

MASTER  
EDUCATIONAL  
QUALITY  
IN DEVELOPING  
COUNTRIES



# IMPEQ NEWSLETTER

*Summer Issue July 2024*

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**IMPEQ**

Educational Quality in Developing Countries

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Dear IMPEQ students,  
dear IMPEQ Alumni,  
dear friends of the Master's program,

The purpose of this newsletter is to give you an update on the activities of the last six months.

IMPEQ VI is now almost halfway through. We have had a very intense four weeks of study in Butare in Rwanda and some classes online. It is a pleasure to see how the students are learning and developing. We are very happy and grateful that, thanks to Bread for the World's funding, these students are already making a difference in their workplaces and starting to implement quality education.

As part of IMPEQ V, we are holding the 8th Conference on "The Protestant School Profile - Contribution to Quality Education and Justice". The conference attracted a large number of IMPEQ alumni from Cameroon. It was followed by a workshop on the digitalisation of education. A doctoral seminar allowed participants to continue

their doctoral work and newcomers to reflect on possible topics.

In this newsletter you can read that four more graduates of IMPEQ have now continued their academic achievements with a PhD. The articles in this newsletter show very different ways of achieving this demanding and challenging goal.

We are pleased to have received many reports from IMPEQ alumni about their career paths after completing IMPEQ. It is very impressive to see how alumni use the skills they have acquired during their studies.

We wish you an insightful reading.

**Annette Scheunpflug**  
**Bamberg, July 2024**



## 8<sup>th</sup> IMPEQ CONFERENCE HELD IN CAMEROON



The 8<sup>th</sup> international IMPEQ conference was held in Cameroon this year and was attended by participants from Germany, DRC, Rwanda, Kenya, as well as the host country Cameroon. Representatives from various universities in Cameroon also took part in the conference, also current IMPEQ students and alumni.

The IMPEQ Conference was held in Cameroon this year. Hosted by Université Evangélique du Cameroun, the main theme of the conference was “Contribution to Quality Education and Justice”. While there were many paper presentations on current issues, graduate students also added color to the event with their poster presentations.

**T**he 8th IMPEQ Conference was held in Douala, Cameroon, from 20 to 21 February 2024 at the Hotel Vallée des Princes. This paper reports on that memorable event, presenting the participants, the opening ceremony, the keynote and an overview of the proceedings.

### THE PARTICIPANTS

The Cameroon Conference brought together nearly four dozen participants from Europe (Germany) and Africa (DRC, Rwanda, Kenya, Cameroon). They included Cameroon's administrative and religious leaders, members of the IMPEQ academic coordination team and its steering committee (the Rectors of the partner universities and the representative of the financial partner Bread for the World), Cameroonian graduates and Cameroonian students currently taking part in the programme. A number of guests were also present. They came notably from Higher Education (University of Douala, University of Yaoundé I, Réseau des Universités Protestantes d'Afrique Centrale, Catholic University of Central Africa), Secondary and Primary Education

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## 8<sup>th</sup> IMPEQ CONFERENCE HELD IN CAMEROON

(Regional Delegates for Secondary Education and Basic Education, National Directors of Protestant Education in Cameroon, Education Secretaries, and Principals of Protestant and non-protestant schools), and in-service teacher training institutions such as ISTP (In-Service Training Program). There were also a number of staff and students from the host university (Université Evangélique du Cameroun).

### THE OPENING CEREMONY

After the opening prayer, participants were welcomed by Rev. Dr. Jean-Blaise Kenmogne (Rector of the Université Evangélique du Cameroun and Chairman of the IMPEQ Steering Committee).



Next, Prof. Dr. Dr. h.c. Annette Scheunpflug (University of Bamberg) said a recognition of IMPEQ students and Alumni. The floor was then given to Ms. Nadine Ebinghaus (Bread for the World), who addressed the success of partnership cooperation through IMPEQ. Reverend Alexandre Mbilla Mbenga then spoke in his capacity as President of the Evangelical Church of Cameroon and founder of the Université Evangélique du Cameroun. Finally, the official opening of the Conference was launched by the Representative of the Governor of the Littoral Region – Cameroon.

### THE KEYNOTE

After the ceremonial part, the keynote speech was given by Prof. Dr. Dr. h.c. Annette Scheunpflug on the theme of the Conference: The Protestant school profile: Contribution to quality education and justice. In her speech, the speaker began by presenting the profile of the Protestant school from a historical perspective. Then, drawing on the Soesterberg Declaration of 2016, she discussed the Protestant profile today. Finally, she showed that peace and social justice are important pillars of the Protestant school profile.

Discussing the Protestant profile today, the speaker showed how education in Protestant schools is based on both theology and pedagogy. She linked theological principles (such as God's good creation, God's unconditional love, God-given freedom, trust in the Holy



Dr. Christine Nyiramana introduced Prof. Dr. Annette Scheunpflug, who delivered the keynote speech of the international conference.

Spirit, God's option for the vulnerable, and hope for peace and justice) with pedagogical approaches (such as a believing in the potential of every student, offering error-friendly forgiveness, commitment to freedom with responsibility, aiming for high quality teaching, striving for social justice, reflecting on the purpose of curriculum content, supporting the (non)-religious development of students, and supporting teachers). So today it's a question of supporting teachers and improving the quality of education. With regard to peace and social justice as important pillars of the Protestant school's profile, Prof. Scheunpflug showed the importance of: quality of teaching, access to school and social justice in schools, peace education, international solidarity and connectivity. She concluded by stating that injustice is a major concern both globally and locally.

The first day of the conference focused on three main groups of activities: parallel sessions of six panel discussions and two workshops, poster presentations and table talks. During the parallel sessions, participants joined different rooms of their choice. In each session, led by a discussant or a moderator, researchers presented their papers on topics related to the theme of the conference and the audience was able to ask questions,

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Participants, including many IMPEQ alumni and students, took a photo together in front of the hotel where the conference was held.

discuss and make recommendations that could be used to improve quality.

Day 2 of the conference was exclusively dedicated to a workshop on digitalisation. As far as Paper Presentation is concerned, in Session I led by Dr. Christine Nyiramana as discussant on the theme "The function of Protestant schools in conflict and post-conflict context", the following topics were presented: The function of non-state faith-based schools in post-conflict societies (by Dr. Mark Wenz), A process for developing the shared profile of the Protestant school in relation to the requirements of quality and justice in Cameroon (by Mr. Ernest-Claude Njoya, MA), and Understanding the

past to foster the Protestant school profile in Cameroon (by Makarios Fandio, MA). The Paper Session II was on "Reflecting social justice through non-violence in education". Led by the Mr. Eugène Fonssi, the following topics were addressed: Violence and Educational Quality: Effects of Violence on the Learning Outcomes (by Dr. Abraham T. Tangwe), Gender-based violence on secondary school girls in a war and conflict context as a factor of social injustice (by Dr. Frederick B. Banboye), and The role of good learning climate in peace building for students in a war context: Perception of secondary school teachers (by George Funjong, MA). Laure Diffomene was in

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## 8<sup>th</sup> IMPEQ CONFERENCE HELD IN CAMEROON

charge of leading Paper Session III on "Developing quality in education system levels as a contribution to social justice". The following papers were presented: Developing peace education through teachers' professional learning communities in primary schools (by Makarios Fandio, MA) and The role of transition in shaping peace and quality education in Early Childhood Education (by Emmanuel Wepngong, MA).

The Paper Session IV was on "Building social justice by quality teaching" and was led by Dr. Mark Wenz. During this session, three topics were addressed: Feedback communication as a tool for establishing social justice and quality education in teacher education (by Dr. Christine Nyiramana), Favoriser l'éducation de qualité et la justice à travers l'activation cognitive par les tâches (by Laure Diffomene, MA), and Shaping peace and quality education through constructive feedback (by Emmanuel Wepngong, MA).

In the framework of Paper Session V on "Reflecting social justice through gender equity & inclusion in education", Ernest-Claude Njoya was the discussant of the three following presentations: La justice sociale à travers le soutien individuel aux adolescentes-mères (by Magloire Clodis Nguessom, MA), Shaping social justice in schools through the inclusion of girls in science subjects: A case study of Protestant Upper Secondary Schools in Bamenda, Cameroon (by Maurine Njei, MA), and Le rôle du soutien individuel et de l'inclusion dans le développement de la qualité et de la justice dans l'éducation (by Minette Tsanang I Kengne, MA).

The Paper Session VI on "Shaping school leadership quality in conflict and post conflict societies" was led by Dr. Abraham Tangwe as discussant. The two topics addressed were: The Role of Professional school leadership in shaping peace and quality education (by Essaw Samgwa'a, MA) and The role of leadership style and communication in shaping peace and quality education (by Isaac Nchi Nshom, MA).

### WORKSHOPS OF DAY 1

As for the workshops of day 1, the first focused on "Reflecting social justice through practices of good



IMPEQ VI students who completed their first semester in September 2023, actively participated to the discussions.

quality teaching within networks of Protestant schools in difficult context" under the moderation of Essaw Samgwa'a. Three topics were addressed to guide the workshop: Promouvoir la paix et une éducation de qualité à travers une gestion efficace de la classe (by Elodie Nelle, MA), Promouvoir la paix et l'éducation de qualité par des tâches complexes (by Christian Ndjida, MA), and Le rôle du feedback constructif dans l'éducation à la paix et l'enseignement de qualité (by Odette Nguenkeng, MA).

Workshop II on "Using peace clubs and media as safe spaces for developing social justice in conflict and post conflict context" was moderated by Dr Mache Bernard Dadié. The theme of the workshop was as follows: Peace clubs and civil peace networks as safe spaces for enhancing psychosocial stability and social justice: ISTP experience (by Dr. Lucy Nkongho Diffang and George Funjong, MA).

### POSTER PRESENTATIONS

The poster session was an opportunity for 13 Cameroonian IMPEQ graduates (including one from

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cohort II, one from cohort III, five from cohort IV and six from cohort V) to talk about their Masters research. To do this, each graduate had a stand where he or she could explain his or her research topic, the context of his or her work, the research questions, the methodology used and the results obtained, using large posters hung on the wall of the conference room. Conference participants were able to visit the various stands, talk to the laureates and gain a better understanding of their research.

### TABLE TALKS

Three groups of table talks were organised: one for IMPEQ alumni, another for employers of IMPEQ alumni and students, and the third for members of the IMPEQ steering committee. Coordinated by the team of Dr. Abraham Tangwe, Dr. Mark Wenz, Dr. Christine Nyiramana and Mr. Emmanuel Wepngong, this session gave each participant the opportunity to give his or her impressions of the IMPEQ programme, particularly in terms of its contribution to improving the quality of education, peace and social justice.

The first day of the conference ended with two speeches of thanks by Prof. Dr. Dr. h.c. Annette Scheunpflug and Prof. Dr. Jean-Blaise Kenmogne respectively. Finally, each participant received a Certificate of Attendance. Day 2 of the conference was exclusively dedicated to a workshop on digitalisation.

### WORKSHOPS OF DAY 2

The workshop on Learning Digitalisation was the only activity on Day 2 of the conference. Using an actual participative approach, this workshop was conducted by Prof. Dr. Dr. h.c. Annette Scheunpflug and was articulated into two main aspects: the areas of digitalization in schools and the ways digitalisation changes the structure of knowledge.

As far as Areas of digitalization in schools are concerned, the following points were addressed: learning through digitalization, learning about digitalization, learning with digitalization and organizing schooling with digital means.

Concerning the ways digitalisation changes the structure of knowledge, Prof. Dr. Scheunpflug indicated in the



Participants were involved in the conference with questions and comments after the presentations.

one hand the orders of thinking and learning in the non-digital world (controlled production of knowledge, production of knowledge by few experts, dissemination of knowledge by trained professionals, authenticity in relation to teachers and authorities). In the other hand, she addressed additional orders of thinking and learning in the digital world (referentiality, communality, algorithmicity). The difficulty of understanding and detecting these structures of knowledge was also mentioned as well as the consequences for a teacher training curriculum.

In conclusion, at the end of the 8<sup>th</sup> IMPEQ conference, the participants went their separate ways, showing their total satisfaction by singing.

