

CERM-ESA

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



Newsletter 1/2018



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Editorial

As we are writing this, CERM-ESA celebrates its 3rd official birthday. On 24 September 2015, we launched the Centre of Excellence in Education Research Methodologies and Management at Moi University. Today, we are looking back on three exciting years: our Master's Programme in Education Research has taken in its second cohort and already we have seen eight Master's students graduate and another eight scholarships have been awarded for PhD students. In the capacity building programmes in Port Elizabeth, Oldenburg and Eldoret, more than 100 academic and management staff have been trained in short learning programmes and methodology workshops. Teachers and principals have engaged with the Centre and have participated in workshops aimed at enhancing school management and teaching practice. Our second international conference on "Inclusion and diversity in schools

and universities in East and South Africa as well as Germany" has seen more than 30 CERM-ESA researchers and students come to Oldenburg and present their work.

Back in 2015, we have used the image of CERM-ESA as a train that is slowly starting to move forward. By now, we can say that the train has reached almost full speed and it seems that the many scientists, academic managers and students from Moi University, Nelson Mandela University, University of Oldenburg, University of Dar es Salaam and Uganda Management Institute on board of the CERM-ESA train, provide the energy for it to move forward at that speed. Of course, none of this would be possible without the generous support from DAAD and the funds provided by the German Federal Foreign Office that provide our infrastructure and also advise us on the directions to take. From the beginning, DAAD has been on the train with

us and together we are trying our best to make this endeavor a success, namely to advance education research, teaching and management in our partnering institutions and eventually see effects in improved education policies and practices in our respective regions.

This newsletter highlights CERM-ESA's main activities and developments in 2018: our CERM-ESA Research Schools at Moi University and Mandela University, our international alumni conference 'Beyond Boundaries' at Oldenburg University, a new Capacity Building Programme on University Pedagogy that has been kicked-off at Mandela University and an introduction of our new Master's scholarship holders. Enjoy reading our news!

With best wishes from Eldoret, Port Elizabeth and Oldenburg,

Susan, Lily, Kholisa, Anne and Malve



3rd CERM-ESA School for Educational Research Methodologies

Moi University, 29 January – 10 February 2018

The intense learning phase was facilitated both by the international and local experts who went out of their way to accommodate the students and make it a worthwhile learning experience for them. Thirteen master's students and twelve doctoral students participated in the sem-

inars with different aims: for the master's students, who were still in their first year, the aim was to learn and engage as much as possible about research frameworks, paradigms, sharpening the research problem and learning about different methodologies to generate quantitative and qualita-

tive data. These included mixed-methods, art-based, participatory visual and internationally comparative methodologies. The courses for the doctoral students, being in their third and final year of study, focused on data analysis, interpretation, making scholarly claims, career planning and ef-

fective communication and knowledge transfer. Eleven supervisors came from our four partnering institutions, namely UDSM, UMI Mandela Uni and UOL, which provided them with the opportunity to work closely together with their students and co-supervisors at Moi University. Students,



Scholars with their supervisors during their presentations



Nelson Mandela presenting preliminary research proposal



Roba Godana presenting.

too, had an opportunity to present their preliminary proposals, share data gathering experiences and receive feedback from the supervisors. As one supervisor put it, "it is a very good experience to work together intensively with the (international) supervisors and the student to discuss the research project and the way forward. We also experience conflicts due to different institutional research cultures and supervi-

sor-student relationships for instance. But we are able to solve such problems on the spot together with the other CERM-ESA (co-)supervisors and students who have similar experiences." An extra session with all supervisors was organized and lead by Prof Mathabo Khau of Mandela University in which the challenges and structural obstacles when supervising a student together, particularly when coming from different



Scholars during their presentations

institutions, were discussed. Experienced supervisors shared their own models of supervision with their colleagues and the teams again had time to reflect and agree on the way they wanted to organise the supervision process. In a separate session, students acquired soft skills in communication, problem solving and conflict resolution as to help them not to get stuck in the process.

The cohorts were extremely happy about the enriching discussions and presentations as they were able to widen their horizon and gain confidence. Only a few weeks later, all master's students successfully defended their research proposals and were allowed to start with their field work.

A big thank you to our hosts, Moi University facilitators and supervisors for a successful event!

Advancing Education Research and Research Management

Second on-site workshop, 6-9 February 2018, Moi University



Workshop participants of the second on-site workshop Advancing Education Management, February 2018

CERM-ESA launched its Staff Development Programme on research management and support for all partner institutions with a first on-site phase at Oldenburg University in early September 2017. 23 participants from Acting VC of Moi Univer-

sity, Prof. Laban Ayiro, to DVCs Research and Engagement, Research Managers, Deans of the Faculties / Schools of Education/Management and researchers from Moi University, NMU, UMI and UDSM met with their colleagues from Oldenburg to dis-

cuss and learn about issues relating to the professionalization of research management. After a week of intensive exchange and training, the participants went home with a twofold homework they were to report on during the second on-site phase at Moi University. For the first homework, the participants were asked to work on a small project to improve particular aspects of research management in their own Faculties/Schools or in the central management using a 'Project Action Plan'. The second homework included a collection of 'good practice examples of research management and support' that the participants should describe in detail so that they provided the reader with enough information to be able to exactly replicate this practice in another institution.

Hence, participants in the second on-site workshop presented their Project Action Plans (PAP) and reflected on their experiences using this tool and implementing

their projects. Mandela University project leader Paul Webb summarized the 'good practice examples', remarking that in most instances evidence was still missing to prove that these examples qualify as good or best practice. However, he and his team managed to put together a useful brochure on the collected good practice examples for research management and support in African universities which is available online and in print.

Other focus areas of the second on-site phase included research policies and opportunities for regional and international collaboration from an East African perspective, preparing and writing fundable project proposals as well as project planning and project consideration. It is hoped that the outcome of the training will go a long way to support researchers and young scientists and eventually increase the institutions' research output and research quality.

Launch of the CERM-ESA Alumni Programme and Certification Ceremony

After a joyous graduation ceremony for our pioneer students at Mandela University in December 2017, the celebration did not just end there. Being our '1st borns', we gladly organized a certification ceremony that was attended by CERM-

ESA family, relatives of the graduates, Moi University Management, DAAD scholars association and the celebrant Dr Helmut Blumbach (Director, DAAD Nairobi) on the 9th February, 2018. The ceremony was a thrilling event as each individual graduate

was showered with praises, wishes and gifts. The cohort had truly made CERM-ESA proud with 100% pass rate with four of them graduating with distinction. The students were applauded for their hard work and discipline that enabled them to

come out successfully and challenged to disseminate the knowledge gained to other scholars and the society as a contribution of their research work. The event climaxed with the Launch of the CERM-ESA Alumni Programme. The programme entails several activities that the Alumni will participate as they give back to the society and grow in their careers.

Alumnus Ezekiel Chemwor thanked the steering group, Moi university management and the CERM-ESA staff from all partner universities for the support and encouragement they got when pursuing their studies They promised to keep the CERM-ESA name and developments alive by investing in the community.



