

MASTER  
EDUCATIONAL  
QUALITY  
IN DEVELOPING  
COUNTRIES



# IMPEQ NEWSLETTER

*Winter Issue December 2021*

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**IMPEQ**

Educational Quality in Developing Countries

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

This newsletter will reach you in the beginning of the year 2022. We wish you all a blessed new year 2022 with a good health situation, peace and nice days!

Looking back to 2021, it was an ambivalent year: The global pandemic had an impact on all of us. COVID 19 makes the global injustice visible again. For the students of IMPEQ IV, it was impossible to finish the Master Program in July in Germany, as there was no way to travel. Despite we are connected by electronic means, the situation to finish the Master thesis is of course much more challenging when being forced to do it from remote. For IMPEQ V students, who we all welcome with this newsletter, the first phase of attendance needed to be postponed to May 2022. So 2021 wasn't an easy year in regard to teaching and learning in IMPEQ.

On the other hand, this passed year brought us many opportunities to celebrate: We had been very happy and thankful that Bread for the World agreed again for another round of IMPEQ, so that we are able to start IMPEQ V. We celebrated the first two PhD laureates from IMPEQ, finishing their PhD in July 2021. We had been granted with a funding for the university partnership between PIASS in Rwanda, ULPGL in the Democratic Republic of Congo and the University of Bamberg from the DAAD, the German Academic Exchange Service. We received funding for our first joint research

grant from the DFG, the German Research Association. And we received from the University of Bamberg the Diversity Price for our international engagement. So, there is a lot to celebrate!

Therefore, 2021 was a year of challenges, and a year of achievements in our partnership. You will read about these in detail in this newsletter.

I am very thankful for the engagement of all of you who are bringing IMPEQ to live: You as dedicated students, working hard to achieve the best, you as employers of IMPEQ students, liberating them for learning and valuating what students learned and achieved, you as colleagues from the partner universities, and of course, the wonderful IMPEQ team. So looking back to 2021 means as well to extend a big Thank You to everybody of you.

Covid 19 is all over the world still a huge challenge. We know that some IMPEQ students suffer. Please take care, use masks, take distance and follow hygienic rules! In case of any problem, do not forget to communicate! We try to do what we can do to overcome this crisis in solidarity. Do not lose hope!

**Annette Scheunpflug**  
Bamberg, December 30th, 2021



## FIRST 'DIVERSITY AWARD' GOES TO THE CHAIR OF FOUNDATIONS IN EDUCATION



The Chair of the Foundations of Education has staff and fellows from different countries who regularly speak English and French other than German.

On November 8, The University of Bamberg has celebrated its 374th birthday. This year's event, which is called Dies Academicus, was different than former ones because the Otto Friedrich University for the first time offered a prize called the "Diversity Award". The prize was to be awarded for outstanding activities in the context of teaching, research, and transfer or university commitment that focus on social diversity.

### MULTICULTURAL TEAM

The prize was given to the Chair of Foundations in Education. People from different countries, with different mother tongues, different religious beliefs, and different

life situations work together at the Chair. They work together on issues of educational justice, teaching and learning in heterogeneous situations, human rights education, democracy and citizenship education, and peace education, relations between social majorities and minorities, and cultural pluralization. They investigate these topics through research projects and integrate them into their university teaching.

### AWARD REINVIGORATES CHAIR

The staff at the Chair itself perceives their own diversity within the team as positive and enriching; the cooperation is characterized by mutual support and appreciation.

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## FIRST 'DIVERSITY AWARD' GOES TO THE CHAIR OF FOUNDATIONS IN EDUCATION

All members of the Chair are very happy about this award and they hope that it will continue to reflect the colorful diversity at the department, in their research and teaching.

### MULTINATIONAL STAFF AND FELLOWS

The team includes staff members, third-party employees, scholarship holders, and student employees of different age groups. People from different countries (West and East Germany, Turkey, Cameroon and Rwanda, Iraq, the Democratic Republic of Congo, and Madagascar) work together, people without and with migration backgrounds and people who have fled. In this team there are seven different mother tongues, German, English, and French are spoken. People with visible and invisible impairments work together. There are people with different religious backgrounds in the team, some describe themselves as devout, others as less devout or non-religious or non-denominational.

### VARIOUS BACKGROUNDS

Some people would be described as very wealthy in an international context, others as living in precarious situations. Activities in its work on basic questions of education and educational science, the team of the Chair of Foundations of Education deals with questions of diversity in research, teaching, and transfer, among other things. The research focuses on questions of education and upbringing in different spatial contexts. The team conducts research on questions of world social orientations of migrants from Turkey in Germany and on questions of global learning as well as education for sustainable development, on cultural orientations of teachers and cultural transmission in rural areas as well as on questions of religion and education.

### DIFFERENT FIELDS

Some of the research takes place in a wide variety of international collaborations. The topic of diversity plays a significant role in teaching in many places. The team tries to systematically integrate its international partners into teaching. It is successively expanding the proportion of diversity-relevant content and structures in the ge-



On behalf of the Chair, Evi Plötz and Emmanuel Nyibizi accepted the Diversity Prize at the 374th Dies Academicus celebration (top). After the award, the Chair celebrated the award with a dinner in Bamberg (bottom).

neral education modules in the teaching profession as well as in the Bachelor's and Master's degree programs in education.

### IMPEQ IS A KEY COMPONENT

The International Master for Educational Quality in Developing Countries is also based at the Chair. Currently, 24 students from Sub-Saharan Africa are studying in the fourth semester of this program. The team engages in many activities to promote a cosmopolitan, non-violent life and to stand up against discrimination and racism.

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## FIRST 'DIVERSITY AWARD' GOES TO THE CHAIR OF FOUNDATIONS IN EDUCATION

Other than Diversity Awards, this year for the first time outstanding achievements or initiatives in sustainability in three categories were also awarded: Research, Study and Teaching, and Campus Management.

### MESSAGE FROM THE SCIENCE MINISTER

The welcome address of the Dies Academicus has been made by Prof. Dr. Christine Gerhardt, Vice President for Diversity and International Affairs of the University, followed by greetings from Bernd Sibler, Bavarian State Minister for Science and the Arts, Prof. Dr. Sabine Doering-Manteuffel, Chairwoman of Universität Bayern e.V., and Prof. Dr. Dieter Timmermann, Chairman of the

University Council of Otto Friedrich University Bamberg. University President Prof. Dr. Kai Fischbach summed up the highlights of the academic year in his ceremonial address. The ceremony ended with the awarding of outstanding young scientists and students of the university. Thus, the university awards a habilitation prize and four doctoral prizes. The brass ensemble of the Chair of Music Education and Didactics provided musical accompaniment to the ceremony. *By Evi Plötz, from Bamberg*



### IMPEQ IV

## FIRST SET OF MASTER THESIS SUBMITTED

**D**ue to the worldwide Covid19 crises, IMPEQ IV teaching and mentoring had continued online alongside challenges linked to the internet connection. This has not perturbed the motivation and steam in the learning journey of the group. The IMPEQ team is very proud that the students are working hard and that the first set comprising of ten students have submitted their master thesis despite the aforementioned challenges. The IMPEQ team equally recognizes with satisfaction the commitment that the remaining set of students is putting in to complete and submit. We use this medium to congratulate all the students.

