

# CERM-ESA

East and South African-German Centre of Excellence  
for Educational Research Methodologies and Management



## Newsletter 2/2017



# Contents

Editorial	3	Engagement	20
Graduation Ceremony at Nelson Mandela University	4	The importance of the student-supervisor relationship	20
Advancing Education Research and Research Management	7	Transferring my Research Findings to Educational Practice	21
Narrating my Data Generation Experience	8	Participatory Visual Methods in Teaching Sexuality Education in Kenyan Schools	22
Exchange visit to Oldenburg University	10	Research transforming Educational Practice	23
News from our Master's Programme	12	Knowledge and Knower Structures in relation to Reproductive and Sexual Health in school curricula of South Africa and Kenya	24
Teachers' In-service Training Workshop 2017	13	CERM-ESA Calendar of Events January – September 2018	26
Women's Issues Workshop	15	CERM-ESA in brief	27
Writing for publication workshop	16	Contact	28
Funding proposal writing workshop	17		
Career guidance	18		
CERM-ESA represented at the Centres of African Excellence 1 <sup>st</sup> International Alumni Conference	19		

## Editorial

As the year is approaching its end, CERM-ESA's eyes are on our first cohort of eight Master's scholarship holders who have just graduated from Nelson Mandela University. **Congratulations!** And a big **Thank You** to everyone who supervised, supported and guided the students in their research journey!

During our third CERM-ESA Research School in February 2018, these first graduates are going to be inaugurated to their new status as CERM-ESA alumni who we hope will play an active part in the CERM-ESA community in future. In this newsletter they share with us some of their findings and how they see their research contribute to improve education in Kenya.

Similar to the first cohort of Master's scholarship holders, the second cohort has two local (Moi University) and one international (CERM-ESA Faculty) supervisor. While they are about to embark on their research journey we wish them patience and perseverance! Two exciting CERM-ESA Research Schools are waiting for you in 2018!

Several workshops and training programmes have taken place at the Centre and its partner universities in the second half of 2017 which this newsletter reports about.

As many of you know, CERM-ESA was evaluated in 2017 in order to see how the project is developing. The results show that we are well on track and moving in the right direction. Chances are very good that CERM-ESA will be funded for another 5 years from 2019 onwards, which is great news! Thanks to all of you who make CERM-ESA alive and thriving!

We wish you all a recreative break and a good start into the New Year! Let's keep on working together to see CERM-ESA go from strengths to strengths in finding ways to improve teaching, learning and research that does not end with a good job for the individual but that shows that education is the most powerful weapon to change the world, like Nelson Mandela said.

Enjoy reading the newsletter!

Susan Kurgat & Malve v. Moellendorff

### *Footprint in my heart*

*By Ann Waithera Karanja*

*The CERM-ESA journey was not smooth sailing, but quite a challenge,*

*HO! I learnt to be strong, swift, brave and gladly give the best,*

*I learnt to not escape my problems but face them creatively,*

*Learnt the virtue of maintaining contacts and good rapport,*

*And can now ascertain that SUCCESS IS A JOURNEY NOT A DESTINATION.*

*The role that CERM-ESA has played in my life is immeasurable,  
Am humbled to have had an opportunity to take a step closer to my goals,*

*I say a 'BIG THANK YOU' for the favour and support,*

*And since every end has a new beginning,*

*It's time to use the tools and skills gained to steer behind the wheel and contribute to a better society,*

*IT IS AND WILL REMAIN AN HONOUR TO BE PART OF CERM-ESA,*

*IT LEAVES A BIG FOOT PRINT IN MY HEART.*



## Graduation Ceremony at Nelson Mandela University

### Congratulatory Message

Graduation for our pioneer students was a supreme milestone in their career and for us as CERM-ESA as well. It is the culmination of an academic journey of unflinching commitment, sacrifice of self and loved ones, unrelenting pursuit of knowledge and an affirmation of one's intellectual prowess. Such a crowning moment in their lives must be celebrated with pride and joy.

It was indeed a great joy to witness our successful students cross the stage to be capped and enter a new chapter in their lives. All our students performed extremely well with half the graduations being awarded the cum laude. Though one of our students' Josphat Gamba was awarded his degree posthumously, one could not hold the tears and cheers that filled the graduation square when his son received the degree on his behalf. He was given a standing ovation by all people attending the ceremony including the Vice Chancellor Prof Derrick Swartz.

"We are proud and extremely grateful to NMU Faculty of Education and especial-

ly the hardworking supervisors under the leadership of Prof. Paul Webb who supported the students to grow tremendously over the past 1 ½ years. To achieve a 100% pass rate for our CERM-ESA students with four of them graduating with distinction is a tremendous success" Prof. Karsten Speck, CERM-ESA project leader of the University of Oldenburg says.

The ceremony was a thrilling event and each of them has a unique story to tell as they brace for an exciting journey ahead. As our 1st Alumni, we salute and applaud their achievement and wish them the best in their future endeavors. We trust that they are equipped with both excellent academic qualification and the solid values to undergird all their actions for the many challenges of life and work to come. It is our wish that they will be change agents in building a better society and a better world. Thank you for offering us the privilege to be part of your life. Your success is our success we look forward to watching your story unfold.

Congratulations!!!!

They are as follows:

### MASTER OF EDUCATION (RESEARCH)

#### 1. CHEMWOR, Ezekiel Kiplimo

Title of dissertation:

KNOWLEDGE AND KNOWER STRUCTURES IN RELATION TO REPRODUCTIVE AND SEXUAL HEALTH IN SCHOOL CURRICULA OF KENYA AND SOUTH AFRICA

Supervisor: Dr EH Lombard

Co-supervisor: Dr EMA Scheckle

Co-supervisor: Dr LM Okioma

#### 2. JEMUTAI, Sarah - Cum Laude

Title of dissertation:

THE EFFECT OF USING A SIX-BRICK DUPLO BLOCK GUIDED PLAY APPROACH ON PRE-SCHOOL LEARNERS' VISUAL PERCEPTUAL ABILITIES

Supervisor: Prof P Webb

Co-supervisor: Prof DKT Serem

#### 3. KARANJA, Ann Waithera - Cum Laude

Title of dissertation:

KIKUYU MALE TEACHERS' CONSTRUCTIONS OF MANHOOD IN NYANDARUA COUNTRY, KENYA: IMPLICATIONS FOR HIV AND AIDS EDUCATION

Supervisor: Dr MC Khau

Co-supervisor: Dr CAG Jordaan

Co-supervisor: Dr VN Opata

#### **4. RAMADHAN, Zainabu**

Title of dissertation:

PLAGIARISM IN MASTER OF EDUCATION STUDIES AT SELECTED EAST AFRICAN UNIVERSITIES

Supervisor: Prof MM Botha

Co-supervisor: Dr MC Khau

Co-supervisor: Prof JK Chang'ach

#### **5. RONO, Janet - Cum Laude**

Title of dissertation:

INDIGENOUS KNOWLEDGE IN THE SCHOOL CURRICULUM: TEACHER EDUCATOR PERCEPTIONS OF PLACE AND POSITION

Supervisor: Prof P Webb

Co-supervisor: Prof J Tanui

Co-supervisor: Prof B Siebenhuener

#### **6. RUGUT, Cornelius Kipleting - Cum Laude**

Title of dissertation:

THE NATURE OF POSTGRADUATE STUDENT-SUPERVISOR RELATIONSHIP IN THE COMPLETION OF DOCTORAL STUDIES IN EDUCATION: AN EXPLORATION IN TWO AFRICAN UNIVERSITIES

Supervisor: Prof N De Lange

Co-supervisor: Prof RC Ruto - Korir

Co-supervisor: Prof A Du Plessis

#### **7. WAFULA, Josphat Gamba**

Title of dissertation:

AN ARTS-BASED COMPARATIVE STUDY OF PRE-SERVICE TEACHERS' PERCEPTIONS OF LECTURERS' ENGAGEMENT WITH A HUMANIZING PEDAGOGY

Supervisor: Prof L Athiemoolam

Co-supervisor: Dr DC Geduld

Co-supervisor: Prof M Mwaka

#### **8. YEGO, Lily Jerotich**

Title of dissertation:

EXPLORING THE USE OF PARTICIPATORY VISUAL METHODS IN TEACHING SEXUALITY EDUCATION WITHIN THE HIV AND AIDS EDUCATION PROGRAMME IN SELECTED KENYAN SECONDARY SCHOOLS

Supervisor: Dr MC Khau

Co-supervisor: Dr VN Opata

Co-supervisor: Ms HH Sathorar

## Students' voices

“Two years ago, we were accepted and registered at Nelson Mandela University for our master’s degree, and we knew this move would change us forever. In April, we left Kenya for Port Elizabeth, South Africa. For the two years, we remained engrossed in serious reading, writing, and thinking deep thoughts in hopes of achieving our Master of Education (Research) degrees.”

“It’s been a great journey, filled with learning, growing and developing both personally and professionally. We cherish the experiences and memories from the past two and a half years for the years to come. Driven to succeed, we worked closely with our supervisors and lecturers who ensured that we did bite off more than we could chew.”



Robert Gamba who received the Master's degree on behalf of his father

“No success story is without some level of challenge. We faced numerous hurdles along the way, such as, applying for the right visa and being separated from our families during our stay in South Africa. However, these challenges taught us the importance of what we wanted to achieve; instead of destroying our will and spirit it made us strong.”

“The coming to an end of our master of education study journey gives us a new beginning and a start of another journey. As it’s said that when you climb a hill, you find there’s another hill ahead, we are focused to take the next step armed with the following important lessons for any scholar: Think about what you really want; Hang on and hold out for opportunities: Talk to people and turn up to public lectures and seminars, among others.”



Celebrating their success: after the official ceremony, CERM-ESA team at NMU organized a graduation party for the scholarship holders



## Advancing Education Research and Research Management

By Malve von Möllendorff

CERM-ESA launched its Staff Development Programme on research management and support for all partner institutions with a first on-site phase at Oldenburg University early September 2017. The workshop was co-funded by the Government of Lower Saxony, the Federal State

where Oldenburg is located, whose regional partners include Tanzania and the Eastern Cape Province of South Africa.

23 participants from Acting VC of Moi University, Prof. Laban Ayiro, to DVCs Research and Engagement, Research Managers, Deans of the Faculties / Schools of

Education/Management and researchers from Moi University, NMU, UMI and UDSM met with their colleagues from Oldenburg to discuss and learn about issues relating to the professionalization of research management. There are many challenges to productive research management

and support in East and South African Universities but there are also effective strategies and structures put in place by University leadership, deans' offices and research management that support researchers and young scientists and eventually increase the institutions' research output and research quality. After a week of intensive exchange and training on the topic, the participants left Oldenburg with a twofold homework: firstly, everyone was asked to identify a best practice example for research management/ support at their institution and explain it in detail so that it becomes replicable. Secondly, participants were asked to write a Project Action Plan (PAP) alone or in a small group where they plan and implement a small project in their own function that will – in whatever small way – advance research at their institution. We are looking forward to the reports, experiences and reflections when meeting again for the second on-site phase at Moi University in February 2018!



Participants of the Staff Development Programme 'Advancing Education Research and Research Management' at Oldenburg University

## Narrating my Data Generation Experience

By Janeth Chemeli

**M**y study is a pre-post-test quasi experimental mixed-methods approach focusing on the utilization of formative assessment strategies in mathematics instruction and their impacts on learners achievement in secondary schools in Kenya. My research is guided by a pragmatic paradigm and my data collection instruments are questionnaires, interviews, observations, focus group discussions and pre-post tests. My supervisors are: Dr. Ann Kisilu of Moi University, Dr. Sammy Chumba of Moi University and Prof. Dr. Karsten Speck of Oldenburg University, Germany.

My research journey on data generation all started with a reconnaissance study in the participating schools this is where I went to each of the twelve schools to familiarize myself with them and to request their participation in my study. In every school I visited, I started approaching the head teacher, who then directed me to the HOD Mathematics teacher, then to the Form 3



mathematics teacher. Most of the schools were positive and were eager to receive the intervention but a few of them were hesitant and would not allow any program that will interfere with their school program. After explaining the benefits of my study to them and that it will not interfere with the school program, then all of them became positive.

After my reconnaissance study, my experimental research included 3 stages. That is: **Before the experiment, during the experiment and after the experiment.** Before the experiment, my research assistants and I visited each school to administer student and teacher questionnaires followed by a teacher interview and lesson observation guided by my two supervisors. Only one mathematics teacher of form three purposely selected was interviewed from every school. I made prior arrangements with the teacher and at the time of interview, my research assistants

and I would set the table with refreshments including water and sodas plus some sweets and biscuits to make the teacher feel relaxed. One of my research assistants was writing notes while the other took a video of the interview. All interviews went on smoothly and I managed to finish though I got challenges in some schools. I would make arrangements with a teacher for an interview but on arriving at the school, I'm told the teacher just left, others would disappoint me while I'm in the middle of the road to their schools.

Still on the first stage I sat in classrooms to observe mathematics lessons in order to find out how the five formative assessment strategies were utilized. During lesson observation, there was no video recording to minimize excitement in the learners and to maintain the natural state of the classroom. I observed and recorded what I saw using my observation schedule. When the lesson ended I always took three minutes



to encourage the learners and I believed I touched the lives of many learners on the importance of mathematics and learner attitude. After completing the interviews, administering of questionnaires and lesson observation in the twelve schools, I randomly grouped the schools into two namely: **experimental group** (learners are taught using the five formative assessment strategies) and the **control group** (learners are taught using the traditional/normal ways).

