

CERM-ESA

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



Newsletter 1/2016



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Editorial

Scholarship and education systems in most African states have been criticized for lacking Afrocentric indigenous approaches which respond to the needs of the African continent. Contemporary debates on decolonizing African educational institutions and curricula, as well as the move to embrace indigenous knowledge systems in curricula, underpin CERM-ESA's methodologies of educational research and pursuing context specific research and scholarship is at the heart of the East and South African-German Centre of Excellence for Educational Research Methodologies and Management (CERM-ESA).

This newsletter, which reports on the first fully functional year of CERM-ESA, includes a brief overview of CERM-ESA and its funders. It highlights activities that fall within the three pillars of the Centre, namely, the Staff Development programme (SDP), the academic programme and the research thrusts. An account of three major international events that took place in 2015 is provided. These include the first on-site phase of the SDP held at Nelson Mandela Metropolitan University in South Africa in January, the second on-site SDP session in Kenya Moi University in Kenya in September, and the Centre's official launch and International Conference at the same venue. The recipients of the DAAD-funded CERM-ESA scholarship at Master's and Doctoral levels are profiled and the photo gallery includes a peek into county schools around Eldoret and some wonderful scenery in the Maa-sai Mara.

Text: CERM-ESA coordinators Kholisa Papu, Malve von Möllendorff and Susan Kurgat
Photos: Kilian Köbrich, Karsten Speck and Leonette Bower from NMMU
Design: Per Ruppel from University of Oldenburg

*CERM-ESA wishes all its partners
and supporters around the world a
wonderful and prosperous new year
in 2016!*

Expressed in Kalenjin, an indigenous
language spoken mostly in the Rift Valley
in Kenya, we say

Kenyit nelel nebo boiboiyet!

in Kiswahili, a language mostly spoken in
Eastern and Central Africa, we say

Mwaka mpya nyenye furaha!

in isiXhosa, a bantu language of the
Xhosa people in South Africa, we say,

Nibenonyaka omhle!

and in German we say

Frohes Neues Jahr!

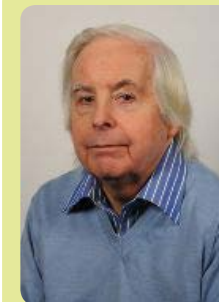
Introduction

The 'East and South African-German Centre of Excellence for Educational Research Methodologies and Management' (CERM-ESA) is one of seven 'Centres of African Excellence' that the German Academic Exchange Service (DAAD) supports with funds from the Federal Foreign Office (AA). Unlike the other Centres, which involve one partner university in Germany and one in Africa, CERM-ESA is pillared in Kenya, South Africa, Germany, Uganda and Tanzania. Physically, CERM-ESA is located at Moi University in Eldoret, Kenya. The Centre took up its work in October 2014 and was officially inaugurated in September 2015.

In view of the need for excellence in educational research, training and management in Sub-Saharan Africa related to processes of empowerment and advancement of educationists and educational institutions, CERM-ESA focuses on

- a) Research: Four research teams lead by CERM-ESA Faculty with the aim of delivering excellent educational research in African contexts;
- b) Teaching: CERM-ESA academic programme which includes a Master's programme in educational research, annual summer schools and mentored online modules, as well as an exchange programme for lecturers and students;
- c) Staff Development: The CERM-ESA staff development and capacity building programme for academic and administrative university staff is open to all partners of the DAAD-funded Centres of African Excellence.

We experience a lively interest in CERM-ESA, its activities and developments from educationists, educational practitioners and students in the participating regions and beyond. Many of you have contributed to CERM-ESA – starting with the application phase in 2014 and then the implementation in 2015. As coordinators of the Centre and its activities, we have initiated the newsletter to say thank you for your interest in CERM-ESA, your commitment and contributions to the Centre of Excellence and its programmes in 2014 and 2015! We are looking forward to our interaction and collaboration for the advancement of educational research and management relevant in East and South African contexts in 2016!



"I am aware that such a 'social sculpture' of research practices will become a reality only in very few cases, but it may serve as an ideal type (Max Weber), not of an utopian entity, but - in the sense of Michel Foucault - of a heterotopia, an irritating island, we can work for and live on - at least for some time and at a few sites."

