

Curriculum Vitae of Dr Erasme Rwanamiza

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Personal Skills

- Ability to speak, write, read and understand four foreign languages (English, French, Kiswahili, and Kirundi) and ability to appreciate other peoples' cultures;
- Ability to express ideas clearly and confidently in speech as well as in writing;
- Ability to work confidently within a group;
- Ability to gather information systematically to establish facts and principles with a view to solving problems;
- Ability to plan both strategically and operationally as well as carry out planned activities effectively;
- Ability to use statistics including interpreting graphs and tables;
- Ability to act on initiative, to identify opportunities and to be proactive in proposing ideas and solutions;
- Determination in getting things done and making things happen while constantly looking for better ways of doing things;
- Ability to lead people under my supervision by motivating them;
- Ability to present to others a strong, professional and positive image which inspires confidence and commands respect;
- Ability to pay care and attention to others' work for quality improvement resulting in supporting and empowering them in case needed;
- Ability to adapt successfully to changing situations, contexts and environments;
- Ability to manage time effectively, prioritize tasks and work to deadlines;
- Ability to discuss with others, convince and influence them;
- Ability to negotiate with others and smoothly reach an agreement with them;
- Ability to continue learning throughout life with a view to develop the competences needed for current and future roles and responsibilities;
- Ability to maintain effective performance under pressure;
- Ability to adhere to standards and procedures, maintain confidentiality and get rid of inappropriate professional behavior;
- Ability to accept responsibility for my views and actions and ability to work under my own direction and initiative whenever needed;
- Ability to identify what steps are needed to achieve particular goals for their effective and systematic implementation;
- Ability to evaluate options based on logic and facts with a view to determine the best course of action;
- Ability to acknowledge and respect different perspectives in the framework of openness to the ideas and views of others;
- Ability to generate and apply new ideas and solutions.

Summarized Biography

I am a highly qualified (PhD Education from December 2004), experienced educationist in general (Lecturer from February 2005) and teacher trainer (from September 1982) in particular. I have a longstanding experience in teaching as well as education administration and leadership I accumulated from a professional practice spanning over three decades spent all the time in teacher training institutions both at secondary and higher education levels since 1982. From 2008 to 2011, I was appointed Chairman of the Board of Directors of the Inspectorate General of Education (IGE) while end-2009 I was appointed Director General of Education in the Ministry of Education, position which later in March 2011 was mutated into that of Director General of Education Planning I held up to early January 2014. From mid-January 2014 to 30 June, 2019, I was the Director of Education at Aegis Trust (www.aegistrust.org), an international NGO born and based in the UK that deals with preventing crimes against humanity including genocide as such crimes' climax using Peace Education as its key strategy. As for now, I am an Education Consultant & Advisor retained for one year from July 2019 to July 2020 by the same Aegis Trust but at the rate reduced from 100% to 10% whereby I am expected to be working for them once education consultancy or advisory work arises.

My interests for teaching, research and publication as well as consulting have been revolving around areas such as Curriculum Theory and Development, The Process of Teaching-and-Learning, Educational Assessment and Evaluation, Quality of Education, Psychopedagogy / Educational Psychology as well as Peace Education and Conflict Studies. It is in this regard that I, for instance, have been being constantly involved in the process of revising the former Rwanda school curriculum as early as November 2013 and have substantially contributed to having Peace and Values Education systematically integrated in the Curriculum's subjects for Rwanda schools plus TTCs and the Academic Program's courses for URCE, as well as making the paradigm shift of the learning objectives from the easier and less challenging but less beneficial LOTAs (Lower Order Thinking Aptitudes) and LOFAs (Lower Order Feeling Aptitudes) to the harder and more challenging but more beneficial HOTAs (Higher Order Thinking Aptitudes) and HOFAs (Higher Order Feeling Aptitudes) on the one hand and, on the other hand, the shift of focus from the Curriculum and Academic Program formerly focusing on 'knowledge of facts' and 'knowhow of doing things' or [hard] 'skills' to the ones currently focused on Competences, which are crucial in this 21st Century worldwide.

Competences are indeed made up not only by **Knowledge** — i.e. in terms of 'know-what' or *Knowledge of Facts*, and 'knowhow-of-doing-things' or *Knowledge of Hard Skills* — but also and most importantly expand further onto **Understanding** — i.e. in terms of 'know-why/why-not' i.e. *Understanding of Underlying Causes and Contextual Conditions*, which enables either prevention or promotion in future depending on whether the considered phenomenon to prevent or promote was negative or positive, or in terms of 'what-if/if-not' i.e. *Understanding of Driving Theories*, which enables the engineering of alternatives through the processes of Hypotheses Formulation and Testing/Verification or Research, Innovation and Creation — which results into the acquisition of *Soft Skills* (such as Triangulation of Information; Independent, Reflective, and Critical Thinking; as well as Perseverance and Self-Control) as well as the acquisition of the *humane Emotions, Values, Dispositions/Attitudes* (such as Empathy, Personal Responsibility, and Trust in terms of both Trustfulness and Trustworthiness). Thus described as being composed of the two key attributes of Knowledge and Understanding as well as the resulting Soft Skills and humane Emotions, Values, Dispositions/Attitudes, Competences are indeed crucial in this 21st Century worldwide because they are the sine qua non for both post-violence Reconciliation and preventive Nonviolence/Peacefulness to prevail among Humanity, and its Development in all life areas as well as its Well-being to blossom up and sustainably thrive.