As far as media coverage is concerned, the conference was covered by several national television stations in Cameroon and was broadcast on the national television news. **Claude Njoya (IMPEQ I), Cameroon**

## LESSONS FROM THE CONFERENCE

# ENHANCING GLOBAL SOCIAL JUSTICE AND PEACE THROUGH QUALITY EDUCATION

**T**he 8th IMPEQ Conference on the theme, “The Protestant school profile: Contribution to quality education and justice” held on February 20 - 21, 2024. The conference was hosted by the Université Evangelique du Cameroun (UEC) in Douala and funded by Bread for the World (BftW). In this article the presentations and workshops that took place at the conference will be describe in detail.

### PAPER PRESENTATIONS

The different papers and workshops were intended to deeply reflect global social justice and peace and make holistic meaning out of this besides appropriating it for proper quality teaching and learning.

#### Session I – The function of Protestant schools in conflict and post-conflict context

For session 1, there were three presentations: (a) The function of non-state faith-based schools in post-conflict societies by Dr. Mark Wenz, (b) Le profil de l'école Protestante: Contribution à une éducation de qualité et à la justice by Mr. Ernest-Claude Njoya, and (c) Understanding the past to foster the protestant school profile in Cameroon by Makarios Fandio.

From all three presentations it was evident that Protestant schools provide an educational landscape that nurtures peace and social justice. Therefore, their contributions towards bringing peace in conflict and post-conflict situations are invaluable.

#### Session II – Reflecting social justice through non-violence in education

The three presentations were (a) Violence and educational quality: Effects of violence on the learning out-

comes by Dr. Abraham Tamukum Tangwe, (b) Gender-based violence on secondary school girls in a war and conflict context as a factor of social injustice, by Dr. Banboye Frederick and (c) The role of good learning climate in peace building for students in a war context: Perception of secondary school teachers by Funjong George.

#### Violence and educational quality: Effects of violence on the learning outcomes

In this paper, Abraham Tangwe demonstrated that despite government ban on all forms of violence in

schools in Cameroon, violence was rife and still perpetuated by stakeholders and ranged from physical, psychological, structural and sexual violence including the socio-economic background of the learners. It greatly affected the learning outcomes of the learners fraught with poor school quality. In view of this, nonviolence and social justice becomes unattainable.

#### Gender-based violence on secondary school girls in a war and conflict context as a factor of social injustice

In his paper, Frederick exposed the aspect of physical violence on the female gender which is mostly sexual abuse, ignorance by them, peer violence, rape and the quest for survival because of the precarious nature of the context leading to forced prostitution at tender ages for survival.

This notwithstanding and cognizance of the patriarchal setting of Cameroon, gender violence is outstanding and made complex by the war situation in the region where the research was conducted. Mindful of this background, education is not inclusive and tilted to hyper abusive masculinity.



The graduate students have participated to the discussions and contributed to the reports and statements.

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## LESSONS FROM THE CONFERENCE

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### **The role of good learning climate in peace building for students in a war context: Perception of secondary school teachers**

This paper by Funjong George highlighted the perception of teachers, which is appreciative of a good learning climate and peace building but diverse in form and approach. Additionally, violence of any kind remains a mitigating parameter to peace education, nonviolence and social justice because the indicator of inclusion is flawed in the milieu of any school setting.

### **Discussion: Reflecting social justice through non-violence in education**

The lesson learned from the ensuring discussions, points to evidence that social justice through non-violence in education involves fostering an environment that prioritizes equity, inclusion, and respect for all individuals, while resolving conflicts and addressing injustices through peaceful means. Attaining this requires a framework that is mutually exclusive with indicators such as inclusive curriculum, promoting dialogue and critical thinking, cultivating a safe and inclusive school environment, modeling non-violent behavior, and promoting ecological justice.

### **Way forward**

It is important to involve families and community members in promoting social justice initiatives within the

school, by building partnerships with local organizations and activists working towards social justice to provide students with opportunities for activism and advocacy. Also, students could be taught the historical and contemporary non-violent movements for social change, such as the Civil Rights Movement, Women's Suffrage Movement, and other rights movements by exploring the strategies and tactics used by these movements to bring about positive change. It would equally be necessary for research to be undertaken to understand why the global north is enhancing peace studies but at the same time, manufacturing weapons of war and flooding them into the global south.

### **Session III – Developing quality in education system levels as a contribution to social justice**

In this session two papers were presented, namely: (a) Developing peace education through teachers' professional learning communities in primary schools by Makarios Fandio, (b) The role of transition in shaping peace and quality education in Early Childhood Education by Emmanuel Wepngong. This session was facilitated by Madam Laure Difomene

In the first presentation, Makarios reflected on how teachers' professional learning communities in primary schools can foster peace education. From a global point of view, the educational systems in sub-Saharan Africa have not significantly evolved after more than six decades of independence and five centuries of the introduction of western school systems. Teachers' professional learning communities were needed to provide learning spaces that promote equity, justice, inclusion, collaboration, and which equip learners with problem-solving and lifelong competencies.

In the second presentation, Wepngong focused on meaning and importance of transitions, the contextual situation where nursery school system is characterised by systemic teaching, poorly trained educators, un-stimulating environments, unsuitable curricula with parents of children having a low literacy level

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## LESSONS FROM THE CONFERENCE

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and living in a precarious situation characterised by conflicts. Also, some best practices of Early Childhood education transition in the teaching of pre-concepts were shared.

### **Way forward**

It is necessary for researchers to fully engage the research as findings will go a long way to improve on teaching of children from 0 to about 8 years.

### **Session IV –Building social justice by quality teaching**

This session had three presentations (a) Feedback communication as a tool for establishing social justice and quality education in teacher education by Dr. Christine Nyiramana, (b) Favoriser l'éducation de qualité et la justice à travers l'activation cognitive par les tâches by Laure Difome, and (c) Shaping peace and quality education through constructive feedback by Emmanuel Wepngong. This session was facilitated by Dr. Mark Wenz. In all three presentations, the role of constructive feedback as a tool to foster peace and social justice was highlighted and discussed. However, participants were apparently lost regarding qualitative research process and thus, in future conferences, participants should be well sensitized on the different thematic areas so that they would make informed decisions on which to participate in.

### **Session V – Reflecting social justice through gender equity & inclusion in education**

This session had three presentations: (a) La justice sociale à travers le soutien individuel aux adolescentes-mères par Magloire Clodis Nguessom, (b) Shaping social justice in schools through the inclusion of girls in science subjects: A case study of Protestant upper secondary schools in Bamenda, Cameroon by Maurine Njei, and (c) Le rôle du soutien individuel et de l'inclusion dans le développement de la qualité et de la justice dans l'éducation par Minette Tsanang I Kengne. This session was facilitated by Ernest-Claude Njoya.

### **Session VI – Shaping school leadership quality in conflict and post conflict societies**

During this session, two papers were presented namely: (a) The role of professional school leadership in shaping

peace and quality education by Essaw Samgwa'a and (b) The role of leadership style and communication in shaping peace and quality education by Isaac Nchi Nshom. The discussant for this session was Dr. Abraham Tangwe.

The first presentation by Essaw on the role of professional school leadership in shaping peace and quality education highlighted the following results: (i) that school principals are uncertainty about their roles as their perceptions of leading are rooted in administrative routines (ii) Principals show resistance to change, neither willing to accept other perspectives or ready to engage new perspectives (iii) The understanding of teamwork and networking by principals is superficial and does not nurture social coercion, (iv) Perception of decision-making show strong influence of hierarchy in the process (v) The learning atmosphere is not conducive, due to corporal punishment and knowledge banking. In all, principals seem to feel no responsibility to promote learner centered pedagogy as the results show a wide gap between the principals' understanding of the theory and the process of exploiting professional capital for quality outcomes.

### **Peace and quality education**

From the second presentation by Isaac on the role of leadership style and communication in shaping peace and quality education, the results show that school leaders are not versed with giving constructive feedback, besides the subsistence of violent school climate and autocratic leadership.

### **Way Forward**

There is need for empirical research to understand why secondary school principals show resistance to change. At the level of practice, school leaders should create a school climate that allows for freedom of expression so that learners and teachers can express themselves freely. Moreover, autocratic structures and violent learning environments should be dismantled. Besides, there is need for inclusive, effective, and sustained professional training for school and targeted

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curriculum innovations that integrate peace education and Christian values.

### Workshops

#### **Workshop I: Reflecting social justice through practices of good quality teaching within networks of Protestant schools in difficult context**

In all, there were three workshops within the frame of the theme “Reflecting social justice through practices of good quality teaching within networks of Protestant schools in difficult context”, moderated by Essaw Samgwa’a.

The first workshop was on the topic “Promoting peace and quality education through effective classroom management” (Promouvoir la paix et une éducation de qualité à travers une gestion efficace de la classe”) was facilitated by Elodie Nelle. The second workshop was on the theme “Promoting peace and quality education through complex tasks” (Promouvoir la paix et l’éducation de qualité par des tâches complexes), was facilitated by Christian Ndjida. The third workshop was on the theme “The role of constructive feedback in peace education and quality teaching” (Le rôle du feedback constructif dans l’éducation à la paix et l’enseignement de qualité) was facilitated by Odette Nguekeng. It is worth noting that all three facilitators rather presented the context, problem, research questions, methodology, findings and discussions of their Master thesis. There was therefore little focus on the connectivity of practical applications/experiences and links to the conference theme. Thus the use of participatory methods and reflections were not visible as no activities nor tasks were embedded in the different presentations. Apparently, the facilitators understood the workshop facilitation as paper presentation.

### Way forward

It would be necessary to future conference organizers to have a shared understanding with presenters of workshop sessions.

#### **Workshop II: Using peace clubs and the media as safe spaces to develop social justice in conflict and post conflict context**

This workshop session was jointly facilitated by Dr. Nkongho Lucy and Funjong George from the Pedagogic In-Service Training Programme (ISTP) Cameroon and moderated by Dr. Mache Bernard. The facilitators shared the experience of ISTP in using school-based peace clubs and community-based groups in promoting peace and de-escalating the conflict in schools and communities around Bamenda in the Northwest and Buea in the Southwest regions of Cameroon. As a pedagogic in-service institution, ISTP trains teachers working in the conflict areas to use pedagogic approaches which promotes social justice, inclusiveness, autonomy, and democratic values. Citing some examples and sharing the photos and videos of some lessons, participants were drilled to some of the methods used by teachers in conflict context.

### Way forward

Schools should facilitate the creation and functioning of Peace Clubs as they offer platforms where social justice and peace can be promoted.

#### **Workshop III: Digitalization of education and global justice**

The workshop, which focused on the digitization of education, digital learning and the transformation of education was facilitated by Prof. Dr. Dr. h. c. Annette Scheunpflug. Her introductory communication highlighted the situation of many countries in the South that use digital tools in education without the prior appropriation of a basic digital culture that can contribute to the successful integration of technologies. This workshop aimed at demonstrating the need for a paradigm shift in the approach to digitization through an in-depth understanding of digital learning.

### Digital tools

Specifically, the workshop focused on how digital learning can be done without digital tools, exploring the main themes of digital learning and the transformation of education. The thematic areas were (a) the area of digitalization in schools, (b) digitalization changes the structure of knowledge, and (c) learners’ competences in the digitalized word.

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### The area of digitalization in schools

Regarding the area of digitalization in schools, the emphasis was on three aspects. First, learning through digitalization, by using a wide range of teaching methods that use digital technologies to facilitate the acquisition of knowledge and skills. Second, learning about digitalization, which goes beyond simply using digital tools to understanding the process of how various technologies are fundamentally changing the way we live, work, and learn. By equipping students and teachers with the skills and knowledge to use digital technologies effectively, we can create more engaging, inclusive and effective learning environments that promote success for all students. Third, learning with digitalization, which involves the integration of digital technologies into the learning process to enhance and optimize educational experiences.

### Digitalization changes the structure of knowledge

The focus was on the orders of thinking and learning in the non-digital world compared to orders of thinking and learning in digital world. Thus, with the advent of digitalization, the structure of knowledge has been transformed from a static, expert-driven model to a more dynamic, interconnected, and collaborative one. This necessitates a shift in how knowledge is accessed, evaluated, and created, while placing greater emphasis on critical thinking, lifelong learning, and the ability to adapt to a constantly evolving information landscape.

### Learners competencies in the digitalized world

In a world increasingly dominated by digital technologies, learner competencies, the skills, knowledge, and attitudes necessary to thrive in this digital landscape, are crucial. It is therefore, paramount that actors in the digital world are armed with the competencies of searching, processing, storing, communicating and cooperating, producing and presenting, protecting and acting safely, problem solving, analyzing; and critical reflexivity.

