a research project which explores various topics with educational quality at its heart.

Quality development should be seen as a learning journey that requires consistency, coherence and rigor. Learning from mistakes, improving experiences, individual and team commitment are some of the aspects to make quality development sustainable. **Dr. Frederick Njobati, Bamberg**

## TRAINING WORKSHOPS FOR ELID TEACHERS AND MENTORS

Various training workshops for teachers and mentors were organized in collaboration with the program coordinator and the three program coordinators. The aim has been to have a shared understanding of the ELID quality standards as well as develop competences in the organization, material development, teaching, and mentoring in ELID in a participatory, transparent, and sustainable way. From the start of ELID I in October 2025, a total of 25 mentors and 12 collaborating teachers have taken part in the training workshops and orientation meetings.

### WORKSHOP QUALITY STANDARDS

During the first online workshop of 15th October 2025, the mentors and collaborating teachers gained insights on the quality standards of ELID, the ELID concept that stands on four pillars, namely: ELID Master's program at three Universities, women's leadership, PhD learning support and Alumni work – innovation fund, conferences and research. Deepening was done on the understanding of shared modules, study program, and the organization of the ELID master. It should be noted that all the participants were served with the quality standard documents and the operational plan for the Master.

### EFFECTIVE COMMUNICATION

A follow-up workshop for teachers and mentors (31st October 2026) on the overview of teaching materials, teaching and mentoring of shared modules for the first semester with focus on Modules 3 and 6 was conducted. This gave the opportunity for teachers and mentors to discuss the materials of the shared modules which had been uploaded onto Google Drive, how to make connections between PowerPoint presentations, readings, task sheets, competence sheet, module assessment document and teaching plan as well as the role of mentors and teachers. Emphasis was also laid on aspects of social justice, effective communication, effective mentoring, individual support and constructive feedback. Given that the different universities have their own specificities as well as country-specific characteristics,

ways of contextualization were discussed without compromising on quality standards. Prior to this workshop, joint teaching preparations were carried out with the collaborating teachers for Modules 3 and 6.

### ORIENTATION WORKSHOPS

Furthermore, during the orientation workshop organized for ELID I students (on 1st November 2025) the teachers and mentors also joined and could already assist in clarifying some issues. During this session, students were exposed to the concept and study plan for ELID master's, the underlying quality guidelines, different forms of support, an introduction to colloquia and self-learning, how to access and download materials, a colloquium about digitality, clarity on shared modules and the emphasis on communicating. Students also explored the documents related to the study plan, guide to online interactive learning, and the deepening of the daily routine plan to start shaping their learning culture, summarized as follows:

- Self-learning, I (1 hour)
- Interactive Phase 1 (1 hour 30 minutes)
- Short break (30 minutes)
- Interactive Phase 2 (1 hour 30 minutes)
- Lunch break (1 hour)
- Interactive Phase 3 (1 hour 30 minutes)
- Short break (30 minutes)
- Colloquium (1 hour 30 minutes)
- Self-learning II

The training workshops for mentors and teachers have not only focused on the overarching aspects of the ELID Master but have also highlighted the content, processes and organizational aspects related to teaching and mentoring, all of which are summarized in the training handout that has been shared with the coordinators, teachers and mentors. This handout deepens on three aspects, viz, teaching, mentoring and quality implications for non-shared modules. Concerning teaching, the checklist, documents and operational tools including links to Google Drive are explained.

| Mentor's participation |        |      |       | Teacher's participation |      |       |
|------------------------|--------|------|-------|-------------------------|------|-------|
| University             | Female | Male | Total | Female                  | Male | Total |
| PUR                    | 5      | 3    | 8     | -                       | 5    | 5     |
| ULPGL                  | 3      | 5    | 8     | 1                       | 2    | 3     |
| IUEC                   | 2      | 7    | 9     | 1                       | 3    | 4     |
| Total                  | 10     | 15   | 25    | 2                       | 10   | 12    |

*Continued*

## TRAINING WORKSHOPS FOR ELID TEACHERS AND MENTORS

For example, what a module or course overview should comprise, how a competence sheet is prepared, interpreted and used, the nature of a teaching timetable and its composition, the quality of a good PowerPoint presentation, task sheets or learning journey reflection sheets and how to produce podcasts where applicable. In addition, this section also includes the organization of mentoring groups and how to communicate with students and mentors, how to organize written and oral exams as well as ensuring constructive feedback and celebrating every little achievement („List of joy“ as was often referred to in IMPEQ). With respect to mentoring, different patterns and strategies of group mentoring have been discussed and documented, and what each serves for: the conduction of individual support, giving constructive feedback / providing written feedback on seminar papers, and documenting for tracking and monitoring of the learning process. The training document equally made possibilities on how to ensure quality for the modules that are not shared so that quality is not diluted. For example, in a few modules of sustainable development only shared between ULPGL and IUEC, the teachers first received a quality orientation training in collaboration with the program coordinators and how to relate with mentors. This effort proved to be very helpful. In a specific case of PUR during the face-to-face stay in April 2026, an additional training workshop on quality standards was organized for all deans of faculties and teachers teaching in master programs at the university in collaboration with the ELID project coordinator and MEQUAM program coordinator

### FOR QUALITY STANDARDS

As there is a close interconnection between teaching and mentoring, joint training workshops are very necessary, especially given that the ELID concept and quality standards are to a greater extent new to the three universities. Furthermore, some of the mentors are potential ELID master teachers; thus, this approach ensures continuity. Only a few workshops or meetings on how to teach or adapt teaching materials were focused on teachers of a given module. Furthermore, this approach of joint training breaks the strong power asymmetry that may characterize the relationship between teachers, mentors, and students in universities of the Global South as well as offers learning and collaboration spaces in an explicit way towards quality development. The concept of training for mentors and teachers in the ELID Master's program is a learning process and needs to be enhanced for effective transfer of knowledge. **Dr. Frederick Njobati, Bamberg**



### Beyond ELID Workshops

During the MEQUAM IV (ELID I Matser at PUR) stay, in Huye, Rwanda, additional workshops were organized for all other MEQUAM cohorts that were enrolled in the past years before the ELID project, including MEQUAM I, II, and III. The workshops mostly focused on writing a good master thesis and doing research. On April 15, 2024, MEQUAM I graduates and some IMPEQ VI graduates in Rwanda had a joined seminar on how to write scientific papers or PhD proposals. While MEQUAM II, was trained in how to develop instruments for data collection (April 11, 2024), the capacity of MEQUAM III students was built on formulating their MA thesis topics (April 18, 2024).

