

CERM-ESA

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



Newsletter 1/2024



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Editorial

Dear readers,

Since our last newsletter, the 'East and South African-German Centre of Excellence for Educational Research Methodologies and Management - CERM-ESA' has entered a new project phase. We completed DAAD's 10-year funding cycle in December 2023, not without celebrating and engaging deeply with education research and management during our third International conference and 9th Research School at the Centre in September/October 2023. These events brought together the CERM-ESA family and the larger scientific community at Moi University under the theme: The future of education research in African contexts. Many of our (former) scholarship holders were able to present their research findings and used the opportunity to discuss and exchange with renowned researchers, policy makers and peers. But not only academia, also teachers and principals were invited again to the Centre to engage with teacher educators and students about urgent topics. One of the professional development programmes focused on mathematics, science and technology education and was facilitated by experts of Nelson Mandela University's 'Govan Mbeki Mathematics Development Centre'. The other one focused on the question, how indigenous knowledges, cultural heritage and local languages can be integrated in teaching sexuality education effectively, like CERM-ESA's alumna Dr. Ayanda Simayi has explored in her research. The teachers were thrilled with the opportunity to interact with the international educationists at the Centre and share their own experiences and concerns.

The CERM-ESA alumni – 59 Master's and 12 PhD graduates at that time in October 2023 – gathered in Eldoret to exchange, network and discuss about issues affecting them as education researchers, teachers and education policy makers in East, South and West Africa. In September 2023, we welcomed another cohort of Master's students and in January 2024 a new PhD cohort.

Fortunately, DAAD approved of our proposal for a third funding phase, which is a 'transition phase' towards financial independence from the original project funding until 2028. This provides a solid foundation for the project partners to seek other funding opportunities for CERM-ESA's academic, research, capacity building and teacher professional development programmes. One of the fundraising activities aiming to support the Centre in the future is the International Guest House on Moi University campus, which the university leadership handed over to CERM-ESA. You can find an invitation flyer in this newsletter.

We hope you'll enjoy reading about all these exciting developments in our latest newsletter!

Best wishes from the coordination office
Susan & Malve

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Meet our 8th cohort of CERM-ESA scholarship holders



Meet **Laura Adhiambo**, a Kenyan national-ity passionate educator hailing from Nyanza province, Siaya County, Gem constituency,

Wagai division, South West Gem location, in Kagilo village nurtured in the vibrant surroundings of Kisumu County. She embarked on her academic journey at Migosi Primary School in Kisumu Kenya where she laid the foundation for her educational pursuits. Continuing her excellence, Laura graduated from St. Clares Maragoli Girls in western Kenya with the Kenya Certificate of Secondary Education (KCSE).

Driven by a deep love for teaching, Laura pursued a Bachelor of Education (Arts) at Kenyatta University in Nairobi Kenya, honing her skills and knowledge. Over the past four years, she has dedicated herself to shaping young minds, and positively impacting the lives of her students.

Currently, on an academic odyssey, Laura is immersed in research as she pursues a Master of Education in research. Under CERM-ESA, her focus is on the intriguing realm of “Navigating Emotional Challenges:

Exploring Coping Mechanisms Among High School Adolescents in Urban Kenya.” This reflects her commitment to understanding and addressing the emotional well-being of students, particularly in the urban context.

What sets Laura apart is not just her academic prowess but also her compassionate nature. She approaches teaching with warmth and empathy, creating an environment where students feel seen and heard. Beyond the classroom, Laura has a passion for engaging in creative pursuits and forming new friendships.

Laura Adhiambo emerges as a dedicated educator, a curious researcher, and a compassionate soul on a mission to make a positive impact in the lives of the students she encounters.



My name is **Joseph Onyango**, I am a motivated Kenyan graduate from the University of Nairobi with a Bachelor’s Degree

in Education (Early Childhood Education) and a teacher by profession at Braeburn Group of International Schools. I have at-

tended countless workshops on research, and training courses and completed training on the British national curriculum and the Competency-Based Curriculum. I also have experience working with children with special needs, teaching preschool, and teaching after school. I have worked on several research projects with various international research firms as a Research Assistant. Currently, I am pursuing a Master of Education in Research at Moi University. I am passionate about matters of early childhood education and my ultimate lifelong goal is to provide solutions to emerging early childhood education issues. My proposed master research topic is to investigate how the preschool curriculum can be used as an agent of societal transformation towards realizing the United Nations 2030 agenda for sustainable development goals.



Cecilia Kaluha is a Kenyan by nationality and was born in Vihiga County. She is a dedicated individual currently pursuing a Master’s in Education Research at

Moi University under the sponsorship of DAAD. She underwent her undergraduate studies at Mount Kenya University, Main Campus, pursuing a Bachelor of Education (Arts), where she qualified with First Class Honor.

Cecilia is a teacher and research assistant, she is deeply passionate about research and innovation. She is enthusiastic for exploring new ideas and has skills in graphics and data collection. She is friendly and kind in nature and she loves travelling, which allows her to connect with people from diverse backgrounds. She is time conscious and values the importance of punctuality. She has more interests in the field of social sciences research, particularly finding out the intricacies of contemporary and emerging issues.

Cecilia aspires to network with other renowned researchers to expand her knowledge and acquire new skills. She is outgoing and has nature-loving personality.



Dancun Ochieng Otieno

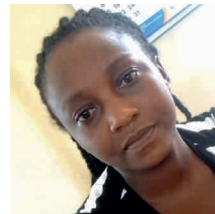
was born in Eldoret, Uasin Gishu County, though his roots trace back to Ugenya, Siaya County.

His educational journey began at Racecourse Primary School, followed by Wareng High School. Dancun furthered his studies at Maasai Mara University, earning a Bachelor of Education Science (Biology & Chemistry) with Guidance and Counseling, graduating with first-class honours.

His teaching career commenced at Wareng High School, where he passionately imparted knowledge in biology and chemistry. Later, he transitioned to Plateau Girls Secondary School, assuming roles as a form four class teacher and subsequently the form four coordinator from April 2023.

Dancun's academic pursuits reached new heights with a scholarship from DAAD to pursue a Master of Education in Research under CERM-ESA. A talented pianist, Dancun's love for research is evident in his keen interest in exploring the impact of motivation through simulation on students' academic achievement in chemistry within public secondary schools in Kapseret sub-county, Uasin Gishu County.

