

MASTER
EDUCATIONAL
QUALITY
IN DEVELOPING
COUNTRIES



IMPEQ NEWSLETTER

Summer Issue June 2020

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IMPEQ

Educational Quality in Developing Countries

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IMPACTS OF COVID-19 ON TEACHING AND LEARNING

**Dear IMPEQ-students participants,
dear colleagues,
dear friends of IMPEQ,
dear readers,**

if we only think back for some months: none of us could have foreseen or even suspected the situation in which we all live today. An invisible virus threatens the life and well-being of almost everyone in nearly every country in the world. Many people are infected by this virus, far too many have already died, and unfortunately we have to conclude that this global threat is by no means over or under control, but continues to threaten many people in many countries. So I can only hope that none of you are seriously ill and does not suffer too much from the consequences of this special situation. The pandemic started just after having finished the second phase to attendance of IMPEQ IV and we are happy that everybody still arrived at home before the travel situation became difficult.

In our IMPEQ teaching, we have considered and discussed several times what globalization means for all of us today and what consequences we have to draw for a global framework for education, for our concepts and for our work in schools. Now a virus shows us in a completely new way what globalization means. It travels unrecognised with countless people who move around our globe and use the possibilities of today's mobility; and as IMPEQ participants and employees, we are also one of those who travel back and forth between two continents a good number of times. I think now of the reports in the Old Testament about the numerous plagues in Egypt. At that time of history, people were exposed to such natural forces much more directly.

The situation will also affect our work in IMPEQ in the future. Some of the PhD students are currently in Germany and cannot return to their home country now. For the participants in the current IMPEQ course, it means that the next course unit cannot take place "in person" in September. However, thanks to the technology of the Internet, e-mail and video conferences, we have the opportunity to maintain contact in new dimensions and to use this electronic networking. We will redesign the next units of the IMPEQ course so that they are partly soon available as online learning. We will inform everyone involved in the near future even more precisely how this will look like and hope that everyone can use this opportunity to carry out the next units despite the restrictions and not to lose any time. As well, we will prologue phases of attendance in 2021 for compensation.

I sincerely wish all of you, your families and your congregations and communities to remain healthy and that you can cope with the challenges of this special time. We all from the IMPEQ team are with you in our thoughts and our plans and look forward to further co-operation with you.

**With kindest regards from Bamberg
Annette Scheunpflug**



MOVING TO E-LEARNING IN RESPONSE TO COVID-19 LOCKDOWN – AN EXCITING EXPERIENCE

Since the first positive case of COVID-19 was confirmed on 15th March 2020, different prevention measures including closing schools, and universities until September 2020 were taken by the government of Rwanda. The use of technology was then encouraged to ensure a continuous learning process. For lower levels, that is, nursery, primary and secondary levels parents, relatives, and teachers were sensitized to make use of e-learning programs that were put in place by the Ministry of Education via Rwanda Education Board to help children continue learning from home.

EXPENSIVE INTERNET AS A HURDLE

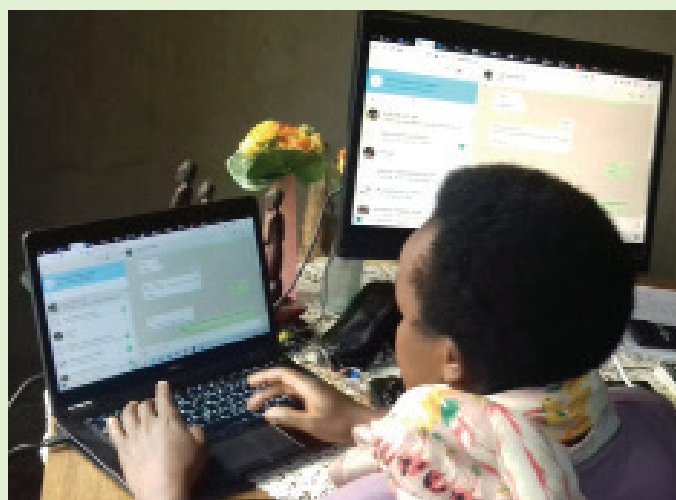
Given that a very few number of the population can afford internet cost, a variety of additional options like television, and radio were used to reach a big number including those living in remote areas. Complementarily, telecommunication companies assisted by alleviating the bundle charges for e-learning platforms.

FIRST UNIVERSITIES STARTED

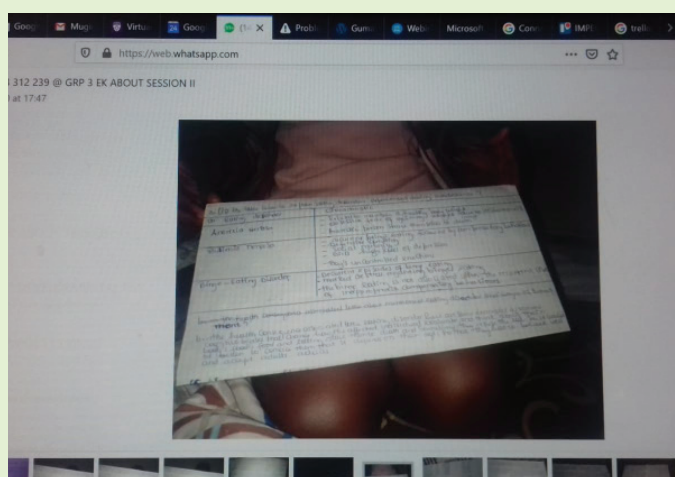
Regarding universities, online teaching was usually used by only a few of them. The rest mainly used face-face teaching, and online options would be used by some teachers to provide individual support, and feedback to students. After the COVID-19 lockdown, teachers committed to using the online options more as they waited for better solutions to be put in place.

TEACHING THROUGH WHATSAPP

As far as I am concerned, I was to teach a common module that would bring together 11 classes of about 320 students. I knew about different online learning platforms that I could use such as Google meeting, Skype, WhatsApp, etc. Knowing that very few students had laptops, and how costly internet could be for them, I figured that WhatsApp could be the best platform. Helped by class representatives, we created class-based WhatsApp groups, and



Christine Nyiramana, who is teaching to 320 students in 11 different classes at PIASS, moved all teaching to WhatsApp, which is the cheapest and easiest communication method to be reached by the students.



Students without laptops sent their works by taking a photo of their text and sending it via WhatsApp. At the beginning it was a big challenge to read their text for Nyiramana, but by the time they all get used to it.

Continued Page 4

MOVING TO E-LEARNING IN RESPONSE TO COVID-19 LOCKDOWN – AN EXCITING EXPERIENCE

I made a timetable for each group. The next step was to reflect on a strategy to ensure active participation of every student. For this, I broke down my lesson into small sessions. For every session, students were given a summarized power point presentation including objectives of the session, enough reading materials, and activities to work on for self-assessment.

PARTICIPATION ENSURED

Activities were to be done either individually or per small groups of six students maximum. For group assignment, every group was asked to form a separate sub-WhatsApp group for me to support them, and monitor their active participation. Besides, I made sure that students questions are answered on time, but by first involving students before providing my inputs.