I inducted the experimental group teachers with the help of my supervisors and my research assistants on a one day workshop. During induction I presented the five formative assessment strategies with the activities for each strategy and what the teachers need to do in order to use the strategies effectively. I engaged teachers in a discussion with my supervisors allowing them to ask questions and provide copies of those activities to them as a guide during the experiment. After induction, the exper-

iment was now rolled on and ushering in stage 2 of my data generation. During the intervention period I picked three common topics in the form three mathematics syllabus with the help of the teachers from all the twelve schools to be taught at the same time for the same duration of six weeks. The experimental groups were taught using the five formative assessment strategies while the control groups were taught using the normal way.

I made lesson observations of teachers in experimental group to make follow-ups of what I inducted them. I realized that some teachers were not using the strategies effectively even after induction so I corrected and encouraged them to use the strategies effectively. During the experiment I managed to carry out interviews with head teachers of six schools on their views about utilization of the formative assessment strategies and the kind of support/challenges on the use of these strategies and all the head teachers were

positive about formative assessment but to my surprise most of them were not able to explain what formative assessment is but after explaining to them what formative assessment really involves, they gave me enriching ideas and suggestions on the effective utilization of formative assessment. All the head teachers were excited with my study and are looking forward to me sharing my findings to their schools/county, therefore I know I must give back to them after concluding my findings.

After teaching for six weeks, my data generation entered the third stage that is: After the experiment. During this stage I administered the same questionnaires, a post test and made lesson observations again in all the twelve schools, I also organized for a focus group discussion with the teachers in the experimental group for them to give me their "story" on their experiences during the intervention period. They also gave me their perceptions in relation to the use of the five formative

assessment strategies and the challenges on the implementation of the same. At the end, I appreciated the teachers for the long journey we've had together during the research period and promised to go back and share with them my findings as soon as I finalize. At this juncture I am indebted to the work of my research assistants and my supervisors during the data generation period of my research. This was an interesting journey I will never forget in my life.

I thank God for the grace and good health during my data generation period, my family support and to all who supported me especially the CERM-ESA for funding my research on time, encouragements from my colleague students in the same scholarship, the Center for their total support including the digital Camera for my video recording, my dear supervisors for their maximum guidance during this period not forgetting my dear coordinators Dr. Susan Kurgat of MOI University and Malve of Oldenburg University, Germany.

## Exchange visit to Oldenburg University

By Janeth Chemeli

**M**y visit to Oldenburg university came when I was just finishing my data generation exercise. I remember the day just before travelling, I was having the focus group discussion with the teachers and the teachers were very excited when they heard that I was flying to Germany the next day and they cracked a joke that I didn't look like a person who was going to fly to Germany the next day. It was really a fantastic break from the tedious work of data generation thanks to the incredible support of our dear coordinator Malve of Oldenburg University who made my travel arrangements possible within the shortest possible time. When the day came it was like a dream to me at first I had never visited Europe in my lifetime but it came to be real because of CERM-ESA. I got an opportunity to travel to Oldenburg with our MOI university coordinator Dr. Susan Kur-gat and we arrived in Oldenburg city the

next morning after a whole night flight. We were picked immediately we landed at Bremen airport and driven to Oldenburg City and the first person to meet us was Malve at her home. I was overwhelmed and felt at home. We were given orientation of the Oldenburg University that afternoon and in the evening of my first day at Oldenburg City, I almost got scared when I was taken to Caroline's home where I was to get accommodation for the rest of my stay in Oldenburg. I later realized that she is hospitable and friendly and I thank her for her love that made me relaxed and enjoy my stay in her home just like my own home in Kenya.

Oldenburg City is a beautiful historic City with spectacular landmarks for example the Lappan towers, the Dukes' palace, the historic church, theatre with its dome and many more all dating between 16th to 19th century. Thanks to the tour guide



Janeth with David in the Oldenburg CERM-ESA office



Janeth in Grummersort – a biodynamic farm close to Oldenburg

lady who took us around for sightseeing at the historic city centre. The German people there are hospitable and self-disciplined especially in keeping their environment clean. I admired how waste everywhere is separated into Bio, Paper and plastic - a practice worth emulated in Kenya. Bicycles riding is very common on the roads from the young and mostly the elderly both

men and women which I guess helps them keep fit. At the University, I got incredible support right from the easy access to the library with a card, connection to the campus network and to ground it all an office to sit and work comfortably on my research not forgetting free coffee, tea or hot water in the office kitchen to keep me active. The resources were too many for me with the

short time I had there but I managed to use what I could at that time to improve my research hoping to visit again.

During my exchange visit I was able to work very closely with Prof. Dr. Karsten Speck the project leader at Oldenburg University and who is also my third supervisor. Despite his busy schedule, he took his valuable time to clarify issues on my data analysis and it shed more light on my research. I also exchanged notes with my fellow PhD student David in Oldenburg University and managed to learn MAXQDA software for analyzing qualitative data which is new in Moi University. I also visited a Bio farm in the outskirts of town and I learned good agricultural techniques which will help me improve my farming in Kenya. I got a chance to visit families of Prof. Dr. Bernd & Malve, the family of Prof. Dr. Karsten Speck and all the visits were incredible. Thanks for the good times I had with the families which made my stay more comfortable and no homesick in Germany!

I was given an opportunity to attend the first on-site phase of the programme called advancing Educational Research and management. The program was incredibly transformative and I got an opportuni-

ty to interact with the VCs, Deans, project leaders and Education managers from the other four collaborating Universities. This gave me a nice formative exposure on education management which broadened my thinking in areas like leadership skills, writing fundable projects with the help of personal action plans (PAP). Such exposure gave me a self reflection of Where I came from as a scholar, Where I am now and Where I am going (WWW). All these have been made possible for me by CERM-ESA, most importantly I wish to publish my research when am done with findings and gain a qualification that can stand with the best in the world making me proud to say that I am an alumnae of CERM-ESA and DAAD.

Thank you all for your warm welcome and continuous support while there. All shall remain forever in my memories and wish to be given another chance to visit Oldenburg University Germany. On my way back I was traveling alone but being monitored by Malve right from Oldenburg to Bremen, Bremen to Frankfurt and she was happy to hear that I had boarded the plane to Nairobi, Kenya, which was my joy too.



## News from our Master's Programme

By Susan Kurgat

The academic programme launched in April 2017 is up and running. During the first semester of year 1, the following courses were taught successfully using both the face to face sessions as well as online learning: Introduction to Research Methods, Qualitative Research Methods, Quantitative Research Methods, Research Colloquium I and Mixed Research Methods. The second semester has just ended as well with the following courses being taught: Action Research, Evaluation Research, Research Proposal Development, Project Proposal Writing and Ethical Issues in Research. For each course, two international co-lecturers from the CERM-ESA Faculty (South Africa, Uganda, Tanzania, Germany) have been identified who have supported the courses through sharing teaching and learning material, literature and conceptual ideas.