Dr.Blumbach giving his speech



Appreciating the steering group for their good management



Our Alumni receiving their Certificates and gifts



Certification of second cohort of scholarship holders.

UMI officially hosts Prof. Dr. Karsten Speck

By David Ssekamatte

From 11-13 February 2018, UMI was honoured to host Prof. Dr. Karsten Speck, the dean of the Faculty of Education and Social Science and CERM-ESA Project leader at the University of Oldenburg.

The visit began with a PhD class on the 11th in which Prof Speck gave a 2-hour lecture to the UMI PhD class on quantitative data analysis using PSpP software. The PhD students benefited a great deal from this lecture and continue to express their appreciation for adding to their skills and knowledge on data analysis which has enhanced the quality of their research projects. The same evening, Prof Speck paid a visit to his CERM-ESA PhD student David Ssekamatte at his home near Kampala city to a dinner organised in his honour. He met the entire family and had wonderful discussions with the family especially regarding the emotional and other kinds of support to the PhD student. On 12 February, the dean met the top leadership of Uganda Management Institute including the three directors, all the deans, the CERM-ESA Project leader and other CERM-ESA affiliated academic and administrative staff. The 2-hour

meeting dwelt into a brief orientation about UMI and University of Oldenburg as well as the CERM-ESA programme. The Director General of UMI expressed gratitude to CERM-ESA and the University of Oldenburg for the support towards research supervision training for the academic staff and the research management capacity building program where UMI staff participated. He informed his visitor that the two programmes had significantly improved the supervision of postgraduate research students as well as research management at the institute. He also thanked the dean for the support to the UMI CERM-ESA student David Ssekamatte, who was registered at University of Oldenburg. The meeting resolved to initiate a formal partnership between UMI and University of Oldenburg through a Memorandum of Understanding. They agreed on academic exchange initiatives, supervision support for UMI

PhD candidates, collaborative research and possible joint study programmes as key areas for the partnership. The same day Prof Speck met the entire academic staff of UMI and shared his experience of teaching research at University of Oldenburg. The session was very useful to the staff and they seem to have got a lot of new practices and skills as well as new ways of teaching and supervising research which would enhance research teaching and supervision at UMI.

On 13 February, Prof Speck paid a courtesy visit to the German Embassy in Kampala. During the visit, he was escorted by a UMI delegation led by the Director Programmes and Students Affairs. A member of the CERM-ESA advisory board Ms. Ina Grieb, joined the visit and met the deputy head of mission at the embassy. Prof Speck and team gave a brief about CERM-ESA and the partnership with UMI



Visiting the German Embassy in Kampala

and also discussed ways the embassy can support UMI programmes in Uganda as well as partnerships with German universities. In the afternoon, Prof Speck and the UMI team met the DAAD representative in Uganda Mr. Steven Heimlich who is based in Makerere University. Prof Speck ended his visit with a recreational visit around the city of Kampala and Uganda Wild Life Educational Centre in Entebbe where he saw a lot of birds and wild animals as well as other wild life. The visit was successful and will remain a historic one for UMI.

Gauss, Gottingen and Data Analysis

By: Vuyani Matsha, Nelson Mandela University



Lunch in Gluckstadt, Germany



A tour of the streets of Germany by you've guessed it. By bicycle.



Bicycles, bicycles and more bicycles. A visit to Gluckstadt, Germany

It was on a pleasant (at least by German standards), morning that I left Oldenburg where I was a visiting PhD student / teacher, that I boarded a train on my way to Gottingen. "It must be a Niedersachsen ticket!" Malve, the lady who took responsibility for almost every aspect of my visit, and did a good job of it too, insisted.

I visited Gottingen to see the burial site of Carl Friedrich Gauss, who was one of the most prominent students and academics at Gottingen University. Actually, Gottingen University has had 46 Nobel Prize winners.

I had read about the great mathematicians who had been buried there and who were former academics at Gottingen University. In my introduction of the topic: 'sequences and series' in grade 12 algebra, I have almost always started the lesson by talking about the story of Gauss, a young boy who had always been restless in class and, I guess you could say, a naughty little boy. However, as a mathematician, Gauss is well known for his contribution to number theory and other areas of mathematics. It is mainly for this reason that I thought

I would visit the grave of this genius who came from a very poor background and yet made such a huge contribution to the world. Wouldn't it be wonderful if many of us in South Africa knew that your past does not necessarily determine your future?

The story of Gauss aside, the main purpose of the visit was to do an analysis of my PhD research results. My PhD study is entitled, "Geogebra isiXhosa versus Geogebra English: The case of mother-tongue based dynamic mathematics software". While being hosted in the Faculty of Edu-

cation in the University of Oldenburg, I received valuable support from Prof Karsten Speck and managed to almost complete my discussion chapter.

While my South African supervisor Prof Paul Webb had done a great job while I was in South Africa and by email while I was in Germany, it was good to get an international perspective on things. I have had many interesting, valuable and surprising moments in my thirty-day-stay in Germany but have highlighted only these few.

CERM-ESA Alumni & International Conference 2018

**Beyond Boundaries:
Inclusion, Diversity and Transformation in Schools and
Universities in East and South Africa and Germany
International Conference
12-14 June 2018, Oldenburg University**



Beyond Boundaries Conference participants

Ezekiel Chemwor's experience

The CERM-ESA Alumni Conference and Workshop at Oldenburg University provided a broader forum for the CERME-SA Alumni to present their findings at an international conference to a larger community of academics. In addition to the research conference itself, a visit to one of the inclusive schools in Oldenburg clearly demonstrated that there has always been diversity in the classroom, but in today's society it is important to embrace it and make positive use of it. It was by and large perceptible that appreciating a diverse group of students simply means recognizing that all the people are unique in their own way. Prof Karsten Speck's presentation on Teacher Education at Oldenburg University positioned quality teachers and quality teaching as the greatest determinants of student achievement. It was also amazing to learn how to design a poster. I learnt that to come up with a visually engaging and academically sound poster one must de-

velop and master skills of how to summarize his/her research project. Learning how to board the right bus, using the bus ticket and keeping to the pedestrian lane while avoiding the bicycle lanes made my stay at Oldenburg an enjoyable one.



Sarah Jemutai's Experience

My journey to Germany was a very exciting one, I had never been to Germany before so it was a new adventure all together. To make it more interesting I had already submitted my thesis for examination and the big task ahead of me was to present my research findings. The journey began in the month of June, 2018 and we were to be in Germany from the 10th of June to the 16th of June. I began my journey from Eldoret international airport to Jomo Kenyatta, then to Amsterdam where we booked our last flight to Bremen. We received a warm welcome and were driven to Sprenz Hotel where we spent our time while in Oldenburg.