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As for my scholarly achievements, they comprise publication of books and papers in peer-reviewed international journals and in international conference proceedings as well as several national and international education consultancies.

Detailed Curriculum Vitae

1. Education

<i>Degree/Diploma/Certificate Option and Grade</i>	<i>Start of study</i>	<i>Duration of study</i>	<i>End of study</i>	<i>Institution and Country</i>
University Third Degree (PhD ¹) in Education <i>Option:</i> Learning, Teaching and Assessment <i>Grade:</i> None provided for	2001	3 Years	2004	The University of Manchester, UK (www.manchester.ac.uk)
University Second Degree (Licence ²) in Education <i>Option:</i> Educational Psychology <i>Grade:</i> Distinction	1986	2 Years	1988	National University of Rwanda, Rwanda
University First Degree (Baccalauréat) in Education <i>Option:</i> Educational Psychology <i>Grade:</i> Distinction	1979	3 Years	1982	National University of Rwanda, Rwanda
General Humanities Certificate <i>Option:</i> Latin-Sciences <i>Grade:</i> Distinction	1973	6 Years	1979	Junior Seminary <i>Virgo Fidelis</i> , Butare, Rwanda
Post-Primary Foundation Year Preparing Entry into General	1972	1 Year	1973	Cyahinda Pre-Seminary,

¹ This is a full research degree whose only requirement was the submission of a Research Thesis, the one then submitted being *Assessment of Students' Learning in Higher Education: The Case of the Kigali Institute of Education, Rwanda*, hard copies of which are available among the library physical holdings of The University of Manchester (see https://www.librarysearch.manchester.ac.uk/discovery/search?query=any,contains,erasme%20rwanamiza&tab=Everything&search_scope=MyInst_and_CI&vid=44MAN_INST:MU_NUI&lang=en&offset=0) and of the University of Rwanda College of Education (URCE).

² This was a degree by both coursework and research whose partial requirement was the submission of a Research Dissertation, the one then submitted being *Elaboration d'une échelle d'intelligence adaptée aux enfants rwandais de milieu rural âgés de cinq à sept ans: Etude préliminaire en commune Huye*, hard copies of which are available in the library physical holdings of the University of Rwanda College of Arts and Social Sciences (UR CASS) and of the University of Rwanda College of Education (URCE).

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Humanities Studies

Butare, Rwanda

Primary Education

1966

6 Years

1972

Butare Official
School Complex¹,
Rwanda

2. Scholarship Recognition

Invited Panelist Speaker at the Official Launch of the GCRF² Global Engagement Network on Building Cultures of Peace in Rwandan Schools held 28 January 2020 in Kigali, Rwanda: This launch was organized in the framework of a new partnership between University of Rwanda College of Education, the University of East Anglia (UK), and the Aegis Trust at the Kigali Genocide Memorial, to establish an open “Global Engagement Network” of researchers, public and civil society practitioners, and policy makers, around the theme “Building Cultures of Peace in Rwandan Schools”, and in this launch I was invited to speak on the Panel on the topic of “Curriculum and Pedagogy”.

Invited Panelist for the GCRF³ Network Plus Call for ‘Education in Conflict and Crisis Research’ at the Interview Panel held 11-12 December 2019 in Swindon, UK: As an invited interview panelist, I was required to first moderate both the comments made and scores attributed to the various proposals submitted for a funding of up to around two million British pounds, to produce a rank order, as well as to identify areas the interview panel might wish to ask questions about — this actually consisted of reading all reviews of the proposals to get (1) a feeling of the strengths and weaknesses of each grant application, and (2) some sense of whether one agrees with the reviewers’ comments made and overall grades given — and then take part in the process of interviewing by asking questions along with other interview panel members. In this respect, for the grant applications where I was an introducer I was required to give a brief summary of the application and my views on (1) and (2) above, whereas for the grant applications where I was a seconder I was required to give any comments different or at odds with those made by the introducer.

Invited Panelist Speaker at the WDR⁴ 2015 Session on Education held in Berlin, Germany, in December 2013 by BMZ⁵ and the Development Policy Forum of GIZ as the BMZ’s authority convening the WDR 2015 on behalf of the World Bank: As a panelist invited speaker at its Session on Education, I participated in the International Policy Workshop titled ‘Mind and Culture: The Behavioral and Social Foundations of Economic Development – From Research Framework to Practice’ that took place on 5-6 December 2013 in Berlin, Germany⁶, in preparation for the WDR 2015, organized on behalf of the World Bank by BMZ and the Development Policy Forum of GIZ⁷ as the BMZ’s convening authority. This Berlin workshop aimed to draw lessons from policy makers’ and academics’ perspectives and to discuss policy implications for specific

¹ This is my English translation for *Groupe Scolaire Officiel de Butare*.

² GCRF stands for the Global Challenges Research Fund of the UK Research and Innovation [UKRI], in this specific instance in partnership with the Engineering and Physical Sciences Research Council [EPSRC].

