



**PROTESTANT INSTITUTE OF ARTS AND SOCIAL SCIENCES (PIASS)**

**International Master's Program in Educational Quality (IMPEQ)**

**7<sup>th</sup> IMPEQ Conference**

**RESILIENCE THROUGH QUALITY EDUCATION**



**PROTESTANT INSTITUTE OF ARTS AND SOCIAL SCIENCES (PIASS)**  
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**7<sup>th</sup> IMPEQ Conference**  
**Resilience through Quality Education**  
**September 21-22, 2022 at PIASS**

**Prepared by:**



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**September 21 – 22, 2022**

*7<sup>th</sup> IMPEQ Conference: Resilience through quality Education*



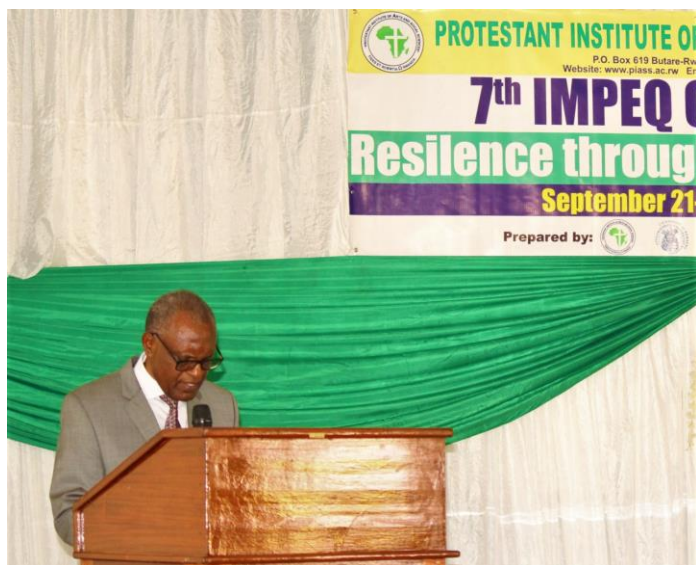
## INTRODUCTION

The 7<sup>th</sup> International Master's Programme in Educational Quality (IMPEQ) Conference on “Resilience through Quality Education” was organized by Protestant Institute of Arts and Social Sciences (PIASS-Rwanda) in cooperation with Otto-Friedrich University of Bamberg (Germany). This conference brought together more than 150 academia, professionals, researchers, church based organizations and students from Rwanda, Zambia, Tanzania, South Sudan, DR Congo, Cameroon and Germany to discuss how quality education can shape resilience in difficult time. In this conference, students of IMPEQ IV were recognized and congratulated for completing their master studies, and at the same occasion, the IMPEQ V was opened.

The conference was hosted in PIASS-Huye Campus 21 - 22 September, 2022, and it was official opened by Dr. Valentine Uwamariya, The Minister of Education in Rwanda.

## WELCOME REMARKS

*Rev. Prof. Dr. Elisée Musemakweli, The Vice Chancellor of PIASS*



*The Vice Chancellor of PIASS*

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His remark started with a formal address of the key people who were present at the conference. This was followed by reflecting on the genesis of the conference where he made mentioned that this conference is “regularly organized by the IMPEQ and sponsored by Bread for the World.” He also continued by expressing his outmost gratitude to the Honorable Minister of Education of Rwanda, for gracing the events as well as the presence of partner Universities from Germany (University of Bamberg), Democratic Republic of the Congo (Université Libre des Pays des Grands Lacs – ULPGL) and Cameroon (Université Evangélique du Cameroun – UEC).

Moreover, the Vice Chancellor extended his gratitude to the speakers who will share knowledge and their research findings on the theme of the conference to enlighten the participants on how quality education can foster resilience. This was wounded of with the aim of the conference by referencing on the current global issues such as the COVID 19, the war in Ukraine and violent conflicts happening in some Africa countries particularly in the Great Lake regions.

In closing the Vice Chancellor emphasized that ‘the conference came at a time we needed it the most and PIASS is proud to host this event and therefore ensures participants that the institution is committed to make their stay in Huye memorable’.



*Prof. Dr. Jean-Blaise KEMONGNE, the Chairperson of IMPEQ Steering Committee*



*Prof. Dr. Jean-Blaise KEMONGNE*

In his welcoming remarks, the Chairperson of IMPEQ Steering Committee mentioned the mission(s) of the steering committee which included but not limited to the selection of IMPEQ candidates. According to the Chairperson, this very process is very tough as all candidates are competent, yet they have to select anyway. He appreciated that this time, the rate of women candidates is remarkably increasing since the program was launched in 2013. The Chairperson congratulated students of IMPEQ IV for their courage and hardworking spirit to accomplish their studies even in COVID-19 time where they had to take courses online. He also welcomed students of IMPEQ V and invited them to study very hard and wished them good luck.

The Chairperson emphasized on the fact that partners in education should contribute to the eradication of global challenges through quality education, by saying “we are entitled not only to ask ourselves how education can contribute to the development of resilience skills among those who unfortunately share this daily life, but above all in duty to operationalize the essential life skills that we make it possible to overcome adversities of all kinds according to educational strategies and adapted teaching methods. It is this reflection which is placed on the table of the 7th Conference IMPEQ.”

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The Chairperson concluded his remarks by calling all participants make the exchanges of the conference possible, and to do their best to continue to improve the quality of education in their respective countries.

## RECOGNITION OF THE IMPEQ IV

*Prof. Dr. Dr. h. c. Annette Scheunflug*



*Prof. Annette*

Her speech started with welcoming everyone to the conference and stated that IMPEQ conferences reflect on different educational theme, and this year conference reflect on the current global issues and how we can build resilience through quality education. Also, the conference aims at how quality education can contribute in overcoming all this threat in contemporary world. Furthermore, this conference is an opportunity to give IMPEQ Alumni possibility to presents their papers. In recognizing of the students of IMPEQ IV, she mentioned that the program started in 2019 and it is completed now. Their studies coupled with the corona virus, and it would have not been easy for them to complete without shifting studies online. Her outmost regards to the government of Rwanda about the digitization because it contributed in making the program possible.

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*Students of IMPEQ IV*

## **CEREMONIAL OPENING OF IMPEQ V**

***Mrs. Nadine Einghaus***



*Mrs. Nadine Einghaus*

Before opening the program, Mrs. Nadine Einghaus (Bread for the World) presented an overview of Bread for the World, mission, what they do and their scholarship opportunities around the world, and so on. She also, stated that most of their scholarship program support underprivileged persons and IMPEQ is the only master's program they are sponsoring so far. She ended with a congratulatory message to the IMPEQ IV students for completing their studies, and now declare the official inauguration of the IMPEQ V.

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*Students of IMPEQ V*

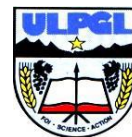
## **OFFICIAL OPENING OF THE 7<sup>TH</sup> IMPEQ CONFERENCE**

*The Minister of Education in Rwanda*



Dr. Valentine Uwamariya, The Minister of Education in Rwanda began her speech by expressing her gratitude to be invited to the conference. She furthered by saying how the theme is particularly important to the 'context of Rwanda as they strive to transform the Rwanda citizens into a skilled human capital for socio-economic development of the country by demonstrating an equitable access to quality education, emphasis on combatting illiteracy, promotion of science and technology, critical thinking, and positive values'. She then thanked PIASS for hosting this

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international conference to share critical knowledge as well as to create further practical, political and scientific implications for educational development, and she recognized all the participants from different countries.

Additionally, the Minister reflected on the aftermaths of the 1994 genocide against the Tutsi where she cited the government efforts in enhancing educational quality and promoting quality education for all as a way of promoting reconciliation and reconstruction of the country. The educational curriculum aimed at helping citizens to cope with uncertainties and challenges in the post genocide era as well as makes the inquisitive and skill oriented citizens.

The Minister appreciated the contribution of PIASS in doing research and publishing various research work on different topics through scientific weeks, seminars and conferences, by saying “The Ministry of Education therefore highly values the contribution of PIASS through research and different publications on domestic violence, home-grown solutions, drug abuse, and church governance, to name few.”

The Minister concluded her remarks by assuring the full support from the Ministry to PIASS, by saying that “building on the commitment of PIASS and its partners, the University of Bamberg and Bread for the world to contribute to educational quality development, the Ministry of Education will continue supporting you in this journey.”

## **THE FIRST KEYNOTE SPEAKER**

Prof Dr. Dr. Annette keynote speech focused on the “connectivity between resilience and quality education” Again, her speech shared lights on how we can shape and build quality education in crisis. Moreover, the paper argued on why some people cope during challenging moment and other are unable to cope in a difficult time, she continued by highlighting 3 coping strategies in crisis, highlighting global understanding of the word resilience and emphasizing on self-responsibility that is needed to build a quality education in crisis.

At the end of the first keynote, the pace was sets for various paper presentations and workshops which took place in parallel sessions.



## PARALLEL SESSIONS



In this sessions, participants joined different rooms from which they had paper presentations from researchers, and audience could ask questions and discuss about the findings of the research, then come up with recommendations which may be used to improve those papers. On the first day, 4 paper sessions and workshops were presented and discussed.

On the second day, these parallel sessions continued and 2 paper sessions as well as 3 workshops (those of the first day were repeated) were presented and discussed. The topics and abstracts will be attached on the annex of this report.