Prof. em. Dr. Wolfgang Nitsch about his 9-phase model of an African Educational Research Design

Steering Group



Seated from left: Coordinators Miss Kholisa Papu (NMMU), Ms Malve von Möllendorff (UOL) and Dr. Susan Kurgat (Moi-U)

Standing from left: Project leaders Dr. Proscovia Ssentamu (UMI), Emeritus Professor Paul Webb (NMMU), Prof. Julius Tanui (Moi-U), Prof. Dr. Karsten Speck (UOL), Dr. Kitila Mkumbo (UDSM – who has then been replaced by Dr. Eugenia Kafanabo) Prof. Dr. Bernd Siebenhüner (UOL)

The steering group consists of the CERM-ESA project leaders at each partner university and the coordinators at Moi University, Nelson Mandela Metropolitan University and University of Oldenburg. After the CERM-ESA team had won the bid in August 2014, **a first steering group meeting** was held at Moi University in November 2014. The steering group was welcomed by the Vice Chancellor of Moi University, Prof. Richard. K.

Mibey and his Deputy Vice Chancellors. A presentation of the CERM-ESA project to the school of education management board kicked-off a lively and engaged discussion. During a meeting between the CERM-ESA delegates and Moi University representatives including the dean of the school of education, Prof. Jonah Kindiki, with the director of DAAD Nairobi, Dr. Helmut Blumbach, CERM-ESA's planned activities were introduced.



Dr Eugenia Kafanabo

The second meeting of the steering group took place at NMMU just before the staff development programme was launched in January 2015. Besides the steering group, high representatives of Moi University management, among them the DVC Administration, Planning and Development, Prof. Paul Chepkuto, were present and participated in the discussions.

The third meeting of the steering group took place in connection with the opening ceremony of CERM-ESA on the 24th of September 2015 at Moi University. Besides working on the Moi University Mas-

ter's programme, the selection meetings including interviews for all CERM-ESA scholarships (8 Master's and 4 PhD) were held. The new CERM-ESA scholarship holders at Moi University received their letters of award during the inauguration of the Centre.

The steering group will come together again in **April 2016** during the 1st CERM-ESA Summer School. If you have ideas or suggestions for CERM-ESA's way forward, please send them to one of the coordinators who will bring them to the steering group meeting to be discussed.



The steering group and DAAD representatives formed the selection committee during the DAAD CERM-ESA Master's and PhD scholarship interviews held at Moi University

Strengthening Postgraduate Supervision in Africa

As part of CERM-ESA's effort to strengthen postgraduate supervision of higher degrees in education in East and South Africa, a three phased staff development programme developed by NUFFIC and the Department of Higher Education and Training of the Republic of South Africa, was held throughout the year 2015. The year-long duration of the programme seeks to make the point that postgraduate supervision development is a process rather than a 'once-off' event. As such, the first on-site phase was held in January 2015 at NMMU (South Africa), with more than 45 local and international delegates from CERM-ESA's partner universities, 27 of them being participants in the course.

The focus of this first phase was on embracing the process of supervision, i.e. power relations in supervision, the importance of scholarship and supervisory practices and processes. This enabled an awareness of research and supervision as a journey, developing a scholarly community of practice and getting to grips with the design of scholarly postgraduate

work. The second phase engaged the cohort in an online programme, engaging them with core readings on supervision, with national and local postgraduate documentation as well as the roles of supervisors. During the online phase, the participants were also asked to team up and write a research proposal about a topic that they would like to jointly supervise or undertake in the framework of CERM-ESA. The third phase was held in September 2015 at Moi University, Kenya, and returned to the issue of power relations in supervision, the importance of scholarship, as well as supervisory practices and processes, including issues of ethics, coaching and mentoring and project management.

All three phases have been successfully facilitated face-to-face and online by Prof Naydene de Lange



of NMMU's Faculty of Education, who has also mentored co-facilitators Prof Jackson Too and Prof Rose Korir of Moi University. Appreciation is also extended to Prof Nonnie Botha and to Dr Greyling for their input. The participants appreciated the opportunity to share experiences and discuss ways in which their own supervisory practices can be improved. "All the sessions spoke to issues that I am faced with or will be faced with as a supervisor", said one participant. "The resources offered me another lens through which I could filter my own development within supervi-



sion." Candidates who have successfully completed the course requirements will receive a Short Learning Programme certificate on Research Supervision of Higher Degrees in Education in February 2016 at their home universities.

