

# IMPEQ



## EDUCATIONAL QUALITY IN DEVELOPING COUNTRIES

**Newsletter May 2019**

**Dear readers,**

IMPEQ III is coming to an end. Hopefully, at the end of July, IMPEQ III students will graduate after successfully providing their master thesis. IMPEQ IV students are already selected after a detailed examination. 22 students will start a new career and you can read the details of these developments in this issue.

Self-discipline is key to success, and to be able to reach your goals. IMPEQ III students given a lecture about the topic and you can find a summary of this course on this issue. Evi Plötz is working on her Ph.D. about Sub-Saharan Protestant schools. She explained the details of her project. Three of the colleagues from the chair successfully completed their Ph.D's.

Benoit Senani was an IMPEQ participant during the first batch and now he is a member of the Rwandan parliament. He told his story and his plans for education.

Prof. Dr. Scheunflug contributed a policy brief of the Global Education Network and the details are on the following pages. Prof. Dr. Stefan Hörmann - The Head of Quality Management at the University of Bamberg - paid a visit to PIASS and participated in the events during the last semester. At ULPGL, didactic days organized for the faculty and Rector Prof. Dr. Kakule Molo also participated in the program. Details about the visit and the program are also in this issue.

Finally, IMPEQ III students are at the end of their master program and writing their thesis. Two years of hard work and the fruits of this time will come to an end the end of July. Read the details on the following pages. There are two conferences to be carried out next year. One in February – March 2020 at PIASS, Rwanda and another at April 2020 in Cameroon. Please follow the upcoming announcements to be able to participate in these events.

**The project team of IMPEQ**

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## IMPEQ says thank you to Dr. Susanne Krogull



IMPEQ regrets to have to say goodbye to Dr. Susanne Krogull. Susanne served as Executive Director of IMPEQ from the very beginning in 2013. She took a leading role in developing the concept, securing funding, and implementing the program into practice.

Susanne's prior experiences and working connections in Rwanda were essential for the success of the partnership between PIASS and the University of Bamberg. Her teaching inspired many students and colleagues, who benefited from Susanne's profound knowledge and her well-chosen didactical approaches. Many students appreciated the warm and individual support she provided. Through her research, Susanne made valuable contributions to the creation of knowledge concerning education in the Global South. Without Susanne, IMPEQ would not be what it is today.

Susanne left IMPEQ because of its project-based nature, which would not allow providing Susanne with a permanent position. She is now working as the Head of Youth Work in the Diocese of Bamberg. We tremendously thank Dr. Susanne Krogull for her dedication and passion. We wish her all the best for the new position.



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## Final days for IMPEQ III students



IMPEQ III students are waiting their graduation day.

IMPEQ III students will be in Bamberg during the month of July for their final semester. During their stay, the students will focus on their thesis.

An intensive work of two weeks is waiting for the senior students and experienced mentors will be assigned to help and guide their work. After the submission of their master thesis, there will be a one-week free time for the students.

During this period they will discover the beauties of Bamberg and the surroundings. End-of-summer semester, a celebration for students projected to successfully complete all of their graduation requirements in Bamberg.

## What's new?

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### IMPEQ IV candidates selected

Twenty-two candidates comprising of eleven females and eleven males have been selected for the fourth batch of the International Master Program in Educational Quality for developing countries (IMPEQ IV). These candidates are drawn from eight countries of Africa, namely: Burundi, Cameroon, Democratic Republic of Congo (DRC), Liberia, Rwanda, South Sudan, Tanzania, and Zambia.



Members of the selection committee with Prof. Stefan Hörmann in Butare

#### 60 APPLICATIONS, 22 ACCEPTED

About sixty applications were received having more competent candidates than in the previous years. Some peculiarities in the IMPEQ IV selection are that the female/male ratio is balanced by qualification and also the group is comprised on one part by candidates with full bursaries and on the other, by those with partial bursaries.