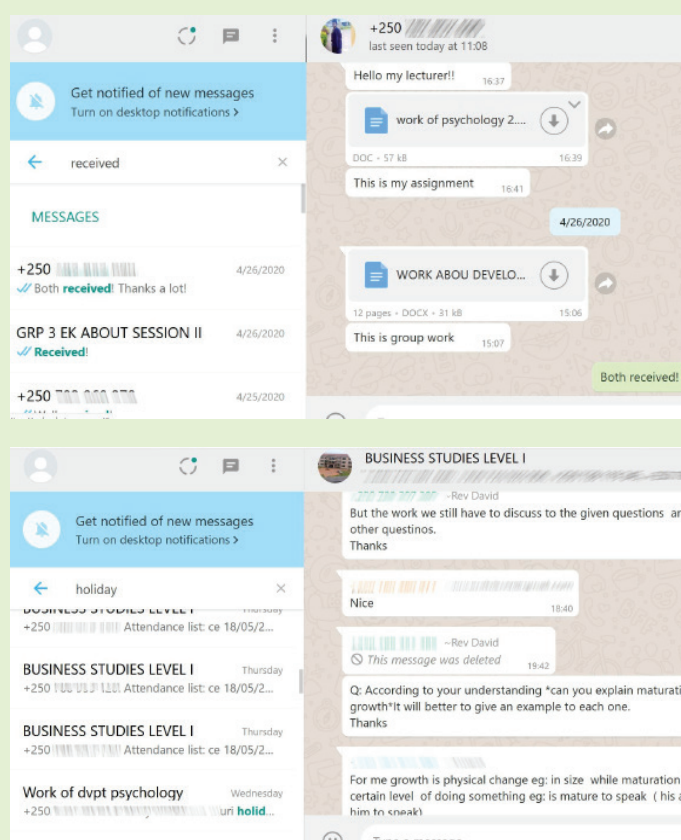
HOMEWORKS BY CELL PHONES

Students without laptops were asked to send their works by scanning handwritten texts with their phones. At the beginning, it was a big challenge to many of them as the first texts were very hard to read. I had to teach them how to make this with a good quality, and at the same time encourage and teach them how to use smartphone apps like WPS, and notebook for typing. I could observe improvement in the later submitted works.

CONCENTRATION PROBLEM

Other challenges include that it took time for students to consider the WhatsApp groups as normal classrooms. At the beginning, they could post irrelevant, and distracting messages, but, I made use of every challenge as a learning opportunity for me, and the students.

In a few words, WhatsApp has been of a big help to me, and my students because we were able to



Some students sent their assignments by uploading their works via WhatsApp in communications with the lecturer.

share, and discuss. Today, an improved eLearning platform called “Moodle” has now been introduced at my institution. If more trainings given to us as teachers, and the students are being offered, there is no doubt it will be even more efficient. The problems however, will be that not all students have high capacity phones to use it, and the pending fact that internet is costly, and slow in some areas. *By Christine Nyiramana, Rwanda*

MADAGASCAR EXPERIENCE ON ONLINE TEACHING: LEARNING FOR ALL PARTIES

Following the covid-19 pandemic, I carried out a distance-learning project with third-year primary school students in Madagascar. The objective was to continue learning at home.

DIFFERENT COMMUNICATION CHANNELS USED

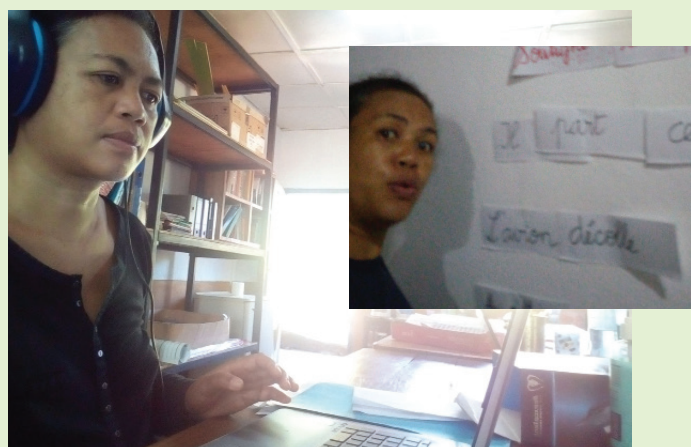
In order to allow all students to learn with the collaboration of various parents, different ways of communication were used. At the beginning of each week, the learning activities in addition to the follow-up methods were sent to the parents by e-mail accompanied by a call, short message service (SMS) and a voice recorded message.

Considering that Facebook is more affordable in Madagascar, the lessons were published in a Facebook page created since the commencement of the COVID-19 pandemic. This allowed me to better activate the students thanks to the publication of videos, photos and different documents. As internet access remains a challenge, the pupils or their parents made photocopies of some documents on demand.

In view of the completion of the different tasks by the pupils, their parents assisted in returning to me the feedback of their work through WhatsApp, Facebook, E-mail or submitting them physically to me. This feedback was undertaken according to the different abilities of the pupils.

PARENTS' REACTIONS

Some parents view this change as abrupt and reacted negatively and angrily. They expressed their worriedness about the continuity of learning and the expenses incurred in time and money regarding internet connection in addition to the printing of documents. On the other hand, they were critical of the challenges faced by the pupils whose tasks were not written or photocopied and handed to them. With improved communication however, these reactions were becoming more and more positive.



Due to the Covid-19 pandemic, distance-learning methods applied in different ways that fits to the possibilities of students.

HOMEWORK CONFUSION AND HOMEWORK CLASS

Parents' reactions made me to realize that there was a confusion between homework during the face-to-face instruction and home-classes. In face-to-face instruction, students took a short activity home as homework, but in home-class model they have to do all the learning activities at home. This was done about four hours a day with the autonomy of the pupils safeguarded and respected.

CHALLENGES FOR PARENTS OR OTHER FAMILY MEMBERS

According to the feedback, the challenges for parents and other family members relate to time management and their roles. Their intervention requires them to organize their activities. In the absence of clear instructions, parents and other family members voluntarily took on the role of the teacher. This is complex and challenging.

Conclusively, the closure of the schools is a rich learning experience for me as a teacher as well as for the parents.

By Nicole Andriamamonjy, IMPEQ III Graduate, Madagascar

OFFICIAL OPENING OF IMPEQ IV IN RWANDA STARTED WITH FULL CLASS



IMPEQ IV students actively take part in the opening ceremony during the second semester in PIASS in Butare-Huye, Rwanda.

The official opening of the fourth cohort of International Master Program of Educational Quality for developing countries (IMPEQ IV) took place on February 12, 2020 at the Protestant Institute of Arts and Social Sciences (PIASS) Butare-Huye, Rwanda. This was a twin occasion that also witnessed the official opening of the 5th IMPEQ Conference. This official opening for IMPEQ IV fitted within the second attendance for the Master study. It should be noted that the first attendance for IMPEQ IV earlier took place at the University of Bamberg, Germany in October 2019. IMPEQ IV is made up of 23 students (11 females and 12 males). It is the first time that an IMPEQ cohort carried a close to 50 percent female representation. These students are drawn

from eight African countries, namely; Rwanda, Democratic Republic of Congo (DRC), Cameroon, Tanzania, South Sudan, Burundi, Zambia and Liberia.

The chairperson of the IMPEQ steering Committee, Rev. Dr. Jean-Blaise Kenmogne in his opening address congratulated the students for being selected from amongst many applicants. He drew their attention to the fact that the investment was intended to serve their sending organizations, countries and Africa as a whole in improving educational quality. He rendered gratitude to Bread for the World for the funding support and the University of Bamberg for organizing the master studies. This was concurred by the chairperson of the ceremony – the Governor of the South Province (Huye) of Rwanda who

Continued Page 7

FIRST TEACHING OF IMPEQ IV IN RWANDA STARTED WITH FULL CLASS

expressed gratitude to Bread for the World and the University of Bamberg for such and innovative support through educational quality. He equally noted with thanks the important role PIASS was playing in shaping the educational landscape in Rwanda as well as providing the international platform for learning. The event was witnessed by representatives of Bread for the World, Dr. Julia Seibert and Mr. Cyr Nestor Itoua-Ayessa who gave words of encouragement to the students. The students on their part were highly inspired by keynote address for the twin event on the theme, "Education for Globalization". This was given by Prof. Dr. Annette Scheunpflug, who is the initiator of IMPEQ and also the Head of the Chair of Foundations in Education at the University of Bamberg.