## POSTER PRESENTATION



Poster presentation(s)

In this session, students from the IMPEQ IV presented their topics, contexts, research questions, methodologies as well as findings of their thesis on big and printed posters, then present them in a form of exhibition. Participants of the conference could visit those stands and get explanations from owner(s) of the poster, and participants were free to ask questions to gain insights on the topics. This poster presentation was done on both days and 16 research topics were presented.

### **CLOSING OF THE DAY 1**

The first day was closed by Prof. Annette. She thanked participants for their contribution to the theme of the conference, especially different insightful and recommendations they provided during parallel sessions. She urged them to keep working together for the improvement of quality of education, which she believe it can contribute in raising resilience in current world challenges. She concluded her closing remarks by inviting all participants to the cultural evening and exchange.

### **CULTURAL EVENING AND EXCHANGE**



*Performance of participants from Cameroon*

This evening was organized in order to create networks among the participants of the conference, and learn how to talk and interact with people from other cultures. This time, each represented country was asked to do performance on some of their cultural activities (dances, songs, poems, rituals or any other thing) that may show the culture from their respective countries. In addition,



this cultural exchange was an opportunity to help individuals to adjust and learn about new environments and admire their differences while embracing their similarity.

## **THE SECOND DAY OF THE CONFERENCE (22/09/2022)**

### **Keynote speaker II**

***Senator Prof. Dr. Jean Pierre Dusingizemungu***



*Participants of the conference*

The final day of the conference started with the second keynote from Senator Prof. Dr. Jean Pierre Dusingizemungu, the caption of his paper was “Developing ingredient for quality education: Rwanda efforts within the period of 2021 to 2022”. The paper presented a snapshot of educational system in the past and how it experienced a shift in the post genocide era. It therefore means that the Rwanda education system is young educational system that was developed in just 25 years ago and has some peculiarity. He mentioned that the impacts of the faith base institutions on educational system is very strong.

In Rwanda about 75% of schools are managed by the churches and the essential aspect is that even though these schools are managed by the faith based institutions; the government of Rwanda is supporting them by paying the salaries of teachers. Furthermore, some of these faith based schools the state is supporting with infrastructure developments. Another aspect of the educational system is about the growth rate of Rwanda. The Rwanda annual growth rate is 2.5

%, this stipulates that the population of Rwanda has doubled in the aftermaths of the genocide and this has consequently reflected on the increase of the number of schools and all of these shows some implications and its associated challenges.

Moreover, this paper also, raised the government efforts in building the educational system of Rwanda. He then situates the term resilience in Rwanda context by saying, “in Rwanda resilience is the striving force behind state development of any reconstruction project in this country that was devastated by the genocide against the Tutsi in the 1994”. It further presented a key achievement of the educational system and improved infrastructures that has been made in the educational system in Rwanda. In conclusively, he commended on how the government has serious laid it foundation however, calls on other educational actors supports for the national efforts.

## PARALLEL SESSIONS (Day 2)



After the keynote II, participants of the conference joined parallel sessions from where they continued with paper presentations.





## CONCLUDING REMARKS OF THE CONFERENCE

### *Vice Chancellor of PIASS*

In his speech, the Vice Chancellor thanked each and every one for their contribution to the success of the conference. Particularly he acknowledged the immense contribution of Prof. Annette in coordinating the IMPEQ program. He again extended his gratitude to the Bread for the world for their financial support which not only made the program possible, but also to the success of different activities of the institution (PIASS). The Vice Chancellor expressed his gratefulness to the keynote speakers and other speakers as through the topic and different presentations has brought to the understanding on how quality education can be a resource for a radical change in individual lives and communities, and also contributes in making people resilient in difficult times.

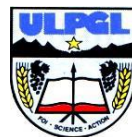
His remarks also reflected on the Sustainable Development Goals (SDGs) especially goal number 4 which is the “Inclusive Quality Education for all”, by highlighting how this goal is relevant and connected to the theme of the conference. The Vice Chancellor further emphasized on issues that can threaten our resilience or things that may prevent our resilience by raising a concern that resilience cannot be achieved if there is gender based violence or discrimination against women. “We cannot be fully resilient if people with disability are not getting access to quality education or when the knowledge acquired by students cannot be transformed into skills for sustainable development,” He added.

By concluding, the Vice Chancellor requested all participants to be engaged in quality education which enables them to be resilient in a critical condition. His wish was that each participant of this conference as well as various stakeholders in education would be a catalyst of promoting quality education and resilience in their daily life. He ended his remarks by wishing everyone a safe journey back to their respective homes.



*Family photo*

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## APPENDIX

### Appendix 1: Abstracts of paper presentation

#### Paper Session I – Shaping resilience through the culture of remembrance and peace education.

##### Shaping resilience through the culture of remembrance: technical, environmental and historical aspects

*Prof. Dr. Martin Nugel (Protestant University of Applied Sciences / Nuremberg, Germany)*

The term "resilience" can be used to describe not only the individual's ability to cope with critical life events or to have the strength to withstand strokes of fate. Rather, it can also be used to describe the ability of entire societies to cope with crises and change. In this respect, resilience also means the ability of a society or any social functional system to adapt to new conditions.

Among others, the success of this adaptation is determined by how people deal with the past. Resilience, seen in this way, always has its history. In other words, resilience depends on the way individuals, but also entire societies, are able to remember.

The term "culture of remembrance" refers to the way in which a society deals with its past history. In the strictest sense, culture of remembrance is all the behavioural configurations and socially approved or acquired manners of a society or group used to keep parts of the past in their consciousness and thus deliberately make it present. The central theme is not the display of historical and objective knowledge but primarily collective and subjective perceptions of historical connections to the past from a current perspective. The striking thing about a culture of Remembrance is the fact that collective perceptions shape subjective ones.

The lecture will show why cultures of remembrance are necessary and what significance quality education has in this context.

##### About me

I was born 1969 in Munich in the south of Germany. As the son of an Evangelical Lutheran deacon, I grew up in various church congregations in Bavaria. After graduating, I worked as a youth worker at the Evangelical Lutheran Church in Nuremberg. In 2013, I completed my doctorate at the Chair of General Education in



Bamberg. In 2020, I was appointed professor for theories of social work at the Protestant University of Applied Sciences in Nuremberg. This is my second time visiting Rwanda.

## **Shaping resilience through peace education in schools: Results from a case study in Nigeria**

**Frederick F. Njobati (Chair of Foundations in Education, University of Bamberg)**

The mitigating role of education during an ongoing conflict is pertinent, yet curiously underplayed and under-researched. For instance, little is known about the conflict in the Middle Belt region of Nigeria and its effects on education. Schools have been burnt, attacked or shutdown with children have been forced out of schools and girls violated, but this has not received adequate attention. Meanwhile, in the area of the study, Christian church organizations are playing an important role in conflict resolution and peace education.

The question about what peace education is serving is argued along the lines of resilience. The discourses on resilience emphasizes not only building global competences for the wellbeing of children but also deepening approaches that foster individual perspectives such as self-confidence, autonomy and dealing with diversity in a responsible way. Peace education can therefore provide a landscape of shaping resilience in schools, meanwhile this has to consider the broad understanding of just peace in a complex field of abstract social relations.

This paper explores how peace education activities in the faith-based education sector in Nigeria provides resilience and protection for children and especially vulnerable girls. The research was conducted in the Middle Belt region as a qualitative study. It included 13 semi-structured interviews with leaders of Roman Catholic and Protestant church organizations. Findings show the two-sided nature of the relationship between conflict and schooling. On the one hand, peace clubs in schools offer safe spaces for mediation and trauma relief. On the other hand, everyday school life is still characterized by forms of social feedback that stir rather than curb conflict such as the use of corporal punishment and demand for obedience. Moreover, peace education offered in the schools under study pays little attention to the condition and processes of learning. Aspects such as the development of self-esteem, good learning climate, critical thinking, cooperative learning and decision making, which have been identified by research as key





elements of peace education do not feature in the pedagogical framework of the schools. The paper concludes by underlining that further professional development for educational leaders in faith-based (and secular) schools is needed to enhance schools' role in contributing to the resilience of children in ongoing conflict situations.

### **Keywords:**

Peace Education, Justice, Educational Quality, Resilience, School as a Safe Place

Njobati, F. F. (2021). Shaping resilience through peace education in schools: Results from a case study in Nigeria. ZEP: Zeitschrift für internationale Bildungsforschung und Entwicklungspädagogik, 44(4), 25-31.

### **Biography**

Frederick F. Njobati holds a master degree in educational quality (MA) obtained at the University of Bamberg, Germany. Prior to this, he had had two in-service trainings in educational development and innovative approaches in teacher training supported by the then German Development Service (DED) and the German Protestant Association for Development (EZE) on one part and in Israel with support from UNESCO. He is currently the Coordinator of the Pedagogic In-Service Training Programme, ISTP Cameroon in cooperation with Bread for the World as well as a doctoral researcher and coordinator of the International Master Programme in Educational Quality (IMPEQ) at the Chair of Foundations in Education, University of Bamberg. His research and policy interests focus on peace and global education, school leadership and quality education in development cooperation.

