

# CERM-ESA

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

## 5<sup>th</sup> CERM-ESA RESEARCH SCHOOL

4<sup>th</sup> – 16<sup>th</sup> FEBRUARY, 2019  
Moi University, Main Campus, Kenya



## Dear Participants,

A warm welcome to the 5th CERM-ESA Research School! We are happy to host you at Moi University and we sincerely hope that the Research School will be an enriching and a fruitful experience.

In this booklet you will find a detailed programme of the different activities planned for each day. We also encourage you to contact the project coordinator and project assistants with any administrative queries or issues you may have. They will be more than happy to assist you.

Over the course of the next two weeks, you will be participating in a range of different workshops, training sessions and meetings, each of which addresses various elements. Please refer to the programme for the detailed schedule.

We acknowledge the immense sponsorship and support from DAAD and take the opportunity to appreciate them. We also thank each one of you for you have given so much dedication and commitment to organizing this event. We look forward to more growth and collaboration as we begin our second phase of CERM-ESA 2019-2023. Enjoy!

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**PROGRAMME**

■ M students cohort 18

■ PhD students cohort 18

Monday, 4 Feb		
Arrivals		
Tuesday, 5 Feb		
09.00-10.00 ■ ■	Official opening of the Research School and introduction of the programme	Prof John Chang'ach Dr Susan Kurgat
10.00-11.30 ■ ■	International and national philosophical and historical foundations and development of educational research	Prof Paul Webb Dr Kefa Simwa
11.45-12.30 ■ ■	What is research? Understanding, framing and sharpening the research problem	Prof Mathabo Khau
13.30-16.30 ■ ■	The relationship between the research problem, research objectives and the research questions; setting boundaries	Prof Mathabo Khau Dr Catherine Simiyu
Wednesday, 6 Feb		
09:00-12:30 ■ ■	Paradigms, theoretical and conceptual frameworks	Prof Naydene de Lange Prof Gerald Karyeija
13.30-16.30 ■ ■	Qualitative, quantitative and mixed-method research designs and methodologies – an overview	Prof Paul Webb Prof Karsten Speck Prof Laban Ayiro
Thursday, 7 Feb		
09.00-13.00 ■	Sharing of research project ideas Supervisor-student matching and Individual work with the (co-)supervisors	Prof John Chang'ach Prof Paul Webb All supervisors and co-supervisors
14.00-16.30 ■	Creative space for developing research questions further Sharing the preliminary agreements/ projects with the group	
09.00-16.30 ■	Preliminary project presentations and feedback	
	09.15-09.45 Ayanda 09.45-10.15 Sarah 10.15-10.45 Juliana 11.00-11.30 Curwyn 11.30-12.00 Dorothy 12.00-12.30 George	14.00-14.30 Ezekiel 14.30-15.00 Janeth 15.00-16.30 Individual work with the (co-) supervisors
18.00	Welcome dinner	

Friday, 8 Feb		
09.00-12.30 ■ ■	Presentation and workshop: Higher Education Engagement as a creative space and change agent – how do we fit in as education researchers?	Dr Belinda du Plooy
14.00-17.00 ■ ■	Participatory, visual, performative and arts-based methodologies – an introduction	Prof Logan Athiemoolam Dr Esther N. Kiaritha Prof Mathabo Khau Prof Naydene de Lange
Saturday, 9 Feb		
09.00-10.30 ■ ■	Individual meetings with the supervisors	
11.00-16.00 ■ ■	Managing the research process: literature review and referencing (EndNote, APA referencing)	Prof Naydene de Lange Kholisa Papu Nelson Mandela Lily Yego
Sunday, 10 Feb		
Excursion (optional)		
Monday, 11 Feb		
09.00-13.00 ■ ■	Quantitative methods – an exercise	Prof Paul Webb Prof Karsten Speck
14.00-16.30 ■ ■	Action and design based methodologies: research as an experiment	Dr Proscovia Namubiru Prof Paul Webb
Tuesday, 12 Feb		
09.00-12.30 ■ ■	Indigenous and decolonizing paradigms and methodologies	Prof Catherine Odora Hoppers
09.00-12.30	Presentation of Research findings I (Cohort 2017 )	
14.00-16.30 ■ ■	Social and communication skills Supervisor – student relationships and roles Conflict resolution and problem solving	Prof Naydene de Lange Dr Ong'ondo Charles Prof Mathabo Khau
Wednesday, 13 Feb		
09.00-12.30 ■ ■	Ethics, power, critical thinking and soft skills in research and data generation	Prof Violet Opata Prof Mathabo Khau
13.30-16.30	■ Academic writing: research proposal writing workshop	Prof Paul Webb
	■ Academic writing for publication workshop (together with cohort 2017)	Prof Naydene de Lange Prof Mathabo Khau

Thursday, 14 Feb		
09.00-12.00 ■ ■	International and internationally comparative educational research	Prof Birgit Brock-Utne
09.00-12.00	Presentation of Research findings I (Cohort 2017 )	All supervisors
15.00	Steering Group / Advisory Board	
Friday, 15 Feb		
09.00-12.00	Cohort 2017: Poster workshop	Naydene de Lange Malve v. Möllendorff
09.00 ■ ■	Guidelines for successful education research	Prof Paul Webb Prof Karsten Speck Prof John Chang'ach
10.00 ■ ■	Plagiarism	Prof Mathabo Khau
11.00 ■ ■	Evaluation	Dr Susan Kurgat Prof Karsten Speck
13.00-15.00	Launch of CERM-ESA II	All students, alumni, CERM-ESA family
Saturday, 16 Feb		
Departures		