In addition, resource persons were also invited during the research colloquium sessions.

Students have also been allocated supervisors according to their topics. The co-supervisors were drawn from the partner institutions a concept that is new and enviable at Moi University. The students are currently developing their research proposals and are due to defend at the end of February 2018. The preliminary topics are as follows:

1. Community participation in the sustainability of primary community schools in Uganda by Nelson Mandela
2. Involvement of educational management in sports promotion towards educational achievements in higher institutions in Tanzania by Ida Jaribu
3. Students' preparedness for transition from secondary school to institutions of higher learning: A comparative study of Kenya and South African Universities by Rose Njage
4. Gender stereotyping in Kiswahili children's stories and its influences on the formation of learners' perceptions in primary schools in Mombasa County, Kenya by Ekiru Simon
5. Assessment of strategies for enhancing female participation rates in higher education in selected public universities in Kenya and South Africa by Elizabeth Kamba
6. Enhancing character education through Music and movement experiences in early childhood settings: a comparative study of Kenya and South Africa by Evans Olao
7. Strategies for enhancing retention rates in primary schools in Kenya. A case of Narok county by Jemima Asiago
8. Assessing the integration of ICT in teaching of science in public secondary school a case of Pokot County, Kenya by Francis Seurei
9. Enhancing participation rates of public secondary school students in education through conflict management by Roba Godana
10. Evaluating strategies for enhancing access to primary education by learners with hearing impairments in West Pokot County, Kenya by David Lagat
11. Assessing the retention rate of students in competitive programmes in selected Universities in Kenya by Harriet Ramogi
12. Strategies to enhance learner retention in community secondary schools in Kenya by Ann Wanjiku
13. Determinants for implementation of performance contracts in Secondary schools by Mark Sirimbiri

## Teachers' In-service Training Workshop 2017

By Susan Kurgat



Participants of the CERM-ESA In-Service Teacher Training Workshop 2017

During the month of November, the Centre hosted a Secondary School Teachers Workshop with the Theme "TEACHERS INSTRUCTIONAL EFFICACY". This was in line with the partnership, support and capacity building goal of the Centre.

Slightly over 100 teachers from schools in the region were in attendance. The main aim of the workshop was to empower teachers to have a higher sense of self-efficacy. The expectation of the Centre was that this empowerment will later translate

to the teachers providing more support for student learning and creating a more positive classroom environment.

The key note address on 'Teachers Instructional Efficacy' was presented by the Deputy Vice Chancellor Academics,

Research and Extension, Prof. Isaac Kimengi. He emphasized on the need for the teachers to remain focused towards providing quality teaching in their classrooms. He reiterated on the fact that students who complete high school should have their qualifications matching their character as they join the university.

The workshop covered five topics, namely: 1) Managing stress through self-awareness taken through by Dr Caroline Chakua (Senior lecturer in Educational Psychology), 2) Interactive Teaching and Learning: A practical approach by Dr Josephine Chemase (Senior lecturer in Curriculum Instruction and Educational Media), 3) Character and Integrity in our Schools by Dr Kefa Simwa (Senior lecturer in Educational Foundations), 4) Pedagogical Management of Resources by Ms. Jane Michael (Lecturer in Education Management & Policy Studies) and 5) ICT Integration in Teaching and Learning by Mr Oloo Gwendo (Lecturer in Teacher Education). The program was controlled by the CERM-ESA Coordinator Dr. Susan Kurgat.

All the sessions were interactive and teachers were enthusiastic throughout the workshop because the topics fitted their instructional needs. During the feedback

session some teachers commented that the issues covered were exciting and empowered them with 21st century skills and they were ready to try to perform differently.

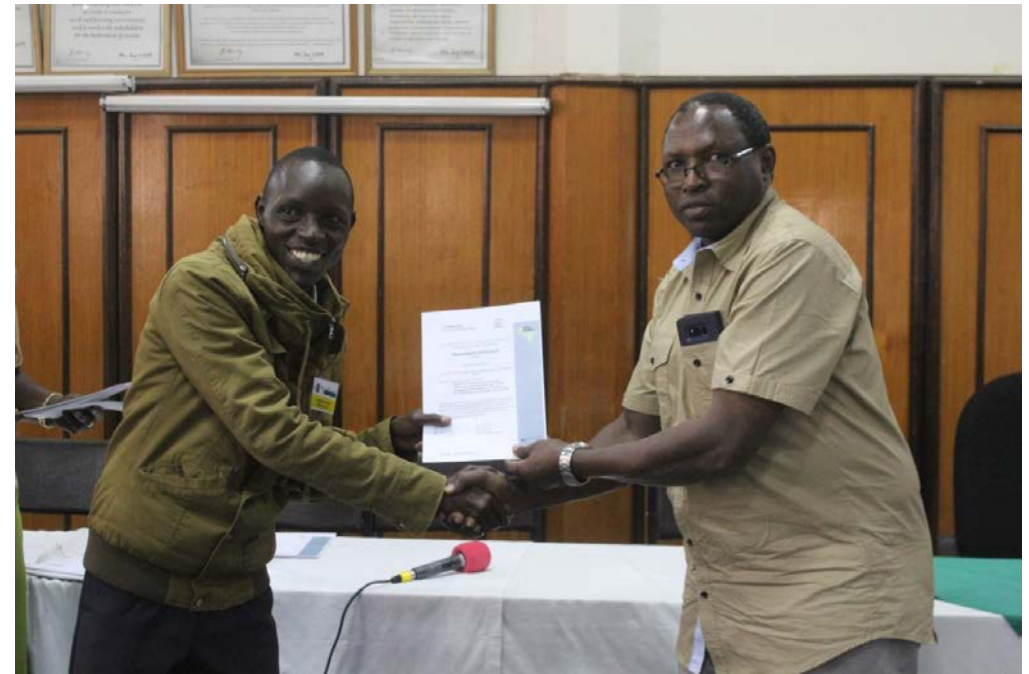
At the closing ceremony of the workshop, the Dean Prof. John Chang'ach emphasized to the teachers the need to be good role models to their students in the

quest towards good character formation in our society. Teachers were awarded certificates at the end of the workshop which was greeted with much applause from the

audience. A huge 'Thank you' goes to the Sub-County Director, Mr Cheruiyot and the School Principals who allowed the teachers to attend the workshop.



Teachers listening attentively during the opening session



Dean of the Faculty of Education, Prof. John Chang'ach awarding the certificates after the two-day workshop



## Women's Issues Workshop

By Anne Pabel

On the first day of this year's CERMESA Workshop Week, held at Moi University from 30 October to 3 November, female students and academic staff were invited to participate in a one-day workshop entitled 'A Friend of Mine...- Women's Voices of Empowerment through Education' run by Anne Pabel. The aim of this workshop was to provide participants with a platform to discuss various issues affecting women and their access to education, and to engage with these experiences through a creative writing exercise. The workshop consisted of three sessions and began with an in-depth discussion of the multi-layered and interrelated obstacles shaping the everyday realities of women in Kenya and, by extension, their access to education.