### NEW STRATEGIES

The IMPEQ team and mentors are aware of the complex and difficult circumstances in which the students are studying and working. The team is working hard, adapting different strategies to support in regards to the individual needs and situations. Some of these strategies comprise weekly meetings with groups of students and with individual students, regular checking, and feedback on written work; all of which are online. A lot of time is invested in individual student sup-

port. There is no doubt that the final writing seminar in presence could have been more fruitful and less stressful. Slowly but surely, the team is convinced that all students will complete by the end of March 2022 (in the Winter Semester, 2021 – 2022). This prolongation to allow for students to complete is thanks to the reflected consideration by the steering committee, Bread for the World, and the University of Bamberg.

### GRADUATION TO BE DETERMINED

The excitement and wishes to have a face-to-face graduation ceremony when all the students have submitted their thesis is the great wish of the IMPEQ team and students. However, with the increasing and changing nature of COVID 19, the way of how to organize this graduation is not yet determined. The team also notes that some of the students are already suffering from this crisis and stay connected with them. The IMPEQ team encourages the students to communicate and continue cooperating in the writing process through their learning communities.

*By Frederick Njobati, from Bamberg*



## WELCOME TO IMPEQ V STUDENTS

In October 2021, IMPEQ welcomed 21 students as the 5th cohort of the program. The IMPEQ team is now on to the 100th student and more! In the past two years, the global COVID-pandemic has presented IMPEQ with tremendous challenges, which the program has nonetheless been able to tackle due to the dedication of its students and supporters. Therefore, the team is very optimistic that this new cohort will be able to finish their studies in 2023.

### 21 NEW STUDENTS

Once again, the 21 IMPEQ students are principals, education coordinators, teacher trainers, and university lecturers. Students come from 4 different countries including Rwanda, DRC, Cameroon, and Zambia. 10 of them are women and 11 men, which means that once again, IMPEQ has achieved near parity in gender. And of course, the students are motivated to immerse themselves in ideas and theories of quality education.

### LEARNING NEW SKILLS

In the coming four semesters, they will learn about indicators, principles, and strategies of quality education in classrooms and different types of schools and universities. They will explore philosophies and ideals of the Protestant profile of education and discuss how to translate this idea into everyday practices in classrooms and efficient yet collegial leadership structures in schools.

They will ponder over questions of classroom discipline, communication, learner-centered strategies,



Because of Corona restrictions, the 5th cohort of the IMPEQ students could be able to travel to Germany. The first meeting and the teachings were held through online mediums with the attendance of students.

pre-concepts of numeracy and literacy, and many other issues that are central to further educational quality in their respective education systems. Most importantly, students will learn to master the art of research methodology as well as the reading and writing of academic texts. **FOR THE QUALITY OF EDUCATION**

They will acquire the tools they need to take their own curiosities and work experiences from an initial hint to a research question, into the process of

data analysis, and finally, the writing of a Master thesis. As part of their IMPEQ journey, students will develop and realize workshops and training related to dimensions of quality education. The Team is excited to celebrate this new cohort of students and is looking forward to their important work.

### FIRST MEETING: ONLINE

Teaching has already begun with online lessons in measurement and documents (Module 6), which provides an introduction into what is science, academic reading, and writing, self-organization, and time management. On October 31, 2021, the IMPEQ organized an online welcome session, which all students attended.

The first face-to-face period of attendance is currently planned for May 2022 in Germany at the Otto-Friedrich-University Bamberg. Once again, a warm welcome to the 5th IMPEQ cohort.

By Dr. Susanne Röss, from Bamberg



## CAMEROON IMPEQ ALUMNI ENGAGE SIX HUNDRED SCHOOLS FOR QUALITY EDUCATION

In the wave of COVID-19 pandemic amidst multiple challenges ranging from security to social identity crisis in Cameroon, IMPEQ alumni in Cameroon keep bearing the flag of quality in education. Within the framework of the Contribution to the Qualification of Protestant Education Project (CONQEP) under the Evangelical University of Cameroon (UEC), five IMPEQ laureates have engaged more than six hundred protestant school heads in data collection and geo-localisation of protestant schools in the country. The project which brought together ten education secretaries from different protestant churches in Cameroon under the umbrella of the Private Protestant Education Agency (PPEA) had reflections on the mission and the vision of protestant education in Cameroon.

### 150 THOUSAND LEARNERS

Claude Ernest Njoya, an IMPEQ laureate who doubles as Registrar of UEC and project coordinator, has buttressed the fact that having a clear understanding of the protestant identity is a great compass. With 280 nursery schools, 548 primary schools, 90 secondary schools, and a total of about 148,964 learners and 6,791 teachers, the PPEA is charged with the arduous task of supervising and coordinating education within this framework.

### ALUMNI AT WORK

While these ecclesiastical institutions have the manpower to deliver the goods of education, the question of quality is now reflected, and this is where IMPEQ experiences come in. The laureates of IMPEQ have supported UEC in its CONQEP project to have a scientific reflection on data collected for protestant schools in Cameroon. Still, within the framework of CONQEP, the UNESCO framework of understanding quality is primordial as it gives a road map to reflect the quality of education within the context of Cameroon. To this, IMPEQ Alumni from different parts of the country have been supporting school leaders to understand



Five IMPEQ graduates in Cameroon engaged more than six hundred school heads for contribution to the quality of Protestant education.

the UNESCO framework while looking forward to more future collaborations where different secretariats come into a coalition of teacher training.

### APPLAUSE FROM THE MINISTRY

The support of school leaders reflects on leadership, constructive feedback, and quality teaching criteria are other fields that the alumni have delved into from different organizations. In the years ahead, the involvement of training of teachers from state-owned public schools is the new direction. Representatives from the Ministry of Basic Education as well as secondary education have applauded the sessions where IMPEQ alumni have engaged in reflecting the quality of education. This is certainly breaking new grounds for the educational landscape in Cameroon as little is more, IMPEQ alumni Cameroon keeps on despite the challenges. *By Claude Ernst Njoya, from Cameroon*



## PHD OF FIRST IMPEQ GRADUATE

# THE STORY OF PH.D. JOURNEY OF ABRAHAM

The year 2021 marked the end of the doctoral studies of a laureate of the first IMPEQ cohort. This article tells the story of this valiant student Abraham Tamukum Tangwe, the first Ph.D holder of IMPEQ graduates. How did this adventure begin? What challenges did he face? How did he survive in Germany during the three years of his doctoral studies? What was his research about and what were the main findings? What are the future plans of the new doctor?