In addition to the MEQUAM workshops, a workshop was organized for teachers teaching at the master's level, combining MEQUAM and Master of Theology teachers from PUR. This workshop helped the lecturers reflect on teaching and managing a master's program. The facilitators, Dr. Frederick Njobati and Dr. Emmanuel Niyibizi helped the participants to reflect on their teaching and how to manage the challenges they face when teaching master's students. The workshop highlighted the best practices experienced in MEQUAM, including the students' writing retreats and research seminars to improve their research skills. It also emphasized the mentoring sessions and the students participating in their colleagues' thesis oral presentations to learn from each other. Among the challenges discussed included the issue of plagiarism and the misuse of AI by students, as well as the contradiction of research methods by teachers while supervising their students. To overcome these challenges, the teachers took measures including working together, organizing, and attending regular research seminars to exchange their experiences, and then they advocated for more access to plagiarism-checking software to support the students' writing. In short, the presence of ELID staff contributed to the development of research skills in all MEQUAM program cohorts and supported the institution's teacher training for quality development at master's level. **Edouard Ntakirutimana, Rwanda**

## MENTORSHIP: A PREREQUISITE FOR CONTINUITY AND SUCCESS



The face-to-face learning experience for students was a joyful experience at Protestant University of Rwanda.

The complexity of the ELID master's program alongside meeting its quality standards is a new experience for most students. In addition to this, studying in ELID, as was the case with the IMPEQ program, is not competitive but rather consists of sharing and developing experiences and expertise, supporting each other, learning together, communicating and cooperating. Coupled with the heterogeneous nature of students who are encountering the aforementioned expectations for the first time, support by way of experienced, qualified mentors becomes imperative.

Through mentoring, ELID students get a smooth kick-start of the learning journey and the necessary support to progress in their learning, at the same time, building autonomy and high self-concept in them. By means of mentoring, the students are further assisted to take responsibility of their learning and develop the necessary competences to shape them as informed change agents in the challenging context of Sub-Saharan Africa. Being a good mentor needs training and learning by doing alongside experienced mentors, all of which have been initiated in ELID. In the context of the three ELID partner Universities (PUR, ULPGL and IUEC), where mentoring has not yet been a regular practice in the University study life, an explicit change of perspectives and investment in this direction is required from the universities in order to ascertain the quality expectation and also to see it as a learning opportunity.

During the ELID I first semester, 25 mentors (PUR: 08, ULPGL: 08 and IUEC: 09) have been involved in the mentoring of about 100 students. To be more intentional, the mentors, most of whom are IMPEQ graduates, took part in the interactive learning sessions to help them deeply connect with the materials of the study. The mentors had various roles, comprising of coordinating content colloquium (giving space for students to do the main talking and reflections), giving individual support and constructive feedback, developing trust and learning communities, encouraging peer feedback and support, connecting learning to evidence-based and with the required discourses and appropriate linguistic registers, giving support in colloquium about digitality as well as check-in on effective work and time organization.

### **BENEFITS FOR STUDENTS**

Mentoring by online means was a challenge for both the mentors and students in circumstances of unstable internet connections; meanwhile, during the face-to-face attendance session of April 2026, students and mentors got more support, making mentoring more effective and with greater benefits for students. The mentors are very dedicated and motivated, with room to improve in their mentoring skills. This explains the ongoing training workshops and individual support to mentors by the University of Bamberg team in collaboration with the project and program coordinators.

**Dr. Frederick Njobati, Bamberg**

## ELID MASTER EXPERIENCES: FACE TO FACE TEACHING SESSIONS AT PUR

MEQUAM IV is the cohort of MEQUAM that participates in the ELID project. In the first semester, teaching was structured so that common modules are learnt with other masters' students in the ELID project, and these modules were learned online with the peers from MAELD (ULPGL Goma) and MEQDD (IUEC Cameroon). The modules were completed, except for the ones that required oral exams, which were completed in April 2026 when the students attended face-to-face sessions.

The intensive in-person sessions at PUR were scheduled from 8 to 17 April 2026, and all MEQUAM IV students attended, except for two students who were hospitalized. With the support of Bread for the World through ELID projects, all the students of MEQUAM were supported with accommodation and meals during their stay. Their in-person attendance helped them prepare for and take their two oral examinations to put an end to the first semester. In addition to this, they introduced all the modules planned for the second semester. They received orientation on how they would learn those modules, the resource materials they would use, and different assignments they would complete later when they return home. They also covered topics that need to be learned in-person like the one related to the change game.

During this period, students had the opportunity to learn together and be trained in how to take the oral exam. Every evening, they used to make a revision in different groups, which were facilitated by mentors. After passing the oral exams, here are the testimonies some of the students about their experience with the oral exam and the contribution of mentorship in its preparation:

*"When we first learned that our final assessment would be an oral examination, many of us felt anxious because it was a new experience, and we were more familiar with written exams and interviews. However, with the support of our mentors, we gradually gained confidence and adapted to the process. While the first oral examination was challenging due to our unfamiliarity with that platform, the second one became a much more positive experience. Through these assessments, we developed valuable skills such as clear communication, connecting theory to practice, quick thinking, and confidence in expressing our ideas." (Emmanuel Nzanzumukiza, MEQUAM IV).*

*"... with the intervention of mentors, they gave me real-time feedback without judging my ability by directly correcting my blind spots. Their guidance was really helpful. You can't believe how we spent five hours with our mentor up to midnight, yet the exam was supposed to be in the morning. We call her our guiding angel. I don't even imagine what I could do without her support. I wish we could get more time with them in other*



**The new learning experience for MEQUAM students was supported by mentors and IMPEQ graduates.**

*modules, it is worth it" (Gisele, MEQUAM IV).*

Those testimonies show how the students are satisfied with the support they received during their challenging time of preparing for their exams.