What created a particularly interesting and productive dynamic in the discussion was the fact that women of different ages with various roles shared their perspectives. While there was certainly no shortage of stories, which the participants shared openly, it became evident that the majority of issues the participants had faced were a direct result of societal gender norms constructed around the female sex.

The second session began with the presentation of stimuli which directed the focus of the discussion on the interrelatedness of normalized, systemic forms of discrimination as well as cases of blatant physical and sexual violence. The title 'A Friend of Mine' was chosen to represent these complexities and acknowledge the

dynamics they generate. When one is silenced by shame and fear of further victimisation, "a friend of mine" can oftentimes be a more speakable synonym for "I". At the same time, it sought to evoke a sense of solidarity amongst women based on the experiences they share as a result of how society prescribes what is (in)adequate and (im)possible for women.

Finally, the writing session gave participants the opportunity to engage creatively with experiences of victimization and/or empowerment in order to increase the awareness and social visibility of such problems through a collection of stories. What stood out in the participants' autobiographic, fictional and poetic contributions is that empowerment, whether socio-eco-

nomic, educational or socially, is not a static condition one achieves and maintains. These accounts demonstrate that behind experiences that have empowered, there has been perseverance; risks have been taken and women have had faith in the moments in which they could envision a future different from their present.

Overall, the participants perceived the discussions and activities as engaging and productive and they indicated that they enjoyed the self-reflective components in particular, and some suggested that such workshops should happen frequently, both on an academic and on a community level.

## Writing for publication workshop

By Paul Webb

On the second day of the CERMESA Workshop Week both CERMESA 1 (those who have just graduated at Nelson Mandela University) and CERMESA 2 (those that have recently received scholarships and are in an early phase of their studies at Moi University) students were given the opportunity to work intensively on article writing skills. The workshop started by revisiting the principles of academic writing and discussing specific guidelines for writing a publishable paper. Students from cohort 1 had prepared initial presentations on aspects from their Master's research, which they hoped that they might be able to disseminate as a journal article.

The cohort 1 students presented their work in progress using a 'spidergram'; a method of visually outlining the components and structural coherence of a critical argument in relation to a central issue. Sarah Jemutai introduced her topic focusing on the use of 6-brick guided play as way of accelerating the development of



Scholarship holders Janet Ronoh (cohort I), Ida Andrew (cohort II), Lily Yego (cohort I) and Nelson Mandela (cohort II) during a workshop break

visuo-spatial abilities in pre-literate children. Ann Karanja sketched her investigation of the influence of male teachers' identity formation on the dynamics of HIV and AIDS education in the classroom. Zainabu Ramadhan's expanded on her interest; namely the issues surrounding plagiarism

in selected East African universities. Janet Ronoh explained her findings on the teacher educator perceptions of place and position of indigenous knowledge in school curricula when using the imbizo/baraza method. Ezekiel Chemwor highlighted the complex issues around curriculum devel-

opment when interpreted through the lens of Bernstein's theories. Cornelius Rugut presented on the role of the relationships between students and supervisors in the completion of doctoral projects in Africa. Lily Yego communicated her findings of the effectiveness of participatory visual methods in teaching sexual education in Kenyan secondary schools.

After these in-depth presentations, which provided insights into the range of current research areas covered by the first group of CERMESA students, members of both cohorts and the academics present provided constructive feedback as to what would probably need to be addressed before the presentations might be ready for publication. The students from cohort 1 were then given three weeks to provide 'draft' papers for 'publication' which then would receive 'peer reviews' by Prof Paul Webb and Anne Pabel. Hopefully, these responses, and the responses that they received during the workshop, will assist these students produce acceptable publications with the support of their supervisors.

## Funding proposal writing workshop

By Paul Webb and Susan Kurgat



Each participant received a certificate for successful participation from facilitator Prof. Paul Webb

Cohort 2 students were in the spotlight on day three of the CERMESA Workshop Week. As part of their 'Funding Proposal Writing' module (RME 809) at Moi University these students were required to conceptualise and present funding proposals for

vetting by their peers. The first part of the Wednesday morning was used to revisit the principles of funding proposal writing. This activity aimed at bringing everyone onto the 'same page' so that they could meaningfully interact in the critiquing process.

The 13 Moi University students made three group presentations as follows:

Group 1: Establishing a talent centre in Moi University by Ekiru Simon, Ann Wanjiku, Mos Evans, Elizabeth Kamba, David Lagat

Group 2: Peace mobilisation in election era in East African countries by Harriet Ramogi, Mark Waya, Ida Jaribu, Nelson Mandela

Group 3: Establishing a sporting centre to promote in-door games among the youth in Bubisa, Turbi Sub-County by Roba Godana, Francis Seurei, Rose Njage and Jemima Asiago. Each presentation was vigorously discussed and critique and was a learning experience for all.

An added real-life spin-off of the workshop was that Mr Phil Gutsche, Chairman at Coca-Cola Beverages Africa, which its headquarters in Port Elizabeth, has introduced CERMESA and our funding proposal writing activities to appropriate members of Nairobi Bottling (a subsidiary of Coca-Cola Africa). We received an enthusiastic response from Nairobi and staff members

there have agreed to read our students proposals and provide feedback as to how they have aligned what they have written to the company's requirements and will make suggestions as to how they might improve their proposals.

As such, the students have been tasked with writing a funding proposal for a realistic amount to support them to carry out their projects and submit them to Nairobi Bottling in the New Year after initial vetting by CERMESA staff.



## Career guidance

By Susan Kurgat

The career guidance workshop at the end of the CERM-ESA Workshop Week was facilitated by Prof. James Tui-toek who is a renowned researcher, administrator and career mentor. The workshop targeted the 1st cohort of students who have completed their studies and looking into what is next in their lives. The workshop theme was 'Personal Development' and the main objective being to develop skills and strategies that promote personal financial responsibilities that lead to individual success now and throughout the adult life. The sessions proceeded from the students expectations all the way to how adequate they felt. The students commented that they felt inspired, renewed and optimistic especially about balancing their career, work, family and grabbing opportunities when they come.



Workshop participants and facilitators at the Centre

## CERM-ESA represented at the Centres of African Excellence 1<sup>st</sup> International Alumni Conference

### ‘Tackling the root causes of displacement in Sub-Saharan Africa’

By Susan Kurgat

CERM-ESA is proud to have been part of the Alumni Conference held on Nov. 26 – Dec. 01, 2017 at

Krystal Beach Hotel, Gordons Bay (South Africa). More than 80 participants - alumni of the participating African Excellence Centres, experts, researchers, and students were in attendance. The discussions centered around the various root causes of displacement in Sub-Saharan Africa and the different strategies and approaches to reduce structural reasons for displacement from a practical and an academic perspective.