Learner competencies are particularly vital as they empower individuals to become active and informed participants in the digital world as they are equipped with the tools to navigate the information landscape, collaborate effectively, solve problems creatively, and seize opportunities in the digital economy. In essence, learner competences are the key to unlocking success and thriving in today's digital age.

### Lessons learned from the presentations and workshops

The exposure of conference participants to presentations and discussions provided pathways for further reflections regarding issues of social justice, peace, digitality and globality in several ways.

Firstly, it provided platforms where awareness of current trends and developments in various fields was created, besides aiding in shaping research agendas.

Secondly, observing presentations by seasoned academics enhanced understanding of effective communication techniques and presentation styles.

Thirdly, the conference provided avenues from cultural exchanges, as the engagement of participants from different cultures enriched perspectives and promoted cultural understanding, essential for global collaboration.

Fourthly, the conference provided avenues for professional development. Specifically, participating in the different paper presentations and workshops offered opportunities for skill development in areas such as writing, publishing, and grant applications.

Fifthly, hearing about innovative research projects and success stories had the potentials of inspiring new ideas and motivating perseverance in the academic journey. Sixthly, there is need to address the issues of the digital divide for global social justice to be visible both in Global North and Global South.

**Essaw Samgwa'a (IMPEQ III), Cameroon**



THE CONFERENCE FROM THE EYES OF THE GRADUATES

## EXCELLENT SPACE FOR LEARNING, RETRAINING AND PRACTICE

The two days international IMPEQ Conference was held in Douala-Cameroon from the 20<sup>th</sup> to the 21<sup>st</sup> of February, 2023. The conference was characterised by a diverse background of presentations from Germany, Rwanda, the Democratic Republic of Congo and the Republic of Cameroon. Prof. Dr. Annette Scheunpflug in her keynote addressing the theme; the Protestant school profile: Contribution to quality education and justice, highlighted Martin Luther's address to the council men in all cities in Germany brought a new impetus to education as it emphasised the fact a city's best and greatest welfare, safety, and strength consist of having many able, learned, wise, honourable, and well-educated citizens. She went further to emphasise that the Reformation brought a special impetus to education as it made the schools public and accommodating to all.

Connecting the Protestant school profile to aspects of quality as well as the issue of digitalisation of education, the conference gave visibility for participants to acknowledge the role of Protestant schools in educating young people especially as schools under the ISTP are in the phase of digital transformation of education.

As a new graduate of fifth cohort of IMPEQ, it was a wonderful experience to be part of this conference as it offered me the opportunity to present my research at the Master's on the topic: Girls' motivation to study science subjects: A case study in one Protestant secondary school in Mezam Division, North West Region of Cameroon. Besides my presentation other graduates of IMPEQ V and IMPEQ Alumni in Cameroon presented papers on the role of leadership in contributing to social justice, enhancing peace through learning communities, providing individual support to the learners, and the use of peace clubs and the media as safe spaces.

Even though the conference profiled graduates in Cameroon and other IMPEQ laureates of the past cohorts I was sad to miss the rest of my mates of cohort five who did not come to Cameroon. The workshop was followed by a PhD seminar which gave me the opportunity for the first time to present my research proposal and I look forward to attend other IMPEQ conferences and to take part in the different workshops.

**Njei Maurine Engonwei (IMPEQ V), Cameroon**

As an IMPEQ graduate, I was delighted to take part in the conference, held in Cameroon. During these two days of work, I was captivated by the warm welcome, the pleasant setting and the rich content covered.

On the first day, I savored the joy of reunion with my fellow students and teachers from various countries before taking a seat. In addition, the working environment chosen for the occasion was pleasant and spacious enough to accommodate over a hundred guests. Outside, large posters advertised the faith-based secondary schools and universities. Inside the room, various scientific presentations were affixed to the walls. The tables and chairs were arranged in a circular pattern, breaking down barriers of rank and position to promote collaboration, constructive exchange and group work. In this way, each participant had the freedom to choose the place that suited him or her, without protocol. Beyond this attractive overview, the conference was enriching. For me, it was a real moment of learning, retraining and practice.

The essential lessons learned from the various workshops and panel discussions can be summarized as follows: "Quality education inspired by the Protestant profile, quality education based on social justice and peace is the answer to all Africa's problems, as the church is at the heart of educational reform, Protestant and denominational schools have a responsibility to create a school environment that contributes to development, the protection of human dignity and the preservation of nature." I also observed that, digitalization is a must in today's learning environment. Schools have a responsibility to integrate it into their daily tasks by training teachers and learners on what digitization is, how to use it in learning and how to learn through digitization.

It was also the occasion for refresher courses to reinforce what had already been learned. The notions of peace, social justice and the criteria for quality education that we reflected on during the Master's course were further explored. Active and participative working methods such as group work, presentations and constructive feedback were used. At the end of this meeting, I was once again armed as an ambassador of change in education to face the challenges with patience and tolerance.

**Magloire Nguessom (IMPEQ V), Cameroon**

THE CONFERENCE FROM THE EYES OF THE STUDENTS

## A OPPORTUNITY FOR QUALITY EDUCATION: THE MEETING OF THEORY WITH PRACTICE

In the quest for the improvement in the quality of education in the ever-changing and rapidly advancing world, Education leaders from Germany, Rwanda, DRC and Cameroon, leaders of Protestant schools, representatives of Bread for the world and IMPEQ alumni/students from Cameroon recently assembled at the 8<sup>th</sup> IMPEQ Conference. The 8<sup>th</sup> IMPEQ conference served as a platform for sharing insights, best practices, and strategies on how the Protestant profile can help in the improvement of quality education and justice. Held over two days in the bustling city of Douala and hosted by the UEC, the conference featured diverse keynote speeches, presentations, paper sessions, interactive workshops, panel discussions, and poster presentations.

The conference attracted a diverse audience from different professional, academic/educational, and cultural backgrounds. This presented a rich environment of cross-cultural dialogue and collaboration. The key themes explored during the conference concerning the values and ethics of the Protestant school included.

The role of Protestant schools in conflict and post-conflict context, A reflection on social justice through the promotion of quality teaching, non-violence in education, gender equity and inclusion, Shaping leadership quality in conflict and post-conflict societies as well as digitalization of education and global social justice. The interactive and engaging nature of the participants in the reflections on these themes during the workshops/discussions was testimony to the relevance of the conference especially within the context of uncertainties in national and international conflicts.

Recognising the vital role of teachers in shaping educational quality, participants especially the employers of IMPEQ alumni/students promised to discuss ways to empower teachers through continuous training and collaborative Professional Learning Communities. The Professional learning communities will therefore serve as a platform for ongoing knowledge sharing, collaborative projects, and dissemination of best practices in education. The conference served as a catalyst for driving positive change in educational quality and global justice from the understanding of the Protestant school profile.

**Ibrahim Lemven (IMPEQ VI), Cameroon**

This isn't the first time I've attended a conference. However, the last IMPEQ conference held in Douala was the very first international conference that made the biggest impression on me. It was an unprecedented and unique event in terms of its content, the quality of the speakers, and the organization.

In terms of content, the topic itself is very evocative: "*Profile of the Protestant school: contribution to quality education and justice*". Around this theme, several sub-themes were developed by powerful speakers in a captivating style of communication accessible to a diverse audience. Social justice based on non-violent education, through practices of good quality teaching and inclusive education, was a highly edifying theme.

The presentation by Prof. Dr. Annette Scheunpflug on the theological and pedagogical perspectives of the Protestant school was a real paradigm shift in the field of education, especially in the African context where the education system leaves little room for freedom, responsibility, and autonomy for pupils in the classroom. The pedagogical approach adopted also seems to me to be highly appropriate. Indeed, through the presentations, workshops, poster presentations, and plenary discussions, the participants were able to grasp the essence of this major meeting.

We can therefore confidently say that the main objectives of this conference have been achieved.

In terms of organization, this conference was the best organized of the many I attended. The set-up, the welcome, the availability of complete kits, and the variety and quantity of meals were just some of the elements of a successful organization worthy of the event.

I would say that this conference was also a moment of conviviality and homecoming between the various stakeholders and players. It revealed a configuration of living together that our societies are constantly seeking to achieve, in the context of the multidimensional and far-reaching crisis that the world is going through today. I would like to draw a pedagogical lesson from this: in the classroom, a good learning climate fosters peace, self-fulfillment, and social justice.

**Frédéric Galdavai Kewe (IMPEQ VI), Cameroon**



## A VISIT THE EEC PETIT SAKER PRIMARY AND THE COLLÈGE EVANGÉLIQUE

Friday, February 23, 2024, marked the day when Ecole Primaire EEC Petit Saker Deïdo and Collège Evangélique de New-Bell in Douala welcomed two special high-ranking international visitors, namely Prof. Dr. Dr. h.c. Annette Scheunpflug, accompanied by her colleague Dr. Mark Wenz, both from the University of Bamberg in Germany.

### AFTER THE CONFERENCE

The visit took place after the IMPEQ International Conference organized in Douala. After two conference days, it was time to move to the field and get to grips with some of the realities on the ground. The visit aimed to share the experiences of a school in which the principles of peace education are practiced, and to see two IMPEQ graduates in their professional environment.

At the EEC Petit Saker Primary School, where peace education is being implemented, Prof. Scheunpflug had a walk around the school, observed a lesson on ICT, and had a question and answer session with pupils of class six. At the end of the meeting, she noted that the pupils had acquired high-level competencies in active communication such as comparative analysis, critical thinking, and changing perspective.

### MEMORIES FROM 15 YEARS AGO

As far as the visit to Collège Evangélique de New-Bell was concerned, Prof. Scheunpflug was keen not only to see a school she had visited and worked with more than 15 years ago within the framework of a pedagogic evaluation project but also to meet two fresh graduates of the Master's program she chairs on site, to see for herself the challenges they face in providing quality education in their context.

### "IRON" DISCIPLINE

Overcrowded classrooms, "iron" discipline, frontal seating patterns, theory-based teaching, and dilapidated infrastructure were some of the realities that could not go unnoticed. Prof. Scheunpflug in feedback sessions with the school leaders appreciated the work done and gave some inspiring suggestions to face some of the challenges from a global perspective. At the end of the day, it was "a memorable day" for both visitors and hosts. **Makarios Fandio (IMPEQ V), Cameroon**



Following the conference, Prof. Dr. Annette Scheunpflug and Dr. Mark Wenz visited schools in Douala where IMPEQ graduates are working.



Prof. Annette Scheunpflug visited the school where she had been for research 15 years ago, this time to see the peace education in classes.

## EXPLORING THE NEXUS: INSIGHTS FROM A PHD SEMINAR



Students and alumni met with Prof. Dr. Annette Scheunflug and Dr. Mark Wenz to share their plans and projects for their PhD possibilities.

At the sidelines of the 8th IMPEQ Conference was a PhD seminar, which provided a possibility for some Cameroon IMPEQ alumni to connect the different conference thematics to shape their ideas on the furtherance of their academic journeys. The lead facilitator was Prof. Dr. Annette Scheunflug (University of Bamberg), assisted by Dr. Mark Wenz (University of Bamberg), and Dr. Christine Nyiramana (PIASS). Participants were: Dr. Banboye Frederick (IMPEQ IV), Essaw Samgwa'a (IMPEQ III), Nchinshom Isaac (IMPEQ V), Njei Maurine (IMPEQ V), Dr. Lucy Nkongho Difang (ISTP Cameroon), Diffomene Josop Laure (IMPEQ IV), Emmanuel M. Wepngong (IMPEQ II), Funjong George (IMPEQ IV), Ndjida Christian (IMPEQ V), Minnette Victoire Tsanang (IMPEQ V), Magloire Nguessom (IMPEQ V), and Makarios Fandio (IMPEQ V). In attendance as observers were Ibrahim Lemven (IMPEQ VI), and Galdavai Daha Fara Fara (IMPEQ VI).