In addition, after noticing that some students have learning challenges, particularly when doing the assigned work and attending online sessions, ELID management decided to support the students by providing them with computers. In this perspective, the students of MEQUAM IV, especially the ones with scholarships funded by Bread for the World, have been supported with computers through ELID projects to facilitate their learning. In short, MEQUAM IV is making good progress in acquiring knowledge and developing competences with the valuable support of the ELID project.

**Edouard Ntakirutimana, Rwanda**

## ELID MASTER EXPERIENCES: IMPRESSIONS FROM ULPGL

Since October 2025, a Master's programme in Education and Leadership for Sustainable Development (MAELD), in partnership with the Protestant University of Rwanda (PUR) and the Institute Evangelical University of Cameroon (IUEC), has been running at the Université Libre des Pays des Grands Lacs (ULPGL) in Goma, Democratic Republic of Congo (DRC). The programme is funded by Bread for the World as part of the Leadership Implementation project. The programme brings together students from different parts of DRC especially from two provinces ; North and South Kivu – specifically from the cities of Goma, Butembo, Bukavu and Kirumba. To date, the Master's programme has enrolled 24 students, comprising 6 women and 18 men. This is a very significant figure within the Faculty of Psychology and Education. This Master's programme serves to further enhance the profile of the education sciences stream, which had previously been less popular. Teaching is organised in a hybrid format, either online or face-to-face. Students are often grouped across three sites in Goma, Bukavu and Butembo.

Our master benefits from shared modules whose preparations and teaching are guided by the University of Bamberg that not only ensure the training of teachers and mentors, but also support in quality assurance. A distinctive feature of this programme is that the modules are co-taught by two or three lecturers as part of Knowledge transfer. Following the lecturers' sessions, we organise mentoring sessions led by mentors. This Master's programme study format has been set up in a way that permits students from the North and South Kivu, who live in a context of war to participate. The teaching and organization of this Master strives for high quality standards. This is thanks to the continuous professional capacity development of teachers and mentors, and quality assurance with the support of the University of Bamberg and facilitated by Dr. Frederick Njobati. The students participating in the Master are very satisfied and some have expressed testimonies.

Testimonies from the students :

*"Personally, I'm happy with this hybrid teaching arrangement because, from time to time, I have always had the chance to be in Goma to attend face-to-face classes with my fellow students. However, when it comes to the online part, the internet connection has always been a problem, but at least I am keeping up with 80 per cent of the lessons and the set assignments. In short, this programme is exactly what I was looking for."* (Kasereka Kimbutwe Jeannot)

*"I give thanks to the Lord for the grace He has shown me in allowing me to take part in the MAELD programme. Since I started the MAELD online course, I never imagined it would be*



*of such high calibre in terms of focus and quality of teaching. Despite a few connection issues, I'm really learning a lot. As for the face-to-face sessions, I learn much better with constructive feedback; it allows me to be much more open, because originally, during online sessions I was sometimes limited in the questions I can ask, but now I realized there are many possibilities to do this and the teachers encourage and provide the spaces. To be honest, I'm learning a lot and you'll be proud of me very soon, especially by the grace of God."* (Mujinji Balemba Timothée)

*"Since the start of our programme, I have only attended one face-to-face session. Nevertheless, the online classes I have already attended were well structured, apart from the disruption caused by the internet connection. To follow the course, I have to travel to find a connection. Furthermore, evening sessions that run past 5 pm are dangerous for us given the security situation in the city of Bukavu."* (Mamy Wema Elisabeth)

*"As far as I am concerned, the expertise of the teachers leading the activities is very high. Even with online teaching, interactions were still facilitated through break-out rooms whereby I met students from diverse backgrounds and from other countries. During the face-to-face session we can be sure of everyone's participation. For me, face-to-face sessions ensure the interaction and participation of almost all the students."*

(Kamathe Mitimiti Oswald)

*"Overall, I appreciate both online and face-to-face teaching. However, whenever lessons are in English, I feel disconnected from the course. I am glad that some of the materials on the power points are translated into French and that the online lead teachers also explains in French and answer some of the questions in French. Also, I have several responsibilities some connected to the difficult context, which make it difficult for me to concentrate properly on my studies. Overall, the lessons are going well; I also appreciate the approachability of our teachers and mentors in terms of their expertise, support and coordination."* (Muhindo Mhamba Papy)

Prof. Dr. Semerita Kamundu, DRC

## ELID MASTER EXPERIENCES: IMPRESSIONS FROM IUEC



ELID I students and mentors at IUEC - Mbouo in Cameroon, celebrate “the list of joy” after the oral exam Module 4

From 20 to 24 April 2026, students on the Master’s in Quality Education, Peace and Sustainable Development (MEQPDD) took part in an in-person academic stay at the Evangelical University Institute of Cameroon, as part of the programme’s training and skills-building activities. This stay provided a unique opportunity for learning, academic exchange and the strengthening of ties between students, lecturers and academic staff.

### STRENGTHENING COLLABORATION

During this intensive week, a range of educational and scientific activities were organised, including lectures, practical workshops, group work, academic presentations and sessions on research methodology. Students also received guidance on scientific research, academic writing and the use of digital tools and artificial intelligence in the fields of education and sustainable development.

The face-to-face stay provided an opportunity for students to immerse themselves in the university’s institutional and community environment. Participants had the opportunity to explore the university’s academic facilities, strengthen their collaborative spirit and develop skills in leadership, communication and teamwork. In a friendly and intercultural atmosphere, the exchanges helped to promote the values of peace, solidarity, excellence and civic engagement championed by the MEQPDD programme.