³ GCRF stands for the Global Challenges Research Fund of the UK Research and Innovation [UKRI], in this specific instance in partnership with the Arts and Humanities Research Council [AHRC].

⁴ WDR stands for World Development Report.

⁵ BMZ is an abbreviation in German that stands for German Federal Ministry for Economic Cooperation and Development.

⁶ For these specific consultations held 5-6 December 2013 in Berlin, Germany, please check the world-wide web at <http://www.worldbank.org/en/publication/wdr2015/consultations>.

⁷ GIZ is an abbreviation in German that stands for German Federal Enterprise for International Cooperation.

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sectors, including health, finance, productivity, and policy making. To this effect, the workshop convened influential international experts, practitioners, and academics to discuss and debate core issues to be addressed in the WDR 2015. So, it is in this regard that I was singled out to be invited to talk on Education as per the following wording of the invitation letter: *“The International Policy Workshop on ‘Mind and Culture: The Behavioral and Social Foundations of Economic Development – From Research Framework to Practice’ would greatly benefit from your expertise and valuable experience. Your acceptance of an active role and contribution as a panelist at the Session on Education would be highly appreciated”*.

Recognition for Scholarly Achievements by the Rector of KIE¹ in April 2005: I was one of the academic members of staff who received an acknowledgement of scholarly achievements from the then Rector of KIE through his Public Notice entitled *“Recognition for Scholarly Achievements”* dated 28 April 2005.

Praise by Prof Julian Williams, my PhD Thesis Supervisor, in September 2004: I was praised by Prof Julian Williams, my PhD Thesis Supervisor, on 22 September 2004, for the *“excellence”* of the work contained in the thesis, for having been *“a most professional student”* and for having completed my studies *“in record time”*.

3. Career

Education Consultant & Advisor retained by Aegis Trust but at the rate reduced from 100% to 10% (July 2019 – July 2020): Expected to be working for Aegis Trust once education consultancy or advisory work arises.

Part-time (weekend) Lecturer in the KIE² Master’s Degree Program of Education in Curriculum & Instruction (September 2012 – August 2013): During the period I was holding the above-mentioned position of Director General of Education Planning in the Ministry of Education, Rwanda, I too was solicited by KIE and accepted to assist their teaching as a Part-time (weekend) Lecturer in the KIE Master’s Degree Program of Education in Curriculum & Instruction, which I did from September 2012 to August 2013.

Lecturer in Education (February 2005 – December 2006) at KIE³: During the specified period I was tenured with the academic rank of Lecturer in Education at KIE, my responsibilities were then to teach Education courses as well as supervise students’ research work.

Assistant Lecturer (April 1999 – February 2005) in Education at KIE⁴: During the specified period I was tenured with the academic rank of Assistant Lecturer in Education at KIE, my key responsibility was then to teach Education courses.

¹ KIE stands for Kigali Institute of Education. In September 2013, KIE was merged with all other Rwandan Public Higher Learning Institutions and, under the name of College of Education (<https://ce.ur.ac.rw>), formed what is thenceforth known as the University of Rwanda whose website is www.ur.ac.rw.

² See footnote 5 above.

³ KIE stands for Kigali Institute of Education. In September 2013, KIE was merged with all other Rwandan Public Higher Learning Institutions and, under the name of College of Education (<https://ce.ur.ac.rw>), formed what is thenceforth known as the University of Rwanda whose website is www.ur.ac.rw.

⁴ See footnote 1 above.

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Teacher of Education (September 1982 – April 1994) at *Groupes Scolaires Runyombyi, Save-Filles and Gisagara*¹: During the whole period I was a Teacher of Education courses.

4. Achievements

Participation in the 2020 Regional Peacebuilding Institute (PBI) organized in Kigali, Rwanda, by Never Again Rwanda (NAR)² (23 February – 7 March 2020)

In this session of the 2019 NAR Regional PBI that gathered university students and young professionals from Rwanda and the region, I engaged participants with a discussion bearing on *The Role of Education/Culture in Preventing Genocide from Occurring*. This Regional PBI is evoked through the Call for Applications available at <https://pbirwanda.org/regional-pbi-2/>.

Participation in the 2019 Summer Peacebuilding Institute (PBI) organized in Kigali, Rwanda, by Never Again Rwanda (NAR)³ (16-29 June 2019)

In this session of the 2019 NAR Summer PBI that gathered university students and young professionals from Rwanda, Africa and beyond, I engaged participants with a discussion bearing on *The Role of Education/Culture in Generating Genocide, and in Genocide Prevention in terms of Fighting Genocide Ideology*. This Summer PBI is evoked through the Call for Applications available at <https://web.archive.org/web/20190817105943/https://pbirwanda.org/application-summer-2019>.

Participation in the 2019 Regional Peacebuilding Institute (PBI) organized in Kigali, Rwanda, by Never Again Rwanda (NAR)⁴ (10-23 February 2019)

In this session of the 2019 NAR Regional PBI that gathered university students and young professionals from Rwanda and the region, I engaged participants with a discussion bearing on *The Role of Education/Culture in Generating Genocide, and in Genocide Prevention in terms of Fighting Genocide Ideology*. This Regional PBI is evoked through the Call for Applications available at <https://web.archive.org/web/20190824002700/http://pbirwanda.org/application-regional-2019>.