### HOW DID ABRAHAM'S DOCTORAL JOURNEY BEGIN?

The journey started with the Doctoral seminar in Wittenberg in August 2017. During the seminar, the topics, proposals, objectives, questions, and methods were fine-tuned with the guidance of Prof. Dr. Annette Scheunpflug. This was done with questions from the challenges of the prospective researchers. At the end of the conference in Wittenberg, Abraham relocated to Bamberg to commence his studies in earnest. His first residence was at Markusplatz 2, the guestroom of the Protestant Student Community (ESG) while waiting for the Welcome Center of the University of Bamberg to identify a suitable residence for his permanent stay in Bamberg. During this period, he was formally registered as a Ph.D. candidate at the University of Bamberg.

### WHAT CHALLENGES DID ABRAHAM FACE?

„There is absolutely no course in life without challenges. The important thing to note is that before engaging in each course of life, there is the need to adopt a plan, B & C to navigate such challenges“. These are the ideas that were trotted in the head of Abraham when he arrived in Bamberg for the start of his Ph.D.

#### \*METHODOLOGY

In his situation, it was no different as the challenges were multifaceted and exacting. The first challenge was related to the methodology of his study, which adopted the quantitative method. Facing this challenge



Ph.D. advisors of Abraham Tamukum Tangwe (c) are Prof. Dr. Annette Scheunpflug (l) and Prof. Dr. Maximilian Pfof (r), both from the University of Bamberg, congratulated him after his oral defence.

was interconnecting with his educational background that was at variance with the lack of any background in mathematics and statistics. The expert in statistics at the chair of the Foundations of Education Dr. Matthias Borgstede was brought to his assistance to mentor and guide through the basics of statistics. With this help, Abraham defended his dissertation with a deep understanding of the basics of statistics.

#### \*LANGUAGE

The second challenge was the inability of Abraham to understand the German language. This was compounded by the fact that his course of study was using the English language as the language of instruction. It completely led to the dousing of his understanding of German despite the organization of free German courses by the University of Bamberg. Such courses were organized for two hours every week and difficulty arose

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## PHD OF FIRST IMPEQ GRADUATE

# THE STORY OF PH.D. JOURNEY OF ABRAHAM



Chair members are the first ones who congratulated Abraham after his defence. The team organized a celebration for this historic moment.

because the courses could be taking place and he is in a seminar or conference or another meeting to catch up with mentoring on statistics. This ended up being his veritable 'bête-noir' because it led to his stay and exit in Germany without a firm grasp of the German language.

### \*SOCIAL LIFE

The third challenge was the limitations of Abraham to explore well the pattern of German social life. The absence of a grasp of the German language completely truncated his ability to understand German cultural traits and daily interactions with the people.

### \*DISSERTATION

The fourth challenge was directly linked to the work on his Ph.D. dissertation. According to Abraham, there are moments in writing when he was completely stuck and cannot progress and the feeling is to abandon and give up his studies. This was slowly understood and carefully handled with tenacity and determination by

Abraham. His advisors Prof. Scheunpflug and Prof. Maximilian Pfost always helped and supported him during the difficult moments of his research.

### \*FAMILY

The last challenge was the inability to be close to his family during his study especially his wife. This led to a psychological drain and contributed tremendously to his concentration especially with the war situation in Cameroon. The onset of COVID19 at the close of the year 2020 completely aggravated and worsen the challenges of Abraham as the world carefully was transformed from the old normal to the new normal situation.

### ABRAHAM'S LIFE IN GERMANY

The living of Abraham in Germany led to a lot of new and enriching experiences. The beginning appeared very challenging for him but the end was worth the patience and effort. He made new friends who were indeed Divine helpers. These friends were in all spheres of life and were both old and young. Abraham easily

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## PHD OF FIRST IMPEQ GRADUATE

# THE STORY OF PH.D. JOURNEY OF ABRAHAM

integrated the German society through experiential learning by observing and understanding some habits. Living in Germany made it possible for him to acquire profound research competencies through his dissertation. Abraham acquired seminar lecture skills by facilitating postgraduate lessons in intercultural communications. This was very enriching. He successfully integrated many networks in the academic, social, and NGOs with a wide expanse out of Europe.

### UNFORGETTABLE MOMENTS

There are some socio-cultural practices in the German society worth mentioning comprising the Christmas market where hot wine was savored with relish among friends and families, the frequent walks into the countryside, and the forest. Such activities were very interesting and he integrated himself and got many friends in the process. Abraham visited most German cities particularly historical sites, universities, and museums. He took an active part in skiing during the period of snow and attended many musical concerts and in the process acquiring a lot of intercultural skills. He contributed to many social networks through song, dance, and food.

### THE MAIN FINDINGS OF ABRAHAM

The research topic of Abraham was: Violence and Education Quality. Effects of Violence on the Learning Outcomes of Students in Cameroon.

The key findings were;

- Corporal violence: 23.9% of all students report experiences with corporal violence at home and 23.2 % in school
- Psychological violence: 18.9% of all students report experiences with psychological violence at home and 22.7% in school
- Structural violence: 53.9% of all students find their school a hostile environment.
- Sexual violence: 24.0% of all students report experiences with sexual abuse by teachers. It should be noted that what was very revealing is the fact that the



Abraham's family living in Cameroon followed the celebration through online because they couldn't travel due to the Corona restrictions.

males suffered from sexual abuse at the same levels as their female colleagues.

### WHAT ARE THE FUTURE PLANS OF ABRAHAM?

The future plans of the new Doctor revolve around research in peace studies and conflict transformation, education in emergencies, and global education. He is also envisaging a post-doctoral possibility. Indeed, his options are very open and he may engage in a social start-up. Abraham does not want to get too excited but it is important to take one step at a time and at the same time pay close attention to extempore opportunities.

*By Claude Ernest Njoya, from Cameroon*



## BECOMING THE FIRST PROFESSOR IN EDUCATION AT HER UNIVERSITY: NOT A DREAM ANYMORE!



Semerita Kamundu's (2nd from l) Ph.D. advisors are Prof. Dr. Annette Scheunpflug (r) and Prof. Dr. Christoph Wulf from Free University of Berlin. Prof. Dr. Klaus van Eickels from University of Bamberg (r) was the head of the Ph.D. commission and Verena Keimerl (2nd from r) was the rapporteur.