We began our sessions at the university where we had different conference presentations done by professors, supervisors and different students, both master's and PhD, from the five partnering universities. My presentation was on the topic: The effect of using a six brick duplo block guided play approach on pre-school learners' visual perceptual abilities which the findings showed that guided play accelerated the development of visual per-



Janet Ronoh and Sarah Jemutai on a bus in Oldenburg

ception. In addition, the data generated via the Visual Perceptual Aspect Test revealed that guided play using the 6 Brick Duplo Block approach had a statistically significant positive effect in terms of accelerating the development of pre-school learner's visual perception abilities. The Individual interviews with teachers and open ended classroom observations by the researcher, juxtaposed with the literature on Early Childhood Development, suggested that the development of cognitive, social, emotional and physical abilities was enhanced through the guided play sessions.

We also had poster presentations whereby the whole study was summarized into one poster. I had a lot of learning experience not only in the conference but also how the university carried out its day to day activities like in the cafeteria. I admired how hygiene was maintained. The bus booking was another learning experience where people with disabilities were also catered for. The way the roads were constructed caters for everyone including those with disabilities. They did not need to be carried while boarding the buses and one could tell how many minutes one had to wait before



One group of visitors was welcomed by IGS Helene Lange Schule Oldenburg

the bus arrives and every stop over was also shown in the bus.

The climax of our stay in Oldenburg was the visit to the North Sea where we went and walked along the beach shared a common lunch and then came back to the hotel. During our stay we had longer days and short nights. This was a very interesting experience because I had learnt about it only in books but while in Germany I experienced the longer days and shorter nights. After our conferences at 5pm I knew that I had time to move round the city to 11pm because of broad day light.

Lily Yego's experience

My visit to Oldenburg- Germany was immensely beneficial. I learnt that different countries have unique cultures and unique challenges. It was an excellent opportunity to learn how to do poster writing and much more privileged to present in a conference for the first time! We managed to visit a school whereby I benefited greatly by observing the teaching strategies in use at this school. I will definitely endeavor to integrate more autonomous experiential learning into my own lesson plans for my learners. I will also brainstorm techniques to position the physical space in the classroom in order to facilitate more conversations among learners.



CERM-ESA students and Faculty during the conference

Beside academia, group cohesion being a very imperative part in a visit, as is the friendliness of the hosts; we all felt very fortunate to be in such a friendly group with exceptional hosts. The best thing which I loved was the warmth and the behaviour of the people, whom I met, even strangers welcomed us with a smile. The discipline was amazing! Everyone was using the dustbins, the streets, the malls, the stations; the bus stops all were neat and clean. This simply meant that everyone reflected the country's advancement and discipline. It would not be an amplification to say that Oldenburg is indeed a great city with peace and harmony.

Back in Oldenburg!

By Janeth Chemeli

It was my second time to visit Oldenburg University on our exchange program and to attend the alumni conference. This time around, I was very much at home and could move around easily leading others who were there for the first time. CERM-ESA provided an amazing opportunity to attend to the Masters students alumni conference in the beautiful Oldenburg University where I made memorable experiences and friends alike. Moreover, I learnt from some of the best researchers, presenters and panelists. The conference gave me an opportunity to share my findings to the world and this was the best exposure in my doctoral journey. I also picked up some points from others who have embarked on a similar journey and it was inspiring to hear their success stories, which have enabled me to think bigger and better. The conference was educative and transformative from gaining skills to presentations, panel discussions, inclusion and diversity in education and notwithstanding, the visiting of schools with inclusion in their class-



rooms. It was so amazing to see and hear what goes on in an inclusive classroom in Germany and compare it with our Kenyan classrooms. I loved the opportunity to re-acquaint myself with my professional counterparts, my colleagues in the CERMESA scholarship and to learn from their talks and panels. I really appreciate the opportunity to interact, socialize and network with other researchers, peers and students in Oldenburg University.

After the alumni conference I got an op-

portunity to spend more time in Oldenburg University writing my thesis, meeting my supervisor Prof. Karsten Speck and having peer assessments of our doctoral theses with my other two colleagues; David and

Jafari. It was a success for me since the environment was very conducive to thinking and writing with the support of the highly equipped library of Oldenburg University, ample space in the CERMESA office for the three of us including a kitchen full of hot beverages to

keep us alert while in the office. Thanks to our dear Malve for her full support in all this including surrendering her office for us! Many thanks to Prof. Dr. Karsten Speck for giving each one of us his valuable time looking at our theses and making necessary corrections and arranging for us colloquiums to present our findings. Thanks to all the participants in the colloquiums, the staff and students who listened and made contributions to our theses. I appreciate my other two supervisors who kept calling to

hear my progress while I was in Germany; Dr. Ann Kisilu and Dr. Sammy Chumba and my loving family for their moral support. Am indebted to Carmen who sat with me and discussed my chapter four. To my loving host Carolin who always made me at home while in her house and finally to the awesome coordination of Malve, Dr. Susan Kurgat and Birgit. Thank you all for the maximum support while in Oldenburg!

During this year 2018, CERMESA also sponsored me to the University of British Columbia Canada to attend to a symposium titled "Teaching and learning in complex contexts" which included a focus on mathematics education in Kenyan Dadaab refugee camp. I was able to present my research findings and got valuable contributions from researchers in U.B.C. Am honoured and grateful to CERMESA for exposing me further to the world around. My greatest appreciation goes to DAAD and CERM-ESA for the immense support financially and mentorship in my doctoral journey. I thank God for seeing me through this journey which has inspired me to explore my interests while working towards something that is bigger than me and to be able to give back to the community at home and around the world.

Africa <-> Oldenburg

A group of Oldenburg researchers and academics initiated 'Academic Encounters, Pathways, Perspectives' – a day dedicated to University of Oldenburg's activities, project and exchange with African partner institutions. In connection with CERM-ESA's International Conference, a public panel discussion on 'Rethinking North<->South university collaboration' was organized to reflect on some of the achievements and challenges as well as structural aspects, power relations and collaboration experiences in various subject fields. The distinguished panelists included Prof Sheila Meintjes, University of the Wit-

watersrand; Dr Eugenia Kafanabo, University of Dar es Salaam; Michael Golba, University of Oldenburg; Prof Mathabo Khau, Nelson Mandela University and Prof John Chang'ach, Moi University. In a first round of statements, University of Oldenburg's Prof Bernd Siebenhüner, who chaired the discussion, asked the discussants to tell the audience about the societal challenges that they were working on in their academic life. These ranged from gender studies to renewable energy and (teacher) education. In the second round, they were asked to talk about their North-South collaboration experiences and especially



the challenges they have encountered in these cooperation activities. This sparked off a lively discussion on higher education institutions as players in a globalised world: on the efforts of African universities to decolonize and not only rely on Westernized knowledge production but build on indigenous knowledges, the struggle for equity and the influence of politics and funders on international collaboration.

After the panel discussion, all projects, networks and study programmes of the University of Oldenburg that run in collaboration with African partners introduced themselves in a poster session. This provided space for networking and individual discussions across subject fields and universities between the delegates from African universities and University of Oldenburg's students and staff.