### **Building resilience in early childhood education through nonviolent communication and good learning climate by Godlove A. B. Dzebam, MA**

In quality education development, the role of Early Childhood Education (ECE) has been seen to be very essential (Schweinhart, 1993). Developing ECE serves to better access to primary school and also lays a foundation for higher retention in primary school. Meanwhile, the development of ECE in sub-Saharan Africa is low, studies show that only about 18% have access to ECE (Njobati, Nyiramana & Raharjaona, 2019). In Cameroon, though less developed, ECE is still manifested with poor communication and feedback that is non-constructive. The focus is on the teaching of primary school content and routines such as songs, rhymes, and poems. The context in Anglophone Cameroon further becomes challenging with the intersectionality of escalated wars as well as COVID-19 which makes access to ECE quite challenging. With this background, the importance of reflecting resilience in both teachers and learners in a context of precarity becomes primordial.



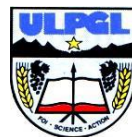
This article discusses the study conducted in Cameroon a country in Sub-Sahara Africa conceptualized as “Nonviolent communication and learning climate in Anglophone Cameroon”. The study seeks to answer the research question what is the perception of teachers about communication and learning climate in nursery schools? The study takes interest in different forms of communication and what this means for the learning climate. The study was qualitative and sampled perceptions from three teachers in the anglophone regions of Cameroon currently experiencing escalated violence and war perceived on the grounds of state marginalization as well as social and educational injustice. Data were collected by the use of semi-structured interviews and were analyzed through content analyses.

Findings show teachers perceive communication in two opposite ways. Teachers are not aware of the effects that violence has on the learning climate especially those who have not undergone formal in- service training programs. Teachers who have been trained on the other hand see effective communication as an important aspect of the learning climate. Findings also show that when learners are shouted at, they become tensed and will not communicate with ease with the teachers. The teachers, however, show much enthusiasm in aspects of communication and learning climate in nursery schools. This enthusiasm is reflected in building resilience in developing quality at this system level.

Enhancing education at early childhood levels requires a good learning climate and good communication. As a recommendation, reflecting on managing ECE in a war context is important as well as focusing on peace education at ECE levels with nonviolent communication being an integral part of the teaching- learning process.

### **Biography Dzebam**

Dzebam Godlove Ayaba is a teacher and teacher trainer in Cameroon Bamenda. He holds a Master’s degree in educational quality from the University of Bamberg-Germany. He currently teaches in an early childhood center in Bamenda. Godlove supports teacher training with the Pedagogic In-Service Training Program (ISTP) Cameroon and has experience in supporting schools develop a peace education program and is passionate about Rosenberg’s Nonviolent Communication. He has worked on several peace-related projects. He is an international trainer on global/transformational learning in over fifteen countries and believes in doing little things in big ways.



## **Paper Session II – Building resilience by quality teaching**

### **Shaping resilience through high cognitive activation by complex tasks**

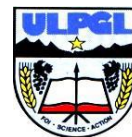
#### **Favoriser la résilience à travers une éducation de qualité: le rôle des tâches complexes by Laure Difomene, MA**

Les grands défis mondiaux tels que les changements climatiques, la pauvreté, les inégalités, et plus récemment la COVID 19, ont révélé les limites des systèmes éducatifs aussi bien dans les pays développés que dans les pays d'Afrique subsaharienne (eLearning Africa, 2020, p.15). Au Cameroun particulièrement, cette situation interpelle les acteurs de l'éducation sur la nécessité de mettre en place d'un système éducatif de plus en plus résilient, mieux encore un système éducatif qui offre aux jeunes les capacités de faire face à l'adversité, de surmonter les difficultés, et d'acquérir même dans les contextes les plus complexes, les compétences pour leur intégration sociales (Krogull, Scheunpflug, Rwambonera, 2014, p. 43). De ce point de vue, il est évident que les tâches complexes, de par leurs caractéristiques s'illustrent comme un moyen susceptible de favoriser chez l'apprenant la résilience, d'où la question de recherche suivante : en quoi l'activation cognitive par les tâches complexes peut-elle façonner la résilience chez les apprenants ?

Pour répondre à la question ci-dessus, j'ai procédé par l'approche qualitative (Diop, 2014, p. 97) avec l'entretien semi-structuré comme outil de collecte des données. Pour ce qui est de l'échantillonnage: 3 enseignants du Ministère des enseignements secondaires ont été sélectionnés sur la base du sexe, de l'âge, de l'expérience professionnelle. L'analyse des données via un codebook a permis d'atteindre le résultat suivant: les tâches complexes encore appelées situations problèmes favorisent la résilience chez l'apprenant dans la mesure où, ce dernier est appelé à surmonter un certain nombre d'obstacles pour résoudre un problème en lien avec son vécu quotidien

Au regard de ce qui précède, il y a lieu de dire que cette recherche rentre en droite ligne avec le thème

« Resilience through Quality Education », en ce sens qu'il aborde une dimension essentielle de la qualité de l'éducation qui est le processus enseignement/apprentissage (UNESCO, 2004, p.8), et Les tâches complexes s'inscrivent directement dans ce processus. Le lien qui est établi entre le recours aux tâches complexes et la construction de la résilience chez l'élève contribue à mieux étayer le thème ci-dessus mentionné. Il permet de cerner de façon pratique comment la résilience peut être développée à travers une éducation de qualité.



## Biography

Laure Diffomene Jotsop est camerounaise; Elle fait partie des étudiants de IMPEQ 4 qui ont obtenu leur Diplôme de Master. Avec plus de 10 ans de Carrière comme enseignante dans les établissements maternel, Primaire et Secondaire de l'Eglise Evangélique du Cameroun, Laure Diffomene a su capitaliser les acquis de la formation IMPEQ, pour accéder à un autre niveau de responsabilité dans l'amélioration de la qualité de l'éducation au Cameroun. Après avoir travaillé comme « Education Curriculum specialist », à l'ONG International Rescue Committee, elle occupe aujourd'hui la fonction de « Education Coordinator- Far North », dans l'ONG Norwegian Refugee Council.

## Development of resilience through the execution complex tasks in English instruction in Bukavu secondary schools by Barthelemy Muzaliwa, MA

Scientific discourse has indicated the usefulness of cognitive activation in competence achievement in various subjects, and specially in foreign language learning. The latter being one of the most challenging and critical activities for the adult mind; researchers have, after over five decades of investigation, come to find out that cognitive activation and control are the fundamental mechanisms that make it effective as they promote conceptual learning (Luque & Morgan-Short, 2021, pp. 1-2; Wilkie, 2016, p. 30). However, if not managed properly, cognitive tasks are still regarded as impeding their own implementation and negatively affecting learners, which blocks the development of resilience. Scientific discourse reveals that some learners forsake or loose commitment when assignments are challenging or require higher levels of cognition (Anthony, 1996 as cited in Wilkie, 2016, p. 30); others require teachers to explain the tasks repeatedly or suggest simpler alternatives (Sullivan, Clarke, Clarke, & O'Shea, 2009, pp. 134, 135). Yet, these factors have a direct impact on the learning environment, without which effective learning and competence cannot be achieved. The above indicated reactions of learners to cognitive activation can be summed into anxiety and frustration, which have effects on the learning climate, and consequently on the overall learning outcomes. This being, research was conducted on the teaching of English in Bukavu/DRC secondary schools. Two main questions were formulated to guide this research. These are: How can resilience be successfully developed through cognitive activation in English instruction, and what relationship can be established between cognitive activation and the development of resilience? Focus groups were used for data collection, before and after the intervention that consisted of a training workshop of English instructors on high cognitive activation by complex tasks. The data before and after the intervention were contrasted, and the results revealed that the introduction of cognitive activation by complex tasks in EFL instruction, in a context where learners are used to traditional methods, affects their self-esteem both positive and negatively. The positive effects are more likely to





generate when the teacher's approach, before the implementation of complex tasks, implied some dimensions of complex tasks already; that when applied, learners will not find it totally new and very complex. Therefore, teachers implementing cognitive activation for resilience should assist students psychologically in the solving of these tasks through high expectations until they get used to complex tasks, as the methodology is new and includes complex contents.

### **Biography**

Barthelemy Muzaliwa Balume is a lecturer at ULPGL Bukavu. He holds BA in English Language Teaching and is an alumni of the fourth cohort of IMPEQ. For many organizations in the DRC, he has worked in the field of education, psycho-social assistance and language facilitation. He is fascinated by the development of foreign language skills and the approaches used for it in both formal and informal education.