It was in IMPEQ Newsletter of August 2018 that Semerita Kavira Kamundu revealed that, supported and encouraged by her university Université Libre des Pays des Grands Lacs (ULPGL), she was the first woman to do a Ph.D. in Educational Sciences, and thus was seeing herself becoming the first Professor in the field of Educational Sciences at her university.

### DISSERTATION IN FRENCH

This dream became true on 14 August 2021 when she made the oral disputation of her thesis at the University of Bamberg. Dr. Semerita wrote her PhD thesis in French on “Perceptions des étudiants sur le climat d'apprentissage universitaire : Une approche empirique à la qualité de l'enseignement en RDC : Cas des universités en ville de Goma” (Students' Perceptions of the University Learning Climate: An Empirical Approach to Teaching Quality in the DRC: The Case of Goma City Universities) under the supervision of Prof. Dr. Annet-

te Scheunpflug from Bamberg and Prof. Dr. Christoph Wulf from University of Berlin.

### LEARNING CLIMATE AT DRC UNIVERSITIES

Her study focuses on learning climate in universities in the Democratic Republic of Congo and shows that learning climate constitutes one of the most important criteria for educational quality as it influences the learning outcome. The study was conducted in the DRC, one of the developing countries of Sub-Saharan Africa, where the quality of education is very important to remedy the traditional educational system applied in several schools and universities. Using a qualitative approach with semi-structured 32 interviews based on a theoretical sampling, following grounded theory, four types of climate were revealed in the data analysis:

- The climate based on learning where the learner feels better considered,
- The climate is based on social relations where the in-

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## BECOMING THE FIRST PROFESSOR IN EDUCATION AT HER UNIVERSITY: NOT A DREAM ANYMORE!

teractions between the teacher and the learner are positive,

- The climate based on the teacher where the learner is passive,

- The climate is based on the use of authority where the learner only submits to the decisions of the authority.

These four types are discussed in relation to their functionality to learning and recommendations for the further development of universities are given.

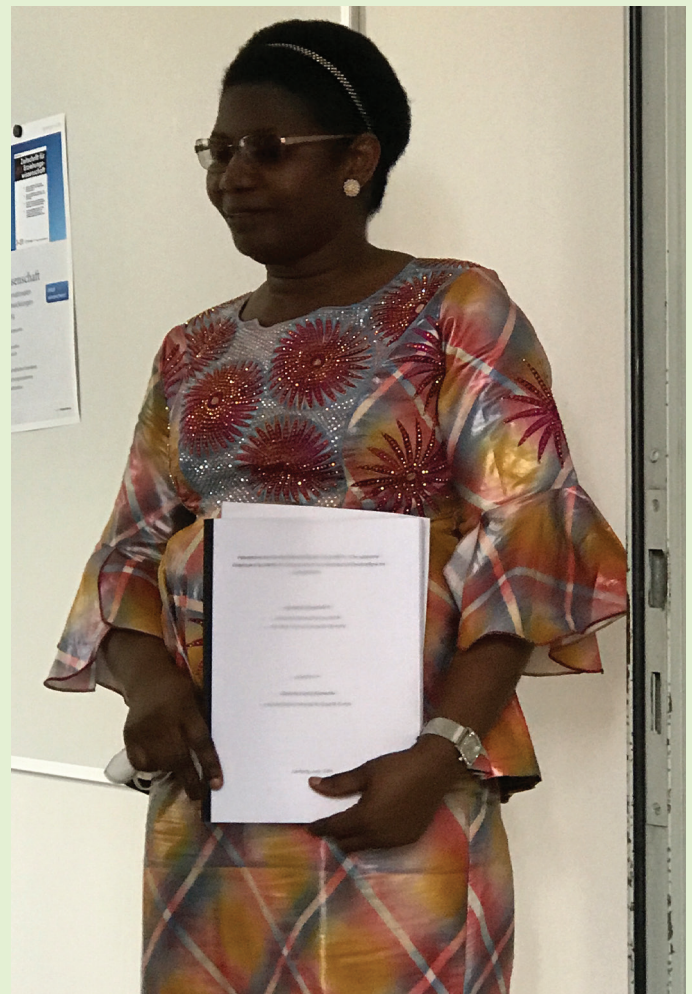
### HOW DID THE PH.D. JOURNEY OF SEMERITA START?

The Ph.D. journey of Semerita Kavira Semerita started at Wittenberg when she was invited by Prof. Scheunpflug, chair of Foundations of Education at the University of Bamberg, to participate in the Ph.D. summer school that took place in August 2017. In this journey, Semerita faced challenges related to the German language, travel conditions where sometimes she had to travel alone from her home country Democratic Republic of Congo (DRC) to Germany, and working conditions as a university lecturer. Combining work and a Ph.D. was not easy for her. To overcome this challenge when it was not possible for Semerita to travel to Germany, she used to do writing sessions either at the Protestant Institute of Social Sciences and Arts (PIASS, Rwanda) or at Centre Rudolf, Goma.

### EXPERIENCES OF SEMERITA IN GERMANY

At her very first stay in Germany, Semerita stayed at Protestant Student Community's guesthouse (ESG), a place she liked a lot because it took her only one minute to walk from ESG to the chair of Foundations of Education. She stayed in different places at Bamberg but was happy in the case that she stayed with Ph.D. colleagues in the same house. She had a chance to be connected to a church where she could pray on Sundays, however during her last stay it was not possible for her to go to church because of Corona restrictions.

Seeing this situation, together with Ph.D. colleagues whom they were living together at the shared house at Lauter, they came up with the idea of organizing daily



Semerita Kamundu proudly displays her thesis after her defense at the University of Bamberg.

evening devotions during which Semerita enjoyed playing the guitar. For Sundays, she followed online services from the church in her home country. Another thing that Semerita appreciated was doing the kitchen shopping together with colleagues in the shared house.

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## BECOMING THE FIRST PROFESSOR IN EDUCATION AT HER UNIVERSITY: NOT A DREAM ANYMORE!



Due to Corona measures, Semerita's husband and children could only attend the celebration in Bamberg online but her family did not leave her alone at the ceremony in Goma when she was officially celebrated and recognized by the rector of ULPGL at the university graduation ceremony.

### CELEBRATION OF THE PHD

The completion of her Ph.D. studies has been not only celebrated at Bamberg but at also in her home country, especially by her university. It was during the Graduation Ceremony of 30 October 2021 at ULPGL that Dr. Semerita was officially declared by the University leaders the first woman to obtain a Ph.D. in Educational Sciences not only at ULPGL but also in Communauté Baptiste au Centre de l'Afrique (CBCA) which is one the Church founders of ULPGL. This big achievement was celebrated at the university and by the family.