THANKS MESSAGES TO ORGANIZERS

The IMPEQ IV students expressed their joy and gratitude through songs and words of thanks to Bread for the World, the University of Bamberg and the three partner Protestant Universities in Africa, namely PIASS, Université Libre des Pays du Grand Lac (ULPGL) and Université Evangélique du Cameroun (UEC). The rectors of these three African universities, were proud to express the IMPACT of IMPEQ, not only to their universities but also to their communities and countries.

GRADUATION EARMARKED FOR 2021

This occasion gave the opportunity for IMPEQ IV students to meet and interact with graduates of IMPEQ I to III especially on their research work during the poster presentations. Following the study program, IMPEQ IV is expected to graduate in July 2021. This will increase the number of IMPEQ graduates from 60 (graduates of IMPEQ I-III) to 83 (IMPEQ I-IV). This is equally a representation of 11 African countries including Madagascar, Ethiopia and Ghana.

By Fondzenyuy Frederick Njobati reporting from Rwanda



Students and graduates also attended the conference and share their experiences during the breaks for further collaborations.



The conference was an opportunity for the IMPEQ graduates to get together and discuss the impact of their work after the graduation.

BUSY SCHEDULE IN RWANDA MEETING: TEACHING AND LEARNING FOR ALL



The fourth cohort of students in the International Master Program in Educational Quality (IMPEQ) of the University of Bamberg-Germany converged on the Protestant Institute of Arts and Social Sciences (PIASS) Huye on February 9th, 2020. This marked the beginning of the second attendance, after the first attendance at the University of Bamberg-Germany in October 2019.

As a student assistant and a mentor on the Chair of Foundations in Education at the University of Bamberg and an IMPEQ III graduate, I had the opportunity to be part of the PIASS community for the fourth time.

ALL FOUR COHORTS MEET

The one-month stay was hectic due to, not only IMPEQ IV attendance, but also the fifth IMPEQ international conference, IMPEQ IV inauguration, IMPEQ book lunch and two PhD seminars for sub-Saharan African scholars supervised by Prof. Scheunpflug. In regard to the IMPEQ IV attendance, all the activities took place as scheduled and I assisted in mentoring, organizing teaching materials and other assigned office duties. Meanwhile, the students who had health challenges, received prompt and adequate treatment. The fifth IMPEQ conference was planned to coincide with the IMPEQ IV second stay and brought together the IMPEQ graduates from all the

four cohorts. I was part of the panel discussion and poster presentation on the topic of “critical globalization in the framework of enhancing individuals and reducing the gap” with focus on the gender perspective of the topic.

PHD SEMINARS FOR IMPEQ TEAM

As part of the organizing team, we organized a cultural evening that brought to the limelight 11 different cultures from Burundi, Cameroon, Congo, Ethiopia, Germany, Liberia, Madagascar, Rwanda, South Sudan, Tanzania and Zambia. It was an eventful evening and reflected the multinational dimension of IMPEQ.

I was privileged to be amongst the 20 IMPEQ graduates whose MA-theses were launched for 2020 publication in the New Perspectives on Quality Education in sub-Saharan Africa, a book series edited by Annette Scheunpflug, Susanne Krogull and Suanne Ress.

Two PhD seminars organized by Prof. Dr. Annette Scheunpflug, took place at PIASS and I also had the opportunity to share ideas with peers, with the supervisor providing useful insights to different scholars' works. The stay was therefore characterized by educational, spiritual and social camaraderie. I left Rwanda fulfilled and with lots of memories of the hospitality of the Rwandan people and the special Rwandan dishes served by Pastor Ruth Nyiramana and her team of expert chefs. *By Fai Mercy, IMPEQ III Graduate, Cameroon*

MOTIVATION OF IMPEQ STUDENTS IMPRESSES BAMBERG ACADEMIC

Foundations of Education chair member Dr. Caroline Rau was at the teaching team during the last visit to Rwanda. Since it was her first time Africa, Rau underlined that her teaching start with great curiosity. She was particularly pleased about the direct exchange with the students, because the students face different challenges as leaders in their respective working environments. She said that, "Above all, my commitment is based on the expectation that I will gain a deep insight into their concrete, practical leadership actions „at first hand“ directly from the stakeholders and provide impulses for further development."

GREAT DESIRE TO LEARN

According to Rau, the most different point in her experience was that she was particularly impressed by the great motivational and volitional willingness of the students. The students are enormously interested in learning as much as possible and in making the theory fruitful for their own practice. She was also surprised by the good atmosphere and the gratitude of the students towards the lecturers. For example, the students expressed their gratitude during intensive and joyful vocal performances. Many opportunities were taken to make music together.

COLORS OF ENGLISH

Rau found her teaching at the PIASS a great enrichment. Many students from very different countries in sub-Saharan Africa have given her an insight into their everyday (working) world. Even if there are similarities, there are many differences: While, for example, in some regions of Germany more and more schools are being closed due to ever decreasing population density, some African countries - such as Rwanda - are facing a large population growth. It was particularly interesting to get to know and further develop concrete practical concepts on how to educate the large number of students on the basis of good and effective teaching. It was also particularly exciting to get to know for her that so many different dialectal colors of the English language and to communicate with each other across these dialectal colors.



Dr. Caroline Rau was so excited with her first experience in Rwanda and teaching at PIASS for IMPEQ students.

INTENSIVE USE OF OPPORTUNITIES

Dr. Rau sees some differences teaching between to German students and to an international group. For her perception, African students work in a much more concentrated way: learning opportunities are perceived intensively. Students also use the exchange with their fellow students to deepen what they have learned and make it fruitful for their school practice. The African students also make intensive use of the opportunity to talk to the lecturers and to discuss the contents of the Master's program with the teaching staff outside the regular seminar and lecture times. "This was the most different part of the teaching program comparing to the in the European context and it was a great experience which I enjoyed a lot" she says.

UPDATING MORE THAN 33 COMPUTERS: A BOOM FOR IMPEQ GRADUATES

In parallel with the 5th IMPEQ Conference which took place in Butare-Rwanda from 12 to 13 February 2020, an intensive IT maintenance activity was carried out.

At the outset, the following should be clarified: any candidate selected to be part of the IMPEQ students receives a computer which is made available to help conduct the work effectively during the two years of training with a view to obtaining the Master. After two years, when the candidate has successfully completed the training, the computer received becomes their private property.

UPGRADE FROM WINDOWS 7 TO 10

Taking into account the rapid evolution of technology and having the concern of always keeping in touch with graduates, the IMPEQ Coordination Team has decided to launch a free operation to upgrade all the laptops granted to students of the first three cohorts.

The main objective of this operation was to migrate the computers to allow them to pass from Windows 7 to Windows 10. To carry out such a delicate operation, Mr. Günther Fösel, a technician of the IT Department of the University of Bamberg travelled to Rwanda from 08th to 20th February 2020. With an exceptional tact, Mr. Fösel performed the following operations on each computer presented to him:

- *Replacement of the hard disk with a fast SSD with 500 GB storage capacity.