### **The role of subject clarity in teaching as a contribution to developing resilience in Universities by Jusline Kavugho, MA**

Dans cette recherche je vais démontrer le rôle de la clarté dans la matière d'enseignement comme contribution au développement de la résilience au niveau universitaire en République Démocratique du Congo. Le secteur de l'enseignement congolais en général et le niveau universitaire en particulier, est rongé par multiples difficultés freinant l'atteinte de l'apprentissage de qualité. En majorité les enseignants moins averti du point de vue pédagogique et académique sont visibles, faute des ressources et des formations continues. Les infrastructures favorisant l'enseignement et l'apprentissage révèlent de l'indisponibilité. Du côté sécuritaire, les auditoriums et écoles ne restent pas des endroits promettants d'apprentissage complet. Aussi la réalité scolaire dont nous faisons allusion se situe dans un contexte très particulier sur le plan socio-économique des étudiants. Ainsi la résilience cherche à encourager et renforcer certaines qualités et des facteurs contextuels pour susciter la réussite scolaire et favoriser une adaptation harmonieuse (Power et DeBeois, 2011, pp. 95-96). Pour ce, du côté des prestataires, le respect des critères de l'enseignement de qualité reste une exigence. Comment la clarté dans la matière d'enseignement contribue t-elle pour le développement de la résilience? Voilà la question qui a guidée la présente recherche. Quant à la méthodologie, l'approche qualitative guidée par l'observation de quatre enseignants d'universités, a servi pour la récolte des données. Il s'agissait de s'imprégner des pratiques liées aux indicateurs et vérificateurs de la clarté dans la matière d'enseignement. Les vérificateurs de l'exactitude des faits, la clarté linguistique et la structure transparente de la matière ont constitué la grille d'observation. La présente recherche a abouti



aux résultats tels que le respect et la considération des indicateurs et vérificateurs de la clarté dans les enseignements favorisent la résilience. Les enseignants s'intéressent à la révision de la leçon précédente mais ne font pas allusion à celles des prestations du jour. Les exemples utilisés sont choisis du contexte et de la vie courante de la classe. Aussi, les explications des détails, objectifs, mots, idées, sont liées soit au cours, soit au vécu quotidien des étudiants. Dans les prestations, les concepts se rapportant au cours sont utilisés mais l'explication dépend de l'enseignant. En fin, les objectifs des leçons et la structuration de la séance du jour ne se font pas remarquer. Les enseignants étant la clé de l'amélioration de la qualité de l'enseignement et de l'apprentissage (Srivastava et al, 2020, p.9), la formation continue reste une exigence pour le développement de la résilience scolaire.

### **Biography**

Jusline KAVUGHO MADIRISHA a un grade de Master en éducation de qualité, dans le programme de l'IMPEQ de l'Université de Bamberg en Allemagne, depuis Mars 2022. Elle est facilitatrice des enseignements à l'Université Libre des Pays des Grands Lacs de Butembo/ULPGL-Butembo en République Démocratique du Congo (RDC). Dans cette même université, Jusline est assistante au cabinet du Recteur et chef du département des sciences de l'éducation. Elle intervient de même pour la formation des enseignants.

### **Good learning climate at universities as a means of resilience in conflict context by Prof. Dr. Semerita K. Kamundu**

Certains pays de la région de grands lacs tels que la République Démocratique du Congo (RDC) à l'est, le Rwanda, le Burundi, l'Ouganda sont caractérisés par des conflits et guerres sous plusieurs formes (Kahongya, 2021). Ces pays hébergent des universités et instituts supérieurs qui regroupent un bon nombre de jeunes (Seruhungu, 2018 ; Mokonzi, 2016). Ceux-ci ayant vécu des situations de remord qui suscitent l'esprit de vengeance, certains jeunes rejoignent les groupes armés pour se venger contre une mauvaise situation vécue dans la classe. Avec le bon climat comme l'un des critères de l'éducation de qualité, il y a lieu de faire une résilience à la guerre et contribuer à l'instauration de la paix dans la région de grands lacs.

Les résultats de l'étude sur le climat d'apprentissage dans les universités, obtenus moyennant l'approche qualitative dont les données ont été acquises par des interviews non structurées avec les étudiants, ont montré qu'à part les interactions entre les étudiants avec les enseignants il y en a aussi entre les étudiants avec leurs collègues. Ces dernières peuvent s'orienter sur la résilience



par l'éducation de qualité en faisant application des critères et indicateurs de l'éducation de qualité. Les recherches ont montré que certains étudiants sont ridiculisés en classe devant les camarades et cela crée en eux un esprit de vengeance.

Le bon climat d'apprentissage peut servir comme moyen de résilience afin de contribuer à l'instauration de la paix qui est un impératif dans la région de grands lacs. Si les jeunes sont formés dans les universités par une éducation de qualité à travers les indicateurs du bon climat, ils seront capables de faire face ou résilier contre les menaces des conflits. Il suffit que les enseignants et les étudiants fassent recours à la coopération, à la prise de décision démocratique ainsi que le fait de développer chez les étudiants le sentiment d'appartenance de propriété afin de promouvoir l'autodiscipline (Gordon, 2003). Pour y arriver, il est important de développer dans les universités le principe de la communication non violente afin d'apprendre à résoudre les conflits dès qu'ils sont pressentis (Basu & Faust, 2011). Ce que les jeunes acquièrent par l'éducation de qualité à l'Université à partir de leurs enseignants peut les influencer à instaurer la paix dans leurs pays respectifs.

Bref: L'éducation de qualité dans les universités est au service de la paix pour la résilience contre les conflits sous différentes formes.

## **Biography**

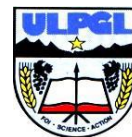
Noms et post noms : Kavira Kamundu Semerita

Qualification : Professeure Associée Dr. en Sciences de l'éducation

Sujet de la thèse de finalisation : Perceptions du climat d'apprentissage par les étudiants : Une étude empirique à la qualité de l'éducation dans les universités. Cas des universités de la RDC/Goma. Défendu le 28 Juillet 2021 à l'Université de Bamberg/Allemagne sous la supervision de Professeur Dr. Annette Schuenpflug et professeur Dr. Christoph Wulf

Université d'attache : Université Libre des Pays des grands lacs/ULPGL-Goma

Fonction dans l'institution : Doyenne de la Faculté de Sciences psychologiques et de l'éducation et point focal des projets liés à l'éducation dans l'institution.



## **Paper Session III – Reflecting international church partnerships and school leadership as spaces for building resilience**

### **International church partnerships: Contributions to resilience by Rev. Dr. Kakule Molo**

### **Reflecting resilience from the understanding of the protestant school profile and school leadership by Rev. Etienne Uwajiwabo, MA (Rwanda)**

This research is oriented on quality education in protestant schools, in the educational system of Rwanda, a country in the process of its reconstruction after a dark period which led to the 1994 Genocide against the Tutsi. After this genocide, survivors needed reintegration in the society and support to take part in reconstruction of the country. The process of unity and reconciliation among Rwandans started and is still an important pillar to rebuild the Rwandan society, even though a great step has been already done so far.

Indeed, quality education is recognized worldwide as aim of priority for sustainable development (UNESCO, 2016) and one of the principles of protestant perspective of education (Gutersloher, 2016). The profile of protestant schools is recognized as an important contributor to quality education improvement (Mushagalusa 2018, SOVOESSI & RWAMBONERA 2016, p. 9) and thus can be a useful tool for resilience in post conflict societies; like in Rwanda, where protestant education plays a significant role in the country's education (Scheunpflug, Krogul & Rwambonera, 2014). It is from this regard that I decide to apply for presentation of my research in the 7th IMPEQ Conference of conference 21-22/09/2022 at PIASS, which has "resilience through education" as theme.

My research aims at knowing perceptions of protestant school leaders on protestant school profile and quality education improvement. The following main question guided the process of research: What are the perceptions of protestant school leaders on protestant school profile and quality education improvement? For this end, a qualitative approach was used, with semi-structured interview in collection of data, theoretical sampling as a sampling method and content analysis as a data analysis method, with use of MAXQDA as a supporting software. The process of data analysis continued with abduction, in which seven criteria and two types were generated. The two types generated include "Vocation-based profile" which focusses on hardworking for excellence and collaboration, and "socio-spiritual profile" which focusses on promotion of religious and social activities in schools.





The main points to be discussed include protestant school profile and promotion of competence based teaching approach, protestant school profile and its contribution in the process of unity and reconciliation in Rwanda, and protestant schools profile and its role in community development in Rwanda. This discussion will help to know how promotion of protestant school profile for high quality education can contribute to resilience through education and other implications of the present study.

## **Biography**

Rev. Etienne Uwajiywabo is currently Dean of Students and Conference Assistant at the Protestant Institute of Arts and Social Sciences (PIASS) in Rwanda and a PhD student in Quality Education and Leadership at the University of Bamberg in Germany. He is a professional teacher with many years of experience in primary and secondary schools, as well as at the university level.

## **Shaping school leadership in conflict and post-conflict societies through resilience by Essaw Samngwa'a, MA (Cameroon)**

Quality education is expected to equip students with global competencies, rooted in the culture of peace and resilience. The burgeoning conflict plaguing Cameroon as in other parts of Sub-Saharan Africa and its effect on schooling has made school leadership resilience over abdication a necessity. Surrendering to the status quo shrouded by abductions, maiming, and killings, visible in the Anglophone regions of Cameroon means nurturing the ground for future escalation. The school system needs to overcome this challenge by focusing on quality outcome and so, the competence of resilience needs to be embedded and made visible in the teaching-learning process, where leadership quality can play a significant role. However, the perceived low professional capital aptitudes of principals and the low quality of education in Cameroon (Lange, 2016) makes obscure the role of resilience in attaining peace in conflict situations (Levey et al., 2016). Thus, human capital development is imperative as well-trained school leaders can be transformational instruments for developing content and innovating teaching in a non-violent and inclusive manner. In this regard, I conducted research with four principals at the end of an intervention that consisted of teacher training. My main research was: What is the principals' understanding of professional capital? Since the research question is linked to the understanding of processes of quality improvement, this research question was then articulated by sub-



questions: (a) How do principals describe their leading? (b) How do principals perceive their knowledge, skills, and experiences as capital?