Participation in a Round Table jointly organized by University of Liège (ULiège) and University of Namur (UNamur), Belgium, on the theme “*Principia Paedagogica: Active Pedagogy and Artificial Intelligence*” (27-29 November 2018)

In this round table that gathered education philosophers from Belgium (University of Liège and University of Namur), Bulgaria (Bulgarian Academy of Sciences), Canada (University of Saskatchewan), Democratic Republic of Congo [DRC] (Université de Lubumbashi), and Rwanda (Aegis Trust), I engaged participants with a discussion bearing on the *Relevance of Russell’s and Whitehead’s Educational Principles*. The then publicized flyer of the round table is still available at <https://agenda.unamur.be/upevent.2018-11-19.2389303464/view>.

¹ *Groupes Scolaires Runyombyi, Save-Filles and Gisagara* were secondary education level Teacher Training Colleges (TTCs) in the Southern Province, Rwanda.

² See footnote 4 above.

³ NAR PBI is a bi-annually program that brings together university students and young professionals either from Rwanda and the region (this one is called Regional PBI) or from Rwanda, Africa and beyond (this one is called Summer PBI) to learn about the four key themes of (1) Genocide and mass atrocities and their prevention, (2) Transitional Justice, (3) Governance aspects in post-genocide and conflict societies, and (4) Women, Peace and Security.

⁴ See footnote 4 above.

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Participation in the workshop of 15 Jesuit Education Directors from 11 African countries hosted by Aegis Trust and aimed at figuring out how to nurture critical thinking, empathy and values in their schools (11-15 September 2018)

In this workshop, I engaged the participants with a discussion bearing on *Peace & Values Education Pedagogy and Government Involvement* (see an article of the New Times titled “African Educators Commit to Promote Peace Education in Schools” available at <https://www.newtimes.co.rw/news/african-educators-commit-promote-peace-education-schools>).

Delivery of a one-day Peace Education Training sought from Aegis Trust by the Olam Impact Fellowship’s Cohort of 2018-2019 then in study trip to Rwanda (27 July 2018)

This study trip to Rwanda was aiming for the Olam Impact 13 Fellows of the Cohort 2018-2019 to get possibly inspirational insights from Aegis Trust’s Peace Education program package. In this one-day Peace Education Training, I engaged the participants with two discussions bearing on *Making Sense of Peace Education in the Aftermath of Genocide or any other Mass Atrocities* on the one hand, and on *Aegis Trust Peace Education program package* on the other hand. More on this Olam Impact Fellowship’s Cohort of 2018-2019 and their study trip to Rwanda for inspiration purposes may be read from at <https://olamtogether.org/fellowship/>.

Participation in the International Summer Short Course organized in Kigali, Rwanda, by Aegis Trust’s Research, Policy and Higher Education (RPHE) Department (16-20 July 2018)

In this Summer Short Course that gathered academics and professionals around the theme of “Genocide and Mass Atrocities: Actors, Causes, and Responses”, I engaged participants with a discussion bearing on *Education/Culture as Genocide Promoter or Preventer, and the Meaning of Peace Education*. The short course is evoked through the Call for Applications launched to prospective participants at <http://www.genocideresearchhub.org.rw/call-applications-aegis-trust-rwanda-short-course/>.

Participation in the 2018 International Summer Peacebuilding Institute (PBI) organized in Kigali, Rwanda, by Never Again Rwanda (NAR)¹ (18-30 June 2018)

In this session of the 2018 NAR International Summer PBI that gathered university students and young professionals from Rwanda, Africa and beyond, I engaged participants with a discussion bearing on *The Role of Education in Genocide Promotion and Prevention as well as in Post-Genocide Reconciliation with special focus on Rwanda*. This International Summer PBI is briefly evoked at <https://web.archive.org/web/20190616202203/https://pbirwanda.org/updates/summer-pbi-attracts-18-international-peace-builders>.

Participation in the 2018 Regional Peacebuilding Institute (PBI) organized in Kigali, Rwanda, by Never Again Rwanda (NAR)² (26 February - 10 March 2018)

In this session of the 2018 NAR Regional PBI that gathered university students and young professionals from Rwanda and the region, I engaged participants with a discussion particularly bearing on *The Role of Education/Culture in Generating Genocide, and in Genocide Prevention in terms of Fighting Genocide Ideology*. This Regional PBI is briefly evoked at

¹ NAR PBI is a bi-annually program that brings together university students and young professionals either from Rwanda and the region (this one is called Regional PBI) or from Rwanda, Africa and beyond (this one is called Summer PBI) to learn about the four key themes of (1) Genocide and mass atrocities and their prevention, (2) Transitional Justice, (3) Governance aspects in post-genocide and conflict societies, and (4) Women, Peace and Security.

² See footnote 1 above.

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<https://web.archive.org/web/20190616201551/http://www.pbirwanda.org/updates/growth-pbi-nar-continues-churn-out-peace-ambassadors>.