The reasons to do a PhD were varied and diverse from the participants' perceptions. For example: a safety net at retirement, acquisition of more knowledge, better integration into higher education, and contribution to quality development in their countries among others. After the presentation of their proposed research topics, research questions, and research methods by each student, others took turns to provide feedback with targeted inputs from Prof. Annette and the other co-facilitators. This interactive process, involving scholars from diverse backgrounds fosters new connections and collaborations, thereby, expanding academic networks. Thus, receiving feedback from peers and experts helps refine research ideas and methodologies, improving the quality of scholarly work. With the constructive feedback received and exploited, the research topics and approaches were finetuned. The outcomes of this process are captured as:

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## EXPLORING THE NEXUS: INSIGHTS FROM A PHD SEMINAR

### Refined PhD topics

Name	IMPEQ Cohort	PhD Topic	Research Approach
Nchinshom Isaac	IMPEQ V	The impact of war context on students' educational experiences: perceptions of teachers in North West Region of Cameroon	Qualitative research with semi-structured interviews
Njei Maurine	IMPEQ V	Gender disparity and school dropout: A study of the situation in secondary schools in the North West and South West Regions of Cameroon	Qualitative research with semi-structured interviews
Diffomene Josop Laure	IMPEQ IV	Use of complex tasks in the context of teaching in emergency situation: Experiences of primary school teachers in conflict affected zones of Cameroon	Qualitative research with semi-structured interviews
Funjong George	IMPEQ IV	The social values of teachers and educational quality: A study of selected secondary schools in anglophone Cameroon	Qualitative research with semi-structured interviews
Ndjida Christian	IMPEQ V	La pratique de l'enseignement - apprentissage dans les établissements secondaires par une meilleure formulation des tâches complexes axés vers des bons résultats dans les établissements de Garoua au Cameroun	Documentary analysis (collecting tasks and analyzing them)
Magloire Nguessom	IMPEQ V	Perception de la communauté éducative sur le soutien individuel aux mères adolescentes en milieu scolaire : une étude de cas dans les établissements secondaires de Douala, au Cameroun	Qualitative research with semi-structured interviews
Makarios Ngantchui Fandio	IMPEQ V	The perception of missionary schools in the light of today: Understanding the past to foster the Protestant school profile in Cameroon	Qualitative research with semi-structured interviews
Essaw Samgwa'a	IMPEQ III	Education in emergency situations: A qualitative study on experiences of school leaders in the Anglophone regions of Cameroon	Qualitative research with semi-structured interviews
Minnette Victoire Tsanang	IMPEQ V	Le soutien individuel des apprenants défavorisés pour l'inclusion (justice sociale) et l'apport de la digitalisation dans un contexte socio-économique instable: Perception des enseignants des établissements scolaires secondaires protestants de la ville de Douala au Cameroun.	Qualitative research with semi-structured interviews
Emmanuel M. Wepngong	IMPEQ II	Managing transitions into and out of early childhood education centres: The perceptions of Early childhood education teachers	Qualitative research with semi-structured interviews
Dr. Lucy Nkongho Difang	ISTP Cameroon	The role of education in curbing harmful cultural practices that affect the girl child: Case study of female genital mutilation of Manyu Division in the South West region of Cameroon.	Qualitative research with semi-structured interviews

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## EXPLORING THE NEXUS: INSIGHTS FROM A PHD SEMINAR



Prof. Dr. Annette Scheunpflug explained the participants that doctoral study is a long-term process and students should be patient.

### Bursaries

All the students acknowledged that the PhD journey is a long one and demands energy time investment, and resources, thereby necessitating the need to reflect on what this means going forward. Issues regarding bursaries were discussed and some sources were identified. Some of the bursary possibilities include The Bamberg Graduate School of Social Sciences (BAGSS) scholarship, Bread for the Word (BftW), United Evangelical Mission (UEM) scholarship, Deutscher Akademischer Austauschdienst (DAAD) scholarship, and Churches among others. Seminar participants also learned that there was the possibility of doing a PhD without bursaries.

### Inspiration

Hearing about the innovative research projects of peers and the success stories of those that have completed their PhDs, inspired starters with new ideas and motivated perseverance in the academic journey. This seminar, therefore, served as an energizer for the participants who seemed ready to jump into the PhD bandwagon. Overall, the experience would likely contribute significantly to academic and personal growth, additional network possibilities, and shaping future research endeavors of IMPEQ alumni.

*Essaw Samgwa'a (IMPEQ III), Cameroon*

### New glasses or new eyes?

What to do if it becomes more difficult to see with your eyes, but new glasses do not bring any improvement? This question was an existential question for one of our IMPEQ colleagues from the Kivu region in the east of the Democratic Republic of Congo, Meschac Vunanga Karhakabire. The diagnosis for Meschac was a clouding of the eye lenses, which is medically called “cataract” and which is, unfortunately, getting worse and worse and needs treatment.

The IMPEQ network at the University of Bamberg has found a solution and established contact with the eye clinic “Care Vision” in Nuremberg. This clinic was willing to perform an operation free of charge on both eyes to insert new eye lenses. It was a great pleasure for the colleague to receive such good care and advice and to be able to see well again.

There are still several appointments at the clinic to check whether the lenses connect well to the eyes. It will take some time for the brain to adjust to the new setting. In any case, a large part of the quality of life has been regained. The whole IMPEQ team would also like to express its sincere thanks to all who established and mediated these contacts and helped with the visits to the clinic. A very special thank and appreciation goes to “Care Vision” and the attending doctor, Dr. Carlos Mario Salazar Aguirre for this great donation. **Dr. Martin Afforderbach, Bamberg**



## IMPEQ VI CONTINUES AT FULL SPEED: SECOND SEMESTER IN RWANDA



IMPEQ VI students gathered at the PIASS campus in Butare, Rwanda for the second semester of their studies. The IMPEQ VI cohort included students from Rwanda, Democratic Republic of Congo, Cameroon, Tanzania, South Sudan, Madagascar and Zambia.

IMPEQ VI cohort students successfully completed their second semester in Butare, Rwanda. The training, which took place at the PIASS campus from June 3 - 29, 2024, was attended by all registered students except one. One student in the program followed the activities online because she was pregnant.

Students living in Rwanda and arriving by air from different countries gathered in the capital Kigali and set off by bus to Butare. Students living in DRC also traveled to Butare by bus altogether. In addition to Rwanda, this cohort included students from DRC, Tanzania, South Sudan, Madagascar and Zambia. In addition to the IMPEQ team in Rwanda, Prof. Dr. Annette Scheupflug, Dr. Mark Wenz, Lea Markus and Frederick Njobati from Germany were also present at the teaching time. Claude Njoya from Cameroon and Louise Ohlig from Germany,

supported the students with colloquia.

Building on the foundation laid during their first semester in Bamberg, Germany (September 2023), and subsequent online lectures (April 2024), students delved into four critical modules: Module 4 (Theories of Educational Quality II), Module 7 and 8 (Measuring and Documentation II-III), and Module 9 (Quality Development I). These modules covered a wide range of topics essential for understanding and improving educational quality, namely teaching and teacher professionalism. They also gained experience quantitative and qualitative approaches to quality assessment, skills for measuring and documenting educational quality.

Critical evaluation of educational research and development processes and learning strategies for managing heterogeneity, interculturality, inclusion in

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## IMPEQ VI CONTINUES AT FULL SPEED: SECOND SEMESTER IN RWANDA



While the students focused on theories on school quality development, they also deepened their theoretical knowledge regarding to judge, evaluate and criticize scientific research in education. Various practical works were also carried out to apply the theoretical knowledge they learned.

classrooms and integration of schools within broader educational landscapes and lifelong learning contexts were also in the program.

### MODULES IN DETAIL

Module 4 examines quality teaching at schools. In dealing with different aspects of teaching quality, it also addresses theories of teacher professionalism. While module 7 provides an introduction to quantitative and qualitative approaches to quality assessment and their implementation, Module 8 equips students with the necessary skills to measure and document educational quality and to assess educational quality themselves.

Module 9 focuses on theories on school quality development. One aim of the module is to deepen students' theoretical knowledge. In this module, students learned to judge, evaluate and criticise scientific research in education, development processes and their results. Students also developed ideas of possible changes in schools and school systems. During the online sessions, a special focus is placed on dealing with heterogeneity, interculturality and inclusion in class. The integration of schools in an educational landscape and their relation to

sectors in extra-school education and life-long learning was also discussed during sessions.

### READY FOR THE THESIS WRITING

The in-person sessions in Butare provided a valuable opportunity for students to engage in deep discussions, collaborative group work, and productive evaluation meetings. These activities reinforced the knowledge gained during online sessions and fostered a strong sense of community among participants.

A significant milestone during the Butare stay was the selection of master's thesis topics. Students began work on their research methods and literature reviews, setting the stage for their capstone projects. As the IMPEQ VI cohort moves forward, the students are well-equipped with the theoretical knowledge and practical skills needed to drive educational quality improvements in their home countries and beyond. Their diverse backgrounds and shared commitment to excellence promise to yield innovative solutions to pressing educational challenges across Africa.

**IMPEQ Team**



## IMPEQ VI CONTINUES AT FULL SPEED: LEARNING TIME MANAGEMENT AND HOW TO KEEP MENTAL HEALTH



The students realized that in order to maintain their physical and mental health, they need to take a break from their studies from time to time and that they can do exercises such as "yoga". The practical yoga sessions led by Louise Ohlig were both fun and relaxing for the students.

After completing eight modules with the stay at Butare, the students began the preparations for writing their thesis, which is required to complete the master's program. Using the information they had learned in the research methods modules they completed, the students researched basic thesis writing techniques to determine the best method for their own work.

### TIME MANAGEMENT

On the one hand, a good master thesis shows knowledge of the discourse by well using the respective literature and should be a good summary of the discourse. On the other hand, one of the important points for writing this thesis is good time management to be able to reach that goal. For this reason, the students received practical training on the need for good time management.

### IMPORTANCE OF MENTAL HEALTH

IMPEQ students learned that time management is based on working efficiently and that they should also make time for their mental health during the day. Led by Louise Ohlig, the students practiced yoga from time to

time and learned from experience that with good time planning, such activities increase work efficiency. Prioritizing self-care by exercising regularly, eating a balanced diet, and practicing stress-reduction techniques is also a part of writing an academic text. They were also informed that establishing a routine with regular working hours and scheduled breaks is also a must.

### HOW TO KEEP THE TRACK?

They understood that setting realistic goals for their daily work would increase their productivity and that daily goal-setting is good to stay on track. Another issue emphasized during the counseling was that they should not hesitate to seek support when needed, whether from advisors or peer group. In this regard, students studying similar topics or living in close proximity formed peer learning groups among themselves.

During the stay in Butare, personal questions were answered in regular daily "individual counseling sessions". **IMPEQ Team**

## IMPEQ VI CONTINUES AT FULL SPEED: IMPRESSIONS FROM THE SECOND SEMESTER IN RWANDA



IMPEQ VI students not only attended church services regularly but also participated actively with the songs they prepared.

The students of the sixth cohort of IMPEQ who started their courses back in September 2023, continued their learning at PIASS/Huye (Rwanda). They reached their study place on 03.06.2024 and they enjoyed this stay until 29.06.2024. For most of them, it was their first time in Rwanda. Therefore, their learning was enriched as they also had the opportunity to learn about the host country.

### A HECTIC LEARNING SCHEDULE

Expectations were high on both sides, teachers and students, as there were four modules to cover, which had already started in April 2024 in the online format. On arrival in Huye, everyone was ready to take up the challenge. The welcome ceremony took place on 03.06 and was graced by the presence of the Vice Chancellor

of PIASS, Professor Dr Penine Uwimbabazi. She wished the students and their teachers a pleasant and fruitful stay.

The first two weeks were dedicated to preparing for the oral exams of Module 8 (Measurement and Documentation III) and Module 4 (Theories of Educational Quality II). The hectic learning schedule of the first half of the stay was punctuated by the school visit to a nearby secondary school and the Change Game, facilitated and guided by Professor Dr Annette Scheunpflug. On the one hand, the school visit allowed them to experience some criteria of quality teaching in a real classroom situation, while on the other hand, the Change Game confronted them with the realities and complexities of the change process, especially in the

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## IMPEQ VI CONTINUES AT FULL SPEED: IMPRESSIONS FROM THE SECOND SEMESTER IN RWANDA

education system.

The second half of the month focussed on academic writing. Students worked on their seminar papers for Modules 7 (Measuring and Documentation II) and 9 (Quality Development I). Efforts were made by the teaching staff to align the work on those two seminar papers with the writing of students' individual Master's theses. They struggled a lot to meet the pre-established deadlines for the submission of their seminar paper; however, they will reap the results of the efforts invested in this semester the moment they begin writing their Master's thesis. The point is that by the time they reach the stability of seminar papers of Modules 4 and 9, they already have the drafts of two chapters (Literature Review and Methodology) of their Master's thesis. What stood out in the whole learning process was the provision of individual support. Teachers and a group of mentors from previous IMPEQ cohorts (IMPEQ I; IMPEQ II, IMPEQ III, and IMPEQ IV) were always available in the mornings, and in the evenings and some stayed on duties the whole daytime to provide support where needed.