(c) How do principals describe their collaboration with parents and teachers? (d) How do principals reflect their decisions making. The researcher used the qualitative design comprising semi-structured interviews with open-ended questions, purposeful sampling strategy, and descriptive data analysis (Flick, 2004). The research findings show: (1) that school principals are uncertain about their roles as their perception of leading is grounded in administrative routines (2) a superficial understanding of teamwork and networking (3) a strong influence of hierarchy on the decision-making process (4) resistance to change by principals and teachers. These findings point to a wide gap between the principals' understanding of the theory and the process of resiliently exploiting professional capital for quality outcomes in conflict and post-conflict situations. Consequently, "principals are unable to articulate the invaluable role of teachers in ensuring quality teaching and learning" (Samgwa'a, 2022). Thus, there is need for continuous/effective training for principals/teachers and learning environments that are inclusive, companionate, and non-violent.

## Biography

Essaw Samgwa'a is a Cameroonian and holds a Master's degree in educational quality in Developing Countries from the Otto-Friedrich University of Bamberg, Germany. He is a quality education expert, teacher trainer with the Pedagogic In-Service Training Program, ISTP-Cameroon, and principal of Presbyterian Secondary School Bafut, Cameroon. He has participated in several online training workshops and presented papers in international conferences. He is passionate about research and has published both in Cameroon and internationally.



## **Paper Session IV – Building resilience through research development in difficult contexts at the intersection of churches, NGOs, and governments**

**Reflecting COVID-19 pandemic and schooling from empirical evidence in the Great Lakes region by Christine Nyiramana, MA and Prof. Dr. Semerita Kamundu**

**Research training and education for resilience in Rwandan Universities by Edouard Ntakirutimana, MA**

The creation of new knowledge is one of the drivers of creating resilience towards the challenges the world faces nowadays. The process of knowledge creation is done through research that is learned through different training institutions and universities around the world. The graduates from those institutions and universities are the ones who are employed in different companies and organizations to help them work and find solutions to the community challenges. However, employers especially those from the developing world including Rwanda claim that their employees do not have sufficient research skills which may help them engineer the appropriate responses to the current challenges (Benneworth & Fitjar, 2019, p. 336; Mutamba & Nsavyimana, 2019). During the training at universities, the students are initiated to research and do practice by making a research project at the end of their studies. This study intended to elucidate the contribution of research training in education for resilience and its related challenges. It was guided by these research questions: What is the role of research training in student resilience? And what are the challenges faced by education for resilience? To answer these questions, a qualitative research approach was used. 15 participants were sampled using theoretical and purposive sampling and interviewed using a semi-structured interview. The data were analyzed through qualitative content analysis. Interviewed students testified that when they start writing their research projects, they do not have yet enough reading and writing skills. But they complete their research projects being equipped with different skills which will help them work independently or being resilient after their studies, especially in their careers and their everyday life. By conducting research projects, they become able to organize their thoughts, analyze the world and identify the gaps which need solutions. They are able to set instruments for data collection, collect and analyse the data in an empirical way. Their patience and persistence in their work are strengthened. Their reading habit is developed and ICT skills are improved. Their ability in problem-solving is more developed. Those skills are key indicator of resilience development on the side of the students. However, education for resilience is challenged through the training process. When they are writing their dissertations, they tend to copy and paste from what others wrote, or even hire independent people to write for them. This unethical practice may have an effect on the way they handle challenges at their work. Their self-esteem and their ability to initiate new ideas are inhibited. As a recommendation, the universities have to rethink how they train their students in research, especially in reading and writing scientifically.

Key concepts: Research, knowledge creation, resilience



### **Author biography:**

Edouard NTAKIRUTIMANA is graduate from International Master Program of Educational Quality in development countries, University of Bamberg, Germany. He has served as a primary teacher, a secondary school dean of studies, a headteacher, Coordinator of a campus and currently, he is a lecturer at Protestant Institute of Arts and Social Sciences (PIASS) and PhD student at University of Bamberg.

### **Paper Session V – Reflecting resilience through gender equity, social justice & non-violence in education**

#### **Resilience by non-violence and gender equity in education: Empirical results from Cameroon by Dr. Abraham T. Tangwe**

This study examined resilience by non-violence and gender equity in education with sexual violence in education and Cameroon as the focal point. The essence of the study is to investigate the effects of sexual violence on the learning abilities of students of both sexes in schools in sub-Saharan Africa in the framework of global learning, and in Cameroon in particular. It is reflecting on how the victims can navigate the challenge with resilience by non-violence. The foundation was a project on the effects of violence on students learning in Cameroon. Sexually abusing children is a scourge that has been under the scanner for decades, and unfortunately viewed by science as a gender discrepant concept. Such discrepancy according to literature is explained by the unwillingness of the male gender to disclose their sexual abuse, and hence, the invisibility in literature. This study explores how students in such a violent prawn school environment are able to use nonviolence in their resilient nature to weather the storm thereby, making this study relevant.

The study used the quantitative approach and was conceived using a cross-sectional design with a cause- effect strategy of the selected variables. The sample participants comprised (n = 924) students randomly selected from eight secondary schools in one region of Cameroon with four schools chosen from the urban centre and four others from the rural centre. These schools were used as the primary source of data collection for the study. The collection of data was undertaken with questionnaires that have been tested and validated through multinational and regional organizations, pilot studies, and different institutions. The structured questionnaires were used to elicit data from the participants. The collected data was analysed using JAMOV. The analysis used descriptive statistics to draw its inferences for this study.

The study's findings show high levels of sexual violence with both genders suffering equally from the scourge. Furthermore, the male gender in the findings from some of the variables are more subservient and more affected by sexual violence than the females. These findings therefore introduce diverse probabilities and hypotheses. This situation reduces schools to arenas





of illicit sexual activities thereby compromising the learning, social justice and global values for the students. In perspective, therefore, more and sustained empirical studies are needed to be undertaken to unravel such a teeming quagmire.

**Keywords:** Resilience, sexual violence, nonviolence, social justice, global learning, human rights.

### **Biography**

Abraham Tangwe is a Cameroonian and holds a Ph.D. in educational science with a specialty in educational quality from the University of Bamberg in Germany. He is a lecturer at the Protestant University of Rwanda also referred to as PIASS. Abraham is a professional teacher trainer, a historian, and a former school leader with the Presbyterian Church in Cameroon. He is a writer with published books, articles in international journals, and a researcher with a focus on violence and educational quality, gender, educational management, leadership in Africa, peace and conflict, global learning, and teacher training.

### **Resilience by creating educational spaces for teen mothers in Rwandan secondary schools**

**By Emmanuel Niyibizi, MA, Jacqueline Mukanziza, MA, Gaspard Ngendahayo, MA, Edouard Ntakirutimana, MA, Christine Nyiramana, MA & Dr. Abraham Tangwe Tamkum**

In Rwanda, there has been a highly increasing trend of early pregnancies since the last two decades. Research shows that it is a fundamental right of the child, especially the girl child to be educated and the AU has adopted a legal framework that protects the rights of all girls to education which obligates governments to take special measures to ensure equal access to education for girls (UDHR, 1948; HRW, 2018). Teenage pregnancy also referred to as adolescence pregnancy is the pregnancy of a female under the age of 20 (UNESCO, 2018; Stavropoulou & Gupta-Archer, 2017). To streamline this, the Rwandan government and its multilateral partners are committed to the education of the girl child through an inclusive framework thereby, supporting education for all and national development. At the level of policy, the Rwandan government has a plethora of policy frameworks that are robust and crafted to address such setbacks in the holistic dimension of gender disparities (CARE, 2013). Despite the abundance of scientific literature on gender violence (HRW, 2018; Irakaremye, 2018; Ruzibiza, 2021; Gatsinzi, 2021; Stavropoulou & Gupta-Archer, 2017; Kokko & Hirsto, 2021), very limited addresses the space given to teen mothers who decide to return to school. The following paper is centered on exploring spaces for teen mothers in educational establishments in Rwanda, with the objective of assessing the fundamental right of the girl child and understanding the inclusive support with regards to gender challenges. It seeks to address the following questions: What self and social understanding do teen mothers, their peers, teachers, and school



leaders have about early pregnancy? What motivates teen mothers to return to school? How are teen mothers supported to continue education? What challenges do teen mothers face before and after returning back to school? The paper adopted a qualitative research design, and the target population were teen mothers, teachers, school leaders, and the peers of teen mothers from four selected secondary schools in two districts, constituting two urban and two rural secondary schools. Purposive sampling was used to identify the sample of the study by 28 participants composed by 1 teen mother, 4 peers, 1 head teacher and 1 teacher at each of the school. The data collection was undertaken with semi- structured interviews and focus group discussions which were analysed using content analysis. The results show that early pregnancy is perceived as a shame to concerned persons as well as to the family. Consequently, this leads to self-isolation, loss of hope to achieve own dreams, and sometimes rejection by the family. Decisions to return to schools depend on different factors including inner motivation, family and school support especially mothers as well as sensitization programs through the media. For interviewed peers, returning to school for teen mothers is perceived as a brave decision. Given the challenges faced by pregnant and teen mothers, recommendations for practice and science are given to ensure favorable learning conditions and further research.