Participation in the First International Conference of the Global Pedagogical Network Joining in Reformation (GPENreformation) held in Kigali, Rwanda, around the theme of “Learning for Sustainability” (5-7 November 2017)

In this conference that gathered project coordinators, ambassadors and headteachers in a network of protestant schools from all over the world and educational institutions from all protestant denominations, I engaged participants in a discussion bearing on *Remembrance Education*. A report of the conference is available at https://www.gpenreformation.net/wp-content/files/InternationalConference2017_Documentation_LongVersion.pdf, where my intervention features on pp.8-9.

Participation in the 2017 Summer Peacebuilding Institute (PBI) organized in Kigali, Rwanda, by Never Again Rwanda (NAR)¹ (5-17 June 2017)

In this session of the 2017 NAR International Summer PBI that gathered university students and young professionals from Rwanda, Africa and beyond, I engaged participants with a discussion bearing on *The Role of Education/Culture in Generating Genocide, and in Genocide Prevention in terms of Fighting Genocide Ideology*. This Summer PBI is evoked on pp.12-14 of “NAR Annual Report-2017” available at <http://neveragainrwanda.org/wp-content/uploads/2017/08/NAR-Annual-Report-2017-1.pdf>.

Participation in the International Colloquium on Peace Education organized in Kigali, Rwanda, by Aegis Trust on the theme ‘Building Resilience to Genocide through Peace Education: Concepts, Methods, Tools and Impact’ (20-22 February 2017)

In this international colloquium that brought together academics and practitioners in and around the field of peace education to share concepts, content, methodologies and means of evaluating peace education, I engaged participants with a discussion bearing on *Genocide Archive of Rwanda (GAR) and the Role of Storytelling in the Rwandan Aegis Trust Peace Education Program*. A comprehensive report of the colloquium is available at <https://www.aegistrust.org/wp-content/uploads/2017/07/Colloquium-Report-2017-Final-Low-Res.pdf>.

Participation in the summer workshop organized in Nuremberg, Germany, by the International Nuremberg Principles Academy on the theme ‘Education in the Aftermath of Conflict: Learning from the Past?’ (15-20 August 2016)

In addition to The Nuremberg Academy Staff, this workshop gathered educators operating in the particular areas of Peace Education and History from Argentina, Austria, Bosnia and Herzegovina, Cambodia, Colombia, Croatia, Cyprus, France, Germany, Hungary, India, Israel, Kenya, Kosovo, Palestine, Rwanda, South Africa, Spain, The Netherlands and the USA. A brief report of the workshop is available at <https://www.nurembergacademy.org/events/detail/1705fa1109de379c1a6ff63183968a49/summer-academy-on-dealing-with-the-past-through-education-41/>.

Participation in the 8th International Conference on Peace and Security in the Great Lakes Region organized in Kigali, Rwanda, by the Centre for Conflict Management (CCM) of the University of Rwanda

¹ NAR PBI is a bi-annually program that brings together university students and young professionals either from Rwanda and the region (this one is called Regional PBI) or from Rwanda, Africa and beyond (this one is called Summer PBI) to learn about the four key themes of (1) Genocide and mass atrocities and their prevention, (2) Transitional Justice, (3) Governance aspects in post-genocide and conflict societies, and (4) Women, Peace and Security.

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College of Arts and Social Sciences (UR CASS) on the theme ‘Implications of Governance for Genocide Prevention, Recovery and Peacebuilding in the Great Lakes Region’ (13-14 June 2016)

In this international conference, I engaged participants with a discussion bearing on *The Role of Peace Education and the Contribution of Aegis Trust in Genocide Prevention in terms of Fighting Genocide Ideology* and, at the same time, sat on the panel on *Teaching to Prevent Genocide*. An evocation of the conference is made by the Rwanda National Commission for the Fight against Genocide (CNLG) at https://cnlg.gov.rw/index.php?id=87&tx_news_pi1%5Bnews%5D=2414&tx_news_pi1%5Bcontroller%5D=News&tx_news_pi1%5Baction%5D=detail&cHash=5d4fb84f09c8d58f36cfe1a7e53f2799.

Participation in the Great Lakes Peace Education Summit in Nairobi, Kenya, jointly organized by Interpeace, ICGLR¹ and UNESCO (3-4 March 2016)

Though initially aimed at bringing together participants working in the area of Peace Education (PE) from Civil Society Organizations (CSOs) and the governments of Burundi, DRC and Rwanda, this summit ended up expanding to include a Ugandan delegation and one official representative from South Sudan as observers. The objectives pursued by this PE summit were to: 1) Contribute to the promotion of a harmonized understanding of PE; 2) Contribute to the promotion of PE in the formal education system in Burundi, Rwanda and the DR Congo in an effort to promote PE as an integral part of formal education curricula across the region; 3) Foster an increased sharing of knowledge, experience, challenges and lessons learnt in the development, promotion and implementation of PE in all the three countries; 4) Facilitate the development of a joint action plan with clear next steps to promote PE at the level of the countries concerned as well as the regional level; 5) Contribute to strengthening the capacity of actors in the implementation of PE in participating countries through the sharing of knowledge, tools and infrastructures for peace; 6) Facilitate dialogue between government officials from each country, regional organizations and CSOs’ representatives around sustainable peace in the region. The outcomes of the summit were expected to be relevant for all the 12 countries of the region covered by ICGLR given that there are efforts to make PE part of the formal education system in those countries, although the strategies and contexts are different in each country. A brief report of the summit is available at <http://www.icglr.org/index.php/en/homepage/135-laast-news/683-formal-peace-education-2016-nairobi-final>.

