

# CERM-ESA

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



## Newsletter 2/2016



## Content

Editorial	3	Doctoral Students on Research visits	18
CERM-ESA has officially coined its International Advisory Board	4	Introducing a Master's of Education in Research programme	20
Master's and Doctoral candidates enrolled	5	Capacity Building for Effective Supervision	21
Research Colloquia and Postgraduate Commons	6	Excitement as academics are introduced to Photovoice and Drama in Education Research in Eldoret, Kenya	22
Getting started	7	Secondary School Principals Workshop: Capacity Building in School Management (2016)	24
NMMU PhD scholarship holder	8	Steering Group at Work	25
1 <sup>st</sup> CERM-ESA School for Educational Research Methodologies – Nelson Mandela Metropolitan University, 04-17 April 2016	10	CERM-ESA calendar of events 2016-II / 2017-I	26
Comparative Educational Research	11	CERM-ESA in brief	27
Meet our Master's Scholarship holders	13	Contact	28
Narrating my first data generation experience	15		



## Editorial

The East and South African-German Centre of Excellence for Educational Research Methodologies and Management (CERM-ESA) has taken up speed as it immerses into its third year of existence. The Staff Development Programme with its courses on research supervision and innovative educational research methodologies has trained more than 80 academics in our partner Faculties of Education. New approaches to educational research and methodologies have been shared in the CERM-ESA Faculty and have been taken-up by CERM-ESA scholarship holders who have started walking new paths as scholars and researchers.

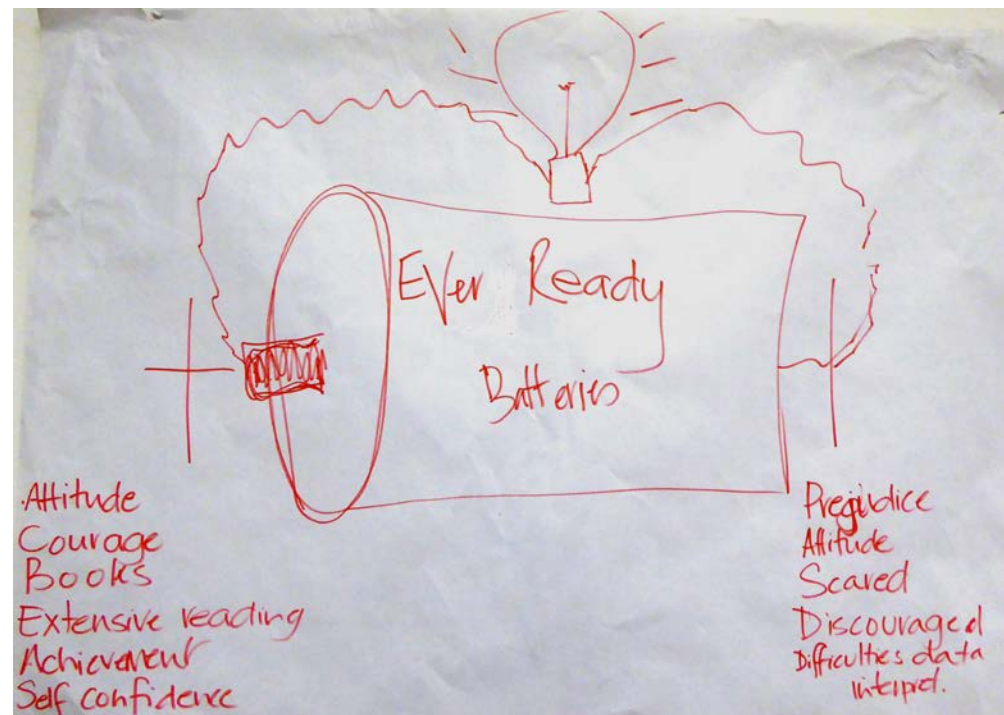
The Master's scholarship holders have almost completed their first year at Nelson Mandela Metropolitan University and are in the middle of their data generation and analysis, while the Doctoral scholarship holders have dived deeply into the literature to soon surface again for their data generation. The second cohort of CERM-ESA Master's scholarships will be advertised at the end of the year for

the new Master's Programme in Education Research which will open its doors in April 2017 for the first time at Moi University. The Centre at Moi University is well established and has organised its first Capacity Building Workshop for school principals of the regions around Eldoret in July this year. At a time where education is brought to the centre stage of political struggle for social participation, especially in South Africa but also in Kenya, CERM-ESA needs to form broad coalitions and combine expertise from many different actors in education in order to help find solutions to the many challenges education in South and East Africa is faced with.

To consolidate our networks will be one of CERM-ESA's tasks in the coming years.

Enjoy reading our second newsletter!

With greetings from Eldoret, Port Elizabeth and Oldenburg, Susan Kurgat and Sammy Chumba, Kholisa Papu & Malve von Möllendorff



One of the Autumn School break away groups conceptualized success in one's academic studies as resembling an 'Ever Ready power battery'. That is, a positive balance of attitude, courage, resources, motivation, confidence and achievement is needed while negative feelings such as prejudice, fear, discouragement and lack of resilience should be properly managed.



## CERM-ESA has officially coined its International Advisory Board

The CERM-ESA International Advisory Board consists of international experts in the field of education research and management in African contexts. The Advisory board supports the steering group in its endeavours to design meaningful, solution oriented and cutting edge research, staff development and academ-

ic programmes for the CERM-ESA partner schools of education, their scholarship holders and researchers.

We are honoured to have high profile researchers and education managers on our Advisory Board. Below we introduce each member of our advisory board:

The Advisory Board will meet with CERM-ESA Steering Group, consisting of the project leaders and coordinators of the partner universities, in early February 2017 to provide advice on the way forward with regards to the CERM-ESA academic and

research programmes. We would like to thank the members of the Advisory Board for their willingness to assist CERM-ESA and for all that they have already done in support of CERM-ESA.

### Catherine Odora Hoppers



Professor Odora Hoppers is a South African based Ugandan scholar, policy specialist and public intellectual. She

holds the South African Research Chair in Development Education (UNISA) and is a specialist on Education, International Development, North-South questions, disarmament, peace, and human security. She is a UNESCO expert in basic education, lifelong learning and on Science and Society.

### Birgit Brock-Utne



Professor Brock-Utne is a Professor of Education and Development at the Institute for Educational Research at the Uni-

versity of Oslo and was the Director of the Master Programme in Comparative and International Education for 10 years. She has extensively worked in Sub-Saharan Africa and is a specialist in languages in education. She has led various research projects that deal with the right of indigenous populations to use their own mother tongue in education contexts.