This selection process was facilitated through the partnership cooperation of the University of Bamberg, Bread for the World – Protestant development Service, Protestant Institute of Arts and Social Science (PIASS) Rwanda, Université Libre des Pays des Grands Lacs (ULPGL) DRC, and Université Evangélique du Cameroun (UEC). The first attendance of IMPEQ IV is planned for October 2019 at the University of Bamberg.

*By Frederick Njobati, Butare*

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### Keyword to success: Self-discipline

During their last stay at Butare from February to March 2019, IMPEQ III students and the staff addressed the issue of self-discipline.

In spite of what many may think, self-discipline is scholarly conduct. It requires practice and repetition in everyday life. At the core of any successful individual, is self-discipline. Regardless of whether it's an accomplishment in their own personal lives or their professional work lives, everything begins with self-control through discipline. In the event that you need to accomplish the objectives you set, seeing how to train yourself is a key fixing to the achievement formula.



Plan your steps before you start.

At the self-discipline training, attendees learned how to improve their self-discipline capacities.

Here are ten ideas about what could help to engage in self-discipline:

### **1 - Planning**

This is the must of a successful start. People should elaborate on a ‘to-do’ list (daily, weekly) and list their priorities. Deciding between priority and emergency (action plan) and preparing a work plan is also essential.



### **2 - Time management**

Perhaps, this is one of the most difficult of a working process. Put self-imposed deadlines and respect of them. Respect self-rhythm (day work, night work) and avoid time cheaters/robbers (such as telephone calls, surfing the Web)

### **3 - Ability to say “No”**

Saying “No” even at family, work, friends and for some events is an important step.

### **4 - Ability to say, “It is enough” for daily or weekly work**

This is another way of staying away from perfectionism.

### **5 - Work environment**

Working in a conducive and quiet environment, if you do not have one, try to create and avoid distractions.

### **6 - Intrinsic motivation**

Be principled and focused, have the willingness to work and learn. Have the desire to achieve goals and have the idea of sacrifice.

### **7 - Communication**

Doing clear and effective communication is a necessity to achieve your goals. Communicating your plans to family and colleagues will lead your colleagues to help you.



### **8 - Follow-up**

Keep your goals and objectives in mind. You need a self-evaluation (daily, weekly) and after this evaluation, you need self-regulation.

## 9- Delegation

You cannot do everything alone and by yourself. Delegating responsibility (at home/at work) and having accountability to partner is a key step. This builds self-confidence and leads to respecting ethical consideration.

## 10-Self care

You are not a machine. Do not forget to take of yourself. Health care, sleeping, eating, care of eyes, care of the back, etc. are important points not to forget. Also, elaborate a list of joy and celebrate milestones.

*By Claude Ernest Njoya, Butare*

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## Sub-Saharan Protestant schools will be examined

Evi Plötz, one of our colleague at the chair, working on a project about the protestant schools in Sub-Saharan Africa. Her project is focused on the profiles of the protestant schools in the region. She is collecting data from five countries and she wants to show how protestant schools shape education in their countries. She also underlines that the point if the project is not to show if protestant or non-protestant schools are better or worse, but just to put a light on the protestant schools and to make their profiles visible.

### Could you please give us some details about your project?

My research project is about the profile of protestant schools in sub-Saharan Africa. I want to explore how protestant schools shape their profiles, which priorities they set regarding the various everyday tasks and challenges and how they contribute to “Education for All” which is also one of the United Nations (UN) Sustainable Development Goals. The more, I want to make a variety of protestant schools visible and find out if there are different types of protestant schools, for example.

### Which countries will you cover?

For my research, I chose a sample of five countries representing different situations in sub-Saharan Africa. These are Democratic Republic of Congo and Rwanda, representing countries where the school system is oriented at the French system; Ghana and Tanzania, representing countries where the school system is oriented at the British system; and Cameroon, where both systems can be seen because of the very specific historical background and situation.