Panel discussion during the Africa<->Oldenburg event



Postershow and introduction to University of Oldenburg's project with African partner institutions

Narrations of our data generation experience



Mos with the participating schoolchildren

After successfully defending their proposals in May 2018, the ten Master's scholarship holders, together with the three self-sponsored students, were out in the field for data generation between May and July 2018. The eleven Kenyan students conducted their data generation exercise in different parts of the country, while Nelson Mandela from Uganda and Ida Jaribu from Tanzania conducted their research in their respective countries. Data generation was simply a fresh experience for most of them. It is also worth noting that the students' research topics were in alignment with the four CERM-ESA umbrella topics, which aim to address concerns on education research, engagement and management. The students were accompanied to the field by their supervisors who offered support for the data generation and interpretation of the gathered data. The supervisors advised the students on the most effective approaches to analyze and interpret the voluminous data generated through the various data generation methods.

It is with hope that the knowledge produced benefits the broader African education sector. Enjoy reading the field reflections of Mos Evans, Nelson Mandela,

David Lagat, Ann Wanjiku and Elizabeth Kamba:

Fieldwork is rather a process than an event, says Evans.

Evans talks about his experience of using photo voice and drawings as methods during his data generation. Participatory Methodologies of teaching have taken root in Kenyan schools and CERM-ESA is devoted to educational research methodologies that seek to make use of creative methodologies as a way of encouraging the teachers to vary their ways of teaching in their classrooms. 'My fieldwork experience was a mixture of good moments, 'achievements', surprises and a number of challenges. My study involved exploring participatory approaches to teaching. This being a new approach required that teachers be trained on the same. I had challenges with the venues for training and focus group discussions, distribution of materials from school to school and the availability of participants during data generation. This is because some of the participants fell sick in the research process. The use of drawings and photo voice also had to be slotted in the already fixed timetables which was also a challenge. At some point two of my participants lost the material they had used to keep the information. These were tools

for data generation and losing them meant losing the data. Some of the teachers also missed those days in school that they had set to use the new methods to teach. So I had to set another date with them. But even with all the challenges faced, I was glad that not in a single event did I have financial problems as I had adequate funds for the data generation process. It actually felt good to generate information from the participants and get to see how different each one viewed issues and argued out ideas in their contributions. It is also worth noting that in some schools, children organized to sing me a song and some drew how helpful I had been to them. More surprisingly, a young child from one of the schools offered to give a vote of thanks which he said he had thought of doing from the initial stages of our study. The children and teachers promised to continue using the drawings and photo voice even after the research.

Mandela Nelson reflects on his data generation exercise and ***'the themes that emerged which I had not had in mind at first'***. He used interviews and focus group discussion as methods. 'My data generation started on the 2nd of June 2018 after a two day training with my research assistant. The study intended to understand the



Mos training his photovoice participants

dynamics related to low community participation in the sustainability of community school in Kinkiizi West Constituency in Uganda. I investigated the community perceptions towards participation in sustaining the community primary schools, the challenges and causes of low community participation and the participants suggest-

ed practical strategies for enhancing high community participation in the sustainability of community primary schools. We (the research assistant and I) had a pilot study at a primary school in Munyanga. We interviewed the head teacher and two community leaders and had a focused group discussion with 11 community members

about the topic under study. I then took a one-week break to reflect on the structure of the questions and the responses to these questions to affirm the generation of the data that I was looking for. Some new themes emerged from the pilot study like insecurity and kidnapping which I did not have in mind at first. After one week, I sought permission and booked appointments with the two case study schools and the following three weeks were used to generate data with the participants in the two areas of study. I made the study clear to the participants and they consented to participate in the study. All the invited community members participated and actually, I would receive one or two more participants in each focused group discussion. Interview and FGD guides were used in the interactions with the participants and probe questions were used to understand the phenomena further. The District Education Officer was also interviewed about the same study.'

Field work is not an easy ride recalls **Elizabeth Kamba**. The second term of the academic year in Kenya, being dominated by a games and sports session of the ministry calendar, Elizabeth Kamba narrates the challenges she faced in trying to catch



Evans Mos in one of the participating schools

up with participants in the schools of her study: 'I began my data generation exercise by piloting the study in two schools in Meru County. The real data generation then followed after two weeks. I started by visiting the schools sampled for the study.

During the first visit to the schools, I obtained the exact number of female teachers, the female deputy head teachers and female senior teachers found in these schools. During this time, I met the teachers and introduced myself, interacted with

them, informed them about the research study, told them that the study's aim was purely academic and tried to build up a good rapport. An appropriate date and time for filling in the questionnaire was set. I also identified female deputy head teachers and

female senior teachers to be interviewed. The second visit to the schools involved the actual data generation. This included administration of questionnaires with the help of the research assistant, and face to face interviews concurrently. All this exercise took me around a month. The second term of the academic year usually has a games and sport session of the ministry calendar. Sometimes I got a shock after arriving in the school and finding the gates closed with only the watchman around. This made me postpone the activity to be conducted on another day. This disorganised the whole exercise. At other times, I would visit the school for the interview schedule only to find out that the teacher to be interviewed was absent. Some teachers signed consent for interviews but declined to participate. However, despite all these shortcomings, I managed to generate useful data for my study'

David Lagat reflects on his qualitative exploratory study, where he thrusts for inclusion of learners with Hearing Impairment in

the classrooms. 'I am carrying out a study on 'Exploring stakeholders' collaborative partnerships in enabling inclusion of learners with Hearing Impairment in selected West Pokot County Primary Schools, Kenya'. This being a qualitative exploratory study, I generated my data from 20 participants using individual semi structured interviews, focused group discussions and drawing. It was a meaningful, educative, practical experience as I – the researcher – was in touch with the real field away from theoretical class work. West Pokot is mostly hilly and is usually rainy and cold in June to July. This made travelling to schools to reach participants a challenge. Sometimes participants had to come to the interview venue late because of rains. This made me to wait for the participants. During some of the interview sessions, it could rain forcing the session to be stopped until the rains subsided, because the noise interfered with the audio recording. In fact, other sessions had to be postponed to later dates. Research was very interesting as participants gave their true opinions of their experiences about their collabo-

rative partnerships. Although others were cautious, after explanation about the study and requesting their consent they willingly gave their views. What surprised me was that most participants perceived the study to be a solution to all their problems yet it was concerned with only collaborative partnership. Data generation methods used by the researcher amused many participants as they were used to filling questionnaires unlike the use of interview, FGD and drawing that exited them a lot. The research became better in each session, as every session had challenges that needed to be improved in the next one. Thus, I improved my skills and knowledge each day and did better work the more I stayed in the field. I also encountered things that I had not anticipated such as participants refusing or being unavailable to participate in the interview. This made me choose other participants of the same knowledge and experience. Because of this, the study took more time than anticipated. Nevertheless, I generated enough rich data to answer my research questions'.