### OVERCOMING STRESS THROUGH SPORT

Halfway through their stay, the students began to show signs of fatigue and stress. Some reported headaches, loss of appetite, and other ailments. They were rushed to the nearby clinic to see the doctor, but in all cases, nothing special was diagnosed. A quick check and follow-up revealed that a large number of them were not getting enough sleep because they were working in their bedrooms until early morning. Only a few of them were able to follow IMPEQ's rule of 7/8 hours of sleep. Later Louise Ohlig, the mentor came up with a solution that helped students to regain their relief. She offered to organize and guide students in Yoga sessions. Students enjoyed those relaxing sessions and got boosted to go on with their intensive writing work.

### ACTIVE INVOLVEMENT IN THE CHURCH SERVICE

At their farewell party, Dr. Abraham Tangwe said: "This is one of the first IMPEQ groups to be actively involved in the church service". He was in a good position to



Some students and teachers had birthdays during their stay in Rwanda, so there were some birthday celebrations. These parties provided an opportunity for the students to socialize together.

make such a statement for two reasons: firstly, he is a member of IMPEQ I, and secondly, he is the coordinator of the English Chapel at PIASS. In these capacities, he is more or less aware of how other previous groups have interacted with the Church. As for Pastor Jonas (in charge of the chapel), he claims that the students have brought more heterogeneity and dynamism to the chapel during their stay. He can't wait for their next stay in Huye. In principle, the students attended all the Sunday English services organized at the chapel. In all the services they were given space to present beautiful songs accompanied by accordion music played by Claude Ernest Njoya.

**Charles Gahutu, IMPEQ Coordinator**



## FOUR MORE IMPEQ GRADUATES COMPLETED PHD STUDIES: CHARLES AND EMMANUEL



The surprise ceremony was attended by (left to right) Günther Fößel, Claude Ernest Njoya, Dr. Christine Nyirimana, Lea Markus, Dr. Emmanuel Nyibizi, Prof. Dr. Annette Scheunpflug, Dr. Charles Gahutu, Prof. Dr. Semerita Kamundu, and Dr. Abraham Tangwe.

As five IMPEQ cohorts graduated and the sixth cohort continues its education, four more graduates have completed their doctoral studies. In recent months, Charles Gahutu (IMPEQ II), Emmanuel Nyibizi (IMPEQ II), Bulaya Jumapili (IMPEQ II) and Banboye Frederick (IMPEQ IV) completed their studies and were awarded doctoral degrees. Charles, Emmanuel, and Bulaya completed their studies at the University of Bamberg, while Banboye completed his studies at the University of Bamenda.

### **SURPRISE TO CHARLES AND EMMANUEL**

Since Charles and Emmanuel defended their thesis online, there was no celebration ceremony at the University of Bamberg. Therefore, Prof. Dr. Annette Scheunpflug and IMPEQ coordinator Lea Markus presented Charles and Emmanuel their graduation caps in Butare. The cap ceremony was a big surprise for the two new doctors.

**IMPEQ Team**



The two new doctors, Emmanuel (L), and Charles (R), took a long look at their caps, remembering once again their work during their PhD.

## FOUR MORE IMPEQ GRADUATES COMPLETED PHD STUDIES: CHARLES AND EMMANUEL

The study of Charles Gahutu (IMPEQ II) investigates the perceptions of teachers of change in schooling. It is contextualized in the After-Genocide Rwanda; a period marked by a plethora of social and economic transformations as well as sporadic educational changes. Similarly, the world is experiencing manifold changes that reshape social relations, individual and societal needs, the structure of the labor market, and the understanding of life. The school system has been overhauled in its dimensions; however, this dynamicity did not get a similar echo from the scientific community. This study stands out by its intention to give voice to teachers and bring to the fore their digestion of both changes in schooling and the current changing environment. A sample of 30 teachers was given room to share their perceptions of change through semi-structured interviews.

### IMPORTANCE OF HUMAN CAPITAL INVESTMENT

The main finding of this research is the differentiated perception of the change by the teachers in three ideal types with associated different potentials to promote change: the instrumental understanding of the change as policy-oriented for a stable society, the vacillating understanding of the change as context adaptation-oriented for integration into the global world and the functional understanding of the change as human capital investment-oriented for a knowledge society. Again, this study reveals a differing perception of the changing world between optimism and pessimism. These findings have been discussed in line with theories of teachers' agency in change, school improvement, and globalization.

### FROM HEADMASTER TO PIASS

Charles was a school headmaster in Rwanda since 2006 until March 2024. He continued as a school headmaster both during his IMPEQ studies and PhD work. Charles now is working as a lecturer and MEQUAM Program Leader and IMPEQ coordinator at PIASS.



PIASS Deputy Vice Chancellor Rev. Dr. Viateur Habarurema (R) was the first to congratulate Emmanuel Nyibizi (L). Emmanuel continues to serve as the director of research within PIASS, after his PhD defense.

The title of Emmanuel's (IMPEQ II) PhD is "Teacher Educators' Subjective Theories about Quality Teaching in Rwanda". This exploratory was conducted to understand subjective theories of teacher educators about quality teaching in the context of their profession. With qualitative research using semi-structured interviews and content analysis as well as the generalization of results by means of abduction, four ideal types were generated. They include subjective theories: formalities by compliance (following pedagogical and administrative formalities); knowledge by transmission (transmission of the immutably prescribed knowledge); behaviour by imitation (learning by imitation) and competencies by co-construction (development of competencies through active, interactive, and reflective approaches). The generated typology enlightened research and practice regarding teaching and teacher education in Rwanda and possibly similar contexts. Emmanuel was working as a research assistant in the Directorate of Research during his IMPEQ studies and since 2018 he has been the director of CEDRE and director of research at PIASS.

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## FOUR MORE IMPEQ GRADUATES COMPLETED PHD STUDIES: BULAYA



The examination committee (L to R) Prof. Dr. Stefanie Lorenzen, Prof. Dr. Annette Scheunpflug (also his advisor), Prof. Dr. Julia Franz and Prof. Dr. Claus-Christian Carbon (head of the committee) congratulated Bulaya after his successful defense.

**B**ulaya Jumapili Kakule (IMPEQ II) completed his PhD studies at the University of Bamberg, and joined the ranks of IMPEQ graduates who have completed their doctoral studies with the presentation of his study titled "Learning of Protestant church's leaders from global encounters: a qualitative empirical study from the eastern Democratic Republic of Congo". During IMPEQ, Bulaya was working as the program manager at the Uhai Kikyo Vocational Training Centre in Butembo and now in addition to his work at the same center, he is the coordinator of Vocational Schools in the North Kivu region of DRC.

Bulaya's work explores the learning acquired by the Protestant church's leaders with regard to partaking in global encounters. It was conducted in the eastern part of DRC, a Sub-Saharan country that has been facing heavy crises due to armed conflicts and unstable political institutions for decades.

His study focuses on the church leader's learning outside academy, as they get in touch with other people and

places globally. The research discourse sums up what education or learning would be as 'lifelong learning'. For church leaders from the Democratic Republic of Congo, so far, no research has been conducted about their global and informal learning, their global encounter-related experiences and the implemented improvement ideas brought from abroad. Being conceptualized as a qualitative empirical research, the relating data were collected using individual semi-structured interviews with 28 Protestant church leaders from three major Protestant church denominations in the area of study. From the content analysis applied to them, five ideal types of learning from global encounters emerged, namely the personal well-being-oriented learning, the own ministry-oriented learning, the local society-oriented learning, the organisational change-oriented learning, and the world society-oriented learning.

These types were discussed in light of quality global/informal learning and its importance in shaping both local and global societies.

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## FOUR MORE IMPEQ GRADUATES COMPLETED PHD STUDIES: BANBOYE

**D**zelagha Banboye Frederick (IMPEQ IV) is another PhD holder of this season. During his master's in education with IMPEQ, Banboye started also his PhD in Food Science and Bioresource Technology at the University of Bamenda. After a successful research process, Banboye was awarded the title of doctor with his thesis "Cocoa Bean Drying in Modified Greenhouse Dryers - Modeling, Drying Kinetics, and Effect on Bean Quality".

### TWO MASTER'S DEGREE HOLDER

From a humble background, Banboye's academic journey began as early as 1994, when obtained his Advanced Level General Certificate of Education (GCE) in Biology, Chemistry and Geography. He proceeded to acquire the secondary school teacher diploma from the Higher Teacher Training College Bambili in Bamenda. With this, he engaged in secondary teaching as a Biology, Human Biology and Food Science teacher. His quest for knowledge led him to enroll in a one year top-up at the University of Bamenda, and obtained a BSc degree in Applied Botany. With this, he enrolled for, and obtained an MSc degree in Food Science and Bioresource Technology at the College of Technology, the University of Bamenda. His performance at the MSc enabled him to gain admission into the PhD program. After he started his PhD studies, he also got admission to IMPEQ. Building upon this foundation, Dr. Dzelagha Banboye Frederick continued tirelessly on this transformative research endeavor, culminating in the successful defense of his Ph.D. degree in Food Science and Bioresource Technology at the College of Technology, University of Bamenda, Cameroon, December 21, 2023.

### A NEW APPROACH FOR COCOA BEAN DRYING

His thesis, "Cocoa Bean Drying in Modified Greenhouse Dryers – Modeling, Drying Kinetics, and Effect on Bean Quality", reflects his expertise and innovative approach to addressing critical challenges in the food science domain. As novelty in his work, he modified the conventional greenhouse dryer by the introduction of black fleece materials of cotton, wool and cotton. The passive dryers were first simulated using the computational fluid dynamics (CFD) in Python, constructed and



Dr. Dzelagha Banboye Frederick (IMPEQ IV) completed his PhD at the College of Technology, University of Bamenda, Cameroon.



Banboye visiting Asisi Panorama in Wittenberg during IMPEQ IV.

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## FOUR MORE IMPEQ GRADUATES COMPLETED PHD STUDIES: BANBOYE

the drying kinetics carried out under no load and load conditions of a single layer drying of fermented cocoa beans. At optimal function, these dryers dried fermented cocoa beans from a moisture content of 54.6% to 4.6%, grade one beans, within nine hours (one day), down from the traditional four days under same conditions. Beyond academia, Dr. Dzelagha Banboye Frederick's impact extends to his distinguished career as a Biology, Human Biology, and Food Science teacher with the Presbyterian Education Authority in Cameroon, where he has dedicated over 18 years to nurturing young minds and fostering a passion for scientific inquiry.

### EDUCATIONAL QUALITY TRAINING

His role as a teacher trainer in Sciences further underscores his commitment to enhancing educational quality and pedagogical excellence. His enthusiasm for research is evident in his prolific publications and contributions to scholarly discourse. He has authored numerous books on Biology, Sexuality Education, and Marriage Life, empowering readers with valuable insights and knowledge.

Additionally, his research effort is highlighted by his authorship of articles in international journals on Food Science, further cementing his reputation as a leading and prospective expert in his field. In addition to his academic achievements, Dr. Dzelagha Banboye Frederick's commitment to continuous learning and professional development is exemplified by his successful completion of online courses on The Digital Teacher, Social and Emotional Learning (SEL), Psycho-Social Support (PSS), and grant writing.

### RESEARCH FOR COMMUNITY BENEFIT

Banboye's current role as the Founder and Coordinator of "Innovators' Educational Quality and Training Consultancy (IEQTC) Intl" demonstrates his leadership, expertise and pivotal role in grant writing, teacher professional development, and promoting competency-based education. Additionally, his commitment to community engagement is reflected in his role as the Founder and Board Chairperson of Research Access and Community Engagement (RACE), a non-governmental organization dedicated to implementing research out-



Banboye during a quality education lecture for the teachers.

comes for community benefit.

Looking ahead, Dr. Dzelagha Banboye Frederick's future interests span a wide spectrum of roles, including Education Specialist/Officer, Nutrition Officer, Grant Writer/Resource Mobilization Officer, Project Manager, and Monitoring, Evaluation, Research, and Learning (MERL) Officer. His vision for increased involvement in civil society activities and international NGOs reflects his desire to make a lasting difference in global education, nutrition, and community development initiatives.