### CURRENT WORKING SITUATION OF DR. SEMERITA

For the moment, Dr. Semerita assumes different responsibilities at ULPGL, besides being a Lecturer in the Faculty of Psychology and Educational Sciences. With these different positions, she contributes a lot to the quality development at ULPGL. She is the Vice Dean of the Faculty, Coordinator of the partnership program between ULPGL, Protestant Institute of Arts and Social Sciences (PIASS, Rwanda), and the University of Bamberg.

Dr. Semerita is also one of the initiators of the Centre for Higher Education Didactics which was officially inaugurated on November, 6, 2021.

She is a member of the Steering Committee which is in charge of project management at ULPGL, and focal person of the digitalization project which is a joint project initiated by IMPEQ graduates working in the five institutions supported by Bread for the World (BfDW) in Rwanda and DRC namely ULPGL, PIASS, CBCA, ECP-CP South Kivu and The National Office of Protestant Education (BNEP).

### FUTURE PLANS OF DR. SEMERITA

After the publication of her Ph.D. dissertation as a book, Dr. Semerita plans to publish more articles, contribute to education quality improvement at her university, elaborate on education-related projects and stay connected to her Ph.D. learning community of IMPEQ graduates.

*By Christine Nyiramana, from Rwanda*



## SHARED HOUSE FOR THE PH.D. STUDENTS OF IMPEQ GRADUATES



Christine and Günther Fösel couple opened their house to the IMPEQ graduates who are working for their dissertations. The couple did not leave them alone in the celebration ceremonies held for Abraham and Semerita, the first IMPEQ graduates who completed their Ph.D. during last summer.

**T**here are some IMPEQ graduates from various cohorts who are now working on their Ph.D. There always was a big problem to find a suitable place for accommodation when they need to come to Bamberg. Thanks to Fösel Family, now they have a wonderful place where they stay and continue their work together, in a shared house all together. This place is in Lauter, 15 km away from Bamberg and most of the Ph.D. students are staying there safely and comfortably. Günther and Christine Fösel opened their late father's house to the IMPEQ graduates. They also take care of all the needs of the residents.

### FIRST ENCOUNTER IN RWANDA

Günther Fösel's first encounter with IMPEQ was during a trip to Rwanda as the technical IT person of the University team. He was the person who fixed the technical PC problems of IMPEQ students and graduates. And then after his father's passing away, he decided to open this house, which is next to his house, to IMPEQ graduates who are living in different temporary places around Bamberg. Günther Fösel told the story of how he decided to open his house to Ph.D. students.

### Who was living at that house before?

My parents. My Mother died in 2018, my father in March 2020. After that the house was empty.

### How did you decide to invite the African Ph.D. students to your house at Lauter?

After my father died, I have been thinking about how we should use the house in the future.

Then I noticed that the Ph.D. students of the IMPEQ project live in isolation in Bamberg because of Corona and I thought, "If they don't (can't) go to university every day and if they can do their work online via the internet anyway, they might as well live in the village in Lauter, together in one house and without being completely isolated". The Internet in Lauter is just as good as the one in the student hostel.

### When did the first group arrive?

First Frederick Njobati and Charles Gahutu came in August 2020 and some weeks later Abraham Tangwe joined them. Then the number increased to six but the inhabitants are changing always. For example, Abraham and Semerita already finished their work, and now some other Ph.D. students are staying there.

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## SHARED HOUSE FOR THE PH.D. STUDENTS OF IMPEQ GRADUATES



Günther Fößel is always with the graduate students during their stay in Bamberg. (From left to right) Charles Gahutu, Etienne Uwajiywabo, Edouard Ntakirutimana, OnjaRaharijaona, Fößel and Frederick Njobati are enjoying together at the garden of the residence.

### How was your and your family's reaction to your decision?

At first, we were a bit hesitant, not only because of the language barriers but also because of the question of how the people in the village would take it. But we very quickly experienced what a wonderful enrichment it is to live together with these people from Africa. And also the neighbors were very interested and also curious about who these people are, who live there in the house of family Fößel. It's just a pity that because of the restrictions of the pandemic so little meeting happens in the village. No events, no annual celebration of the inauguration of our church, no Christmas concert, no festival of the Kindergarten. There were opportunities to meet with other people but all our neighbors are very well informed about them and happy to have them in our village.

### What were the most interesting moments of these days?

I have now thought for a long time about what was the most interesting moment of these days. I don't think there is a most interesting moment. It has been a string of highlights

### Days at Lauter full of work and joy

The house at Lauter first opened the doors to two international Ph.D. students from Africa in the middle of 2020. It has today grown in leaps and bounds. Being a home, yet a research corridor that welcomes students who come for a short stay in their study projects has so far hosted a total of ten students (three females and seven males) from four countries. In this place, two Ph.D.'s were honored with village-side outdoor celebration. Here some of the students cooked for the first time in our lives. Always tolerance, solidarity, and support are experienced. The village residents call all of us not by our names but as "Fößel". The history of the this place cannot be complete without mentioning the compassionate support from the Fößel family.

**Frederick Njobati, IMPEQ I graduate, IMPEQ coordinator, Ph.D. student (from Cameroon)**

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## SHARED HOUSE FOR THE PH.D. STUDENTS OF IMPEQ GRADUATES

since these wonderful people have been living with us. We celebrated Christmas, New Year's Eve, and Easter together, we visited services, we went on trips, we went sledding together when there was a lot of snow. We went through the sufferings and excitements of the doctoral exam with Abraham and Semerita, we celebrated the graduation in our garden. We cut hedges together, mowed the grass in the garden, harvested the apples, swept the yard... And every single event remains special and unforgettable for us.

### How long have you or your family been living in Lauter?

The house was built by my grandfather in the 30s. 10 years after the 2nd World War, my father married here and my parents built the second house in addition, where now my wife and I live. My mother gave birth to me and my 4 siblings in the room where now Frederick lives. I grew up in Lauter and at the age of 19 I left home and studied, worked, and lived in different places in Germany. 25 years later, when I started working at the University in Bamberg, I returned to my parents' house and brought my wife with me. Since then we live here.

### The house is called "kingdom", how did this expression emerge?

I first invited Frederick, Abraham, and Charles for a coffee on a Sunday afternoon and showed them the house, the rooms, the kitchen, the living room, the garden, and everything. We then stood in the living room and I asked how they like it and whether they could imagine living here. Frederick looked at me and exclaimed: „Oh Günther, this is a kingdom!“ Since that moment we have only talked about the 'kingdom'. I would like to thank Prof. Scheunpflug, without whom none of this would be possible. It is so great how she, together with her husband, Dr. Martin Affolderbach, supports her students and the Ph.D. students, far beyond her task as a university lecturer, thus making a residential community like the 'Kingdom' possible and enriching my family. By IMPEQ Team, from Bamberg



The Fössel couple organized a celebration party at the garden of the family residence after the successful oral defences of Semerita and Abraham.