### What is the reason for focusing on Protestant schools?

In general, school education is seen as an important motor of democracy, peace, and development of societies. When looking at different countries in sub-Saharan Africa, we can see that a very high



Plötz's project focuses on protestant schools contribution to peace.

number of schools are faith-based schools – run by different churches of different confessions, with a high share of protestant schools among them.

Against this background, it is obvious that protestant schools have a high impact on peace, democracy and the goal of “Education for All” in the respective countries. From this point of view, it becomes very important and interesting to explore how education is shaped by those schools and how protestant schools really contribute to peace and development in their countries.

The point is not to show if protestant or non-protestant schools are better or worse, but just to put a light on the protestant schools and to make their profiles visible.

### **Will you talk with the teachers or school management?**

Basically, I will collect data with a questionnaire that is spread among head teachers of protestant schools or other members of the school leadership team. In addition, I conducted some interviews with experts from different contexts; these were representatives of protestant schools, but also of responsible church institutions who run these schools. These interviews helped me to get a deeper insight into the field of research and to develop the questionnaire.

### **Why only head teachers?**

I chose to ask head teachers or other members of the school leadership team – this can also be vice principals or school pastors. The reason for this is the assumption that these persons might know best about the specific profile of their school and about the priorities that they set by completing the various everyday tasks of school management.



Plötz distributed questionnaires in five Sab-Saharan countries.

### **Is there any former research about this topic?**

So far, research on the profile of protestant schools has been done in Germany and the Netherlands. Gerdien Bertram-Troost and others found three types of protestant primary schools in the Netherlands. A study about teachers at protestant schools in Germany, done by Anke Holl, came to very similar results. Both studies showed that protestant schools share a lot of characteristics, but that they also show a great variety that seems to be somehow “typically protestant”.

### **What are you planning to find at the end of your project?**

My research aims to give a first overview of the protestant schools in sub-Saharan Africa. What I would like to find at the end is just to see how protestant schools shape education in their countries, and to show how various this field may be that makes such a big difference for thousands of young people.

News from graduates

## An IMPEQ graduate at the Rwandan Parliament

IMPEQ I graduate Benoit Senani is now a member of Rwandan Parliament who was elected at the last elections held at September 2018. After working long years as a teacher and a school principal, Benoit is now serving at the Parliament and working intensively on the educational matters of his country. In an interview with IMPEQ Newsletter, Mr. Senani shared his ideas and vision.



Benoit Senani

### How did you hear about the IMPEQ?

I heard information about IMPEQ from Conseil Protestant au Rwanda (CPR) via my church, Free Methodist Church in Rwanda, which is also a member of CPR.

### How was the application process, difficult or easy?

The application process was hard and difficult because the criteria for shortlisting was very selective. It was not easy for everyone.



Benoit Senani was giving information to the vice mayor and parents when he was the headmaster of a secondary school.

### What were your friends, work colleagues and family members' reactions when you mentioned about planning to have a master's degree?

According to my large family, even they considered my Master's degree as an academic promotion. They also asked themselves that, when I will attend the training, they will manage their life without my usual support. My working Colleagues considered my

Master's degree as an added value in our institution, and they ensured me that they will continue to work as a team.

### What difficulties you had during the program?

I had some difficulties during my studies. I was not in a good climate, because I got some stressful information from my working school and my family.

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

Yes, there are some changes. After IMPEQ program, I worked as a Professional in Educational Quality area.

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

I was a Head teacher of Secondary School during my studies. The biggest difference after IMPEQ is that in my daily activities of education, I used my skills obtained from IMPEQ, and I improved the general quality of education in my school.

**What are the most important benefits of the IMPEQ program?**

The most important benefits of IMPEQ program for me, are the added value on my educational career, and my contribution to the development of my society by using my skills.

**How did you decide to run for politics?**

The decision came from my desire for serving the people of my society. The position that I have is especially for people’s advocacy.

**What are your main priorities as a former educator in your new career?**

I am always an educator and I will be an educator for all my life. In my new career, the biggest difference with the last career is, on the manner of accomplishment of that mission. For example, normativity...