Participation in the Rwanda School and TTC Curriculum Revision as well as URCE Academic Program Revision from Knowledge-Based to Competence-Based [school curriculum was revised November 2013 – April 2015 and subsequently served as a benchmark for the revision of the TTC curriculum from April 2016 to May 2019, and the URCE academic program I pulled out from in June 2019 when my tenure as Director of Education at Aegis Trust stopped] (November 2013 – June 2019)

I actively participated:

- In the Rwanda school curriculum revision process from Pre-Primary through Secondary Education levels both as a Specialist in Curriculum Development, Teaching-and-Learning as well as Assessment and as a key contributor of Peace Education inputs. Under the leadership of the Rwanda Education Board (REB), this school curriculum revision aimed to make a shift from the then existing paradigm that was promoting Lower Order Thinking Aptitudes (LOTAs) and Lower Order Feeling Aptitudes (LOFAs) to a new paradigm that promotes Higher Order Thinking Aptitudes (HOTAs) and Higher Order Feeling Aptitudes (HOFAs) in the framework of a whole process actually consisting of transforming the then existing school curriculum that was emphasizing the ‘knowledge of facts’ and the ‘knowhow or skills’, into the one now revised with a view to having it focused on Competences,

¹ ICGLR stands for International Conference on the Great Lakes Region (<http://icglr.org/index.php/en/>).

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which are crucial in this 21st Century worldwide, as competences indeed not only emphasize the ‘knowledge of facts’ and the ‘knowhow or skills/procedures’, but also and most importantly expand further onto the ‘know-why/why-not’ and the ‘know-what-if/what-if-not’ or Understanding, which results from Critical Thinking and end up in Re-search and Creation/Innovation as well as in the humane emotion, feeling or attitude of Empathy, because Critical Thinking / Understanding and Empathy are the sine qua non for post-violence Reconciliation and preventive Nonviolence/Peacefulness to prevail among Humanity, and Development as well as Well-being to blossom up and sustainably thrive. The other key feature of this new school curriculum I actively contributed to is the latter’s adoption of the Peace Education pedagogical approach that is Learner-Centered, Participatory, Active and Interactive. A whole webpage (https://reb.rw/fileadmin/competence_based_curriculum/index0.html) was dedicated to this Competence-Based Curriculum.

- In the TTC curriculum revision which was benchmarked on the above-mentioned revised school curriculum.
- In the URCE Academic Program revision that was still on-going by June 2019 when my tenure as Director of Education at Aegis Trust stopped.

Training of Teachers from Rwandan Technical High Schools in the Methodology of Teaching through a ‘Training of Trainers’ Session organized at SOS Hermann Gmeiner Technical High School, Kigali, Rwanda (August 2006)

This project was commissioned by SOS Hermann Gmeiner Technical High School, Kigali, Rwanda, on behalf of SOS Technical Training Institute, Nairobi, Kenya.

Participation in a seminar on the theme ‘From Pain to Dialogue’ jointly held with Participants from Rwanda and Israel by the Centre for Humanistic Education at the Ghetto Fighters’ Museum, Kibbutz Lohamei Hagetaot, M. P. Western Galilee 25220, Israel (26 July – 05 August 2005).

Participation in the development of a UNICEF-World Bank Sourcebook on Orphans and other Vulnerable Children’s access to Education in Rwanda as a National Consultant working in collaboration with Dr John Beasley, an International Consultant from Imperial College, London (July 2005 – August 2005)

The publication that resulted from this education research project is titled *Promoting Quality Education for Orphans and Vulnerable Children: A Sourcebook of Program Experiences in Eastern and Southern Africa* and is available on the world-wide web at

http://www.unicef.org/french/education/files/Promoting_Quality_Education_for_Orphans_and_Vulnerable_Children_Programmes_from_Eastern_and_Southern_Africa.pdf.

Member of the Joint Rwandese-German Mission for Identifying the Scheme of Primary Teacher Education in Rwanda (September 2000)

This project was commissioned by the Ministry of Education in collaboration with the German Federal Ministry for Economic Cooperation and Development (BMZ).

Elected Member of the Camp Kigali School Parents’ Executive Committee and Chairman of this Committee’s Commission for Academic Affairs (November 1997 – November 2001)

This was a project of the Parents’ Association of a private school called Camp Kigali School.

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Member of the Group of Trainers at central level for the training of Regional Trainers in the structure, content and teaching modules for the Reviewed and Harmonized Primary Education Curriculum (March 1997)

This was a project of the Rwanda Ministry of Education.

Member of the National Commission for Primary Education Curriculum Review and Harmonization (September – October 1996)

This was a project of the Rwanda Ministry of Education.

Member of the National Commission for General Secondary Education and TTC¹ Curriculum Review and Harmonization (April – May 1996)

This was a project of the Rwanda Ministry of Education.