### My new family in Germany

I had the opportunity to live in this house for two and a half months. It was my first experience. Through interculturality, living in diversity is both a richness, a sharing, and learning. The conviviality and mutual support marked me the most. I got to know my colleagues better. My stay was also fruitful.

### CONFIDENCE IN BAMBERG

I appreciated so much the exchange, encouragement, and feedback from the members of the Ph.D. learning community. Moreover, every problem in the house has a solution. The Fössel family is very supportive and welcoming. In short, being in this shared place has given me confidence that I have a family even though mine is thousands of miles away.

**Onja Raharijaona, IMPEQ II Graduate (from Madagascar)**

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## SHARED HOUSE FOR THE PH.D. STUDENTS OF IMPEQ GRADUATES

### Learning the team spirit

Staying in this house for me was and remains a memorable part of my life in Germany, and the University of Bamberg. My journey to Lauter started in August 2020 and it was cantankerous and not smooth because I was hesitant vacating my apartment at the Bamberg. The erudite Prof. Annette Scheunpflug read my intentions and understood and convinced me with tact and I joined Frederick and Charles. With the ensuing havoc of COVID19, she wanted us to be in a community to watch the back of each other in case of an emergency. Second, she wanted us to leave the hustle and bustle of the town and be in the countryside where it was more secure and serene because of the dangers regarding our health conditions. Lastly, it was a well-thought-out decision to create our own place to ensure that its spacious nature could contain colleagues from Africa upon their arrival in Germany.

#### TOGETHER AS A FAMILY

At the Fölsel residence, Christine was an excellent nurse and Günther was an excellent workaholic and very dexterous in everything he laid his hands on. We were a complete and wholesome family, sharing meals, celebrating our birthdays together, undertaking memorable trips together, worshipping as a family. These memories are so fresh and unforgettable.

#### LESSONS I LEARNED

My stay in Lauter has taught me a lot of lessons and the acquisition of many life values. It strengthened my team spirit and in my professional life, it will be easy to interact with people from diverse cultural backgrounds. I acquired more competencies in tolerating the excesses of all those we lived together. This has sharpened my ability to listen more in my professional life and understand everyone and avoid rash actions or decisions.

*Dr. Abraham Tangwe, IMPEQ 1 Graduate, now Researcher at PIASS, Rwanda (from Cameroon)*

### End of accommodation problems

This place is a solution to different problems I used to face during my stays in Germany. I remember I planned a three-month stay in late 2019; when I was in the process of applying for a visa I was asked to present tangible evidence for my accommodation. The whole process got paralyzed by the absence of this little document while all other requirements were met. In the end, I used my networks in Germany and I found an apartment but at a very high rent cost by comparing with my bursary. The stay was nice but I kept reflecting on the next stays, wondering how I will manage with my accommodation in the future. I enjoyed working but whenever I thought about the next stay, the very first idea which came to my mind was about my next accommodation. Currently, those troubles and worries about the accommodation are just remembered as things of the past only. For me, the life here is a golden learning opportunity as it offers a platform for sharing not only about our PhDs, but other topics, projects, as well, from an intercultural perspective.

*Charles Gahutu, IMPEQ 2 graduate (from Rwanda)*

### Learning and fun through diversity

My life in this house is a learning adventure in different dimensions. On the one hand, it is a conducive environment for my academic progress via formal and informal chatting about our respective PhDs. On the other side, it is an opportunity to learn about different cultures during the discussion at the table as well as through different cooking styles. Moreover, having fun among members of the house as well as with the family Fölsel by sharing inexhaustible stories from different corners of the world is another aspect of the beauty of this place.

*Emmanuel Nyibizi, IMPEQ II Graduate, Ph.D. student (from Rwanda)*

## IMPEQ GRADUATE RESEARCHES ABOUT RWANDAN UNIVERSITY STUDENTS

**A**fter Abraham Tangwe and Semerita Kamundu's finished their Ph.D., Edouard Ntakirutimana from Rwanda joined the Ph.D. community of IMPEQ graduates. After getting his Master of Arts in Educational Quality at the second cohort of IMPEQ, now he is working on his doctorate.

Ntakirutimana was working at the Protestant Institute of Arts and Social Sciences (PIASS) in Rwanda before his joining IMPEQ. Now he still works at the Campus of PIASS located in Karongi District in Rwanda. Ntakirutimana answered the questions about his journey about IMPEQ and his Ph.D. which investigates the 'Preparation for research and research experiences of undergraduate students in Rwandan universities.'

### **How did you hear about the IMPEQ?**

I heard about IMPEQ through my working place, IMPEQ is run by Uni-Bamberg but also by collaboration, some sessions are done at PIASS. During the first IMPEQ cohort, I heard about the program and decided to apply to the second one, if there would be a possibility. When it was announced that there will be a second group, I applied after consulting with my colleagues and friends at the university.

### **What were your working colleagues and family members' reactions to you when they learn that you were accepted to a master's degree program?**

When I joined IMPEQ, my family and colleagues were happy, because they considered that it was an opportunity to raise my knowledge for improving my work activities. Both my family, colleagues and I knew that it wouldn't be an easy journey but we all were very happy about this offer and opportunity.

### **Were there any difficulties during the program?**

The main difficulty in the program was finding enough time to work on Seminar papers while doing also my daily work activities. There were deadlines from my jobs which overlaps with the due dates of papers of the pro-



gram. I had to set priorities and make the right choices accordingly. Time management was one of the most vital issues. I can say that I learned to make the best use of my time while doing my homework in between my workload. I am very happy that this skill I gained is one of the most important gains I have learned during IMPEQ.

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

There were different changes in my job activities. After joining IMPEQ I have gotten different skills that helped me to improve my work especially teaching quality, leadership skills, collaboration skills, and work organization. I have started to participate in in-service teacher training activities to develop quality in different primary and secondary schools in Rwanda. When I joined IMPEQ, I was an academic secretary of the Faculty, but at the end of the first year in IMPEQ, I was promoted to the Coordi-

*Continued Page 19*

## IMPEQ GRADUATE RESEARCHES ABOUT RWANDAN UNIVERSITY STUDENTS



nator of one of PIASS's Campuses.

### **Are you still in contact with your colleagues from IMPEQ?**

I am connected to my colleagues of IMPEQ, some of them are together in the Ph.D. learning community, some others we work together at my institution. We also meet in national and international partnership projects. Meeting so many colleagues from different countries, cultures, and backgrounds is a big addition for me. Now I have more experience in multicultural and international education spaces which I think is a big plus for me and my university. I also meet friends from my cohort and other IMPEQ groups at the national level. Together, we made a forum to meet and plan some educational projects in the future.