Looking ahead, Dancun aspires to delve deeper into academia, aspiring to pursue a Ph.D., where he envisions a future as a dedicated researcher and lecturer. His commitment to enhancing the teaching of chemistry practical lessons through participatory research showcases his dedication to improving education at various levels.



Deera Ndyabawe is a female Ugandan hailing from South-western part of the country in Ntungamo district.

She attended her lower secondary school from Standard College-Ntungamo and her upper secondary from St Mark's College Namagoma. Deera is a recipient of MasterCard Foundation Scholars Program grant for her Upper secondary education and Ugandan Government National Merit Scholarship for her Bachelor of Science with Education degree attained from Mbarara University of Science and Technology in Uganda (MUST). She is a professional science teacher and has taught at Standard College - Ntungamo prior to her Master of Education in Research studies enrollment. She gives credit to her mother (Kempeta Justine) for raising and letting her acquire education despite the humble background. She

is passionate with science education and her research interests are in STEM Education for vulnerable school going persons.



Diana Achuch Ogolah was born on a crisp autumn day in the quiet town of Kapsakwony in Mt. Elgon, Kenya.

This small-town charm provided a backdrop for adventures that laid the foundation of her resilient character. As a bright-eyed student, her academic journey led her through the corridors of knowledge. From navigating the labyrinth of St. Cecilia Nangina Girls High School, Kenya, to the hallowed halls of Moi University in Kenya, she was armed with a bachelor's degree in Education (English and literature) in 2021. She has taught in St. Mary's School, Yala, and Wachara Secondary School, Homa-bay County, and her vital interests led her to pursue a Master's degree in educational research in 2023 at Moi University. Her interests majorly lie in community involvement in education and school sustainability. Her Master's research topic understands the role of school staff in fostering community involvement toward school sustainability in Kenya. Community involvement is an integral part of school sustainability that school

leaders and other staff should embrace. "Community involvement in schools is not only about immediate support but also about building a foundation for sustained educational excellence," says Achuch. She is also interested in other areas, such as inclusive education and marginalized groups in education. Beyond education, her heart found solace in music and nature. These passions are her soul's tapestry, providing balance and creative expression.



My name is **Asiimwe Doreen** and I am a Ugandan female aged 29 years. I hail from south western Uganda, Kabale district.

My home is located in Kabale municipality, northern division, on Rugarama hill. I am married and we have one child so far. I am a graduate teacher by profession with a bachelors of arts with Education from Kabale University. I majored in Economics and History but Economics is my passion. The world's greatest economies of the G7 countries decided use economics to dominate trade, industry, innovation and technology by borrowing the knowledge of great economists. That's what inspired me to study this subject. I joined Moi Uni-

versity in the recent cohort of September 2023 intake under a DAAD scholarship. I am very grateful to the sponsors. It is a golden opportunity for me to discover myself more. In this course of Masters of Education Research, I am going to focus on studying the situation in Ugandan schools regarding the recently rolled out Competency Based Curriculum (CBC). I will be focusing on Teachers' Perceptions and Preparedness in the implementation of this New Lower Secondary Curriculum in selected Ugandan Schools. Naturally, we all know that human beings sometimes tend to resist change. I'm thus curious to know how far the teachers have gone with adjusting from the old curriculum to this new one since they are the direct implementors. Several African countries including Uganda have experienced a snail's pace economic and social growth due to the gaps in their education systems. There has been a lot of rote learning. The schools and higher institutions of learning train the students to become job seekers other than job creators. There has been less innovativeness and creativity in the old curriculum used in Ugandan schools. The change to the CBC is therefore a stride into the right direction. Lastly, I thank you all for reading our magazine. Thanks to Moi University administra-

tion, CERM-ESA and DAAD. I have a slogan I always go by, that in life, EVERY STEP COUNTS. I know this course is a great step that counts to my career growth. Blessings everyone.



Ms. Jenifer Samwel

is a devoted and passionate educator who has embarked on an extraordinary academic journey, pursuing a Master's degree in research. With a solid foundation of 13 years of teaching experience as a biology educator in a secondary school, she made a significant career shift to the university environment, currently serving as a tutorial assistant. Her story is one of unwavering commitment to the field of education and a determined pursuit of knowledge. Jenifer's affection for biology blossomed at a young age, leading her to choose it as her major when she enrolled in Sokoine University of Agriculture for her undergraduate studies. Following her undergraduate studies, Ms. Jenifer was eager to share her passion with the next generation. She joined Lamadi secondary school in Simiyu, Tanzania as a biology teacher, where she spent 13 years molding young minds. Her innovative teaching methods, passion, and pro-

found subject knowledge endeared her to her students, encouraging them to appreciate the beauty of biology and explore the wonders of the living world. Recognized for her exceptional commitment and innovative teaching methodologies, Jenifer has been awarded the "Best Form Four Biology Teacher for Excellence in Teaching" twice, a testament to her dedication to fostering an engaging and dynamic learning environment.

Jenifer aspired to acquire more profound knowledge and engage in research. In pursuit of this goal, she made a bold move. 2022 marked a turning point in her career when she transitioned from Lamadi secondary school to Sokoine University of Agriculture as a tutorial assistant. In this new role, she embraced the challenge of guiding university students in their academic pursuits. Jenifer is blending her extensive teaching experience with her newfound research interests. Her thesis, focusing on "The Perceptions of Stakeholders on the Status and Development of Pre-primary Education in Tanzania," delves into educational practices. Jenifer is determined to make a meaningful contribution to the field of education and inspire her students by showcasing the significance of research and lifelong learning.



Aheebwa John is a born of Ibanda district in the south western part of Uganda. He is a professional teacher and he is currently pursuing a Masters of Education in Research at Moi University, Eldoret Kenya.

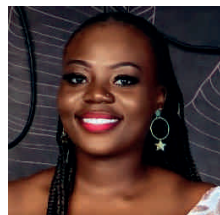
He qualified as a secondary school teacher of Kiswahili language and literature in 2016 after attaining a Diploma in Education Secondary at Kyambogo University, Kampala Uganda. He later on furthered his education and attained a Bachelor of Education (Arts) degree and graduated with a first-class honors at the same institution, Kyambogo University in 2021. Since 2017, he has been teaching Kiswahili language and its literature in various secondary schools in western and central parts of Uganda.

His wish is to become one of the research experts in education who will be at the forefront of promotion of education especially amongst the residents of Sub-Saharan African countries. These countries are still lagging behind in terms of education due to their theoretical nature of their education systems and lack of full technological advancement in their education systems. His areas of academic interest are: educational psychology, curriculum development and innovations,

guidance and counselling as well as philosophy of education especially in sub-Saharan African countries.