### Laban Peter Ayiro



Professor Laban Ayiro is currently serving as acting Vice Chancellor of Moi University. He is a professor of educa-

tional research methodologies and since 2012, Director of Quality Assurance at Moi University. He is an expert in social entrepreneurship, education management, development and research methodologies.

### Ina Grieb



Ina Grieb is a freelance educational expert and former member of the University of Oldenburg. She served for

many years as Director of University of Oldenburg's Centre for Further Academic Education. For six years, she was the Deputy Vice Chancellor for International Affairs and strongly supported the collaboration of Oldenburg University with African Universities. She has facilitated various capacity building and evaluation programmes in the field of Higher Education Management and Quality Assurance in East and South Africa.

## Master's and Doctoral candidates enrolled



Front row: CERM-ESA's project coordinators at Moi University, Dr. Sammy Chumba and Dr. Susan Kurgat with students during Colloquiums.  
Standing from left: Ezekiel Chemwor, Anne Waithera, Sarah Jemutai, Cornelius Rugut, Lily Yego, Zainabu Ramadhan, Janet Ronoh, Janeth Chemei and Gamba Wafula

Last September we congratulated eight Master's candidates and three PhD candidates as recipients of the DAAD/CERM-ESA postgraduate scholarships at Moi University in Eldoret, Kenya. The eleven candidates have since received letters of award and submitted their letters of acceptance to indicate their full commitment to their respective studies.

The eight Master's candidates, Zainab

Ramadhan, Lily Yego, Ann Waithera, Sarah Jemutai, Janet Ronoh, Cornelius Rugut, Gamba Wafula and Ezekiel Chemwor have been enrolled as of January 2016 for a full research Master's degree at CERM-ESA's partner university, Nelson Mandela Metropolitan University (NMMU) in Port Elizabeth, South Africa where they are pursuing diverse topics on education research.

Each of the three PhD candidates have been enrolled at their home universities as of January 2016 with the exception of one candidate who has been enrolled at Germany's Oldenburg University due to formal obstacles at his home university. Janeth Chemeli whose research interests are curriculum and instruction in mathematics education, is enrolled at Kenya's Moi University; Jafari Abdala

Omari whose research is on the application of communicative language teaching in Tanzanian secondary schools, is enrolled at University of Dar es Salaam while Uganda Management Institute's David Ssekamatte pursues research on 'climate change education for sustainable development in African universities' at University of Oldenburg.

Reflective of CERM-ESA's main objective which is to promote collaboration in order to improve the educational quality and foster greater research capacity among the five partner universities, most of CERM-ESA's postgraduate students are being co-supervised by suitably qualified academic staff from the partner universities.

The Master's students are expected to complete their degrees by the end of 2017 while the Doctoral candidates are expected to complete by the end of 2018. CERM-ESA has every good wish to our postgraduate students and their supervisors as they have embarked on their research journey.



## Research Colloquia and Postgraduate Commons

CERM-ESA has instituted a postgraduate research commons within the School of Education at Moi-University's School of Education where the participants can meet and access resources such as the internet and peer support. The research commons are equipped with desktop computers, the internet and a mini library. Apart from providing good working conditions for the scholarship holders, participants meet once a month for research colloquia in order to share on their progress, respond to each other's research and also, offer peer support.

CERM-ESA is committed to offering diverse research skills and techniques to its Master's and Doctoral scholarship holders. Various supervisors are assigned specific areas to discuss with the students and take them through the research process, after which an open forum of questions is opened for students. This research 'community of practice' for the nine Master's and Doctoral scholarship holders as well as associated students is an important vehicle to keep the momentum and establish peer support

amongst the students and amongst the supervisors.

The research colloquia began in February and March 2016 before the CERM-ESA students left for Port Elizabeth on the first of April and commenced again from the first of July 2017 on their return. The supervisors offer consultation times and ensure that the participants are well equipped with necessary research tools to guide them during their studies. The colloquia are facilitated by the CERM-ESA Faculty which includes: Prof David Serem, Prof Julius Tanui, Prof Rose Ruto-Korir, Prof Marcella Kyalo, Prof Jackson Too, Prof John Changach, Dr Susan Kurgat, Dr Sammy Chumba, Dr Violet Opata, Dr Lazarus Momanyi, Dr Anne Kisilu, Dr Emmily Sitienei, and Dr Elijah Omutange, among others.

The Colloquia have so far received positive response from both the students and supervisors who have hailed the efforts contributed towards their study. The vast knowledge shared during the colloquia has gone a long way in sharpening the students' research skills.



Students listening attentively to their peer's presentation during a research Colloquium



CERM-ESA's Project Leader at Moi University, Prof Julius Tanui with students and the project coordinators

## Getting started

Congratulations to our Master's scholarship holders who have each received a brand new laptop, a laptop bag and a cordless mouse as a means of support for their academic programme. Two brochures of the funders, German Academic Exchange Service (DAAD), African Excellence and German Federal Foreign Office appear in the picture as a way of acknowledging the funders.

It is almost impossible these days to complete postgraduate research without one's own laptop as the writing and research demands are high. With this kind of equipment, "we are now motivated to do our work and to do our best", said Anne. "Coming to South Africa, most of us did not have laptops but now we all have them and we are grateful", said Zainab.



Standing from left: Cornelius Rugut, Janet Ronoh, Ezekiel Chemwor and Zainabu Ramadhan

Seated from left: Sarah Jemutai, Lily Yeyo, Gamba Wafula and Anne Waitthera

## NMMU PhD scholarship holder

**C**ongratulations to Kholisa Papu who has been awarded the DAAD/CERM-ESA PhD scholarship at Nelson Mandela Metropolitan University in April 2016! Kholisa has just been recently registered as a doctoral student at NMMU's Faculty of Education where she will be pursuing a research study on 'the effect of writing to learn on the development of metacognition in multilingual grade nine science classrooms'.

Looking back at her previous qualifications, in December 2015 Kholisa graduated from Nelson Mandela Metropolitan University with a Master of Education by research degree (cum laude). The title for her Master's dissertation is 'Investigating the effects of using a Science Writing Heuristic approach in first year mechanical engineering laboratory report writing at the Nelson Mandela Metropolitan University'. Before that she had completed a Bachelor of Arts Honours degree in English and a Bachelor of Arts in Media, Communication and Culture in which she also

I believe that my study is important because research has already shown that writing promotes learning in fields such as science education. My particular interest is to investigate whether the use of writing for learning also contributes to the development of metacognition in multilingual African contexts. My interest in metacognition stems from the realization that in most African schools learning occurs in a language that is not the student's mother tongue and sometimes, not even the teacher's mother tongue.