Ann Wanjiku who focuses on 'Perspectives of the community on technical, vocational education and training education in Trans Nzoia County' reflects on her data generation exercise. 'I went to the field in the month of July accompanied by my supervisor. My participants included trainees, trainers and managers of the institutions. I was to interview one manager and one trainer of the vocational institutions and also have a focus group discussion of up to 12 students in every institution. I expected to take two students per course for the TVET centres but getting them proved so difficult. My day one was not difficult as I was able to meet the participants for the focus group discussion in time. The trainer and the manager were also available for the interview. My second day of interviews started very rainy and the road was too muddy. The taxi driver charged me twice the amount, quarreled the whole journey, because I had told him the road was not bad, since it was the case when I went there for a pre-visit. I encountered a challenge on the third day, as the person I was

supposed to interview was not around because he had lost a spouse the previous night. I found the students and conducted the FGD as I got in touch with my supervisor for a way forward. Although I encountered challenges in the field, I learned a lot from the participants and my supervisor who had accompanied me since he gave me new insights on how to go about the process.'



Ann with some of her research participants

CERM-ESA graduate Sarah Jemutai awarded for her outstanding academic achievement at Mandela University

The evening of June 21 2018 was a particularly special one for CERM-ESA Master's student Sarah Jemutai, her supervisors as well as for her family and friends. Sarah, who graduated cum laude, was selected as the recipient of the Nelson Mandela University Council's best Master's Degree by Dissertation in the Humanities Award, which she received during the Academic Awards Dinner held at Port Elizabeth's Feather Market Hall. The dinner is an annual event to acknowledge academic excellence, both in undergraduate and postgraduate studies across all of the faculties at Nelson Mandela University. Excellence is one of the university's six values and is believed to be central to the institution's striving for a sustainable future.

Sarah completed her Master's degree by dissertation, an academic journey which requires commitment, sustained hard work and diligence. Her dissertation is entitled 'The effect of using a six-brick Duplo block guided play approach on pre-school learners' visual perceptual abilities'.



The study situates itself within the pre-existing body of knowledge around the development of children's visual and spatial abilities, which belies reading, writing and mathematics. However, through her research, Sarah identified that pre-existing studies have focused on older children

who are already literate and who are being educated within a Western context. In light of this gap, the focus and dimensions of Sarah's study are particularly topical. In focusing on the use of a six brick Duplo block intervention in one South African and one Kenyan school, Sarah argues that chil-

dren's development is accelerated through teachers' facilitation of guided play using the six brick Duplo block approach. In turn, these findings have implications for curriculum developers, early childhood advisors and teachers when designing instructional materials that promote the development of reading, writing and numeracy skills in pre-literate children.

Not only does her study attest to the ever-evolving ways in which we conceive of educational methodologies and innovation, but her outstanding academic achievement demonstrates the potential of committed hard work, which sets an inspiring example for CERM-ESA students to follow.

Jemutai, S. (2017). The effect of using a Six Brick Duplo Block guided play approach on pre-school learners' visual perceptual abilities Unpublished Masters Dissertation, Nelson Mandela University: Port Elizabeth.

Supervisors: Prof Paul Webb, Nelson Mandela University; Prof David Serem, Moi University

News from our Master's Programme

The academic programme in Education Research launched in April 2017 has just enrolled the second cohort of students who are the eight recipients of the DAAD/CERM-ESA Master's scholarships. CERM-ESA received 55 applications, out of which eight were selected in the first week of July after shortlisting and interviewing 18 of them.



Susan (Coordinator) with the scholarship holders

Meet our new Masters Scholarship holders

We congratulate the following eight students who successfully won the DAAD award for a full Master's scholarship!

They have taken up their studies in September 2018 and are looking forward to learning in an exciting and internationally oriented programme.



Jacob Munke Senteu was born and raised among the pastoralists community in the Kenyan marginalised Maasai community. Munke

Senteu is a graduate teacher of Kiswahili African language and History from Moi University. He has engaged himself in community schools within his Maasai community and the vulnerable members of the society - the Refugees. Upon receiving the scholarship award, Munke says "I was very happy to have gotten this golden opportunity. It is God-given. It is an opportunity to enlarge my scope of knowledge in educational research." Munke proudly thanks CERM-ESA for giving him an opportunity that will help him in giving back to the society and the nation at large, by offering solutions to challenges in education in Kenya. Munke's research topic of interest is: Exploring the cultural practices that hinder the sustainability of community schools among the

pastoralist communities - A case study of the Maasai and Samburu. He also seeks to get answers to the worrying question of the place of the girl/woman among the pastoralist communities in Kenya with regard to educational opportunities.



Violet Kawala is a Ugandan holder of Bachelor's degree in Education (Arts) from Makerere University majoring in English language and literature in English. She intends to make an in-depth study on examining the issues affecting educational programs and their long-term impacts implemented by NGOs in Uganda. The study will help finding solutions to the challenges connected to NGO education programmes, contribute to educational development in the country and hopefully contribute to the attainment of one major global sustainable development goal.



Abraham Kipchumba is a Kenyan graduate of Moi University with a Bachelor of Education. He looks forward to researching education and education management of higher education in specific African contexts. He is keen to solve problems in various aspects of education such as student learning, teaching methods, and teacher training and classroom dynamics. Abraham says that his research will not only be significant to him but also to curriculum developers and government institutions. On receiving the scholarship, Abraham was excited that a door of hope, blessing and success had come his way. He says "The dream has eventually taken off. My strong passion and desire of becoming an astute researcher especially on matters do with education research will ultimately be realized through CERM-ESA. This is because it is well structured and its core mandate of promoting and advancing

educational research through well-established and funded research will give me an opportunity to achieve my goal". His dream is and will be to enrol for a PhD immediately he completes his master's programme.



Kimutai Kelvin is from Moi University, Keregut village. He is a Moi university graduate with a degree in Education Arts majoring in Mathematics and Business studies. Kelvin is interested in education research and particularly in science education and education for sustainable development. He chose this particular research field because he is determined to produce practical solutions to challenges affecting the science education especially mathematics, by exploring knowledge in this particular field. He further says that he is interested in discovering new knowledge, getting new ideas and finding practical solutions in this particular field of research.

Kelvin is excited due to the extraordinary opportunity for him to interact with scholars from diverse professional and cultural backgrounds. He says “this type of networking is important, an integration of different ideas and perspectives pertaining to diverse global issues.” Kelvin believes he will make the most out of the scholarship program.



Mary Wairimu Murrumbi comes from Ngong in Kajiado County, Kenya. She holds a Bachelor of Education degree in Early Childhood and Primary Education. She is interested to study strategies to enhance girl child retention in primary schools particularly in marginalized communities. Looking at the significant role played by education in economic, political, and social realms of development, Mary is interested in seeking to completely understand girls’ completion rates of their primary education in marginalized communities. By that she hopes to come up with strategies that will help improve the retention rate of girls in schools in marginalized communities, therefore improving their lives through education. Mary was extremely happy when she received the scholarship since she felt that her dream of

empowering her career development had become a reality. She hopes to use the expertise knowledge gained in the program to improve girl child education. One spectacular thing she says about herself is that she is a humble and sociable person, who believes in teamwork and always enthusiastic to learn new ideas in the field of education.