Kibet Onesmus was born in Kesses Sub-county of Uasin Gishu -Kenya. After completing his early education, he pursued a career in teaching, driven by his commitment to shaping the future of next generations. He attended Moi University and earned his undergraduate degree (B. Ed Arts) in the year 2019. He is a dedicated master's student at Moi University, whose academic journey is made possible through generous scholarship from DAAD and CERM-ESA. He is deeply committed to researching the digital literacy preparedness of teachers in the context of implementing competency-based education in Kesses. Onesmus aspires to make a meaningful contribution to the field of education by exploring the challenges and opportunities in integrating digital literacy within the framework of competency-based education. He represents a potential for positive change in education, with a focus on bridging the digital divide and empowering teachers to effectively implement modern teaching methods.



Lauren Lawi Anyango hails from Ebukhubo village-Luanda Sub- County, Vihiga County. She is a Kenyan citizen by birth and registration and an experienced expert in inclusive education and a strong advocate for inclusion. She holds a Bachelor's degree in Special Needs Education and is currently pursuing a master's degree in education research sponsored by DAAD under CERM-ESA at Moi University in Eldoret. She has a background as an Inclusive Education (IE) teacher with over three years of experience, teaching diverse learner populations in emotionally impaired and general education classroom settings. Currently, she works as a project officer in Inclusive education at the Dadaab refugee camp under Humanity & Inclusion (a non-governmental humanitarian organization). She participated in the adaptation of curriculum designs (Grade 7 & 8) and textbooks (Grade 7 & 8) for children with hearing impairment, which was facilitated by the Kenya Institute of Curriculum Development (KICD). Additionally, she contributed to the development of the School Accessibility Handbook and the Inclusive Education Teachers Training Manual, which were facilitated by Humanity & Inclusion in partnership

with KICD, MoE, and other NGOs. Lauren's five-year plan is to provide support to schoolteachers in utilizing resource centers for inclusive teaching by offering training, coaching, mentoring, and modeling best practices. Her portfolio includes expertise in developing and fostering appropriate skills and social abilities in learners to facilitate their optimal development based on age, ability, and aptitude. Her specialties include basic Braille skills, Kenya Sign Language (KSL), Intellectual impairment, Learning Disabilities, Neuro-developmental disabilities like autism, multiple disabilities, and Basic Psychosocial Support. She is dedicated to advancing research in inclusive education and empowering teachers to create inclusive learning environments for all children. Her area of research is Inclusive Education, and her research topic is 'Experiences of Peers in Learning Together with Children with Hearing Impairments; A Case of Selected Primary Schools in Dadaab Refugee Camp, Garissa County, Kenya'.



Noel Jeptoo. She is a Kenyan, who hails from Uasin -Gishu county. She completed her Bachelor's degree at Moi University

under the Bachelor of Arts with education program (BAE) and graduated in the year 2021. She is a teacher by profession having taught in some secondary schools in Uasin-Gishu county. Currently, she is a student pursuing a Master's in Educational Research under a scholarship program sponsored by the German Academic Exchange Service (DAAD) under CERM-ESA and she is very grateful for having acquired this golden opportunity for a scholarship to further up her studies. Her research area of interest is on the role of Comprehensive Sexual Education with increasing rate of Sexually Transmitted Diseases among adolescents in Secondary Schools.



Obadiah Nyakwara Orangi, a Kenyan citizen hailing from Rigena village in Nyamache sub-county, Kisii County, situated in the western region of Kenya, is an accomplished educator specializing in English and Literature. He earned his Bachelor's degree in education arts (English and Literature) from Moi University in 2018. With four years of dedicated teaching experience since graduation, Obadiah has established himself as a proficient educator.

In August 2022, he was awarded the prestigious Fulbright grant by the U.S.A Bureau of Educational and Cultural Affairs (ECA) to teach Swahili Language at Jarvis Christian University in Texas, U.S.A. This ten-month grant period witnessed his active and passionate instruction of Swahili, accompanied by the presentation of Kenyan culture. Notably, in November 2022, during the Fulbright Mid-year Conference held in Washington D.C, U.S.A., Obadiah secured an opportunity to deliver a presentation on Teaching Pronunciation in Language Learning. Furthermore, during the conference, he collaborated with seven other Kenyan Fulbright scholars to establish a cultural booth, showcasing Kenyan cultural elements such as art, dance, rituals, and music.

Presently, Obadiah is pursuing a Master's degree in education research and Methodologies at Moi University. His research focuses on educational policy and teacher professional development, with his Master's research topic delving into the "Experiences of Junior School Teachers in the Implementation of The Competence Based Curriculum in Selected Schools, Nyamache Sub-County, Kisii County, Kenya."



Mr. Rukundo Justus Tumusiime hails from Rukungiri District, Uganda. He is a graduate of Bachelor of Education (Business

Studies) from Kyambogo University. Teacher Justus is currently a student of "Master of Education in Research" at Moi University. Mr. Rukundo Justus Tumusiime has great interest in understanding socio-economic and psychological factors that affect the performance of learners in schools and suggesting possible practical recommendations for a bright today and tomorrow. Mr. Rukundo has taught Entrepreneurship Education and ICT in a number of secondary schools in Uganda since 2017, nailing it to an experience of 6 years of imparting knowledge and skills to learners. Teacher Justus guides and counsels learners to aid them cope with life challenges. His dream is to nurture the young people realize financial freedom with a great degree of discipline and psychological stability.



My name is **Sanusi Siadi**. I hail from Bichemboi, a small farming community in the Sissala East Municipality of the Upper West Re-

gion of Ghana. My educational journey started at Bichemboi Primary School, in September 2004 joined Kanton Secondary School where I completed in June 2007. In September 2008, I gained admission into Tumu College of Education where I studied for a Diploma in Basic Education and graduated in July 2011. In September 2011, I was employed by the Ghana Education Service as a professional teacher to teach at Gwosi Primary School. I have been teaching Economics for the past six years in Kanton Senior High School. Being a professional teacher in the Ghana Education Service with over twelve years of teaching experience both at the Basic and Senior High School levels of the education system of Ghana and rising through the ranks in the Ghana Education Service to the rank of Assistant Director II, I will like to take my teaching and research career to the next level., I will like to broaden my knowledge and research skills

further at the PhD level. My research interest is on "Teachers experiences with overcrowded classrooms. A case of selected Basic schools in the Sissala East Municipality, Ghana".