CERM-ESA's online learning: some evaluative remarks

One of the areas to continuously evaluate and adapt for CERM-ESA purposes is the online learning platform. The University of Oldenburg (UOL) has set up an online learning environment for CERM-ESA, based on the in-house learning environment that is used for further education activities of UOL's Centre of LifeLongLearning (C3L). In January 2015, the online platform was launched for the online phase of CERM-ESA's staff development programme and as a useful tool for CERM-ESA faculty and students to engage and collaborate. It offers all relevant tools used for teaching and learning in online settings like a collaborative text editor, folders to store and share resources, online assignments, communication and interaction opportunities in the group forum and on course level, through chats, messages and more.

During the first on-site phase of the Staff Development Programme in January 2015, C3L colleague Axel Kleinschmidt



travelled to Port Elizabeth and facilitated a workshop for everyone to get started on the platform. In preparation of the online phase, where all were required to work on certain tasks and interact with one another in various ways online, the training was necessary to make participants and facilitators familiar with the system. The workshop was very well received and afterwards most participants were sure that they would be able to use the tools requested by the programme.

However, the evaluation after the online phase showed that the vast majority of the participants found the online platform very useful but about one third experienced difficulties in using it, especially due to technical or internet access problems. For next time, the participants suggested to allocate more time for training and exercises on the platform prior to the online phase.

The next programme to be launched on the online platform is the academic programme: a resource unit containing core texts and media will be available to all students and staff, online tasks and discussions on the course forum will engage the students and facilitate exchange and learning and it will serve as an information and networking pool for students and their supervisors.



Research umbrella topics

Based on the assessment of international experts as well as on previous research experience of the partners, four research areas were selected as priorities for CERM-ESA. Each umbrella topic seeks to address key issues on education research, engagement and management with the hope that the knowledge generated will enrich not only the local, but also the broader African education sector. Research teams have been formed for each topic and besides the CERM-ESA Faculty, the scholarship holders and their supervisors will be active members in the research teams. These are the CERM-ESA umbrella topics:

Community schools, leadership and management for social development

Educational research methodologies and higher education in specific African contexts

Languages, intercultural communication, indigenous knowledge and arts

Science education and education for sustainable development



Determined to learn: Kholisa Papu (NMMU) and Proscovia Ssentamu (UMI) share joy and experiences outside the Margaret Thatcher Library at Moi University, Eldoret campus.

CERM-ESA's Official Launch

The East and South African-German Centre of Excellence for Educational Research Methodologies and Management (CERM-ESA) was officially launched on the 24th-26th of September 2015 at Moi University, Kenya, following its inception in January 2015. The German Academic Exchange Service (DAAD) funded Centre is the seventh and the youngest of the seven Centres of African Excellence established by DAAD at various university locations in Sub-Saharan Africa. Dr Helmut Blumbach, Director of DAAD Nairobi, planted a tree and nailed a metal plate to mark this official opening.



Dr Helmut Blumbach, Director of DAAD Nairobi, planting a tree.



Director Blumbach and Deputy Vice Chancellor, Prof. Nathan Ogechi displaying the plaque to the delegates

The project has been lauded as important in enhancing quality research for established scholars, students and academics at large.

The chief guest Dr. Blumbach in his speech had this to say to CERM-ESA:

"These ideas came at a right time... Today's messages to our colleagues from Eldoret Kampala, Dar es Salaam, Port Elizabeth and Oldenburg: Welcome to the club! You are not alone DAAD encourages the Centres to connect and work together on cross cutting topics such as didactics, research and management.

You have been selected in a highly competitive Peer Review process. I would like to congratulate you once again – and underline the high expectations connected with our funding: Become excellent."

Uasin Gishu Governor Jackson Mandago speaking during the launch, the county boss hailed the project and thanked the partners for coming up with the idea.



Uasin Gishu county Governor

"We are happy with this research centre since it will create collaboration rather than competition in this county and also enable us to compete with other regions on scientific research. We thus call upon researchers to invest more in this," Mandago said.

The Deputy Vice-Chancellor of the University Prof Nathan Ogechi finally thanked the partners for their effort to bring the project to the institution.

"I am very grateful to our partners for entrusting us with this project. As one of the leading universities in this region, we will ensure that we achieve global goals as much as scientific research is concerned," Hongera CERMESA, Hongera!