Founding Member of the *Académie Rwandaise de Culture et d'Éducation* (ARCE) and member of its corps of education volunteers in the framework of which I ensured part-time the teaching of Psychopedagogy / Educational Psychology in the 4th and 5th forms of the then Teacher Training Strand in *Lycée Notre Dame de Cîteaux*² (January 1996)

This education volunteering project had been set up under the initiative of some visionary individual people with a view to supporting the rebuilding of the Rwanda education system in the aftermath of the 1994 genocide.

5. Leadership Experience

Director of Education in Aegis Trust³ (January 2014 – June 2019): Senior educationist who determines and leads the implementation of Aegis Trust's strategy for the delivery of this organization's Education for Sustainable Peace (ESP) programs in countries where it operates with the aim of strengthening the resilience of national communities against any possible return to mass atrocities, crimes against humanity and genocide in future, by strengthening reconciliation and social cohesion processes. As part of the above-mentioned strategy particularly fostering the processes of reconciliation and social cohesion, the Director of Education ensures the use of a Learner-Centered, Participatory, Active and Interactive (LCPAI) approach to teaching-and-learning resorting to testimonies and group discussions/dialogue among other procedures in the delivery of Peace Education to various members of the community with a special focus on students and teachers. Working with government and non-government agencies as well as higher learning institutions in countries where Aegis Trust operates, the Director of Education contributes to influencing public policies through, among other things, developing strategies and plans to (1) infuse Peace and Values Education into national curriculums and (2) accompany the implementation of those curriculums with a special focus on their component of Peace and Values Education.

Director General of Education Planning in the Ministry of Education, Rwanda (October 2009 – January 2014): Senior educationist appointed by a decree of the Prime Minister upon proposal from Government Cabinet (or Council of Government Ministers) to supervise policy development and planning activities for all

¹ TTC stands for Teacher Training College.

² *Lycée Notre Dame de Cîteaux* is a secondary school for girls in Kigali, Rwanda.

³ Aegis Trust (www.aegistrust.org) is an international NGO born and based in the UK that deals with preventing crimes against humanity including genocide as such crimes' climax using Peace Education as its key strategy.

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levels of education including in all special and crosscutting programs (i.e. Early Childhood Education, Adult Literacy, Girls Education, Special Needs Education, Sports and Culture, Health and HIV/AIDS, Environment, and Hygiene & Nutrition).

Founder Principal of KCE¹ (January 2007 – October 2009): Kavumu College of Education (KCE) was a 2-year course Science Diploma-awarding public higher learning institution (see college's logo on the World Wide Web at

<https://www.facebook.com/165964163557921/photos/a.170012046486466/170012049819799/?type=1&theater>), which was further merged with a 2-year course Humanities Diploma-awarding public higher learning sister institution, Rukara College of Education (RCE), into a 2-year course both Science and Humanities Diploma-awarding higher learning institution, the Rwanda Teachers' College (RTC), the latter also further on being merged with the Kigali Institute of Education (KIE) into the current University of Rwanda College of Education (URCE). My responsibilities were then to plan for as well as initiate and run the institution ensuring it is properly managed both administratively and academically.

Co-oversight and co-facilitation of two training sessions for Early Childhood Development and Education Trainers of Trainers held at KCE² in assistance to Dr Barbara Koech, a Facilitator from Kenyatta University (in July and August 2008 respectively)

This project was commissioned by the then Inspectorate General of Education (IGE) on the joint behalf of UNESCO Nairobi Office and the Rwanda National Commission for UNESCO (RNCU).

Oversight and facilitation of establishing a program of Early Childhood Development and developing a curriculum in Seven (07) Books for Early Childhood Education as a National Consultant working with Ms Margaret Irvine, an International Consultant from the University of Fort Hare, East London, South Africa (November 2006 – February 2007).

This curriculum development project was commissioned by the then Rwanda NCDC³, and all the Seven (07) Books then produced are archived at

<https://web.archive.org/web/20180809185804/http://reb.rw/index.php?id=148>.

Oversight and facilitation of the development of Education Quality Standards and of the production of the document containing those standards in Kinyarwanda, English and French (August 2006 – September 2006)

Commissioned by the then Rwanda Inspectorate General of Education (IGE), the Education Quality Standards developed at that time were later transformed into *Presidential Order No. 48/01 of 10/08/2009 establishing Quality Standards in Education for Nursery, Primary and Secondary Schools and its Annex* as published in the Official Gazette No. 33bis of 17/08/2009 that is available online at <https://businessprocedures.rdb.rw/media/rg%20instructions%20movable.pdf>, from p.3 to p.82.

Pedagogical overseeing of and advising in the process of developing new programs for Professional Courses (including Psychopedagogy / Educational Psychology, General Didactics and Specific Didactics) for the training of Primary Teachers in Rwandan TTCs⁴ (April 2006 – August 2006)

This project was commissioned by the then Rwanda NCDC⁵.

¹ KCE stands for Kavumu College of Education.

² KCE stands for Kavumu College of Education.

³ NCDC stands for National Curriculum Development Centre.

⁴ TTC stands for Teacher Training College.

⁵ See footnote 2 above.