Mr. Senani is at the parliament opening session with President of Rwanda, Paul Kagame.

Academic News

**A new approach on how to measure global competencies**

Prof. Dr. Annette Scheunpflug has contributed to a policy brief of the Global Education Network Europe GENE on “Measuring global competencies.” The PISA-Consortium has recently started to measure and compare “global competencies.” The policy brief critically reflects the idea and the concept of measuring “global competencies” by providing theoretical background and analyzing a variety of global competencies. The policy was written in cooperation with Prof. Elina Lehtomäki and Joffy Conolly from the University of Oulu in Finland.



## EXISTING MODELS ARE NOT SUFFICIENT

Brief stresses that understanding global competences requires a broad scope and there is no competence model, which is based on empirical evidence. Existing models have a limited focus and therefore they have failed to assess the complexity of global competences. A serious challenge for measuring global competencies is the contextual emphasis on different dimensions of learning. Furthermore, there is wide regional variation in the implementation of global education and learning, shaped largely by national concerns. Closest to the multidimensional global competencies are assessment instruments that cover democracy, citizenship, and critical thinking skills. International research integrating multiperspectivity of different cultures is necessary for designing truly global assessment instruments.

## A NEW APPROACH: GLOBAL AWARENESS

The writers also suggest a roadmap: measuring global competencies is linked to a strategic and cumulative research approach that focuses on the understanding of global learning as multidimensional processes. Instead of “global competencies”, they offer a term such as “global mindedness” or “global awareness”.

For the full policy brief and further information please visit: <https://gene.eu/wp-content/uploads/GE-competencies.pdf>

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## Three colleagues completed Ph.D.'s



Marcel Hauer (L), Caroline Rau (C) and Mark Wenz (R) successfully defended their dissertations.

Three colleagues from the Chair of General Education successfully defended their doctoral thesis and earned their Ph.D.'s.

Marcel Hauer, who was a trainer at IMPEQ I, wrote his thesis about “Globalization of pedagogical theories in the 19<sup>th</sup> century. Herbartianism in educational thinking of the USA. A study of intercultural transfer- and transformation processes”. He is continuing his teaching works at the chair.

Caroline Rau's topic is a “Cultural tradition in the humanities. A reconstructive study of teachers' epistemological beliefs”.

Besides her teaching posts, Ms. Rau is also an academic counselor of chair.

Mark Wenz, a former trainer at IMPEQ, also completed his research and will be continuing his work at the chair. Wenz's topic is “The role of non-state primary schools in post-conflict societies - A case study on education in Rwanda”.

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## Prof. Hörmann visited PIASS

During the February 2019 semester, Prof. Dr. Stefan Hörmann - The Head of Quality Management at University of Bamberg - was in Rwanda a visit that coincided with the third stay of IMPEQ III at Protestant Institute of Arts and Social Science (PIASS). During this time, Prof. Dr. Stefan Hörmann visited mainly IMPEQ and Ph.D. classes and on different occasions had meetings with different administration levels at PIASS.

### SINGING TOGETHER

Being visited by the Head of Quality Management in Rwanda was meaningful not only to IMPEQ leadership but also to students. This was perceived as a substantial sign indicating to which extent IMPEQ is supported by the University of Bamberg. The visit took place while students were having sessions related to Master thesis writing. Besides talking to the students (either together or individually



Prof. Hörmann lead the IMPEQ III students chorus during his stay in Butare, Rwanda

during break times) and teaching staff of IMPEQ, it was a refreshing week and full of joy. This was because there was every day half an hour time learning and signing together with Prof. Dr. Stefan Hörmann. During the same period, Prof. Dr. Annette was facilitating a Ph.D. seminar in which the majority was IMPEQ graduates of the first and second batches. Starting the Ph.D. seminar with an agreeable song led by Mr. Hörmann was very helpful and arousing active participation.