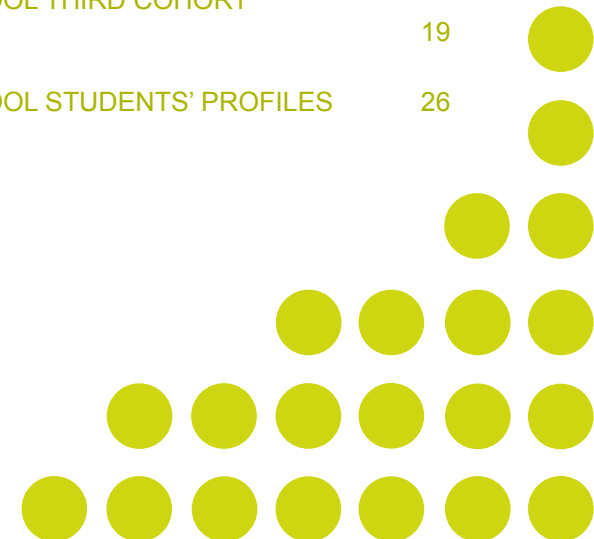
■ M students cohort 18	■ PhD students cohort 18
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## 5<sup>th</sup> CERM-ESA RESEARCH SCHOOL PARTICIPANTS

There will be a number of groups at the 5<sup>th</sup> CERM-ESA Research School. These include: The advisory board, the steering committee, the workshop facilitators, the Masters and PhD supervisors, the Kenyan Ministry of Education representatives and

the students. The students will be able to interact with their co-supervisors from the various partnering universities. We urge them to make the most of any time available.

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**THE 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 endeavors to design meaningful, solution oriented and cutting edge research, staff development and academic 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 are the profiles of the members of our advisory board:



**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.



**Prof. Dr. Birgit Brock-Utne** is affiliated to the University of Oslo as a Professor in Education and Development (<http://www.uv.uio.no/iped/english/people/aca/bbrock/index.html>). Prof. Brock-Utne also

works as a lecturer, Visiting Professor and consultant around the globe. She has been a Professor at the University of Dar es Salaam (UDSM), Tanzania, for four years (1988-1992). She has been a Visiting Professor at several universities in the US and in South Africa, at the University of Hiroshima in Japan in 2002, at the European University of Peace in Austria and Universitat Jaume Primo in Spain two weeks at the time between 1990 and 2006. at Wartburg College in 2010 and

at the University of Otago in New Zealand in 2012. She was teaching Ph.D. students at the University of Dar es Salaam in March and May 2017, at the University of Otago in New Zealand in November 2017 and was appointed a Visiting Professor at the University of Witwaterstrand in South Africa from 2018. Prof. Brock-Utne speaks Norwegian, German, English, Kiswahili and French. She has written, co-authored and coedited many books, chapters in books and articles within the field of peace studies, qualitative research methods including the use of autoethnography, education and development and languages in Africa, among these: *Whose Education for All? The Recolonization of the African Mind* (Falmer Press 2000, republished in 2006 in Korea). The above mentioned web-site gives a list of her last publications.

In 2011 she was the President of BAICE (the British Association of Comparative and International Education). She was the Norwegian coordinator of the Language of Instruction in Tanzania and South Africa project ([www.loitasa.org](http://www.loitasa.org)) which ran from 2001 until 2013. She is currently one of the

Norwegian coordinators of the TRANSLIED project which builds capacity at the State University of Zanzibar (SUZA) and at UDSM. <http://www.uv.uio.no/iped/english/research/projects/brock-utne-transled/index.html>



**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.



**Laban Ayiro** has over 30 years' experience as high school Chemistry teacher, Principal, Provincial Director of Education, Deputy Director of Staff Training (Kenya Education Management Institute),

Senior Deputy Director for Policy and Planning at the Ministry Headquarters and Senior Deputy Director for Research and Curriculum Development at the Kenya Institute of Curriculum Development. He was awarded the Senior Fulbright Scholar by the American Government and spent 2011-2012 researching and teaching at the University of Texas A&M in the USA. He is a consultant in Research, Organizational Leadership and Performance and

has engaged in Educational Leadership at school and provincial level, Policy Development and Implementation at the Ministry of Education, and in Curriculum Development at the Kenya Institute of Curriculum Development. He was Director: Quality Assurance and Standards at Moi University and has a wide research and publication track record. He has acted as Deputy Vice-Chancellor Administration, Planning and Development and as acting Vice Chancellor at Moi University, Kenya. Laban's career goal is to use his skills and experience to make a meaningful contribution to the transformation of the Quality and Management aspects of Higher Education globally. He is currently a Professor of Research Methods and Statistics at Moi University.

**5<sup>th</sup> CERM-ESA RESEARCH SCHOOL PROJECT LEADERS,  
COORDINATORS AND ADMINISTRATORS**

A project operates effectively with skillful and committed administrators. The CERM-ESA project is no exception. Malve von Möllendorff, coordinator at Oldenburg University in Germany, has been the rock on which CERM-ESA has been built and someone that everyone has turned to for advice and help at some stage. Susan Kurgat has also become a pillar of strength for all activities in recent times as CERM-ESA at Moi has grown with its physical location in Kenya. Kholisa Papu at Nelson Mandela University and Lily Yego at Moi are current and previous CERM-ESA scholarship holders, respectively, and have shown what exposure to a programme like ours means for personal development. Stella Rutto and Julius Chumba at Moi University, Carol Poisat in Port Elizabeth and

Birgit Schelenz in Oldenburg, have been indispensable in terms of financials and procurement and general good judgment.