Asasira Yobu was born in Kagadi district, Uganda. I have 8 years of teaching experience in various secondary schools both gov-

ernment and private, four years of which I have been in administration as a head of department-Biology/Chemistry. I am also an examiner of Biology at Uganda National Examinations Board (UNEB) and a teacher at Engaju secondary school in Buhweju district, Uganda.

Am currently pursuing a Master of Education in Research at Moi University and my areas of interest are Educational Psychology, and Information Communication Technology (ICT) integration in Education in both Secondary Schools and Institutions of Higher Learning.

Outside academia, I do community empowerment and awareness about Education to

the youth in marginalized communities like refugees and small-scale philanthropy to disadvantaged groups of people like babies and homes for the elderly, as well as people with disabilities in my local community. “Nothing satisfies me like creating hope for the hopeless and offering help to the helpless”.

I am also a Biodiversity Conservationist, an Agricultural enthusiast, and an educational motivational speaker.



Julius Matovu is a graduate from Makerere University (Uganda). He is a professional teacher of Kiswahili and Geography with an experience of over four years in the field. He is currently studying a Master’s of Education in Research at Moi University. He is planning to conduct a research on project-based learning in a competence-based curriculum specifically in the school subject of Kiswahili.



Tusingwire Timon is a dedicated education professional hailing from Uganda. With a Bachelor of Arts in Education from Kabale

University, he has now embarked on a Master’s journey at MOI UNIVERSITY in Kenya, specializing in research methodologies within education. Timon’s leadership prowess shines through his past roles, notably as the head of Kiswahili students in higher learning institutions in Uganda under Chawakama-Uganda (Chama Cha Wanafunzi wa Kiswahili Afrika Mashariki). Tusingwire has also served as both the chairperson and deputy chairperson of the Kiswahili Students Association (WAKICHUKA) at Kabale University, where he fostered a positive and inclusive learning environment.

Passionate about Kiswahili, Tusingwire Timon is not just a leader but an advocate for the intellectual growth of students. His vision centers on creating a space that nurtures minds and instills a lifelong love for learning.

Meet our CERM-ESA PhD students (2024 intake)



Annah is a professional educational officer with 5 years of teaching experience. She is currently working as Research Ethics

Administrator at Bishop Stuart University and as an Assistant of Lecturer of Research Methods across all faculties at Bishop Stuart University after a great achievement of a Master in Educational Research under the sponsorship on DAAD in country/in region scholarship and great mentorship of CERM-ESA. Annah is a dedicated and passionate Ph.D. candidate at Moi University specializing in educational research and evaluation. Her focus revolves around the critical realm of inclusive education for children facing vulnerable circumstances, coupled with an unwavering commitment to addressing sustainable development issues. As a scholar committed to making a positive difference, she stands at the forefront of shaping a more

inclusive and sustainable future for our global community.



Cynthia Nabwire Kibet is an Educational Researcher and trained teacher for Mathematics and Computer Studies.

She has always been passionate about research and its applications in solving common problems in society, hence her bias for Educational Research. She works with the Kenya National Examinations Council as a Research Officer. Being a part of the CERM-ESA program is a dream come true for her as she has aspired to be part of the program since her undergraduate studies. She’s proud of the fact that CERM-ESA will help her to make significant contributions to the education space through research. Her proposed research topic is “Modeling the future STEM workforce

in Kenya: primary school indicators of learner success in post-secondary STEM (Science, Technology, Engineering and Mathematics) pathway.” Her research area falls under the umbrella of Education for Sustainable Development which is fueled by her interest in Education for Change. She hopes to understand how the Kenyan government can leverage on STEM education to achieve Vision 2030.



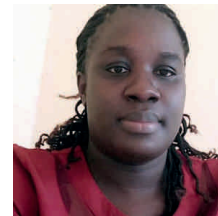
John Maliro is a PhD student in Educational Research and Evaluation at Moi University. I’m a leader by practice since I happened to be the chair of MOI University Education Students Association (MUESA) during my undergraduate and class representative in the same school for four years. My area of interest is Business Education particularly Entrepreneurship Education in higher learning in Kenya. If entrepreneurship is well taught using teaching methods that impart practi-

cal knowledge and skills, then the problem of higher unemployment rates that Kenyans are experiencing will come to an end. My big question is always “why high rates of unemployment in Kenya despite the government spending billions of money to upgrade Entrepreneurship Education in higher learning in the country?”. My wish has been to join the CERM-ESA team which will shape my academic journey for my PhD in education Research and Evaluation.



Michael Otieno is a dedicated and goal-driven professional educator with a solid commitment to the social and academic growth and development of every child. He has an experience of 9 years of teaching and research. His focus is around striving to improve education systems and policies through research and to ensure that all children and youths have the opportunity to quality education. Besides his academic pur-

suits, Michael engages in activities such as community development projects that showcase his multi-faceted personality. He is the founder and the patron of disability-inclusive club which is highly rated in the Sunshine Secondary School, Nairobi. community and beyond.



Oddah Abala Okumu is a graduate Teacher of Mathematics and Business studies. She is currently undertaking her PHD in Educational Research and Evaluation at Moi University Kenya. She holds a Master’s degree in Applied Statistics from Maseno University and a Bachelor’s degree in Education (Arts) from Moi University. She has 12 years of experience working as a trained teacher. Oddah is a National Examiner at the Kenya National Examination Council (KNEC). Her research interests are in education evaluation, research methodology and education psychology.

9th International Research School: 25-30th September at Moi University

By Obadiah Orangi



Research School participants 2023 with some of the facilitator

The 9th International Research School kicked off with a word of welcome by the project coordinators Prof. Susan Kurgat and Dr Malve Moellendorff who urged the students to seize the opportunity by keenly listening and participating in all the discussions scheduled in the programme. On a rejoinder, the project leader who doubles up as the Dean, School of Education, Prof. Anne Kisilu expressed gratitude to

DAAD for its ongoing support. The Dean seized the opportunity to inform participants about The Educator, an international open-access, peer-reviewed online and print journal housed in the School of Education at Moi University in Kenya. The journal publishes high-quality, original research and concept papers covering a wide range of thematic areas, including curriculum and instruction, educational management,

policy, and reforms, educational psychology, educational foundations, comparative education, technology education, early childhood education, special needs education, educational guidance and counseling, competency-based education, and contemporary and cross-cutting themes in education.