This poses as an obstacle to learning because the mother tongue – which could be a valuable resource for learning – is often under-utilized or denigrated against. So, this poses questions like, how can students be academically successful if their metacognitive practices are mediated implicitly or explicitly in a foreign language? How can the students be more aware of their own thinking processes and thus, regulate their learning better if the mother tongue they use to think and conceptualize ideas is rarely used or developed as a resource for learning?

These are the questions that motivate me to undertake this kind of research. Research shows that metacognition has been associated with conceptual growth when promoted through writing and metacognition is seen as a catalyst and a part of the process of learning content. So my question is, if writing contributes to the development of metacognition, how much more in multilingual African contexts?

I hope I will have some answers or a better understanding at the end of this research project which I am still in the early stages of.





majoring in English, at NMMU. She has previous teaching experience as a tutor and lecturer at NMMU where she has tutored first year English and Media studies modules as well as language and communication classes to first year engineering students as well as to first year Development Studies students enrolled for the Development Communication module. Under the mentorship of Professor Paul Webb, Drs Mary Grace Villanueva and Berit Lundgren, she has also worked as a research assistant in various research projects under the School for Education Research and Engagement at NMMU. Kholisa has presented her Master's research findings by hosting research seminars and by presenting at various national and Pan African conferences such as the South African Society for Engineering Education's Third Biennial Conference held in Durban in June 2015 from which she received an award for best paper and best oral presentation. She has also presented papers at the 09th Pan African literacy for All Conference and 10th RASA National Literacy Conference held at the University of Cape Town in September 2015 and the Fifth Biennial Teacher's Conference hosted by the Eastern Cape English Ed-

ucator's Association (ECEEA) at Rhodes University in July 2016. She also engages in a number of community and extracurricular activities such as facilitating leadership training programmes for children and youth in disadvantaged communities and has recently been invited to join the advisory board for a REACH South Africa non-profit organization, Intsika Community Projects.

Until recently, she was the project coordinator for the East and South African-German Centre of Excellence for Educational Research Methodologies and Management at NMMU. We are sad to lose such an able coordinator but are happy and proud to welcome her as the CERM-ESA PhD-scholarship holder at NMMU!

All the best wishes for your studies,  
Kholisa!



## 1<sup>st</sup> CERM-ESA School for Educational Research Methodologies – Nelson Mandela Metropolitan University, 04-17 April 2016



Methodologies in African Contexts'. It was organised largely, to formally introduce the Master's and Doctoral scholarship holders to research traditions, methodologies and how they can better position themselves as

**W**hy is my research paradigm important? What are the challenges when using participatory methods? What is Design-Based-Research? How can we do research that makes a difference? What makes a good questionnaire? What are ethical considerations?

These are some of the questions CERM-ESA scholarship holders, their supervisors and associated postgraduate students engaged with during the First CERM-ESA Autumn School in Port Elizabeth on 'Educational Research

'scholars first' before they could establish themselves as 'researchers'. Fifteen East African postgraduate students came with their supervisors from Kenya (Moi University), Tanzania (UDSM) and Uganda (UMI) to South Africa to work, learn, discuss and engage with their NMMU colleagues and postgraduate students on educational research methodologies.

"I refer to that period and experience as 'my academic eye opener', Master's student Ezekiel Chemwor told us some weeks later. It was mainly NMMU staff members who fa-

cilitated the intense learning phase, shared their expertise and went out of their way to accommodate and make it a worthwhile learning experience for everyone: students and supervisors. This came up during the evaluation session at the end of the 2-weeks Autumn School, when one Moi University supervisor said: "It was such a wonderful addition to the CERM-ESA Staff Development Programme where we learned what makes good research supervision. During the Autumn School we dealt with the question what makes good research and learned how we can support our students with their research projects in a much better way."

Individual sessions between the (co-) supervisors and the students offered the supervisors from the different CERM-ESA partner institutions the opportunity to work closely together. Apart from the seminars on research methodologies and the supervision sessions, the students received a library and EndNote training as practical steps towards their literature review and organisation. A Handbook on research

methodologies was compiled for the Academic Programme of the year 2016 that the scholarship holders and associated students can access via the CERM-ESA online learning platform.

For the eight Kenyan Master's scholarship holders, the Autumn School was the kick-off for the 3-months stay at NMMU. They all worked very hard to finalise and defend their proposals and to get ethical clearance before going back to Kenya.

Thanks a lot to our hosts, NMMU facilitators and supervisors, especially to project leader Prof Paul Webb, for all the support given to the students and for organising such a superb Autumn School!





## Comparative Educational Research

By Ezekiel Kiplimo Chemwor, Master of Education student, NMMU

The two weeks autumn school programme was followed by a week's programme on comparative education. Professor Christel Adick of the Ruhr University Bochum in Germany and Dr Alphonse Omolo from Kisumu, Kenya, presented this course. The programme was diverse, covering a range of topics such as 'defining precisely one's research topic', formulating a 'state of the art' literature review, the meaning of 'scientific writing', and its difference from everyday knowledge and reports. Further, we studied the ingredients of scientific writing which included (i) checking for factual evidence, (ii) discussing normative implications and (iii) presenting it in a scientific way so that the audience (i.e. the scientific community) can reconstruct the way (i.e. the scientific method) in which the author acquired her/his knowledge. Central to these topics was the idea that for one to come up with a state of the art report she/he will have to build knowledge about her/his research problem and context – the current

situation and learn from other researchers what has been done. This will enable her/him to highlight the relevance of their research problem. These topics prepared us for the main subject of the course, comparative education.

The course on comparative education included subtopics such as What does it mean to compare? What is it that shall be compared? In respect of what shall something be compared? We also looked at object(s) of comparison and criteria of comparison. Prof. Adick and Dr. Omolo further introduced us to international comparisons in education. We deliberated on the complexities and complicated nature of comparative research by looking at what is gained if one compares e.g. teacher training institutions in two countries. We looked at how important it is to ask oneself questions such as, why these two countries, why not others, why not more than two, (why not all), what is the purpose of the study (what is it for? whose interest?), what should be includ-



Above: After a long week of a rigorous week on comparative education, Dr Alphonse Omolo and Prof Christel Adick are seated in the middle with gifts in their hands. Seated on either side is CERM-ESA's project leader at NMMU, Emeritus Prof Paul Webb (left) and Dr Mathabo Khau who was also teaching in the Autumn School programme.