- *Installation of Windows 10 Home on the new SSD

- *Provision of the old notebook hard disk, on which complete data were stored, as external HD in a case that can be connected to the notebook via USB.

- *Transfer of all data to the new SSD on Windows 10.

EXTRA STORAGE SUPPLIED

In the end, 33 beneficiaries were all the more satisfied because all their data were stored at the old hard disks and were not touched. In addition, all data were copied to the new hard disk. Furthermore, the old hard disks were prepared to be used by IMPEQ graduates as external storage

Mr. Günther Fösel repaired the damaged computers of graduates.



Students presented a small gift to Mr. Fösel for his efforts. .

medium for backing up and archiving data.

On the new Windows 10 Home, computers were provided with the following free programs:

Adobe Acrobat Reader, Firefox, VLC media player, Irfanview, Notepad++, Skype, Microsoft Translator, Google Translator plugin for Firefox, Libre Office (current version) including open word, open power point, open access and the mail program.

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UPDATING MORE THAN 33 COMPUTERS: A BOOM FOR IMPEQ GRADUATES

Mr. Fößel also replaced damaged batteries with new ones he got in Germany for a reasonable price. Three students from South Sudan who are having problems with electricity at home have been provided with solar panels with a buffer battery to recharge the batteries of their notebooks with the help of sunlight. As the host institution, the Protestant University of Rwanda also benefited from Fößel's skills. He diagnosed the main reason of slow internet connection despite the efforts that this institution has made to provide a high speed internet. He as well, together with IT technicians at PIASS, worked on a plan for a sustainable solution to this problem.

Mr. Fößel found the stay and the work in Butare so great. He confessed that he was deeply impressed by the work the IMPEQ Team is doing in Africa. For his very first trip to Africa, he left a lasting impression. Everyone is grateful to him, including Fine Laurence Nizeyimana, a young Rwandan girl, newly graduated in Computer Science who received an internship from IMPEQ coordination in order to learn from the expertise of Mr. Fößel during the



Mr. Günther Fößel (L) accompanied by IMPEQ staff Claude Njoya (2nd L) and Carina Emmerich (2nd R) and Dr. Caroline Rau (R) from Bamberg.

two weeks that the computer update lasted. The PhD learning community composed by IMPEQ graduates were very grateful to Mr. Fößel as the work he did on their computers was necessary for them to go on with their research projects.

By Claude Ernest Njoya, reporting from Rwanda

Teacher education in the global context: Perspectives from Finland

Two professors from Finland, Prof. Rauni Räsänen and Elina Tehtomäki from the University of Oulu gave detailed information about the programs related to education and globalization which based on intercultural context at a conference in Bamberg. After the opening remarks of Prof. Jörg Wolfstein, the dean of the faculty of human sciences and education, Prof. Annette Scheunpflug said, "Listening to education experts from Finland, known for many years for leadership in the field of education will open new horizons to us." In her speech, Prof. Rauni Räsänen stressed that Finland decided to decentralize its education system at the early 1990's which gave the teachers being rather autonomy. She underlined that there are no inspection for teachers and very few nation-

nal tests for students until the class of 9 and 10. This stress-free education environment paid the stones of success of Finnish teachers and students. Ms. Räsänen told that education departments at the universities are so popular that all the applicants are from top 10 percent of the high school graduates. Prof. Elina Lehtomäki, the professor of global education at the University of Oulu mentioned that their global education program focuses on ethics, policy, planning, curriculum, evaluation and comparative research in education. The program emphasizes North-South-East-West dialogue and includes studies in international education, interculturalism, globalization and their effects on various sectors of education.

EDUCATION IN A GLOBALIZED WORLD

In Rwanda, education experts from African countries have met during a conference in Rwanda to discuss the role of education in the age of a strongly networked world. Participants at the conference “Education for Globalization” reflected upon approaches and methods to ensure a global education in African schools, that can meet the local contexts and challenges in the framework of “Education for Transformation.”

CONFERENCES IN RWANDA PROVIDES A FORUM FOR DISCUSSION

The auditorium of the Protestant University in Butare, which is not far from the Rwandan capital Kigali, was fully occupied during the conference. Students, scientists and representatives of the Rwandan education system look expectantly at the podium, that was expected to be used in opening of the conference „Education for Globalization“. The conference was held in the context of the International Master program „Educational Quality in Developing Countries“ (IMPEQ), which is based at the University of Bamberg and realized together with the Protestant Institute of Arts and Social Sciences (PIASS).

Bread for the World supports the two-year program with 20 scholarship holders. PIASS is a long-standing partner of Bread for the World and has been able to establish its faculty of educational sciences, not least, thanks to the close cooperation with the University of Bamberg. The course was set up by Prof. Dr. Anette Scheunpflug, who teaches Educational Sciences at the University of Bamberg, with a team of teachers in Bamberg, Rwanda, Cameroon and Congo. With great satisfaction and pride, Scheunpflug and the Rector of PIASS Elisee Musemakweli can already look back on three successful cohorts of the Master program. This was greatly appreciated by an impressed governor of the province - Emmanuel Gasana - who welcomed the students and emphasized the uniqueness of the program.

THE MASTER PROGRAM BREAKS NEW GROUND

The program has contributed in introducing groundbreaking changes in two dimensions: on the one hand, the graduates



from different countries work together in cross-regional learning groups and, on the other hand, the candidates* complete the Master program while working. As there is a great lack of qualified personnel in the education sector in many African countries, the program enables students to continue their core tasks in their respective working contexts.

SCHOOL MANAGERS AND CONSULTANTS

The conference was used to officially welcome the fourth IMPEQ cohort of 23 new students. The students come from Rwanda, the Democratic Republic of the Congo, Tanzania, South Sudan, Liberia, Cameroon, Zimbabwe and Burundi. Some of them are working as school managers, coordinating teacher training center as well as serving as pedagogic consultants. Many of the students, who have a wealth of experience within their educational systems, have the opportunity during the program to reflect on their work against the background of global educational discourses for the first time. Graduates of IMPEQ are qualified after the program to evaluate the quality of their educational institution and to initiate and accompany reforms as education experts.

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EDUCATION IN A GLOBALIZED WORLD



HIGH QUALITY EDUCATION FOR ALL - A CHALLENGE FOR MANY AFRICAN COUNTRIES

In global comparison, Africa urgently needs quality education expertise as the education systems in sub-Saharan Africa have the least impact when it comes to giving children and young people access to high-quality education. School systems in many African countries are not able to equip pupils with basic skills such as reading, writing and arithmetic, with the result that around 130 million children are unable to undertake sufficient arithmetic or writing after primary school. The lack of trained teachers is a central factor in the learning crisis in African schools, with only 64% of primary school teachers being trained. Thanks to UNESCO's Education for All initiative, significantly more girls and boys have access to primary and secondary education than 20 years ago, but the quality of education in African schools does not meet global educational standards.

STRENGTHENING THE AFRICAN EDUCATION SYSTEM

This is precisely where the Master program comes in, in that it attempts to strengthen important players in the

African education system. Within two years, students complete a multifaceted program that teaches them key concepts- such as, learning theory, school management, the basics of general didactics and methods as well as approaches to early childhood education and inclusion. Qualitative and quantitative methods for measuring quality in educational institutions are also taught. The graduates in their master theses, then examine an educational topic in the context of their local educational systems. The master theses, some of which are currently being developed into doctoral theses - often offer basic research on specific topics, since research on education in Africa is highly fragmented. The theme of the conference was embedded in aspects of the content of the Master program and was designed in collaboration with the alumni of the IMPEQ program.