The Research School had a bucket full of robust activities, presentations,

and discussions led by the two professors: Naydene, Professor Emeritus at Nelson Mandela University and Mathabo Khau, Editor in Chief: Educational Research for Social Change Online Journal at Nelson Mandela University. Topics such as 'understanding, framing, and sharpening the research question' oriented the fresh graduate students to the basics of research and what it en-

tails. This saw most masters and Doctorate students present their topics and receive feedback on characteristics of a good research topic.

Equally, aspects of contents of a successful complete research project were discussed as led by the former Moi University professor, John Chang'ach currently serving as Ag. Deputy Vice Chancellor Academics, Alupe University. He took participants through key aspects that they need to have in mind to successfully complete their master's and doctoral research projects which include a simple and parsimonious topic, clear problem statement, research objectives, SMART research

questions, detailed and relevant related literature review and appropriate data collection methods, analysis, and clear research design. In the same vein, the Alumni of CERM-ESA Dr. Ayanda Simayi, Dr. David Ssekamatte whom CERM-ESA is proud of, intensively assisted the doctoral students on thesis writing

During the workshop, both the Master's and Doctoral students' presented their research and received significant feedback on how best their titles can be phrased, proper problem statements, working around their research objectives to align with their research titles and more insights on reviewing literature, methodology, re-

porting findings and making recommendations.

Aspects of Indigenous knowledge, language, and culture were also covered by the lead guest keynote speakers Professor Birgit Brock-Utne and Prof. Catherine A. Odora Hoppers.

Professor Brock-Utne presented her academic work in Tanzania and how it was significant in shaping her understanding of the value of indigenous knowledge in the African system and more so the pros and cons of being an insider or an outsider when carrying out research in communities.

Professor Odora strongly discussed the topic "Transforming Postgraduate research

through Indigenous knowledge and African theories". In her presentation, she argued that it's a life and death journey to disown existing paradigms and seek original and indigenous Africanized paradigms.

To conclude the workshop discussion, Prof. Michael Samuel Anthony from the University of KwaZulu-Natal presented his "Research Wheel", in which he emphasized the coherence of research work, and that each element of research is interrelated and does not exist independently. He stressed that knowledge exists within ourselves, and our atmosphere and we don't need to look to the outer atmosphere to get knowledge.

The CERM-ESA Alumni meet again

By Mandela Nelson (Alumnus and PhD scholarship holder)

As reported in our newsletters before, CERM-SA has always supported Alumni programs as one of their focus areas. This time, the alumni meeting was held on 1st and 2nd October, 2023, in Kapyet hall at the Noble Hotel, Eldoret, Kenya. It became clear to me while travelling to Eldoret, that it was going to be another exciting and intriguing meeting based on the experiences of 10th October, 2021 alumni conference. Indeed, we had another engaging and interactive meeting between the alumni and CERM-ESA steering committee. The interactions were focused on developing positive connections with alumni and other possible networks to strive to inspire a lifetime of loyalty to CERM-ESA, DAAD, Moi University and communities where we come from.

On the first day, the alumni made several reflections on their academic journeys and their research contributions and impacts on the communities. This session

was chaired by myself and I gave an opportunity to every alumna/alumnus present to make reflections on how CERM-ESA scholarship has impacted their lives and the communities where they individually come from. This produced a diversity of revelations and testimonies that highlighted different themes like gender equality, social transformation, sexuality education, climate change education, inclusion, science education, sustainable development, university superstition, mentorship, competence-based curriculum among others. The alumni noted that through the mentioned themes, they have been able to create awareness, organise dissemination seminars, publish their research findings, present at conferences and seminars among others. They strongly believed that the knowledge and skills obtained from their academic programs will not only enhance the future of African research but also harness the social transformation of African com-



CERM-ESA alumna and current County Executive Committee Member for Education, Dr. Janeth Chemeli, encouraging her fellow alumni to use their expertise for influencing policies and creating an impact in the communities



CERM-ESA alumni discussing their future activities and providing peer support

munities and sustainable development.

On the second day, the alumni discussed the current status and progress of the association. It was realised that the CERM-ESA alumni association had

not registered with DAAD, an opportunity DAAD offers to all beneficiaries/alumni of DAAD fundings beyond three months. The alumni were excited to find out that the DIGIFACE online website provided a variety

of opportunities that can help the alumni to connect and engage globally in terms of publications, developing online modules, promote events and programs of the alumni among others. The alumni members agreed on the need for developing modules in the areas of literature review, Qualitative data analysis, Alumni engagement activities (fundable project) and have DIGIFACE used as a platform for networking. The alumni further discussed the formulation of the constitution to govern the association and a sub-committee to draft the Alumni Association's Constitution was established.

The alumni meeting was honoured to host the CERM-ESA steering committee to pave a way for collaborations, support to alumni activities, and guide on the alumni activities within the scope of DAAD. These included Prof. Dr. Bernd Siebenhüner, Dr. Malve v. Möllendorff, Prof. Susan Kurgat, and Prof. Dr. John Chang'ach. It was agreed that, despite the expected end of the second funding phase by DAAD, the

CERM-ESA coordination office would continue to support the alumni activities, guide on the alumni activities within the scope of DAAD and coordinate alumni partnerships.

The CERM-ESA/DAAD alumni are dedicated to enhancing the connection between students past, present and future, work to create an association that fosters a sense of community and instils a lifelong commitment to their societal transformation by encouraging the alumni to participate in programs that inspire a positive volunteering and giving culture. The alumni association leadership will always endeavour to coordinate the planning and implementation of alumni activities, foster engagement of new members and work to retain a network of all alumni. The alumni association looks forward to further collaborations with CERM-ESA and DAAD, collaborate with local community leadership team to develop partnership opportunities for the local alumni population and plan and hold many more networking meetings.

3rd CERM-ESA International Conference (2-4th October, 2023) Theme: The Future of Educational Research in African Contexts

By Susan Kurgat

The conference kicked off with welcome remarks and introductions led by the CERM-ESA steering committee. The conference theme sought to explore and bring into discussion the challenges, opportunities, and potential future directions of educational research in African contexts. The conference brought together scholars, researchers, educators, policy makers, and other stakeholders to share their experiences, knowledge, and insights on the current state of educational research in Africa and identified ways to enhance its quality and relevance. Through keynote speeches, panel discussions, and paper presentations, the conference examined a range of issues. Additionally, the conference sought to promote collaboration and knowledge sharing among stakeholders in the field of educational research, and to contribute to the development of evidence-based policies and practices that can improve educational outcomes in African contexts.