There was an arrangement of a rich set of speeches, workshops, and discussion rounds, covering a wide range of topics, including food security, regional integration, international criminal law, poverty reduc-

tion through social policies, education and health sector interventions, prevention and management of water and land conflicts, and increasing aid effectiveness. As one of the eleven DAAD African Excellence Centres, we had an opportunity to present in which way our Centre could contribute to tackling these root causes. During our presentation, ‘Towards Sustainable Solutions on Displacement: CERM-ESA Interventions’ the Keynote speaker Prof. Dr. Simon Bekker from Stellenbosch University was particularly thrilled by the way the CERM-ESA has laid out the intervention measures to mitigate the root causes of displacement.

It was also an opportunity to meet plenty of interesting people and make valuable contacts throughout the whole conference, especially during the contact fair, the con-

ference dinners and on the excursion to Strand and to Avontuur Wine Estate. The exciting conference experience could not

have just ended without the city tour of Cape Town and particularly the spectacular ‘Table Mountain’.





## Engagement

# The importance of the student-supervisor relationship

By Cornelius Rugut

During their studies, CERM-ESA students are encouraged to reflect on issues relating to research ethics, the researcher's responsibility with regard to the knowledge generated and on ways to contribute to positive change in the education sector. For CERM-ESA, the Academic Programme doesn't end with producing successful graduates. As our first graduates are becoming CERM-ESA's first alumni now, we have asked them to think about ways in which they think their research findings can make a contribution to society and to improve education in their field of expertise. CERM-ESA's alumni programme includes opportunities for former scholarship holders to apply for funds to facilitate workshops, invite former research participants to the Centre for in-service training workshops, for school visits and meetings with curriculum developers and policy makers etc. to disseminate their findings. The section below reports about some of the findings and ideas what to do next with the knowledge generated.



Cornelius Rugut

It was a fruitful journey for me to explore the role of the student-supervisor relationship in the completion of doctoral studies in Africa. Postgraduate supervision and particularly the student-supervisor relationship in doctoral studies has recently become a topic of great discussion in the academic arena. The relationship between the student and the supervisor is central

to the successful completion of doctoral studies. Production of more PhDs in Africa is of great significance, seeing that there is a growing need for highly trained researchers to support the national social, economic and environmental goals of African countries. However, statistics show that the completion rate of doctoral studies in Africa is still very low. As such, the focus of my study was to explore the nature of the student-supervisor relationship in the completion of educational doctoral studies in two African universities, namely, Nelson Mandela University in South Africa and Moi University in Kenya.

The findings revealed the students' expectation of a supportive relationship and the importance of it in the completion of doctoral studies. While some relationships contained tensions, it seemed that negotiating the relationship is a vital activity that needs to be continuous and done cordially, to maintain the relationship and to sustain

the forward movement in the study. It was evident that the supervisor's establishing a nurturing and efficient relationship is central to the doctoral student's success and when this is not established, the doctoral study is in jeopardy.

Supervision is a complex and dynamic activity for which the supervisor requires several skills. As such, an efficient student-supervisor relationship that promotes student success can only be achieved when universities invest in developing the academics to strengthen their supervision skills. This requires the university management to provide a variety of innovative courses on postgraduate supervision to support the academics. Supervisors should be sensitised on how to enable the doctoral students to develop agency regarding their doctoral learning. This enables mutual contribution to the research project and the development of the doctoral student to be an independent scholar.



University management should also establish a regular formal review of doctoral students' progress. This could prevent student stagnation or discontinuation from the programme due to unnoticed challenges. At the same time, supervisors should be given the opportunity to supervise the topics which match with their areas of specialisation. This promotes effective supervision in specific knowledge areas. It is important also for the university management to ensure that supervisors are not overloaded and thus have time to mentor the doctoral students for success. It is therefore necessary for universities to set a reasonable number of postgraduate students to be supervised by academics at one time.

Student-supervisor relationships have a significant impact on doctoral students' success and as such, African universities struggling with the throughput of doctoral students could learn from this research in order to improve student-supervisor relationships and promote the success rate of doctoral students.

## Transferring my Research Findings to Educational Practice

By Ann Karanja



Ann Karanja at graduation, 14<sup>th</sup> of December 2017

### a) Giving back to the research participants

My research participants were very eager to know about the findings of the study including seeing their own drawings in the final leather bound thesis. They had requested that I share with them the findings

of the study upon successful completion. So simply, I will organize a session with my research participants whereby I will share the very interesting and insightful findings revealed by the study. Probably, this will shed light to them on how they can address the challenges they experience in teaching sensitive sexuality content; and give them a better understanding on how they can improve their efficacy in teaching about sexuality within HIV and AIDS education in relation to their socio-cultural beliefs, values and practices.

### b) Using the study findings for teacher development

There being an urgent need in Kenya to reduce HIV infections, HIV and AIDS educational interventions have been fronted as best placed to do so. Given the fact that the study revealed a considerable implication

of socio-cultural gender formations and relations on the teaching of sexuality and HIV and AIDS, it will be necessary to organize a workshop for high school teachers aimed at improving their assertiveness and self-efficacy in teaching HIV and AIDS education. In the workshop the teachers will be empowered to deal with their own sense of self in relation to sex, sexuality and HIV and AIDS and overcome the various challenges they encounter while teaching HIV and AIDS education.

The study also revealed the varied constraints that constrict the implementation of HIV and AIDS educational programmes. Therefore, in the workshop the teachers will be trained on the use of participatory teaching pedagogies such as role plays, drama, poems, songs, board games and sport activities in teaching about sexuality and HIV and AIDS. In so doing, the teachers will be in a position to instil positive be-

behavioural change amongst learners in the fight against HIV transmission.

## c) The significance of the study findings to my own practice

It is imperative to state that I have already started applying the insights gained from my research study to better my own practice in school. My study prompted me to join the guidance and counselling department in my school and become very actively involved. This is after the realization that most teachers shy away from sexuality and HIV and AIDS topics with topics such as drug abuse and hygiene getting all the attention during the guidance and counselling sessions.

Being a Swahili teacher, I used to skip aspects of sexuality and HIV and AIDS education that I encountered in the core subject syllabus but having noted with a lot of concern the dire need for we teachers to impart the learners with knowledge and skills on how they can protect themselves from HIV infection, I now strive to handle these aspects with ultimate importance; and also sensitize my fellow colleagues to pay attention to the HIV and AIDS contents that their encounter in their teaching subjects.