Academic, administrative and professional guidance is provided by Project Leaders at each of the partner universities, namely, Professors Bernd Siebenhüner and Karsten Speck at Oldenburg, Professor John Chang'ach at Moi, Dr Eugenia Kafanabo at University of Dar es Salaam, Dr Proscovia Namubiru Ssentamu at Uganda Management Institute, and Professor Paul Webb at Mandela University. The profiles of individuals who have been involved in the 5<sup>th</sup> CERM-ESA Research School in Moi University are presented below:



**Professor John Koskey Chang'ach** is the CERM-ESA Project Leader at Moi University is currently the Project Leader of East and South African Centre of Excellence for Educational Re-

search Methodologies and Management (CERM-ESA) at Moi University (Kenya). He is also the Dean of Education at Moi University and is the Chairman of Board for Biwott Secondary School and a member of the Board of Management, Moi Girls High School, Eldoret, Kenya.



**Professor Karsten Speck**, with Professor Bernd Siebenhüner, is one of the two Project Leaders and Dean of Education at the University of Oldenburg in Germany. Karsten has been a professor

in "Research Methods of Education and Educational Sciences" at the Institute for Education at the University of Oldenburg since 2010. His research interests include teacher and university education as well as civic engagement.



Professor Paul Webb is the CERM-ESA Project Leader at Nelson Mandela University. He is a professor Emeritus of science education. His interests lie in the promotion of scientific literacy, including

promoting understandings of the nature of science, inquiry and exploratory talk, alternative worldviews and science, language issues in science teaching and learning, use of technology in science education, and the development of thinking skills and visuo-spatial abilities.



**Bernd Siebenhüner** is professor for ecological economics at Carl von Ossietzky University of Oldenburg, Germany. He coordinates the Master's programme Sustainability Economics and Management and served as vice president for graduate education and quality management 2010-2015. After earning his degrees in Economics and Political Science from the Freie Universität Berlin and the Ph.D. from the University of Halle-Wittenberg, he held positions at the Potsdam Institute for Climate Impact Research (PIK),

at Harvard University, and visited the Nelson Mandela Metropolitan University. He has headed numerous research projects in the fields of social learning, international organizations, global environmental governance, corporate sustainability strategies, climate adaptation and biodiversity governance, and the role of science in global environmental governance. His research has been published in 30 articles in peer reviewed journals; he is author or editor of 11 books. Bernd Siebenhüner has supervised or co-supervised more than 30 PhDs and 100 Master's theses. As co-project leader of CERM-ESA, he is particularly interested in education for sustainable development in Africa.



**Dr. Namubiru** has a Doctorate of Philosophy of Education of the University of Bayreuth (Germany); M.A (Curriculum Studies) of University of London; M.ED (Curriculum Studies) of Makerere University; Postgraduate Diploma in Human Resource Management of Uganda Management In-

stitute; Postgraduate Diploma in Education Technology of the University of Cape Town; Graduate Certificate in Quality Assurance of the University of Melbourne and BA/ED (Literature in English, English Language, Education) of Makerere University. Since Sept 2010 to date, she heads the Quality Assurance Department and teaches on Masters and PhD courses at Uganda Management Institute (UMI). Between 1996-2010 she



was a lecturer at the School of Education, Makerere University. She is an expert, practitioner, trainer, consultant and researcher in Curriculum Design, Development and Evaluation; Pedagogy and Andragogy; Quality Assurance; and Teacher and Professional Development. Her other areas of research interest include Education Policy Analysis and Evaluation; University/Community-School Partnerships in Education and Training; Complimentary Basic Education; Non-Formal Education, and Life Skills Education. She has participated on several education-related consultancies supported by the Uganda Ministry of Education & Sports, Private Sector Foundation, World Bank, Belgian Technical Cooperation, CILC/NUFFIC, USAID, UNICEF, Baylor Foundation, CDC, Mas-

ter Card Foundation, German Technical Cooperation/GIZ, DAAD, Compassion International and World Vision. Proscovia has supported capacity building initiatives (quality assurance, curriculum design & development, teaching, learning and assessment, and research) in several universities within and beyond Uganda and has participated as an external examiner at the University of Cape Town, University of Fort Hare, and Makerere University. She has participated on several Uganda National Council for Higher Education Teams to visit and assess higher education institutions and training programs for accreditation. She is the UMI coordinator of the East and South African-Germany Centre of Excellence for Educational Research Methodologies and Management.



**Dr Eugenia Kafanabo** is a Senior Lecturer at the University of Dar es Salaam. She has been involved in several research activities, professional development, community services and consultancies:

for instance pre-service and in-service training in science education, computer literacy and application in teaching and learning in different institutions and has conducted research in girls and education, gender issues in education, HIV AIDS, curriculum development and design, and climate change. She has supervised 68 Mas-

ter's and 8 PhD students to completion. Eugenia has held several posts at the University of Dar es Salaam including Associate Dean, Coordinator Postgraduate Students, Associate Dean Administration, Head of the Department of Educational Psychology and Curriculum Studies (2006-2015), and currently is Dean of Education. She has also served as the Director of the Institute of Gender Studies and has led several projects in this institute. She has had research links with universities in Sweden the USA and is the Coordinator of the Tanzanian Chapter of CERM-ESA. Eugenia is a member and current president of the Dar es Salaam Rotary Club at University of Dar es Salaam.



**Dr. Susan Kurgat** is a Senior Lecturer in the Department of Curriculum Instruction and Educational Media at Moi University in Kenya. She is currently the Project Coordinator of CERM-ESA, a posi-

tion she has held for the past four years. Susan teaches, supervises, and examines postgraduate students at Moi University. Besides her mainstream activities, Susan participates actively in the local community as a member of school boards of management, youth and women groups.



**Malve von Möllendorff** is the coordinator of the CERM-ESA programme at the University of Oldenburg. She earned her Master's degree in Intercultural Education from the University of Oldenburg in 2004. Since then, she has managed vari-

ous third-stream funded collaboration projects with universities in South and East Africa in teacher education, (higher) educationresearch, and climate change and sustainability sciences. Malve has also been involved in various research projects on peer learning, HIV and AIDS in education, diversity and non-discriminatory education.