### AN INSPIRATION TO EDUCATORS

Banboye's journey exemplifies excellence, leadership, and a profound commitment to advancing education, research, and community engagement. It serves as an inspiration to aspiring educators, researchers, and change-makers, embodying the spirit of excellence, innovation, and impactful leadership. His contributions have not only enriched the academic landscape but also inspired future generations of educators, researchers, and change-makers to make a positive impact on society. The University of Bamenda congratulates Dr. Dzelagha Banboye Frederick on his outstanding achievements and looks forward to witnessing his continued contributions to the fields of education, research, and community development.

**IMPEQ Team**



## NEW APPOINTMENTS FOR IMPEQ GRADUATES

*IMPEQ creates new opportunities for graduates who previously worked in different fields of education. Many of the graduates are either taking on new responsibilities in their organizations, while others are moving to different departments and settings sailing for new horizons. In this issue, you can read about the new roles and responsibilities of some IMPEQ graduates below.*

### Njei Maurine Engonwei (IMPEQ V)



A few months after her graduation IMPEQ Njei Maurine Engonwei (IMPEQ V), has been appointed as ISTP Adviser for Kumbo in Cameroon.

The Pedagogic in-service Training Program (ISTP) is an organisation that ensures in-service quality development for Protestant schools which are mostly in the North and South West Region of Cameroon. The ISTP covers a total of about five hundred schools working at different levels which are; the Early Childhood, Primary, and Secondary Education. Maurine tells that serving as the Pedagogic Adviser makes her happy because it gives her the opportunity to practice on the field and to share with colleagues and the learners the skills she acquired during her learning journey in IMPEQ.

Before her appointment to this new position, Maurine has taught history and citizenship in the Presbyterian Education Authority for twenty-four years working in four different schools and have served in different administrative positions.

### Laure Diffomene (IMPEQ IV)

Laure Diffomene (IMPEQ IV) was a secondary school teacher when she was IMPEQ student. After graduating she made use of the knowledge and competences she gained in terms of educational quality to get a position of Education Specialist in International Rescue Committee (IRC) in Cameroon. That was her entry point to an international NGO.

Then, using what she has learned regarding project designing and project management, she was able to join Norwegian Refugee Council (NRC) as Education Coordinator covering the Far North Region in Cameroon. Finally, she got a national position as Education Programme Development Manager in NRC Cameroon since July 2023.

Laure is now in charge of strategic planning, proposals and budgets development for the country office. She is also writing donors reports, concept notes for education sector. Her duty is to ensure qualitative implementation of projects through field visits, production of monitoring tools. She is involved in the production of advocacy notes and represents NRC in Education Sector in Cameroon and other collaboration platforms between the government and humanitarian actors.





## NEW APPOINTMENTS FOR IMPEQ GRADUATES

### Ladegonda Nyirabashumba (IMPEQ IV)

Ladegonda Nyirabashumba (IMPEQ IV) was appointed as Examination Officer in the Directorate of Quality Assurance at Institut D'Enseignement Supérieur de Ruhengeri in Rwanda. The institutional motivation to appoint her to the new position as the Quality Academic Monitor is based on her qualifications, experience, and proven commitment to educational excellence. She will now monitor and report on the academic staff and students' attendance. She is also responsible following up on the implementation of the teaching workload, academic policies of the institute. Ladegonda tells that she is happy to serve for the quality assurance of her institution and pleased to have the opportunity to apply the techniques she learned during the IMPEQ studies.



### Beatrice Mukanyandwi (IMPEQ V)



Beatrice Mukanyandwi (IMPEQ V) is appointed quickly after her graduation as the examination officer at PIASS, Rwanda. She is responsible for the administration, security of exams, and organization of all aspects related to examination following the examination regulations. The main

responsibilities of Beatrice include, managing the running of exam office, and organizing exam material. She is also liaising with the Registrar, and administrative assistants regarding disseminating information. Collaborating with the registrar's office in organizing duties is also one her major tasks.

### Yakani Stephen (IMPEQ III)

Yakani Stephen (IMPEQ III) joined as the international education partner to Windle Trust International at capacity of Education Quality Coordinator in February 2023. In June 2023 with the same education partner, he was promoted to position of Education Advisor for Windle Trust International South Sudan programme. The most exciting recent development in the same year is that, on 9 December 2023, he was successfully voted through a competitive process comprising of candidates from 15 International Education Partners operating in South Sudan into a high-level education decision-making body called "Strategic Advisory Group". This is a body with key functions around giving technical guidance to South Sudan Education Cluster and the South Sudan National Ministry of Education on educational quality development, enhancement and delivery including other vital education reforms.



Yakani tells that sharing these key developments as an IMPEQ Alumnus is very vital to the most resource persons who supported his professional development. He thanks to the people who tirelessly supported his professional career growth. Yakani tells that, "IMPEQ has impacted my professional growth and now I am resourceful in delivering quality educational program in humanitarian development context in South Sudan."

## ALUMNI ACTIVITIES

# PROJECT FOR QUALITY EDUCATION IN NORTHERN CAMEROON

*Christian Ndjida (IMPEQ V), who graduated in September 2023, contributes to many projects in North Cameroon in order to transfer his education to the society. In this context, Christian, who works to increase the schooling rate of girls in particular and to raise awareness of families, wrote about the project he participated in for the IMPEQ Newsletter.*

The project is focused to the regions with very low school enrolment rates and low levels of educational quality. Especially with a disadvantage in girls' schooling. This affects the ratio of male to female teachers.

The project covers two regions, the North and the Far North of Cameroon, all of which share common characteristics: the troubles of the Boko Haram, the banditry of the great Chemins, epizootic diseases, the weight of traditional rites etc. The fluidity of our borders with neighboring countries are both assets and a source of problems. The absence of any real dialogue between parents and children, as well as limited family supervision due to the illiteracy of parents, is at least as much a reason as poverty for keeping certain children out of school, and the difficulty of preventing them from going to work at an early age.

### MAJOR ISSUES

The project with 'Pain pour le Monde' aims to improve the quality of education in Protestant schools, and to provide a greater opportunity for access to education. Across institutions in Cameroon, the greatest value-added for promoting change depends on the techniques used to produce goods and ensure their continuous growth. Although complex tasks are a booster of learner intelligence, it's important to know how to formulate them. Many teachers in our education system have difficulty formulating complex tasks. What training have secondary school teachers in the North had? What institutes did they attend? Do the types of tasks that teachers report using in the classroom level the playing field for learners nationwide?

Training teachers in quality education criteria. Once this diagnosis has been made, the training of children will enable them to experiment with new teaching tech-



One of the important pillars of the project is the inclusion of mothers in the education process, as women avoid task sharing for cultural reasons. Women inclusion is the key to success.

niques in the classroom, become experts in quality education, quality development and the initialization of educational communities.

### KEY POINTS

The management of this training is based on general awareness and overview of the quality dimension and aspects of change in the precarious situation of the northern regions of Cameroon. And for these reasons, we need to focus on the means of developing these aspects by targeting the criteria of quality teaching, which are :

- Individual learner support
- Non-violent communication
- Clarity of subject
- Effective repetition
- Effective classroom management
- High cognitive activation through complex tasks

These are the pillars of quality education training. The multitude of methods and techniques used ensure better assimilation of lessons.

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## ALUMNI ACTIVITIES

# PROJECT FOR QUALITY EDUCATION IN NORTHERN CAMEROON

And also, because we are in the area where the Boko Haram sect is rampant with its multitudes of acts of violence against the inhabitants, an area where corrective habits are promoted through corporal abuse and other humiliating methods. Our challenge is to learn how to use non-violent communication, the first step towards change. Another challenge is to create a multiplier base, the concept of a learning community.

### CHANGE COMES FROM THE LEADERS

Given that change comes from leaders, the project has seen fit to train principals and church leaders, the fore-runners of change. To be a leader as a resource person, to be a leader as a driver of change, to be a leader as an accomodator of quality education.

High cognitive activation through complex tasks, another aspect of resource mobilization. In all eleven institutions, the sample of teachers, masters trainers and training co-tutors are able to formulate at least five complex tasks to support a learning activity. They are also considered to be multipliers, capable of giving the same training to their colleagues, in any discipline possible. Some three hundred complex tasks make up the test bank set up. If it's possible for a master trainer to train thirty of his colleagues, imagine the work of thirty in the field. Please take into account the regional field and other educational institutions where the latter is involved.

### FOR QUALITY EDUCATION

It's a good omen to talk about changing habits in the northern regions. Our colleagues are called upon to set up national test banks for examinations and competitions. Some of them have been awarded academic distinctions for their work on examinations and the preparation of curricula and class documents.

The quality of training requires the time of multiple annual frequencies. And each training session lasts a week, with three sessions a year, ensuring sustainability. These sessions focus on aspects of quality education, to give everyone the tools they need to deal with new aspects of education.

The project has sixty-nine teachers in training, spread across eleven schools, with four in the north and seven



One of the important pillars of the project is the inclusion of mothers in the education process, as women avoid task sharing for cultural reasons. Women inclusion is the key to success.

in the far north. The project also supports girls in their quest for education in the various institutions by providing scholarships and teaching materials.

Faith-based institutions have a particular problem with the salaries of their staff, so the project decided, in collaboration with the partner, to set up a training course on cross-cutting activities. The aim is to create income-generating activities alongside the school, in which the teachers are the main players. Their activities in various agricultural fields enable them to benefit from their production and the profits from it, to make ends meet. A guarantee of serenity in the performance of their duties.

It is also important to point out that, as a result of these groupings, teachers have various other desires for means of emulation; study and sports exchanges enable them to breathe and relax, while reflecting on how to bring the best to their institution.

The visible impacts of the project can be listed as: 'Change in learning methods through teacher retraining, disappearance of corporal punishment in schools, respect for the teacher's authority and the learner's freedom.' In this regard, collaboration between institutions and teachers has a vital role."

**Christian Ndjida (IMPEQ V), Cameroon**



## ALUMNI ACTIVITIES

# PRESENTING IMPACT OF GLOBALISATION AT ZAME CONFERENCE

This year's National Conference for the Zambia Association for Mathematics Educators (ZAME) was held at the Copperbelt University which is the second largest Public University in Zambia from 29<sup>th</sup> April, to 3<sup>rd</sup> May, 2024. The Conference was held under the theme: "Enhancing Teacher Professional Growth in STEM Education: Towards Effective STEM Learning Outcomes"

Anthony Marvin Samanenga, an IMPEQ V Alumni was one of the presenters at the conference and carried the flag of IMPEQ Team and Alumni in Zambia at the Conference by making a presentation on the "Impact of Globalisation on teachers of Mathematics and Challenges faced by Teachers of mathematics and School systems".

### DELEGATES FROM ALLOVER ZAMBIA

The Conference was attended by over 1000 delegates and drew participants from all the 10 provinces of Zambia. The participants included teachers of Early Childhood, Primary, Secondary and Tertiary levels. Other delegates were from the National Science Centre, Curriculum Development Centre in Zambia, School Administrators, Standards Officers (school inspectors) at District and Provincial levels respectively. Other delegates in attendance were senior officials from the Ministry of education in Zambia.

The conference was structured in such a way that besides presentations from different scholars, delegates were able to break into parallel sessions where pertinent Professional Development issues concerning pedagogy and content knowledge were discussed in detail. This kind of approach added value to the conference and was believed to have added value to the delegates' professional growth.

### BACKGROUND OF THE CONFERENCE

The National Science Centre (NSC) in Zambia is one of the Directorates of the Ministry of Education and coordinates activities of the following Subject Associations:

1. Zambia Association of Mathematics Educators (ZAME)
2. Zambia Association for Technology (ZATE)
3. Agriculture Science Educators Association of Zambia (ASEDAZ)



Anthony Marvin Samanenga



Hundreds of teachers attended to the ZAME conference.

4. Zambia Association for Science Educators (ZASE)
  5. Home Economics Association of Zambia (HEAZ)
- These Subject Associations have structures at grass root levels i.e. at School, District, Province and National levels respectively. Members of the named Associations meet regularly at school, District but annually at Province and National levels in form of conferences for Continuous Professional Development (CPD) meetings. The conferences constitute Scientific research based presentations from various scholars in the country.