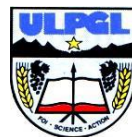
**Keywords:** Open spaces, teenage pregnancy, human rights, gender, inclusive education

### **Biography of presenter**

Jacqueline MUKANZIZA is a Rwandan. She is a holder of Master's degree of educational quality in developing countries from University of Bamberg in Germany. She was a secondary teacher for 15 years, a head teacher for 3 years, assistant lecturer and head of department for 7 years. Now, she is a lecturer at Protestant Institute of Arts and Social Sciences (PIASS). She did individual and joint researches in Education field (ORCID: <https://orcid.org/0000-0002-5478-3309>).

### **Resilience through trauma-informed approaches to sexuality education: Experiences of secondary school students in conflict societies by Frederick D. Banboye, MA (Cameroon)**

During conflicts as in Northwest Cameroon, students and school girls in particular, may fall prey to sexual victimization, resulting in trauma, illness, pregnancy, emotional and academic instability (Fava and Faulkner., 2019). Victims of sexual violence need special attention to maintain their identity, educational dynamics and transformation (Aki et al., 2017). In Cameroon schools, sexuality education is inadequately implemented as a cross-curricular subject (Nchia et al., 2015), with the home and churches relying solely on fear-based tactics of Abstinence-Only-Until-Marriage programs that highlight potential negative outcomes rather than health and optimism (Fava and Faulkner, 2019). Over 75% of schools remain closed with over 700,000 school age children either out of school, internally displaced or emigrated as refugees (ACAPS, (2021). Overcrowding in functional schools and increase in criminality, predispose the female adolescents to sexual violence of several forms.



Applying high quality and Trauma-informed approaches to sexuality education will provide learners with age-appropriate and structured education on human rights, gender equality, relationships, reproduction, sexual behavioral risks and prevention of ill health. It will present sexuality with a positive view, emphasizing values such as respect, inclusion, non-discrimination, empathy, responsibility and reciprocity, thus enhancing resilience (UNESCO, 2018). To evaluate the effects of sexual abuse and resilience on school attendance, performance and retention in this precarious context, the perceptions of secondary school girls on their sexual activity were investigated. Embodying both nominal and a five-point likert scale type questionnaires, a quasi-experimental quantitative research design was used. 448 female secondary school students from six colleges responded to the questionnaires, and descriptive statistical analysis were done using SPSS version 20. While being Internally displaced (32.5%), peer influence (25.5%), financial needs (19.9%), seeking favours (5.6%), being an orphan (4.6%), living alone (3.4%) and being a refugee (1.5%) were identified dominant predisposing factors, sex with teachers, relatives (incest), coerced and forced (rape) were perceived as prevalent and traumatizing forms sexual intercourse. As outcomes, affected girls become distracted, lose interest in learning, delinquent in homework, devote less time in self-learning, scoring poor grades, become pregnant and/or getting married and dropping out of school. To increase emotional well-being, promote resilience and schooling, a robust interventions of quality, trauma- informed approaches to comprehensive sexuality education, by schools, the church and home would constitute timely elixir.

### **Biography**

Frederick DZELAGHA BANBOYE is a Cameroonian educationist. He holds a M.A. degree in Educational Quality in Developing countries from the University of Bamberg (IMPEQ 4), a M.Sc. degree in Food Science and Bioresource Technology, BSc. In Applied Botany and Teacher Diploma in Biological Science from the University of Bamenda. He has been a Biology, Human Biology and Food Science teacher for over 18 years and Teacher Trainer in Sciences at the ISTP Cameroon for close to six years. Published eight books in secondary school Biology, and eleven in marriage life and sexuality education. He loves research and hopes to engage for the Ph.D. research in Educational Sciences. Happily married and father of many children.

### **Resilience through breaking stereotypes in technical education by Laurent Niziyimana, MA**

The Government of Rwanda is committed to investing in the development of human resources in order to meet the major objective of Vision 2050 which is to create a knowledge-based and technology-led economy. However, Rwanda is facing a serious lack of qualified people in the workforce, particularly in the technical sectors. This is the main reason the Government intends to increase technical education throughout the country. In the same perspective, The Government



is committed to the promotion of basic education for all and promotion of gender equity and women empowerment. This research focuses on gender disparity and stereotypes existing in some technical schools throughout the country. Statistics show that the enrollment rate of female students is quite very low in technical schools. This is caused by some stereotypes and inequity existing in technical schools. The research was conducted in Ngororero District, Muramba Technical School. A sample of 64 respondents was selected. Data collection techniques were a questionnaire and interview. The findings reveal that the major causes of gender disparity and stereotypes are the following: lack of encouragement, students' attitude, low self-esteem as well economic factors. Other factors fueling disparity and stereotypes include: harassment, lack of role model, discouragement, fear of progressing in male field , as well as discriminatory labor market and females' perception to technical courses, .Again, the findings of this study reveal that students face the following challenges linked to socio-cultural issues including: lack of guidance and counseling , cultural mindsets, students' isolation , as well as under representation of females staff. However, strategies for alleviating those hindrances were proposed such as: provision of proper guidance and counseling, building self-confidence in female students, elimination of gender stereotypes, prevention of harassment, strengthening gender equality policy as well as parent's involvement in their female student's education.

## **Biography**

Laurent NIZEYIMANA is a Master's Degree holder in English Language and Linguistics from the University of Yaoundé I, Cameroon. He also holds a Bachelor's Degree in Bilingual Studies (English and French) from the University of Yaoundé I, Cameroon. He is presently a lecturer of English, French, Linguistics, Translation and applied linguistics. He has also worked as Dean of the Faculty of Education and academic Director, and Head of Department.

## **Paper Session VI – Building resilience through teacher education**

### **Resilience through digitalization of teacher education by Christine Nyiramana, MA**

Nowadays, digitalization becomes more and more a necessity in various domain including education. It was, for instance, proven as an important alternative solution for many countries to be able to face the Covid 19 global pandemic which paralyzed different angles of life including educational activities. In Rwanda and many other countries for instance, schools and universities embarked on the use of digital means for facing the closure of face-to-face teaching and learning process. However, this situation was a challenge to both students and teachers (Niyibizi et al. 2020). Not only the global pandemic but also the current global trend where the world becomes more and more globalized makes the teaching career more complex than ever before. This development calls for changing the nature of teaching and learning process, and more importantly teacher education programmes for ensuring the preparation of teachers who will be able to cope with the situation and deal with uncertainties (Darling-Hammond 2006, p. 304).





Thus, this paper intends to explore the literature on teacher education for examining the role of digitalization in enhancing resilience among teachers. Resilience is shown as one of the important factors for teachers to be able to cope with their profession, not only during the first years of but also through their career (Le Cornu 2009). Teacher resilience contributes also to the desire of continuing professional development, retention of committed, engaged, and motivated teachers and thus provision of high-quality teaching (Mansfield, Beltman, Broadley, & Weatherby-Fell, 2016). This paper recommends the exploration of digital means for enhancing both pre-service and in-service teacher training.

**Key terms:** Teacher education, digitalization, resilience

### **Biography:**

Christine Nyiramana is a researcher and lecturer in the Faculty of Education at the Protestant Institute of Arts and Social Sciences (PIASS), Rwanda. In addition, she has academic responsibilities, such as Vice-Dean of the Faculty of Education, Chairperson of the Board of Directors of the Centre for Didactics and Research in Education (CEDRE) and coordinator of various projects including the International Master Program in Educational Quality (IMPEQ). She is doing her doctoral studies in Educational Science at the University of Bamberg. Her research interests focus on teacher education, global learning, and education quality.

### **Teacher educators' subjective theories (ST) about quality teaching: Which implications for Resilience in post-Genocide context? By Emmanuel Niyibizi, MA**

The study explores ST of teacher educators about quality teaching in the context of their profession. It is framed in the overall reflections on educational quality as stipulated in Sustainable Development Goals (UNESCO & MGIEP, 2017). Accordingly, quality teaching and teacher education are unreplaceable pillars for that end (UNESCO, 2014 & Vavrus et al., 2011). Moreover, teacher educators are the driving forces for this journey due to their critical role in pre- and in-service teacher education (EU, 2013; Loughran, 2006). More on that and without disregarding other factors, ST held by teachers or teacher educators likely influence their practices and can be success or risk factors for quality teaching and teacher education (Martinez et al. 2017, Brinkmann, 2016). Despite the extensive scientific literature in the global north, research on ST in education is quite limited in the Global South especially in post-conflict conflict like Rwanda. The study seeks to answer the general research question: What beliefs do teacher educators hold about quality teaching in the context of their profession? And specifically: What are teacher educators' ST about quality teaching? How do teacher educators believe teacher training for quality teaching? What are implications of ST held by teacher educators to building resilience in post-genocide context of Rwanda? A qualitative approach using semi-structured interviews to collected data from 32 teacher educators theoretically sampled is adopted to explore teacher educators' ST in Rwanda. Collected data are analyzed through content analysis through an iterative process of deductive-deductive-abductive. Through the



lenses of seven identified criteria: purpose of teaching, understating of teaching, teacher quality, aim of teacher education, understanding teacher professionalization, teacher educator quality and theoretical & practical teacher education; four types of ST were generated: formalities by compliance, knowledge by transmission, behaviour by imitation and competences by co-construction. In line with the 7th IMPEQ conference “Resilience through Quality Education”, the generated typology is likely to be related to teacher educators’ predispositions favourable or not for enhancing resilience. For example, ST oriented to formalities by compliance and knowledge by transmission are linked to statism which is unlikely to foster resilience on the one hand. On the other hand, ST oriented to competence by co-construction are likely to facilitate resilience to adversities in post-genocide period especially due

to its dynamicity like, context-sensitivity, flexibility, and lifelong learning. The paper shed light in further political, practical, and scientific reflections on educational quality in the context of post-conflict contexts.