Standing are the eight Master's students and CERM-ESA's project coordinator at NMMU, Miss Kholisa Papu.

ed & excluded, what criteria will be used in excluding and including?

We also discussed on the categories which are used mostly in international

comparative approaches. These are the nation, ethnic affiliation and culture. Examples of areas of studies in these categories are as follows:



(i) Nation examples: differences in national education systems, similarities in teacher training institutions in various countries, trends in university enrolments, rankings in assessment tests, national character, nation-building.

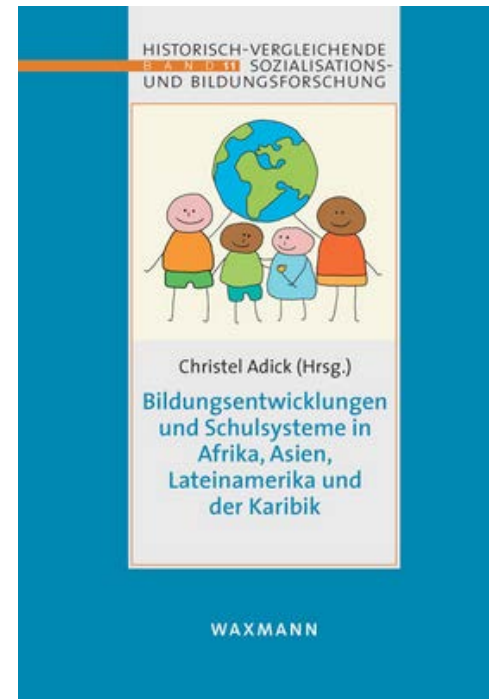
(ii) Ethnic affiliation examples: race = a problematic category (esp. for Germans), tribe, ethnicity, ethnic group, ethnic identity, racism, tribalism, ethnic discrimination, ethno-pedagogy, indigenous education, indigenisation.

(iii) Culture examples: cultural identity, culture shock, acculturation, intercultural or multicultural education, otherness, universalism vs. cultural relativism, cultural heritage.

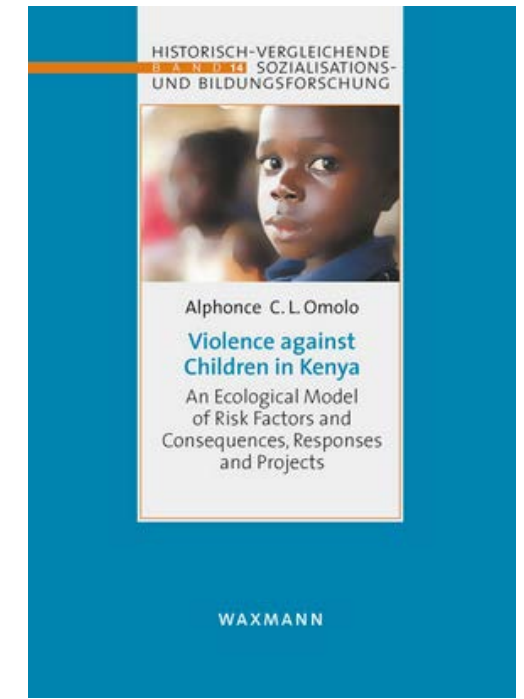
The reason why we use comparisons was also a focus of discussion. We came to learn that there are four main functions of comparative education which are, idiographic, meliorist, evolutionist and the

experiment function. The purpose of the idiographic function is to work out the particularities, the unique traits of educational phenomena in a national education system. Within the meliorist function the traits are selected in accordance with their supposed usefulness in order to 'ameliorate' other systems. The evolutionist function is searching for common trends in the development of educational systems. While the experiment function follows the tradition of E. Durkheim, the comparison of systems as equivalent to an experiment in the (natural) sciences.

We learned and gained more than I have illustrated here. My study danced to the 'Tango dance' of research and shifted from being a comparative study to a multi-site case study. The knowledge I gained from the two experts added more help in identifying which contexts best suited my research problem.



A book by Prof. Dr. Christel Adick which uses a comparative education approach.



Dr. Alphonse Omolo's book which also makes extensive use of comparative education methodology.

## Meet our Master's Scholarship holders

Each of these students is studying towards a Master of Education degree and has successfully defended their Master's research proposal before a panel of adjudicators comprising of internal and external moderators, as well as other postgraduate students who wished to attend. The proposal defense is part of the formal requirements by the Faculty of Education at Nelson Mandela Metropolitan University.

### Ann Waithera Karanja

#### Research title:

Kikuyu Male teachers' constructions of masculinity in Nyandarua county, Kenya: Implications for HIV and AIDS education



My research project is important as it may provide a deeper insight on the experiences of teachers in teaching about sexuality in HIV/AIDS education. The research may also provide deeper understandings of how teachers can improve their efficacy in teaching about sexuality within HIV/AIDS education. HIV and AIDS prevalence in Kenya is highest amongst youth and therefore youth require effective sexuality and HIV and AIDS education.

### Sarah Jemutai

#### Research topic:

The effect of using a six-brick duplo block guided play approach on pre-school learners visual perceptual abilities



I believe that my research project is important because reading and writing skills are imparted to learners at an early age. Through guided play, learners also develop visual, perceptual abilities; and may contribute to learning, positive attitude towards learning and an improved self-esteem.

### Ezekiel Kiplimo Chemwor

#### Research topic:

Human reproduction and sexual health education and its re-contextualization of the school curricula of Kenya and South Africa



Through my study one can gain a deep understanding of how reproductive and sexual health knowledge has been conceptualized in the school curriculum and how the knowledge structure contributes to the development of an ideal knower.

### Janet Chipchirchir Ronoh

#### Research topic:

Indigenous knowledge in the school curriculum: Teacher educator perceptions of place and position



My research is important because it will shed light on how best indigenous knowledge (IK) can be integrated in the school curriculum for meaningful curriculum reforms in relation to changing societal needs. It will also highlight the principles that can be used to integrate IK into the formal school curriculum basing on teacher educator perceptions. This study also seeks to establish the place and position of IK in the curriculum subjects and grades as per teacher educators.

## Zainabu Ramadhan

### Research topic:

Plagiarism in masters of education studies at selected East African Universities



I believe that my study is significant because it is important for postgraduate students to be able to articulate their ideas in the correct and acceptable conventions of formal academic writing. A knowledge and practice of these conventions might position them as better 'knowledge producers' and better 'critical writers' who are able to use other writers' work as a step towards building their own thinking. The practice against plagiarism is not only academic but it's about ethics too; so it is important to teach postgraduate students how to engage with texts in an ethical manner.