DAAD representative and Head of the Centres of Excellence in Africa, Dr Dorothy Weyler and Prof David Serem of Moi University's School of Education during the official launch

CERM-ESA's First International Conference

CERM-ESA's official launch coincided with the Centre's first international conference on 'Rethinking Educational Research in African Contexts'. The impetus for the conference theme was in response to Jonathan Jansen's argument that while "researching education in Africa is not unlike pursuing research in any other context [...], there are powerful political, theoretical, methodological, procedural and logistical problems that create very different contexts for the conduct of research in third world settings generally, and in Africa in particular" (2005, p.16). Prof Paul Webb, CERM-ESA's project leader at NMMU said that "the theme not only provides a springboard for investigating methodologies and approaches that are both compatible and rooted in the African context, but which also issues a challenge to African higher education institutions to adopt approaches that are critical to sustainable human development on the continent." Three of the prominent conference key notes were presented by Prof Birgit Brock-Utne of the University of Oslo

in Norway on the subject, "Decolonisation of research in the African university"



Prof Catherine Odora-Hoppers of the University of South Africa on "Transformation and change in the knowledge generation paradigms in the African and global contexts: Implications for education research in the 21st Century"



and Dr Julius Ouma Jwan, Director of Kenya Institute of Curriculum Development presented on "Educational leadership and management: Challenges for research and professional development in the Kenyan context".



Project leaders: Profs Bernd Siebenhüner (Germany) and Paul Webb (South Africa) Dr Dorothee Weyler (DAAD/African Centres of Excellence in Africa), Drs Proscovia Namubiru (Uganda) and Eugenia Kafanabo (Tanzania) listening attentively to the key notes.

Profiles of CERM-ESA Scholarship holders

In a bid to build research capacity and establish collaboration between the four African universities, as well as the University of Oldenburg, CERM-ESA has also issued postgraduate research scholarships to deserving candidates in the three participating East African universities. Three Doctoral and eight Master's can-

didates were selected as the recipients of the DAAD-funded CERM-ESA scholarship bursary effective as of 01 January 2016 after a rigorous selection process which ended with personal interviews being held in September 2015, at Moi University, Kenya. One Phd candidate was selected from Moi University, Uganda

Management institute and University of Dar es Salaam as well as eight Master's students from Moi University who will pursue their Research Master's programmes in South Africa at Nelson Mandela Metropolitan University. The selection was based on excellence as well as the alignment of the participant's research goals

with one of CERM-ESA's umbrella topics. The selection committee comprised of the CERM-ESA steering committee, head of the Centres of Excellence in Africa, Dr Dorothee Weyler, a representative of DAAD Nairobi, Ms Anja Bengelstorff and the Dean of Education at Moi University, Prof David Serem.



CERM-ESA scholarship holders receive their Letters of Award during the Opening Ceremony in September 2015

Doctoral candidates



Janeth Chemeli is part of the DAAD-funded CERM-ESA PhD scholarship programme at Moi University. She holds a Master of Philosophy degree in Mathematics education and a Bachelor of education (Science) from Moi University, Eldoret, Kenya. Janeth's research interests are in education mathematics, educational research methodologies and management. She is currently a tutorial Fellow at Moi University's School of Education, Department of Curriculum Instruction and Educational Media. She has seven years teaching experience with the Teacher's Service Commission of Kenya. While working as a secondary school teacher, she taught mathematics and chemistry. Janeth's proposed doctoral topic is 'Teachers' interac-

tion styles and their influence on students' attitude and achievement in mathematics: A case study of secondary schools in Nandi County, Kenya'. "I am motivated to research in mathematics education because I am specifically looking at the methodologies which can be applied for the effective teaching and learning of Mathematics to improve learner's performance", said Janeth. She believes that the development of a highly-skilled and well-educated students is critical to support an innovative technology-driven economy and a strong grounding in mathematics, and a talent pool in Mathematics are essential both in 'developing' and 'developed' countries.



Jafari Abdala was born in Marumba village, Tunduru district in Ruvuma region, in the southern part of the United Republic of Tanzania. Currently, he works as an Assistant Lecturer at the Department of Educational Psychology and Curriculum studies, University of Dar es Salaam. He teaches teacher education courses such as Literature Methods, English Language Methods and General Teaching. Jafari holds a Master of Arts in Linguistics and has specialized in Second Language Acquisition while his undergraduate degree was Bachelor of Education (Arts) and his teaching subject was English. Apart from teaching at university, he teaches social science methods and language methods for secondary school education. His areas of interest in-

clude teaching and learning of foreign / second language, Second Language Acquisition (SLA), language education, Linguistics and intercultural communicative competence. Jafari has participated in a university-led research study on how English assessments/tests help students in improving communicative competency. He has also been involved in evaluating the TWaweza project, which was led by a non-governmental organisation which carries out research in primary education focusing on numeracy and literacy. He has attended various workshops, seminars and training both within and outside the United Republic of Tanzania. Currently, Jafari is pursuing a PhD in Education at the University of Dar es Salaam. Where he investigates whether competence based English syllabus has led to learners' mastery of (Intercultural) communicative competence.