TRANSFORMATION NEEDED

The anxiety and waiting finally came to an end when the rector of PIASS Elisée Musemakweli declared the conference open. In his speech, he emphasized the importance of the conference's theme for reforms of education systems in sub-Saharan Africa, as the increasing globalization of education is changing the demands on teaching methods, learning content and the management of schools and universities. African educational systems must transform themselves to equip students with the skills for a networked world. This requires many experts in Africa to accompany this transformation like the reform of teaching curricula in their own countries. These challenges must be met by African, but also by global education policy. With the opening of the 4th IMPEQ program, a further 23 students will be prepared for this important task.

By Julia Seibert, Bread for the World

(Translated by Susanne Ress, University of Bamberg)

*To read the original blog, please go to <https://www.brot-fuer-die-welt.de/blog/2020-bildung-in-einer-globalisierten-welt/> (German only)

CAREER PATH AFTER IMPEQ

A GRADUATE AT BURUNDI INTERNATIONAL LEADERSHIP UNIVERSITY

Franck Havyarinama is a IMPEQ III graduate and teaching at Burundi International Leadership University. He is currently serving as “Dean of Leadership and Governance School”. In this position, Havyarinama’s responsibilities include teaching and administration.

In his teaching responsibility, he conducts subject-related research to be taught and organize how the course will be facilitated from the beginning to the end. In regard to the administration, he makes timetables and allocate courses to lecturers for both undergraduate and graduate students. He also receives research proposals and organize meetings to allocate supervisors. Besides, he handles students’ concerns whenever they arise.

Havyarinama told his experiences during IMPEQ and effects of completing the program.

How did you hear about the IMPEQ?

I heard about IMPEQ from a colleague at the university. The vice-chancellor of the university participated in a meeting in Germany of Protestant institutions and Dr. Susanne Krogull introduced him the IMPEQ program. Then he let me know about the program and I decided to apply.

How was the application process?

The application process was very smooth. I applied in December 2016, two weeks before the deadline, and my application was received and accepted.

What were your working colleagues and family members’ reaction to start a master’s degree?

My working colleagues and family members were as very excited as I was, since everyone knew that I was passionate about education. Therefore, having access to IMPEQ was an entry spot to the realization of my dreams.

Were there any difficulties during the program?

There were surely some difficulties. In fact, after the admission to IMPEQ, my contract was temporarily interrupted due to the fact that I could not accomplish all the responsibilities when I am engaged with IMPEQ program. Therefore, I was given an opportunity to work on a part time basis until I complete my degree.

Franck
Havyarinama



Franck Havyarinama (R) at a reflecting session with a group after learning together at the International Leadership University.

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CAREER PATH AFTER IMPEQ

A GRADUATE AT BURUNDI INTERNATIONAL LEADERSHIP UNIVERSITY

Consequently, I had to look for other means to support my family which turned to affect deadlines of IMPEQ activities.

Were there any changes in your work since IMPEQ program?

Some changes followed the completion of IMPEQ program.

I got promoted from Administrative Assistant position to the position of the Dean in Leadership and Governance school. Meanwhile, I am working towards the establishment of "The School of Education" within the university.

What is the biggest difference in your life after IMPEQ?

The biggest difference in my life after IMPEQ is the improvement of teaching capacity. Before IMPEQ, I knew (and colleagues could affirm it) that I was a good teacher. However, the teaching quality dimension was not considered. Therefore, reflecting on the teaching quality criteria and considering them in all my lessons became the biggest difference. On top of that, this new experience of improving teaching quality makes a positive influence among other colleagues.



Students also share time with Havyarimana (2nd R) after courses.

IMPEQ INNOVATION FUND ESTABLISHED

The 1st round of call for proposals for the IMPEQ Innovation Fund has been closed. We received a total of 28 applications, involving more than 30 IMPEQ graduates. We thank all IMPEQ alumni, who have applied. Applications are currently reviewed by the IMPEQ Team according to the following criteria:

Innovation Potential: How innovative is the idea and how is this innovation linked to quality education.

Budget: Is the budget realistic and justified? Does it observe given limits?

Relevance: Is the project relevance for the context and the state of research?

Collaboration: Does the project involve collaborations with other IMPEQ graduates?

Sustainability: Is the project embedded in an existing organizational framework? Does the project add knowledge

and skills for local stakeholders?

Impact: Are indicators, criteria, and planned activities explained and coherent? Are direct and indirect beneficiaries well identified and described?

Quality of Proposed Activities: Do proposed activities themselves comply with indicators of quality education? Are the proposed activities feasible?

Criteria for Participant Selection: Are there specific criteria for participant selection? Does the selection address common inequality dimensions (e.g., gender, inclusion)?

Compliance with Application Requirements and Project Management: Does the project comply with project management requirements? Is the project cycle with planning, implementing, evaluation apparent?

Visibility of IMPEQ: Does the project contribute to visibility of the IMPEQ program?

CAREER PATH AFTER IMPEQ

TRAINING OF LOCAL TRAINERS: FROM WORKSHOP TO WORK PLACE

A training of local pedagogic trainers on high cognitive activation by complex tasks was organized by the Coordination of Protestant Confessional Schools, known in French as “la Coordination des Ecoles Conventionnées Protestantes” (ECP) of the Baptist Community in Central Africa whose French equivalence is “a Communauté Baptiste au Centre de l’Afrique” (CBCA) in partnership with Bread for the World (BftW) in the city of

Goma, Democratic Republic of Congo. It was facilitated by two IMPEQ graduates as resource persons, namely : Onja Tiana Raharijaona (In-Service Training - Madagascar / University of Bamberg) and Njobati Frederick Fondzenyuy (Pedagogic In-service Training Programme, ISTP - Cameroon / University of Bamberg).

PARTICIPATORY METHODS LEARNING

Cognitive activation through complex tasks is crucial for the development of learners’ competences. It is one of the indicators of the teaching quality. Apart from the content and methodology that was earlier prepared, an adaptation was made based on the progress of the training and the context of the participants found. This took in account not only their needs but also their difficulties. The process of workshop transposition, with the intensive use of simulation processes made a great difference and prepared the transition from the workshop to the workplace. It allowed the trainees to adapt, structure, shape and experience the content and process. Different theoretical and practical activities were undertaken so that these local trainers could in turn reflect on how to transfer the content in a more practical rather than theoretical way when training teachers in the field.

Moreover, the participants were able to experience different



On the training workshops organized by the IMPEQ graduates attracted great interest from the teachers.

dimensions of quality of teaching. On the one hand, they discovered and experienced close to 40 active and participatory methods and equally developed and analyzed complex tasks by themselves. This five-day learning and sharing meeting ended with a closing ceremony and the celebration of the milestone with a fellowship meal, song and dance.

In addition, the enthusiasm, collaboration and commitment of the local facilitators gave an added value to the success of this training workshop as well as assured its sustainability. It should be noted that these local facilitators were IMPEQ graduates connected to the CBCA school quality project. They comprised of Semerita Kavira Kamundu (IMPEQ 1), Rosy Kyakimwe Kaliki (IMPEQ 2) and Jean Kasereka Lutswamba (IMPEQ 1) who is the project Coordinator and is responsible for more than 600 Protestant schools. Finally, this training was an opportunity to enlarge the network of IMPEQ laureates. It demonstrated a good example of South-South cooperation to promote the quality of education in Africa. It also gave the opportunity for reflection, exchange of experiences and mobilization of competences developed through IMPEQ.