### **How did the Ph.D. opportunity emerge?**

The Ph.D. opportunity emerged when I worked on a proposal and then shaped it with the support of some IMPEQ colleagues in the Ph.D. learning community and then shared it with Prof. Dr. Annette Scheunpflug. As she accepted to supervise me, my Institution leadership in collaboration with her, agreed to support my studies through the project of Partnership of Uni-Bamberg and PIASS.

My project topic is "Preparation for research and research experiences of undergraduate students in Rwandan universities". I started making interviews for data collection. These interviews will be interpreted for a better understanding of the Rwandan undergraduate students. *By IMPEQ Team, from Bamberg*

## International researchers talk about GENE education projects

The Chair of Foundations of Education hosted a workshop on International Research funded by the the Global Education Network Europe (GENE). GENE is a network of ministries and agencies from over 25 countries with national responsibility for policymaking, funding and enhance global learning.

### **TEACHERS' IMPLICIT KNOWLEDGE**

Prof. Annette Scheunpflug, who is also the Chair of GENE Board, welcomed and gave a brief introduction about the event. The first project, "Understanding teacher students' implicit knowledge in regard to diversity, culture and societal change" was a joint project run by Universities of Bamberg and Tampere, Finland. The project is run by Dr. Susanne Timm, Inkeri Rissanen, Mervi Kaukko and Katri Jokikokko.

### **RWANDA'S CURRICULUM PROBE**

Emmanuel Nyibizi gave a brief information about the the project of, "Initial Teacher Training Curriculum for Global Education in Rwanda" Christine Nyiramana of PIASS.

### **CLIMATE CHANGE AND RELIGIOSITY**

The last presentation was about the project, "Climate change and religiosity: an international, cross-curriculum comparison of school-based message about humanearth relationships." The project is run by researchers from Universities of Bamberg and Tempere. The team members of the project are Dr. Susanne Röss, Evi Plötz, Vera Centeno, Nancy Kendall, Santeri Sorsa. *By IMPEQ Team, from Bamberg*

## PARTNERSHIP IN HIGHER EDUCATION QUALITY IN TEACHER TRAINING AND EDUCATIONAL RESEARCH THROUGH INTERNATIONAL PARTNERSHIP

**A**t the beginning of this year, the cooperation between the Otto-Friedrich-University of Bamberg in Germany, the Protestant University of Rwanda, Butare/Huye in Rwanda (PIAAS/PUR), and the Université Libre des Pays des Grands Lacs, Goma in the Democratic Republic of Congo (ULPGL) received a further boost: The German Academic Exchange Service (DAAD) decided positively to support the cooperation of the Education Departments for four years.

### FOUR YEARS OF SUPPORT

This new format follows various activities in recent years. Now the aim is to further deepen the structures of cooperation at all the three locations, to focus on the further academic development of the staff, and to expand them, for example within the framework of the Protestant Network of Universities in Africa.

The partnership activities are aimed at improving the quality of teacher training and leadership in the education system. For PIAAS/PUR this means, among other things, the strengthening of the Master of Education in Educational Quality Management (MEQUAM), for ULPGL the strengthening of the BA-programs, for Bamberg, however, to open up learning opportunities beyond the own horizon for many participants within the cooperation.

### THREE MAIN FUNDING AREAS

This first year of funding can be characterized by three main areas:

- A) Ad-hoc activities with shorter planning phases, e.g. the presentation of the educational systems of sub-Saharan countries for the portal „Internationalization at home“, which was set up online for student teachers of the University of Bamberg in the COVID situation. The participation of colleagues from PIAAS in the Bamberg School Leadership Symposium should also be mentioned, where they have introduced the conditions of school in the KIVU region and explained the requirements for school leadership.
- B) Two doctoral theses were completed with great success: Abraham Tangwe, henceforth PIAAS/PUR, and Semerita



Project executives from Germany, Rwanda, Cameroon and Democratic Republic of Congo met for future cooperation.

Kamundu (ULPGL) offered an important contribution to the empirical foundations for the quality-oriented orientation of teacher education. The qualification area in research also includes the fact that a total of five research stays in Bamberg could be funded.

C) First measures of South-South cooperation were implemented in the form of co-teaching and workshops for academic staff in cooperation with the institutions in Butare and Goma. Further points for cooperative learning for all partners were identified, e.g. thematic interfaces such as ESD or learning in and through crises.

By Dr. Susanne Timm, from Bamberg



## EDUCATION SYSTEMS AND COVID-19 MANAGEMENT IN CENTRAL AFRICA – EDUCOV

**A** team of researchers from the University of Bamberg, in cooperation with the Protestant University of Rwanda in Huye/Butare (Rwanda) and Université Libre des Pays des Grands Lacs in Goma (DRC) started a project called “Education systems and Covid-19 management in Central Africa – EduCov”. The team, consisting of Dr. Semerita Kamundu (ULPGL), Dr. Kakule Molo (CBCA), Christine Nyiramana, Emmanuel Nyibizi (University Bamberg and PIASS), Dr. Susanne Röss, Dr. Julia Seibert, and Prof. Dr. Annette Scheunpflug (University Bamberg) are looking for how schools responded to COVID 19 and its related consequences in Great Lakes region.

### STRATEGIES TO MITIGATE CONSEQUENCES OF THE PANDEMIC

The study examines how education systems in Rwanda and the Kivu region (Democratic Republic of Congo) are responding to the pandemic and how education stakeholders are managing the crisis. Both study sites are in the Great Lakes region. Education systems in this region face significant challenges structurally and have multiple experiences in crisis management (previous experience with the pandemic due to Ebola, the vulnerability of political structures, the plurality of providers in the education system, and civil society engagement, etc.). Both countries/regions have experienced significant school closures and organizational changes in the school system since March 2020 due to the pandemic.

### HOW DOES THE TEAM WORK

International Research Team, in cooperation with regional experts and leadership through our partner institutions, made interviews and group discussions with teachers, school management, and decision-makers through our partners. Then these collected materials are

analyzed by the international team.

### DATA COLLECTION AND METHODOLOGY

For the data collection, there will be interviews with decision-makers. 20 interviews were planned with decision-makers on different levels (Rwandan Education Board, regional governmental school councils in the DRC and in Rwanda as well as church administrations and church leaders). The team will use a guided interview for persons of different decision-making levels and agencies in each country and compile the sample according to Grounded Theory (man and women, if possible, different stake-holders, different levels).

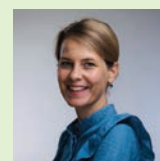
### EXPERIENCES OF EBOLA

The second part of the study is data collection from headteachers and teachers. For this part, the team plans to interview at least 300 people with a questionnaire. In addition to biographical data, the questionnaire will include information on the teaching profession, professionalization, employment agency, salary payment, and alternative income, as well as scales on understanding of teaching, job satisfaction, and COVID-19 knowledge and management in the school. Care is taken to cover the Ebola regions (Beni, Butembo in the DRC) in the survey, in order to be able to map learning from previous epidemics where appropriate.