This stay marked an important milestone in the students’ educational journey and helped to strengthen their motivation to become agents of change working towards quality education, peace and sustainable development in Africa and around the world. At the end of this face-to-face session, the students spoke highly of the quality of the aca-

demical supervision and the richness of the learning experience.

### TESTIMONIES FROM STUDENTS

*“At the end of these four days of in-person learning, I leave enriched by the quality of the teaching, the excellence of the supervision, the comfortable accommodation, the catering, and the warm atmosphere that marked this stay. My sincere thanks go to my colleagues, our mentors, the entire management team.” (Laeticia Timleu)*

*“The in-person study stay in Bandjoun was, for me, a very satisfying experience, marked by direct exchanges with lecturers and classmates on the program content, as well as a particularly pleasant social and human atmosphere. I would like to express my sincere gratitude for the exceptional hospitality that was extended to us throughout this stay.” (Sammuel Senbai)*

*“My in-person stay at IUEC was a truly memorable experience. Usually delivered online, this face-to-face meeting allowed me to better focus and follow the program without interruption. Learning was intense but well-paced, with moments of relaxation and engaging activities. I was able to develop knowledge on qualitative and quantitative analysis in education, as well as the importance of communities of practice in driving change at various levels.” (Patrick Kom)*

*“My stay at the IUEC - Mbouo campus was a very positive and exciting experience. The learning sessions were engaging and interactive, and the facilitators created a friendly environment that encouraged participation. [...] I truly enjoyed the combination of quality learning and a welcoming campus atmosphere.” (Nsaichia Joseph Ndifon)*

**Dr. Ernest Claude Njoya, Cameroon**

## ELID AND CONTINUITY OF RESEARCH FOR EDUCATIONAL QUALITY

Following IMPEQ project where research was a flagship and a tool for educational quality, it is still an intravative part of ELID project. In this regard, 14 best Master theses of IMPEQ cohorts IV, V and VI were selected, edited and published. These add tot he published master thesis of IMPEQ cohorts I to III with the aim of sharing knowledge about educational quality with practitioners, researchers and

policy makers from studies conducted in sub-Saharan African countries. As it can be seen in the table, a variety of studies were carried and inform educational stakeholders about educational quality. Here are the sample of the published IMPEQ master theses on current international discourse and contextual relevance.

**Dr. Emmanuel Niyibizi, Rwanda**

| TITLE                                                                                                                                                       | AUTHOR                                          |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------|
| School dropout in secondary schools                                                                                                                         | Adrien Bizimana (IMPEQ IV)                      |
| Building high expectations by complex tasks in English instruction: Perceptions of secondary school students in Bukavu/DRC                                  | Barthelemy Muzaliwa Balume (IMPEQ IV)           |
| Perceptions of Secondary School Teachers on Efficient Classroom Management: A Case of Ecole des Sciences de Musanze (ESM), Rwanda                           | Ladegonde Nyirabashumba (IMPEQ IV)              |
| Les tâches complexes en histoire et l'acquisition des compétences chez l'apprenant: perception des enseignants du secondaire à Nkongsamba                   | Diffomene Jotsop Epse Sandjong Laure (IMPEQ IV) |
| Teacher educators' perceptions of classroom management in Teacher Training Colleges of Rwanda                                                               | Cecile Niyongira (IMPEQ V)                      |
| Teachers' perception of professional learning communities in relationship to peace education in primary schools in Douala, Cameroon                         | Makarios Ngantchui Fandio (IMPEQ V)             |
| Girls' motivation to study science subjects: A case study of the Protestant Upper Secondary School in Mezam Division, North West Region of Cameroon         | Njei Maurine Engonwei (IMPEQ V)                 |
| Le soutien individuel des étudiants dans l'enseignement supérieur: cas de l'ULPGLButembo en RDC                                                             | Mbusa Muhongya Mengi (IMPEQ V)                  |
| Inclusive Education: Perceptions and experiences of secondary school teachers in the North West Region of Cameroon                                          | Rita Fekamia Epse Tangwe (IMPEQ V)              |
| La Digitalisation en Contexte de la Formation Professionnelle: Perceptions des Enseignants du Centre Technique de Garoua, Cameroun.                         | Frederic Galdavai Kewe (IMPEQ V)                |
| Good learning climate management in the context of war: Perceptions of primary school teachers in the North West region of Cameroon                         | Lemven Ibrahim (IMPEQ VI)                       |
| Teachers' Perception of Professional Learning Communities in Relation to Digitalisation in Secondary Schools in Douala, Cameroon.                           | Yannick Biya Boula (IMPEQ VI)                   |
| Effective Classroom Management: Perceptions of Secondary School Teachers in Kigali City, Rwanda                                                             | Celine Uwituje (IMPEQ VI)                       |
| Professional Learning Communities in a Conflict Context: Perceptions of Protestant Secondary School Teachers in Bukavu, Democratic Republic of Congo (DRC). | Namavu Kasimbi Divine (IMPEQ VI)                |

## GOVERNANCE: ELID STEERING COMMITTEE

In order to ensure the governance of the ELID project in its entirety, with particular reference to its advisory and decision-making processes, a steering committee was established. This committee was modelled on the IMPEQ governance structure and is composed as follows: members with a vote are responsible for the main decision-making, while members without a vote, which include the program coordinators, are tasked with providing all the necessary reports and insider information on the respective study programs.