# Participatory Visual Methods in Teaching Sexuality Education in Kenyan Schools

By Lily Yego

The HIV and AIDS prevalence in Kenya is still high and remains a major health concern despite the interventions to mitigate it. The provision of sexuality, HIV and AIDS education in schools today is not effective. Teachers face various challenges in the effective delivery of the subject; with an immense variety of conflicting information about sexuality, availed to young people, through the social media and also through their peers, young people are left at risk of exploring their sexualities with inadequate and wrong information, thus exposing them to HIV infections. Teachers are expected to teach the learners using a variety of pedagogical strategies in order to achieve efficacy in the delivery of this subject, hence the need to explore teaching styles that could provide a safe space for the effective delivery of sexuality, HIV and AIDS education.

My study sought to explore teachers'



Lily Yego (left) and Sarah Jemutai (right) celebrate their graduation with their friends Zainab Ramadhan, Ann Karanja and Janet Ronoh

experiences of using participatory visual methods in teaching sexuality education within the HIV and AIDS education programme in selected Kenyan secondary

schools, in order to understand how such methods could affect the teaching of Sexuality education. The findings revealed that teachers are uncomfortable teaching sex-

quality education because of fear of leading learners astray, fear of victimization and sexualisation, and fear of misleading and hurting learners because of lack of knowledge. This resulted in teachers feeling guilty due to ineffective delivery of Sexuality education. The findings also revealed that participatory visual methods were effective to be used by the teachers and the learners in the classroom to navigate issues around sexuality, HIV and AIDS. This was because they are learner-centred, thus making learners producers of knowledge while at the same time encouraging optimism in teaching and learning.

Based on the findings, I am planning to support in-service teachers through workshop programmes. Such workshops should train on varied pedagogical skills. These workshops could be used to motivate the teachers in sharing the content knowledge of sexuality, HIV and AIDS education practices in their classrooms. I would wish to reach out to the curriculum specialists in order for them to address sexuality, HIV and AIDS programmes in a sex-positive way and encourage learner-informed choices in the curriculum, as a move away from the barrier of culture and religious beliefs. Lastly, the Ministry of Education should partner with other institutions

of learning in Africa and beyond to become involved in exchange programmes aimed at broadening sexuality, HIV and AIDS education for the teachers and the learners beyond their horizons.

It is only through concerted efforts from everyone that Kenya can reach a Zero new HIV infections target.

## Research transforming Educational Practice

By Sarah Jemutai

Research should not only be kept in shelves after a lot of knowledge has been generated from the research participants, analysed and discussed in relation to what people have written (literature). Researchers need to go back and give back to the society, practicing teachers in the schools, learners, school management and share results found through the research with the curriculum developers because teachers have a voice in the development of the curriculum.

The 6 Brick Duplo Block and the development of visual perception was the core of my study. The newly developed 6 Brick Duplo Blocks are a product range of construction toys that can be used by young children specifically for play that helps children in different developmental skills – a study that I could not work on alone because of the nature of the study which was a Quasi-Experimental study with pre-

post-tests. My research participants were grade R learners and teachers and fourth year psychology students at Nelson Mandela University and Moi University. All the research participants received transport, a token of appreciation and lunch during pre and post-tests conducted in the schools of the participating children. In addition, all the learners received a set of 6 Bricks and the research participants received certificates/ letters of participation.

I intend to use my findings to inform stakeholders, particularly curriculum developers by first starting with the Quality assurance and standards officers (QA-SO'S) and Curriculum Support Officers (CSO'S) to inform them about my study. Then through their offices invite heads of schools for a workshop attended by QA-SO'S and CSO'S and inform them about the newly developed play materials '6 Bricks' and how they can be used to devel-



op visual perception. Share with them how the manipulatives can be used for learning in an enjoyable way through play. Inform them of the results that I attained in the mixed-method quasi-experimental study that were statistically significant. Let them understand how 6 Bricks can be beneficial to our schools especially for young children who are about to read and numerate. Then request them during the workshop if they can allow me to visit their schools and meet the teachers manning Early Childhood Sections or organise for a common workshop with the Early childhood teachers and make them aware of the potential that 6 Bricks have for learning. As this was part of my recommendation that: Results from the 6 Bricks suggest a need for curriculum developers to reconsider the Piaget's stages of cognitive development under the Piagetian theory in order to design appropriate instructional materials that promote learners' visual perceptual growth and development. The 6 Bricks Duplo Block approach, which the results of this study suggest is an effective way of accelerating visual perception via guided play, is critical in areas of the curriculum where early reading, writing and problem-solving performance are valued. Deiner (2005) and Gordon (2004) posit that the brain needs to organize and inter-

pret that which is seen via a process that takes place over a period of time by using a more effective instructional design (Mukwa & Too, 2002). The changes in visual perception which are attributed to the 6 Brick Duplo Block guided play approach took place over a period of four months and curriculum developers and teachers should also be aware that guided play should be a regular and ongoing process. Similarly, the ability of guided play with manipulatives such as Duplo Blocks to accelerate visual perception underscores the need for curriculum developers and early childhood advisors to make teachers aware of the potential of using guided play and help them design, use and integrate guided play sessions into their teaching from before children start their formal schooling (Hewes, 2006).

I intend to use my findings into my own practice for school development by having a workshop with the teachers in my school through the same procedure suggested above with heads of schools and extend it to all the teachers not ECDE teachers only. Inform them about what I did, how I did it and the outcome-results.

## Knowledge and Knower Structures in relation to Reproductive and Sexual Health in school curricula of South Africa and Kenya

By Ezekiel Kiplimo Chemwor



Ezekiel Chemwor

**P**olicy-makers and Reproductive and Sexual Health programme managers acknowledge the significance of addressing the Reproductive and Sexual Health needs of young people, especially between

ages 10–24 years, in order to reduce the increasing number of teenage pregnancies and prevalence of sexually transmitted infections (STIs) including HIV. Despite the developments in the policies and educational programmes and interventions, effective Reproductive and Sexual Health still remains a major challenge in most parts of the world, especially in Sub-Saharan Africa. Education is argued to have the potential for making a large-scale impact in addressing the above challenges through providing learners with access to knowledge that allows them to participate in society's debates and controversies, or so-called "powerful knowledge". Education thus provides the society with an adequate

tool to shape the thinking of the new generation and influence the socialisation processes that should help youths live a more fulfilling life. There is, therefore, a need to explore the most appropriate ways to structure and to present knowledge in the national curricula.

With the focus on Reproduction and Sexual Health knowledge, my study employed Bernstein's concept of knowledge structures together with Karl Maton's Legitimation Code Theory (LCT) as both a conceptual and theoretical framework, as well as an analytical framework. The study investigated how the knowledge associated with Reproductive and Sexual Health is legitimated as an area of study in the school curricula of South Africa and Kenya by exploring the knowledge - knower structures as well as curriculum structures in order to achieve a better understanding of the ways knowledge practices specialize Reproductive and Sexual Health knowledge in school curricula. Official curriculum documents were used as data sources to develop an understanding of the theoretical underpinnings of Reproductive and Sexual Health knowledge in the school curricula of South Africa and Kenya. It is good to note that having a deeper understanding of the

Reproductive and Sexual Health knowledge practices in school curricula can also lead to finding ways that can make the subject more accessible to learners.