By Onja Tiana Raharijaona IMPEQ II Graduate from Madagascar

CAREER PATH AFTER IMPEQ

IMPEQ EXPANDED ABILITIES AND CAPABILITIES OF GRADUATE FOR THE DISADVANTAGED

Yakani Stephen Amule is a third batch graduate of IMPEQ and works in Education and Training Department of South Sudan Apostolic Church in Yei. As his responsibilities include designing, developing and managing inclusive education programs, he tells that he learned a lot from IMPEQ. Yakani is doing lobby work and advocacy on educational issues for the marginalized groups like girls, orphans, minority groups, children with disabilities. He underlines that the courses he took during the IMPEQ program, opened new horizons at this topic. Yakani told how he allied to the program and the hurdles he faced during the work.

How did you hear about the IMPEQ?

Bread for the World (BftW) consultant Ingo Muller told me about the program. During that time he was serving as consultant for BftW project implemented in South Sudan by Episcopal Church's, Education and Training (ECSS) program. During Ingo's time, between 2013 to 2017, I was the focal person for BftW education project implemented in South Sudan. As the leadership of ECSS was lobbying for capacity development of its personal in order to strengthen the implementation of BftW project in South Sudan, I became a priority to be selected to benefit from BftW scholarship.

How was the application process?

In the first place, Ingo Muller forward the website for the scholarship program for the IMPEQ, then I download all the necessary application requirements and I proceeded with filling of the various forms. Then my employer wrote a letter to BftW requesting for staff capacity development in quality education for better services delivery. This was added by recommendation from ECSS and from Ingo Müller from BftW.

What were your working colleagues and family members' reaction to start a master's degree?

At first, my desire was to study my Masters' program in Africa, however my line manager resisted my ideas to have all study background from Africa and he encouraged me to get experience of Master's program outside Africa.



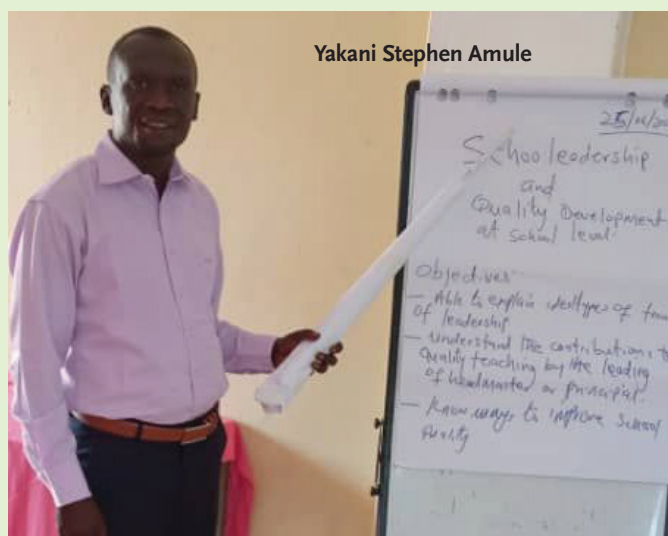
He motivated me to join the IMPEQ program such that I build diverse experience from European context. Some of my colleagues had dilemmas in the nature of program whether full time or part time, their concern was that, if the IMPEQ is a full program, then how will my family and children survive during my study period. While others were so surprised and asked questions, how did I manage to get the chance? They also want to access such study program if it is a distance-learning program. However, at most, all my colleagues encourage me to enroll for IMPEQ.

At family level, the concerns were mainly on issues of family livelihood, the first reaction from my wife was that, how is the family going to survive within these two years? Again, she continued asking, what about the education of my children? Who will support my children in school during my period of study?

Continued Page 18

CAREER PATH AFTER IMPEQ

IMPEQ EXPANDED ABILITIES AND CAPABILITIES OF GRADUATE FOR THE DISADVANTAGED



Were there any difficulties during the program?

Yes, during the study program, I was also been engaged by my employer, ECSS Education and Training to discharge my duties in my professional work such as supporting educational program in South Sudan. I found that, my workload increased, and it became difficult for me to balance employment and study program. In May 2019, the situation became so tense on me as the pressure for submission of Masters' thesis was already at the climax. I almost resigned from my job just to have enough time to enable me to complete my MA thesis.

Also, I had very little time for my family and children, my work leaves days which could have given me ample time to stay with family were all taken up by the study program.

Were there any changes in your work since IMPEQ program?

As result of my participation in the IMPEQ, I had successive promotions from position of Education Project Officer to Education Program Manager. I was given additional responsibility as disability and inclusive education focal person for South Sudan LINC Africa. LINC Africa is a regional network of 18 African countries that has agenda to promote rights of persons with disabilities to access various services: Education, health, livelihood, social and political spheres of live. Additionally, I became a focal person for South Sudan Community-Based Rehabilitation and Inclusive Education Program funded by Lilliane Foundation from Holland.

What is the biggest difference in your life after IMPEQ?

I became highly professional and efficient in programming, while discharging my professional duties. My capacity and competences in scientific writing had greatly improved, and this increased my skills in lobbying and advocacy. For example, I was able to develop three project proposals on education, these project proposals were all been approved and funded to support the delivery of educational programs to the marginalized and conflict affected communities in South Sudan.

I became a champion and resource person in regard to strengthening educational quality and systems in the areas of early childhood, primary, secondary and vocational programs. I gained deep understanding of protestant education and I became a resource person in planning, designing, coordinating, implementation and monitoring of quality of education in protestant schools in South Sudan. The value of tolerance has really changed me much. The program improved my leadership skills, community skills, monitoring and evaluation of educational programs. I built profound skills and competences in presentation at high levels during international conferences and programs, for instance; conducted presentation on inclusive and quality education in Lusaka-Zambia 2018, in Accra-Ghana 2019 and in Netherlands December 2019.

CAREER PATH AFTER IMPEQ

PERCEPTION ON THE QUALITY OF EDUCATION IN THE BAPTIST CHURCHES IN RWANDA

Quality education is a process of intervention with the generation to enable it to acquire the necessary maturity in different aspects of human life such as physical, mental, social, moral and spiritual. This is why it is necessary to invest in the efforts of different stakeholders. These stakeholders include the learners themselves, the Community, the Church and the State.

The learners are also a key stakeholder because they must use all their abilities to understand that others are only brought in to support their efforts. In the context of Rwanda “the child belongs to the whole society and the poorly educated child has no relevance and use”. Thus, the education of the child is a duty for everyone. This is because every adult is concerned with the good attitudes of every child. This is where the crucial role of the parent in education lies.

EQUIP TEACHER PROGRAM

The mission of the Association of Baptist Churches in Rwanda (AEBR) in education is to “Develop intellectual, moral, social, physical capacities among the people and promote Christian values in the society”. The maturity of the human being is total only when the spiritual aspect is also taken into account. That is why the AEBR, since 2018, has introduced in its schools, a program called “Equip Teachers Program”. The AEBR counts on the collaboration between the alumni of IMPEQ and the Protestant Council of Rwanda (CPR) to contribute by facilitating some training sessions. In the same vein, the School Evangelism Program has been introduced. The purpose of these two programmes is to help teachers and school leaders understand that their commitment to God is the basis of their teaching and that when they become good role models, they help their learners to walk the right path (HV Brummelen, 2009, pp. 49-50).