**Birgit Schelenz** is the project assistant for CERM-ESA at the University of Oldenburg. Besides financial administration and reporting, she is a master of events planning and organisation, including

travel arrangements, catering and side programmes. She sees to it that funds that are allocated reach the respective universities timeously



**Lily Yego** is based at Moi University, Kenya. She earned a Master's degree in education from Nelson Mandela University in 2017 as a CERM-ESA scholarship holder. Currently she works in close collabora-

tion with the coordinators and administrators of the CERM-ESA 5th Research School. Lily is determined to ensure that the intended outcomes of the Research School are transferred successfully to all of the participants.



**Stella Ruttoh** is the CERM-ESA Project assistant at Moi University. She is in charge of all the administrative activities at the Centre. These include: reporting to the project leader and the project coordinator as

well as attending to the students' needs. Besides administration and reporting, she is a master of events planning and organization at the Centre including catering and side programmes.

5<sup>th</sup> CERM-ESA RESEARCH SCHOOL FACILITATORS

The facilitators in this year's Research School have been purposefully selected (no convenience sampling!). This has been done to provide the most up to date knowledge and skills. We believe

this will help the students to write up and finish their research studies timeously and successfully. Below are their profiles:



**Dr Muki Moeng** was appointed as the Dean of the Faculty of Education at Nelson Mandela University on 1 May 2015. Formerly, she was the Institutional Director of Teaching and Learning at North-

West University (NWU) from January 2010 until the end of April 2015. She is an alumnus of Nelson Mandela University. She was recently appointed by the Minister of Higher Education and Training as a member of the Council on Higher Education (CHE) from 1 October 2017 to 30 September 2019. She is also a member of the Nelson Mandela University Council. She is also the chairperson of the national Education Deans Forum. Muki was born in Graaff-Reinet, the youngest child of Mr and Mrs Mbotya. She matriculated from Nqweba Secondary School in 1991 with exemption. She first registered for a Bachelor of Arts degree at the then University of Port Elizabeth (UPE) in 1992 and continued to do her post graduate qualifications in Education at this institution. She received a scholarship to study at St Cloud State University in the USA for an MSc in Curriculum and Instruction from 1998-1999. Her Master's thesis titled: Democracy in Education: a necessity for South Africa argued for the restructuring of ed-

ucation and the rethinking of the curriculum that was based on the injustices perpetuated by apartheid. She returned to South Africa and worked as a Lecturer in the Faculty of Education at UPE in 2000. She taught various modules and held several mid-management positions until 2009. She obtained her D Ed in 2009 with a thesis titled: A Comprehensive University: Constructing an Organizational Identity. Her thesis examined the academic and organizational identity of NMMU after the merger. Her interest lied in the paradigm and mission shift that would influence the academic identity of the newly established comprehensive university. Her research interests are in the Scholarship of Teaching and Learning (SoTL). She believes that teachers and lecturers who reflect on their teaching and the learning of their students are in a better position to improve the teaching and learning experience and the environment in which it occurs. These reflective practitioners and scholars can therefore inform theory, policy and systems to better cater for the needs of students. She is passionate about student academic development and success. As a student herself from the late seventies (70's) to the mid-nineties (90's) she has experienced the inequalities of the education system. In her capacity as a student and the various student leadership roles that she held

both in South Africa and in the USA, she was very active in getting students to mobilize against injustice and improve their learning conditions. In her capacity as the Institutional Director and as Dean of the Faculty, she strives to foster an environ-

ment in which both students and staff can critically examine the conditions that hamper and/or improve education. Her ultimate vision is to educate children for a sustainable Africa.



**Naydene de Lange** is Emeritus Professor in the Faculty of Education at the Nelson Mandela University, Port Elizabeth, South Africa. Her research focuses on using participatory visual methodol-

ogies in addressing gender-based violence and HIV & AIDS issues, and integrating gender and HIV & AIDS into Higher Education curricula. Her Educational Psychology background and interest in Inclusive Education provides a frame for working towards the inclusion of those who are marginalised - using a 'research as social change' framework. Besides numerous peer reviewed articles and book chapters, she has co-edited three

books, Putting People in the Picture: Visual Methodologies for Social Change; School-University Partnerships for Educational Change in Rural South Africa; and The Handbook of Participatory Video. She has also co-authored two books, Picturing Hope and Participatory Visual Methodologies, Social Change, Community and Policy. She has been primary investigator and co-investigator in several national and international projects and facilitates workshops on participatory visual methodologies and postgraduate supervision. She was the 2014 Department of Science and Technology, Distinguished Woman in Science, Runner-up, and is a National Research Foundation South Africa rated researcher.



**Mathabo Khau** is an Associate Professor, Sexuality Education, in the Faculty of Education at the Nelson Mandela University, Port Elizabeth, South Africa. Her research uses participatory visual

methodologies in addressing issues of gender, sexuality, gender-based violence and HIV&AIDS. She also researches into the integration and

teaching of norm-critical and sex-positive sexuality education in Higher Education curricula. She has authored several peer reviewed published articles and book chapters, and supervised several Masters and Doctoral students to completion. She is a Research Associate with the Nordic Africa Institute in Uppsala, Sweden, and a Gender Excellence Scholar with the Centre for Gender Excellence (GEXcel), Linköping University, Sweden.





**Kholisa Papu** is currently pursuing her Doctoral research studies at Nelson Mandela University and works part-time CERM-ESA in the same university. Kholisa has shared her research at national and international conferences on language, literacy, science education and engineering education. Her doctoral study is on the “role of metacognition in learning science in multilingual

contexts”. In this 5<sup>th</sup> CERM-ESA Research School Kholisa will facilitate a session on referencing using the Sixth Edition of the American Psychological Association (APA 6th). She will focus on the ‘mechanics of style’, including the use of punctuation and abbreviations; displaying results on tables and figures; crediting sources using in text referencing and the Reference List and lastly, she will present examples of how to reference different sources of information.