Doctoral candidates



David Ssekamate is a Ugandan Development and Management Consultant with both social sector management and economics training.

He was born in Jinja, Eastern Uganda and holds a Diploma in Education of Institute of Teacher Education Kyambogo, a Bachelor's Degree in Development Studies of Islamic University in Uganda, a Master of Arts in Economics of University of Lucknow, India and several short term trainings in Programme Management as well

as Monitoring and Evaluation. He is currently a Consultant in Monitoring and Evaluation at Uganda Management Institute, Kampala. He has over 17 years work experience in both public and private sector organizations. He has taught for over 9 years at Basic education level, University and other tertiary institutions. He has also worked on development programs in education and health, consultancy tasks in capacity building and training, program design and evaluations, organizational development, Programme reviews, strategic planning and management as well as

research and development initiatives. He has done consultancies with several local and international agencies and organizations notably, the World Bank, CINOP Netherlands, DANIDA fellowship centre, Baylor Uganda, Lutheran World Federation, STIR Education, Local governments, International Youth Foundation, and PATH Kenya. David is pursuing a PhD in Education at Oldenburg University, Germany and his research is focused on examining the functionality of the Monitoring & Evaluation systems in primary education and its role in achieving Education for Sustainable De-

velopment in developing nations. The findings of the study will significantly contribute to the theoretical and empirical knowledge base in the field of education evaluation, assessment and monitoring as well as debates on the link between education and sustainable development, adding to scientific literature in the discipline.

Master's candidates



**Ezekiel Kiplimo
Chemwor**

completed his Primary 1 teacher education training in 2005 at Moresiot T.T. College. In

2012 he enrolled for a Bachelor of Education in Early Childhood and Primary Education at Moi University, Kenya. With ten years' experience as a teacher, he has taught and mentored a number of pupils, and has actively participated in seminars and workshops to broaden his academic engagement. Ezekiel's research interests are in curriculum development, teaching methodology and practice as well as continual professional teacher development. His Master's research topic is entitled, 'Developing culturally sensitive disciplinary literacy: A design-based approach'. "The purpose of this study is to develop disciplinary literacy in a culturally sensitive manner, by utilizing a reading to learn strategy a design based approach to teach human reproduction," said Ezekiel.



**Ann Waithera
Karanja**

hails from Nyandarua County, Kenya and considers herself to be a "highly motivated graduate" from Moi University. She holds a Bachelor's Degree in Education (Arts) from Moi University and is currently a teacher at Mununga High School in Nivasha Sub-County. Apart from teaching, Ann is also involved in school mentorship programmes on HIV/AIDS awareness and prevention. Her career interests include developing professional competence and expertise through lifelong education and learning. Her proposed Master's research topic is 'Sexuality and the cultural constructions of manhood/womanhood in Africa: Implications for HIV/AIDS education'. Explaining the motivation behind the study, Ann said that, "the HIV/AIDS pandemic is a threat to humanity in Kenya like in all other countries worldwide. Owing to the fact that I come from a com-

munity with deeply ingrained traditional practices which have had adverse implications to HIV/AIDS prevention, leading to high rates of HIV infections among the youth, I feel ready and motivated to do credible research on the above mentioned topic in order to help develop strategies of integrating indigenous sexuality behaviors into the formal HIV/AIDS Education curriculum and hence, contribute to HIV/AIDS awareness and prevention in Kenya.



Sarah Jemutai is a graduate teacher and has majored in Mathematics Education. She has thirteen year's teaching experience in

various schools in Kenya. Her immediate research interests are in early childhood education, especially, in the domains of reading mathematics, coupled with its relationship to the environment. Sarah's proposed Master's research topic is 'Developing pre-school learners' visio perceptual abilities through Guided play activities involving six-brick Duplo Block approach'. Reflecting on the importance of her study, Sarah says, "given that generally all play involves creativity, skills, speed and natural rewarding as fun, the greater achievement is when all these factors are integrated in learning. The learners will make good use of these skills in problem solving by applying critical thinking, making good judgment when settling disputes among themselves and learning to make the right choices as they advance in their education." She continues to say, "the development of various perceptions plays a fundamental role in determining a young learner's ability to complete written and numeric tasks."