HERITAGE CONSERVATION TAUGHT

Quality education is also conceived as a means used by the community to develop a sense of responsibility among young people. The “school project programme” assist the learners to manage their assets well. Through the school



project programme, learners become aware of the heritage conservation from an early age by doing small income-generating projects while safeguarding the environment. This programme was launched in 2018 in 15 AEBR schools. The projects are mainly agricultural, animal husbandry and artistic. The development of entrepreneurship and leadership skills is the focus of these school projects.

Finally, within the framework of developing quality education in our schools, there are many other initiatives that can be implemented so that the learner acquires values and skills that enable him or her to be integrated at all levels including social, regional and global skills.

By Pastor Uwubuntu Justin, IMPEQ I Graduate from Rwanda (Director of the Department of Education and Health Association of Baptist Churches in Rwanda)

DAIRY NOTES OF A LEARNING EXCITEMENT: FROM FINLAND TO RWANDA

Carina Emmerichs, from the University of Oulu did her internship at the University of Bamberg, Chair of Foundations of Education. She also joined to the team headed to Rwanda for the IMPEQ IV teaching. Carina kept a diary for her travels from Norway to Germany and then to Rwanda. She shared the summary of her notes for the IMPEQ newsletter.

JUNE 2019: Today, my university arranged an event about globalisation and education, and several international visitors came to present their current research. One guest from the University of Bamberg introduced us to the International Master Programme in Educational Quality which is a development programme and a master's course for African students. This is very interesting! Maybe I could do an internship there? I will talk to Prof. Scheunpflug, the person responsible for the course.

JULY 2019: I can't believe it, Prof. Scheunpflug sent me an E-Mail confirming my internship! Oh, I'm so excited! I really want to work in development education one day, so this is the perfect opportunity to gain some experiences.

JANUARY-FEBRUARY 2020, FIRST PERIOD IN BAMBERG Although I'm German and studied for years, I never actually studied at or even set foot into a German university. This is all so new to me, I do like it, though.

DAY 1 IN RWANDA: It's so warm here! Makes me almost forget that I left Finland when there was still snow and the temperatures were below 0°, and Germany wasn't exactly warm either. The people here are very nice. In the morning we are driving from the capital Kigali to Butare where the partner university is situated.

DAY 2: We just arrived in Butare/Huye. After a quick break we start the first lecture in which I will finally meet the students and the rest of the local IMPEQ team. They're all so welcoming! The timetable for the students looks intense but they are all very excited to get started. I love their enthusiasm! They get a quick introduction into this attendance period with more details about the modules to be studied, what type of exams and assessment will be used, and so on. Each week covers one module, and the first and last week's modules will be assessed based on oral exams. The other two modules require the students



to write seminar papers which we call essays abroad. The first module covers the topic of quality education and how its different aspects can be identified and observed.

DAYS 4 & 5: Today and tomorrow we are hosting the 5th annual IMPEQ conference, and this year the topic is "Globalization and Education". It's so great to see so many international guests such as practitioners, principals, policy makers, IMPEQ graduates. The conference is a huge success and gives a great insight into how to approach globalisation and global learning. The workshops and panel discussions are very interesting and well-received by the guests.

DAY 7: Oral exams! Probably every student's nightmare. Our students are nervous before their exam, but mostly quite satisfied with their grades in the end. I'm happy to see that our daily mentoring sessions helped them and made them feel more secure in general. As some of their course contents overlap with what I am studying, I can help them understand the material better, and give some additional input. This created some interesting discussions in which I also gained some insights from their perspective. Especially my input and tips for structuring and writing essays seemed to have helped them.

DAIRY NOTES OF A LEARNING EXCITEMENT FROM FINLAND TO RWANDA

DAY 9: After one week of long days I am so tired and just looking for a day off. The programme is intense but also so interesting! I visited some lectures, did some office tasks, and took over some of the evening mentoring sessions. I'm amazed by how quickly the students manage to take in the material.

DAY 10: This week's module discusses leadership and creating change. I can see the students' experiences in the field of education so clearly now; they apply the concepts they learn to their contexts and discuss how to create change and become leaders in their schools and organisations. I'm absolutely fascinated and have lots of conversations with them to find out more about their backgrounds.

DAY 13: The German team left, I'm the only representative left from Bamberg now, in a few days one more staff from Bamberg will arrive. The other colleagues let me teach full lectures, and I enjoy it so much as I haven't had the chance to teach regularly the last two years due to my own studies. I focused mostly on my teacher training which I underwent myself, and the responsibilities of principals. The students seem to enjoy it, too, and ask me lots of questions about the English and Finnish education and teacher education system.

DAY 18: This week's module is on research methods and approaches. I'm focusing on more smaller tasks besides tutoring and mentoring, and I can feel that everyone is feeling slightly exhausted. The days are still long, but everyone is still doing their best. Students are still very eager to learn new things and to deepen their educational knowledge. They start to see the connection between the different modules and topics.

DAY 20: Today, we are visiting a local primary school, this is gonna be so much fun! One of the first things I notice are that one wall at the schoolyard shows paintings of Tintin, Asterix, and other comic characters. The principal was very happy to welcome and cooperate with another IMPEQ cohort. The kids are very excited to greet visitors and have us observing their classes.

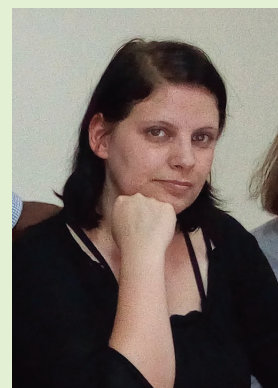
DAY 28: The last week and last module are almost over.

This week's module covered monitoring and evaluation and discussed international monitoring such as PISA. I was glad that I could give more input and help promote the students' discussions of these topics.

DAY 29: The lectures are over! The students as well as the staff are exhausted and happy to have finished another successful period of attendance. The students' exams went well and a good number of them were surprised by the good grades they got. Me, not so much because I saw how much progress they made over the last weeks. Today we are celebrating the end of the second teaching period before we are off to Kigali in the morning from where everyone will be leaving within just a couple of days. I feel kind of sad now as I realise, I will never see the students and some of the staff again. These four weeks were intense and exhausting, but equally rewarding for the students and for us.

MARCH 2020, SECOND PERIOD IN BAMBERG

Now my last two weeks of this internship started. Germany greeted us with winterly temperatures, we are struggling a little bit with the temperature drop of almost 20°C. As I am working in the office to finish some reports and other papers to reflect on and assess the teaching period, I also reflect on my experiences in Rwanda and how lucky I was to have the opportunity to go there and work in this amazing programme, simply because I was lucky enough to go to the event in which IMPEQ was introduced, and have a brave moment to ask for an internship. I know I will keep an eye on the programme and follow it in the future, hoping that more such great programmes will be brought to life.



Carina Emmerichs,
University of Oulu, Finland

ELEVATING THE CULTURE OF EARLY LEARNING IN RWANDA

Spread The Word, a non-governmental organization, is working with partners in Rwanda to enrich the learning culture across the country. Elliott Friedlander, head of Spread the Word underlines that they also collaborate with government agencies to support interfaith coalitions to elevate the culture of learning in Rwanda.

Elliott Friedlander became interested in early learning in 2003 while teaching secondary school in the U.S. Peace Corp in Lesotho. After engaging different social works, he founded Spread the Word in 2019 to promote improved literacy and learning in developing countries.