**Dr. Njeri Kiaritha** is a Senior Lecturer in the Department of Educational Psychology at Moi University in the areas of Educational Psychology, Special Needs Education, Psychotherapy and Educational Research. She has a PhD and Masters in Educational Psychology with research in Special Needs Education and Counselling respectively. She has over fourteen years teaching experience at University level, being involved in teaching at Bachelors, Masters and PhD levels. She has supervised over 5 PhD and over 20 Masters Students in research process and thesis writing. Dr. Kiaritha has been a coordinator of graduate studies in her department for 10 years and is currently a coordinator of research and publications in the same department. She has acted as a head of department for more than three periods, and has been involved in students’ mentorship program as a students’ body patron and also executive committee member in the University Alumni Associa-

tion. Her academic and research interests are in Qualitative Research Methodology, Applied Psychology (Psychotherapy and Special Needs Education especially education for Hearing Impairment, Visual Impairment and Gifted and Talented), and Education in Emergencies and Crisis especially education for refugees. Dr. Kiaritha has published widely with three books in policy issues in Special Needs Education, Counselling and Organizational Psychology, one book chapter and over 25 journal articles in applied Psychology including Psychotherapy and Special Needs Education. Additionally, she is the Editor-in-Chief of *People Matter: Journal of Applied Psychology* and manager of *Educational Journal of Behavioral Sciences*. Dr. Kiaritha has been involved in Education in Emergencies and Crisis, especially refugees in Kakuma and Dadaab refugees Camps and psychosocial support for educational rehabilitation of streets youth. She is a member of Connected Learning in Crisis Consortium (CLCC), American Psychological Association (APA), among other academic and professional bodies.



**Logamurthie Athiemoolam** is an Associate Professor in the Faculty of Education at the Nelson Mandela University, where he presents education related modules focusing on issues and challenges in education and the pedagogy of English language teaching. Prior to lecturing; first at Vista University

for 7 years and then the Nelson Mandela University for 13 years, he taught at a Secondary School in Port Elizabeth for 11 years. In addition to lecturing, he also supervises Masters and Doctoral students in education and language related research and has experimented with the use of drama-in-education as pedagogy to teach university related modules that led to the publication of a book and various research articles in the field.



**Dr. Catherine K. Simiyu** is a professional teacher. She obtained her Bachelor of Education and Masters Degrees at Moi University Eldoret, Kenya, and Doctorate at Nelson Mandela University, South Africa. She is a senior lecturer in Educational Psychology Department, Moi University, where she has taught for the last 17 years, 9 of which as a member of the graduate faculty. As faculty, Catherine has enjoyed interacting with graduate students both during their coursework and in the preparation of their research projects as supervisor and examiner. Though keen about the whole concept of learning, she is grounded in Qualitative Research, a subject that she guides doctoral stu-

dents through. Apart from teaching, she has great research interests in topics relating to Child, Adolescent, and Gender Studies. This has seen her attend several conferences and workshops both as participant and facilitator. Currently, Catherine is the chair of the Graduate Research and Extension Committee of her department, and represents her School in the University Senate. Elsewhere, she serves on various colleges and school Management Boards with specific interest in academic welfare of the students and a mandate to improve the standards. She is a strong member of her local Christian community and has distinguished herself as a defender of positive social values and gender fairness at all levels. She is also an avid reader and reviewer.



**Dr. Charles Ochieng' Ong'ondo** is a Postdoctoral Commonwealth Academic Fellow (University of Warwick, UK) and a holder of a Ph.D. Degree in Language Teacher Education from The University of Leeds (UK), an M.Phil Degree in

English Language Education and a B.Ed. Degree in English and Literature from Moi University, Kenya. Dr. CO Ong'ondo is a Senior Lecturer of English Language Teacher Education (ELTE) in the Department of Curriculum, Instruction and Educational Media (CIEM), School of Education, Moi University. He has over Fourteen (14) years teaching experience at University level, having

taught Educational Communication and Research Methodology in the Department of Communication Studies, Moi University; where he also served as Head of Department for Six (06) years. His academic interests are: Research Methodology (with special interest in Qualitative research); Teacher Education (with special interest on the practicum); English Language Pedagogy (at School, Tertiary and University levels); Training of Trainers; Course/Programme Design and Evaluation; Academic Writing and Organizational Communication. He is the Executive Director of African Network for Internationalization of Education (ANIE), a Pan-African organization committed to the advancement of high quality research, advocacy, capacity building, information sharing, and

transnational networking on internationalization of education with prime focus on Africa. ANIE aims to enable African Educational institutions and development stakeholders to take optimal advantage of the opportunities presented by internationalization. ANIE has its Secretariat at Moi University. Charles has published widely in ELTE and Research Methodology. One of his co-authored books is being used as a reference text in Universities: Jwan, J. O. and Ong'ondo, C. O. (2011). Qualitative research: an introduction to principles and techniques. Eldoret: Moi University Press. Prior to joining the university as a lecturer, he had more than ten years' experience as a teacher of English at secondary school level in Kenya.



**Violet Opata** is an Associate Professor of Educational Communication and Technology, a holder of Ph.D and M. Phil Degrees from Moi University, and a B.Ed degree from Kenyatta University.

