

MASTER
EDUCATIONAL
QUALITY
IN DEVELOPING
COUNTRIES



IMPEQ NEWSLETTER

Winter Issue January 2023

IMPEQ V: FACE-TO-FACE
EDUCATION STARTS PAGE 3-6

ONLINE GRADUATION
FOR IMPEQ IV PAGE 14-17

IMPEQ BOOK LAUNCH
HELD VIRTUALLY PAGE 29-31

THREE PH.D. DEGREES
IN ONE DAY PAGE 18-20

IMPEQ GRADUATES FOR
MODEL SCHOOL PAGE 27-28

LEADERSHIP CHANGE
AT PIASS PAGE 32

SOUTH-SOUTH SCHOOL
PARTNERSHIP PAGE 33

NORMA DONATION
FOR IMPEQ PAGE 36

IMPEQ

Educational Quality in Developing Countries

Funded by

Brot
für die Welt

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

In this newsletter number 9, we would like to highlight experiences of IMPEQ and the related activities in research and school practice. We are pleased that since our last newsletter we have managed to bring IMPEQ IV to a close. Many students in this cohort were heavily affected by the COVID 19 pandemic during the course of their studies. The lectures had to be held by online teaching. Nevertheless, the experiences gained from this sort of communication can now be used productively for IMPEQ V.

Furthermore, the impulses from the study program are being carried over into other activities. Finally, we were able to launch the book series to make publicly available the results of Master's theses. Meanwhile, 19 books have already been published, providing new insights into the educational reality of the respective countries. IMPEQ students have started school partnerships, they have initiated studies improving the evidence of their educational systems and they completed PhDs in different countries.

These positive developments happen at a time of terrible war in Eastern Europe. We feel its effects everywhere: Flight, food shortages, more expensive commodity prices and unimaginable images and horror stories of the war. Today we already have to think about how a stable peace order and reconciliation can be established after this catastrophe, even if its end is not yet in sight. Peace education faces great challenges and will therefore experience a new urgency in Europe. For the coming year, it's a huge task to reflect and develop further on the concepts needed for a global dialogue to enhance shared well being for all. Let's tackle this task together as also the experiences from the global South are indispensable!

**Annette Scheunpflug
Bamberg, January, 2023**



IMPEQ V: FIRST FACE-TO-FACE ATTENDANCE AT THE UNIVERSITY OF BAMBERG



The fifth batch of IMPEQ students finally have reached Bamberg after a long delay because of Corona regulations. Even though the online classes started some months ago, students have found the very first chance of face to face learning.

In May 2022, the face-to-face attendance session for 21 IMPEQ V students kick started at the Otto-Friedrich University, Bamberg. This particular session was an exciting moment for the IMPEQ team to have teaching in presence as the experience of the global COVID-19 pandemic in the last two years could only allow for online encounters. Prior to this attendance, IMPEQ V had earlier organized online sessions that commenced in October 2021 to introduce students to the IMPEQ learning journey. The 21 IMPEQ V students are made up of 10 women

and 11 men and from four different countries including of Rwanda, DRC, Cameroon and Zambia. They are school leaders, education coordinators and university lecturers. IMPEQ cohorts all together now count over 100 members from 11 countries. As there are countries where issuing of visa to Germany is still a problem, a few students did not get the visas to travel to Germany. However, IMPEQ found an alternative possibility for them to travel to the Protestant University of Rwanda (PIASS) where they were adequately supported through hybrid participation.

Continued Page 4

IMPEQ V: FIRST FACE-TO-FACE ATTENDANCE AT THE UNIVERSITY OF BAMBERG

LEARNING JOURNEY

Within the period of stay, the students learnt and worked on questions connected to the debate about the framework of educational quality and commencing with four Modules; 1, 2, 3 and 6. From this background, they gained an introductory understanding to scientific discourse on educational quality from a systematic perspective (Module 3). While they explored the link between education and normativity as a diversity of relations, they also expanded the conversations of what this means for schools in development cooperation and for the global society (Modules 1 and 2). They combined the resources by deepening their knowledge about science, different forms of knowledge as well as how and why to invest in self-organization and time management (Module 6).

MODULES FOR QUALITY IN CLASS

This learning journey began with four modules. It makes use of effective processes and conditions of learning which enable the students to take their responsibilities, reflect their work experience in the light of new knowledge as they engage in science, and how to bring about change. The learning journey will continue in the next attendance to explore how to develop quality in the classroom and in the system. It will also provide the possibility for students to gain a deeper understanding in the philosophy of science, differentiate between various approaches to scientific research as well as explore system monitoring. All of these will provide a strong foundation for the take-off of the writing of their Master thesis.

NEW COMPETENCES

During this learning journey, students celebrated milestones such as competences acquired through learning and skills gained on digitalization. The introduction to the virtual campus of the University of Bamberg, IT support and general support from members of the Chair of Foundations in Education at the University of Bamberg and the support team at PIASS broadened the smiles on students.



The students are welcomed by Prof. Annette Scheunpflug for their first lecture. Students also enjoyed the possibilities of libraries of the Bamberg University for their further learning and research.

Continued Page 5

IMPEQ V: FIRST FACE-TO-FACE ATTENDANCE AT THE UNIVERSITY OF BAMBERG



Group learning sessions are one of the most interesting parts of the semester. Even though the Corona pandemic is not strong during the teaching period, all students and teachers always kept their mask on as a precautionary measure.

HYBRID LEARNING EXPERIENCE

The hybrid teaching and learning possibility, guaranteed the digital inclusion especially for IMPEQ V students who were at PIASS as they could join all teaching slots online and participate with students in Bamberg by hybrid means, benefit from online mentoring as well as mentoring in presence at the level of PIASS. Even though the excitement to physically meet all the IMPEQ V students together was missing, at least the hybrid possibility fulfilled to a great extent the learning needs, participation and support for the students. The IMPEQ team was glad that the multi-media centre at PIASS could provide a reliable digital space and that all persons engaged in teaching and mentoring made sacrifices to ensure the achievement. The vote of thanks in this domain goes

especially to the technical and support team that worked from PIASS. The IMPEQ team and IMPEQ students can now be proud that they have learnt a lot from online and hybrid teaching.

LEARNING THROUGH ENCOUNTERS

During the IMPEQ V stay in Germany, students enriched their learning through the visits to Wittenberg, the town of Martin Luther and also the visit to Bread for the World head office in Berlin.

Visit to Wittenberg: In Wittenberg, students combined their theoretical knowledge of the Reformation which is the central point in Protestant normativity to the historic sites of Wittenberg through an original encounter. The Castle Church in Wittenberg where Martin Luther nailed his 95 theses was a me-

Continued Page 6

IMPEQ V: FIRST FACE-TO-FACE ATTENDANCE AT THE UNIVERSITY OF BAMBERG

morable point, not just for touristic purpose but much more on the main insights of the Reformation and what it means for the transformation of education and the global society. Different methods including table talks and round table discussions besides the visit to the Asisi Panorama made the stay in Wittenberg unforgettable for the students. The IMPEQ V group in Rwanda visited the first Protestant school as well as the office of the Global Pedagogic Network of Protestant schools – rooting in the Reformation (GPEN), in Rwanda.

Visit to Bread for the World office Berlin: As Bread for the World, is responsible for the bursaries of IMPEQ V students as well as the funding of the projects where students work, the visit to Berlin for a face to face exchange with partners at Bread for the World was very relevant. A detailed presentation of Bread for the World and the scholarship unit gave students a good understanding of its structure and functioning.

Other thematic points of discussion included the history of Bread for the World within the History of Protestant Reformation; learning to be the Church together as an instrument of ecumenical Diakonia, global Christianity and education as well as insights from the new international debate on religion and the specific contribution of Christian churches for an ecological reformation. The presentation about the processes and experiences of fund raising was highly saluted by students as most of them started reflecting on fund raising in both their individual professional context as well as the developing context in general. It is worth noting that this visit was organized in an inclusive hybrid format, and therefore ensured the full participation of students who were at PIASS.

Local church visits: Other landscapes of learning experienced by IMPEQ V students comprised of the tour of Bamberg, the visit and singing in Erlöserkirche in Bamberg, participation in the evening lecture by Dr. Navigué Moïse Soro on «De la contribution de la littérature enfantine et de jeunesse allemande à la mondialisation: Et si une inclusion sociale pérenne passait par l'éducation



During their stay, students also visited Wittenberg and Berlin. Churches which are important for the Protestant history are the on the visiting list. Students also learned the history of the local churches.

livresque?»; welcome and farewell party at the University of Bamberg Protestant chaplaincy.

In the debriefing session that marked the end of this study session, Prof. Dr. Annette Scheunpflug echoed the watch statement of doing IMPEQ, which is:

“If you have problems or questions:

Please communicate! Communicate! Communicate!

By Frederick Njobati, from Bamberg

IMPRESSIONS OF THE IMPEQ V STUDENTS

IMPEQ V, which started online due to corona measures, continued in Germany after the pandemic lost its effect and countries allowed travel again. The 19 students, who came together in Bamberg had an intense learning experience for a month. Students from four different countries shared the experience of being in a multinational teaching environment and their impressions.

***How was the learning environment during your stay?**

The learning environment during our stay in Germany was superb. We felt safe and supported in our pursuit of knowledge as well as inspired by the conducive learning environment. The rapport between our lecturers plus that the mentors and ourselves as students felt comfortable and motivated us to learn.