## Lily Jerotich Yego

### Research topic:

Use of participatory methods in teaching sexuality education within the HIV/AIDS curriculum in Kenyan secondary schools



This study is significant because sexuality education is relatively a complex area in the Kenyan education system owing to the fact that teachers are not trained solely to handle sexuality education. In this context, several teachers struggle to handle sexuality education, most of whom lack the expertise and the correct approach to handle it. Participatory methods give them the ability to approach sexuality education from the learners' understanding and using the teachers' understanding to bridge the gap and tackle the subject from a foundation laid by the learners. The learners will appreciate this approach since they will feel it is their own and that they own it.

## Cornelius Kipleting Rugut

### Research topic:

The nature of postgraduate student-supervisor relationship in the completion of doctoral studies in education: An exploration in two African universities



The nature of postgraduate student and supervisor relationship is key in promoting timely completion of doctoral studies. The completion of doctoral studies in Africa is relatively low and this calls, among other concerns, for attention on the nature of supervisor/supervisee relationship. Perhaps improving the quality of student-supervisor relationships can contribute to a higher completion rate of doctoral studies.

## Josphat Gamba Wafula

### Research topic:

An arts based comparative study of pre-service teachers' perceptions of lectures' engagement with a humanizing pedagogy



This study is important because it will provide insights into the kind of practices and approaches adopted by lecturers in faculties of education in two African universities. A humanizing pedagogy seeks to stimulate critical thinking and creativity through active participation, dialogue and critical engagement and this is important for pre-service teachers because a humanizing pedagogy is desirable in the school setting where one day they will be teaching.



## Narrating my first data generation experience

**S**arah Jemutai and Janet Chipchirchir Ronoh are DAAD/CERM-ESA Master's scholarship holders from Kenya registered at Nelson Mandela Metropolitan University (NMMU) in South Africa. Here, they narrate what they experienced as they conducted their field work and generated data for the first time as postgraduate research students. Sarah's study focuses on 'the effect of using a six-brick duplo block guided play approach on pre-school learners' visual perceptual abilities', while Janet's is exploring 'indigenous knowledge in the school curriculum: teacher educator perceptions of place and position'. Both students are conducting their studies in South African and Kenyan schools and have successfully defended their proposals in May 2016.

### Sarah's narrative on introducing her intervention and testing visual perception abilities

I conducted my field work and generated data with five to six year old pre-school children in a middle income primary school

in Port Elizabeth using a mixed-methods quasi-experimental pre-post-test design. I began the data generation process by administering a written pre-test on the learners' visual perceptual abilities where learners had to discriminate between patterns which progressively became more complex. The same test will be used as a post-test after the six-brick Duplo block guided play approach intervention has been completed.

Prior to the testing, the class teacher introduced me and Ms Amina Brey, who had worked with the learners previously, my supervisor, Prof Paul Webb, and five fourth year psychology students who assisted with the pre-testing. We took out the Lego bricks and displayed them to the students, explaining that those were colourful toys which we were going to use for playing. We talked with them gently so that they were not intimidated by our presence. The learners were very disciplined and patiently waited for instructions to be given. The experience was a huge learning curve for me as I had mixed feelings before the pre-testing. I had imagined

that the learners might be nervous, but to my great surprise, they were carefree and seemed fascinated by the toys and what they could build with them. Without the support of my supervisors, Prof Paul Webb and Prof David Serem, Ms Amina Brey, the psychology students, as well as the learners and teachers in the participating schools, I would not have pro-

gressed as well as I did and I would not have successfully administered the tests.

### Janet's narrative on using an imbizo as a method

I had my first data generation experience at a comprehensive South African university where the study partici-



Sarah Jemutai (second from right), Master of Education student, NMMU with her supervisor, Prof Webb, her mentor Ms Amina Brey and fourth year psychology students who were research assistants

pants were isiXhosa speaking academic staff who were familiar with the story of Nongqawuse and the cattle killing episode of the history of amaXhosa. An adaptation of John Peires's historical account of the 1856/7 account of the 'Conundrum of the Xhosa Cattle Killing', which was written in English and then translated into isiXhosa, was employed as a stimulus to investigate the teacher-educators' perceptions about indigenous knowledge and the school curriculum. A similar stimulus story indigenous to Kenyan teacher educators will also be used when I conduct data generation in Kenya.

My research employs a descriptive case study research design with questionnaires and a modified focus group workshop called an imbizo to further probe the issue of place and position of indigenous knowledge in the school curriculum. The particular focus on an imbizo as a data generation tool was motivated by the need to develop and utilize research tools and methodologies that are indigenous and reflect the African experience. In the Xhosa culture and other Nguni cultures, an imbizo is a formal gathering or meeting often called by the village chief to discuss pertinent issues in the community and to



An excited Janet Ronoh after a successful data generation experience using the imbizo method

seek solutions to problems. An imbizo was deemed appropriate in this study and more fitting than the conventional interview or focus group discussion often used in scientific research because of the imbizo's orientation towards seeking a local and authentic experience of a particular historic-cultural experience. The Kenyan equivalent of an imbizo is known as baraza and will be employed among the Kenyan participants.

The participants were invited to partic-

ipate in the imbizo via email and face-to-face to allow for the personal African approach in building relations between the primary investigator and the respondents. I also visited the participants in their individual offices and introduced myself, said where I came from, why I was undertaking such a study, and told them why their contribution would be important in the study. I was anxious and nervous about whether they would attend the imbizo as it was the end of the semester and the lecturers were very busy with administration of exams but, to my surprise, I had 100% attendance!

During the imbizo, a traditional meal of umngqusho (samp and beans), vegetables and mutton stew was served to the participants to welcome them and make them 'feel at home'. The participants and I were seated on a circle and the imbizo protocol with topics of discussion was distributed. Some of these topics of discussion included investigating:

(i) the isiXhosa Indigenous Knowledge (IK) that the participants know about and whether they feel that they should be included in the school curriculum

(ii) asking what and how much IK should be included in the curriculum –

how does one choose (i.e. what constitutes school knowledge in South Africa (how is it chosen)

(iii) asking how should the chosen IK be integrated with the existing content in the curriculum (or should it not be integrated but be a separate subject)?

(iv) asking the group how one might define and validate knowledge for the official curriculum in the face of multiculturalism, globalisation and the internationalisation of knowledge – what are the principles to be used.