Ranji John Karanja comes from Nakuru County, Kenya. He is an educator by profession who graduated with a Bachelor of education in Early Childhood and Primary Education from Moi University. His research topic centres on sustainability of community schools specifically looking at the research topic on “Assessment of supporting mechanisms which support the sustainability of community schools in Nakuru County”. The study aims at looking at causes and solutions to the problem of constant collapse of community educational institutions in the County. On receiving the scholarship, Ranji felt God had answered his prayers through the CERM-ESA programme by giving him the great opportunity to develop his career as an educator. He feels he will be exposed to the various areas of contention in the education sector on which he can research

on through the skills developed in him as an educational researcher with the hope of providing solutions to the challenges faced by teachers. He is looking forward to being exposed to local and international scholars. Besides academia, Ranji enjoys engaging in physical fitness and also socializing and making an impact on others.



Sheilla Chepkemei is from Uasin-gishu County, Kenya. She is a graduate of Moi University with a Bachelor of Education Arts degree. Sheilla is interested on the research topic, ‘The effects of intercultural communication on indigenous knowledge which by extension affect the education system’. The study aims at assessing the cross culture which is so rampant in our social institutions and has affected the indigenous cultural values which made us unique. It also aims at looking to solutions of how our cultural values can be incorporated into our educational curriculum. Sheilla says it was joy receiving the CERM-ESA scholarship award because through it she will grow in her career as an educator. As an upcoming researcher, she wishes to impact positively the education

curriculum in Kenya. She says “I have inner satisfaction in human welfare, and thus, in any way, I aspire to make the world a better place for everyone.”



John Luma Lola is from Mwingi in Kitui County, Kenya. He is a Moi university Bachelor of education arts degree holder in Kiswahili and History. His research interest is focused on community schools, since it will provide an overview of how good leadership and management can efficiently increase performance efforts towards achievement of school goals and learner fulfilment. The research is of significance since it will not only give a deeper understanding of the issues in the community, but also impart skills that will help shape education through exploration. Upon receiving the DAAD scholarship award, John says “It takes determination to see a dream come to pass.” His long-term dream of seeking solutions to problems facing school leaders in their daily output level had become valid. John is passionately interested in creating awareness of HIV and AIDS amongst the youth and the society at large, beside that he is a badminton player and a devoted liturgical dancer in church.

Student Profiles

Nelson Mandela University



Ayanda Simayi is a full-time PhD student in the Education Faculty at Nelson Mandela University. She was born in a small rural village in Ped-

die, Eastern Cape. She was Head of Department for over 22 years in Mathematics and Sciences at Ndzondelelo High School, a township secondary school in Port Elizabeth. Ayanda has also worked as a Subject Education Specialist (SES) for Life Sciences at Grade 10-12 in Port Elizabeth as well as Provincial Deputy Chief Marker for Life Sciences Grade 12 Paper 1. Her teaching and management experience ignited a desire to explore collaborative research with the aim of enhancing the teaching skills of fellow African teachers, particularly teachers in rural secondary schools where there is a high failure rate in Grade 12 Life Sciences. Ayanda sees herself as an emerging science education and culture researcher and believes in the integration of indigenous African culture with science. She is due to present her current study at the SAARMSTE conference from 15th -17th January 2019 in Durban, South Africa.



Curwyn Mapaling hails from Uitenhage, a small town outside of Port Elizabeth, South Africa. He holds a Master of Arts in Clinical Psychol-

ogy and Community Counselling from Stellenbosch University. Currently, he works as an Academic Advisor in the School of Engineering at Nelson Mandela University. Curwyn will be pursuing his PhD studies in the same university and his working title is 'Academic advising in engineering at a comprehensive South African University'. Curwyn's study will inform others how best to advise new generation students. Since 2017, he serves as an Executive Committee Member of the Community and Social Psychology (CaSP) Division of the Psychological Society of South Africa (PsySSA). His notable achievements also include being awarded a UCLA Tirisano Training Project Scholarship (2018), Brightest Young Minds (2016), Mandela Rhodes Scholarship (2015), and an Abe Bailey Travel Bursary (2014).



George Mukose is a teacher by profession who hails from Kamuli district located in Busoga region, Eastern Uganda. He is a Senior

Education officer at the Ministry of Education and Sports headquarters and has 26 years of experience in education. George holds Masters in Management Studies specializing in Public Administration and Management from UMI and Masters of Arts (History) from Makerere University. He is currently enrolled at Uganda Management Institute for a PhD and his field of study is Community schools, leadership and management for social development. In his study, George is looking at Performance of Universal Secondary Education (USE) and is particularly interested in USE policy and how it influences the management of the USE program in terms of financing and accountability under Public-Private Partnerships (PPPs).



Dorothy Nakiyaga is an experienced educational management practitioner with both teaching and school management experi-

ence in Ugandan education sector. She was born in Kampala, Central Uganda. She holds a Master's degree in Management Studies (Public Administration and Management) from UMI. Dorothy's research interests are in educational leadership and management and specifically how management practices impact learning and teaching as well as the academic performance of secondary schools. She will be pursuing her Doctoral studies at UMI. Her study will focus on "community involvement in the management of government-aided secondary schools in Kampala district, Uganda". Dorothy aims to ascertain the level of community involvement in the management of secondary schools and establish possible strategies to enhance effective involvement of the community to support educational policy and planning for achieving quality learning and teaching in public schools.

Moi University



Ezekiel Kiplimo Chemwor is a teacher by profession. He holds a Bachelor of education in early childhood and primary education from

Moi University (Kenya) and a Master of Education by research from Nelson Mandela University (South Africa). He is currently pursuing a doctor of philosophy in Sociology of education at Moi University. His master's study examined the 'Knowledge and knower structures in relation to reproductive and sexual health in school curricula of Kenya and South Africa'. Ezekiel's working PhD title is 'Countering radicalisation and violent extremism: Critical pedagogy and cognition as an educational strategy'. Using a design-based approach, the study will utilise the Paulian Approach to Critical Thinking to teach anti-radicalisation topics to secondary school students in selected schools in Kenya.



Sarah Jemutai is registered for PhD studies at Moi University, Kenya. She comes from Nandi County and has completed Master's in

Education (cum laude) at Nelson Mandela University in South Africa. In June 2018 Sarah was awarded the Nelson Mandela University Council Award for the best Master's Degree by Dissertation: Social Sciences and Humanities. Currently, her research interests are in Education Communication and Technology. The provisional title for her study is on factors hindering computer integration and teachers' abilities after teachers had been developed and empowered through computer training. Sarah believes her research topic is significant because modern Governments need to have an education system that can equip citizens to compete in the global arena and that Tech-driven competitiveness requires an educational system that is strongly oriented towards producing citizens who are comfortable and productive in a hi-tech world.