The conference kicked off in full gear as it was officially opened by Prof. Kosgey, the Moi University Vice Chancellor. He emphasized on the significance of credibility in research as a key factor that steers up good academic research. He further added that research in Africa needs to shift focus to real problems facing its people by using Africanized contexts and theories as much Western theories may interplay. He promised that the university shall continue supporting the DAAD and collaborating with the sponsors.

The key celebrant of the conference was Professor Abraham Waithima, Director of Daystar Leadership and Professional Development Institute, Daystar University, Kenya.

His keynote was on 'Research in Education: Pushing the boundaries' where he placed great emphasis on the diversity of engaging multi-disciplinary research for researchers are experts who can carry out

research even in areas that they are not specialized in: this is through collaborative research. Professor Waithima asserted that the academic world is volatile, uncertain, complex and ambiguous (VUCA). It is volatile in the sense that the environment demands us to react quickly to ongoing changes that are unpredictable. In this case, uncertainty in the world posits a challenge for educators to act on the de-

mands of the environment. He added that the complexity of the academic field is dynamism and has many interdependencies which requires educators to work within and outside their field. Last, but not least, the ambiguity of the world we live in refers to its unfamiliarity which is outside of our experiences. Professor finished his speech by a quote from Albert Einstein, "Everything that counts does not really count."



The first keynote speaker, Professor Waithima, is delivering his talk at the CERM-ESA auditorium

Three other keynotes were delivered by reputable professors as follows:

Professor Michael Samuel who argues that African education systems need a thorough, theoretical policy review including their modes of delivery. This will detach it from overreliance on the Eurocentric theories on research and education. Prof. Michael is a global scholar who has deeply invested in the disruption of higher education policy and curriculum to reflect Indigenous knowledge in African contexts.

Professor Birgit Brock -Utne presenting on Knowledge, language and culture. Professor Birgit presented a powerful concept on what it really means to understand African language, indigenous knowledge systems and culture in the context of research. Africa has its own and unique system that must be understood and used in conducting research

so that research work can make meaning. Adapting foreign ideas, theories and concepts in conducting research in the African contexts does not bear relevant fruits to the people from which the research is carried out.

Prof. Catherine A. Odora from The University of South Africa, and Gulu University, Uganda, presented about The Intellectual Journey of An African Child as a challenging, life-threatening path worth taking. She narrowed down her presentation to the discussion on “transforming postgraduate research through Indigenous Knowledge and African theories”. She presented a humanistic paradigm philosophy which enhances human creativity and freedom. The solution to structural problems that exist in the research field is not to point out to the horizon for some system hanging out there but an interrogation of deep systems to which we belong.



VC of Moi University, Professor Kosgey, together with the CERM-ESA steering committee, key-note speakers and facilitators of the conference

A good number of presentations were presented under the three conference themes. Under Indigenous Knowledge, culture, and Art theme, led Dr. Simiyu Catherine, a lot was discussed about Africa’s unique art systems that can communicate meaningful ideas to researchers. This brings out aspects of creativity, unity, and culture. In the Cross-cutting issues chaired by Prof.

Sammy Chumba there arose discussions on Euro-centric theories, and it was agreed that there won’t be total disconnect from the Western theories but there should be priority on what is more relevant to African people. Lastly on Digitalization and digital literacy, under the chairmanship of Dr George Kegode arose robust discussions on what digitalization and digital literacy means to

the researchers and African education system. Due to the 21st century demands and Sustainable Development Goals, there is need to align African education systems to fit into the digital era and produce products that can fit the job market demands. The conference rapporteur Dr Esther Kiaritha wrapped it up with a quote 'a mind that is open to new ideas never returns to its original states'.

The conference came to an end with fun events such as the traditional songs to entertain and appreciate participants and the sponsors of the conference. Gifts were exchanged in memory of long-standing partnerships as a continuation into CERM-ESA III. Of importance was the presence of the 1st Project leader, Prof. Julius-Gordon Tanui, who gave powerful nostalgic memories of the initial

stages of the project which has now come to achieve tremendous success in their activities. The climax of the event involved tree planting at the CERM-ESA site, Moi University, where all the conference keynote speakers, facilitators, presenters, guests and masters and doctorate students each planted a tree. Various tree species were planted as a result. The conference ended on high note fun events which in-

involved a luncheon and dinner event at Noble Hotel, Eldoret. During this moment, participation certificates were awarded to all the conference participants. The final fun event took place at Tiret Resort and Retreat, Eldoret where participants engaged in zip lining, horse riding, eating, dancing and even Archery. The conference was a huge success with over 200 participants taking part.



Moi University VC and CERM-ESA staff with international guests and presenters who received their gifts at the end of the conference



Professor Bernd Siebenhuener planting a tree on the CERM-ESA ground at Moi University, which will soon become a forest

Graduation of our Masters and PhD students 2023

By Dancun Ochieng Otieno

The sixth graduation celebration for CERM-ESA Masters and Doctoral degree holders was celebrated at the Centre's auditorium on the 21st of December 2023. The event was attended by CERM-ESA's family locally and internationally both virtually and face-to-face with the current Master's and doctoral students and supervising professors in attendance. All of the graduands were delighted that they had finally reached this milestone in their education and expressed their appreciation to the Centre and their supervisors for their support and scholarly guidance throughout their entire journey.

The project coordinator, Prof. Susan Kurgat, together with the Dean, Prof. Anne Kisilu, graced the event, with guest speaker being Dean Emeritus and the current Deputy Vice Chancellor, Alupe University, Prof. John Changach. Mr. Noel Japheth fa-

cilitated the graduation celebration. Cohort 8 led by Dancun Otieno, Doreen Asiimwe and Obadiah Orangi showered the event with songs and presentations.

The professors and supervisors in attendance showered the graduands with words of wisdom as recorded below:

Prof John Chang'ach: 'Your highest contribution in the society will be mentoring others to greatness'.

Prof John Boit: 'Your footprints will be emulated by your followers'.

Dr Felicy Githinji: 'The roots of education are bitter but the fruits are sweet and you are now a testament to it'.

Prof Anne Kisilu: 'The secret to learning is by continuing to learn, re-learn and un-learn'.

Prof Susan Kurgat: 'Strive to make a difference in the world through your study findings'.