I am pleased that this first data generation process via the imbizo approach was such a success. I also had the privilege of meeting the historian and author Professor Jeff Peires in Grahamstown from whom I learnt more about his writings on Nongqawuse. I am also thankful that I attended the Autumn School programme on research methodologies early in the semester as it prepared me for the proposal defence and the data generation experience.

## Visit to Eldoret to Support Master's Student – the supervisor's perspective

In September Professor Logan Athiemoolam from the Nelson Mandela Metropolitan University travelled to Eldoret to provide support to his Master's student Mr Gamba Wafula who, as a participant in the CERMESA programme, is currently a registered student at the NMMU.

During his visit Professor Athiemoolam, together with the co-promoter, Professor Marcella Kyalo from Moi University, spent three days with Mr Wafula during which time they provided him with intensive feedback on the first three submitted chapters and supported him with the interpretation of the accumulated data. Mr Wafula's study, which is an arts-based comparative study involving a university in Eldoret (Kenya) and one in Port Elizabeth (South Africa), focuses on pre-service teachers' perceptions of lecturers' engagement with a humanising pedagogy. During the data collection process in Kenya Mr Wafula generated data from purposively selected students on the research topic by means of role plays, fo-

cused group interviews and written narratives. His promoter and co-promoter guided him on the most effective strategies that could be implemented to analyse and interpret the voluminous data collected through the multiple methods of data collection. At the end of September Mr Wafula will be travelling to Port Elizabeth to replicate the data collection process at the South African university.

## Data Generation in Kenya on Humanising Pedagogy – the student's perspective

In early September 2016 I started my data generation process after going through all the ethical issues at the university in Eldoret and the Council for Science, Technology and Innovation. Through my Kenyan supervisor Prof. Marcella Kyalo I secured a class that would enable me gather my data for my study. This was a 3rd year class specializing in English/literature at the Faculty of Education. We set for an appointment with the class to induct them into my study. This was to get the participants to understand the concept of humanizing pedagogy and be able to come up with artistic scenes that depict

the lecturers' engagement with a humanizing pedagogy. It took me two days to get the students understand the concept and I left them with an assignment of written narratives on humanizing pedagogy since this was another method of data collection. After their exams I was set to generate data through role plays and focus group interviews, which took me another two days. I first started generating my data through the role plays on the first day then after four days I went back and proceeded using the focus group interviews to further generate more data for my study. All this was done under the watchful eye of my Kenyan supervisor Prof Marcella Kyalo with great assistance from the CERME-SA office which also provided me with the video recorder to record my role plays. I had 25 participants and formed 5 groups of 5 participants each.

After a week my supervisor from South Africa, Prof Logan Athiemoolam came to Eldoret. This gave me the opportunity to work with both my supervisors. Using the already gathered data they really assisted me in understanding the concepts that were highlighted by the students and to categorize them into different emerging themes. I am still working on the find-

ings of the university in Kenya as I look forward to going back to South Africa to generate my data there since am doing a comparative study between Kenya and South Africa.



Master's student Gamba Wafula with his supervisors Prof. Athiemoolam (NMMU) and Prof. Mwaka (Moi University)

Master's student Josphat Gamba



## Doctoral Students on Research visits

Research visits have been made possible both for scholarship holders and their respective supervisors to travel to and from other partner universities in the interest of improving the education quality, sharing resources and widening the sphere of experience of our students and academic staff. The bid to carry out research that seeks to respond to Africa's social, economic and/or educational problems; the ability to travel and be engaged in a network of researchers with a common interest in and out of one's immediate location, suitably strikes a dialogue between one's immediate 'home' environment and the 'far-off' research contexts. Both the immediate and far-off research contexts are important as they provide a fertile ground for comparative research and the sharing of resources, expertise and experiences.

Reflecting on his two-month visit to the University of Oldenburg, David Ssekamatte said that "my stay in Oldenburg was a key landmark in my PhD journey." "I was able to finally identify a research area and problem



PhD student from Uganda Management Institute, David Ssekamatte, pursues his studies at Germany's University of Oldenburg

after being exposed to the latest literature and journal articles in the state of art library at University of Oldenburg. Now I am pursuing a research study on climate change education for sustainable development in African universities," he said. Ssekamatte, who acknowledges the support of his supervisors, Profs. Drs. Bernd Seibenhüner and Karsten Speck at University of Oldenburg, concluded by saying that, "In Uganda I would not have access to such facilities and it would have taken me longer to have a

break through even more so as my research interests lay in a relatively new area of research".

Jafari Abdalla Omari, who has also stayed two months in Oldenburg and travelled to South Africa for the Autumn school programme had this to say about his PhD research exchange:

Being a doctoral student sometimes means learning by travelling. As such, my interaction with scholars and fellow students from Kenya, Uganda, South Africa and Germany, has contributed to my learning. In South Africa I learned more about the research process especially on how to state the problem, research questions, methods, philosophical underpinning of the study, the theoretical framing of the study, as well as about data analysis for both qualitative and quantitative research. I was also introduced to the EndNote programme for referencing which has helped me to track of my literature. I have also obtained early feedback of my doctoral proposal after I presented before scholars, experts and fellow students during



Jafari Omari PhD student from University of Dar es Salaam on a PhD research exchange at University of Oldenburg and Nelson Mandela Metropolitan University

the Autumn School. In this way, my work gained some scientific elements and started to be sharpened. In Germany, I worked very closely to my supervisor, Prof Karsten Speck who has helped me to sharpen my work. Furthermore, I managed to access libraries and obtain up to date information regarding my study. This was also the case in South Africa. My proposal in Germany was strong and consisted of current literature.

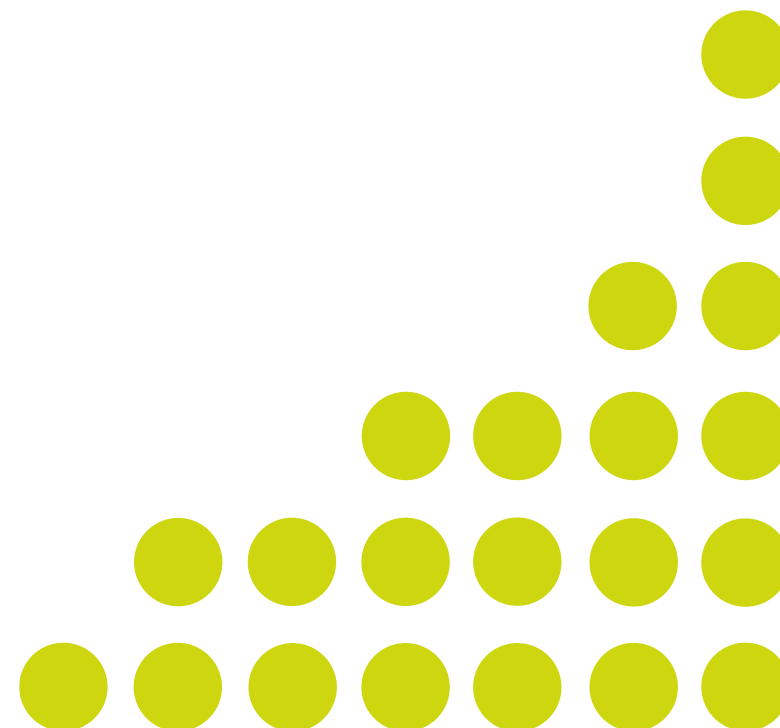
For Janeth Chemeli who is pursuing her PhD research on curriculum and instruction