University of Dar es Salaam



Janeth Danford Mlay is pursuing Doctoral studies at the School of Education, University of Dar es Salaam. Janeth holds a Master of Arts

degree in Applied Social Sciences and has specialized on adapted physical education (physical education to people with disabilities; or physical education to everybody). Her areas of interest include teaching and learning of adapted physical education, inclusion context from pre-primary school to University levels in different school environment such as community school, different leadership influences and management for social development. Her provisional research title is "Exploring sports as a coping strategy for challenges encountered by pupils with albinisms in primary schools in Tanzania". Her study is motivated by the need to develop better self-esteem and confidence among learners with albinism in order to live without fear, stigma and discrimination.



Juliana Bachilula is an assistant lecturer in the Department of Educational Foundations Management and Lifelong Learning, School of Education at the University of Dar es Salaam.

She is registered for a Doctoral degree in the same institution and her research topic is "Succession planning and its implication on leadership practices in higher education institutions in Tanzania". Juliana believes that her study is significant because it will contribute to the knowledge economy in the area of educational management and leadership in Africa Higher Learning Institutions with respect to succession planning. She aims to find out how succession planning can assist organizations to be able to tackle human resource challenges.

4th CERM-ESA Research School, Port Elizabeth, South Africa



Participants, facilitators and organizers of the CABLES and Research School Programme at Nelson Mandela University 2018

The 4th CERMESA Research School, hosted by the Faculty of Education at Nelson Mandela University from 6 to 17 August 2018, was a further stepping stone towards success for the second cohort of CERMESA master's students. These students, most of whom had never been in an aircraft before, had their first long distance flight of their lives from Kenya to South Africa on the 5th of August, 2018.

Once in Port Elizabeth they began an intensive two-week support programme tailored to the 'writing-up' phase of their research projects. The Research School programme was conceptualized to address the various key areas and competencies required of studies at master's level, and aimed to anticipate any potential hurdles which students might encounter during the process of conducting research and developing their findings into a thesis. Over the course of the two weeks they were in Port Elizabeth, they participated in a range of different full-day workshops and training sessions, each of which focused on a par-

ticular skill or a stage of the research process.

On the first day of the programme they were familiarised with the university campus and the programme that lay ahead. They also met their supervisors and other academics with whom they would be working. The next two days were full day workshops which focused on the use of Microsoft Word for dissertation writing and on the presentation and transcription of data.

On the 9th of August, which is a public holiday in South Africa (Woman's Day), they explored their home away from home and walked on Port Elizabeth's scenic Sacramento Trail, ending with lunch at a local restaurant overlooking the 'Wild Side' coastline where whales spout and dolphins leap. This brief break was followed by a two-day workshop on the 'Research Wheel' method as developed by Prof Michael Samuel, which they then applied to their own research study.

The second week of the CERMESA Research School commenced with a full-day

workshop on academic writing and a library training session, focusing on the use of on-line databases and EndNote. Breakaway groups formed to collaboratively apply all of their newly acquired skills to their own research. After dedicated writing time, each student was given the opportunity to present what they had achieved to their supervisors, expert academics and their peers for feedback. Their presentations consisted of two parts: firstly a demonstration of the writing skills that they had practised intensively during the preceding days and, secondly, an introductory presentation of their study, including methodologies and objectives, followed by extracts of their results and findings.

After more one-on-one time with their supervisors and expert academics, it was time for a well-deserved farewell dinner the night before they travelled back to Kenya early the next morning. Despite two weeks of hard work, both students and staff were in high spirits. The students reflected gratefully on the extensive support they had received, and the staff members responded accordingly. Email and WhatsApp messages from Kenya suggest that our second cohort of CERMESA scholarship Master's students have settled down back at home and are keen to continue making real progress towards submitting their theses in December this year.



Research School participants and facilitators



Everyone enjoying themselves at the beach...



... and working on the research wheel

African Penguins and the Sacramento Trail

On a cold Thursday morning on 09 August, which also happened to be a public holiday in South Africa – Women’s Day, a bunch of enthusiastic Master’s students embarked on a journey to unwind and step back from their hectic academic schedule. The students, accompanied by Prof Sylvan Blignaut who is the Director of the School of Education Research and Engagement, and the CERMESA project coordinators, Anne Pabel and Kholisa Papu, started the journey by visiting the SANCCOB Penguin Rescue Station in Schoenmakerskop, Port Elizabeth. Apart from rescuing and rehabilitating the African Penguin, which is named after its geographical habitat, SANCCOB

also informs and educates the public through their different programmes. After the guided tour, pictures and selfies were taken and thereafter, the group embarked on its second mission – to complete one-way, the 4km Sacramento hiking trail from Schoenmakerskop to Sardinia Bay. It was so good to see the students reconnecting with their inner child, playing, running and drawing on the sand, laughing and enjoying the magnificent ocean view. “Life is boring without fun. Port Elizabeth not only opened our eyes to academic issues, it also gave us fun and that encourages us to become excellent researchers,” said David Lagat who is part of the Master’s cohort. After



CERM-ESA Master's students and programme coordinators



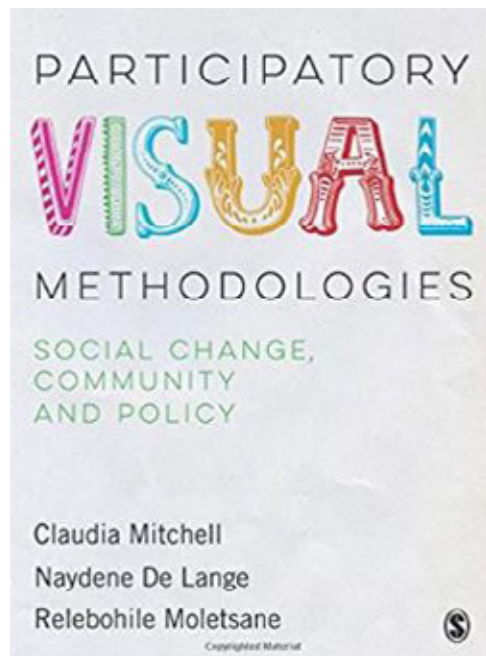
the hiking trail, the group had dinner and continued to enjoy the ocean view before returning to their lodging. “This was definitely unforgettable, not only was it a learn-

ing experience but also fun and a relaxing break from the monotonous structure of the postgraduate life at the university,” said Ida Jaribu, also a Master’s student.

Book launch

The Cables@mandela2018 programme had the privilege of co-hosting a book launch together with Nelson Mandela University's Faculty of Education on 20 August 2018. Dr Eileen Scheckle, the Master's Head of Programme opened this event and highlighted the importance of writing and publishing in order to support a transformation agenda. The book, *Participatory Visual Methodologies: Social Change, Community and Policy* is written by Professors, Claudia Mitchell (James McGill University), Naydene de Lange (Nelson Mandela University) and Relebohile Moletsane (University of KwaZulu-Natal); and is a culmination of research spanning nearly two decades as the three researchers first started working together in 2003.