***How was your impression of being in a multinational learning group?**

My impression of being in a multinational learning group was that the exposure to different cultures and ways of life outside my usual home experience helped me to overcome my prejudices and accept diversity. It encouraged me to be open-minded to new ideas and made me attain a greater comprehension of topics taught because of the different points of view that the multinational group offered. Further, the multinational group helped me build a rich international network.

***Your feelings when you visited Berlin and Wittenberg...**

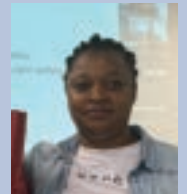
The visit to Berlin was very important to me because it made whatever I had learned in class real. I did not only enjoy the excursion but learned a great deal about the activities that took place before and after the Reformation. Such trips are very important because I do not think I can forget the content I learned and saw. Moreover, it was refreshing for the students after the intensive learning.

***What are the difficulties and/or advantages of having hybrid learning?**

The difficulty with hybrid learning because of Corona was mainly due to technical issues such as poor network connectivity. It was also difficult to boost student

engagement. In a classroom setup, this is much easier by using a variety of teaching methods that cannot be employed using hybrid learning. The advantage of hybrid learning is that it offers accessibility to lessons regardless of the physical location and also proved to be safe as there was less contact with other people.

Kaunda Mambwe, Zambia



***How was the learning environment during your stay?**

The learning environment was very conducive. Throughout the day, from 7 am to 6 pm, we were exposed to learning. At the university, we had access to the library, rooms, and the campus courtyard. The quietness of the campus, the focused atmosphere, and the mild spring climate automatically drove us to learn. Our supervisors and mentors were also always there for us. In the streets of Bamberg, in the refectory, in the Chinese restaurant, in the Diakonie where we ate dinner, at the train station, on the train, and the bus during the various excursions and sightseeing tours, in the hotel, at the airport, this was intercultural learning through and through for all of us.

***How was your impression of being in a multinational learning group?**

It was really enriching to meet, exchange, and work with other students from the Democratic Republic of Congo, Rwanda, Zambia, and Cameroon. I thought it was

Continued Page 8

IMPRESSIONS OF THE IMPEQ V STUDENTS



great that our colleagues from Zambia tried to understand some words and phrases in French. It was also interesting to hear about our different perspectives and exchange ideas. Despite the diversity, we worked continuously as a team, which I really appreciated.

***Your feelings when you visited Berlin and Wittenberg...**

I was very excited to visit Wittenberg as I had never been there before. After visiting this mythical and historic city of the Reformation, I have mixed feelings. First of all, I was able to see with my own eyes the stories I had read in books and heard in lectures and church services. It was like walking through the 16th century. On the other hand, I was amazed at the „worship“ of Martin Luther and Lucas Cranach, which seemed to me like a counter-witness to the Reformation.

***What are the difficulties and/or advantages of having hybrid learning?**

Hybrid learning allowed us to connect with each other even before we met. The online group work was challenging because it was not easy to make your point. When we finally met, we were happy to see each other and the most important thing was that what we could not understand during the online session became very obvious and simple when it was explained in person.

Makarios Fandio, Cameroon



How was the learning environment during your stay?

The learning environment was very good as everything was well structured. We were fully engaged throughout and there was no time to idle around. The lecturers were always on time and adequately prepared to dispense the lessons. Our food was always on time so we did not waste time waiting for food. For the first time, I experienced situations in which more than one teacher was present in class to teach a lesson. Most of the lessons were interactive.

***How was your impression of being in a multinational learning group?**

This was a wonderful experience for me to meet people from different nations and languages in the same class yet not have a feeling of being different. I experienced a feeling of friendliness and cooperation among classmates as the main objective for all was the acquisition of knowledge. This also opened up an opportunity for international cooperation in the field of education south of the Sahara for me.

***Your feelings when you visited Berlin and Wittenberg.**

When I visited Wittenberg, I had the feeling of actually getting in touch with history because I learned about Martin Luther's work in primary and secondary school and now I had to walk in the same town where he lived and visit some of the places he lived in. This was a wonderful experience for me. Berlin was great because I got in contact with the organization that is making the huge sacrifice of sponsoring me without bordering on whom I am. This visit changed my perspective about who to help in life. I saw people who were divided in the past not by their own volition but by the will of others thereby causing one section to develop more than the other.

***What are the difficulties and /or advantages of having hybrid learning?**

The main difficulties are that they depend on the availability of a good internet connection and the classes are slower in work coverage. The main advantage is that one can study anywhere he/she is provided he has an internet connection.

Nshom Isaac, Cameroon



ONLINE LEARNING GROUP EXPERIENCES FROM RWANDA



Four students couldn't join to the face to face learning sessions due to several reasons. Some of them couldn't able to get a visa and some prefer to stay in Rwanda due to motherhood. This didn't prevent them covering the lectures in Bamberg, they were able to attend to classes via online possibilities.

IMPEQ V has been a batch of many differences, both with the change in its program due to the Corona pandemic and with online learning sessions. Another unusual point was there were students who could not obtain a visa or who could not come to the study period in Germany for health reasons. Four students who came together in Rwanda had the opportunity to follow the classes in Germany live with an online connection. They also occasionally participated in discussions during the learning. Although it wasn't like face-to-face learning, the four students didn't miss a single lesson. They did their homework on time and fulfilled all their responsibilities. They shared their online learning experiences, while rest of the group was learning in Germany.

How did you feel when you learned that you will not be going to Germany for your master's work?

When I learned that I did not get a visa for Germany, I was very surprised. First of all, because I thought that travel was a matter of course given the purpose of the trip. Then I was a bit confused because I was wondering how I was going to continue the training if I missed this crucial step of Germany; finally, despite the disappointment, my faith took over and I simply decided to continue trusting God despite this difficult trial.

How did you organize yourself during the online learning process?

I rganized the e-learning process with the help of our teachers and coaches, who kept encouraging us. This hel-

Continued Page 10

ONLINE LEARNING GROUP EXPERIENCES FROM RWANDA

ped me to be ready even psychologically.

Moreover, once in Rwanda, despite the distance, I made the resolution and the effort to be always present at the courses given from Germany and to be regularly connected to all the IMPEQ V team via my smartphone, the internet connection, the video projector and even the material that was put at our disposal for these online courses such as the PC, the video projector, notebooks, and others.

Was it difficult to follow what was explained during the courses?

In the beginning, it was a bit difficult, because I was not really used to online courses, but I got used to it with the help of my classmates from Rwanda, Germany, and the teachers.

During the teaching, we were in Rwanda, more precisely in Huye in the South of the country, where we were accommodated nearby the university campus.

What were the difficulties of not being part of the team?

The fact that I did not really meet my teachers (face to face), and that I did not touch the realities of quality education in a context different from ours like Germany; for my part, there was not a balance between theory and practice.

Did the online process also have advantages?

Yes, the online process also had its advantages. I learned how to use the material available to us that I didn't really know how to use, it allowed me to learn from a distance via this material and to realize that distance is no longer a problem for anyone who wants to learn and study nowadays.

How were your feelings after the first learning period?

I really appreciate the purpose of this course, our teachers, their enthusiasm, their dynamism, their experience, and their patience. I would really like to be like them later. I learned a lot through them this training, even by observing them.

I also appreciate all the efforts that have been made by the IMPEQ staff so that before Rwanda and even in Rwanda, we are not left out of this May-June 2022 session.

Minette Tsanang, Cameroon

How did you feel when you learned that you will not be going to Germany for your master's work?

I took the decision not to travel to Germany for the study period because I am pregnant and didn't want to expose myself to any risks. I mostly stayed at home during the study period and followed the online courses on the computer.

How did you organize yourself during the online learning process?

The online learning process was well organized by the IMPEQ staff since we had a schedule to follow from morning to evening and from the beginning to the end of the studies. I just had to fit myself into the schedule.

Was it difficult to follow what was explained during the courses?

Yes, sometimes it was very difficult to follow what was explained during some lessons. This is because I couldn't hear well sometimes due to unstable network connections and sometimes even with a stable network, it was still difficult to hear well.

What were the difficulties of not being part of the team?

Not being part of the team in Germany prevented me from sharing with and benefitting from a larger learning community. Also, sometimes we had the printed notes late which made it difficult to follow the lessons well.

Did the online process also have advantages?

Yes, it was also advantageous because I was able to learn all that my colleagues in Germany learned though not being physically present in Germany. Also, the online learning process was advantageous because it was a new learning experience for me. It helped me understand how online learning goes on.

How were your feelings after the first learning period?

It was also beneficial for me to have colleagues from Cameroon who participate in the online learning process with me. This helped us to create a small learning community during the study period to share with and learn from others.

Rita Fekemia, Rwanda

MEANINGFUL HISTORY – EXCURSION TO WITTENBERG



It was really a great experience for the participants of the Master Course IMPEQ V to travel to Wittenberg, the birthplace of the Reformation in the beginning of the 16th century that changed the world considerably, and to be accommodated in the old university building of Wittenberg University, called Leucora – an artificial name translating the meaning of Wittenberg, i.e. “White mountain”, into ancient Greek. The group resembled for a family pictures at the stairs of the building.



The 95 Theses of the Augustinian monk Martin Luther against abuses in the church initiated the Reformation movement. The Latin version of this text is embedded into the front door of the Castel Church.

The Town Church in the centre of Wittenberg was also worth a visit of the participants as Martin Luther was the parish priest there beside his professorship at Wittenberg University. The interior of the Town Church shows a number of pictures on the altar and the walls of the church that explain the theology of the Reformation. They are created by Lucas Cranach sen., a friend of Martin Luther, famous painter and lord mayor of Wittenberg, whose pictures helped considerably to spread the convictions of the Reformation into the whole of Europe.