Professor Violet is currently teaching in the department of Curriculum Instruction and Educational Media in the School of Education, at Moi University. Professor worked as a high school teacher from 1992 and joined the higher learning Institution in 1996 where she served for 13 years in the administration and 10 years in teaching & research. In her administrative position, professor served as a project Manager in a partnership programme of Moi University and Flemish universities in Belgium Royal Government through Institutional University Cooperation (IUC) – VLIR, and later in 2012 - 2014 as an Associate Dean,

school of Education, Moi University. Professor is currently engaged in: teaching, Research, Mentoring postgraduate students in research, external and internal examination, a consultant, a member to Community school Boards, Curriculum developer/reviewer and evaluator, and editor of local and international peer reviewed and referred journals. Professor Violet has published book chapters, books and several articles in the refereed journals and peer reviewed journals. Professor Violet is among the authors of Essentials of Instruction; A handbook for teachers which currently is a core text for several courses in the department. Professor Violet is affiliate adjunct professor in the school of Liberal Arts of Indiana University-Purdue University Indianapolis (IUPUI) since 2007. A member to: Kenya National Academy of Science (KNAS), Organization for Social science Research in Eastern and Southern Africa (OSSREA), Nelson Mandela University, Univer-

sity of Kwazulu-Natal, Commissioner of University Education (CUE), National Research Fund (NRF), Partnership of African Social and Governance Research (PASGR), and Pedagogical lead-

ership (Pedal). Professor Violet has research interest in: Pedagogy and use of media, HIV and AIDS education, and Innovations in Educational Technology.



**Dr. Kefa Lidundu Simwa** holds a Ph.D. Degree in Curriculum Studies from The University of Johannesburg (SA), a Master of Philosophy Degree in Educational Foundations (History of Education),

Moi University and a B.Ed. Degree in History and Kiswahili from Kenyatta University, Kenya. He is a Senior Lecturer and Head of the Department Educational Foundations, in the School of Education, Moi University. To-date, Dr. Simwa has taught at Moi University for close to 23 years. Dr. Simwa

continues to teach, supervise, conduct research and publish. In addition to collaborative work that bore a chapter in an edited educational research text by Okeke, C. I.O & van Wyk, M. M. In 2015, he has also published a journal article on postgraduate education in Kenya (2018). Dr. Simwa has special research interests in teacher curriculum literacy; competence-based education; teacher education theory; epistemology of educational research; postgraduate supervision pedagogy; curriculum theory; educational policy, to name a few.

## 5<sup>th</sup> CERM-ESA RESEARCH SCHOOL THIRD COHORT SUPERVISORS

The 3rd Cohort students have been allocated supervisors who will take them through their research journey. Below are their brief profiles:



**Dr. Hillary Dachi** is a Senior Lecturer of Educational Management and Administration, and the immediate former dean, School of Education, teaching and supervising postgraduate students in the

Department of Educational Foundations, Management and Lifelong Learning, School of Education, University of Dar es Salaam. Currently, he is

the Institutional coordinator (university of Dar es Salaam), Pedagogical Leadership in Africa (PED-AL), a partnership in the Strategic Partnerships in Higher Education Innovation and Research (SPHEIR), supported by DFID. He has also coordinated a number of initiatives including the North-South-South Network on Teacher Education Capacity Building with the University of Dar es Salaam, University of Oulu (Finland), University of Namibia, University of Zambia, University of Cape

town and Windhoek College of Education; and the Research Programme Consortium on Improving Quality in Low Income Countries (EdQual) with the University of Dar es Salaam, University of Bristol (UK), University of Cape coast (Ghana), University of Bath (UK), University of Witwatersrand (South Africa) and the Kigali Institute of Education. Dachi's areas of competence/professional expertise are educational management, administration, planning and finance. He has researched and published in Higher education finance; Fiscal

decentralization of education; Decentralization of education delivery and provision; Globalization and skills for development; Leading and managing change in schools; School leadership and social Justice; International collaborations; research capacity building; urbanization and its effects on education; Child labour and its effects on education; Pedagogy and leadership in schools; University leadership and governance; and School based teacher development among others.



**Dr. Stephen Mabagala** is a Senior Lecturer in the Department of Physical Education and Sport Sciences, School of Education at the University of Dar es Salaam. He holds a PhD from Kenyatta University

in Kenya, where he graduated in 2013. His research focus was on the extent of compliance with the professional code of ethics and conduct among physical education teachers in Tanzania. His Master's and Undergraduate's training were from the University of Dar es Salaam, where he obtained his Master of Arts in Education (MA. Ed) in 2002 and a Bachelor of Education (Honors) degree in 2000. Mabagala has been teaching in the School of Education at the University of Dar es salaam for 15 years since May 2003. Mabagala

also taught at the Open University of Tanzania from 2005 to 2009 on part-time basis before he joined his PhD studies. Currently, he is a part-time lecturer at the Archbishop Mihayo University College of Tabora (AMUCTA) and St. Stella Maris Mtwara University College (STEMMUCO) where he teaches master students. Stephen has published on both national and international referred journals and has been involved in a number of national, regional and international academic meetings aimed at capacity building and research in education and physical education and sport in particular. Mabagala's research interest is on professional ethics in education and Sports, physical education and sport, Philosophy of education, as well as administration and management of education and sports. My area of interest also includes physical activities for special populations.



**Dr. Philipo Lonati Sanga** is a lecturer and a postgraduate research supervisor, a teacher trainer and an educator. He is currently teaching undergraduate, Master's and PhD courses and supervises Mas-

ter's and PhD research students. He holds a PhD in Educational Technology by coursework and thesis (Sept 2011~Feb 2015) from Hanyang University in South Korea. He has also learnt the Korean Language and Culture (Sept 2010-August 2011). Philipo acquired his MA in Education in 2007 at the University of Dar es Salaam, Tanzania, after graduating with a Bachelor of Education degree in 2005 from the same University. He also has a Diploma in Education (1999-2001). He has

recently gone through various professional training and conferences. These include the 8th Pan-Commonwealth Forum on Open Learning (PCF8) in Kuala Lumpur Convention Centre, Malaysia. Moreover, he attended the Staff Development Workshop on Capacity Building in Research Supervision and Support. Workshop organized by CERM-ESA MOI University, Kenya. He also attended the ReWell Project Workshop in Mzumbwe University, Morogoro and training in Monitoring and Evaluation in Open and Distance Learning organized by Commonwealth of Learning (COL) through SADC Centre for Distance Education in Gaborone, Botswana. His research interests include Open and distance learning; Assessment for learning in higher education; Postgraduate Research supervision and Soft skills/life skills.



