CERM-ESA

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

CERM-ESA's research objective is…

… to advance and expand excellent and innovative educational research on methodologies, instruction and management strategies for African contexts.

Four umbrella research areas guide the Master's and PhD research topics, of which we present selected results below.

I Pedagogies and Education Research Methodologies and in African Contexts

- Participatory visual, arts-based and action research methodologies in education settings are suitable for opening spaces to speak about taboo topics and capture the voice of children and youths (Yego 2017; Wafula 2017; Karanja 2017; Mos Olao 2021; Simayi 2021)
- There is a need for a systemic response to teacher education and professional development in Kenya involving national policy making institutions, education researchers, deans of the education faculties, teachers' unions and NGOs/CBOs (Samuel 2019)

- using the 6 Brick Duplo Block guided play approach statistically significantly accelerates the development of visuospatial abilities in pre-literate children, which has implications for promoting the development of reading, writing and numeracy skills (Jemutai & Webb 2019)
- Participatory visual methods are effective approaches of teaching character education in early childhood settings (Mos Olao 2021)
- Distinctive hierarchies prevalent in many supervisor-student and teacher-learner relationships in Kenya are an obstacle to learning, critical thinking and inclusive education (Rugut 2017, v. Möllendorff 2021)

II Community Schools and Engagement for Social Development

- Community members want to play a role in supporting schools but a lack of legal frameworks and agreements leave community participation optional and vulnerable in Uganda (Mandela 2019)
- Apart from missing resources and the stigmatisation of learners with special needs, the lack of harmonized and clearly set guidelines to guide the implementation of inclusive education for all schools is a major bottleneck to equity in education (Ranji 2021)

- Better communication and cooperation between support structures in and out of school could help to increase girls' participation in school (Wairimu 2021)
- Teachers in Kenya are eager to actively participate in curriculum development and lesson design to make their teaching societally relevant in their context but need support (Chepkemei 2021)
- Gender equality would be enhanced through a stringent implementation of the schools' re-entry policy for teenage mothers in Uganda (Kawala 2021)

III Education for Sustainable Development

- Climate change research and climate change education are increasingly being implemented in pioneering universities in East Africa (Ssekamatte 2018)
  - problem: donor-driven agendas and donor dependency (lack of state funding)
  - Identified key-drivers for climate change education: multi-disciplinary, participatory and indigenous knowledge-based approaches (Ssekamatte 2018)
- Education for the SDGs in African-German cooperation contexts: decolonisation as guiding principle to frame critical reflections of power dynamics and structures and of intersecting knowledge and value systems (Kindiki et.al. 2019)

- The integration of Indigenous Knowledge in school and university curricula promotes democracy, social justice & sustainable development (Ronoh 2017; Simayi 2021)
- Inequalities between men and women based on gendered role expectations and constructions of womanhood in specific socio-cultural contexts can be overcome by education and professional female teachers have a role to play (Munke 2021)
- Effective and sustainable teacher training is needed for teachers to be able to reflect upon their own attitudes, feelings, beliefs, experiences and behaviours and teach in ways that contribute to the fight against HIV transmission (Karanja 2017)

IV Languages, Indigenous Knowledge and Arts

- Teacher educators in South Africa and Kenya understand indigenous knowledge as experiential local ways of knowing embedded in local languages (Ronoh 2017)
- Indigenous knowledge integration policies have not sufficiently been translated into practice in South Africa and Kenya: teacher education institutions need guidelines concerning content and pedagogy (Ronoh 2021; Simayi 2021)
- Guiding principle for integrating Indigenous knowledge in the curriculum: knowledge demarginalisation and finding the intersection of diverse world views and knowledges to develop contextualised curricula (Ronoh 2017)
- Knowledge conflicts arise, for instance, concerning concepts of plagiarism - whose definition and whose punishment? (Ramadhan 2017)

- Teaching sensitive topics like human reproduction in rural schools: lessons based on Western scientific knowledge are not effective and teachers don't feel competent; rural teachers see the need to develop indigenised lessons based on local knowledge and languages (Simayi 2021)
- Using gender-atypical Kiswahili children's books in school can address gender stereotyping (Ekiru 2019)
- Not being taught in their mother tongue hinders primary school learners' development of creativity and imagination (Lola Luma 2021)

Literature:

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Federal Foreign Office

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