**Key terms:** Subjective theories, quality teaching, quality teacher education, Resilience, post-genocide context

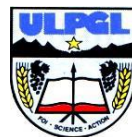
## Biography

Emmanuel Niyibizi is a researcher, teacher educator and Director of the Centre for Didactics and Research in Education (CEDRE) at PIASS, Rwanda. He, currently, is doing doctoral studies in foundations of education at the University of Bamberg- Bamberg Graduate School of Social Sciences (BAGSS), Germany. His thesis focuses on “Teacher educators’ subjective theories about quality teaching”. Research interests: educational quality, inclusive education, global education and learning.

## Building resilience through teacher education: Perceptions of teacher educators by Claude Ernest Njoya, MA

La résilience dans la formation des enseignants : perception des formateurs d'enseignants

Dans le cadre de mes études doctorales en sciences de l'éducation, je m'intéresse aux pratiques enseignantes des formateurs d'enseignants du secondaire. Mon étude se déroule au Cameroun dans un contexte où le métier d'enseignant a perdu son attrait et les personnes en formation sont démotivées, ont un parcours de vie meurtri et sont porteurs des facteurs de résilience. Plus précisément, ma recherche tentait de comprendre le phénomène de la formation des enseignants à travers le fonctionnement et l'organisation au quotidien des pratiques professionnelles des formateurs d'enseignants, que ce soit dans la salle classe, sur le lieu de formation ou en dehors. Pour ce faire, ma question de recherche a été formulée comme suit : quelle perception les formateurs ont-ils de la formation initiale et continue des enseignants ? En d'autres termes, il s'agissait de savoir comment les formateurs d'enseignants décrivent leurs pratiques enseignantes,



afin de pouvoir en dégager la conception qu'ils ont de la professionnalisation du métier d'enseignant ainsi que les enjeux du processus de la formation des enseignants. Pour y parvenir, j'ai conduit des interviews semi-structurés auprès de 22 formateurs dont des enseignants universitaires, des Inspecteurs Pédagogiques Régionaux et d'autres formateurs indépendants. Ensuite, j'ai procédé à l'analyse de contenu des discours de ces formateurs dans le but d'identifier les stratégies qu'ils développent en formation. Les activités pédagogiques et didactiques mises en œuvre pour permettre de déployer les stratégies que j'ai repérées m'ont amené à établir que les formateurs d'enseignants ont trois types de compréhension de la formation : la première est centrée sur le curriculum, la deuxième sur la participation des personnes en formation, et la troisième sur le climat d'apprentissage et la communication.

**Mots-clés** : formation des enseignants, pratiques enseignantes, résilience.

### **Biography**

Claude Ernest Njoya is an educationist born in Cameroon. After secondary and university studies, he enrolled at the Higher Teacher training College (Yaoundé) where he was trained as a secondary school teacher. Later, he obtained an International Master's Degree in Educational Quality in Developing Countries (IMPEQ) at the University of Bamberg in Germany. In terms of research, he is enrolled in the PhD programme at the same university where he is conducting research on the quality of teacher education. At the same time, he is mentoring the students of the IMPEQ Master's programme: in this context, he introduces them to the involvement of digital citizenship in the improvement of research quality. Professionally, he is currently working at the Evangelical University of Cameroon (Bandjoun) where he is responsible for teacher training, both in-service and pre-service.



## Appendix 2: Conference Program

Wednesday, 21.09.2022

09:00-09:30	<b>Participants Arrival and Registration</b>	
09:30-10:30	<b>Opening</b>  Prayer by <i>Rev. Etienne Uwajiyabo</i> (PIASS Chaplain) Welcome remarks by <i>Prof. Dr. Eliséé Musemakweli</i> (Vice Chancellor of PIASS) and <i>Prof. Dr. Jean-Blaise Kemongne</i> (Chairperson of IMPEQ Steering Committee) Recognition and congratulations of IMPEQ IV students by <i>Prof. Dr. Dr. h. c. Annette Scheunpflug</i> (University of Bamberg) Ceremonial Opening of IMPEQ V Mrs. <i>Nadine Ebinghaus</i> ( <i>Bread for the World</i> ) Official opening by the <i>Minister of Education, Rwanda</i>	Moderator:  <i>Emanuel Niyibizi, MA</i> <i>and</i> <i>Frederick Njobati, MA</i>  Venue: <i>Conference hall</i>
10:30-11:15	<b>Keynote I</b>  Quality education and resilience – an introduction <i>Prof. Dr. Dr. h. c. Annette Scheunpflug</i> (University of Bamberg)	Moderator:  <i>Frederick Njobati, MA</i> Venue: <i>Conference hall</i>
11:15-11:30	<b>Coffee and walk to the panel and workshop rooms</b>	
11:30-13:00	<b>First Session of Panel Discussions and Workshops</b>  <u>Paper Session I – Shaping resilience through the culture of remembrance and peace education</u> <ul style="list-style-type: none"> <li>Shaping resilience through the culture of remembrance: technical, environmental and historical aspects by <i>Prof. Dr. Martin Nugel</i></li> <li>Shaping resilience through peace education in schools <i>Frederick F. Njobati, MA</i></li> <li>Building resilience in early childhood education through nonviolent communication and good learning climate by <i>Godlove Dzebam, MA</i></li> </ul>	Discussant Paper Session I:  <i>Rev. Célestin Nsengimana</i>  Venue: <i>Conference hall</i>
11:30-13:00	<u>Paper Session II – Building resilience by quality teaching</u> <ul style="list-style-type: none"> <li>Shaping resilience through high cognitive activation by complex tasks by <i>Barthelemy Muzaliwa, MA</i> and <i>Laure Difomene, MA</i></li> <li>The role of subject clarity in teaching as a contribution to developing resilience in Universities by <i>Jusline Kavugho, MA</i></li> <li>Good learning climate at universities as a means of resilience in</li> </ul>	Discussant Paper Session II:  <i>Dr. Abraham Tangwe</i>  Venue: <i>Multi-media centre, Library building (1st Floor)</i>





	<p>conflict context by <i>Prof. Dr. Semerita K. Kamundu</i></p> <p><u>Workshop I – Building resilience through better entrepreneurship and development of TVET</u></p> <ul style="list-style-type: none"> <li>Policy perspective of TVET in shaping resilience (South Sudan) by <i>Joyce Sitima, MA</i></li> <li>Relating theory to quality teaching practices at TVET by <i>Sophonie K. Rubyiza, MA</i></li> <li>Analysing how resilience in TVET is shaped by the curriculum by <i>Callixte Kalisa, MA</i></li> </ul> <p><u>Workshop II – Reflecting resilience through school network and digitalization</u></p> <ul style="list-style-type: none"> <li>Global Pedagogical Network of Protestant schools as a platform for shaping resilience by <i>Jean Baptiste, MA</i></li> <li>Networks of professional learning communities as spaces of shaping resilience by <i>Julianne Tuyishime, MA</i></li> <li>Resilience through digitalization in less resource context by <i>Emmanuel Niyibizi, MA &amp; Rev. Damien Nzeyimana, MA</i></li> </ul>	<p><i>Venue: IMPEQ Classroom, Solidarity building, (2nd floor)</i></p> <p><i>Venue: Room 1.4, Solidarity building, (1st floor)</i></p>
13:00-14:30	<b>Lunch Break</b>	
14:30-16:00	<p><b>Second Session of Panel Discussions and Workshops</b></p> <p><u>Paper Session III – Reflecting international church partnerships and school leadership as spaces for building resilience</u></p> <ul style="list-style-type: none"> <li>International church partnerships: Contributions to resilience by <i>Rev. Dr. Kakule Molo</i></li> <li>Reflecting resilience from the understanding of the protestant school profile and school leadership (Rwanda) by <i>Rev. Etienne Uwajyiwabo, MA</i></li> <li>Shaping school leadership in conflict and post-conflict societies through resilience (Cameroon) by <i>Essaw Samngwa'a, MA</i></li> </ul> <p><u>Paper Session IV – Building resilience through research development in difficult contexts at the intersection of churches, NGOs, and governments (Room: XXX)</u></p> <ul style="list-style-type: none"> <li>Reflecting COVID-19 pandemic and schooling from empirical evidence in the Great Lakes region by <i>Christine Nyiramana, MA and Prof. Dr. Semerita Kamundu</i></li> <li>Research training and education for resilience at Universities by <i>Edouard Ntakirutimana, MA</i></li> </ul>	<p>Discussant Paper Session III:</p> <p><i>Dr. Innocent Sibomana</i></p> <p><i>Venue: Conference hall</i></p> <p>Discussant Paper Session IV:</p> <p><i>Rev. Dr. Viateur Habarurema</i></p> <p><i>Venue: Multi-media centre, Library building (1st Floor)</i></p>
14:30-16:00	<u>Workshop III – Using peace clubs and media as safe spaces for building resilience in conflict and post-conflict contexts</u>	