The Luther House which is nowadays a museum gives a lively impression where Martin Luther and his family lived and where he explained his theological insights to friends and students. Philipp Melancthon, close friend of Martin Luther and also professor at Wittenberg University translated the convictions of the Reformation into fundamental reforms of the educational system which are of importance until today.



A very impressive experience was the visit to Asisi Panorama, a big rotunda that shows the life at Wittenberg during the Reformation time in a rhythm of day and night. A great number of historical details are incorporated in this huge picture. *By Martin Affolderbach*

WITTENBERG - AN INEXHAUSTIBLE SOURCE OF INSPIRATION FROM THE REFORMATION

My first visit to Wittenberg was in 2017, just a few days before the concluding ceremonial event of the year-long celebration of the Protestant Reformation took place. It was a great surprise to me, among so many visitors, to be offered a gift of two huge volumes: one comprising essays on “Martin Luther and Reformation” and the other, a catalog on “Martin Luther, Treasures of the Reformation”. Having read enough about Luther during my theological studies followed by my first visit and the reading through the two books, I felt that I had known enough about Luther and the Reformation. Yet during my second visit in June this year in the framework of the IMPEQ Master in Educational Quality Program held in Bamberg, I experienced new facets of the Reformation. The most impressive experience was the Asisi Panorama, which depicts the daily life background of Reformation. Among other, two important figures who played a great role supporting Luther’s reformation enterprise are present in the scenery: The Elector of Saxony, Frederick the Wise, who gave protection to Luther, and Lukas Cranach whose printing facilities helped Luther spread his ideas. Nobles and even ordinary people like farmers and craftsmen in daily life are also represented. The Asisi Panorama somehow gives a live background of some of the important Reformation-related events such as the posting of the 95 theses at the Castle Church that triggered the Reformation, as well as historical sites in Wittenberg. Among these sites is Luther House which was more than a private family home. Many people from everywhere came both to partake in the daily life of the Luther family and to listen to his reformatory ideas for the Church and the society as a whole. In following the Asisi Panorama intensively it gives not only the feeling of being part of the real life of the 16th century but also convinces about the claim of the Reformation.

Another element of an important symbolic meaning is the Luther Garden. Listening to the concept of the garden with its 500 planted trees made me personally sense a historical connection between the divided Church



at the time of the Reformation in the 16th century, especially when Luther declared that: „Even if I knew that the world would perish tomorrow, I would still plant an apple tree today“ and the present Ecumenical Endeavour towards the unity of the Christian witness today. Just like Luther, amidst a severe conflict within the Church and the society, struggled to bring back the Church to its authentic spiritual mission. The Luther Garden is therefore a symbolic call to churches today that, despite all kinds of difficulties, they should continuously be driven by his motto of planting a tree; that is, work for a united and faithful Christian witness in a broken world. Though the way might still be long, through the planting of a tree in the Luther Garden, the Catholic Cardinal Walter Kasper, President of the Pontifical Council for Promoting Christian Unity and many other Church leaders of the various Christian traditions around the world, made an encouraging sign towards the building up of a true confessing church of all times. Besides, continuing in the spirit of the Reformation about education, churches in Africa should engage themselves in the promotion of Quality Education which, in addition to its focus on the social, emotional, mental and cognitive development of the learner, also lays a special accent on the spiritual and moral dimensions. In so doing, they would render education more resilient towards recurrent challenges that the African society faces in its process of development.

By Rev. Dr. Kakule Molo

VIRTUAL GRADUATION FOR IMPEQ IV



Graduating class of IMPEQ IV members were not able to travel to Germany for their ceremony but able to get their certificates with an online event.

The IMPEQ journey of the 4th cohort (2019-2021) was particularly challenging. While the second study stay still took place face to face at PIASS, the banning of most of the international travel worldwide, made it necessary that the subsequent study periods were realized online. Teaching and mentoring were done remotely with the support of many mentors and great organizational efforts on the part of the IMPEQ team. Students had to realize their IMPEQ work in the midst of challenging professional and personal circumstances. They nonetheless persevered and were able to graduate from the IMPEQ program in March 2022.

WORDS OF GREETINGS

To celebrate the students' success, IMPEQ organized a virtual graduation on March 19, 2022. The 23 students of IMPEQ IV were joined by about 30 people—IMPEQ alumni, friends and families, colleagues from work, teaching staff and pro-

fessors from PIASS, ULPGI, UEC, and University of Bamberg, representatives of Bread for the World, and IMPEQ friends like Stein and Birgit Villumstad, who had been an integral part of the IMPEQ IV journey. Prof. Dr. Julia Franz, Prof. Dr. Annette Scheunpflug, and Prof. Dr. Elisée Musemakweli welcomed the students and their families in the name of IMPEQ, the University of Bamberg and PIASS. Nadine Ebinghaus spoke words of greeting from Bread for the World and Pasteur Samuel Mutabazi gave his appreciation in the name of the employers of IMPEQ students. Dr. Semerita Kavira Kamundu of ULPGI and Emmanuel Niyibizi of PIASS congratulated IMPEQ students in the name of IMPEQ alumni. Sitima Joyce Justin Mana from South Sudan and Ayaba Bongnwa Dzebam Godlove from Cameroon, who had served as IMPEQ IV student representatives for two years, completed the round of good wishes and appreciation.

Continued Page 14

VIRTUAL GRADUATION FOR IMPEQ IV



All graduating class and teaching staff, some former students attended to the online ceremony (L). In her opening remark, Prof. Annette Scheunpflug underlined that the group made very well against the difficulties caused by the pandemic (T). At the end of the program, all the students were announced for the presentation of their certificates (B).

VIRTUAL CEREMONY, REAL CELEBRATION

The handing over of MA degree certificates is always the highlight of the graduation ceremony and a very special moment for everyone, who has accompanied the students through IMPEQ. And this was no different during the virtual graduation ceremony. It started with a slide show to remember the good times of IMPEQ IV. Afterwards, every student was called by name by Prof. Annette Scheunpflug, and because students could not step forward, slides were shown that presented their pictures. As the grand finale, IMPEQ showed a recording of the wonderful IMPEQ IV choir singing their favorite song. And although everyone missed not being together, in the end, students, alumni, friends and families alike left the virtual graduation with goose bumps and a strong sense of reconnection. IMPEQ IV students celebrated with friends and colleagues in their home towns and countries. And they shared their celebrations with the IMPEQ family on WhatsApp, which is very befitting IMPEQ IV. The actual certificates were handed over to the now IMPEQ IV graduates by their younger siblings of IMPEQ V. *By Dr. Susanne Röss, from Bamberg*



TESTIMONY FROM AN IMPEQ GRADUATE

At the Virtual Graduation Ceremony, other than teaching staff and students, former graduates were also present. IMPEQ II graduate Emmanuel Niyibizi addressed the attendees on behalf of all graduates. In his speech, Niyibizi underlined the competences he gained with the IMPEQ program. Below is the address by Emmanuel Niyibizi:

In my talk, I would like to shortly indicate competences from IMPEQ, impact of IMPEQ alumni and ways forward.

Which competences gained through IMPEQ?

IMPEQ was initiated to address the challenges of educational quality in developing countries especially in Sub-Saharan Africa as a contribution to its socio-economic transformation amid dynamic and complex changes. Learning with and from one another as well as reflecting together are the guiding principles within IMPEQ to develop intercultural and cooperation-related competences for preparing graduates for quality development in a systemic way. For being able to contribute to this challenging task, different competences are developed, explicitly and / or implicitly, during IMPEQ: They include for example:

- Personal competencies like diagnostically and high levels of reflexivity
- Social competencies like multicultural, multilingual, and inter-faith communication as well as teamwork
- Operational competencies project planning, management, and research skills
- Organizational competencies management of change in the context of uncertainty and complexity as well as building networks for quality development in order to become change agents.

Where are the competences applied

- Institutionalization of educational quality within Protestant institutions: Establishment of Centres like CEDRE at PIASS (2018) and Centre de Didactique Universitaire at ULPGL thanks to IMPEQ alumni.
- Reshaping and contextualization of initial and in-service teacher training on cognitive activation by complex tasks in North and South Kivu school coordination or professional learning communities in Madagascar.
- South-South collaboration for project development such as joint projects on digitalization of education in Great Lakes Region by

developed, coordinated, and managed by IMPEQ alumni.

-South-South-North collaboration for project evaluation such as for CBCA and CP-ECP Bukavu by Frederick Njobati, and for ISTP by Christine Nyiramana, Claude Njoya and Dr. Susanne Timm

-Project development: Projects of teacher training in Presbyterian schools in Rwanda in collaboration with DM-Exchange et Mission
-Teacher training for global education: Award for Christine Nyiramana and Emmanuel Nyibizi by the Global Education Network Europe (GENE)

-Project of profiling and mapping all protestant schools in Cameroon
-Promotion of IMPEQ alumni in different educational leadership and management position likely to contribute to educational quality academic (academic promotion, academic leadership positions like deans of faculties, vice dean, academic registrar, leaders of big projects, political positions as parliament member, governor, etc.)

What is the IMPEQ contribution to Science?

-IMPEQ alumni are doing PhD's in different universities: Germany, Switzerland and Burundi. Two of our colleagues already successfully defended their dissertation and others are on the way
-Publications: articles, book chapters, contribution to UNESCO GMR 20/21

-Presentation at international conference

What are ways forward?