Master's candidates



**Josphat Gamba
Wafula**

holds a Bachelor of Education in Early Childhood and Primary education from Moi University. He currently works as a teacher at Mwamba Primary School and has 10 years working experience. He has mentored many of his students through career guidance and counselling. He is also the director of studies and in charge of coordinating exams in Lugari sub-county, Kakamega County. His career interests include teaching research methodology and curriculum development. Gamba's proposed Master's research topic is 'An arts-based compar-

ative study of Kenyan and South African pre-service teachers' perceptions of the extent to which their institutions embrace a humanizing pedagogy'. Commenting on his proposed Master's research, Gamba said, "I believe in nurturing [students'] cognitive, affective and psychomotor skills. There is too much teaching in our institutions but very little learning taking place. The moral responsibility of teachers is to engage the voices of students in learning as much as possible. I believe we should move away from teacher-centered approaches based on content and delivery as opposed to attitude and perception but embrace a humanising pedagogy".



Zainab Ramadhan was born in Mumias, Western part of Kenya and she holds a Bachelor of Education (Arts) degree from Moi University. She

has four years' teaching experience and teaches Kiswahili and Geography. In addition, she is a class teacher, a Head of Department for Humanities as well as an assistant Guiding and Counselling Master. Zainub also works part-time as a lecturer at Moi University in the Department of Curriculum, Instruction and Educational Media. She is also involved in a number of community engagement projects and in 2013 and 2014, she was the top teacher of KCSE

Kiswahili in Mandera County and is currently writing a narrative on Luhya language proverbs and riddles. Zainub's proposed Master's topic is 'Plagiarism in Master's and Doctoral studies: An intercultural investigation'. Reflecting on the potential of her study, Zainub said, "Plagiarism has been a serious issue in all institutions; it has affected performance right from the primary level to higher education institutions. The study will find out whether there is a link between perceptions of what constitutes plagiarism and culture, and if it is found that such a link exists, strategies could be developed that are based on cultural perceptions of plagiarism which could be more effective than current strategies".

Master's candidates



Lily J. Yego hails from the Mau region, formerly known as the Rift Valley Province of Kenya. She has graduated from Moi University with

a Bachelor of Education (Arts) Degree, majoring in English (literature). Lily currently works as a teacher of English and Literature and her research interests include focus on child behaviour and factors that influence overall child achievement. Her proposed Master's topic is "Teachers' and learners' perceptions of good teaching practice in rural secondary schools in Kenya and South Africa." Considering the importance of her proposed study, Lily said, "the English Language and Literature are subject areas that have helped me to understand the behavioural and psychological values which determine the teachers' and learners' perceptions of good teaching practices in rural secondary schools". She continued to say, "I hope to strongly understand the social and cultural factors that may influence teachers' and learners' perception of good teaching practice".



Cornelius Kipleting Rugut

holds a Bachelor of Education (Arts) from Moi University and currently works as a high school

teacher. His research interests include issues surrounding university education especially in African countries. Cornelius serves in various leadership positions such as being the head of department of humanities in his school, head of guidance and counselling, Youth leader in his location and a council member in his church. His proposed Master's study is entitled 'The effect of postgraduate student-supervisor relationship on completion rate of doctoral studies: An investigation in three African Universities'. Commenting on the importance of this proposed study, Cornelius said, "while a number of studies have been undertaken on postgraduate student attrition elsewhere, there are few documented studies that have established the determinants of PhD completion rate focusing on supervisory practices in African contexts." In addition he said, "understanding the fac-

tors related to postgraduate supervision in African universities that affect the throughput rates of education doctoral postgraduate students will enable the formulation of context specific guidelines to ameliorate student-supervisor dynamics that are detrimental to retention and completion of doctoral studies in African Universities."