Janeth Chemeli, PhD student at Kenya's Moi University of a research exchange visit at Nelson Mandela Metropolitan University in South Africa

in mathematics education, the opportunity to experience the university's vibrant learning environment right from direct access to resource center, the mentorship support from her supervisors and the faculty of Education at Moi University, has been significant. Further, she says, "the most formative three weeks of my academic life was in Nelson Mandela Metropolitan University in South Africa" where she attended the Autumn School programme. She believes that the "Autumn school provided a structured, integrative learning-centered doctoral program which

encouraged reflective thinking from learners and collaborative interactions among learners and the academics". "The autumn school events were transformative scholarly experiences and I am grateful to have had the opportunity to attend and share knowledge on inter-disciplinary research on educational research methodologies and management", she said. Lastly, Janeth highlights that the program broadened her skills repertoire and increased her knowledge depth in research skills and this has been a significant contribution towards her PhD studies.



## Introducing a Master's of Education in Research programme

The Master of Education in Research programme was approved by Moi University and is due to be advertised in November/December 2016. CERM-ESA will award ten scholarships ([www.cerme-sa.mu.ac.ke](http://www.cerme-sa.mu.ac.ke)) including study fees and a monthly stipend to successful candidates. Shortlisting of the applicants for the programme is expected in January 2017 and the selection committee meeting will take place in early February while the academic programme is set to begin in April 2017.

This programme aims to introduce a Master's focussing on educational research and research methodologies, which is new to Moi University's Faculty of Education. To support this drive, academic members of staff have participated in the CERM-ESA Staff Development Programmes on 'Research Supervision of Higher Degrees in Education' in 2015 and 2016 and on 'Innovative and Creative Educational Research Methodologies' offered by NMMU researchers for Moi University staff. Moreover, Moi University's academic staff are currently involved in the co-supervision of full research Master's degrees

with CERM-ESA's first cohort of Master's students who are currently registered at Nelson Mandela Metropolitan University, South Africa.

Candidates of the new Master's of Education in Research Programme are introduced first to the philosophical underpinnings of research, theoretical and conceptual framing of the study, research design, research ethics and both qualitative and quantitative methodologies. Following on from these core elements, the learners undertake a series of options in advanced research methods which is used to prepare pathways into doctoral level research or into industry. During the programme, the learners will undertake a research option in their chosen discipline or interdisciplinary area, which comprises independent reading, attendance at research seminars and regular individual supervision with a dedicated member of academic faculty. The programme is not just intended to provide training in the application of specific research techniques: it will also illuminate the connections between theory and empirical research, and relate research to

the development of public policy and the analysis of substantive educational issues. Wider issues of the educational research process are also covered. These include the planning and management of research projects, research ethics and the presentation and publication of research findings. The programme is interdisciplinary in nature and seeks to enhance knowledge and skills that are increasingly demanded by the Knowledge Based Education (KBE) of the 21st Century. The programme is designed to make the learners familiar with a range of research methodologies, to develop those skills needed to gain experience of independent research and to give the learners practice in the academic writing skills that are an essential part of doctoral work or research practice.

Graduates will be prepared for positions in research centres, colleges, universities, industry, ministry of education and other government agencies. The Programme will address present and emerging dynamics of research and discourse. Course content will be delivered through lectures, seminars, tutorials and colloquia.





## Capacity Building for Effective Supervision

One of CERM-ESA's core objectives is to undertake capacity building in all partner Faculties of Education. In 2015, the first Staff Development Programme 'Research Supervision of Higher Degrees in Education' was successfully carried out including a contact phase at NMMU, a contact phase at Moi University and an online module in between. Twenty seven participants from Moi University, Nelson Mandela Metropolitan University, University of Dar es Salaam and Uganda Management Institute were rated 'competent' or 'highly competent' at the end of the course and proudly received their certificates. We would like to thank our 'highly competent' facilitator, NMMU's Prof. Naydene de Lange and her co-facilitator, Moi University's Prof. Rose Ruto Korir for their lively, interactive, and engaged facilitation! The course was met with much enthusiasm and evaluated as most useful by the participants. Let us hope that many generations of postgraduate students to come will benefit from the competencies gained by the supervisors!



Owing to the success of the course on Research Supervision and the high demand for capacity building in research supervision expressed by the East African partner universities, another cohort of 33 participants started the course with the first contact phase in May 2016 at Moi University. Most participants are members of Moi University's Faculty of Education with five members of CERM-ESA partners in East Africa, UDSM and UMI, having joined the course. The programme was also advertised to the other DAAD Centres of African Excellence and we are glad to have a member of the Namibian-German Centre for Logistics participating in our Staff Development Programme!



Prof Naydene de Lange , Prof Tanui Julius, Prof. Rose Korir Dr. Sammy Chumba and the participants

After the first contact phase in May 2016 and the online module which took place in June, July and August 2016, the second contact phase took place on 7-9 September 2016 at Moi University. The participants are now busy writing their reflective essay and will have to submit their final portfolio through the CERM-ESA online learning platform in January 2017. We wish the participants all the best and hope that you have gained valuable knowledge and skills that will support you in your supervision journey!



Prof. Naydene de Lange, explaining a point to participants

# Excitement as academics are introduced to Photovoice and Drama in Education Research in Eldoret, Kenya



As part of the CERM-ESA Staff Development Programme, two workshops on innovative methodologies for conducting educational and social science research took place at Moi University lately.