### UNDERSTANDING TRAJECTORIES

With this study, the team plans to understand, “Who decides on school closures or on measures to contain the pandemic? Who takes action to manage the pandemic? Who takes the initiative and appropriates new (learning) spaces, for example, through distance learning via radio or other media?”.

By Dr. Julia Seibert, from Bamberg



## THE UNIVERSITY OF PEACE IN AFRICA: CAMPUS 2021 SUCCESSFULLY LAUNCHED IN BÉNIN

**18** leaders of NGOs, ministries, development associations, and Human Rights organizations from 8 African countries started their Pan-African Peace Training in Porto-Novo/Benin under the organization of the University of Peace in Africa (UPA), which IMPEQ steering committee member Université Evangelique in Cameroon is a part of. From 10 to 30 October, hosted by the Songhai Centre, they developed their skills in working for social cohesion, de-escalation, and positive management of conflicts, violence, and trauma. The team of 5 international trainers from Cameroon, Rwanda, and Germany thought 6 modules: biographical work, conflict analysis, mediation and negotiation, non-violent communication, the resourcing as peacebuilder by the “The Real Inner Power” and the “Holistic Development of Man and Society – Africa of Hope”. During the event, participants have gone to an exposure visit to understand the work and commitment of local peace actors.

### **AN ANNUAL OPPORTUNITY HOSTED BY CIPCRE**

The UPA Campus is offered each year, upon invitation of a peace partner in a particular country. This year it is hosted by CIPCRE-Benin (International Circle of Promotion of the Creature) Bénin is the 13th country that UPA has visited since Senegal in 2003. In a socio and political context that is still complex and violent in Africa, UPA continues to send a strong signal to all men and women of goodwill to continue their commitment and actions for Peace in their country, their respective communities, and in the world. 290 laureates from 30 countries have been trained on the UPA Campus. They have all understood that sustainable and peaceful social cohesion cannot be built by conventional political diplomacy only, and especially not by (violent) political manipulation. It can only be achieved through changes in approach and attitudes within communities and the society itself. Thus, a new 2021 class of African Peacebuilders will act with new knowledge (the “know what”), new competencies (the “know-how”), and especially



new attitudes (they “know to be”).

### **UPA 2021: A STRONG SIGNAL IN THE COVID-19 PANDEMIC**

Carefully prepared, respecting the national rules and regulations of health authorities in the host country, through its particular hygiene concept applied (tests, quarantine, disinfection), the Campus protected its participants and its host community: thus, the Peace Builders send a strong signal of responsible and fearless action in a complex and a challenging situation.

### **THE INTERNATIONAL PLATFORM OF UPA LAUREATES**

Facing political and social challenges, actors of Peace stand up, individually and in groups. They are countless those who are involved in non-governmental, state, international and national organizations, churches, mosques, and temples. The UPA Laureates Peacebuilders are networking on their active alumni platform. The PAUPB is registered in Cameroon and organizes training in Peace, supports advocacy, and activates synergy between Peace action of its members and their institutions. PAUPB is becoming a dialogue partner of the African Union and international organizations and donors. *By IMPEQ Team, from Bamberg*

## ANTIRACISM IN FRENCH AND GERMAN YOUTH'S LITERATURE (2000-2020): STRATEGIES, PARADOXES AND POSSIBLE SOLUTIONS

In children's literature, there are a number of works that aim to denounce racism and to make young readers open to the world. However, not all of these works are always effective, and some authors even reproduce –unconsciously– the racism they vehemently criticize. What are the pitfalls of these well-intentioned books? How to recognize them and how to avoid them? (Malanda, 2021) It is

with these words, Dr. Élodie Malanda described the topic of her talk given on December 10, 2021 at the joint event of IMPEQ and WeGE. The talk took place online and welcomed more than 30 French-speaking participants from the IMPEQ network. Prof. Dr. Annette Scheunpflug welcomed participants and introduced the speaker. Frederick Njobati moderated the talk and subsequent Q&A session.

### HIDDEN RACISM IN CHILDREN'S BOOKS

Dr. Élodie Malanda holds a doctorate in French and comparative literature. Her research focuses on children's literature in postcolonial contexts. She is currently a postdoc at the University of Saarland, where she works on Afropean children's literature in France and Germany. Her research is supported by the Humboldt Foundation (AvH Stiftung). Her book, based on her dissertation, "L'Afrique dans les romans pour la jeunesse en France et en Allemagne, 1991-2010. Les pièges de la bonne intention" has been published by Honoré Champion.

Children's books often address socially relevant topics such as social and gender justice, (anti-)racism, and global sustainability with colorful illustrations and interesting stories. Young readers engage with these topics and are susceptible to the explicit and implicit messages about societal norms and values presented in the books. Dr. Malanda's talk problematized how children's literature reproduces racism paradoxically even in books that are explicitly anti-racist.

Racism is a system that characterizes people placing them in hierarchies of dominant and dominated. Children's books produce and reproduce racism in a variety of ways.



Dr. Elodie Malanda

Sometimes they repeat outdated racist, colonialist attitudes. For example, by portraying 'Africa' and People of Color in stereotypical, homogenizing ways (e.g., as comical or 'trickster') and as inferior to white people, which keeps colonial hierarchies intact, but even if they claim to condemn such attitudes, children's books reproduce racist ideologies because they miss to deconstruct

the underlying system. In youth literature, racism often appears in only one form, as intentional, violent, and something that "bad people" do. In reality, racism manifests in complex, self-perpetuating logics embedded in prejudices, behaviors, and structures. Books that emphasize the message "we are all equal" pretend to be 'color-blind' without deconstructing the hidden message that People of Color must assimilate to "become equal" in a society that references whiteness as the norm. Moreover, anti-racist children's books are often written to educate white children about racism, which reconstructs the colonial, racializing difference between white people and People of Color. Furthermore, young readers of color cannot escape these books, for example if they are assigned in schools. With the consequence that children of color internalize stereotypical, often denigrating images of themselves that indirectly reaffirm blackness as the problem. Children's books are rarely written from the perspectives of the victims of racism.

### COLONIAL ICONOGRAPHY AND PREJUDICE

Dr. Malanda highlights the need for a counter-discourse in children and youth literature. Books that offer such counter-discourse are written from a multitude of perspectives anticipating a heterogenous set of readers with a variety of experiences concerning social issues such as racism. These books systematically deconstruct colonial iconography and prejudice. They foster the self-esteem of readers of color by teaching how to respond to power imbalances. They take difference serious by explaining rather than silencing it, and they celebrate diversity in its manifold forms.

By Dr. Susanne Röss and Emmanuel Niyibizi, from Bamberg

## IMPRINT

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