Janet Chepchirchir Ronoh

hails from Uasin-Gishu County, Kenya and a teacher of Mathematics and Geography. She has completed a Bachelor's degree in Education Arts, majoring in Mathematics and Geography from Moi University in the year 2007. Janet's research interests are in educational research and she is interested in the simplification of the learning process through the localization of knowledge. In addition, she is keen on science innovation as well as environmental conservation. She engages in various youth and faith-based activities such as scouting, coach-

ing handball, playing football, motivational speaking, farming, traveling and reading. Her proposed Master's research topic is on the 'stakeholders' perceptions of indigenous knowledge in the school curriculum in Kenya and South Africa'. She believes the most practical knowledge in every society is the local indigenous knowledge and her research will help to explore ways of improving the school curriculum to make it relevant and solve challenges facing the society. The research outcomes will help in planning and decision making during curriculum development and reforms.

School Excursion



Huddled together in six mini-buses, the CERM-ESA group excitedly headed off for a visit to a rural Kenyan school. Some thirty minutes later, a small sign-board indicated that Biwott Secondary School was 2 kilometre's drive in from the main road. Situated on a hilltop, the school overlooks valleys of lush plantations which include potatoes, cabbages and kales.

Upon arrival, we were warmly welcomed by staff and learners who escorted us to the staffroom. We were joined by staff as well as parents who serve on the school's board of management for a brief

synopsis of the school. Interestingly, the school serves both as a day and boarding school, with two separate dormitories for boys and girls..

After a cup of tea and biscuits, prepared and served by the learners, we were taken for a tour of the school. The cleanliness and tidiness of the classrooms and school-grounds indicate the commitment and dedication of the staff, parents and learners. We were also shown the two newly built classrooms and laboratories which are in the process of being fitted. Despite the minimal resources at their disposal, the school has managed to do an amazing job.



Vista: The Main Administrative block of Biwott Primary School

Realising the impoverished and disadvantaged backgrounds from which the learners hail, the school has endeavoured to create a positive environment. Placards have been placed all over the school conveying messages to uplift and encourage learners to believe in themselves and overcome the impossible. A current staff member Mr. Richard Mandago bears testament to this who, upon completion of his schooling, enrolled for a teaching degree. He has since returned to plough back into his former school and community.

CERM-ESA congratulates Mrs. Kosgei, her staff and the community for their great work and achievements! For instance, while a few years ago, girls made up only about 10% of a class, girls and boys learn in equal numbers now and the girls perform better than the boys on average. As a sub-county school, Biwott secondary school is one of the lower ranked and ill-equipped schools in the Kenyan schooling system. Most learners have to walk incredibly long distances of up to 10 kilometres to school. Nevertheless, many of

the learners show very good results which open them the doors for further learning. "At the moment we struggle to get the boys' dormitory on our school premises. It is quite a distance for the boys to walk to their dormitory and that brings various problems", the principal said.

We thank Mrs. Kosgei, Biwott Secondary School staff and community including the area chief Mr. William Murgor for welcoming us so warmly and giving us valuable insights in their school life, the achievements and daily struggles. We hope that CERM-ESA can cooperate with Biwott Secondary School in future in terms of research, staff development and beneficial interaction for both sides! Halala Biwott Secondary school Halala Biwott Secondary school, Hongera!



The school Principal, Mrs Peris Kosgei and CERM-ESA coordinator at University of Oldenburg, Ms Malve von Möllendorff

CERM-ESA participates in Peace Race

(Adapted from a press release written by Helix on 25 September 2015, Eldoret, Kenya, <http://www.hivisasa.com/uasin-gishu/sports/81657>)

In support of Moi University and the Kes-ses community (MUKESCO) in Eldoret, Kenya, CERM-ESA staff participated in the annual Mukesco Peace Race on Saturday, 26 September 2015. Started in 2013 with the aim of promoting peace and community development through the sport of running, this five kilometre race has attracted the attention of local schools, residents, as well as national and international athletes. The proud sponsors of this event include Moi University, Indiana University, Purdue University Indianapolis (Indiana, USA), Ball State University (Muncie, Indiana USA), Athletics Kenya, Rivatex, Efroyson Family Foundation, Forus shoes, and Medals for Mettle. CERM-ESA and NMMU staff were thrilled to be part of this inter-cultural, inter-faith, inter-tribal and international Peace Race. Prof Logan Athiemoolam (NMMU), Prof Bernd Siebenhüner and Prof Karsten Speck were part of the five corporate men to finish the race while Malve von Moellendorff and Kholisa Papu



CERM-ESA staff from the five partner universities are clad in blue t-shirts and they share a picture with children from the Kesses Community

were part of the top four corporate women who finished the race. The team shared this wonderful moment with Eldoret's international athlete, Mr Alfred Kirwa, who used the time to warm up for the following race by professional athletes. Halala CERM-ESA Halala!