The ELID steering committee members with a vote are:

- Rector of Université Libre des Pays des Grands Lacs (ULPGL) who serves as the ELID steering committee chairperson: Prof. Dr. Wasso Misona
- The Vice Chancellor of the Protestant of the University of Rwanda: Prof. Dr. Olu Ojedokun
- Rector of Institut Universitaire Evangélique du Cameroun: Prof. Dr. Jules Roger Kuite
- Representative of Bread for the World: Mrs Nadine Ebinghaus
- Representative of the University of Bamberg: Prof. Dr. Annette Scheunpflug

Additionally the members without a vote and their respective roles in the project:

- Dr. Emmanuel Niyibizi, ELID coordinator
- Dr. Frederick Njobati, in charge of teaching and Quality assurance in ELID
- Prof. Semerita Kavira Kamundu: Program Coordinator, MAELD (ULPGL)
- Dr. Claude Ernest Njoya: Program Coordinator, MEQPDD (IUEC)
- Mr. Edouard Ntakirutimana: Program Coordinator of MEQUAM (PUR).

As the ELID project has evolved and acquired greater complexity over the course of the three respective study programs, the governance structure has also been subject to development, with the introduction of new roles. It is evident that the project coordinator role has been established with the objective of ensuring the efficient and effective implementation of the project. In addition to this, the roles of Teaching and Quality Assurance, as well as the program coordinators themselves, have been introduced. The new steering committee has enhanced the capabilities of its members with a view to ensuring high-quality governance and decision-making processes, in the context of the educational leadership development and implementation framework. This is a complex undertaking, given the high level of complexity inherent in the three partner universities and their individual master's programs.

**Dr. Emmanuel Niyibizi, Rwanda**

## DIGITAL TOOLS FOR THE ELID MASTER PROGRAM

Within the ELID Master's programme, digital technology is a key driver for enhancing learning, fostering student autonomy and developing the academic skills essential for research and professional practice. In the framework of colloquium for Digitality, not only technological aspects are taken into consideration but most especially also is the ecological and ethical dimensions.

One of the first benefits of digital technology was the adoption of the Zoom teaching platform, which enables interactive exchanges with supervisors and peers and facilitates online group work through breakout rooms. Subsequently, particular emphasis was placed on the efficient organisation of folders and files on the computer. Indeed, structured management of course materials, personal work, scientific articles and teaching resources enabled students to save time, reduce the risk of losing information and improve their productivity. The use of automatic backup tools also facilitated secure access to data from various devices.

This colloquium also facilitated the writing of the academic dissertation. Thanks to word processing software, students were able to format their work in accordance with the academic standards adopted within the ELID Master's programme.

The management of bibliographic references was another area where digital technology provided considerable added value. Mastering specialised software such as Zotero enabled students to learn how to collect, organise and automatically cite documentary sources in accordance with the APA referencing style adopted by ELID. This tool was designed to help enhance academic rigour, prevent plagiarism and simplify the writing of research dissertations.

Beyond these aspects, digital technology has provided students with rapid access to a wealth of academic resources, online libraries, scientific databases and learning communities. It has thus fostered the development of digital skills that are essential for 21st-century education.

For students on the ELID Master's programme, proficiency in these digital tools is no longer merely an advantage, but a strategic skill that underpins academic success, high-quality research output and a commitment to a culture of lifelong learning. However, organising this online colloquium remains a challenge.

**Dr. Claude Ernest Njoya, Cameroon**



## PHD WORKSHOP IN RWANDA FOR NURTURING EMERGING RESEARCHERS

For several years, Professor Annette Scheunpflug has organised and facilitated PhD seminars aimed at supporting aspiring doctoral students in their academic journeys. Thanks to her unwavering commitment and dedication, these seminars have become an invaluable platform for nurturing emerging researchers, particularly in Rwanda and the Democratic Republic of Congo (DRC).

Reaching beyond the IMPEQ alumni network, the seminars have offered doctoral candidates the unique opportunity to develop their research even before they have found supervisors. Participants have benefited from Professor Annette's extensive expertise at various stages of the PhD process, receiving regular engagement and constructive feedback. This support has included identifying and refining research topics, formulating research questions, developing strong research proposals, creating interview guides and writing the methodology chapter, as well as learning about techniques for obtaining supervisors and funding opportunities.

### NEW PHD CANDIDATES

Currently, around 26 PhD students are benefiting from these seminars. This includes six participants from the Democratic Republic of the Congo (DRC) and twenty from Rwanda. Despite still being in the process of securing supervisors and funding, many participants have made remarkable progress in their doctoral studies thanks to these seminars. Participants have consistently expressed their profound gratitude to Professor Annette for her generosity, commitment, and mentorship. These qualities have given participants the confidence and direction they need to continue their academic studies.

In the first six months of 2026 alone, Professor Annette ran three PhD seminars. One of the most notable was the seminar organised for members of the PhD Learning Community as part of the ELID (Educational Leadership Implementation and Development in Developing Countries at Christian Schools and Universities in Sub-Saharan Africa) Project. Held in Rwanda from 22 to 28 February, this seminar brought together eight members of the PhD learning community from Cameroon, Zambia, the Democratic Republic of Congo, Rwanda and Tanzania. During the seminar, participants received detailed feedback on their research proposals, interview guides, interview transcripts and other submitted documents. Professor Annette dedicated time to each participant throughout the five-day seminar, offering thorough and constructive feedback tailored to their individual research projects.

The seminar concluded on a highly positive note, with participants expressing their deep appreciation for this



**Twenty-six students from Rwanda and the DRC who wish to pursue a Ph.D. after completing the IMPEQ program attended the information session at PUR.**

invaluable learning opportunity, as well as for Professor Annette's wealth of knowledge, expertise and experience. Many noted that their questions and concerns had been addressed, leaving them feeling better prepared to face the challenges of their PhD studies.

Following the seminar, four members of the PhD Learning Community participated in a writing retreat designed to help them implement the feedback they had received. During the retreat, they worked intensively on revising and strengthening their research proposals. By the end, they had made substantial progress and returned to their respective countries with renewed motivation and confidence, as well as a clear plan for advancing their doctoral studies.

The continued success of these PhD seminars is testament to Professor Annette Scheunpflug's strong commitment to supporting and mentoring PhD students. This commitment is evident in the fact that, whenever she is in Rwanda, Professor Annette ensures that she organises a PhD seminar, despite her busy schedule, before returning to Germany. Thanks to her guidance, many aspiring researchers are making significant progress in their studies and developing the skills needed to contribute to educational research.