Cohort 6 graduands

The following CERM-ESA graduates were awarded their degrees as follows:

	NAME	DEGREE AWARDED	THESIS TITLE
1	CONRAD MUSONGO	MASTER OF EDUCATION IN RESEARCH	EXPLORING STAKEHOLDERS' INTERVENTION ON RE-ENTRY POLICY IMPLEMENTATION IN ZAMBIAN PRIMARY SCHOOLS.
2	KENETH MUTHOMI	MASTER OF EDUCATION IN RESEARCH	INFLUNCE OF TRAINERS' COMPETENCIES AND TEACHING SELF EFFICACY ON IMPLEMENTATION OF COMPETENCE-BASED EDUCATION AND TRAINING IN PUBLIC TECHNICAL INSTITUTIONS IN MERU COUNTY, KENYA.
3	BELLO MOHAMMED	MASTER OF EDUCATION IN RESEARCH	EXPLORING THE FACTORS AFFECTING ENROLMENT IN PRIMARY SCHOOLS IN KATAGUM LOCAL GOVERNMENT AREA, BAUCHI STATE, NIGERIA.
4	EKYAKUNZIRE BRENDA	MASTER OF EDUCATION IN RESEARCH	USING CRITICAL PARTICIPATORY ACTION RESEARCH IN TEACHER PROFESSIONAL DEVELOPMENT FOR COMPETENCE-BASED ENGLISH LANGUAGE TEACHING IN LOWER SECONDARY SCHOOLS IN KABALE MUNICIPALITY, UGANDA.
5	NASSUNA PROSSY	MASTER OF EDUCATION IN RESEARCH	TEEN MOTHERS' RE-ENTRY RATES INTO SECONDARY SCHOOLS DURING COVID-19 PERIOD IN KAKIRI SUB COUNTY WAKISO DISTRICT UGANDA.
6	ATUHAIRE ANNAH	MASTER OF EDUCATION IN RESEARCH	INVESTIGATING STAKEHOLDERS' PERCEPTION AND ATTITUDES AND THEIR INFLUENCE ON THE EDUCATION OF STREET CHILDREN.A CASE OF SELECTED PRIMARY SCHOOLS IN KAMPALA CITY, CENTRAL UGANDA.
7	KOUAME CHARLOTTE	MASTER OF EDUCATION IN RESEARCH	INSTRUCTIONAL SUPERVISION AND ITS EFFECTS ON TEACHERS WORK OUTPUT IN SELECTED PUBLIC SECONDARY IN UASIN GISHU COUNTY, KENYA
8	KEINO EZEKIEL	MASTER OF EDUCATION IN RESEARCH	STRATEGIES TO CURB BOYS DROP OUT RATES IN PUBLIC SECONDARY SCHOOLS.A CASE OF STUDY OF KESSES SUB COUNTY KENYA.
9	BOCHABERI FAITH NYABERI	MASTER OF EDUCATION IN RESEARCH	FAMILY BACKGROUND, STUDENT ENGAGEMENT AND ACADEMIC PERFORMANCE IN SELECTED SECONDARY SCHOOLS IN GARISSA SUB COUNTY, KENYA

	NAME	DEGREE AWARDED	THESIS TITTLE
10	MWORIA NAOMI WANJIKU	MASTER OF EDUCATION IN RESEARCH	EXPLORING EXPERIENCES OF SECONDARY SCHOOL GIRLSON GENDER-BASED VIOLENCE IN MATHARE SLUMS, NAIROBI COUNTY KENYA
11	NIWAGABA ISAAH	MASTER OF EDUCATION IN RESEARCH	SCHOOLS READINESS TO INTERGRATE INFORMATIONAND COMMUNICATION TECHNOLOGY IN MANAGEMENT.A CASE OF SELECTED SECONDARY SCHOOLS IN KANUNGU DISTRICT, UGANDA.
12	CHEPKIRUI SHEILA	MASTER OF EDUCATION IN RESEARCH	DETERMINANTS OF UNTIMELY COMPLETION OFPOSTGRADUATE STUDIES AMONG MASTERS STUDENTS.ACASE OF MOI UNIVESITY, KENYA.
13	NUWAMANYA JAMES	MASTER OF EDUCATION IN RESEARCH	SHOOL OWNERSHIP AND ACADEMIC PERFORMANCE IN UGANDA. A CASE OF SELECTED SECONDARY SCHOOLS IN IBANDA DISTRICT.
14	ODERA JOSEPHINE ACHIENG	MASTER OF EDUCATION IN RESEARCH	
15	ARUGUT CORNELLIUS KIPLETING	DOCTOR OF PHILOSOPHY IN EDUCATIONAL TECHNOLOGY	POSTGRADUATE STUDENTS' AND SUPERVISORS' PERSPECTIVES ON THESIS SUPERVISION PRACTICES IN HIGHER EDUCATION CURRICULUM IN UNIVERSITIES IN KENYA

Of note, Kenneth Muthomi of Cohort 6, appreciated the Centre and DAAD for the award of the scholarship for the duration of his study and encouraged the graduands to go out there and serve humanity with diligence. Ezekiel Keino, Cohort 5 also appreciated the DAAD, CERM-ESA for their support during the scholarship. The PhD graduand, Cornelius Rugut shared his PhD journey and appreciated CERM-ESA for the scholarship. Doreen Asimwe led with the Cake cutting and entertainment was done by Moses Ogeto, a guitarist who was specially invited.



Sharing my experience at the ETH Zurich

By Mercy Chemutai Barasa, CERM-ESA PhD scholarship holder

In the second year of my PhD journey, as I wrapped up data collection for my research project, I looked forward to the time I would shut myself up somewhere and just delve into all the exciting data and insights I had collected. I envisioned taking time away from everything so I could give this task the highest focus. Hardly did I imagine that my get-away would be in the beautiful city of Zurich in serene Switzerland. My exciting adventure was under the auspices of the ETH4D doctoral mentorship program. This program is an outreach by the world-renowned university, ETH Zurich to support doctoral students from developing countries. Support is offered primarily through an all-expenses-paid three-month research stay at ETH Zurich with a selected professorship. In my case it was the Chair of Education Systems (CES) (<https://ces.ethz.ch/>) under the esteemed Professor Ursula Renold and her fabulous team of educational economists.