On your marks! CERM-ESA staff take on the first round of the race by corporate men and women



Date	Activity	Location
January	All 8 Kenyan Master's scholarship holders are registered at NMMU (South Africa) and start their scholarship; they first take up their work (Jan-April)	Centre
	PhD scholarship holders from UMI, UDSM and Moi University start their scholarship and take up their work at their home university	Centre/UMI/UDSM
	A call for application for 8 participation scholarships for the 1st CERM-ESA Summer School are announced	Centre, NMMU
	Exchange visit of PhD scholarship holder David Ssekamate (UMI) to Oldenburg	UOL
February	A call for applications for the next round of the Staff Development Programme 'Strengthening Supervision and Support' is being announced	Centre
	The successful participants of the Staff Development Programme 'Strengthening Supervision and Support' (2015) receive their certificates	Centre and partners
March	One PhD and two Master's students from Oldenburg are selected for a research exchange visit to the Centre	Centre
April 4 – 16	First CERM-ESA Summer School All CERM-ESA scholarship holders and their supervisors take part in the Summer School	NMMU
April 10	Steering Group Meeting	NMMU
April 16 – June 30	The academic programme for the M scholarship holders enrolled at NMMU continues: workshops, exercises, colloquia and coursework facilitated by NMMU staff and external experts	NMMU
April – June	Exchange visit of PhD scholarship holder Jafari Abdala (UDSM) to Oldenburg to work with his supervisor	UOL
May	First on-site phase of the Staff Development Programme 'Strengthening Supervision and Support II' facilitated by Naydene de Lange and Rose Ruto-Korir for Moi University staff	Centre
	The Master's programme on research methodologies in education passes the senate	Moi-U
July – December	Weekly courses, colloquia and workshops for the scholarship holders facilitated by Moi-U staff and external experts take place at the Centre; fieldwork	Centre
July	Scholarship announcement for CERM-ESA Master's programme	Centre
August – October	UOL Master's and Phd students work at the Centre and collect data	Centre
September 5 – 8	The second on-site phase of the Staff Development Programme 'Strengthening Supervision and Support II' for Moi-U staff facilitated by Naydene de Lange and Rose Ruto-Korir	Centre
September 12 – 18	First on-site phase: Staff Development Programme with focus on management: Strengthening educational research	UOL
October 3 – 5	Further education and exchange workshop for cooperating teachers and principals	Centre
October	Scholarship selection for CERM-ESA Master's students	Centre
October – November	Exchange visit of PhD scholarship holder David Ssekamate (UMI) to Oldenburg	UOL
November / December	Master's students enrolment at Moi-U to start in April 2017	Centre

Upcoming event: First CERM-ESA Summer School 4th – 16th of April at NMMU

As part of CERM-ESA's academic programme, the first intensive learning phase for all scholarship holders on Master's and PhD levels focuses on educational research methodologies in African contexts. The 12 scholarship holders and 8 additional postgraduate students will learn about research paradigms, theoretical and conceptual frameworks, planning and carrying out qualitative and quantitative data generation and analysis as well as mixed-methods research. All courses will be facilitated by NMMU staff together with eight Moi University supervisors who will also come to Port Elizabeth. This does not only offer an opportunity to the Master's students to present and discuss their own research projects with both their NMMU and Moi-U supervisors, but it is also a forum for the co-supervisors to practice good team supervision and close collaboration.

The summer school and the following weeks of workshops and exercises in educational research methodologies for the Master's scholarship holders at NMMU serve like a bridge: while NMMU students learn about research methodologies in depth in their 4th year of study (Bachelor of Honours) to prepare them for a Master's by research programme, the Bachelor of Honours is not taught at Moi University. During the Summer School and the 3 months of coursework at NMMU, CERM-ESA and NMMU bring in renowned researchers and international specialists to offer an excellent academic programme to its students.



CERM-ESA in brief

Funding period:

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(first phase)

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Funding Agency:

DAAD

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Federal Foreign Office

Project Partners



Moi-University, Eldoret and Nairobi

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

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

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.

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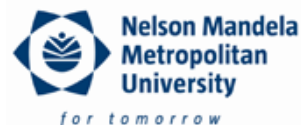


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