FAMILIES NEED TO SUPPORT CHILDREN

Friedlander tells that families need better support to elevate the culture of learning in African countries. He underlines that in the developing world millions of children illiterate despite many years of school attendance. To address the crisis, billions of dollars are spent annually to fix schooling. But schools, which are only open a maximum of 15% of the time that a child is awake in a year, cannot do it alone. He stresses that with little linking the home and classroom, children's schooling is frustrating and brief, yielding little benefit to children, families, and nations overall.

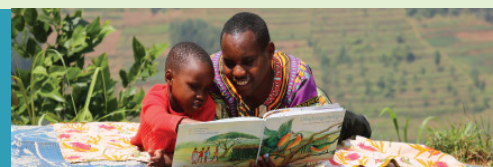
INTERFAITH APPROACH

The education experts tells that governments and NGO's should provide families the knowledge and skills to elevate the culture of learning in developing countries. He mentions that families know that education is the path to a better future and they sacrifice enormously to send their children to school. Yet with little or no formal education, families often don't understand the direct impact they have on their children's learning. Research shows that programs operating at the community level and providing families with the knowledge and skills to support early learning improve children's academic achievement.

To raise awareness of the society and families, Friedlander offers an interfaith approach to elavate the culture of learning. He tells that religious organizations play a prominent and important role in daily life around Sub-Sahara. Since

SPREAD THE WORD

www.spreadtheword.ngo



Elevating the culture of early learning in Rwanda

THE PROBLEM

Families need better support to elevate the culture of learning

A learning crisis rages in the developing world, with millions of children illiterate despite many years of school attendance. To address the crisis, billions of dollars are spent annually to fix schooling. But schools, which are only open a maximum of 15% of the time that a child is awake in a year, cannot do it alone. With little linking the home and classroom, children's schooling is frustrating and brief, yielding little benefit to children, families, and nations overall.



THE SOLUTION

Provide families the knowledge and skills to elevate the culture of learning

Families know that education is the path to a better future and they sacrifice enormously to send their children to school. Yet with little or no formal education, families often don't understand the direct impact they have on their children's learning. Research shows that programs operating at the community level and providing families with the knowledge and skills to support early learning improve children's academic achievement.

In Rwanda, primary school is **6 years** long, but on average, a child spends **8.4 years** in primary school



Only **57%** of Rwandan children reach the 6th grade of primary school

AN INTERFAITH APPROACH TO ELEVATE THE CULTURE OF LEARNING

Across sub-Saharan Africa, churches, mosques, and other religious organizations play a prominent and important role in daily life. Their faiths are text-based, regularly referencing the Bible, the Quran, and other religious texts. Further, religious organizations far outnumber primary schools. For instance, in Rwanda there are less than 3,000 primary schools but more than 10,000 churches and mosques according to one conservative estimate.

Spread the Word, a secular organization, supports interfaith coalitions to enhance early learning. We train religious organizations to improve the learning culture in their communities through workshops for adults, fun activities for children, and the creation and provision of reading materials. Spread the Word and partners work to ensure people of varied faiths are comfortable working together to achieve an elevated culture of learning.

FOR MORE INFORMATION

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Source: World Bank, (2018). World databank
<http://databank.worldbank.org>

the faith based organizations have an important role with in the society Spread the Word trains religious organizations to improve the learning culture in their communities through workshops for adults, fun activities for children, and the creation and provision of reading materials. Spread the Word and partners work to ensure people of varied faiths are comfortable working together to achieve an elevated culture of learning. In Rwanda, for example, Spread the Word works with Umuhuza and Rwanda Interfaith Council on Health which reach 95% of the Rwandan population.

IMPEQ MONOGRAPH SERIES (EDITED BY ANNETTE SCHEUNPFLUG, SUSANNE KROGULL AND SUSANNE RESS)

NEW PERSPECTIVES ON QUALITY EDUCATION IN SUB-SAHARAN AFRICA

Over recent decades, national and international policy actors together with teachers, parents, community leaders, and faith-based organizations have made great progress in providing access to education. Today around the world, more children are in school than ever before. Yet being in school is not enough. These exceptional improvements in expansion of access to schooling require a sustained effort to ensure the quality of education provided in schools. This series presents new findings on dimensions of quality education in the context of Sub-Saharan Africa. The authors in this series have conducted their research in the context of the International Master Program of Educational Quality in Developing Countries (IMPEQ) at the University of Bamberg in partnership with the Protestant University of Rwanda, the Free University of the Great Lakes Region in the Democratic Republic of Congo, and the Evangelical University of Cameroon. The research was made possible through the funding from Bread for the World – the Development and Relief Agency of the Protestant Churches in Germany. The monographs in this series highlight the importance of continuous teacher education and, most importantly, the centrality of efficient leadership for fostering educational policies and practices that meet the needs of all students.

Forthcoming in the IMPEQ Monograph Series:

- ***Abraham Tamukum Tangwe (M.A.):** *School Discipline: Alternatives to Corporal Punishment*
- ***Claude Ernest Njoya (M.A.):** *Cognitive Activation: Pre-Service Teacher Training in Cameroon*
- ***Etienne Uwajyiabo (M.A.):** *Learning Communities: An Approach to Improve the Quality of Education*
- ***Sophonie Rubyangiza Kirotha (M.A.):** *Leadership Skills and Quality Education: The Case of Secondary Schools in Rwanda*
- ***Frederick Fondzenyuy Njobati (M.A.):** *Impact of the Leadership Styles of Principals on School Quality: The Case of Cameroon*
- ***Jean Kasereka Lutswamba (M.A.):** *School Leadership*

and Quality Education: The Case of ECP/CBCA in the Democratic Republic of Congo

***Christine Nyiramana, (M.A.):** *Constructive Feedback: A Tool to Enhance Educational Quality in Higher Learning Institutions*

***Onja Tiana Raharijaona, (M.A.):** *Classroom Management: Primary School Teachers' Experiences*

***Eraste Kakule Bulaya Jumapili, (M.A.):** *Good Learning Climate: Vocational Training in the Democratic Republic of Congo*

***Edouard Ntakirutimana, (M.A.):** *Good Learning Climate in Higher Education: The Case of Rwanda*

***Emmanuel Niyibizi, (M.A.):** *High Cognitive Activation by Complex Tasks: An Engine for Competence-Based Teaching in Higher Education*

***Charles Gahutu, (M.A.):** *High Cognitive Activation in Rwandese Secondary Schools: Practice and Challenges*

***Jocelin Raharinaivo-Falimanana, (M.A.):** *Strengthening Communities of Practice among Primary School Teachers: The Case of Three Neighbourhood Schools in Madagascar*

***Essaw Samgwa'a, (M.A.):** *Professional Capital: Perspectives of Secondary School Principals in Cameroon*

***John Tombola Barabara, (M.A.):** *Cognitive Activation by Complex Tasks in English Textbook "English for Africa" in the Democratic Republic of Congo*

***Mercy Lemnyuy Fai, (M.A.):** *Gender and Quality Education: Perceptions of Secondary School Teachers of Cameroon*

***Vunanga Karhakabire Meschac, (M.A.):** *Leadership in Protestant Schools: Principals' Experiences in Protestant Schools in South Kivu*

***Marie Nicole Andriamamonjy Heriniaina (M.A.):** *Complex Task in Literacy*

***Siberi Kavira Kivatsi, (M.A.):** *University Lecturers' Perspectives on Feedback: The Case of the Democratic Republic of Congo*

***Yakani Stephen Amule Kolowuka, (M.A.):** *Inclusive Education and Teaching Quality: Case of Inclusive Primary Schools in Yei River County, Republic of South Sudan*

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IMPEQ – Educational Quality in Developing Countries

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