	<ul style="list-style-type: none"> <li>Building resilience through radio drama by <i>Godlove Dzebam, MA</i></li> <li>Peace clubs and civil peace networks as safe spaces for developing resilience by <i>Meschac Vunanga, MA, Rev. Samuel Mutabasi, MA and Gerard Kasereka, MA</i></li> </ul> <p><u>Workshop IV – Reflecting resilience through practices of good quality teaching</u></p> <ul style="list-style-type: none"> <li>Building resilience by constructive feedback <i>Siberi Kavira, MA &amp; Emmanuel Wepngong, MA</i></li> <li>Shaping resilience by practices of high cognitive activation by complex tasks by <i>Jacqueline Mukanziza, MA</i></li> <li>Building resilience through good learning climate in conflict context <i>George Funjong, MA</i></li> </ul>	<p><i>Venue: IMPEQ Classroom, Solidarity building, (2nd floor)</i></p> <p><i>Venue: Room 1.4, Solidarity building, (1st floor)</i></p>
16:00-16:45	<p><b>First Poster Presentations (accompanied by coffee)</b></p> <ol style="list-style-type: none"> <li>Perceptions of Secondary School Teachers on Efficient Classroom Management: A Case of Ecole des Sciences de Musanze (ESM), Rwanda by <i>Ladegonde Nyirabashumba</i></li> <li>Les tâches complexes en histoire et l'acquisition des compétences chez l'apprenant: perception des enseignants du secondaire à Nkongsamba by <i>Laure Diffomene</i></li> <li>Investigating the Application of TVET Policies on Teacher Training in the Republic of South Sudan by <i>Joyce Sitima</i></li> <li>La pratique de la clarté dans la matière d'enseignement dans les universités de la RDC by <i>Jusline Kavugho</i></li> <li>Learning Climate and Democratic Competences: Perception of Secondary School Teachers in Cameroon by <i>George Funjong</i></li> <li>Gestion efficace de la classe : Perception des enseignants des écoles primaires protestantes de Garoua by <i>Elodie Moukole</i></li> <li>Gestion efficace de la classe: Perception des enseignants des écoles secondaires protestantes à Bukavu, RD Congo by <i>Jonas Yanga</i></li> <li>Individual student support and learning quality in secondary schools of Rwanda by <i>Emilienne Muhawenimana</i></li> </ol>	<p><i>Setting</i></p> <p><i>Serge Muvunyi</i></p> <p><i>Venue: Volley ball playground</i></p>
17:00-17:30	<p><b>Plenary Discussion and Closing of First Day</b></p> <p>With <i>Prof. Dr. Dr. h. c. Annette Scheunpflug, Prof. Dr. Joseph Wasso Misona, Mrs Dancille Nyirarugero, MA, and Hon. Benoît Senani, MA</i></p>	<p>Moderators:</p> <p><i>Emmanuel Niyibizi, MA and Rev. Dr. Viateur Habarurema</i></p> <p><i>Venue: Conference hall</i></p>
18:00-21:00	<p><b>Dinner, Table Talks and Cultural Evening</b></p>	<p>Moderators:</p> <p><i>Dr. Abraham Tangwe and Mr. Serge Muvunyi</i></p>



**Thursday, 22.09.2022**

08:30-09:00	<b>Participants Arrival and Registration</b>	Venue: Conference hall
09:00-09:10	<b>Prayer</b>  <i>Rev. Dr. Viateur Habarurema (PIASS)</i>	
09:10-10:10	<b>Keynote II</b>  Developing ingredients for quality education: Rwanda efforts in 2021-2022 <i>Prof. Dr. Jean Pierre Dusingizemungu (Senator, Rwanda)</i>	Moderator:  <i>Frederick Njobati, MA</i>
10:10-10:20	<b>Coffee and walk to the panel and workshop rooms</b>	
10:20-11:50	<b>Third Session of Panel Discussions and Workshops</b>  <u>Paper Session V – Reflecting resilience through gender equity, social justice &amp; non-violence in education</u>  <ul style="list-style-type: none"> <li>Resilience by non-violence and gender equity in education: Empirical results from Cameroon by <i>Dr. Abraham Tangwe</i></li> <li>Resilience by creating educational spaces for teen mothers by <i>Jacqueline Mukanziza, MA and Edouard Ntakirutimana, MA</i></li> <li>Resilience through trauma-informed approaches to sexuality education by <i>Frederick Banboye, MA</i></li> <li>Resilience by breaking stereotypes in technical education by <i>Laurent Nizyimana, MA</i></li> </ul> <u>Paper Session VI – Building resilience through teacher education</u>  <ul style="list-style-type: none"> <li>Resilience through digitalization of teacher education by <i>Christine Nyiramana, MA</i></li> <li>Building resilience through teacher education: Perceptions of teacher educators by <i>Claude Ernest Njoya, MA</i></li> <li>Teacher educators' subjective theories (ST) about quality teaching: Which implications for Resilience in post-Genocide context? By <i>Emmanuel Niyibizi, MA</i></li> </ul>	Discussant Paper Session V:  <i>Prof. Dr Kennedy Kihangi Bindu</i>  Venue: Conference hall  Discussant Paper Session VI:  <i>Bizimana Emmanuel, MA</i>  Venue: Multi-media centre, Library building (1st Floor)
10:20-11:50	<u>Workshop II (repeat) – Reflecting resilience through school network and digitalization</u> <ul style="list-style-type: none"> <li>Global Pedagogical Network of Protestant schools as a platform for shaping resilience by <i>Jean Baptiste, MA</i></li> <li>Networks of professional learning communities as spaces of shaping resilience by <i>Julianne Tuyishime, MA</i></li> <li>Resilience through digitalization in less resource context by <i>Rev. Damien Nzeyimana, MA</i></li> </ul> <u>Workshop III (repeat) – Using peace clubs and media as safe spaces for building resilience in conflict and post-conflict contexts</u> <ul style="list-style-type: none"> <li>Building resilience through radio drama by <i>Godlove Dzebam,</i></li> </ul>	Venue: Room 1.4, Solidarity building, (1st floor)

*7<sup>th</sup> IMPEQ Conference: Resilience through quality Education*



	<p>MA</p> <ul style="list-style-type: none"> <li>Peace clubs and civil peace networks as safe spaces for developing resilience by <i>Meschac Vunanga, MA, Rev. Samuel Mutabasi, MA and Gerard Kasereka, MA</i></li> </ul> <p><u>Workshop IV (repeat) – Reflecting resilience through practices of good quality teaching</u></p> <ul style="list-style-type: none"> <li>Building resilience by constructive feedback <i>Siberi Kavira, MA &amp; Emmanuel Wepngong, MA</i></li> <li>Shaping resilience by practices of high cognitive activation by complex tasks <i>Jacqueline Mukanziza, MA</i></li> <li>Building resilience through good learning climate in conflict context <i>George Funjong, MA</i></li> </ul>	<p>Venue: IMPEQ Classroom, Solidarity building, (2nd floor)</p> <p>Venue: Room 0.1, Solidarity building, (ground floor)</p>
11:50-12:40	<p><b>Second Poster Presentations (accompanied by coffee)</b></p> <ol style="list-style-type: none"> <li>Self-Reported Sexual Activity and Schooling: Perceptions of Female Secondary School Students in North West Region of Cameroon by <i>Frederick Banboye</i></li> <li>Le feed-back constructif et la qualité de l'enseignement: cas du Collège Protestant du Nord à Garoua by <i>Odette Nguekeng</i></li> <li>Quality of school leadership and students' academic achievements: Perceptions of secondary school principals in Rwanda by <i>Herman Nteziryayo</i></li> <li>Teacher s' perceptions of school leadership: A case study of primary school teachers in Burera District in Rwanda by <i>Juliette Mukantaganda</i></li> <li>Nonviolent Communication and learning climate in early childhood education in Anglophone Cameroon by <i>Godlove Dzebam</i></li> <li>Perceptions of Higher Education Teachers on Virtual Classroom Management: Experience of PIASS Teachers, Rwanda by <i>Denis Rutanga</i></li> <li>Building high expectations through complex tasks in English instruction: Perception of secondary school students in Bukavu, DRC by <i>Barthelemy Muzaliwa</i></li> <li>Le soutien individuel de l'apprenant dans l'enseignement au secondaire en République Démocratique du Congo by <i>Lucie Kahambu</i></li> </ol>	<p>Setting <i>Jean Bosco Nshimiyimana</i></p> <p>Venue: Volley ball play ground</p>
12:40-13:30	<p><b>Closing Remarks</b></p> <p>Resilience through Quality Education</p> <p><i>Prof. Dr. Elisée Musemakweli (Vice Chancellor of PIASS) and the Guest of Honour</i></p>	<p>Moderator:</p> <p><i>Rev. Dr. Viateur Habarurema and Frederick Njobati, MA</i></p> <p>Venue: Conference hall</p>
13:30-14:30	<p><b>Lunch and Departure</b></p>	<p>Venue: Faculty of Theology building</p>