-Reinforcement of collaboration and cooperation among IMPEQ alumni within, between and across institutions and countries for capacity building and research

I would like to end my statement by thanking Bread for the World for funding IMPEQ as well as the four universities for their cooperation in running this program especially Prof. Dr. Annette Scheunpflug and her team for making IMPEQ a success.

As Jesus said to his disciples in Matthew 9:37 "The harvest is plentiful, but the workers are few". We see educational quality as a sine qua non condition for achieving the SDGs but it is a huge task that requires more IMPEQ graduates. Continuity of IMPEQ remains an important option for contributing to the SDGs in developing countries.

At the end, Emmanuel Niyibizi welcomed IMEQ IV graduates into the growing and impactful IMPEQ alumni family.

IMPEQ RAISES PROFESSIONAL COMPETENCES: WORDS FROM PASTOR MUTABAZI

Director of the National Office of Protestant Education (BNEP), in Protestant Council of Rwanda (CPR) Samuel Mutabazi, whose many employees participated in the IMPEQ program, also gave a speech to praise the achievements of students. In his testimony, Pastor Mutabazi underlined that in BNEP he has been working with more than 20 IMPEQ graduates. Below is his speech from the IMPEQ IV online graduation ceremony:

"I greet you on the name of our Lord, Jesus-Christ. I have been asked to speak on behalf of Employers of IMPEQ students. I want to give you a kind of testimony.

As Director of the National Office of Protestant Education (BNEP) in Rwanda, I work with more than twenty graduates of IMPEQ. They are my direct collaborators in educational services of the Protestant churches, while others assume the leadership and teaching at Protestant educational institutions in Rwanda. It is a great pleasure for me to appreciate the quality and professionalism demonstrated by all these employees in their daily responsibilities. We are achieving our goals in coordinating schools thanks to the support and commitment of employees who have been trained by IMPEQ. Their contribution is also acknowledged by various educational actors and partners in Rwanda and elsewhere. Some of them have been promoted to positions of high responsibilities in church and public institutions. Therefore, we are proud of their dedication and performance at work. Since they started their master's studies through IMPEQ, we noticed a progressive positive change in regard to their service. They have become educational agents:

- *Who are aware of their huge duties and responsibilities in promoting quality education,*
- *Who understand and are committed to play their role towards the accomplishment of the mission of Protestant churches in education,*
- *Who become catalysts for innovative and synergistic actions in Protestant education, such as the dedication of a day or week for the reflection of the Protestant teaching, the creation of funds to support educational actions in the churches,*



- *Who are able to contribute in designing and implementing new programs, curricula and development projects in churches and schools,*

- *Who produce quality reports and administrative documents.*

I would like to end by thanking Prof. Annette Scheunpflug, the rectors of the partner universities and all the team of IMPEQ. You and your work have always met our expectations and contributed significantly to the success of our various educational institutions in Rwanda and elsewhere in Africa. We appreciate the quality of the training you have provided to our employees. We hope to continue collaborating with you through IMPEQ as we still have other employees (in churches, in universities and schools) who wish to have that qualification and competencies. We remain proud of the IMPEQ program and its achievements. We appreciate the support from Bread for the World. May God bless your work."

Pastor Samuel Mutabazi

THREE IMPEQ GRADUATES SUCCESSFULLY DEFEND THEIR PHD ON THE SAME DAY



Onja Tiana Raharijaona(L), Jean Kasereka Lutswamba (2nd L) and Christine Nyiramana (R) successfully defended their doctoral works in one day.

The IMPEQ family has welcomed in its fold three former students who bagged their Doctoral, degree from the University of Bamberg. The three students were Christine Nyiramana, Jean Kasereka Lutswamba, and Onja Tiana Raharijaona. This has been the culminating point of four years of hard work, sacrifice, and dedication.

COLD DAY, WARM ENVIRONMENT

It took place on a foggy, cold, and unfriendly day when the three candidates from the Democratic Republic of Congo (DRC), Madagascar and Rwanda, aptly defended their separate theses in the different panels that were set up for this purpose. The defence of their Doctoral

theses took place on the 28th of November 2022 with the first candidate, Onja Tiana Raharijaona defending her thesis title “La Professionnalisation des Enseignants Non-Qualifiés du Primaire à Madagascar en Matière de Gestion de Classe” (Professionalization of Unqualified Primary Teachers in Madagascar in regards to Classroom Management) undertaking the exercise from 8:00 am – 10:30 am. The exam board of Onja was placed under the tutelage of Prof. Dr. Klaus van Eickels with three other renowned professors.

LOCAL AND GLOBAL ISSUES

Next on the roll was Jean Kasereka who defended on the topic “Les Héros dans L’ombre: Leadership Scolaire et Qualité de L’éducation dans un Contexte de Précarité

Continued Page 18

THREE IMPEQ GRADUATES SUCCESSFULLY DEFEND THEIR PHD ON THE SAME DAY

té – cas du Nord-Kivu en République Démocratique du Congo” („Heroes in the Shadows: School Leadership and Quality of Education in a Context of Poverty - the Case of North Kivu in the Democratic Republic of Congo). His defence panel was headed by Prof. Dr. Klaus van Eickels, like the previous one. He was ably assisted by three professors and the defence started at 10:00 am and wound off at 11:30 am.

The third and final candidate was the defence of Christine Nyiramana titled “Quality of Teacher Education: Experiences of Student Teachers vis-à-vis Teachers Feedback.” She was the last but not the least candidate to defend her theses from 17:00pm – 18:30pm. Her defence panel was led by Prof. Dr. Maximilian Pfost and supported as ever by three professors of diverse subject specialities. The defence process took place in a very friendly, welcoming, accommodating and yet, engaging as well as reflective environment.

JOY OF SUCCESS

At the end of the defence process, each candidate was asked to leave for the panel to deliberate their results. This moment was steeped in suspense and the fear of the unknown of the expected results of each candidate. Upon the pronouncement of the successful results of each candidate, they received accolades from the jury members, their colleagues in the Ph.D. learning community, and colleagues at the Chair of Foundations in Education who presented to them, congratulatory messages and bouquets of flowers to crown the occasion. They went in the hall as candidates and emerged from the hall as Dr. Christine Nyiramana, Dr. Jean Kasereka Lutswamba, and Dr. Onja Tiana Raharijaona respectively.

CELEBRATION WITH BOAST

The atmosphere upon their emergence from the hall was electrifying, euphoric and the list of joy was unending. It was technically: a hybrid process as the family of each candidate joined the celebration frenzy through Zoom to witness the party.

In her brief remarks at the celebration galore, Prof. Dr.



While there was a celebration at the Bamberg University, the families of the newly decorated doctors also joined to the joy via online from Madagascar, Rwanda and democratic Republic of Congo and shared the well deserved pride of their loved ones (B).

Prof. Annette Schunpflug was awarded a photo of three women who completed their Ph.D's taken at the start of IMPEQ II (Top L).

Continued Page 19

THREE IMPEQ GRADUATES SUCCESSFULLY DEFEND THEIR PHD ON THE SAME DAY

Dr. h.c. Annette Scheunpflug congratulated the three laureates for their brilliant performance in the midst of all adversity. She saluted their courage, tenacity, and resilience for standing tall despite the challenges they faced as leaders in their different professions as well as combining it with parents of kids (14 kids jointly from the three colleagues), in addition to being wives and husband. Worth noting was the fact that, of the three laureates, only Dr. Christine Nyiramana had a bursary and Dr. Jean Kasereka and Dr. Onja Tiana undertook their Ph.D. without a bursary and sail through this great challenge. This to Prof. Annette Scheunpflug was an uncommon achievement and reaching such a milestone was worth celebrating.

TWO PHD'S FROM IMPEQ I; ONE FROM IMPEQ II

To each of the candidates a specific hat related to his/her research topic and the manner the group remembered them was given to celebrate this great achievement. Onja got the symbol of the list of joy, Jean got the symbol of leadership, and Christine got the symbol of a queen's crown. It should be noted that these three doctors came after the pioneer team (Abraham T. Tangwe and Kavira K. Semerita) who finished their theses in July 2021, bringing the total to five Ph.D. holders from the different cohorts of IMPEQ. Four of these Ph.D. holders (Drs. Abraham Tangwe, Christine Nyiramana, Jean Kasereka, and Kavira K. Semerita, are from the first cohort of IMPEQ), and Dr. Onja Tiana Raharijaona is the first laureate from the second cohort of IMPEQ.

CANDIDATES FROM THREE COUNTRIES

It was a great honour for us to witness the process of the doctoral defences of these three candidates from the three countries comprised of two women and a gentleman whose defences took place on the same day at the University of Bamberg. It was, therefore, a feat that was historic and memorable.

By Dr. Abraham Tamukum Tangwe and Prof. Kavira Kamundu Semerita, from Bamberg



The celebration continued at the house where all Ph.D. students and holders of IMPEQ graduates stay (T). Dr. Abraham Tangwe and Prof. Semerita Kamundu were also shared the joy of newly decorated doctors (M). Christine Nyirimana was happy and proud after a long day of work and celebration (B),



IMPEQ GRADUATE BINZAKA HAS PHD FROM BURUNDI UNIVERSITY

Roger Mundo Binzaka, a graduate of IMPEQ II, started his doctorate in Burundi after completing his master's studies. He completed his doctorate on the topic of, "Pedagogical practices in higher education in the Democratic Republic of Congo at the era of shifting to the Bachelor-Master-Doctorate system" with the support of the university where he worked in Cameroon. Binzaka shared his story as the third PhD holder of IMPEQ graduates.

How did you decide to pursue a Ph.D.?

I have wanted to do academic work for a long time. Obtaining a master's degree with IMPEQ increased my desire. It was also a career plan for me ever since I was hired as a teacher at the Université Libre des Pays des Grands Lacs Goma. As a result of my efforts later, I learned that there was a suitable position for me at the University of Burundi, and finally, I completed my doctorate at the doctoral school in Bujumbura.

What is your current job?

I am currently a lecturer at the Université Libre des Pays des Grands Lacs Goma and since May 2022, I have been the Deputy Dean of Research at the Faculty of Psychology and Educational Sciences. I am also a member of the Centre de Didactique Universitaire trainer team of ULPGL Goma.

How has IMPEQ affected your life and career?

I am a second-batch graduate of IMPEQ. I had always heard good stories from the first group of graduates and I wanted to join IMPEQ because of my academic dreams as I told before. Then, after a very productive study period with the second group, I completed the master's program. Since then, IMPEQ has impacted my life and career on a personal and professional level. First of all, IMPEQ gave me the qualification, the diploma that allowed me to fulfill my dream of having a Ph.D. Thanks to the IMPEQ diploma, I was able to enroll in a program at the University of Burundi.



Binzaka's (Middle) colleagues at the Université Libre des Pays des Grands Lacs Goma congratulated him after his successful PhD defense.

Moreover, IMPEQ has practically equipped me with a variety of teaching strategies, which I used quite frequently during my Ph.D. research. During my doctoral research and studies, I benefited greatly from the lessons I learned in the master's program. Also, IMPEQ helped me understand the importance of collaboration for a successful professional life.

Was it difficult to work and study at the same time?

Combining study with a Ph.D. has both advantages and disadvantages. If you do not manage your time effectively and efficiently, you have the risk of not being

Continued Page 21

IMPEQ GRADUATE BINZAKA HAS PHD FROM BURUNDI UNIVERSITY

able to finish your thesis due to the demands of your job and the requirements of life. On the other hand, your daily work sometimes allows you to step away from the topic of your thesis and read it critically over time. My advantage was also working in an academic field.

How did your family support you during your IMPEQ period and doctoral studies?

During my studies in the IMPEQ program and my doctoral studies at the University of Burundi, I received moral support from my family. Without their understanding, I would have had difficulties during both IMPEQ and Ph.D. studies. I would like to thank my family and colleagues for their understanding, support, and help. *By IMPEQ Team*



Family of Binzaka supported him during his work and shared joy.

This is the abstract of Binzaka's research:

Pedagogical practices in higher education in the Democratic Republic of Congo at the era of shifting to the Bachelor-Master-Doctorate system

In order to follow the Bologna process, DRC is in the process of reforming its higher education system by switching to the Bachelor-Master-Doctorate (BMD) system. This process is organized in phases of sensitization, experimentation, and generalization. This structural and curricular reform of the entire training system calls teachers to adopt a learner-centered pedagogy with the use of information and communication technology (ICT) tools. Therefore, pedagogical practices were considered in the research report in terms of teaching approaches, activities and tasks in the teaching-learning process, social forms of teaching, modes of course delivery, dynamics of group, pedagogical interactions and scenarios.

To answer the research questions, the project opted for a pre-experimental research without pre-testing with a control group in a mixed-methods approach housed in a sequential explanatory design. Thus, surveys of 210 students and observation of 94 lessons were car-

ried out successively. In the process of understanding practices in place, it was useful to survey 20 teachers and to interview four key persons. All this was done in two faculties of a higher institution in the DRC.

The results from the quantitative and qualitative data revealed, at the first level, hybrid pedagogical practices in which traditional pedagogy is clearly taking the lead over active pedagogy. Quantitative analyses did not reveal statistically significant differences between the experimental and control groups. In the efforts to find explanations, a number of questions were raised. Despite having received training on BMD principles, having participated in workshops to develop course outlines and the use of teaching platforms, the teachers showed that this was insufficient to bring a significant change in teaching. The interviewees attributed the lack of change to the process of change, which requires sufficient time accompanied by resistance to change and related preparation. All this crossed with the challenges related to the piloting of the reform, time, teacher profile, and adequate infrastructure.

7TH IMPEQ CONFERENCE - 'RESILIENCE THROUGH QUALITY EDUCATION' – AT PIASS



Heads of IMPEQ partner universities and the minister of education of Rwanda participated to the conference as speaker or discussants.

The world is facing a complexity of challenges ranging from climate and ecological changes, through the management of the earth's natural resources, natural disasters, pandemics, and how to deal with conflicts and wars. These circumstances require the competences of resilience wherein education plays a pivotal role. Yet not all forms of education can foster resilience. Thus, understanding different characteristics of resilience in relation to education is at the heart of high-quality education. From this perspective, a two-day conference was organized within the framework of the "International Master's Programme in Educational Quality (IMPEQ)" and in cooperation between Protestant Institute for Arts & Social Sciences (Rwanda), Otto-Friedrich University of Bamberg (Germany), University Libre

des Pays des Grands Lacs (ULPGL, Goma) and Université Evangélique de Caméroun (UEC) under the funding of Bread for the World. The conference took place on 21 – 22 September 2022 at PIASS, Huye campus.

Conference objectives

The conference offered the possibility for participants to discuss the role of quality education and schools in shaping resilience as operationalized in the following objectives. Participants

- Deepened the debate on resilience and what this means for dealing with challenges in the local communities and the global society,
- Explored the strategies for different stakeholders to understand their roles in developing resilience for both individuals, communities, and the society,

Continued Page 23

‘RESILIENCE THROUGH QUALITY EDUCATION’ CONFERENCE AT PIASS

- Reflected how the development of competences for resilience should be developed at different education system levels,
- Shared and developed experiences about building resilience in pandemic stricken, conflict and post-conflict societies,
- Discussed strategies of networking and collaboration between the state, civil society and schools in fostering resilience.

Conference participants

This conference brought together more than 150 academia, professionals, researchers, church-based organizations and IMPEQ students from Rwanda, Zambia, Tanzania, South Sudan, DR Congo, Cameroon and Germany to discuss how quality education can shape resilience in difficult time. In this conference, students of IMPEQ IV were recognized and congratulated for completing their master studies, and on the same occasion, IMPEQ V cohort was officially opened in presence of IMPEQ Steering Committee Members and Dr. Valentine Uwamariya - Minister of Education in Rwanda who also officially opened the conference.

The welcome remarks were given by Rev. Prof. Dr. Elisée Musemakweli, The Vice Chancellor of PIASS and Rev. Prof. Dr. Jean-Blaise Kemongne, the Chairperson of IMPEQ Steering Committee and Rector of UEC. Both extended their gratitude to the conference participants and invited for active participation and becoming agents of positive changes in their respective institutions and countries.

Conference keynote speeches and presentations

The conference included keynote speeches, paper presentations and workshops which were organized in parallel sessions, poster presentations, and a cultural evening.

The first keynote speech was addressed by Prof Dr. Dr. h.c. Annette Scheunpflug from the University of Bamberg who focused on the “connectivity between resilience and quality education” Again, her speech shared lights on how we can shape and build quality education in crisis. She moreover



PIASS campus in Huye was the host of the conference.

argued on why some people cope during challenging moments while others fail. She continued by highlighting coping strategies in crisis, highlighting global understanding of the word resilience and emphasizing self-responsibility that is needed to build quality education in crisis. At the end of her speech, she made a brief introduction and connectivity between various paper presentations and workshops which took place in parallel sessions.

The second keynote was addressed by Senator Prof. Dr. Jean Pierre Dusingizemungu from Rwanda who talked about “Developing ingredient for quality education: Rwanda efforts within the period of 2021 to 2022”. The paper presented a snapshot of educational system in the past and how it experienced a shift in the post genocide era. It therefore means that the Rwanda education system is young educational system that was developed in just 25 years ago and has some peculiarity. He mentioned the strong impacts of the faith base institutions on educational system in Rwanda where about 75% of schools are managed by the churches with financial support from the government of Rwanda especially for government aided schools. He situated the

Continued Page 24

‘RESILIENCE THROUGH QUALITY EDUCATION’ CONFERENCE AT PIASS

term resilience in Rwanda context by saying, “in Rwanda resilience is the striving force behind state development of any reconstruction project in this country that was devastated by the genocide against the Tutsi in the 1994”. It further presented a key achievement of the educational system and improved infrastructures that has been made in the educational system in Rwanda. In conclusively, he commended on how the government has serious laid its foundation however, calls on other educational actors supports for the national efforts.

Contribution on paper presentations and workshops were done by different researchers including IMPEQ alumni from all cohorts (I – IV), PIASS academic staff, and researchers from partner universities. Each session was given a given a discussant. For papers, the following topics were presented:

Paper session I:

- Shaping resilience through the culture of remembrance: technical, environmental and historical aspects by Prof. Dr. Martin Nugel
- Shaping resilience through peace education in schools Frederick F. Njobati, MA
- Building resilience in early childhood education through nonviolent communication and good learning climate by Godlove Dzebam, MA

Paper session II:

- Shaping resilience through high cognitive activation by complex tasks by Barthelemy Muzaliwa, MA and Laure Difomene, MA
- The role of subject clarity in teaching as a contribution to developing resilience in Universities by Jusline Kavugho, MA
- Good learning climate at universities as a means of resilience in conflict context by Prof. Dr. Semerita K. Kamundu

Paper session III:

- International church partnerships: Contributions to resilience by Rev. Dr. Kakule Molo



Dr. Jean-Blaise Kemongne



Dr. Valentine Uwamariya



Prof. Annette Scheunpflug



Nadine Ebinghaus

- Reflecting resilience from the understanding of the protestant school profile and school leadership (Rwanda) by Rev. Etienne Uwajyiwabo, MA
- Shaping school leadership in conflict and post-conflict societies through resilience (Cameroon) by Essaw Samngwa’a, MA

Paper session IV:

- Reflecting COVID-19 pandemic and schooling from empirical evidence in the Great Lakes region by Christine Nyirama, MA and Prof. Dr. Semerita Kamundu
- Research training and education for resilience at Universities by Edouard Ntakirutimana, MA

For workshops, the following topics were reflected:

Workshop session I:

- Policy perspective of TVET in shaping resilience (South Sudan) by Joyce Sitima, MA

Continued Page 25

‘RESILIENCE THROUGH QUALITY EDUCATION’ CONFERENCE AT PIASS

- Relating theory to quality teaching practices at TVET by Sophonie K. Rubyiza, MA

- Analysing how resilience in TVET is shaped by the curriculum by Callixte Kalisa, MA

Workshop session II:

- Global Pedagogical Network of Protestant schools as a platform for shaping resilience by Jean Baptiste, MA

- Networks of professional learning communities as spaces of shaping resilience by Julianne Tuyishime, MA

- Resilience through digitalization in less resource context by Emmanuel Niyibizi, MA & Rev. Damien Nzeyimana, MA

Workshop session III:

- Building resilience through radio drama by Godlove Dzebam, MA

- Peace clubs and civil peace networks as safe spaces for developing resilience by Meschac Vunanga, MA, Rev. Samuel Mutabazi, MA and Gerard Kasereka, MA

Workshop session IV:

- Building resilience by constructive feedback Siberi Kavira, MA & Emmanuel Wepngong, MA

- Shaping resilience by practices of high cognitive activation by complex tasks by Jacqueline Mukanziza, MA

- Building resilience through good learning climate in conflict context George Funjong, MA

Poster presentations were done IMPEQ IV graduates who presented findings of the master theses on printed posters in a form of exhibition. Participants of the conference could visit those stands and get explanations from authors, ask questions to gain insights on the topics.

CULTURAL EVENING

The cultural evening was organized in order to create networks among the participants of the conference and learn how to talk and interact with people from different cultural backgrounds. Each represented country was asked to do performance on their cultural activities (dances, songs, poems, rituals or any other thing) that may show the culture from their respective countries. In addition, this cultural exchange was an opportunity to help individuals to adjust and learn about new environments and admire their differences while embracing their similarities.



Participants continued discussing the issues even during the breaks.

CONCLUDING REMARKS OF THE CONFERENCE

In his speech, Rev. Prof. Dr. Elisée Musemakweli - the Vice Chancellor thanked each and every one for their contribution to the success of the conference. He particularly extended his gratitude to the Bread for the world for their financial support which not only made the program possible, but also to the success of different activities of the institution (PIASS). His remarks also reflected the Sustainable Development Goals (SDGs) especially goal number 4 “Inclusive Quality Education for all”, by highlighting how this goal is relevant and connected to the theme of the conference. By concluding, the Vice Chancellor requested all participants to be engaged in quality education which enables them to be resilient in a critical condition. His wish was that each participant of this conference as well as various educational stakeholders would be a catalyst of promoting quality education and resilience in their respective communities.

By Christine Nyiramana from Rwanda

IMPEQ ALUMNI EXPLORE THE PROTESTANT EDUCATION LANDSCAPE IN CAMEROON



IMPEQ graduates from different batches worked on projects and collected data to form a 'Model Protestant School' concept in Cameroon.

From the onset of the International Master's Programme on Educational Quality for Developing Countries (IMPEQ), Cameroon can boast already nine successfully graduated students with at least one candidate in each of the cohorts. This team of graduates, which is drawn from both the English and French-speaking parts of Cameroon, is occupying influential positions in the Protestant education system. At the micro level, the graduates have been working at their different stations on enhancing education and teaching quality. At the macro level, six laureates had the opportunity to work on a scientific project known as Contribution to the Qualification of Protestant Education (CONQEP) under the auspices of the Council of Protestant Churches of Cameroon (CEPCA)

and academic guidance of the Université Evangélique du Cameroun (UEC).

MODEL FOR PROTESTANT EDUCATION

In this scientific project framework, from August 2020 to March 2022, the IMPEQ laureates played different roles in the direction of data collection, conception and facilitation of workshops, data analysis and interpretation as well as the realization of the final documents and presentation of results. The key documents that came out of this work included: (1) a descriptive and statistical Manual on Protestant Education in Cameroon, (2) a Reference framework for Protestant Education in Cameroon, (3) the Profile of a Model Protestant school in Cameroon, and (4) the Charter of a Model Protestant School in Cameroon.

Continued Page 27

IMPEQ ALUMNI CAMEROON DOING EXPLOITS ON THE PROTESTANT EDUCATION LANDSCAPE

The descriptive and statistical manual on Protestant education in Cameroon was produced from scientific data collected in nursery, primary, secondary, and higher schools founded by the Protestant Churches of Cameroon. This manual gives a clear picture of Protestant education in Cameroon in terms of various characteristics. This document provides information on financial resources, the economic situation of the persons in charge of the learners, the socio-cultural and religious factors, the size and internal efficiency of the Protestant schools, the teaching and learning materials, the infrastructure and capacity of the schools, and the human resources. An outstanding aspect of this manual is the geo-localization of the Protestant institutions in Cameroon.

MISSION; VISION AND VALUES

Based on Law No. 98/004 of April 14, 1998, on the orientation of education in Cameroon, the Reference framework for Protestant Education in Cameroon reflects on the foundational elements of the Protestant Reformation and its pedagogical correlation. Reflecting on the strategic orientation of Protestant Education, we developed the Mission, Vision, and Values of Protestant Education all guided by the three founding principles of “Scripture alone, Grace alone, and Faith alone.” Today, the Mission of Protestant Education in Cameroon is “To promote accessible and sustainable quality education, deeply rooted in the silt of Protestant values and geared towards the peaceful and positive transformation of Cameroonian society.” The vision of Protestant Education in Cameroon is: “A school that prepares women and men in the fear of God, for a society of hard work and success, freedom and responsibility, justice and peace with love for others and Creation.”

The profile of the Model Protestant Schools is inspired by Protestant values and the five dimensions of education quality as defined by UNESCO, including: the characteristics of learners, the context, the enabling inputs, and the outcomes.

The Charter of a Model Protestant School, with a preamble of the founders of Protestant Education in Cameroon, defines the Protestant school roles and responsibilities of



Findings and results of the projects run by IMPEQ graduates were discussed at the meetings organized by Contribution to the Qualification of Protestant Education (CONQEP).

stakeholders, the rights and duties of different stakeholders, the quality standards of education. Model schools are initially developed at nursery and primary level then gradually extended to general and technical institutions.

The scientific project provided an opportunity for the laureates to share their knowledge and expertise on issues of education and teaching quality with a wide range of education stakeholders. There were quality discussions with education experts from different government ministries in charge of education, the university community, and Protestant education authorities. It was both a teaching and learning opportunity. Coordinating all of these was Ernest Claude Njoya (IMPEQ I) under the direct supervision of Rev. Dr. Jean Blaise Kenmogne. The participating laureates included Emmanuel M. Wepngong (IMPEQ II), Essaw Samgwa'a (IMPEQ III), Dzebam Godlove, Nguenkeng Odette, and Nelle Elodie (IMPEQ IV).

By Claude Ernest Njoya and Emmanuel Wepngong, from Cameroon

IMPEQ BOOK LAUNCH: “NEW PERSPECTIVES ON QUALITY EDUCATION IN SUB-SAHARAN AFRICA”

On 22nd March 2022, IMPEQ carried out the launch of 19 monographs in an online ceremony. The authors of this monograph series have conducted their research in the framework of the International Master Program in Educational Quality (IMPEQ) at the university of Bamberg in partnership with the Protestant University of Rwanda (PI-ASS), the Evangelical University of Cameroon (UEC) and the Free University of the Great Lakes Region (ULPGL) in the Democratic Republic of Congo (DRC). These monographs present findings in educational quality with focus on learner-centred and competence-based pedagogies, critical thinking, as well as dimensions related to social justice and educational leadership in the context of Sub-Saharan Africa.

What does the IMPEQ monograph series highlight?

The monographs highlight among other things the importance of quality teacher education and the vital role of efficient leadership in shaping the school profile to ensure the needs of learners towards better competence development. The argumentations in the series are mostly rooted in the international discourses of educational quality that are shaping educational policies. The monographs equally address questions that are linked to the development of quality at various system levels of education in precarious conditions.

How can the monographs be accessed?

This launch brought the IMPEQ Alumni, the education community of the IMPEQ partner Universities together, Bread for the World, persons and institutions that network with IMPEQ who expressed curiosity and the potential for wide readership. This discussion was underlined by the fact that the book series is already a milestone as little is published in Sub-Saharan Africa on in the domain of quality education. To give the audience of the book launch a little taste of the books, six IMPEQ alumni introduced their topics. Marie Nicole Andriamamonjy from Madagascar and Charles Gahutu spoke about cognitive activation. Essaw Samgwa'a from Cameroon and Jean Kasereka Lutswamba from the DRC presented their work on school leadership,



Rector of PIASS, Prof. Dr. Elisee Musemakveli attended to the Online Book Launch event and thanked the students for their effort.



and Onja Tiana Raharijaona from Madagascar and Siberi Kavira Kivatsi from the DRC reflected on individual support and classroom management. Prof. Dr. Barbara Drechsel, Prof. Dr. Maximilian Pfost und Dr. Julia Seibert served as discussants to the presentations. They also congratulated the authors and encouraged them to find possibilities to deepen some of the concepts and questions through further research whose publication could be envisaged as articles in peer reviewed journals.

Funding of the research and publication

The funding of the research and publication of the monographs is thanks to Bread for the World working in the framework of IMPEQ and was represented during the launch by Mrs Nadine Ebinghaus of the Scholarship Desk. On behalf of all the authors, Dr. Semerita Kamundu and Mr. Emmanuel Niyibizi who are both part of the IMPEQ alumni network, first expressed gratitude to Bread for the World for finding funding possibilities and giving moral

IMPEQ BOOK LAUNCH: NEW PERSPECTIVES ON QUALITY EDUCATION IN SUB-SAHARAN AFRICA

support. They equally recognized with thanks the role of the University of Bamberg in accompanying the authors to gain both competences in dimensions of quality education and above all their autonomy and insertion in academic writing and publication.

Vote of thanks and way forward

Prof. Dr. Annette Scheunpflug congratulated the authors, PIASS leadership and stakeholders of the IMPEQ partner universities for the achievement and expressed gratitude to Bread for the World for the confidence and support. She also expressed special thanks to Prof. Dr. Tharcisse Gartwa of PIASS for his commitment in the editing process and recognized intensive work carried out by the rest of the editors. These remarks were well noted by the Rector of PIASS, Prof. Dr. Elisée Musemakweli, who also expressed words of thanks on behalf of PIASS and the IMPEQ Steering Committee to the University of Bamberg and Bread for the World. *By Frederick F. Njobati, from Bamberg*



At the event IMPEQ graduates presented their books and answered the questions from the participants.

List of authors and titles of monographs (arranged in the alphabetical order of author's names)

	Author	Title of monograph	Country
1	Abraham Tamukum Tangwe	School Discipline: Alternatives to Corporal Punishment	Cameroon
2	Charles Gahutu	High Cognitive Activation by Complex tasks: An Instructional Approach for Quality Improvement in Rwandan Secondary Schools	Rwanda
3	Christine Nyiramana	Constructive Feedback: A Tool to Enhance Educational Quality in Higher Learning Institutions	Rwanda
4	Edouard Ntakirutimana	Good Learning Climate in Higher Education: The Case of Rwanda	Rwanda
5	Emmanuel Niyibizi	High Cognitive Activation by Complex Tasks: An Engine for Competence-Based Teaching in Higher Education	Rwanda
6	Eraste K. Bulaya Jumapili	Good Learning Climate in Vocational Training in the Democratic Republic of Congo	DRC
7	Ernest Claude Njoya	L'Activation Cognitive dans la Formation Initiale des Enseignants : Expériences de Mise en OEuvre au Cameroun	Cameroon

Continued Page 30

IMPEQ BOOK LAUNCH: NEW PERSPECTIVES ON QUALITY EDUCATION IN SUB-SAHARAN AFRICA

List of authors and titles of monographs (arranged in the alphabetical order of author's names)

	Author	Title of monograph	Country
8	Essaw Samgwa'a	Professional Capital: Perspectives of Secondary School Principals in Cameroon	Cameroon
9	Etienne Uwajiyabo	Les Communautés d'Apprentissage: Une Approche Efficace d'Enseignement à l'Ecole Secondaire	Rwanda
10	Frederick Fondzeyuy Njobati	Impact of the Leadership Styles of Principals on School Quality: The Case of Cameroon	Cameroon
11	Jean Kasereka Lutswamba	Leadership Scolaire et Qualité de l'Éducation (CAS DES ECP/CBCA)	DRC
12	Jocelin Raharinai-vo-Falimanana	Renforcement de la Communauté de Pratique des Enseignants du Niveau Primaire FJKM: Cas des Trois Écoles Voisines à Madagascar	Madagascar
13	John Tombola Barabara	Cognitive Activation by Complex Tasks in the Secondary School English Textbook Series: "English for Africa" in the DR of Congo	DRC
14	Marie Nicole Andriamamonjy Heriniaina	Les Tâches Complexes en Lecture et l'Éducation de Qualité selon les Expériences des Enseignants dans les Écoles Primaires Protestant à Madagascar	Madagascar
15	Mercy Lemnyuy Fai	Gender and Quality Education: Perceptions of Secondary School Teachers of Cameroon	Cameroon
16	Meschac Vunanga Karhakabire	Le Leadership Scolaire dans les Écoles Protestantes : Expériences des Chefs d'Établissements au Sud-Kivu	DRC
17	Onja Tiana Raharijaona	La Gestion Efficace de la Classe: Expériences des Enseignants à l'École Primaire	Madagascar
18	Siberi Kavira Kivatsi	Perspectives des Enseignants Universitaires sur le Feedback: Cas d'une Université en RDC	DRC
19	Sophonie Rubyagiza Kirotha	Qualité de l'Éducation par les Capacités des Directeurs : Le Cas des Écoles Secondaires au Rwanda	Rwanda

INAUGURATION OF NEW BUILDING AND HANDOVER CEREMONY AT PIASS

Wednesday 26th October 2022 marked the start of a new chapter for the Protestant Institute of Arts and Social Sciences (PIASS). On this day, we hosted two important events at PIASS Huye Campus. The first event was the inauguration of the new building which will host the 4th Faculty of Architecture and Green Technologies. At the beginning, this faculty is expected to have two programs namely, Bachelor degree of Architectures and the program of Water Resources Management. The building is equipped with solar power panels and a water management system for environmental protection. It was constructed in partnership with Bread for the World. Construction activities of this infrastructure started on 5th March 2020 by laying the foundation stone where the building was to be constructed. It was inaugurated on 26th October 2022, with the assistance of Mr. Parfait Busabizwa, the Provincial Executive Secretary of Southern Province and Rev. Dr. Pascal Bataringaya, the Chancellor of PIASS.

WELCOME TO PROF. UWIMBABAZI

On the same occasion, there was a handover ceremony between Rev. Prof. Dr. Elisée Musemakweli, the outgoing Vice Chancellor of PIASS, and Prof. Dr. Penine Uwimbabazi, the incoming Vice-Chancellor. Prof. Musemakweli who is going for retirement has been serving the institution in that position since 2015. But his significant contribution through the leadership, teaching, research, and community outreach activities in the current PIASS started back in 1995 when he tirelessly worked, in collaboration with different local and international partners and staff, to resuscitate the former Faculté de Théologie Protestante de Butare (FTPB) seriously damaged by the 1994 genocide against Tutsi. Under his leadership, a lot of progress and achievements were significantly made. In his farewell speech, he thanked all the team that he worked with, including PIASS staff and its partners. He said that “because of your collaboration and support, PIASS is where it is today.”

Prof. Uwimbabazi, the new Vice-Chancellor of PIASS, was the Deputy Vice Chancellor for Academics at PIASS since 16th January 2019. She was appointed to become



Inauguration of new building and handover ceremony between Prof. Musemakweli (R) and Prof. Uwimbabazi (L) held at the same day.

Vice Chancellor by the PIASS Council of 1st April 2022. In her speech, she thanked the PIASS Council for trusting her with new responsibilities and pledged to work hard to fulfilling PIASS's mission. Prof. Uwimbabazi will be assisted respectively by Rev. Dr. Viateur Habarurema as the Deputy Vice Chancellor for Academics and Rev. Emmanuel Muhozi as the Deputy Vice Chancellor for Administration and Finance.

The handover was done in the presence of PIASS officials including the Chancellor, the Chairperson of the PIASS Council, and the two Legal Representatives. The entire community of PIASS is grateful to Prof. Musemakweli for the services he rendered to the institution and wishes him success and satisfaction in the new chapter of his life. It also warmly welcomes and commits itself to support Prof. Uwimbabazi and the whole team that is ready to work with her to take PIASS to further steps of growth in all areas. During this ceremony, Prof. Dr. h.c. Annette Scheunpflug and Mrs. Françoise Nicole Ndoume spoke on behalf of PIASS partners and Bread of the World.

By Christine Nyirimana, from Rwanda

SOUTH-SOUTH SCHOOL PARTNERSHIP FROM VIRTUAL TO PHYSICAL EXCHANGE

After IMPEQ V's second attendance in Butare/Huye, on a sunny Wednesday morning of October 12 2022, on the way back to Kigali for the return flights, three IMPEQ V students from Cameroon get off the bus in a locality called Muhanga together with the Rwandan IMPEQ student who has reached his destination. The other students are curious and want to know if the three will stay in Rwanda.

SCHOOLS FROM DUALA AND MUHANGA

The school partnership program between Ecole Primaire Bilingue CEPEC/EEC Alfred Saker Deïdo Douala and Zion Education Center Anglican Primary School Muhanga came up during a coffee break conversation between Marcel Sebahire from Rwanda and Makarios Fandio from Cameroon at a United Evangelical Mission (UEM) meeting in Dar Es Salam, Tanzania, in 2020. Marcel and Makarios, delegates from their churches, were meeting for the first time and found that they were both involved in education. They both believed in small beginnings and immediate action, and so the idea of creating a school partnership was born: the main strategy being to connect pupils and teachers virtually with no financial cost. As soon as they returned to their respective countries, the project was presented to the staff and pupils of the selected schools, who immediately embraced the idea. A Whatsapp group was set up as a means of communication for the staff and pupils of both schools. The aim of the partnership from the beginning was to improve the quality of education through a virtual learning community.