## Drama in Education

In Mid-September, Prof Logan Athiemoolam from Nelson Mandela Metropolitan University (NMMU) introduced staff members of Moi University's Faculty of Education to using drama-in-education

techniques not only in teaching university students but also, for research purposes. The participants were amazed at how tableaux and frozen images could provoke stimulating discussions and reflections that enabled the development of new teaching and management strategies. After a number of exercises and practi-

cal assignments, the participants were convinced that using drama in education was an effective and innovative technique to employ in Action Research designs in school and school management projects. For instance, one of the participants said: "We benefitted a lot from the workshop and we will not forget the 'tableaus' as a



method of data generation.” The facilitator also added that drama in education is not only effective for action research purposes but that it can promote a humanising pedagogy and makes learning fun.

## Participatory Visual Methodologies

In May and September, Prof Naydene de Lange of NMMU facilitated two workshops on Participatory Visual Methodologies: Photovoice and Cellphilm.

The fifteen participants who enrolled for the workshops were introduced to Visual Participatory Methodologies and the idea of research simultaneously enabling both knowledge production and social change. The origins of photovoice were highlighted and examples of how photovoice has been used in various contexts in Africa to bring about social change. The participants – working in three groups - tried out photovoice and were asked to “Take photographs of challenges and solutions to addressing HIV”. The photographs were



printed and used to create poster-narratives which opened up interesting discussions. There was great excitement in taking the photographs and working with them. One participant commented on the possibilities it opens up for real dialogue about crucial and sensitive issues. Another said that the photovoice process enabled her to talk about condoms to a male

colleague without being embarrassed. Another participant commented on how all the participants worked together in their groups, shared their ideas, and how it seemed to act as an equalizer.

Prof Rose Ruto-Korir, Director of the Institute for Open Learning, said, “It was exciting to co-host the photovoice session and we are already thinking about how to

engage with this emerging opportunity”. She continued, “I posted a piece on my fb page and people are asking me photo-what? I love the experience of exposing others to it!”



## Secondary School Principals Workshop: Capacity Building in School Management (2016)



Workshop participants pose for a photo outside Moi University's Main Administration Block in Eldoret

Partnership, support and research on capacity building are parts of our goals in the Centre. In line with this the 2016 Secondary School Principals Workshop was held at Moi University, Eldoret, Kenya on July 08, 2016 under the theme of Managing Schools in the Context of Dynamics in the Education Sector. The one-day workshop organized by CERM-ESA

attracted 85 participants from four different counties neighbouring the Center at Moi University.

The program was controlled by the CERM-ESA Coordinators: Dr Susan Kurgat and Dr Sammy Chumba before inviting various speakers to share on a wide number of topics.

The key note address on 'Managing

Schools in the Context of Dynamics in the Education Sector' was presented by Prof. Jonah Kindiki, the Dean School of Education, Moi University. The School Principals were later taken through Strategic Management and leadership in Schools by Dr. Catherine Kiprop, a Senior Lecturer in Education Management & Policy Studies.

Other areas covered in the program also included Project Management (Dr. Benjamin Wambua, Senior Lecturer in Education Planning), Personnel Development and Team Building (Dr Joseph Lelan, HoD EMPS, Senior Lecturer Education Management & Policy Studies), Budgeting & Procurement Process (Dr. Zachariah Kosgei, Deputy Director, Kitale Campus, Moi University, Senior Lecturer in Economics of Education) and Curriculum Supervision & Quality Assurance at School (Dr. Anne Kisilu, Senior Lecturer in Curriculum Development and Management).

The final presentation was on ICT

Integration in Education by Prof Korir Rose, Director of the Institute of Open and Distance Learning, Moi University, who stressed on the importance of modern technological advancement in school management.

Those present were awarded with certificates before the end of the workshop which was greeted with much applause from the audience. There were, however, concerns raised suggesting the workshop should be extended to more than a day event so that more topics could be covered to enhance capacity building in schools.



Project leader Prof. Tanui Julius awarding certificate to one of the participant

## Steering Group at Work



## Token of appreciation

CERM-ESA wishes to express appreciation to the project leaders who are the 'engine' for CERM-ESA. Their ideas, expertise and leadership keep the programme going. We acknowledge posthumously, Prof. Dr. Wolfgang Nitsch who was the father and visionary behind CERM-ESA; Prof Julius Tanui (Moi University), Professors Bernd Siebenhüner and Karsten Speck (University of Oldenburg), Prof Paul Webb (Nelson Mandela Metropolitan University), Dr Proscovia Namubiru Ssentamu (Uganda Management Institute) and Dr Eugenia Kafanabo (University of Dar es Salaam).

Appreciation is also expressed towards everyone who has contributed to the running of CERM-ESA, from team-teaching to coordination, supervision to being a member of the CERM-ESA Faculty or Advisory Board. Your contribution is valuable, asanteni, enkosini, thank you, Danke!

CERM-ESA also expresses thankfulness to the German Academic Exchange Service (DAAD) and the Federal Foreign Office (AA) for financial support and to Dr Dorothee Weyler and Sylvia Vogt (DAAD) for their support and drive for excellence.



## CERM-ESA calendar of events 2016-II / 2017-I

Date	Activity	Location
<b>2016</b>		
September/ October	NMMU Supervisors visit their students at Moi University for field research	Centre
	PhD Scholarship holder at NMMU registers	NMMU
	Master's scholarship holders from Kenya are in South Africa for field research and to work with their NMMU supervisors	NMMU
	PhD scholarship holder David Ssekamatte spends time in Oldenburg to work with his supervisors	UOL
November	Scholarship announcement for the new Master's programme in Education Research at Moi University is published	Centre
November/ December	The second cohort of the Staff Development Programme on research supervision submits their final portfolios for evaluation	Online
November	UMI's Proscovia Namubiru visits Oldenburg University in order to design the Staff Development Programme 2017 with Advisory Board member Ina Grieb and CERM-ESA project leaders of UOL	UOL
<b>2017</b>		
January 15	Scholarship applicants are shortlisted and invited for interviews	
February 9-10	Selection committee meeting: interviews for Master's scholarships	Centre
February	The second cohort of the staff development programme on research supervision receive their certificates	Centre / UDSM / UMI
February 6-19	2 <sup>nd</sup> CERM-ESA School for Educational Research Methodologies: data analysis, interpretation and academic writing' for CERM-ESA scholarship holders and associated postgraduate students	Centre
February	Meeting of the CERM-ESA Advisory Board	Centre
April 1st	Second cohort of CERM-ESA scholarship holders start their Master's studies	Centre
April-June	Master's students (first cohort) work with their supervisors to write up their results	NMMU
April 3-5	Three CERM-ESA researchers present at the Association of Educational Development in Africa (AEDA) 3rd Annual Conference	South Africa
April 5-8	Centres-of-African-Excellence Networking Meeting	Kenya



## 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