**Rita Fekamia Epse Tangwe, Rwanda**

## PHD LEARNING SUPPORT IN ELID: EXPERIENCE OF THE FIRST STAY AT PUR



PhD learning support candidates with Prof. Dr. Annette Scheunpflug and the PUR Vice Chancellor Prof. Olu. O. Ojedokun (middle) during the February stay at PUR.

PhD learning support is one of the pillars of the ELID program that offers PhD learning opportunity in educational science for IMPEQ graduates. Through a call made in 2025, 8 candidates were selected from five countries (Rwanda, Cameroon, Democratic Republic of Congo, Zambia and Tanzania) by the ELID Steering Committee. This PhD learning platform offers PhD training, writing retreats, working in a learning community and feedback but does not necessarily guarantee a supervisor. The first session organized in February 2026 at the Protestant University of Rwanda, that brought together all the selected candidates and facilitated by Prof. Dr. Annette Scheunpflug, was full of intensive learning and many experiences.

The PhD learning journey is not merely an academic exercise but a transformative process that fosters collaboration and professional growth. In addition, doing a PhD is characterized by rigorous intellectual engagement, independent inquiry and the creation of new knowledge on evidence-base. The ELID PhD learning support deepens on these aspects for which i see it as a blend of stimulating opportunities and demanding challenges for reflection.

The first stage of the PhD learning involves the identification of a research topic which aligns with personal academic aspiration and the scientific discourses on the subject. This process demands deep reflection and engagement with existing literature to uncover gaps and formulate relevant research questions. This stage is often exciting and daunting

for most students, as it marks the transition from structured course work to independent scholarly exploration.

A distinctive feature of the ELID PhD program is its emphasis on collaborative learning through small interactive communities. Beyond internal collaboration, the program encourages networking with other researchers and PhD candidates within the local and international context. Another critical dimension of the PhD journey is securing a suitable supervisor and funding. The pursuit for financial support and the search for a mentor who shares similar research interest to provide constructive research guidance can be complex. Despite these challenges PhD students in the ELID program have been able to cultivate resilience, patience and strategic thinking to navigate institutional systems thanks to support from Prof. Dr. Annette Scheunpflug and shared experiences of other PhD students. My experience of the ELID PhD program is that; it has given me the opportunity to be autonomous in my studies and to develop the skills of conducting research in some fields of studies which previously seemed impossible. The PhD seminar at the end of February 2026 opened my horizon on how to resourcefully seek and organize knowledge, the methodology and tools required to collect and analyze data. Above all, networking with other PhD students has taken away the fears associated with PhD learning and made me more confident of overcoming the challenges associated with PhD learning. **George Funjong, Cameroon**

## IMPEQ INNOVATION FUND FOR ALUMNI

The IMPEQ Innovation Fund forms part of the IMPEQ alumni activities and is intended to provide seed funding for initiatives or support the implementation of projects in regions and organisations where IMPEQ graduates reside. Open to all IMPEQ graduates, the Fund aligns with the IMPEQ mission of fostering quality education and improving education systems by supporting projects focused on educational practices, teacher training, leadership development, system development and educational research. For the 2025 IMPEQ Innovation Fund, twenty-eight project proposals were received from IMPEQ graduates across Cohorts I to V by 30 April 2025. Following careful review and evaluation by the IMPEQ team, twenty projects that met the required quality standards were selected for funding based on merit. Nineteen of the selected projects focused on training and workshops aimed at promoting quality education, while one focused on educational research. The project beneficiaries were drawn from Rwanda, the Democratic Republic of Congo, Zambia, Cameroon and Madagascar. From the project proposals, execution and reporting, there is still room for improvement to meet quality standards and the respect of guidelines and deadlines by some of the project holders meanwhile individual support and constructive feedback by the IMPEQ team facilitated improvement. The impact of the nineteen training and workshop projects was significant. A total of 469 school leaders and teachers across



five countries directly benefited from the training and workshop activities, while approximately 79,789 school leaders, teachers, and students benefited indirectly. These outcomes clearly demonstrate the IMPEQ Innovation Fund's contribution to fostering quality education and strengthening educational practices in different

Sub-Saharan countries. Although IMPEQ has transitioned to ELID, the Innovation Fund remains an important platform for supporting IMPEQ alumni activities. In the months ahead, the call for proposals for the 2027 Innovation Fund will be launched. All IMPEQ alumni are therefore encouraged to develop innovative projects that address various aspects of educational quality, not just training and workshop activities. IMPEQ alumni are also encouraged to work collaboratively to develop projects that are sustainable and contribute to IMPEQ's visibility.

**Rita Fekamia Epse Tangwe, Rwanda**

## FEMALE LEADERSHIP WORKSHOP CONTINUES



**The participants of female leadership workshop at PUR enjoyed happiness and joy during the breaks.**

Within the framework of Educational Leadership Implementation and Development in Developing Countries in Christian schools and universities in sub-Saharan Africa (ELID), 14 female leaders from Cameroon, Democratic Republic of Congo, Germany, Madagascar, Rwanda, Tanzania and Zambia attended one-week seminar from 23 to 27 February 2026 at Protestant University of Rwanda in Huye (See photo). On the one hand, we got knowledge and tools provided by Susanne Bohn, Anne-Laure Bigot and Dr. Ina Graf-Hoffmann. On the other hand, the session was rich in reflection, aspirations and sharing of experiences, as well as mutual encouragement and support. As a female leader, all of us feel strong and equipped hence the name 'Superwomen'.

In the meantime, the superwomen's journey continues. We put what we have learnt into practice. Online sessions every two months serve not only to monitor and evaluate our respective goals, but also to share our lived experiences, our successes, our preoccupations, to encourage one another and to learn from one another. Furthermore, each of us has an individual coach who provides in-depth support according to our respective responsibilities as female leader and our challenging circumstances.