**Dr. Benedict Khoboli** is a Maths and Physics Educations specialist. He has been training student teachers in maths and physics in different levels, undergraduate and postgraduate. In the recent

years Dr. Khoboli has also focused on the primary science education, the teaching and learning, use of context and advocating for making science en-

joyable in primary schools. He is again interested in teacher professional development action research with the focus and concentration on the classroom teaching and learning. Dr. Khoboli has been utilising action research in his research and relates it to personal identity and professional development. He has been able to supervise honours, masters and PhD students in research which are related to maths and science.



**Gerald Kagambirwe Karyeija** is an Associate Professor of Public Administration & Management, and Dean, School of Management Science, Uganda Management Institute. He is also an Ex-

tra-Ordinary Professor of Public Administration, North-West University and Senior Scholar, University of Lusaka. He is a 2017-2018 NAFSA Global Dialogue Fellow (Association of International Educators). He has vast experience in research, consultancy, training, publishing and practice in the area of Governance, Management, Leadership and Public Administration spanning over 20 years with various organizations and countries. He has participated in developing strat-

egies and plans for Higher Education Regulators and Universities as well as assessing HEIs for licensing. Main research interests are in governance, policy and higher education. He has supervised PhD and Masters Students to graduation. He is a reviewer and editor of a number of academic journals. Karyeija holds a PhD and MPhil in Public Administration, both from University of Bergen, as well as a BA in Political Science and Public Administration from Makerere University. He is a member of Uganda Evaluation Association, Uganda Association of Public Administration and Management, Eastern Africa Research and Innovations Management Association, African Association of Public Administration and Management and Common Wealth Association of Public Administration and Management.



**Dr. Belinda du Plooy** has worked in higher education for more than 20 years in various simultaneous capacities and across several institutions: as academic administrator, corporate manager,

project developer, undergraduate lecturer, post-graduate supervisor, researcher, conference presenter, workshop facilitator and published author. She holds qualifications in Public Relations and Communication Studies (NDip: PR Management, Port Elizabeth Technikon) and in Literary Studies and Philosophy (BA, BA Hons cum laude, MA cum laude and DLitt et Phil, UNISA). Her Master's dissertation (2005) is on pain and healing in the work of American novelist and Nobel Laureate Toni Morrison. Her doctoral thesis (2014) is on compassion as metanarrative in contemporary

discourses, read from a Foucaultian genealogical and hermeneutical perspective. She has served as research supervisor for over 40 students and has presented more than 40 conference papers, locally and internationally. She is an alumnus of the Oxford Women's Leadership Symposium and of the South African chapter of the Higher Education Resource Services (HERS-SA) organisation. She has published eighteen articles in accredited journals/conference proceedings, with others currently in print and in review. She often acts as collaborating critical reader for novice and developing academic writers across a variety of faculties and disciplines and as reviewer for journals. Some of her main areas of interest in research and teaching are: compassion as a social narrative, national trauma work in relation to personal and social healing, discourse and power relations, bullying as a manifestation of anti-compassion in

contemporary societies, gender based violence, (post)feminism(s), masculinities, the capacity development and support of women students in STEM disciplines, corporate social responsibility, and higher education community engagement theory and practice. She is currently employed as Manager of the Engagement Office at the Nelson Mandela (Metropolitan) University (formerly

NMMU) in Port Elizabeth, where she manages the university's institutional (community stakeholder) Engagement function. Prior to this, she was employed at the same university as Manager: Research Capacity Development, where she managed the capacity development of early career academic staff and postgraduate students.



**Dr. Joyce Kanyiri** is a senior lecturer in Educational Administration and management at Moi University. She has 10 years teaching experience at the university in diverse areas in education

management, education policy perspective, and legal framework in education and in qualitative research methods.



**Dr. Charles Too** is the Teaching Practice Coordinator and a committed Lecturer in the Department of Educational Management & Policy studies. He has over 10 years' experience in teaching of

Management, Policy and Research related courses in Education and was the founding coordinator for undergraduate the research course (Educational Research) in the School of Education. He is engaged in teaching, supervision and internal examination of post graduate students.



**Professor David Serem** is a salted educational administrator and researcher with a bias in Educational Management and Administration, Leadership in Education, Organisational Development and Management, Effective School Research in Education, Comparative Education and Financing of Education, Prof. Serem has served as Head of

Department, Dean, Principal, Deputy Vice Chancellor and Ag. Vice Chancellor in various universities in Kenya. A pioneer Principal of Narok University College, Prof. Serem nurtured it until it was awarded a Charter in February 2013.





**Dr. Joseph Lelan** is currently a senior lecturer and chair, Department of Educational Management and Policy Studies, School of Education and a member of Moi University senate, school of education management team and member post graduate faculty. He is an experienced education administrator and researcher with interest in edu-

cational leadership, management and policy studies, special needs education and gender studies. He served as Part Time lecturer in various Universities and Institutions and at Moi University from 2004 till 2008 when he was employed. Since then he has effectively taught courses in various levels. He has served as a course coordinator, timetable and examinations coordinator, teaching practice coordinator and regular curriculum development and reviews member.



**Dr. Sammy Chumba** is a Senior Lecturer, Department of Education Management and Policy Studies in the School of Education. He has taught in various High Schools and served as High School Principal in various schools before joining Moi University in the year 2008. He has also served as teaching practice coordinator, School

Time table Coordinator and a coordinator at CERM-ESA Moi University. He currently teaches Educational administration courses and research both at undergraduate and Post graduate level and serves as the chairman of School Graduate Studies Committee in the School of Education. His area of interest and research is management of learning institutions with bias of quantitative research.