I landed in Zurich during the extended summer in September 2023 (a relief because I am not sure my tropical self could

have handled being suddenly plunged into the autumn cold). My hosts were the picture of hospitality right from the onset. Thus began my three-month stay at the alma mater of the great physicist Albert Einstein (I got to visit his actual locker and see his hand-written notes!). My first order of business was to set out specific goals and targets for the research stay and discuss them with my assigned mentor, Dr. Patrick McDonald. I was enrolled onto the ETH university system as an academic guest and this laid a cornucopia of resources before me, including textbooks, academic journals, and a range of software, including IBM SPSS version 29- the latest at the time.

Every week, I had an hour-long mentorship session with Dr. McDonald where I got to update him on my progress and discuss different aspects of my data analysis. I also got to meet with other lab heads and discuss interesting concepts like permeability in education systems, the Swiss education system, and education reform globally which is at the core of the Chair's

work and intersected nicely with my own study. The team had a delightful tradition of communal lunches. These were my highlight of the day as conversation among the culturally-diverse team flowed freely, covering different topics from the social to educational to the downright hilarious! At that table, I made my acquaintance with the "Occam's razor" and many other interesting ideas.

Most importantly for me, I got to interact with fellow PhD students at various stages of their studies. We got to swap experiences and sharpen one another. I had the privilege of listening to them defend portions of their research proposals (theirs was a thesis by publication). My opportunity to make a presentation of my own thesis came at the tail end of my stay. They were so kind as to listen to and engage me on my study for a whole hour (by that time I had completed all my data analysis and written a substantial portion of chapter 4). Our very own Prof. Susan was able to join and listen. They were excited by her attendance. Do check out a more detailed discussion



of my experience through this link: <https://eth4d.ethz.ch/news-and-events/eth4d-news/2024/01/meet-eth4d-doctoral-mentee-mercy-chemutai.html>

This experience would not have been possible without the invaluable support of my supervisors: Prof. John and Prof. Proscovia, who kindly gave me strong recommendations. I am also deeply grateful to Dr. Malve and Prof. Susan who came through with key logistical support on my first trip to Europe. I hope that many more students have the opportunity to partake in such eye-opening experiences. I conclude with a word of encouragement: do not eliminate yourself before trying for an opportunity, no matter how out-of-reach it seems. You never know, it could be the opportunity of a life-time. Cheers!

Presenting my research at the International University of Management, Windhoek-Namibia

By Labani Kanyonga, CERM-ESA PhD scholarship holder



As one of the PhD sponsored students, I, Labani Kanyonga, was supported by CERM-ESA-Moi University to attend the Southern African Association for Research in Mathematics, Science and Technology Education conference, which was conducted at the International University of Management, Windhoek-Namibia from 16th to 18th January 2024. The conference had a theme “Rethinking Relevant Research in Mathematics, Science and Technology Education for the 4th Industrial Revolution (4IR)”. I managed to present a paper titled “The relationship between Social engagement in Experiments and Scientific Inquiry Competencies: The mediating effect of learning approaches” which I co-authored with my supervisors: Prof. Sammy Chumba, Dr. Eugenia Kafanabo and Dr. David Kessio. I am grateful for the support I got from CERM-ESA and this is what I learnt...

“The conference was awesome and I learnt a lot from it. The conference gave me an opportunity to listen to numerous papers in Mathematics, Science and Technology Education from different scholars from different parts of the world. I was also privileged to learn that, countries like South Africa, are inclined towards integrating Indigenous Science Knowledge in their science curriculum on different levels of their education, hence they are doing several research initiatives in this area. Additionally, I had an opportunity to learn how Artificial Intelligence drives education and research in the world. Lastly, the conference gave me an opportunity to widen my science education network. Therefore, I encourage other students to send their papers to conferences and get an opportunity to attend and present their findings for their career development.

Author; Labani Kanyonga

Charging towards critical canons of knowledge production in the African University

By Nelson Mandela, PhD scholarship holder at Moi University

It was an exciting moment for me as a young scholar to attend and represent CERM-ESA at the ACUSAfrica conference in Ghana. The Conference was organised by the University of Ghana, Queen's University Belfast and Nelson Mandela University. This hybrid conference was held from 11-13 October 2023 at the Institution of Statistical Social and Economic Research Conference Hall, University of Ghana, Accra. The conference located the network's formative questions within the context of critical thought surrounding canons and registers of knowledge production in the African university.

I was privileged to be alongside two CERME-ESA alumni, Dr Ayanda Simayi and Dr. Curwyn Mapaling, who too presented their papers: An epistemic cul de sac for isiXhosa speakers in postcolonial South Africa: Is science inclusive of people's Indigenous Knowledge? and "Being Sane in Insane Places": Critical Canons of

Knowledge Production in the African University, respectively. I was able to present my paper 'Africanising Community Engagement and Climate Change action' in which I emphasised re-imagining the higher education engagement and its scholarship towards climate change and sustainable development, institutional structures and cultures, renewed engagements with theory and praxis to overcome the limits Decoloniality, and recentring, reframing and reimaging methodological canons. Being a work in progress, I was lucky to get constructive feedback from expert scholars especially from the global south.

During our excursion, I was fascinated to hear about the heroic journey of one of Africa's strong colonial fighters, Nkwame Nkrumah, see his former office material, academic ownerships and cultural regalia. As a scholar, I was captivated to find his PhD thesis in the museum, titled; "Mind and Thought in Primitive Society.

A Study in Ethnophilosophy". I must say that the opportunity was enormously beneficial to my ongoing research project. I was able to make a good network of academic scholars especially on African epis-

temes given the African epistemological underpinnings of my study (Ubuntu theoretical bedrocks). It was my first time to visit West Africa and I must say I loved the opportunity.



PhD scholarship holder Nelson Mandela in Accra

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Funding period: 2014 – 2028

Funding volume: 3.95 Mio EURO

Funding Agency:

DAAD

Deutscher Akademischer
Austauschdienst (DAAD)
with support of the
Federal Foreign Office (AA)



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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 University

www.mandela.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.



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<http://www.umi.ac.ug/>

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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 four major programmes that run concurrently.

1. The objective of the **Research Programme** 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.
2. The **Academic Programme** includes scholarships for postgraduate students in East and South Africa and 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.
3. The **Capacity Building Programme** offers opportunities for academic, teaching and administrative/management staff of all partner Schools of Education to further their education through professional development courses and workshops.
4. The goal of the **Teachers Professional Development Programme** is to support teachers and principals to advance their competencies in relevant areas of educational practice, curriculum implementation and management in their local contexts.

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