In short, I feel deeply privileged to be part of this programme. As a superwoman, I'm confident to be an agent of change and to make good impact in my professional, personal and family life.

**Dr. Onja Tiana Raharijaona, Madagascar**

## KINSHASA WORKSHOP – STRENGTHENING EDUCATIONAL ORGANISATIONS IN DRC

As part of efforts to improve the quality of education in contexts of fragility and crisis, Bread for the World (PPLM) in partnership with Protestant Education partners of North and South Kivu regions of the DRC organised a capacity-building workshop for Protestant education stakeholders in the Democratic Republic of the Congo from 16 to 20 March in Kinshasa, on the theme: Stabilisation and protection of children and young people through innovative approaches, dialogue with national and international stakeholders, and the decolonisation of knowledge. The main objective of the conference was to equip participants with innovative approaches to the stabilisation and protection of children and young people, with a focus on the quality of education, digitalisation, peace, psychosocial support, the decolonisation of knowledge and school feeding, particularly in crisis-affected areas.

Indeed, the regions of North and South Kivu in the Democratic Republic of the Congo (DRC) have been at the centre of multiple crises, including, but not limited to, armed conflicts, natural disasters, population displacement and economic instability, all of which have had a negative impact on the education sector. In this precarious context, Protestant educational stakeholders and institutions in eastern DRC – specifically the 3rd CBCA Coordination and the Provincial Coordination of ECPs in South Kivu – have played a crucial role, with the support of Bread for the World, in shaping the educational landscape by improving high-quality and innovative teaching methods, peace education, the digitalisation of education, and the provision of safe spaces for learning, care and hope, although these contributions are little known. Keeping schools running in situations of fragility and crisis has been a major factor in fostering community solidarity and resilience.

As the main outcomes and recommendations of the workshop, several key areas emerged from the discussions and group work. With regard to teacher training in fragile contexts, it became apparent that specific modules needed to be designed that go beyond traditional teaching methods, incorporating psychosocial aspects, conflict management and peace. The Fishbowl method and role-play exercises were particularly valued for their ability to stimulate critical thinking and encourage everyone to express their views. On the issues of gender and protection, the creation of girls' groups within peace clubs, scholarships for vulnerable pupils and training on positive masculinity were identified as good practices to be rolled out more widely. On the decolonisation of knowledge, it was recommended that the mind be decolonised first, followed by teaching methods and curricula, by promoting knowledge based on local reali-



ties as a driving force for the Congolese education system. With regard to digitalisation, the workshop highlighted the need to develop the digital skills of teachers and pupils, whilst remaining vigilant against the risks of disinformation and cybercrime. Finally, the general recommendations included continuing to advocate with the authorities and international partners – notably the Global Education Fund, the Inter-agency Network for Education in Emergencies, the Global Education Cluster and Education Cannot Wait – for increased funding for education in emergency situations. Marking the climax of this event was the round table discussion which took place on Wednesday 18 March 2026 at the Protestant University of Congo (UPC) in Kinshasa on the theme: 'Education as the key to stabilisation: the role of faith-based schools in eastern DRC'.

The round table brought together Protestant and Catholic education stakeholders, representatives of the national education system, partners and donors involved in international cooperation in education, representatives of members of parliament and the German Ambassador to the DRC. The discussion focused on the situation of the education sector in Eastern DRC and on the contribution of faith-based schools to access to quality education, psychosocial support and child protection in contexts marked by displacement, violence and fragility. This gave visibility to the contributions of Protestant Church organizations in the development of quality education and the stabilization of the communities in Eastern Congo. It equally opened a major lobby space that already kick-started new actions as announced by the German ambassador to the DRC.

This workshop was facilitated by two resource persons: Dr. Julia Sibert and Dr. Frederick Njobati both from Germany with participatory spaces for sharing and developing experiences by educational partners from North and South Kivu, a majority of whom were IMPEQ graduates.

**Dr. Jean Kasereka Lutswamba, DRC**  
**Meschac Vunanga Karhakabire, DRC**

## IMPEQ GRADUATE'S SCHOOL RANKS AMONG THE MOST SUCCESSFUL



Kigali Christian School where IMPEQ graduate Celine Uwituje (left photo, middle) is the headteacher rewarded as one of the three top-performing schools in arts and humanities in Kigali. IT tools are integrated in learning in the school as a new offer (above photo)

It is with great pleasure that I present to you the significant achievements of my educational institution, Kigali Christian School. As we celebrate two decades of success, I can not take for granted the role played by courses regarding developing quality. This empowered my leadership with a robust quality framework. It is important to note that there are numerous success stories impacting communities, and I only share the four of them. Firstly, the city of Kigali has recognised our school as one of the three top-performing schools in arts and humanities combinations by December, 2025. This phenomenon is unprecedented. Secondly, the parents' involvement in "one tablet per child" initiative, in collaboration with Bridge of Hope, aimed to enhance ICT integration in the educational process, underscoring a commitment to innovation and technological advancement. The current progression is one tablet per two children. We thank God for this. The subsequent phase is expected to be found through divine intervention as long as faith is still our foundation. Third one is our students' eagerness to identify solutions to the challenges faced by the community, both within the academic environment and in external settings. This inclination encompasses the development of software designed to optimise time management through the implementation of automated alerts, the management of library resources, the composition of literary works intended to motivate and inspire, and the establishment of group called "faith group" dedicated to the dissemination of true gospel and the sponsorship of vulnerable students. It is noteworthy that these students are also in the early stages of their youth that still needs financial growth. This fully

aligns with the school's vision, which is to see young people transformed into the likeness of Christ and equipped to serve God in the community.