**Catherine Kiprop** is an Associate Professor of Strategic Educational Management & Leadership. She has served as the Director, Institute For Gender Equity, Research and Development, Campus coor-

dinator, Teaching practice coordinator and the post graduate coordinator at Moi University.



**Dr. Wambua Benjamin Kyalo** is a lecturer at Moi University. His professional expertise includes research and project writing, training and consultancy, extension and education, team building and manage-

ment of educational systems. His research interests include educational management and policy studies and emerging issues in education.



**Dr. Emily Bomett** is a senior lecturer in the School of Education, Department of Educational Management and Policy Studies, Moi University. Her research interest areas are gender participation and retention with particular interest in the boy child and

the girl mother. Furthermore, education leadership and management is her other area of interest particularly in strategic management, leadership styles, monitoring and evaluation. Her Professional expertise is in management, leadership and administration for educationists and institutional managers.



**Dr. David K. Kessio** is a Lecturer at Moi University, School of Education, Department of Educational management & Policy studies. He is a DAAD alumni and actively involved in mentoring young scholars

within the network. He was awarded DAAD in country and study visit to Germany. He has published widely in his area of specialization: internationalization of Education and policy studies. He teaches Educational Research and Educational management related courses at both undergraduate and postgraduate levels.

5<sup>th</sup> CERM-ESA RESEARCH SCHOOL STUDENTS' PROFILES

The CERM-ESA 3<sup>rd</sup> Cohort is participating in this year's Research School. Below are their profiles:

PhD Scholars



**Ayanda Simayi** is a full-time PhD student in the Education Faculty at Nelson Mandela University. She was Head of Department for over 22 years in Mathematics and Sciences at Ndzondelelo High 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. She presented her current study at the SAARMSTE conference from 15th -17th January 2019 in Durban, South Africa.



**Curwyn Mapaling** holds a Master of Arts in Clinical Psychology and Community Counselling from Stellenbosch University. Currently, he works as an Academic Advisor in the School of Engineering at Nelson Mandela University. Curwyn is pursuing his PhD studies in the same university and his working title is 'Academic advising in engi-

neering at a comprehensive South African University'. 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 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 spe-

cializing 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 Uni-

versal Secondary Education (USE) and is particularly interested in USE policy and how it influences the management of the USE program in terms



**Dorothy Nakiyaga** is an experienced educational management practitioner with both teaching and school management experience in Ugandan education sector. She holds a Master's degree in Management Studies (Public Administration and Management) from UMI. Dorothy's research

of financing and accountability under Public-Private Partnerships (PPPs).

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 is pursuing her Doctoral studies at Moi University. Her study focuses on "community involvement in the management of government-aided secondary schools in Kampala district, Uganda".



**Ezekiel Kiplimo Chemwor** 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. Ezekiel's working PhD title is 'Countering radicalisation and violent extremism: Critical pedagogy and cognition as an educational strategy'.



**Sarah Jemutai** holds a Master of Education (Research) from Nelson Mandela University. Currently she is pursuing a doctor of philosophy in Education Communication and Technology under the depart-

ment of curriculum instruction and educational media at Moi University Kenya. As a teacher by profession, she has worked in different schools and not only has she been a classroom teacher but also an administrator who works with the school leadership to date. Her areas of research have been on Early Childhood Education.



**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 adapt-

ed physical education (physical education to people with disabilities; or physical education to everybody). 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.





**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 regis-

tered 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”.



**Kelvin Kimtai** is a Moi university graduate with a degree in Education Arts majoring in Mathematics and Business studies. Kelvin is interested 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.

## Masters Scholars



**Jacob Munke Senteu** is a graduate teacher of Kiswahili 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. 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.



**Mary Wairimu Murumbe** 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.



**Violet Kawala** is a 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 examin-

ing the issues affecting educational programs and their long-term impacts implemented by NGOs in Uganda.



**John Karanja** 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.



**Abraham Kipchumba** is a Bachelor of Education graduate of Moi University. He looks forward to researching education and education management of higher education in specific African con-

texts. He is keen to solve problems in various aspects of education such as student learning, teaching methods, and teacher training and classroom dynamics.



**Sheilla Chepkemei** 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 indige-

nous 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.



**Lola John** is a Moi university Bachelor of education arts degree holder in Kiswahili and History. His research topic focuses on “Teacher preparedness in the implementation of competency based curriculum.” The study aims at looking at how

grade 1, 2 and 3 teachers plan for their instruction, the suitability of teaching pedagogies teachers use in meeting the demands of the new curriculum and how ICT has been integrated in teaching under the CBC. It also seeks to find out the teaching and learning resources used by teachers in the CBC.

## Associated students

We are pleased to host two associated students from the University of Oldenburg. Below are their profiles:



**Hannah Nuske** is a trainee teacher of History and French. During her studies she has learnt a lot of researching, worked with a lot of different sources and literature. In the university they

had a lot about teaching methods, pedagogy and psychology. Her research interests are definitely the African culture, the history of colonization in Kenya, African art and literature. She also has an interest in the development of education.



**Jojo Seibold** is a student assistant for the CERM-ESA-project in the University of Oldenburg. She is studying Educational Sciences at Oldenburg University and support CERM-ESA in teaching a

project course to Bachelor students on ‘international education research’. She is also part of the CERM-ESA research project on critical thinking, creativity and problem solving.

# CERM-ESA

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

## Contact us

East and South African-German Centre  
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## Partner Universities



Moi University  
(Kenya)

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University of Dar es Salaam  
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of the Federal Foreign Office (AA)

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