Part of the findings indicated that in the Kenyan case, the Reproductive and Sexual Health concepts within the primary school and secondary school Life Skills education evidenced segmented knowledge building where a new idea or concept is added on to the topic in a horizontal fashion, typical of a horizontal knowledge structure. In the South African case, the Life Skills (Grade 4-6) and Life Orientation (Grade 7-9) curricula exhibited a knowledge structure and subsequently a curriculum structure that could be placed in the middle of the continuum between hierarchical and horizontal knowledge structures. However, the Life Orientation (Grade 10-12) curriculum exhibited a horizontal knowledge structure with weakly bounded language. The risk associated with presenting knowledge that is structured in a horizontal fashion is that the development of segmental knowledges tied to specific contexts which remains meaningful largely within that context. That is, learners may not be able to transfer the knowledge acquired to different contexts except in contexts where features



Ezekiel with his two NMU supervisors, Dr Elsa Lombard (right) and Dr Eileen Scheckle (left)

and social relations are similar to the initial context. This means that Reproductive and Sexual Health knowledge acquired in these subjects may not empower learners to apply the knowledge acquired for a myriad of sexuality challenges cropping up daily in the fast changing society.

It can therefore be suggested that Reproductive and Sexual Health knowledge should not be taken for granted and treated as if it were merely a transfer of information on sexuality and risks of associated with poor sexual behaviour, but it should be seen as a relay whose form has consequences for what is relayed; cultivating the ideal learner as inscribed in the writings of the curriculum. In short, educational knowledge is not merely a reflection of power relations, but comprises more or less epistemologically powerful claims to truth. Kenya is currently at the piloting stage of developing and implementing new curriculum hence this study could thus go a long way in providing insightful and evidence based benchmark in developing and structuring knowledge in the curriculum.

I look forward to presenting my study to the panel in charge of developing the new curriculum to share with them my findings.

## CERM-ESA Calendar of Events January – September 2018

Date	Activity	Location
29 January – 10 February	Third CERM-ESA Research School for all scholarship holders and supervisors	Centre
6 – 9 February	Staff Development Programme: Advancing Education Research and Research Management - second on-site phase	Centre
3 – 5 February	Steering Group Meetings	Centre
9 February	CERM-ESA Graduation and Certification Ceremony	Centre
February – July	PhD students Jafari, David and Janeth visit Oldenburg University to work with their supervisor (some time between Feb and July)	Oldenburg
28 February	CERM-ESA Master's students defend their proposals	Centre
April – August	CERM-ESA Master's students are doing their field research	Centre and partners
April	Call for applications: CERM-ESA Master's scholarships	Centre and partners
June	Deadline for applications for a CERM-ESA Master's scholarship	Centre
June	Steering Group submits proposal for second funding period (2019-2023) to DAAD	Oldenburg
July	CERM-ESA In-Service Teacher Training Days	Centre
August	Selection meeting for Master's scholarships	Centre
End of August	Fourth CERM-ESA Research School for Master's Students: data analysis and interpretation, academic writing	NMU
September	Next cohort of Master's students start the Master in Education Research Programme	Centre
September	International CERM-ESA Conference and Centres of African Excellence Networking Meeting: CERM-ESA alumni (Master's) visit Berlin and Oldenburg to present their findings	Berlin/ Oldenburg
September	Call for applications for CERM-ESA PhD scholarships	Centre and partners



## CERM-ESA in brief

Funding period:

August 2014 – December 2018  
(first phase)

Funding volume: 1,35 Mio Euro

Funding Agency:

### DAAD

Deutscher Akademischer Austauschdienst (DAAD) with support of the Federal Foreign Office (AA)



Federal Foreign Office

## Project Partners



**Moi-University, Eldoret and Nairobi**

[www.mu.ac.ke](http://www.mu.ac.ke)

The Moi University School of Education is based in Eldoret and offers various undergraduate and postgraduate courses. It plays a vital role in educational development in the region.



**The Nelson Mandela Metropolitan University**

[www.nmmu.ac.za](http://www.nmmu.ac.za)

The NMMU is one of the leading universities in the field of teacher education and education research in South Africa. It cooperates with universities all over Africa and beyond.



**University of Oldenburg**

[www.uni-oldenburg.de](http://www.uni-oldenburg.de)

The University of Oldenburg builds on an almost 200-years long tradition in teacher education and is known for excellent, research-oriented study programmes in initial teacher education and the professional development of teachers.



**Networking Partners**

<http://www.umi.ac.ug/>

<https://udsm.ac.tz/>

The Uganda Management Institute and the University of Dar es Salaam complement CERM-ESA research, teaching and staff development with specific expertise in educational and management sciences.



## CERM-ESA programmes

CERM-ESA has three major programmes that run concurrently.

The first is the **research programme** whose objective is to build research capacity in the partner schools of education for sustainable institution building and excellent, innovative educational research in, about and for Africa.

The second is the **academic programme** which focuses on teaching and training of future leaders in terms of research methodologies, innovative management solutions and instruction techniques on Master's and Doctoral levels.

The third is the **staff development programme** where academic, teaching and administrative/management staff of the partner schools of education and schools in the region are offered opportunities for further education and development.

## Contact



### **Moi University**

East and South African-German Centre  
of Excellence for Educational Research  
Methodologies and Management (CERM-  
ESA)

School of Education  
PO BOX 3900-100  
Eldoret  
Kenya  
+254 722 449 288

[kurgatsusan@gmail.com](mailto:kurgatsusan@gmail.com)  
[www.mu.ac.ke/cermesa](http://www.mu.ac.ke/cermesa)



### **Universität Oldenburg**

East and South African-German Centre  
of Excellence for Educational Research  
Methodologies and Management (CERM-  
ESA)

Institut für Pädagogik  
Ammerländer Heerstr. 114-118  
26129 Oldenburg  
Germany  
+49 (0)441 798 4085

[malve.moellendorff@uni-oldenburg.de](mailto:malve.moellendorff@uni-oldenburg.de)  
[www.uni-oldenburg.de](http://www.uni-oldenburg.de)



### **Nelson Mandela Metropolitan University**

PO Box 77000

East and South African-German Centre  
of Excellence for Educational Research  
Methodologies and Management (CERM-  
ESA)

Faculty of Education  
Port Elizabeth 6031  
+27 (0)41 504 4396

[Kholisa.Papu2@nmmu.ac.za](mailto:Kholisa.Papu2@nmmu.ac.za)  
[www.nmmu.ac.za](http://www.nmmu.ac.za)



### **DAAD – German Academic Exchange Service**

Centres of African Excellence  
Kennedyallee 50  
53175 Bonn  
Germany

[www.african-excellence.de](http://www.african-excellence.de)

# CERM-ESA

East and South African-German Centre of Excellence  
for Educational Research Methodologies and Management