### IMPROVING QUALITY MANAGEMENT

This stay was used as well by PIASS as an opportune moment to exchange with Mr. Hörmann especially on the quality management systems in both institutions. In this regard, Mr. Hörmann had a meeting with the top management of PIASS and more especially a particular meeting with the Director of Quality at PIASS. As former Dean of the Faculty of Education at the University of Bamberg, he had fruitful exchange with the Dean and teaching staff in the Faculty of Education at PIASS. Besides, Mr. Hörmann visited one nine-year basic school. He was enthusiastic to see how teachers interact with learners in a context different from the German one, a school located in a rural

area with fewer infrastructures and learning facilities. Young children at this school remained with a nice souvenir of the song with Mr. Hörmann.

### **PARTICIPATED IN THE STEERING COMMITTEE**

In the framework of IMPEQ, Mr. Hörmann participated also in the Steering Committee meeting that took place at Kigali. He was delighted to see the interactive decision-making especially regarding the selection of candidates for the fourth batch of IMPEQ that is starting in October 2019 at Bamberg, Germany.

Being in Rwanda – a country of a thousand hills and many historical and touristic sites – for the first time, some moments were organized for Mr. Hörmann to visit some of these sites. He visited Kigali Genocide Memorial Centre, the Ethnographic museum of Huye, Nyanza King Palace and Kandt House Museum which was the residence of Richard Kandt, the first colonial governor of Rwanda on behalf of Germany until early 1900s.

*By Christine Nyiramana, Butare*



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### **Didactic days to improve teacher quality at ULPGL**



Rector Molo (C) and Dr. Seibert (L) during the sessions

At February, a four days special training program organized at the Free University of the Great Lakes Countries (ULPGL) in Goma, DR Congo. The main goal of the program was to improve the university leaders' academic and scientific education quality. Dr. Julia Siebert of Europa University Flensburg facilitated the event with the ULPGL Team. Trainers

from Germany, Marit Vissiennon of University Leipzig, Dr. Sabine Brendel and Dr. Claudia Nounla gave special sessions to the teachers of the ULPGL, mainly the to the deans and vice dean in charge of the teacher education. IMPEQ I graduate Semerita Kavira Kamundu, IMPEQ II graduates Muhindo Binzaka Roger and Pala Mazambi Bendela technically and organisationally assisted the trainers. In collaboration with the ULPGL Rector Prof. Dr. Kakule Molo, the special education was adapted to the Congolese context.

### MAIN FOCUS IS QUALITY

26 teachers attended the workshops as a permanent participant and 24 others for the didactic (non-permanent) evenings, of which there were 10 students. The content of the training was focused on university didactics. To become immersed in the contextual reality of the university, the trainers began the training with a joint opening lecture. In the course of the latter, they proceeded by three fundamental and open-ended questions: These were “What is the quality of a course at the university according to you? In your opinion, what are the important and urgent topics to be addressed for university education in DR Congo? What is bothering you most in your classes and what would you like to change from a didactic point of view?”



The training designed for the group.

### CONTENT FITS THE NEEDS OF THE GROUP

The answers to the above questions presented by the teachers participating in the training made it more realistic and motivating because it is part of the university context and especially in the daily practices of teachers. This aspect motivated them more to follow all the activities planned for this basic training centered on university didactics. In short, the content focused on the methods to be used for university education, how to plan courses and the need for self-evaluation and peer assessment across communities of learning between teachers.



In addition, the various training courses and conferences already organized at the ULPGL by the IMPEQ graduates, supervised by Prof. Dr. Annette Scheunpflug, have also served as a solid basis for

the notions on the quality of teaching. The combination of aspects of quality education and university didactics was the desire and interest of teachers to continue with training in academic didactics and quality education.

### **PARTICIPATORY METHODS USED**

The trainers used participatory methods to be able to make the participants contribute to workshops. IMPEQ graduates were each placed in a workshop to assist the main trainers. The trainers noted that the selected teachers had already been trained in “Active and Participatory Pedagogy” as this allowed them to adapt to the new methods proposed by the trainers. This practice was regarded as a new innovation during the basic training in university didactics. It has aroused the curiosity of both students and teachers who have even made commitments to build learning communities to evaluate each other during teaching.