### THANKS TO IMPEQ AND ELID

It is not possible that I may conclude this article without sharing how collaborating with other parties has engendered a sense of synergy within our educational institution. Despite the fact that the institution has connections with like-minded organisations, it was selected from a small number of schools that are recognised as being among the top schools in Rwanda, with a reputation for providing access to quality education and holistic student support. In light of the aforementioned perspectives, a total of ten students were received into the IKAZE Refugee Impact Scholarship (IRIS) program. This is a three-year partnership between Agahozo Shalom Youth Village and Isomo and those host schools including Kigali Christian School. So far, the journey of one year is so amazing and promising. I pray for more meaningful partnerships that keep on transforming the society.

In conclusion, I would like to express my sincere gratitude for the opportunity given to me by the ELID program to serve as a mentor in MEQUAM IV. This provided a valuable opportunity to reciprocate the support received from IMPEQ, thereby fostering a sense of gratitude and commitment to contribute to the IMPEQ community. Secondly, the staff team played a pivotal role in facilitating my academic and professional development during that period. Their guidance and mentorship were instrumental in laying the foundation for my future success.

**Celine Uwituje, Rwanda**

## HOW IMPEQ SUPPORTS MY LEADERSHIP ROLE AS A SCHOOL HEADTEACHER



Sr. Marie Jeanne (above) with the staff at Gihara Secondary School in Rutsiro District, Western Province, Rwanda (left)

My name is Sister Marie Jeanne Byukusenge, an IMPEQ VI graduate. On 1st April, 2026, I was appointed headteacher of GS Gihara Secondary School in Rutsiro District, Western Province, Rwanda, marking an important milestone in my professional career. After taking this new leadership role, I recognise the significant contribution that IMPEQ has made to prepare me for this leadership responsibility. Above all, I am very self-confident taking up this position.

### NEW QUALIFICATIONS

Through IMPEQ, I developed valuable competencies in educational leadership, quality improvement, reflective practice and evidence-based decision-making. The programme strengthened my ability to critically analyse challenges within the school environment and design appropriate improvement strategies. These skills are essential for promoting effective teaching and learning, enhancing student performance and fostering a positive school culture.

One of the most important lessons I gained from IMPEQ is the importance of reflective leadership. I have learned to

assess school practices systematically, engage stakeholders in decision-making, and use data to guide school development. This approach enables me to identify areas requiring improvement and to implement sustainable solutions that contribute to educational quality.

Furthermore, IMPEQ enhanced my understanding of professional development and collaboration. As a Headteacher, I encourage teamwork among teachers and support continuous learning to improve classroom practices. I believe that empowering teachers is a key factor in achieving quality education for all learners.

The knowledge and skills acquired through IMPEQ continue to guide my daily work as a school leader at GS Gihara. With IMPEQ has developed in me with a strong foundation for leading change, promoting accountability, and ensuring that every student has access to quality learning opportunities. I am grateful for the support and learning experiences offered by IMPEQ, which continue to shape my professional journey and leadership practice.

**Marie Jeanne Byukusenge, Rwanda**

## IMPEQ GRADUATE APPOINTED AS PEACE EDUCATION COORDINATOR IN RWANDA

My name is Rev. Pastor Ernest Nkurunziza, a graduate of the International Master's Program for Educational Quality (IMPEQ). In mid-June 2026, I was appointed the Coordinator of Christian and Peace Education by the Council of Protestant Churches in Rwanda (CPR). In this new position, my role is multiple-fold and comprising of enhancing quality education, integrating peace education, gender, and inclusive education in Protestant schools of Rwanda and the Eastern Democratic Republic of Rwanda.

Tribute to IMPEQ

### IMPEQ COMPETENCIES

The competences I have gained from IMPEQ studies such as system leadership, developing quality education, developing peace education, social justice and how to bring about change are already helping me in my work in a very great way. I therefore sincerely owe a lot of gratitude to IMPEQ staff and mentors for the exceptional capacities built in us IMPEQ Alumni in both theory and practice and opening our minds to the wider world. I am also deeply grateful to Bread for the World (BftW) for sponsoring my studies and to the University of Bamberg for providing excellent academic formation.

### COLLABORATION WITH IMPEQ GRADUATES

This position also offers a good opportunity for me to collaborate closely with fellow IMPEQ graduates from Rwanda, North Kivu and South Kivu regions of the Democratic Republic of Congo so that we all can contribute in the building of peace that is so greatly needed in the Great Lakes region of Africa.

### PROFESSIONAL BACKGROUND

Before joining the CPR, I served as chaplain and Religious Studies teacher at Rubengera Teacher Training College. This already gave me the opportunity to collaborate with various church partners, educational stakeholders and local communities. I have long been interested in exploring how Protestant education can contribute to holistic human development. This aspiration was strengthened through my participation in the Global Pedagogical Network of Protestant Schools (GPEN) and later through my studies in IMPEQ. During the COVID-19 pandemic, I joined NewGlobe, an educational organisation, where I worked as a developer of instructional materials until my appointment. The experience in NewGlobe further enriched my understanding of education in non-state organisations.

### VISION

My vision centres on serving God and Society through peace building. As I begin this new chapter, I look forward to continuing my contribution to both national and global educational networks, with a particular focus on four key areas:



**IMPEQ III graduate Rev. Pastor Ernest Nkurunziza appointed as the the Coordinator of Christian and Peace Education by the Council of Protestant Churches in Rwanda (CPR). He new role will be about enhancing quality education and integrating peace education.**

- Promoting awareness among Protestant schools to ensure that the values and principles of the Reformation shape their identity and mission.
- Encouraging educators, parents, and communities to nurture a culture of mutual support, solidarity, and service from an early age.
- Advancing peacebuilding through positive communication, dialogue, inclusion, and respect for diversity.
- Encouraging Protestant schools to inspire young people to become role models, innovators, and active contributors to addressing local and global challenges.

I am very confident and hopeful that by collaborating with different stakeholders and with the strength that comes from God Almighty, the journey to reaching sustainable peace would be assured.

**Rev. Pastor Ernest Nkurunziza, Rwanda**

# IMPRINT

**Educational Quality in Developing Countries**

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