*Anthony Marvin Samanenga (IMPEQ V), Zambia*

## ALUMNI ACTIVITIES

# WORKING FOR QUALITY EDUCATION IN ETHIOPIA

*Eyob Tsige Terefe (IMPEQ III) shared about his work after graduation and his activities in his home country Ethiopia. Eyob, who continues to work for quality education at the Union College Hawassa, also continues his activities for the general society by informing them with TV interviews and media articles.*

### IMPEQ IN MY PROFESSIONAL ENDEAVOR

"I would like to thank the IMPEQ team for allowing me the opportunity to share the impact of the knowledge and skills I acquired from IMPEQ III were helpful. IMPEQ for me is a beyond-compare opportunity to realize my inner potential and lead me on the right way to be a change advocate on quality education practically. It helped me to realize the importance of education, i.e. quality education for developing competent human power, which is critical for economic growth, peace-keeping, and poverty reduction.

Honestly, during my learning session, I see myself as a cat who sees its image in front of a mirror and sees a lion inside, this permits me to think about what I have to do when I get back to my workplace and exert efforts in advocating quality education which enable me to take responsibilities, reflect on the experiences in the light of new knowledge as engaged in science, and how to bring about change. The truth is, the knowledge and skills I acquired during my overall stay have a *pro-found* effect on my career and life. IMPEQ in my professional endeavor paves the road to focus on quality education dimensions.

### KEY CONCEPTS ACQUIRED FROM THE MODULES

The IMPEQ program provides me with new prospects in my educational experience accompanied by leadership competencies and creative insights. The program was valuable in sharpening my previous thoughts about quality education and reforming my overall dimension with a new pedagogical concept.

Besides, the power of concepts I found from the learning became everlasting as it equipped me to grip with, self-confidence, work discipline, and professional capital. Based on these grounds, inclusive education, individual support, instructional leadership, change



games, learning community, learning landscapes, good learning climate, and cognitive activation by tasks were some of the concepts that broadened my experiences in light of the knowledge acquired during my studies as well as critically and discursively reflect how to bring about change.

### MY ROLE IN PROMOTING QUALITY EDUCATION

As IMPEQ's alumni, I consider myself an agent of change and promote quality education aiming to achieve poverty reduction, and gender empowerment, sustain social justice, and maintain peace-keeping through social integration. The knowledge, skills, and competencies I got from my studies helped me a lot to contribute to my nearby community and my country at large.

The main activities I engaged with recently were found from the competencies developed through learning and skills gained on each learning experience. Currently, my main job for living is serving as a general manager at Union College Hawassa.

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## ALUMNI ACTIVITIES

# WORKING FOR QUALITY EDUCATION IN ETHIOPIA

Besides, I played a role in some pertinent activities mentioned below. First and most importantly, I still play a role in advocating the huge impact of quality Education to change the life of society using my private radio program air time on the national FM.

Secondly, I opened my bookstore to provide various sorts of books with reasonable discounts to promote the reading culture. In addition, I wrote books to fill the gap in basic problems of teaching and learning. In this regard, I have a city-level 'reading campaign' held every three months by organizing a book fair. Finally, I give community service in different NGOs as a board member, holding academic conferences, providing training, participating in national dialogue to deal with the role of quality Education in promoting peace for development on TV programs, presenting papers for many calls for paper invitation from different colleges. To conclude, IMPEQ sharpened my thinking and enhanced my competencies in many ways. I worth a lot to be part of the program. My overall stay was fantastic.

### MEDIA IN ADVOCATING QUALITY EDUCATION

Digitalization is one of IMPEQ's target areas. It helps to improve the efficiency, consistency, and quality of any process. Media is a way to disseminate information effectively and efficiently. In this regard, I have my airtime on the national radio broadcasting in my region, including the capital city. This platform supported me to address millions of people advocating the role of quality education which stimulates and brings about desired social change in society.

It acts as a gathering place where invited high government officials give detailed explanations about policies and issues related to quality education, scholars brief about their articles and share expertise suggestions in improving teaching-learning, enabling teachers in addition to passing on knowledge, become to serve as role models in fostering critical thinking skills, inspire students and parents, and play a role in the holistic development of the sector. By this, I addressed lots of key concepts as I mentioned above."

*Eyob Tsige Terefe (IMPEQ III), Ethiopia*



Fielmann Bamberg branch manager Mr. Wagner has handed over the glasses to the representative of the chair Dr. Mark Wenz.

## Glasses for IMPEQ students from 'Fielmann Bamberg'

As in previous years, the students of IMPEQ V also needed new glasses. However, due to the changes to the study program caused by the coronavirus pandemic, IMPEQ V students only had the opportunity to do so during their last stay in Bamberg. At the same time, they had to complete their Master's theses and prepare for their final oral exams. This left little time for eye tests, selecting, ordering, and finally making the glasses.

The staff at the Fielmann Brillen branch in Bamberg provided active support. The special commitment of the team and the preferential order processing by the branch manager, Mr. Wagner, made it possible many pairs of glasses to be completed in a record time. This made it possible for all students to receive their new glasses the day before they traveled back to their African home countries. **IMPEQ Team**

## ALUMNI ACTIVITIES

# GOOD LEARNING CLIMATE WORKSHOP AT DRC FOR QUALITY EDUCATION



A training project on good learning climate for quality education has been set up by four IMPEQ graduates: Siberi Kivatsi, Jusline Madirisha, Vira Banzwa Pendeza, Mengi, Mbusa Muhongya (as facilitators) and Dr. Eraste Jumapili Bulaya (as consultant). This training session was scheduled to be implemented on 08.02.2024 for teachers at the Institut Supérieur Pédagogique Muhangi in Butembo in the province of North Kivu in the DRC, a sub-Saharan African country located in the Great Lakes region.

For more than three decades, the North Kivu region has been living in a difficult situation characterised by interminable war, land conflicts, serious diseases such as Ebola fever, measles and more recently, Covid 19. It is in such a precarious context that this project was designed to help improve the quality of education offered by authoritarian teachers who lack flexibility, leave little room for adaptability and thus create tensions within the institution. The aim of the project was to enable the 50 participants to acquire basic theoretical and practical knowledge about quality education, and in particular about the good learning climate; this should enable them, through in-depth reflection, to relate the knowledge acquired during the training to their teaching practices in and outside the classroom.

With regard to the implementation of the project per se, after outlining the programme of the day, the meditation

and the opening remarks were done. Then, the objectives of the training were communicated before the participants expressed their expectations and fears. This was followed by activities on various topics such as the general aspects of the quality of education and teaching, the good learning climate, the management of evaluations for a good learning climate and the constructive feedback. Each of these activities was followed by a series of questions and answers. The session ended with a review of expectations and fears, an evaluation of the day and a closing prayer.

To achieve the objectives of this training, around twenty active and participative methods were used: (1) Mind-mapping: a visual representation of ideas and concepts; (2) Drawing lots: these are used to allocate tasks impartially and transparently to students; (3) Singing-dancing: a team-building and relaxation method; (4) Snowball: this teaches pupils to start working on their own, then to work in pairs, then in groups of 4, 8, 16, etc.; (5) Brainstorming: this involves pooling all the ideas put forward by pupils on a specific problem; (6) Carousel: this is a face-to-face discussion between students placed in two concentric circles and moving progressively; (7) Station visit: small groups of students move through a series of learning centres to reflect on the information displayed at the various stations; (8) The expert group:

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## ALUMNI ACTIVITIES

# GOOD LEARNING CLIMATE WORKSHOP AT DRC FOR QUALITY EDUCATION

students who are experts in specific fields form groups, then explain and share their expertise; (9) Standing on a line: students stand on an imaginary line between extreme points. Students form an opinion on an issue by taking a position on a line; (10) Fishbowl: strategy for organising discussions in medium to large groups. The students are divided into an inner circle and an outer circle. The inner circle (fishbowl) has fewer students who actively participate in the discussion. The students in the outer circle listen to the discussion and take notes. By raising a hand, a student from the outer circle steps in to replace the student from the inner circle and the discussion continues;

### LEARNING BY PRACTISE

(11) Case study: this is a fictional story that allows students to decide how to react and act on the possible consequences of their action; (12) Role-playing: this involves one or more students acting out a real-life situation, the scene then being used as a basis for discussion with all the students. In role-playing, you put yourself in someone else's shoes; (13) Card game: this game is based on a set of cards on which situations relating to the theme being studied are written or represented. These situations can be true or false. The pupils are asked to classify the cards according to their opinions and to justify their position; (14) Group work: this technique involves dividing the learners in a class into groups to study a given situation. It helps to develop good relations between students and encourages them to produce; (15) Demonstration: this is the manipulation of a lesson by the teacher and the learner. A demonstration combines theory and practice, which makes it more lively. It is carried out in 4 stages: (a) the teacher explains the theory and the techniques for carrying out the demonstration, (b) the teacher carries out the demonstration himself slowly and ensuring that each student follows the explanation and can clearly see what he is doing, (c) a student carries out the demonstration in the presence of other students and the teacher, (d) the teacher gives each student the opportunity to carry out the demonstration if possible; (16)

Communication circle: the aim of this circle is to develop learners' ability to communicate, to listen and to develop good relations between themselves. It is an ideal place for learners to talk freely about a given topic without being criticised; (17) Group interview (focus group): the interview is a technique which allows students (in groups) to answer the teacher's questions in turn. The teacher notes each student's answers at the same time, guiding them. At the end of the interview, the teacher draws conclusions that are binding on all the groups; (18) Song: this technique is widely used in primary school classes. It helps to assimilate and memorise. It develops the spirit of creativity and is also distracting (rests the memory) because the child discovers, observes and reflects while playing; (19) Group discussions: this technique allows learners to express themselves freely in small groups around a debate initiated by the teacher;

### VARIOUS METHODS

(20) Face-to-face discussion: this is a technique that allows the teacher to approach a shy student to ask them why they have not spoken during a debate. It is therefore an interpersonal communication technique. The teacher can also use this technique to give some advice to a student who is behaving badly at risk. Here, the teacher takes a student in difficulty, i.e. the teacher uses this technique when a student's behaviour is not conducive to active participation in classroom practice; (21) Tic, tac, boom/ Passing the chalk around: this method identifies the student who has to answer the teacher's question: pass an object around in the rhythm Tic, tac, Tic, tac, Tic, tac, until the person in charge says boom. All the participants with the object answer the question.

This training session was an intense experience that enabled participants to come to grips with the issues surrounding the quality of education. It is to be hoped that it will have helped to improve teaching practices of teachers in a region living in unspeakable precariousness.

*Written by Mengi Mbusa Muhongya (IMPEQ V)*

*Summarised and translated by Ernest Claude Njoya (IMPEQ I)*

## ALUMNI ACTIVITIES

# ESG BAMBERG SUPPORTS A SCHOOL IN THE CRISES NORTHWEST REGION OF CAMEROON



Bamberg University Evangelische Studierendengemeinde, donated the proceeds from the Christmas tree to a school in Bamenda, through IMPEQ alumnus George Funjong.

Presbyterian Secondary School (PSS) Bamenda Station located at Up-Station Bamenda in the crises Northwest Region of Cameroon, recently benefited from a donation of 3,550 Euros from the “Christmas Tree Campaign” organized by the Protestant Chaplaincy at the University of Bamberg (ESG, Bamberg).

It should be noted that since 2016 the English speaking regions of Cameroon: Northwest and Southwest, have been in a state of war with the government of Cameroon for seeking for an autonomous state. The crises now referred to as “the anglophone crises”, has badly affected the education sector. In many areas in these regions, schools, teachers and students are targeted by some of the Waring fractions calling for school boycott.

### PEACE EDUCATION IN CLASS

PSS Bamenda Station was therefore created in 2022 by the Presbyterian Church in Cameroon (PCC) to cater for the education needs of internally displaced persons (IDPs) seeking refuge at Up-Station Bamenda, an area perceived to be much safer than other locations in Bamenda town. By charging very low school fees and introducing peace education programs in its curriculum, the school profiles itself as an institution of hope

to the many children in the area who are displaced and desperately need education.

PSS Bamenda Station is one of the schools of the Pedagogic In-Service Training Programme (ISTP) Cameroon, and is a member of the Global Pedagogical Network – joining in reformation (G-PENreformation). As a protestant school, it fully embraces the protestant profile and seeks to provide quality education to its learners despite the challenging war context. It is however challenged by the fact that it totally dependent on the collection of tuition fees to pay its staff and to provide basic didactic material.