### **DIDACTIC NIGHTS FOR ALL STAFF**

To give the opportunity to other staff who did not participate in the training on a permanent basis, evening sessions called "Didactic Evenings" were organized. During the three didactic evenings, Ms. Vissiennon spoke about the topic of "Teach = learn?", Dr. Brendel about "What is university didactics?" and Dr. Nounla about, "What pushes us forward?". *By Semerita Kavira Kamundu, Goma*

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## **Master thesis’ of IMPEQ III students cover many fields**

In July 2019 the students of the third IMPEQ cohort will be graduating with their MA degree from the University of Bamberg and in partnership with PIASS. Before the students can hold the degrees in their hands, they first have to write their master theses. As for the two previous cohorts, there are some very interesting pieces of research.

### **SEVEN IN FRENCH, 13 IN ENGLISH**

Out of 20 MA theses, seven will be written in French and thirteen will be written in the English language. Students are currently conducting research in South Sudan, Cameroon, Ethiopia, Burundi, Rwanda, the Democratic Republic of Congo, and Madagascar.

Eight of the MA theses include an intervention where students either collected data before and after the intervention (e.g., teacher training workshop) or interviewed participants after the workshops took place. While most students use semi-structured interviews in their studies, two students use classroom observations as the primary method for data collection and two other students conduct document analysis. The research projects address various aspects of quality education across levels of schooling ranging from early childhood to primary, secondary, and tertiary education.



IMPEQ III students during their stay in Bamberg.

## DIFFERENT ASPECTS OF EDUCATION

Five students – Malona Joseph Noah Kilonga, Dancille Nyirarugero, Nyota Sifa Kavira, Françoise Tcheusi Sadiki, and Siberie Kavira Kivatsi – look at teachers and university lecturers’ perception of classroom practices including good learning climate, classroom management, time management, and feedback.

## WORKS FOR QUALITY EDUCATION

Leadership skills, professional capital, and leadership skills within the Protestant profile as well as teachers’ perceptions of the Protestant profile in general, is another popular topic, which five students will address in their MA theses – Essaw Samgwa’a, Eyob Tsige Terefe, Meschac Vunanga Karhakabire, Gerard Kasereka Tuvere, and Ernest Nkurunziza.

Two students respectively examine the following aspects of quality education: complex tasks for cognitive activation by John Tombola Baraba, and with regard to literacy by Nicole M. H. Andriamonjy H.; inclusive education by Yakani Stephen Amule and Tharcisse Zirimwabagabo, and peer learning and learning communities by Leopold Niyonzima and Monique Nyirandikumana.



Franck Havyarimana studies perceptions of pre-school teachers of pre-concepts in early childhood education. Mercy Lemnyuy Fai Epse Njobati pursues questions of gender equality in secondary schools. Ornella Nsoki Malanda analyzes the effectiveness of educational policies, and Kenyi Peter Alison Motijang inquires into teachers’ strategies for addressing challenges of primary schooling in refugee camps.

## GOOD LUCK WISHES TO ALL STUDENTS

The topics again represent an exciting selection of issues that are pressing with regard to quality education. Yet we all know that the students are facing a period of intensive work full of compromises for a rewarding goal; that is, a finished MA thesis and degree in hand. Over the next weeks and month, perseverance and self-discipline will go a long way towards this goal. However, we all should send out good wishes and good thoughts to the students. We wish them great success!

*By Susanne Ress, Bamberg*



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IMPEQ is a project of the University of Bamberg and collaboration with  
Protestant University of Rwanda (former PIASS) - Butare, Rwanda  
Université Evangélique du Cameroun - Bandjoun, Cameroon  
Université Libre des Pays des Grands Lacs - Goma, Democratic Republic of Congo

Supported by:

