

MASTER  
EDUCATIONAL  
QUALITY  
IN DEVELOPING  
COUNTRIES



# IMPEQ NEWSLETTER

*Summer Issue August 2021*

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**IMPEQ**

Educational Quality in Developing Countries

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für die Welt

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

This newsletter comes to give you an update about all our activities in the last half year. Due to the worldwide crises of COVID 19 we had to adapt ourselves and continue holding our activities online. Unfortunately, the situation of the pandemic does not allow meeting in person. Therefore, we worked hard to create possibilities of online learning and online meetings. This newsletter shares experiences of these new forms of learning:

We had been very proud on our very well attended 6th IMPEQ conference in cooperation with the Free University of the Great lake Region on Peace Education in the Great Lake Region attended by 300 participants. Beside the alumni of IMPEQ, we felt very honored by the very moving speech of Dr. Denis Mukwege, Nobel Peace Prize laureate, and the meaningful statements on the challenges of the local policymaking by Mr. Julien Paluku Kahongya, the Ex-governor of Kivu region.

We work hard to make IMPEQ activities possible further on, even during the time of pandemic. Students of IMPEQ IV are working online. Of course, this is demanding and there is now doubt that travelling and meeting in Rwanda and in Germany would have been more fruitful in many respects. However, we see with deep respect how strong the IMPEQ IV students are working on their Master in order to get it completed, even under the conditions of these difficult times.

This newsletter gives insights in these experiences.

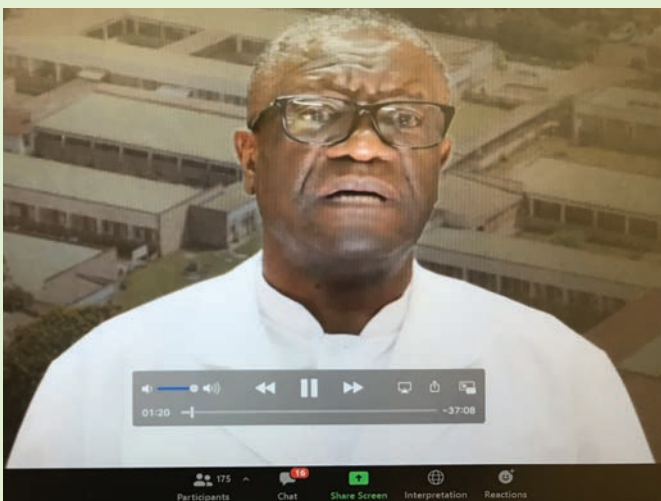
I am very grateful to announce, that we got the funding of Bread for the World for IMPEQ V that we hope to start end of the year. Another big sign of joy and hope is the fact that meanwhile three persons of the IMPEQ related PhD training now finished their thesis: Dr. Gloriose Umuziranenge gives insights in her experiences on the PhD oral defense, which could take place online due to the pandemic crisis. Abraham Tangwe and Semerita Kavira Kamundu had now as the first two alumni of IMPEQ I finished their PhDs. Congratulations to all of them!

Covid 19 is all over the world still a huge challenge. We know that some IMPEQ students are already very much suffering by this crisis. Please take care, use masks, take distance and follow hygienic rules. In case of any problems, do not forget to communicate! We do what we can to go through this crisis together in solidarity.

**Annette Scheunpflug**  
**Bamberg, August 2021**



## NOBEL PEACE PRIZE WINNER MUKWEGE AT 6TH IMPEQ PEACE CONFERENCE



Nobel Peace Prize Winner Dr. Denis Mukwege from DRC delivered a moving speech at the 6th Peace Conference.



Ex-governor of Kivu region Mr. Julien Paluku Kahongya attended the conference and delivered a speech to the 300 participants.

The 16th Sustainable Development Goal (SDG) on Peace, Justice and Strong Institutions calls for the promotion of peaceful and inclusive societies for sustainable development, the provision of access to justice for all and the construction of effective, accountable and inclusive institutions at all levels. However, some African countries including the Democratic Republic of Congo are affected by persisting political instabilities, civil war as well as prevalent poverty. The ongoing crisis caused by the Covid-19 pandemic shows the interconnection of health, welfare and peace.

### PEACE EDUCATION BRINGS HOPE

As the access of the population to good health and welfare services is less assured, the greater the mortality levels and crisis escalation. Such a situation contributes to social, emotional and mental devastation of the people living in the affected areas and hence leading them to precarious living conditions. Infrastructures

are destroyed including those connected to education. Instances in which people are either internally displaced or become refugees increase. Although, on its own, education cannot end conflict, it plays a crucial role in mitigating it, and the quality of education matters to achieving a positive peace education. Moreover, the importance of peace education in bringing hope to future generations cannot be overlooked.

### A CONTRIBUTION TO PEACE BUILDING

It is in this regard that IMPEQ held its 6th conference on the theme of Education for Peace as a contribution to the peace building process in Africa and the world. The objective of the conference was to provide an opportunity for education stakeholders including IMPEQ graduates and students, researchers, policy makers, and church and NGO practitioners as well as headmasters, teachers, and teacher trainers from the Great Lake Region of Africa.

*Continued Page 4*

## NOBEL PEACE PRIZE WINNER MUKWEGE AT 6TH IMPEQ PEACE CONFERENCE

The conference organizers are proud to report that the conference counted about 300 participants from all over the world took and with a majority from sub-Saharan Africa and specifically from the Great Lake Region, covering 15 countries including Burundi, Cameroon, Democratic Republic of Congo, Ethiopia, Germany, Kenya, Japan, Liberia, Madagascar, Nigeria, Norway, South Sudan, Tanzania, Rwanda, Zambia. This was also the first international online conference ever organized by the Free University of the Great Lake Region (ULPGL) in Goma and funded by Bread for the World—the German Protestant Development Organization and in partnership with the Protestant Institute of Arts and Social Sciences (PIASS), Rwanda, the Université Evangelique du Cameroun (UEC), Cameroon, and the Otto-Friedrich University of Bamberg (UNIBA), Germany.

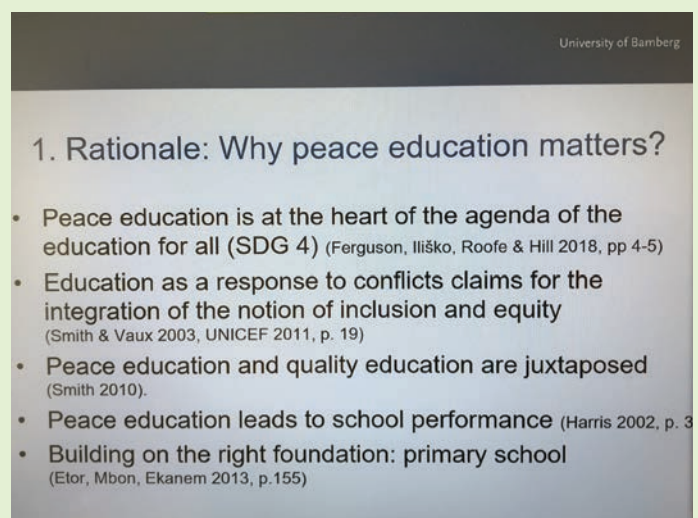
### PEACE PRIZE WINNER AT THE CONFERENCE

The conference featured two keynote speakers: the 2018 Noble Prize Winner Dr. Denis Mukwege and the ex-governor of the Kivu Region Mr. Julien Paluku Kahongya, two expert roundtables, four paper panel sessions, the presentation of selected peace education projects, and one artistic performance by poet. All of which addressed the matter of peace education at the different levels from theoretical to practical questions of quality education.

To deepen the conference reflections on peace education and to benefit from the experience of organizing an online event, multiple follow-up activities took place after the conference: Christine Nyiramana and Claude Njoya organized a Zoom training on March 15, and Susanne Röss and Frederick Njobati facilitated a reflection session on March 16, 2021. Both activities were open to all conference participants. The experiences were further shared with staff members and lecturers at the University of Bamberg and the Protestant University of Rwanda.

### BEYOND NATIONAL BOUNDARIES

The conference gave participants the opportunity to reflect on issues of peace education beyond national boundaries and a horizon that provided space for more



Participants delivered from different countries delivered theoretical and practical examples of peace education at the conference.

freedom of expression and open conversations with little or no hierarchical barriers. Although some participants had internet connectivity challenges, the online conference gave more international visibility to IMPEQ and ULPGL, revealed the multi-perspectivity of peace education, the need for more trainings on peace education and more research in this domain.

### CRUCIAL FOR THE REGION

The impact of the conference in the Great Lake region relies on education policy makers, NGOs and Protestant organizations that participated in the conference and are working on peace education projects. In this light, peace education across borders (e.g., the peace education presented during the conference) becomes crucial for the peace building process in the Great Lakes Region. We can therefore conclude that the conference registered an overwhelming success thanks to the collaboration of Bread for the World as funder and the partner organizations.

By Susanne Röss from Bamberg



## PEACE EDUCATION AT GREAT LAKES REGION AND ROLE OF FAITH-BASED ORGANIZATIONS

The prevalence of wars, conflicts, insecurity and post conflict challenges is one of the major concerns for Sub-Saharan Africa. Measures by African governments and international organizations to avert the situation have mainly focused on prevention and reduction of violent conflicts (Rugar, 2020), yet the different forms of violence keep reproducing. On the other hand, reflections of reaching sustainable peace through peace education and the involvement of faith-based organisations have been underutilized, yet they constitute meaningful narratives in the domain. This paper is contextualized in the Great Lakes Region of Africa that is characterized by a complex network of heightened armed conflicts and insecurity (Kanyangara, 2016). The write up situates peace education not only as a necessity, but as an urgent need for the afore-mentioned sub-region.

At first, the paper gives a background of the conflict crisis and challenges in the Great Lakes Region. Secondly, peace education is described by giving it a broader understanding and focusing on the sustainable dimension. Against this backdrop, the role of faith-based organizations in peace education and peace building is discussed. Finally, the paper concludes by summing the argumentation to quality education.

### BACKGROUND OF VIOLENT CONFLICTS IN THE GREAT LAKES REGION

The Great Lakes Region (GLR) represents the geographical area comprising of Burundi, the Democratic Republic of Congo (DRC), Kenya, Rwanda, Tanzania and Uganda. In this region, the most affected section experiencing reproducing forms of violence is the meeting point of DRC, Burundi, Rwanda and Uganda with the North and South Kivu Regions of the DRC constituting the peak (Tshiband, 2008).

The armed crisis in the region is rooted in structural violence with the general scenarios characterized by civil wars, increasing loss of lives, irregular migration

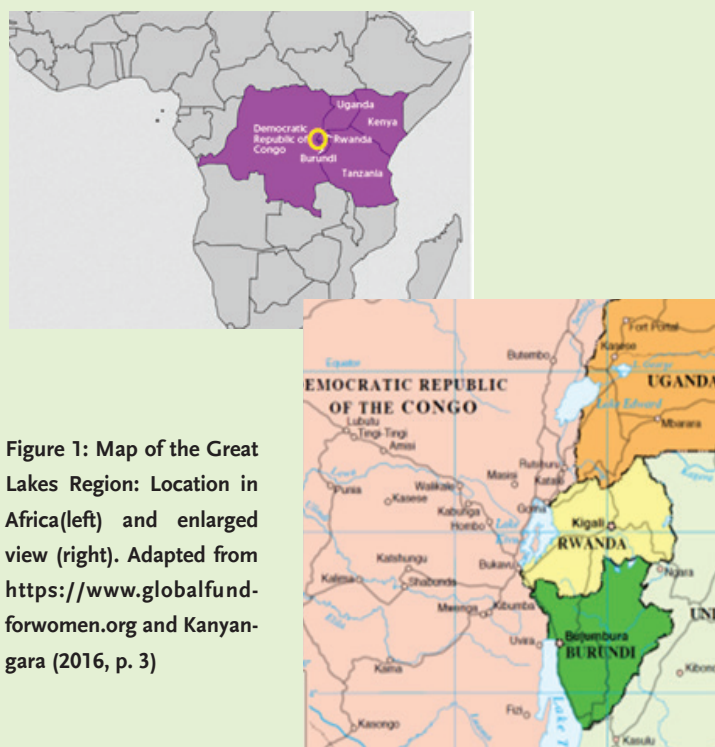


Figure 1: Map of the Great Lakes Region: Location in Africa(left) and enlarged view (right). Adapted from <https://www.globalfundforwomen.org> and Kanyangara (2016, p. 3)

of refugees, famine, insecurity, increasing poverty levels and the post-conflict traumatic experiences (Tunda, 2016). This makes the region fragmented and unstable. The Great Lakes Region, like other parts of Sub-Saharan Africa, has a large population of youths who are both actors and victims of violent conflicts (Flückiger & Ludwig, 2018).

The consequences are not only negative effects on economic development, but most especially a threat to the respect for human dignity, peace and security. Sexual violence emerges as one of the worst/greatest devastations of the armed conflicts; especially in the DRC, where over a million women have been raped (Kuwono, 2019). Denis Mukwege, the 2018 Nobel peace prize winner and Congolese gynecologist, who treated 45,000

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## PEACE EDUCATION AT GREAT LAKES REGION AND ROLE OF FAITH-BASED ORGANIZATIONS

rape victims argues that in conflict zones, battles take place on women's bodies, necessitating urgent interventions from health, religious and educational dimensions (ibid). These sad experiences require a sustainable solution for which peace education becomes of utmost importance.

### UNDERSTANDING PEACE EDUCATION

To understand peace education, it is primordial to examine narratives on the description of peace. The conversation on peace centres on the understanding that there cannot be peace without justice. This view is supported by the United Nations Sustainable Development Goal 16, which emphasizes on access to justice. The arguments on peace understanding are shaped by different world views that make the global understanding of the subject complex (Smith & Burr, 2014).

While the global conception/perception of peace and justice is driven by sustainable development, inclusivity, human dignity and human rights development (United Nations, 2015 ; UNESCO, 2008), other world views consider the spiritual dimension an essential element for transformation and care for creation (World Council of Churches, 2014). These arguments suggest that the understanding of peace needs to be connected to justice, giving it a wider perspective to include social, economic and ecological dimensions. From this position, it is particularly important to reflect peace by considering questions about the increasing inequality gaps, climate change and challenges connected to a fast changing globalized society.

The complexity that surrounds peace and justice and its ramifications in the global society require that people need to learn about the processes, as well as constructive and democratic ways of dealing with violence and conflicts (Jäger, 2015). For this paper, peace education is therefore more than only working on the content of peace, but as well on process dimensions. For instance, the use of participatory and activating methods and conditions of learning consisting of a good learning

climate and constructive feedback. Based on the aforementioned aspects and by instilling critical thinking as well as a democratic culture (Davies, 2017), schools can have the potential as safe places for learning to contribute to a stable society.

### IMPORTANCE OF INCLUSION

The inclusion of education of remembrance, education for liberation, autonomy and self-responsibility, building skills on peaceful social relationships is of particular importance, especially in fragmented and precarious settings. In addition, communication plays an important role in peace building. A reason wherefore non-violent communication skills need to be inserted in peace education (Harris, 2009). Even though peace education needs to consider reflections from the local context, as postulated by Murithi (2009) from the Ubuntu lessons, its sustainability requires the reflections and teaching of abstract social relations that are linked to global social justice (Scheunpflug, 2020).

### ROLE OF FAITH-BASED ORGANIZATIONS

Faith-based organizations and religious actors are playing a very important role in shaping education and peace building, especially in Sub-Saharan Africa. These organizations are rooted in religious institutions that have a transnational network, giving them an added value to influence change. Their role in Sub-Saharan Africa gets stronger as people tend to trust and align themselves more with their church or religious group before identifying themselves as members of a country or sub-region (Ilo, 2015).

On the other hand, the role of faith-based organizations can also be ambivalent because of the danger of fundamentalism that leads to sowing division, amplifying existing violence or creating new forms of conflicts or violence (Rugar, 2020).

Unfortunately, some of the fundamentalist groups tend to be more visible in the media. Given that faith can be a strong basis of sharing a common understanding of humanity and thus peace, the role of faith-based or-

*Continued Page 7*

## PEACE EDUCATION AT GREAT LAKES REGION AND ROLE OF FAITH-BASED ORGANIZATIONS

ganizations in peace education and peace building remains essential and needs to be supported especially in fragmented societies. This role has the potential to develop through platforms of interfaith dialogue and by reflecting and learning to develop better social relations in the wider global context. This can contribute to enhancing more trust, human interconnectedness, justice and peace, also described as Ubuntu justice (Waghid et al, 2018).

### CONCLUSION: QUALITY EDUCATION – A RESPONSE TO SUSTAINABLE PEACE

Sustainable peace is rooted in quality education. On the contrary, measures on conflict and violent prevention have not given much attention to the dimension of education. Quality education is a necessity for safe places of learning, providing an open space to reflect on issues like self-esteem, problem-solving, power balance, diversities, uncertainties and global social relations. The support and offer of quality education to all children in precarious areas of conflict like the Great Lake Region is not an option, but a right towards the reduction of inequality gaps, serving as a contribution to social justice and peace. (Scheunpflug & Wenz, 2015)

In the framework of peace and justice, quality education can therefore be understood as a right with support argumentation on Sustainable Development Goal 4. (Pigozzi, 2009; United Nations, 2015) Ross and Genevois (2006) further argue that it is by first achieving quality education that other rights can be practiced and fulfilled to assure sustainable peace.

Peace education is a journey of hope and is urgent for the Great Lakes Region of Africa. I end this paper with the following statement by Martin Luther King Junior:

***“An individual has not started living until he can rise above the narrow confines of his individualistic concerns to the broader concerns of all humanity”***

By Frederick Njobati from Bamberg



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## ONLINE WORKSHOPS FOR IMPEQ-LECTURERS ON THE DIGITALIZATION OF TEACHING

**T**ravelling to other countries and meeting people are among so many other things we took for granted, before the pandemic forced us to adopt new habits. A vital part of the IMPEQ-program so far was face-to-face teaching at the University of Bamberg and the Protestant Institute of Arts and Social Sciences (PIASS, Rwanda). This included people from different countries and time zones coming together in one place.

Due to coronavirus restrictions, the IMPEQ-team reorganized the program. Teaching of lectures and seminars as well as student mentoring were conducted online.

### FOR ONLINE TEACHING

As support for lecturers in adapting their face-to-face courses to fully online courses, the Academy of Key Competencies and Continuing Education (ASwW) offered online workshops for IMPEQ-lecturers in the field of university teaching in November 2020. These workshops focused on specific characteristics of online teaching.

### SPECIAL WORKSHOPS OFFERED

To meet the new need in further qualification on the digitalization of teaching, the project team worked in close coordination with Professor Dr. Annette Scheunpflug and Dr. Susanne Röss and planned workshops on topics that are especially relevant for IMPEQ-lecturers. Specifically, the following workshop topics were offered in November 2020:

- Flipped Classroom
- Activation and Visualisation Options
- E-Interaction

The project team searched intensively for instructors both offering workshops on the selected topics in English via Zoom and teaching hands-on tools at university level. The following three boxes offer further information on the three workshops.

## WORKSHOPS

### Flip the Classroom! More Time for Interaction and Deep Learning Experiences

*Anneke Wolf (E-Learning Coordinator at the University of Applied Sciences Trier)*

Flipped Classroom is a currently widespread learning approach that relieves the face-to-face event of pure knowledge transfer and creates more space for exercises, discussions and group activities. The students prepare for each session with the help of a set of materials in order to deepen the skills they have acquired in a session.

### Activation and Visualisation Options in Live-Online Classrooms with Zoom

*Dr. Antje Friedrich-Gemkow (Freelance trainer, instructor and coach in the field of university teaching)*

This workshop gave an insight into activation and design possibilities of virtual courses and how they can be implemented. The phases of a course served as a structuring framework for this. The participants experienced at least one activating method per phase and discussed how to formulate tasks and implement methods.

### E-Interaction

*Jessica Lubzyk and Johannes Fuchs (Competence Center for Teaching, University of Applied Sciences Nürtingen-Geislingen)*

In this workshop the participants learned methods to enrich learning processes in their courses interactively, playfully and competence-oriented. Different activating methods and interactive tools were demonstrated, summative and formative feedback methods were shown.

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## ONLINE WORKSHOPS FOR IMPEQ-LECTURERS ON THE DIGITALIZATION OF TEACHING

The workshop series was enabled by the project „nexteps“ of the ASwW. The aim of this project is to promote continuing education at the University of Bamberg. One project measure is dedicated to the didactic further qualification of lecturers in the field of continuing education. There was great interest in the workshops. In total, fifteen IMPEQ-lecturers participated in the workshops. Multiple enrolments resulted in high attendance of all three workshops. The participants worked busily on the digitalization of teaching on three workshop dates, in a total of eleven teaching units (almost five hundred minutes).

### POSITIVE FEEDBACK

Participants found the workshops very helpful and the presented tools very interesting. We are very happy about the extremely positive feedback, especially the ability to inspire our participants to directly apply their new skills and techniques in their day-to-day teaching. Having enormously enjoyed the profes-



nal and personal exchange with workshop participants, we hope to see many IMPEQ-lecturers again in our new workshop series in 2021 or at another occasion.

By Dr. Nicole Höhn and Dipl.-Kfm. Ralf Döring, from Bamberg

## Transferability of skills: Graduates facilitate in-service teacher training

In collaboration with PIASS, especially the Directorate of Quality and the Directorate of Library ICT, the trained IMPEQ graduates working at PIASS organized a two-day workshop for teaching staff from 10 to 11 February 2021. Participants were introduced and reflected different online pedagogical approaches (Flipped the classroom; activation and visualization options; methods for E-Interaction) and assessment strategies. A blended mode for both facilitators and participants was used. Facilitators in this workshop were Christine Nyiramaana, Emmanuel Niyibizi, Abel Dufitumukiza and Damien Nzeyimana. The process of the workshop as well as recommendations by participants show that teaching need further trainings in technical and pedagogical skills. *By Emmanuel Niyibizi from Rwanda*



Similar events were held in the previous years. (Archive photo)

## CONTRIBUTION TO IMPROVING QUALITY EDUCATION IN SOUTH KIVU-DRC

To face the challenges of the quality of education in the Democratic Republic of Congo, the Provincial Coordination of Protestant Schools in South Kivu launched a project of Promotion of School Management and Training in Active and Participatory Pedagogy with teachers, students, headmasters, inspectors and church authorities in 2013. In 2016, after having evaluated the effects and impacts of this project, the team of evaluators (led by Claude Ernest Njoya and Gratien Mokonzi Bambanota) had recommended to the Provincial Coordination to bring teachers to focus more on the execution of complex tasks in view of the cognitive activation of learners.

### 58 PARTICIPANTS

To meet the evaluators' recommendation the Provincial Coordination recently organised a training on Cognitive Activation by Complex Tasks. Under strict observation of hygienic measures to prevent the spread of COVID-19, the training took place from Monday 26 April to Saturday 1 May 2021 in the meeting room of the Organisational Innovation Network (RIO) in Bukavu; it brought together 58 participants, including eight women and 50 men from 15 schools. Placed under the administrative responsibility of Yunanga Karhakabire Méschac (Provincial Coordinator of Protestant Schools in South Kivu), the session was led by Claude Ernest Njoya (main trainer) assisted by John Tombola Barabara, both graduates of the International Master Program in Educational Quality (<https://www.uni-bamberg.de/en/ma-educationalquality/>).

### BOTH THEORETICAL AND PRACTICAL TRAINING

The objective of the training was to enable participants to become capable of appropriating the concept of cognitive activation, and then to perform some complex tasks and design complex tasks in relation to the DRC's secondary school curriculum. To achieve this, it was important to use 30% of the training time to establish some theoretical foundations of learning: its link with the brain, the relationship between cognitive activation, complex tasks, the acquisition of competences with a glance at the criteria and indicators of quality teaching. 70 percent of the time



Teachers and headmasters enjoyed the training given by IMPEQ graduates. (Photo from a training sessions from the previous years.)

was devoted to practical hands-on-training. Participants solved complex tasks proposed by the trainers and elaborated complex tasks according to the school subjects and the DRC curriculum. Finally, the participants practised (1) sensitisation (mobilising previous ideas, knowledge and attitudes), (2) exploration and elaboration (working on factual information from everyday life) and (3) problematisation and transfer (proposing themes linked to the learning activities).

### EXCHANGE BETWEEN ALL PARTIES

Apart from the constraint of the time allowed for the execution of the complex tasks, the participants expressed their satisfaction with the skills they acquired in developing the complex tasks. Through the WhatsApp group that was created at the beginning of the training session, exchanges continue between trainers and teachers on the one hand, and between the teachers themselves on the other. *By Claude aude Ernest Njoya & John Tombola from DRC*

## PIASS AND ULPGL COOPERATION WITH UNIBA CONTINUES BY DAAD PROJECT

The cooperation between the Protestant University of Rwanda (former Protestant Institute for Arts and Social Sciences) in Butare/Huye, Rwanda, the Free University of the Great Lakes Region (ULPGL), Goma, Democratic Republic of Congo (DRC) and the Otto Friedrich University of Bamberg will be continued and expanded through a joint project application to the DAAD. The three cooperation partners applied in June 2020 with a project to promote Quality in Teacher Training and Educational Research. The aim of the project is to sustainably improve the quality of education in the Great Lakes region. To achieve this goal, the project will specifically address the quality of teacher training.

### QUALITY IN TEACHER TRAINING

An identified need to strengthen research-based teacher training forms the thematic starting point of the project. Beyond the fact that the completion of compulsory education has substantially improved in Sub-Saharan Africa (SSA) over the past twenty years, the extent of growth in the educational sector is still unsatisfactory. The Education for All monitoring report (UNESCO 2014) emphasises that „achieving educational quality for all“ continues to be a major challenge. According to the UNESCO report, the lack of attention paid to initial teacher training and teacher in-service training so far is one of the causes for low educational quality. Teachers lack training in subject-content and didactic competencies. Quality education combines the following aspects: evidence-based governance, learner-centred didactics and the contribution of education to social coherence, democracy and peace of society.

### MA AND BA PROGRAMS

To achieve their goals, the cooperation partners will continue and expand their involvement in training courses for teacher trainers (MA-program) as well as in improving the quality of secondary school teacher education (BA-program) in Rwanda and in the DRC. At the



The project will specifically address the quality of teacher training. In the previous years, similar programmes were held in different countries.

same time, they aim to create a new course in “Education for Sustainable Development” in Germany. The aim is to systematically expand the knowledge production, exchange, and dissemination (e.g., through joint research projects) on effective teacher education. The project has a total funding period of three years. Due to the global pandemic situation, however, the start of the project planned for January 2021 has been delayed. *By Mark Wenz from Bamberg*

## FRUIT FROM UNI-BAMBERG AND PIASS PARTNERSHIP: FIRST PHD DEFENDED

The collaboration between University of Bamberg and Protestant Institute of Arts and Social Sciences (PIASS) had another fruit other than the IMPEQ programme. The first PhD thesis was defended by Gloriose Umuziranenge and she is now called Dr. Umuziranenge. She shared her experiences about how she prepared for her defence and the content of her work.

### ONLINE PHD COMMITTEE

On 15 February 2021, I did my PhD disputation on „People’s Perceptions of Community Participation in Conservation of Natural Resources in Rwanda - the Case of Nyungwe National Park“. Because of the coronavirus pandemic, it was done online via Zoom. I am grateful to the University of Bamberg, and my institution in Rwanda – Protestant Institute of Arts and Social Sciences (PIASS) who collaborated to make this possible.

### NATURAL RESOURCES OF RWANDA

The main research question of my thesis was: How do people perceive local community participation in natural resources management? It was split into five sub-questions:

- 1- How do local communities participate, and perceive their role in the conservation of the park?,
- 2- What are the benefits and opportunities do they get as neighbors of the Park through TRS?,
- 3- How do they participate in decision-making process?,
- 4- What are challenges do they face being neighbors of the park?,
- 5- What do local communities wish to minimize the challenges they face?

### THE ROLE OF THE PARKS

My thesis was organized as a paper-based thesis. It includes in total five papers which were published in different scientific journals. The findings show that the Park’s management has improved the relationship between the local community and the Park by accommodating local needs such as infrastructures (schools, health centers, communal water tanks), income generating activities, increased awareness in terms of park’s protection through



Gloriose Umuziranenge made a virtual dissertation defense from Rwanda due to the travel restrictions because of the Covid-19.

a tourism revenue sharing scheme that was introduced since 2005. According to the perceptions of the respondents, this study shows that the governance of the park is still dominated by a top-down approach through a distant representative democracy where the participation of the local community remains passive. This research indicates human-wildlife conflicts as one of the challenges faced by the local community. People perceive that more efforts should be dedicated on participation as an integrative and learning process where the local community should be empowered.

### MY EXPERIENCE FOR VIRTUAL DISSERTATION DEFENSE

When I was preparing for the oral defense, I practiced

*Continued Page 13*

## FRUIT FROM UNI-BAMBERG AND PIASS PARTNERSHIP: FIRST PHD DEFENDED

my talk on Zoom three times with my colleagues and I did one rehearsal with my PhD learning community. Their feedback helped me to adjust my presentation. While practicing, I figured out that my home internet of 3G was not good enough to run the video call and my presentation, so I decided to buy a 4G internet from Mango Company in Rwanda. I used the same internet during my oral defense, and it was perfect. In the room I was with Prof. Kazuyuki Sasaki who is a Professor at Protestant Institute of Arts and Social Sciences. He was assigned to be around me and make sure that everything is alright on my side, making sure that cheating cannot occur and ensured my environment looked professional. He was the only one there and social distancing as well as wearing face mask were practiced.

### TECHNICAL PREPERATIONS

In terms of technical set up, I used my laptop. I presented my slides on my laptop and I shared the screen to my committee and my PhD learning community.

The chair of the committee described how we would structure the conversation. My presentation was about 20 minutes. There was time for questions from all members of the committee. The main room was used for the defense and then committee members moved to a breakout room for deliberation and deciding on the marks. My PhD learning community waited with me in the main room while my committee discussed. I am glad my PhD learning community attended my oral defense. Having them there made me much more confident when I talked. And they cheered with me when my advisor informed me that I had passed. I also celebrated with my husband, my daughter and few of my colleagues at PIASS. My husband set up a Zoom party between 2-4 p.m. and invited my family, My PhD learning community at Bamberg University and my colleagues who were far from Huye district. I wish “Good luck to My PhD learning community”. You will all make it!

*By Gloriose Umuziranenge from Rwanda*

## Christine Nyiramana is now Vice Dean of Education at PIASS

**C**hristine Nyiramana, who is one of the first IMPEQ graduates and works as the IMPEQ coordinator at PIASS promoted the position of Deputy Head Teacher in Charge of Studies at PIASS. Nyiramana also working on her PhD shared her story and her success: “Teaching at primary level was my first job that I got after completing secondary studies in a Teacher Training College. I did this job for two years. Later, I went to university where I did teacher education. Upon graduation, I served as mathematics secondary teacher in 2009 where in 2010, I was promoted to the position of Deputy Head Teacher in Charge of Studies in the same school. Concomitantly, I was also working as a part-time teacher

of Mathematics at higher education level. End of 2012, I was recruited by INES-Ruhengeri as Quality Assurance Officer. While on this position, I participated in the first batch (2013-2015) of IMPEQ program for pursuing my further studies in educational quality. In IMPEQ, I learnt a lot that helped me improve my work especially regarding aspects of education and teaching quality, leadership skills, work organization, and self-discipline. Since end of 2015, I work at Protestant Institute of Arts and Social Sciences as the Coordinator of IMPEQ – a job I combine with teaching in the Faculty of Education. In March 2021, I was elected as the Vice Dean of the Faculty of Education at PIASS. With this new responsibility, I am looking forward to continue working with my colleagues for the development of the Faculty.”

*By Christine Nyiramana from Rwanda*



## CURRENT STUDENT EXPERIENCES

# NEW SKILLS, NEW INSPIRATIONS



Discussing with colleagues and friends during IMPEQ sessions is a vital and unique learning step of the programme.

**F**rom September 2019, I am enrolled in IMPEQ program. I am going to talk herewith about what I have acquired so far, and have been implementing in my career. In fact, IMPEQ is an international master program, training people involved in teaching. I personally have acquired a great deal of knowledge both formally and informally. Thus, I learned to listen to the student and provide constructive feedback to the work presented. I learned that communication is the key to any progress. It is important, to find solutions to all problems. Communication was also used during the feedback given by the mentors. Thus it is to be done effectively and without complex to reassure oneself of the acquisition of the targeted competences.

### COMMUNICATION IS THE KEY

I have been used the two-ways of communication with trainees and university authorities. The I-message and the linguistic register helped me to use an appropriate language in given circumstances. The communication ways are also used during the restitution sessions of the learned knowledge with the colleagues. So I do not experience problems as before. The knowledge about the teaching criteria has helped me to improve my perfor-

mance. For the first time in my life, I came in to contact with the real mentoring. It made me understand the true meaning of the teacher as a guide to learnig.

### NEW SKILLS

I'm correcting nowadays what I was doing wrong in my career as a mentor of my students, before IMPEQ. Also the setting of deadlines pushes me to time management and self discipline due to many responsibilities I have. The evaluation methods in IMPEQ inspire me when it is about to organize the examination of my students. The portfolio as a method of assessment is currently used for the final year student exams for the courses assigned to me. In addition, it is now common practice to make an assessment of the learning received by students at the end of each course. Various forms of repetition and PAP methods are now being used in my teaching. These promote the acquisition of knowledge and skills in the class. Thus, a part from the knowledge learned, a good social climate prevails in the class. In short, I recognize the skills and knowledge that IMPEQ has placed in me and that are being implemented in my work place.

*By Jusline Kavugho Madirisha from Rwanda*



## CURRENT STUDENT EXPERIENCES

# BEFORE AND AFTER COVID-19

Closer, thousand of miles away; Learning in COVID-19 times Sometimes in March 2020 after the IMPEQ 4 second session of meeting with mates, out of the blues I saw buckets and soaps at the entrance to the hostel. I just said to myself “Rwanda, the Germany of Africa and its innovations” thinking was a sanitary measure for us the tenants not knowing this was a new normality the world was taking.

### EFFECTS OF COVID-19

Livelihood sustenance was changing, the world was drifting to a new normal of the COVID-19 times. Little did I know Sunday March 8th 2020 was the final goodbye to my mates for that year despite reserving hugs for September which never were.

A new normality was real. Scared of what happens to the IMPEQ program which I very much was interested in was a nightmare. New vocabularies I learned were “Zoom meeting”, “break out rooms”, “mute and unmute”. On Sunday September 13th 2020, Prof. Scheunpflug and the IMPEQ team as well as my mates though thousands of miles away, were closer. The exchanges were warm, a feeling of closeness and connection were real to me. The mentoring sessions and teaching learning process was efficient and I have no regrets for the times and have to celebrate the ecological aspects that COVID has saved many airplanes from much pollution.

### SCHOOLS ARE CLOSED DUE TO THE PANDEMIC

On my part as a teacher in Cameroon was different, the government of Cameroon had closed schools yet learners in Cameroon unlike me in IMPEQ had no tech support or financial support for internet services. In a class of forty pupils, about fifteen of the parents owned android phones. Though in same town with learners, it seemed further. The Pedagogic In Service Training Program Cameroon organized “radio classrooms”, this was the only opportunity I had to connect with learners across Bamenda and neighboring villages. A space time for feedback was on the radio slots.

In an existentialists world where science and technology are defining the new reality of individuals and education, where is the space for the African child? Are we closer yet far from each



Pandemic halted the face to face teaching with students.

other or closer to those faraway? The government, churches and Civil society organisations need to reflect on “closeness though faraway”. I am pretty sure that this new technology will in the years ahead given the African child a new world view.

### INNOVATIONS FROM IMPEQ

Conclusively, IMPEQ taking lead in bringing in innovations to the teaching learning processes is a learning for me as a student and future African leader to empower the African child, inspire the African child and lead change. The words of Benjamin Franklin “Tell me and I forget. Teach me and I remember. Involve me and I learn.” match with my IMPEQ on-line learning experiences. *By Ayaba Bongwa Dzemba Godlove from Cameroon*



## CAREER ADVANCES AFTER IMPEQ

# IMPEQ BRINGS PROMOTIONS AND PATHWAYS TO A PHD

**P**ala Patient Bendela is from the Democratic Republic of Congo and he attended the IMPEQ II. After he participated in the programme, there were many changes in his life. He got four promotions in his professional life and started a Ph.D. work at Geneva University. Bandela shared his experiences about IMPEQ and the changes after the Master's programme.

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

I had heard about IMPEQ II at ULPGL-Goma, where I work as an Assistant Lecturer Researcher. The information reached me through the channel of the Rector and the Dean of the Faculty of Education.

### **\*How was the application process?**

The application procedure was not very difficult or too long, however, it is not at all as easy. The online support of IMPEQ's Executive Secretary facilitated the process. I had to visit the IMPEQ website, download the documents to be completed, gather the academic and civil documents, authenticate them, prepare a cover letter and CV and send them all online within the deadline.

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

The reactions of my colleagues and family members when they heard that I was starting a Master's degree were encouraging and positive. However, at some point in the evolution of the programme some colleagues and family members felt that I missed them when they needed my support more. Sometimes I began to be less available for certain time-consuming expectations.

### **\*Were there any difficulties during the programme? If so, what were they?**

Admission to the IMPEQ programme was an answer to my prayer, however, as soon as I arrived in Germany, I began to face personal challenges. The first challenge was that of studying on Saturdays and the second personal difficulty came later when I decided to commit to a life-long marriage during the IMPEQ studies. The program-



Bandela is in charge of the implementation and follow-up of an experimental system of Evaluation of Teaching by Students.

me was asking me for time and focus and the marriage was also asking me for time. This affected my life as a couple and my IMPEQ academic results.

### **\*Were there any changes in your work since the IMPEQ programme?**

Despite the challenges, the IMPEQ programme has led me to observable changes in my teaching-research career and social life. In the last years, I have had more than four promotions: from Assistant without administrative function, to Head of Studies, Master of Art, Academic Secretary of the Faculty, in charge of the Student Evaluation of Teaching (SET), Deputy Director of Centre for Research and Intervention in Psychology and Education (CRIPE) and Ph.D. student at Geneva University.

With the skills developed in the framework of IMPEQ, I developed a research project for a doctoral thesis on Modelling of a Student Evaluation of Teaching (SET) System in DRC based on an analysis of the discourses and practices

*Continued Page 17*



## CAREER ADVANCES AFTER IMPEQ

# IMPEQ BRINGS PROMOTIONS AND PATHWAYS TO A PHD



With the skills developed in the framework of IMPEQ, Pala Patient Bandela developed a research project for his doctoral thesis at University of Geneva.

of the universities. Subsequently, I found a director, an expert in educational evaluation, at the University of Geneva, interested in my doctoral research project. In July 2020, the University of Geneva sent me the attestation of registration/admission as a doctoral student for the autumn semester of 2020.

During the last three, four years, I have strengthened my research skills during and after IMPEQ. This has enabled me to produce and finalize two pupil books, a master's thesis, a Diplôme d'Etude Approfondies dissertation, four published articles, two of which are international, a collection of poetry and an educational play to be published. I have contributed to 2 colloquia and 3 international conferences in education, including one online.

Since 2018, I continue to lead the preliminary intervention research of this thesis project which led the ULPGL-Goma to appoint me as the designer and in charge of the implementation and follow-up of an experimental system of Evaluation of Teaching by Students (EEE), then Deputy Director of the Centre de Recherche et d'Intervention en

Psychologie et en Education (CRIPE), currently funded by the AUF (Agence Universitaire de la Francophonie).

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

The biggest difference developed in my life after IMPEQ is the ability to reflectively observe my work environment in the context of my country to take calculated risks autonomously by developing intervention research projects that are costly in terms of time and resources with little initial funding.

### **\*Are you still in contact with your colleagues from IMPEQ? If so, how?**

Yes, it is with a spirit of interest, commitment, thanks, satisfaction, and joy that I am still in contact with my colleagues and teachers at IMPEQ. I still feel very proud to be part of the IMPEQ family through the exchanges with my IMPEQ colleagues at the ULPGL, through the conferences, the exchanges, the personalized feedback online and in prescience, and through the IMPEQ innovation fund which has selected one of my research projects in its 2020 edition.

## NEWS FROM IMPEQ GRADUATES

# ARTICLE PUBLICATION ABOUT TEACHING DURING PANDEMIC

IMPEQ graduates, Emmanuel Niyibizi, Jacqueline Mukanziza, Edouard Ntakirutimana and Christine Nyiramana collaborating with colleagues Abel Dufitumukiza from PIASS and Theophile Murwanashyaka from Kibogora Polytechnic, published an article on the topic "Teaching and Learning Process during the Covid-19 Lockdown: Experiences of Students in Selected Rwandan Universities" in European Studies issue 16 as part of the implementation of the project Jean Monnet Network. The paper was written in collaboration between five teachers of the Protestant Institute of Arts and Social Sciences among whom four are IMPEQ graduates, and one teacher from Kibogora Polytechnic.

### ABSTRACT OF THE PAPER

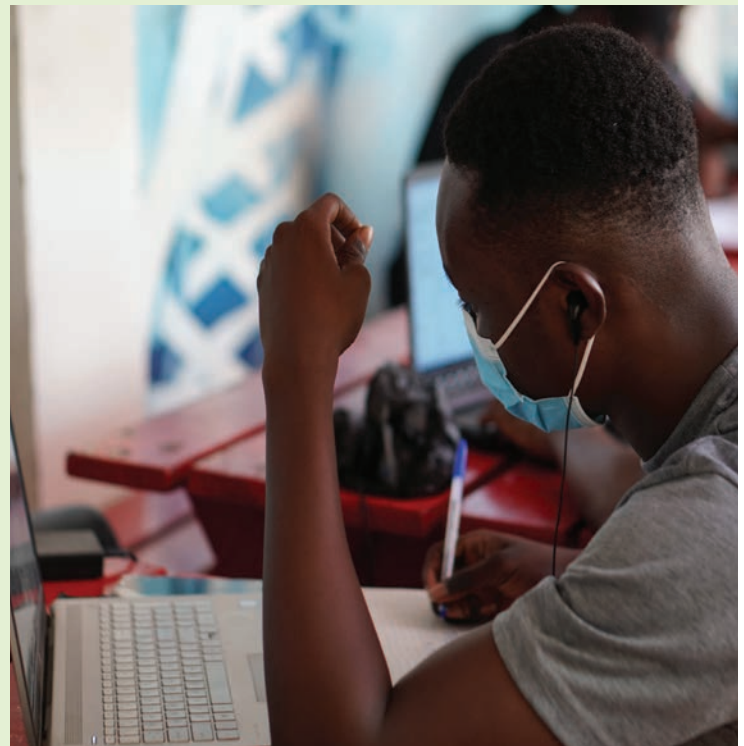
The pandemic, Covid-19 has paralysed all sectors worldwide including education. There has been, therefore, a necessity to shift from offline to online teaching and learning as a means of containing the pandemic. As a new situation students and teachers were to face, little is still known about their experiences with regard to online teaching and learning especially in developing countries. The study at hand explored university students' experiences about teaching and learning during the Covid-19 lockdown in Rwanda.

### ONLINE PLATFORMS USED BY TEACHERS

Through a triangulation of questionnaire and semi-structured interviews, data was collected from a sample of 256 students. Data was analysed using descriptive statistics and thematic content analysis. In the context of limited digital facilities, results show that a variety of online platforms were used. Apart from the institution-owned online teaching and learning tool – Moodle, other platforms depending on the expertise of the teacher and accessibility to students were used. WhatsApp was ranked the mostly used platform. Skype, Zoom, Google classroom, Google meet live, pre-recorded video clips were found to be limitedly used in selected universities.

### LIMITED INTERNET POSSIBILITIES

Despite the limited access to internet, the introduction



of e-learning mode created learning and socio-economic opportunities. These include self-responsible and self-regulated learning, digital literacy and time management. Students' direct university cost declined due to limited movements incurring transports and accommodation at university. The study recommends government and universities to invest in digital infrastructure and staff capacity building.

By Emmanuel Niyibizi from Rwanda

### For reference:

Niyibizi, E., Dufitumukiza, A., Mukanziza, J., Murwanashyaka, T., Ntakirutimana, E., & Nyiramana, C. (2020). The teaching and learning process during the covid-19 lockdown: Experiences of students in selected Rwandan universities. *Studii Europene*, 16, 181 - 198." Article can be reached from <https://ray.yorks.ac.uk/id/eprint/5099/1/jes-16-2020b.pdf#page=183>



## GLOBAL LEARNING AND RESEARCH

**W**hat is Global Learning today - in the face of progressive and visible globalization? No country, no continent exists on its own, all regions of the world are intertwined - economically, culturally and by the great global challenges such as sustainability, economic inequality and unequal distribution of power and influence. Fifteen PhD students met at the Mission House of the VEM in Wuppertal from 25 to 27 October 2019. All of them are doing their PhD at different chairs in Germany, at the University of Bamberg (Prof. Dr. Annette Scheunpflug) and at the Ruhr University Bochum (Prof. Dr. Claudia Jahnel). The PhD students and PhD students came from Rwanda, Germany, Indonesia, Cameroon, Madagascar, Venezuela and DR Congo, all of them conducting research in a variety of disciplines: theology, education, psychology and social sciences.

### **GLOBAL LEARNING IN ECUMENICAL PERSPECTIVE**

The occasion of the meeting was the start of the first international doctoral group with the theme „Global Learning in Ecumenical Perspective“ of the VEM. Julius Simaremare, pastor and lecturer from the HKBP (Indonesia), Alena Höfer, theologian and volunteer in the youth work of EKIR at the University of Bochum (without VEM scholarship) and Kakule Bulaya, headmaster from the CBCA (DR Congo), are topics to explore about learning in international composites. These address the opportunities of global learning to overcome domestic violence, the effects of global learning in partnership encounters, and how life in another country affects theological attitudes.

### **MORE WORKS PLANNED**

The VEM PhD group formed the core of the colloquium in Wuppertal, which was led by the three supervising professors: Claudia Jahnel, Chair for „Intercultural Theology and Physicality“ in Bochum, Annette Scheunpflug, Chair for General Education in Bamberg and expert for „Global Learning „And Wolfgang Jütte, Department of Educational Science in Bielefeld and specialist



15 PhD students from Rwanda, Germany, Indonesia, Cameroon, Madagascar, Venezuela and DR Congo participated to the event.

in network research, will supervise the three works. But global learning will not be just the content of the three works. The group will also learn and research in global perspectives and globally. After the first colloquium that has just ended, there are plans for further coordination and exchange meetings, which will be attended by other international students from Bochum and Bamberg. Although spatially far apart - all three will write their work in their respective home countries - the group will be connected in close exchange and in joint discussions via electronic communication channels.

*By Angelika Veddele, Director of the Germany region & Dr. Andar Parlindungan, Head of Training & Empowerment*

## TEACHING – THE NOBLE PROFESSION

**T**he UN Sustainable Development Goal “Leave No-One Behind” represents the commitment of all UN member states to among other things eradicate poverty and discrimination, and reduce inequalities by 2030. Much has been achieved, but there is still a long way to go before no-one is left behind. It is my strong belief that good and relevant education is the main key to positive change in any society. It is a necessity for reaching the ambitious goal of Leaving No-One Behind. Education not only benefits the individual student, but the society at large, both in developed and not so developed countries.

### LEARNING QUALITY FACTORS

Many factors contribute to the quality of the learning that takes place in a classroom. Availability of teaching and learning materials, textbooks, classroom facilities and the number of students are some of the contributing factors. But most instrumental for all learning in school is the teacher. The quality of the learning taking place mirrors the quality of the teacher.

### IMPORTANCE OF FEEDBACK

What makes a teacher a good teacher? Good subject knowledge is of course a necessary prerequisite, as well as a broad understanding of learning psychology and knowledge of different teaching methods. A basic, but thorough teacher training is a good foundation. Still, formal qualifications are not enough to ensure quality teaching in the classroom. The ability to convey knowledge, to manage the class and to understand the individual learner’s need for support is just as important. It is a process to groom a person to become a good teacher. Positive feedback from school management and fellow colleagues can be a good tool in this grooming process. Refresher-courses, replenishment of new knowledge and reflections around one’s own practice are other suitable tools in this process.

### A TOOL FOR DEVELOPING A SOCIETY

Through my work with a NGO in Sub-Saharan Africa I have witnessed different modes of teacher trainings, ranging from shallow in-service courses to more comprehensive



IMPEQ graduates are organizing programmes for their respective colleagues in their home countries for education quality.

pre-service trainings. The teachers are given basic teaching skills, but may lack the knowledge of what it takes for quality education to happen. Education is much more than learning how to read and write. It is also about reflection, about broadening the student’s perspective, it is also a tool for developing a society. The teachers do their best based on the prerequisites they have, but it is often not enough to promote development through quality education.

### STEP BY STEP APPROACH

IMPEQ is about grooming already qualified and well experienced teachers into even better educators. For some months I have had the pleasure of following IMPEQ IV students in their online learning journey. I have seen a growing knowledge of the complexity of quality education, the necessity of a step by step approach to teaching and a deeper understanding of how all the little pieces in the education machinery have to fit together for quality education to happen. When bringing these competences into their own society, the IMPEQ IV students will contribute to the UN Sustainable Development Goal 4 of ensuring inclusive and equitable quality education and promote lifelong learning opportunities for all, and hopefully a better future for their communities.

*By Birgit Villumstad from Norway*



## IMPEQ IV CONTINUES WITH ONLINE SESSIONS

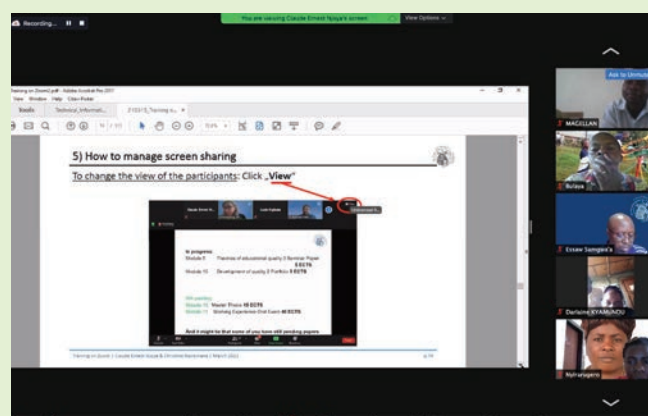
From February 21 to March 13, IMPEQ IV students completed their second and from May 3-12, 2021, their third online session. Despite the at times frustrating challenges with electricity and internet, 23 students from eight countries continue to actively participate in virtual sessions and mentoring. The study period in February-March addressed quality in (school) systems (Module 5) and quality development (Module 10). The study period was organized as intensive writing workshop.

### NEW COMPETENCES GAINED

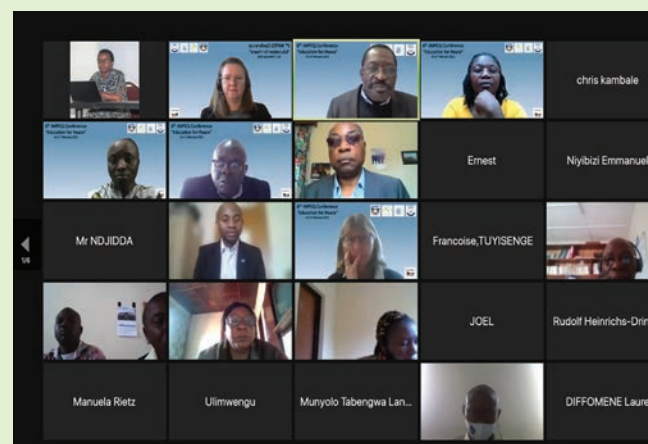
Module 5 dealt with theories of educational quality, especially on the topics of school and system quality. The IMPEQ students are now able to realise important factors influencing quality such as transitions, retention, repetition and school dropout and how to deal with them professionally. Furthermore, they gained the competence to understand the importance and function of different system levels (early childhood education, primary education, secondary education, vocational education and higher education) and the different levels of knowledge and learning appropriate at each level. The students can reflect and develop the objectives of monitoring educational quality in order to get the greatest possible impact. Module 5 is concluded with a seminar paper.

### HOW TO DEAL WITH UNSTABLE CIRCUMSTANCES

Module 10 dealt with quality development issues. It focused on research on school quality development in a Sub-Saharan context (e.g. schools in difficult or unstable environments) and addressed the challenges of providing quality education in these circumstances. The IMPEQ students are able to criticise, judge and/or evaluate different development priorities in different socio-economic contexts and can reflect discursively on aspects of the social and cultural relevance of education in difficult or unstable circumstances. Based on teaching best practice strategies and examples from the field of teaching- and school development, students have acquired



IMPEQ students master video conferencing programme ZOOM and learn how to make a presentation online with it.



red knowledge of effective school management, professional leadership and leadership responsibilities. They are also aware of the importance of communication and can provide constructive, evidence-based feedback to improve school and teaching quality. Module 10 is completed by a portfolio.

### WRITING WORKSHOP

The writing workshop provided lessons to refresh the structure of the Master thesis and deepen students'

*Continued Page 22*

## IMPEQ IV CONTINUES WITH ONLINE SESSIONS

understanding of the purpose of each chapter (i.e., introduction, state of research, methodology, results, discussion, and conclusion). During this time students worked actively and extensively on the finalization of their theses research questions and methodological approaches. They also used their time to finalize pending papers.

The sad news is that due to the continuing uncertainty

of international travel as well as the health risks involved, the IMPEQ IV Symposium and Graduation planned for July 2021 has to be postponed. Nonetheless, the students ought to be celebrated for their dedication and perseverance despite all odds as they tackle challenging study materials but also insecure and unstable health and safety situations in their everyday lives.

*By Susanne Ress from Bamberg*

## Steering Committee Updates and Selection of IMPEQ V Students

**T**he Steering Committee met on February 8, 2021. The selection of IMPEQ V students constituted the main point on the agenda apart from a general exchange of information about the organization of the study program in the context of the ongoing global pandemic and the IMPEQ conference.

### 115 APPLICATIONS

IMPEQ received in total 115 applications from interested persons in 14 countries including Rwanda, the DRC, Cameroon, Burundi, Tanzania, South Sudan, Zambia, Uganda, Eswatini, Ethiopia, Kenya, Madagascar, Italy, and Paraguay. Applications were submitted by 38 female and 77 male potential students.

### 20 STUDENTS SELECTED

20 students have been selected for a Bread for the World scholarship and participation in IMPEQ. Based on students' nationality as indicated by their passports, the planned 5th IMPEQ cohort includes six students from Cameroon, six from the DRC, five from Rwanda, one from Tanzania, and two from Zambia. The cohort consists of nine female and eleven male students from a range of



Steering Committee meeting was held as an online event due to Corona.

professions, including, for example, school principals, in-service trainers, and university lecturers. The beginning of the study program is planned for Fall 2021.

The selection was organized in partnership and close dialogue with representatives from Bread for the World, the Protestant University of Rwanda, the Free University of the Great Lake Region (ULPGL), the Protestant University of Cameroon (UEC), and the University of Bamberg in Germany.

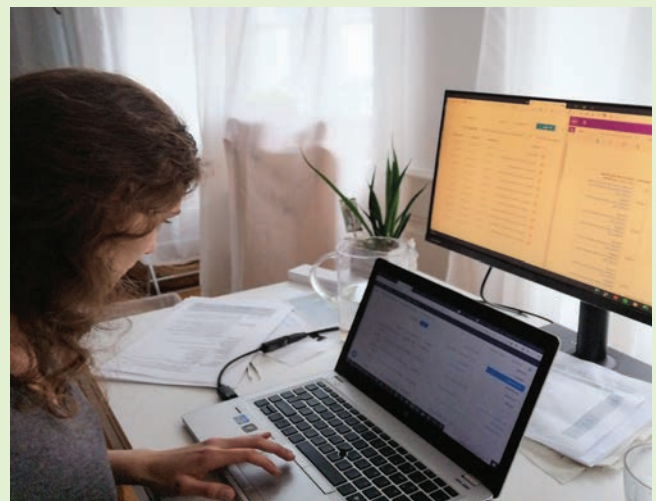
*By Susanne Ress from Bamberg*

## BEHIND THE SCENES – INSIGHTS FROM IMPEQ’S INTERNS

**W**hen we – Manuela and Jonathan – started our work for IMPEQ, we couldn’t imagine what IMPEQ really meant to us and our own studies. But we both started our tasks with great excitement, although we had different beginnings. While Jonathan had the opportunity to meet IMPEQ graduates, mentors and at the end of September in 2019 the students of IMPEQ IV, Manuela was introduced to everybody during the first online sessions in August 2020. Due to the corona situation, analogue meetings were not allowed. Nevertheless, we saw IMPEQ as a new opportunity to gain some new experiences in an international digital learning and teaching context.

### TECHICAL ISSUES DURING ONLINE SESSIONS

Corona forced the whole IMPEQ program to expand the previous digital communication and interaction. Teaching and mentoring were now only possible via digital meeting rooms and cloud software. Consequently, there was a need and demand for acquiring new skills and practical knowledge on students and mentors side in relation to the new applications. For this reason, we (Manuela and Jonathan) decided to take the position as technical support. At first, we introduced all IMPEQ students and mentors to the new teaching area. Everyone learned as quickly as possible and they got confident in using the applications. At the end of the preparation phase, each student and mentor had a basic knowledge of how to handle and work with the different programs. Therefore, our main task during the first online phase in August and September 2020 was to solve technical problems and to administrate the applications during the online sessions. When students or mentors had issues with the programs, we gave technical guidance and accompanied them until the problems were solved. We also managed the conference rooms and the material exchange platform. Our tasks during the online phase in March 2021 were very similar. In addition, we used further platforms, got great support by Günther Fößel from the computer



Student aids helped the IMPEQ students especially for their technical needs and communication problems.

centre of the university and we recorded the meetings. The recordings enhanced the whole learning experience, especially when students had internet problems.

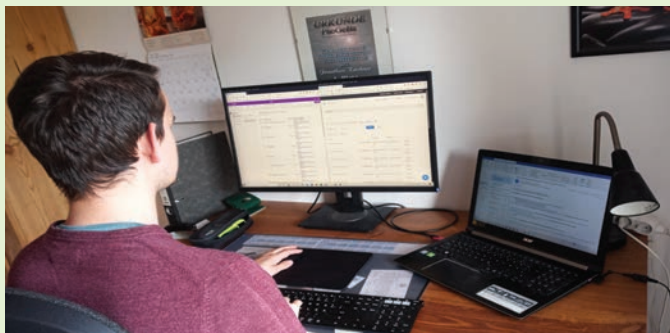
### INTERNET CONNECTION FAILURES

Especially the internet or even electricity problems made online learning challenging. Because if there was no electricity or internet, we couldn’t do anything and that made it sometimes difficult for us to find out if the problems caused by technical difficulties or connection problems. Additionally, the technical challenges were not limited to official working time. We saw ourselves confronted with working hours after 8pm or on weekends. And although we enjoyed helping, it was also a challenge for us because the boundaries between free time, our own studies and work became blurred.

During our work for IMPEQ we observed and recognised different aspects during the online sessions. Here are some impressions:

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## BEHIND THE SCENES – INSIGHTS FROM IMPEQ’S INTERNS

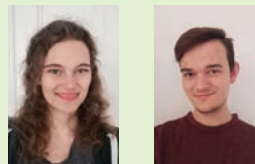


1. Whether digital or analogue, IMPEQ’s speciality is musical entertainment in situations which are uncomfortable e.g. the end of an online phase. It is like a ritual which changes the mood of every participant into joy and the feeling of being connected.

2. Surprising was the general kindness and thankfulness from students. For instance, while in Germany we don’t respond to newsletters and email updates, it was common to get a short, nice reply. But, especially for technical updates it was quite helpful to know that there were no difficulties in sending or receiving the email.

3. Global connectivity brought IMPEQ closer together and individual problems became IMPEQ problems. For example, one student wrote about armed conflicts at his current location. Everyone, who read about the concerning development, was worried about the student. Luckily, he found shelter and after the conflict was over, he was able to participate in the meetings again.

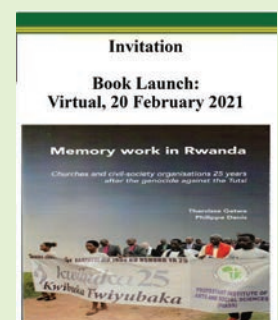
Preparing and supporting the online lessons means more than only giving technical help to students or mentors. At the end of a day, you know that the own work effort contributes to the whole study progress of every single student. *By Manuela Rietz and Jonathan Kircher from Bamberg*



## Book Launch on Memory work in Rwanda by PIASS

On 20 February 2021, PIASS held an online ceremony where a book on “Memory work in Rwanda: Churches and civil-society organisations 25 years after the genocide against the Tutsi” was launched. Participants came from different parts of the World including Rwanda, South Africa, Germany, United Kingdom, and United State of America. The launched book is a result of a joint international colloquium that was organized by PIASS and the University of KwaZulu-Natal in South Africa on 17 – 19 March 2019. The launched book is divided into three main parts: The duty of memory, Memory work in post-genocide Rwanda, and Memory politics outside Rwanda. It was edited by Prof. Dr. Tharcisse Gatwa (PIASS) and Prof. Dr. Philippe Denis (KwaZulu-Natal). During the ceremony, the Vice Chancellor of PIASS - Prof. Dr. Elisée Musemakweli saluted all the persons who contributed for this milestone to be achieved, especially the editors and authors. Moreover, he recognized the power of cooperation in promoting research which is relevant to contextual realities. More than that, he thanked the University of Bamberg to host the launch via Zoom. The book was launched during the period of preparation of 27th Commemoration of Genocide against Tutsi. One of the major point which emerged during discussion is the translation of the book into Kinyarwanda - an accessible language to the many of the population in Rwanda.

*By Christine Nyiramana from Rwanda*





## POEM PERFORMANCE

PALA PATIENT MAZAMBI BENDELA (DRC) AND COLLABORATORS

### Voices of Congolese schoolchildren in tears - 1

“Who lived through these tragedies,  
who was at the scene of the crimes?  
Who saw this river of tears flow,  
who suffered from its magnitude?  
Who saw the terrible scene, where the child was  
pounded on his way to school?  
Where schoolgirls and schoolchildren  
lost parents and teachers?  
Let the tears flood, do justice, repair  
the damage caused!!!

Who saw these children trained in the army  
learning how to shoot man?  
Taught to destroy violently for a dollar  
spotted with Congolese blood!  
Who has seen these schools and houses in Beni,  
Fizi, Kivu and Congo devastated?  
Where more than one school-age child was slaughte-  
red!  
Where are widow and orphan doomed to their own  
fate!  
Leave the tears flooded, do justice, repair the damage  
caused!!!”

I was born in war and misery, on a peaceful and rich  
land.  
The air I breathe is violence,  
on a green and blue space of peace.  
My daily food is fear in my country rich in flora and  
fauna.  
My usual music is the song of guns,  
in a forest full of singing birds!  
Happiness is an imaginary dream to me that I only  
recognize through history.

### Voix en larmes d'écoliers Congolais - 1

« Qui a vécu ces drames, qui a été aux lieux des crimes ?  
Qui a vu couler cette rivière de larmes, qui en a souffert  
l'ampleur ?  
Qui a vu la terrible scène, Où l'enfant était pilé sur son  
chemin de l'école ?  
Où écolières et écoliers ont perdu parents et  
enseignant(e)s ?  
Laissons les larmes inondées, faisons justice, réparons  
les dommages causés !!!

Qui a vu ces enfants entraînés dans l'armée apprenant à  
abattre l'homme ?  
Instruits à détruire violemment pour un dollar tacheté  
de sang Congolais !  
Qui a vu dévastées ces écoles et maisons à Beni, à Fizi,  
au Kivu, au Congo ?  
Où plus d'un enfant scolarisable fut massacré !  
Où veuve ; et orphelins voués à leur propre sort !  
Laissez les larmes inondées, faisons justice, réparons  
les dommages causés !!! »

Je suis né dans la guerre et la misère, sur une terre paci-  
fique et riche,  
L'air que je respire est la violence, sur un espace vert et  
bleu de paix,  
Ma nourriture quotidienne est la crainte dans mon pays  
riche en flore et en faune,  
Ma musique habituelle est le chant d'armes à feu dans  
une forêt pleine d'oiseux chanteurs !  
Le bonheur m'est un rêve imaginaire que je ne recon-  
nais que par l'histoire ;  
Adultes, autres gardiens et collaborateurs de mes droits  
sont devenus monstres envahissants la paix !  
Laissons les larmes inondées, faisons justice, réparons

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## POEM PERFORMANCE

PALA PATIENT MAZAMBI BENDELA (DRC) AND COLLABORATORS

### Voices of Congolese schoolchildren in tears-2

Adults, other guardians and collaborators of my rights  
have become monster invading the peace!  
Let the tears flood, do justice, repair the damage  
caused!!!

Am I devoted to suffering and  
not going to school anymore?  
As from the country where I am,  
the rights of the children seem derisory???  
For me life no longer has meaning; to live has become  
synonymous with dying.  
Yesterday, I fought the army of my country,  
Today street child, tomorrow armed robber;  
The day after tomorrow, the rest of my life in prison!  
Let the tears flood, do justice, repair the damage  
caused!!!

But, before that night everything was going well  
to the rhythm of the buzzing bees and the songs of  
birds,  
before this flowering of armed conflicts, Congolese child-  
ren enjoyed their right to school,  
And parental affection for the well-being  
But this last time schools and houses are burnt down  
We lack bread and peace evaporates ...

Half-naked we dress, the way to school we have forgot-  
ten,  
Child soldier, child of the street we become,  
Orphans, beggars we remain,  
Housekeepers, child of mining career, exploited, raped  
we remain!  
In the street, in the forest, in the rain we spend our  
sleepless nights,  
Our sleepless nights under the stars; we only live on  
misery!

### Voix en larmes d'écoliers Congolais-2

les dommages causés !!!

Suis-je dévolu à souffrir et à ne plus aller à l'école ?  
Comme de la contrée où je suis les droits des enfants  
semblent dérisoires ???  
Pour moi la vie n'a plus de sens ; vivre m'est devenu  
synonyme de mourir ;  
Hier, j'ai combattu l'armée de mon pays,  
Aujourd'hui enfant de la rue, demain voleur à main armée  
Après demain, le reste de ma vie en prison !  
Laissons les larmes inondées, faisons justice, réparons  
les dommages causés !!!

Mais, avant cette nuit tout marchait bien  
Au rythme de bourdonnement des abeilles et de chants  
des oiseaux,  
Avant cette floraison de conflits armés,  
Les enfants Congolais jouissaient de leur droit à l'école,  
Et de l'affection parentale pour le bien être  
Mais, ce dernier temps les écoles et les maison son brulé  
Nous manquons du pain et la paix s'évapore...

A demi nue nous nous habillons, le chemin de l'école  
nous avons oubliées,  
Enfant soldat, enfant de la rue nous devenons,  
Orphelin(e)s, mendiant(e)s nous restons,  
Filles de ménage, enfant de carrière minière, exploitée,  
violée nous demeurons !  
Dans la rue, dans la forêt, sous la pluie nous passons nos  
nuits blanches,  
Nos nuits blanches à la belle étoile ; nous ne vivons que  
de la misère !  
Laissons les larmes inondées, faisons justice, réparons  
les dommages causés !!!

Au Congo, au Kivu, à Fizi, à Beni, à Goma, un peu partout,

*Continued Page 27*

## POEM PERFORMANCE

PALA PATIENT MAZAMBI BENDELA (DRC) AND COLLABORATORS

### Voices of Congolese schoolchildren in tears-3

Let the tears flood, do justice, repair the damage caused!!!

In Congo, in Kivu, in Fizi, in Beni, in Goma, everywhere,  
the raped children, the exploited children, the mistreated  
children,

The school-age children abandoned without shelter, on  
the street,

The child soldiers in the service of the army,  
These school-age children never stop suffering,  
these children never stop dying because of war, because  
of poverty!

These children are demanding peace and good gover-  
nance and schooling

„Child: Hope of Kivu, Congo, Great Lakes, Africa and the  
World;

He has the right to life, peace and well-being,  
He has the right to safety, dignity, healthy entertainment  
and freedom,

Let's think about his nutrition, his breastfeeding and his  
food.

Let us take care of his health and his vaccination.

Let us improve access and quality of his education, let us  
stop his exploitation,

Let us wish to his protection, his security and his identity.  
Let us reassure his reintegration and his reintegration for  
his personality.

At the service of the community for its well-being for the  
benefit of humanity.

In Goma, in Beni, Fizi, in Kivu, in the Great Lakes, and  
everywhere

In Africa and in this world of misery, the children cry:  
„Help, help! Help! Help!!!”

To Congolese, Kivucian and African children!!!

We ask: „a release, a protection, a security,  
A schooling, a quality education ... a humanization  
for all the Congolese and African children .... „

### Voix en larmes d'écoliers Congolais-3

Les enfants violés, les enfants exploités, les enfants  
maltraités,

Les enfants scolarisables abandonnés sans abris, sur  
la rue,

Les enfants soldats au service de l'armée,  
Ces enfants scolarisables ne cessent de souffrir, ces  
enfants ne cessent de mourir

A cause de la guerre, à cause de la misère !

Ces enfants réclament la paix et la bonne gouvernance  
et la scolarisation.

« L'enfant : espoir du Kivu, du Congo, de Grands lacs,  
de l'Afrique et du Monde ;

Il a droit à la vie, à la paix et au bien-être,

Il a droit à la sécurité, à la dignité, au divertissement  
sain et à la liberté,

Pensons à sa nutrition, à son allaitement et à son  
alimentation.

Veillons bien à sa santé et à sa vaccination.

Améliorons l'accès et la qualité de son éducation, cess-  
ons son exploitation,

Veillons à sa protection, sa sécurité et son identité.

Rassurons sa réinsertion et sa réintégration pour sa  
personnalité

Au service de la communauté pour son bien être au  
profit de l'humanité.

A Goma, à Beni, à Fizi, au Kivu, dans les Grands Lacs, et  
bien partout

En Afrique et dans ce monde de misère, les enfants

crient : « Au secours, au secours !! »

Au secours ! Au secours !!! Aux enfants Kivuciens, Con-  
golais, Africains !!!

Nous demandons : « une libération, une protection,  
une sécurisation,

Une scolarisation, une éducation de qualité...une

humanisation Pour tous les enfants Congolais et Afri-  
cains.... »

## CONCERNING THE DEATH OF MR. MICHEL MOUKOURI

The Chair of Foundations in Education of the Otto-Friedrich University of Bamberg in Germany mourns the loss of our colleague **Michel Moukouri**, who died on April 5th, 2021 after a short, serious illness at the age of 69 in Douala/Cameroon.

Michel Moukouri studied Romance studies, philosophy and ethnology at the University of Neuchâtel in Switzerland. With his volume „Genèse du Monde et de l'Écriture chez Aimé Césaire et Édouard Glissant (1945-1970)“, compiled in 1985 and published in 2004, he provided a profound analysis of francophone Negritude of the Antilles using the instruments of French structuralism in the tradition of Lucien Goldmann. After teaching French and philosophy at a secondary school in Cameroon, he became director of the Protestant school system at CE-BEC (Conseil des Églises Baptistes et Évangélique du Cameroun). He held this position until his retirement. In doing so, he set important impulses in the assurance of the quality of the school system, both with regard to their administration and organization as well as with regard to their content-related shape of profile, especially through in-service training of teachers. The quality of mathematic instruction was of particular concern to him. He worked in various international networks to ensure the quality of education in sub-Saharan Africa. He was committed to a liberal and enlightened Protestant school profile and promoted international cooperation between Protestant school associations in Southern Africa.

The team at the Chair of Foundations of Education has worked closely with him in various areas. From 2003 to 2005, we cooperated on an evaluation of the efficiency of a teacher-training program for mathematics in Cameroon. With the help of the TIMSS scales, Hermann Hesse (DIPF Frankfurt / Main), Claudia Bergmüller and Annette Scheun-



pflug examined this program in schools in Cameroon, both in terms of the effects on teachers and students. Since then, Michel Moukouri has advised us closely and intensively on various projects, such as a university evaluation, a study in Anglophone Cameroon and the conceptualization of a study in Rwanda.

He has held several lectureships at the Friedrich-Alexander University Erlangen-Nürnberg / Germany and he has intensively accompanied the estab-

lishment of the International Master Program on Educational Quality IMPEQ at the Otto Friedrich University Bamberg / Germany and lectured in this program. This cooperation was very trusting and characterized by a high level of professional commitment. Furthermore, all of us who had the privilege to work with him have learnt to analyse deeply problems of development and development cooperation, to recognize post-colonial connections and to plan development in a systemic way. He lived in the world of humanities and philosophy as well as in the rural agriculture of his home village and in this sense, as a “glocal” citizen of the world, building repeatedly bridges between cultures and between ways of life. Michel impressed with his almost infinite energy, the steadfastness with which he represented what he had recognized to be right, and the great empathy and kindness with which he cultivated what was important to him. His linguistic confidence and his enjoyment of writing inspired when we had the opportunity to work on texts with him.

In Michel Moukouri, we are losing a very valued colleague, scientist, teacher and companion. Our thoughts are with his loved ones.

*Annette Scheunpflug, 6th April 2021*

## A L'OCCASION DU DÉCÈS DE MICHEL MOUKOURI

Nous sommes très tristes à la suite du décès de notre collègue **Michel Moukouri**, survenu le 05.04.2021 à Douala/Cameroun des suites d'une courte et grave maladie à l'âge de 69 ans.

Michel Moukouri a étudié les langues romanes, la philosophie et l'ethnologie à l'Université de Neuchâtel en Suisse. Avec son ouvrage de 1985 „Genèse du Monde et de l'écriture chez Aimé Césaire et Edouard Glissant (1945-1970)“, qui n'a été publié qu'en 2004, il a fourni une analyse approfondie de la négritude francophone des Antilles, en utilisant les outils du structuralisme français dans la tradition de Lucien Goldmann. Après avoir enseigné le français et la philosophie dans un lycée au Cameroun, il est devenu, par le biais de diverses stations, le Directeur de l'enseignement protestant du CEBEC (Conseil des Eglises Baptistes et Evangélique du Cameroun). Il a occupé ce poste jusqu'à sa retraite. Il a donné des impulsions importantes à l'assurance qualité des écoles, tant au niveau de l'administration et de l'organisation qu'au niveau du profilage des contenus, notamment par la formation continue du personnel enseignant. La qualité de l'enseignement des mathématiques le tient particulièrement à cœur. Il a travaillé dans divers réseaux internationaux pour assurer la qualité de l'éducation en Afrique subsaharienne. Il a participé à l'élaboration d'un profil d'école protestante libérale et éclairée et a encouragé la coopération internationale des associations scolaires en Afrique australe.

L'équipe de la chair des fondements de l'éducation a travaillé en étroite collaboration avec lui à différents moments. De 2003 à 2005, nous avons coopéré sur une évaluation de l'efficacité d'un programme de formation des enseignants de mathématiques au Cameroun. À l'aide des échelles TIMSS, Hermann Hesse (DIPF Frankfurt/Main), Claudia Bergmüller et Annette Scheunpflug ont étudié les effets de ce pro-



gramme dans les écoles camerounaises, tant sur les enseignants que sur les élèves. Depuis lors, Michel Moukouri nous a conseillé de manière étroite et intensive à plusieurs reprises sur différents projets, tels qu'une évaluation universitaire, une étude au Cameroun anglo-français, et la conceptualisation d'une étude au Rwanda. Il a occupé plusieurs postes de vacataire à la Friedrich-Alexander-Universität Erlangen-Nuremberg/Allemagne et il a accompagné et enseigné de manière intensive dans le

cadre du Programme de Master International sur la Qualité de l'Education (IMPEQ) à la Otto-Friedrich-Universität Bamberg/Allemagne. Cette coopération a été très confiante et caractérisée par un haut niveau d'engagement professionnel. Par-dessus tout, tous ceux d'entre nous qui ont pu travailler avec lui ont appris à analyser en profondeur les problèmes de développement et de coopération au développement, à reconnaître les contextes postcoloniaux et à planifier le développement de manière systémique. Il vivait aussi bien dans le monde des sciences humaines et de la philosophie que dans l'agriculture paysanne de son village natal, et en ce sens, en tant que citoyen global du monde, il a sans cesse jeté des ponts entre les cultures et les modes de vie. Michel a impressionné par son énergie presque inépuisable, la fermeté avec laquelle il défendait ce qu'il savait être juste, et la grande empathie et la gentillesse avec lesquelles il cultivait ce qui était important pour lui. Son assurance linguistique et sa joie d'écrire nous ont inspirés lorsque nous avons eu l'occasion de travailler avec lui sur des textes.

Avec Michel Moukouri, nous avons perdu un collègue, un érudit, un enseignant et un compagnon très estimé. Nos pensées vont à sa famille et à ses proches.

*Annette Scheunpflug, 6th April 2021*

## IMPRINT

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