LETTER EXCHANGE BETWEEN PUPILS

Pupils were intrigued by the idea and started exchanging letters because they were keen to learn about each other, their different learning environments and their countries. Videos and pictures of school activities were also exchanged. The morning assembly of pupils of Muhanga in the form of a circle inspired Alfred Saker CEPEC/EEC Bilingual Primary School to replace the frontal pattern with a circular pattern, which is friendlier and promotes a good school climate. The Anglican Zion Primary School in Muhanga was also impressed by the Douala pupils'



IMPEQ V from Cameroon students visited a school in Muhanga, Rwanda .

school garden project. In October 2021, a virtual class session was organised where pupils from both schools could “see” each other, discuss and exchange ideas. Coincidentally, without knowing that they both had applied, Marcel Sebahire and Makarios Fandio were selected for the IMPEQ V program. Both knew immediately that this would be an opportunity to strengthen the school partnership they had initiated in 2020. Finally, after the IMPEQ V attendance in Butare/Huye, Makarios had the opportunity to visit the partner school in Muhanga with two other students from Cameroon. It was a great time with the teachers and students. During the short stay at the school in Muhanga, class visits, a meeting with the teaching staff and a basketball game took place.

By Marcel Sebahire and Makarios Fandio, from Cameroon

TOWARD A GREEN FUTURE...



Mobile service of the ISTP Early Childhood Center, Bamenda Cameroon (L). Omombo-Mobile learning Classroom (R).

The Environmental Education Association of Southern Africa (EESA) organized a four days conference from 23rd to 26th of August 2022 bringing together stakeholders in the field of education and environmental conservation on “Education for a post-Covid-19 recovery and attaining the SDGs: Reconsiderations, challenges, and opportunities”. Meeting in Windhoek, at the University of Namibia, different stakeholders from southern Africa reflected on thematic areas covering, climate conservation, food sovereignty, “Afrophilism” and conservation as well as aspects of educational quality.

EXPERIENCES FROM SEVEN COUNTRIES

A transnational project that brought in nongovernmental organizations from Angola, Botswana, Cameroon, Malawi, Mozambique, Namibia, and South Africa, EESA reflected on future possibilities of sharing best practices in the field of conservation education. Dzebam Godlove from Draufsicht/Early Childhood Center Bamenda, Cameroon, shared his experience working with learners in early childhood education as well as young adults in the fields of filmmaking and global learning with a focus on “glocalization” which entails reflecting local solutions to global challenges.

One of the lessons learned is the “Obombo-Mobile Learning Classroom,” a car that moves from Windhoek to remote parts of Namibia as well as to other countries and serves as a classroom with a digital board and benches where classroom sessions and film screening can take place for community exchange. “Obombo” in the local language meaning butterflies signifies the “wings” of the car when opened. Worthy to note is that this is a project of EduVentures Namibia an education organization that uses adventures in education supported by Solidaritättdients International e.V. Berlin.

ENVIRONMENT ISSUES OF LEARNING

On future possibilities, reflections on how to make learning happen especially on issues of environment are quite interesting as the process of learning is as important as the content. The hope is to bring in comics in books and short films together with the Draufsicht team to teach the topic of conservation, borrowing best practices from EduVentures’ work on “Enviro-comedy” - comedy kits that focused on issues of the environment. Involving learners through participatory approaches gives them the power to make this a transformative learning journey.

By Dzebam Godlove Ayaba B., from Cameroon

ANNETTE SCHEUNPFLUG RECEIVES AN HONORARY DOCTORATE FROM THE UNIVERSITY OF OULU

The awarding of an Honorary Doctorate to Annette Scheunpflug by the Faculty of Education at the University of Oulu in Finland has been postponed twice due to the Corona situation. But this year, at the end of May, the ceremony was finally held. In Finland, doctoral students, jubilee doctors, and honorary doctors are celebrated together. Since the last ceremony was seven years ago, more than 250 persons had been confirmed.

COOPERATION BETWEEN OULU AND BAMBERG

This award recognizes Annette Scheunpflug's long-lasting, intensive and productive collaboration with the University of Oulu. This university is one of the few in Europe to have a chair in global learning. The cooperation between Annette Scheunpflug's chair in Bamberg and the corresponding one in Oulu includes the exchange of students and doctoral candidates, joint research projects and cooperation in the context of the European Academic Network of Global Education and Learning (ANGEL). The award of an Honorary Doctorate to Annette Scheunpflug is a great honor, which acknowledges her numerous research and activities, and a motivation and basis for future in-depth cooperation.



Prof. Scheunpflug rewarded a Doctoral Hat which is "a symbol of liberty" and a sword "a symbol for the scientist's fight in rigorous research".

NEW FOCUS FOR IMPEQ IN THE DEMOCRATIC REPUBLIC OF CONGO: CONFERENCE ON QUALITY TEACHING AT TTC (ISP) BUKAVU

On 24.11.2022, Pierre Murhula Kaheto (MA), IMPEQ alumni of 2017, organized a conference in a TTC in Bukavu, in the Democratic Republic of Congo (DRC). TTC Bukavu is one of the biggest teachers training colleges in the DRC, which started in 1954 and has been training secondary school teachers in 10 different departments: Mathematics, Physics, Chemistry, Commercial sciences, Computer sciences, History, Biology, French, English and Tourism. Pierre Murhula Kaheto, a TTC-graduate himself, noticed that TTC Bukavu may help to reach quality teaching in the DRC. The DRC has started the LMD system (Bachelor-Master

-PhD) in 2021-22. To strengthen the quality of this approach, Pierre Murhula Kaheto organized a conference titled "Activation Cognitive par les tâches complexes en faveur de l'arrimage du système LMD en RD Congo". 54 persons participated in the conference among them 16 professors, 24 Lecturers and 14 Assistants. The TTC Bukavu Professor Secretary General Academics, the Professor Secretary General for research and the Professor in charge of LMD expressed their satisfaction and wish to develop a long term project for implementing cognitive activation by complex task in TTCs basic and in-service teacher training.

NORMA AWARD TO IMPEQ: GIVING HOPE THROUGH EDUCATION

On 12th September 2022, IMPEQ received a cheque of 3,000 euros as a special award from NORMA grocery shop Foundation. While handing the award, the NORMA foundation representative, Mr. Ulrich Schott, explained that NORMA Foundation uses proceeds from the grocery shop to support vulnerable persons or persons in crisis conditions as willed by the owner of the foundation. He expressed on behalf of NORMA, his joy that they could support IMPEQ because the program gives hope through education by making study possible under critical conditions. Prof. Dr. Annette Scheunpflug, Chair of Foundations in Education at the University of Bamberg and Prof. Dr. Claus-Christian Carbon, Dean of the Faculty of Human Sciences and Education expressed, on behalf of IMPEQ and the University, their joy and gratitude.

How does IMPEQ give hope?

It should be noted that even though the majority of IMPEQ students are employed in relatively stable jobs in their education systems, they work and live in resource-poor and precarious context of conflict characterized by high levels of insecurity. They are mostly the bread winners for their families with salaries that are often irregular especially during COVID-related school closure. In average, each of these students is responsible for the upkeep of close to ten family members without including the extended family. Their communities and families look up to them as the first persons to provide financial support in case of emergencies. By this, they often experience poverty, loss of lives and property, violence, human suffering and trauma. Besides the instability and insecurity of their environment, their education systems face various challenges such as the lack of basic learning materials, internet access as well as the problems of frequent power outages. From this background, they hardly build up reserves as unplanned expenses characterize their daily life leading in some cases to the interruption or discontinuity of their studies.

To counter this situation by reflecting through the lenses of social justice, IMPEQ facilitates the support of students in precarious life situations in order to continue with their



Ulrich Schott (C) from Norma Foundation presented a cheque to IMPEQ to Prof. Claus-Christian Carbon (L) and Prof. Annette Scheunpflug (2ndR).

studies. As such, support goes beyond individual learning reinforcement to include as well financial support. For this, the programme relies on donations that are managed separately. Therefore, the NORMA donation fits timely and appropriately in the direction of hope building.

INVESTMENT FOR GLOBAL SOCIETY

During the award ceremony, Frederick Njobati on behalf of IMPEQ explained with examples how donations have been used since the inception of the program and the impact of IMPEQ. As testimonies from persons who have passed through IMPEQ could give greater visibility of the benefits, Charles Gahutu (IMPEQ alumni) talked about IMPEQ learning experience, different context of students and the inclusive dimension of IMPEQ. At the close of the ceremony, Prof. Scheunpflug underscored the importance of supporting and developing hope through quality education as an investment for global society. A card board size of the cheque poster was handed to IMPEQ by the NORMA representative to immortalize the donation and keep the memory evergreen. *By Frederick Njobati, from Bamberg*

IMPRINT

IMPEQ – Educational Quality in Developing Countries

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

<https://www.uni-bamberg.de/ma-educationalquality>
sba.ma-educationalquality@uni-bamberg.de

Editorial Staff:

Prof. Dr. Annette Scheunpflug
Dr. Susanne Ress
Frederick Fondzenyuy Njobati
Dr. Christine Nyiramana
Claude Ernest Njoya

Layout: IMPEQ Team

Photo Credits:

IMPEQ Team: Page 3,9,13,14,17,18,19,20
21,22,23,24,25,26,27,28,29,30,31,32,32,34
Dr. Martin Affolderbach: Page 11,12,16
Frederick Njobati: Page 4,5,6,7

Design finishing date: 24 January 2023

**If you want this newsletter in your message box
please send your e-mail address to:**

sba.ma-educationalquality@uni-bamberg.de