The overarching concern of this book relates to "the impact of participatory visual research on community and policy dialogue". The authors point out that in spite of a large body of participatory visual work "much less has been written in the area of participatory visual research about engaging audiences or the impact of participatory



visual work on various communities and stakeholders." As such, the trio draw on their engagement with various communities in South Africa, Swaziland, Rwanda, Ethiopia, Vietnam and Canada, to extend the body of knowledge of participatory visual research and community engagement and change.

Professor Kathleen Pithouse-Morgan from University of KwaZulu-Natal was the guest speaker at the launch and narrated how she still has not unpacked all her books since she moved office. However,



Above (from left to right): Prof Mathabo Khau - former student of the three authors, Prof Naydene de Lange, Dr Muki Moeng - Executive Dean Education, Prof Relebohile Moletsane and Prof Kathleen Pithouse-Morgan. Prof Claudia Mitchell was 'present' in the form of a pre-recorded video clip.

she said, this book was unpacked quite quickly and put on her bookshelf. She said she keeps on referring to it and that she cannot imagine her bookshelf without *Participatory Visual Methodologies: Social Change, Community and Policy*. Testimony to the fact that she read every word of the book and realises its value, she carefully selecting appropriate words and phrases from the book and arranged them into a

found poem, entitled "Why didn't they take pictures of something nicer?" With permission of the author, the poem is published alongside this article.

Dr Muki Moeng, the Executive Dean of the Faculty of Education had the honour of cutting the ribbon at the launch!

Halala and Congratulations Claudia, Naydene and Relebohile!

New CERM-ESA programme

Capacity Building for Lecturers and Supervisors (CABLES)



Participants, organisers and facilitators of CABLES@mandela2018

CABLES@mandela2018, an exciting new programme funded by the DAAD and framed within the broader vision of the East and South African-German Centre of Excellence for Educational Research Methodologies and Management (CERMESA), was run at the Nelson Mandela University from the 13th to the 21st of August 2018.

CABLES@mandela2018 is the first of a series of offerings of this capacity building programme to be run across Africa. This first iteration of the programme included the southern African cluster of African-German Centres of Excellence, namely the Namibian-German Centre of Excellence for Logistics (NUST), the South African-German

Centre of Excellence for Development Research (UWC); the South African-German Centre of Excellence for Criminal Justice (UWC); and the East and South African German Centre of Excellence (CERME-SA) at the Nelson Mandela University.

Fifteen academics from Cape Town and Windhoek, plus six from Port Elizabeth, at-

tended the programme in Port Elizabeth. This grouping provided a rare opportunity for a truly diverse group of delegates from different disciplines and institutions to exchange ideas on issues that affect their research supervision and teaching activities. CABLES@mandela2018 was an intensive eight-day programme targeting key areas in teaching and research supervision to support the good work already being done at African-German Centres of Excellence. The four core areas covered included leadership and learning, online learning, curriculum development and soft skills in teaching and research supervision. Opportunities were also provided for group discussions and the application of practical examples.

During a week of fruitful working sessions, delegates were also able to relax and socialise. They celebrated the farewell dinner for the visiting 4th CERMESA Research School for the Kenyan student group, and walked Port Elizabeth's scenic four kilometre Sacramento Trail. Further interaction at a local restaurant overlooking

the 'Wild Side' of the Indian Ocean off Port Elizabeth after the walk allowed the participants to strengthen interpersonal relationships and build group coherence.

On the last day of the programme reflective discussions and quantitative and a qualitative evaluations of the programme provided valuable feedback from the first cohort of CABLES attendees. This feedback will help make future iterations of the CABLES programme even more effective. First indications received suggest a unanimous feeling that the programme was beneficial on a personal level and contributed significantly to skills development in crucial areas of research supervision and teaching. Having received some useful suggestions for minor adjustments in the programme and its intensity, the organisers are positive that the next CABLES programme, which will be conducted for the East African Centres of Excellence in November 2018, will be another great opportunity for professional development, personal growth and networking towards African excellence.



Participants of the CABLES programme writing their feedback



Each successful CABLES participant received a certificate at the end

CERM-ESA's first PhD scholarship holder graduates from Oldenburg University

In September 2018, David Ssekamatte from Uganda Management Institute successfully defended his dissertation titled: The Opportunities and Challenges for Climate Change Education at Universities in the African Context: A Comparative Case Study of Makerere University (Uganda) and University of Dar es Salaam (Tanzania). Being the first of CERM-ESA's PhD scholarship holders to gain his PhD in just over 2 ½ years, David has made the CERM-ESA family proud. It is not easy to find your way through a university in a completely different context with all its regulations and its different research and supervision culture.

After his defense, David said: "I am extremely happy to complete my doctoral journey that started in January 2016. I have



David Ssekamatte with his supervisors Prof Karsten Speck (left) and Prof Bernd Siebenhüner (right)

had the best experience here at the University of Oldenburg with exceptional doctoral support from my supervisors and the CERM-ESA family. I am so grateful. I now look forward to adding value to my country and Uganda Management Institute in particular through quality research and supervision support for the students and advancing sustainability education research in African contexts to higher levels."

David, who has left for Uganda right after gaining his PhD, will mentor the two new CERM-ESA PhD scholarship holders at UMI who will take up their work in January 2019.

Congratulations on this marvelous success, David!!!

CERM-ESA calendar of events August 2018 – February 2019

Date	Activity	Location
6-17 August	Fourth CERM-ESA Research School for Master's Students: data analysis and interpretation, academic writing	Mandela University
13-21 August	Capacity Building for Lecturers and Supervisors of the Centres of African Excellence in Southern Africa: CABLES@Mandela18	Mandela University
1 September	Third cohort of CERM-ESA Master's students start their programme	Centre/ Moi-U
September – December	Former CERM-ESA project leader at Moi University, Prof Jonah Kindiki, as guest researcher at Oldenburg University	Oldenburg University
7 September	First CERM-ESA PhD scholarship holder gains his PhD from UOL: David Ssekamatte from Uganda Management Institute	Oldenburg University
23-26 September	Steering Group Meeting to work on the CABLES modules	UDSM /Zanzibar
9-13 October	9th Network Meeting of Centres of African Excellence: Critical Enablers for Africa's Transformation - Contributions of the Centres of African Excellence to SDG's and the Agenda 2063	Berlin/ Germany
October/ November	PhD candidates Janeth Chemeli and Jafari Abdala submit their theses	Moi-U / UDSM
25 November – 4 December	Capacity Building for Lecturers and Supervisors of the Centres of African Excellence of East Africa: CABLES@EA18	Zanzibar
December/January	CERM-ESA Master's students of the 2nd of cohort submit their theses	Centre / Moi-U
1 January	CERM-ESA's second funding phase starts (2019-2023)	
4-17 February	5th CERM-ESA Research School for Master's/(PhD students and their supervisors	Centre/ Moi-U
14-16 February	Advisory Board and Steering Group meetings	Centre/ Moi-U
15 February	Official Launch of CERM-ESA II: World Cafè and celebration	Centre/ Moi-U

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

New homepage:

www.cermesa.uol.de

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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