### RELIEF FOR STUDENTS

The donation from ESG is therefore a welcome relief to the students, staff, parents and the community at large who are regularly confronted by poor and hungry children with no basic school needs. “With 1€ the lunch pack for 5 children is assured”, and “with 100 Euro the tuition fee per child for one year in secondary school is assured”. These slogans are true for PSS Bamenda Station. The staff, students, and parents of PSS Bamenda Station are excited with the donations and are expressing their appreciation to all donors. **George Funjong (IMPEQ IV), Cameroon**



## THE IMPORTANCE OF COMPUTER BACKUPS: HOW I SAVED MY PHD DEFENSE?

Since 2012, I have been serving in different administrative and academic responsibilities at my home university in Rwanda including researcher assistant, lecturer of education sciences, coordinator of IMPEQ, director of the centre for Didactics and Research in Education and director of Research. In 2015-2017, I pursued a Master program in educational quality in developing Countries offered at the university of Bamberg in Germany. Later, between 2019 and 2024, I was doing my doctoral studies at the same university. During my professional and academic career, I have been saving data on the laptop. This constitutes huge data which include courses, publications and more importantly documents related to my PhD, content of different chapters, literature, audio-recorded interviews, transcripts and analysis of different forms and in MAXQDA. In the end of November 2023, my laptop had files covering 289 GB. Without backup strategy, saving files only on the laptop can lead to a horrible disaster in case anything may happen to a laptop. This is what happened to me on the unforgettable date of 2<sup>nd</sup> December 2023. During the dark night, around 2.40 am, my house was attacked by thieves who stole not only a screen TV but also the laptop having all the aforementioned data. What a horrible and stressful night! I cannot express the panic at the time!

### ONE MONTH BEFORE MY DISPUTATION

Let me go back to 2020. Günther Fößel, head of IT from the university of Bamberg, taught me how and technically helped me to regularly save the data from the laptop on a backup hard disk. Since then, I regularly update the data on the laptop on the external backup hard disk nearly every day. The laptop was stolen during the critical times of the end of my doctoral studies. I had submitted the final monograph for evaluation and the oral defence was to take place in January 2024. I can't imagine what would have happened to me without a backup. When the laptop was stolen on 2<sup>nd</sup> December 2023, the recent backup was done on 30<sup>th</sup> November. It is worth to note that no major activity was done with my laptop on 1<sup>st</sup> November. More important to note, I live and move with the backup hard disk with me or keep it in a safe place at home when I am at the



office with the laptop. This means that the laptop was stolen from my home office while the backup was kept in a hidden and safe place at home. Ohhh!! My God! Though I was saddened and stressed by the loss of the laptop, I can't express the relief I had when I remembered that I had a backup hard disk. How could I prepare the oral defence without any related files and documents? How could I restart from zero as far as my projects are concerned? I imagine that it would have been the nearly apocalyptic moment in my career. Live long backup, the saviour of my professional and academic data!

### BACKUP SAVES YOUR WORK AND YOU

On the basis of this experience, I would advice students, professionals and academicians to urgently have data backup system which is updated regularly. Anything may happen. Maybe theft like my case. Fire, computer crash, accidents, ... Please, have a backup! I was saved by one backup hard disk. However, there is need of having more than one like online backup system, two or more external hard.

If you don't have backup system of your data, you are professionally in danger! Please, start right now!

**Dr. Emmanuel Nyibizi (IMPEQ II), Rwanda**

## UPDATE ON THE DEVELOPMENT OF NEW MASTER PROGRAMS BY PIASS, ULPGL, UEC

The International Master Programme in Educational Quality (IMPEQ), funded by Bread for the World (BfDW), is a collaborative initiative that brings together four universities: the Protestant Institute of Arts and Social Sciences (PIASS) in Rwanda, Université Libre des Pays des Grands Lacs (ULPGL) in the Democratic Republic of Congo, Université Évangélique du Cameroun (UEC), and the University of Bamberg (UNIBA) in Germany. Since its inception in 2013, IMPEQ has seen five cohorts complete the program, with the sixth cohort, which began in 2023, expected to finish in 2025. Approximately 100 graduates from eleven countries—Rwanda, DRC, Cameroon, South Sudan, Zambia, Madagascar, Tanzania, Burundi, Ethiopia, Liberia—have completed the program and are now contributing to the enhancement of quality education in their respective countries.

### NEW MASTER PROGRAMS INSPIRED BY IMPEQ

Driven by the significant impact of IMPEQ not only in partner African universities but also in related schools and educational institutions, the three African universities (PIASS, ULPGL, and UEC), in collaboration with UNIBA, decided in September 2022 to develop their own master programs. It was, thus, decided to have the focus of these new programs on educational quality, leadership, peace, and sustainable development respectively for PIASS, ULPGL and UEC. A technical team comprising members from each partner university has since been working alongside the IMPEQ team to design these programs.

The three master programs are as follows:

- **PIASS:** Master of Education in Quality Education Management (MEQUAM)
- **ULPGL:** Master of Education in Leadership and Sustainable Development (MAELD)
- **UEC:** Master of Education in Peace and Sustainable Development



### COLLABORATION AND PROGRAM DEVELOPMENT

Inspired by the IMPEQ model, the new master programs are structured to maintain the collaborative spirit among the four universities through the sharing of modules. This sharing will occur either between all the three African universities or between any two. Additionally, the University of Bamberg will continue to support these programs through teaching and staff capacity building. Notably, 12 IMPEQ graduates have completed their PhDs, and others have commenced their doctoral studies, underscoring the unique and robust nature of this collaboration and its commitment to quality assurance.

### ACCREDITATION AND IMPLEMENTATION

MEQUAM program at PIASS received official accreditation from the Higher Education Council in Rwanda and began in November 2024 with 32 students working in various educational institutions across Rwanda. A significant milestone was achieved in April 2024 when students from IMPEQ VI and MEQUAM I participated in four modules together online, marking the first successful experiment in module sharing.

### FUTURE PLANS

Supported by IMPEQ team and university leaders, the three African universities continue actively working towards obtaining accreditation for the remaining two master programs from the relevant regulatory bodies in their respective countries. These efforts aim to integrate the three master programs into the IMPEQ VII project, which is expected to commence in October 2025. This continued cooperation highlights the commitment of PIASS, ULPGL, and UEC to advancing educational quality, leadership, peace, and sustainable development through innovative and collaborative higher education initiatives.

*Dr. Christine Nyiramana (IMPEQ I), Rwanda*



## INSIGHTS FROM THE REDICO PROJECT WORKSHOP AT PIASS - RWANDA: ENHANCING DIGITALIZATION OF EDUCATION AT HIGHER EDUCATION

From 11 to 14 June 2024, the Protestant Institute of Arts and Social Sciences in Rwanda (PIASS, Huye Campus) hosted a workshop on digitalization of education at higher education that was organized in the framework of ReDiCo project. ReDiCo project in full is “Resilience of educational institutions through Digitalisation – A reaction to COVID-19 (ReDiCo) in Great Lakes Region (Pilot Phase)” – a cross border project funded by Bread for the World for enhancing the quality of digitalization of education in Protestant universities and schools of Rwanda and Democratic Republic of Congo (DRC). The workshop brought together universities teachers and IT experts from PIASS and ULPGL-Goma, DRC (Universite Libre des Pays des Grands Lacs) to explore the multifaceted impact of digitalization on higher education. The workshop, mainly facilitated by Prof. Dr. Annette Scheunpflug, aimed at enhancing digital competences, addressing ecological concerns, and integrating innovative online teaching methodologies. Additional facilitators were Claude Ernest Njoya, Lea Markus, Günther Fößel and Juliane Hornbostel from the University of Bamberg in Germany.

### Day 1: Foundations of digital competences

The opening day set the stage with an introduction by Prof. Dr. Annette Scheunpflug, emphasizing the transformative role of digitalization in learning, knowledge transformation, and competency development. She highlighted the dynamic nature of knowledge in the digital era and the necessity for educational institutions to adapt accordingly. Claude Ernest Njoya then introduced the “Curriculum of Learning to Use the PC,” advocating for sustainable software solutions like LibreOffice and Zotero. This session underscored the importance of free and open-source tools in promoting accessibility and sustainability in education.

In a session on ecological footprints, Njoya detailed the environmental impact of digital tools, differentiating between ecological and carbon footprints. He proposed practical measures to mitigate these impacts, such as responsible usage of digital devices and promoting green practices in educational institutions.

Lea Markus discussed the evolving landscape of online teaching, exploring synchronous and asynchronous



Prof. Dr. Annette Scheunpflug discussed the multifaceted impact of digitalization on higher education enhancing digital competences.

learning methods, blended learning, and personalized instruction. The session highlighted the benefits and challenges of online teaching, providing strategies to enhance its effectiveness.

Prof. Dr. Scheunpflug concluded the day with a session on generative artificial intelligence (AI). Together with participants, they examined AI's role in higher education, its ethical implications, and the need for robust guidelines. The integration of AI in education was presented as a double-edged sword, offering new opportunities while posing significant challenges, particularly concerning plagiarism.

### Day 2: Addressing plagiarism and ethical practices

The second day focused on the critical issues of citation and plagiarism. Lea Markus and Prof. Dr. Scheunpflug led sessions discussing the importance of proper citation, the challenges posed by AI tools like ChatGPT, and strategies to detect and prevent plagiarism. The discussions underlined the necessity for clear policies and continuous awareness programs to uphold academic integrity.

### Day 3: Quality professional power point presentation and E-Learning skills

The third day explored into practical skills for teachers. Claude Ernest Njoya led sessions on designing

*Continued Page 42*

## INSIGHTS FROM THE REDICO PROJECT WORKSHOP AT PIASS - RWANDA: ENHANCING DIGITALIZATION OF EDUCATION AT HIGHER EDUCATION



high-quality professional power point presentations using LibreOffice Impress and managing citations with Zotero. These tools were presented as viable alternatives to registered software, promoting cost-effectiveness and sustainability.

Prof. Dr. Scheunpflug's session on using the Moodle e-learning platform offered insights into making online learning engaging and effective. The session provided practical and strategic tips for utilizing Moodle's features to enhance student learning experiences and promote self-directed learning.

### Day 4: Sustainable training for university staff

The final day addressed the continuous professional development of university staff. Prof. Dr. Scheunpflug emphasized the importance of regular and comprehensive training programs to keep educators abreast of technological and pedagogical advancements. She advocated for a strategic approach to staff training, ensuring sustainability and long-term benefits.

Key takeaways from the workshop:

**1.Digital competences:** The workshop highlighted the need for robust digital competences among teachers and students. Integrating digital tools like LibreOffice and Zotero can enhance accessibility and sustainability.

**2.Environmental responsibility:** Awareness of the ecological and carbon footprints of digital devices is crucial. Teachers must promote responsible usage and explore green alternatives to mitigate environmental impacts.

**3.Online teaching:** Effective online teaching requires a

blend of synchronous and asynchronous methods, tailored to meet diverse learning needs. Platforms like Moodle can enhance learning if used innovatively.

**4.AI in education:** While AI offers significant benefits, its ethical implications must be carefully managed. Clear guidelines and policies are essential to prevent the misuse and uphold academic integrity.

**5.Plagiarism prevention:** Continuous education on the importance of citation and the dangers of plagiarism is vital. Institutions need clear policies and effective tools to detect and prevent plagiarism.

**6.Continuous staff training:** Regular and comprehensive training programs are essential for university staff to stay updated with technological and pedagogical advancements. A strategic approach to training can ensure long-term sustainability and effectiveness.

This workshop of ReDiCo project at PIASS provided a comprehensive framework for integrating digitalization in education especially at higher education, addressing environmental concerns, and promoting continuous professional development. By adopting the insights and strategies discussed, educational institutions can navigate the challenges of the digital era and enhance the quality of education. By ongoing commitment to professional development and the strategic use of e-learning platforms like Moodle may ensure that PIASS and ULPGL become at the forefront of educational innovation.

*Dr. Christine Nyiramana (IMPEQ I), Rwanda*



## IMPRINT

### **IMPEQ – Educational Quality in Developing Countries**

Otto-Friedrich-Universität Bamberg  
Markusplatz 3, 96047 Bamberg  
GERMANY

<https://www.uni-bamberg.de/ma-educationalquality>  
[sba.ma-educationalquality@uni-bamberg.de](mailto:sba.ma-educationalquality@uni-bamberg.de)

#### **Editorial Staff:**

Prof. Dr. Dr. h.c. Annette Scheunpflug  
Dr. Frederick Fondzenyuy Njobati  
Lea Markus  
Dr. Christine Nyiramana  
Claude Ernest Njoya  
Dr. Charles Gahutu

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[sba.ma-educationalquality@uni-bamberg.de](mailto:sba.ma-educationalquality@uni-bamberg.de)