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Supervision of 14 research pieces of work carried out by 13 students from KIE¹ and one student from UNATEK² who wrote up and submitted dissertations therefrom in partial fulfillment of the Bachelor's Degree in Education they all were successfully awarded (2005 and 2006 respectively).

Pedagogical overseeing of and advising in the process of developing new programs for Science (i.e. Biology, Physics and Chemistry) Education in Rwandan high school Lower Secondary level (October 2005 – January 2006)

This project was commissioned by the then Rwanda NCDC³.

Pedagogical overseeing of and advising in the process of writing 12 Textbooks (i.e. Year 1 to Year 6 Student Books and Teacher Guides) for teaching the Kinyarwanda language in Rwandan primary schools (March 2005 – January 2006)

This project was commissioned by Editions Bakame, Kigali, Rwanda, on behalf of the then Rwanda NCDC⁴.

Head of the Department of Curriculum & Teaching at KIE⁵ (October 2000 – September 2001): My responsibilities were then to ensure the academic activities of teaching-and-learning, assessment and research are carried out in the most efficient way with the highest quality possible.

Deputy Head-Teacher at *Groupe Scolaire Gisagara*⁶ (September 1988 – April 1994): My responsibilities were then to ensure the academic activities of teaching-and-learning as well as assessment are carried out in the most efficient way with the highest professionalism possible.

6. Publications

Books

2014: *The Process of Teaching-and-Learning: A Précis of General Didactics*. Kampala: Fountain Publishers. As written on the back cover of the book (ISBN⁷ 978-9970-25-286-2), the Publisher summarizes what this book is all about in the following terms: "In The Process of Teaching-and-Learning, Erasme Rwanamiza tackles the fundamentals of pedagogy, the planning of what to teach, the actual teaching and the evaluation of what was taught. Using a technical yet practical approach, through this book the author laid down a diagnostic and prescriptive document that

¹ KIE stands for Kigali Institute of Education. In September 2013, KIE was merged with all other Rwandan Public Higher Learning Institutions and, under the name of College of Education (<https://ce.ur.ac.rw>), formed what is thenceforth known as the University of Rwanda whose website is www.ur.ac.rw.

² UNATEK is the abridged name of the former *Université d'Agriculture, de Technologie et d'Education de Kibungu*. Created in 2003, this institution in 2010 changed its status from *Université* to become *Institut*, hence also changing its name into INATEK, before gaining back the status of University and then bear its current name of University of Kibungu (UNIK) as can be read from <http://www.unik.ac.rw/spip.php?article67>.

³ NCDC stands for National Curriculum Development Centre.

⁴ See footnote 1 above.

⁵ KIE stands for Kigali Institute of Education. In September 2013, KIE was merged with all other Rwandan Public Higher Learning Institutions and, under the name of College of Education (<https://ce.ur.ac.rw>), formed what is thenceforth known as the University of Rwanda whose website is www.ur.ac.rw.

⁶ *Groupes Scolaires* Runyombyi, Save-Filles and Gisagara were secondary education level Teacher Training Colleges (TTCs) in the Southern Province, Rwanda.

⁷ ISBN stands for International Serial Book Number.

educationists, supervisors and other stakeholders in the sub-processes of teaching and learning will obviously find essential material. From a rigorous definition of key concepts used in General Didactics, he shows that the didactical process is a complex and long-term undertaking, a coherent whole which goes from the upstream to the downstream of the activities of teaching and learning. The book is not only useful for pre-service teachers – i.e. teachers who are still training so as to get ready to engage with the teaching profession – but also in-service teachers who need to have their professional knowledge, skills and attitudes refreshed”. This book is not available online, but a review of the book is available at

<https://www.newtimes.co.rw/section/read/186082>.

- 2011: *Researching Assessment of Students’ Learning in Higher Education through Case Study: Example of a Case Study Research carried out on the Kigali Institute of Education [KIE], Rwanda, in 2002-2003.*** This is a publication of my PhD thesis in a book format that Rwanda Higher Education Council (HEC) [formerly National Council for Higher Education (NCHE)] had availed on its then website at <http://www.hec.gov.rw/spip.php?article272> (webpage no longer available). In confirmation of this information, the webpage of Indangaburezi College of Education (ICE) http://www.ice.ac.rw/lib/display_books.php links up to the college’s Library Management System whereby all the books are listed with the title of this very book displayed at and bearing number 03784. Furthermore, there even are academic studies that make reference to this book such as the following two: (1) Niyonzima, E. (2017) *Effects of Teaching Methods on Students’ Learning Outcomes in Higher Learning Institutions in Rwanda*. Thesis submitted in fulfillment of the requirements for the Degree of Doctor of Philosophy of The Open University of Tanzania, available at <http://repository.out.ac.tz/1896/>; and (2) Nyiramana, C. (2017) “Constructive Feedback to Students: A Tool to Enhance Educational Quality”. In *ZEP – Journal of International Education Research and Development Education*, Vol.40, No.2, pp.14-17, available at https://www.waxmann.com/index.php?elD=download&id_artikel=ART102194&uid=frei.
- 2000: *Le processus didactique: précis de didactique générale.*** This is a book I wrote in French and published on my own due to failure to find a Publishing House in Rwanda at that time. Not available online.

Chapter in a book

- 2012: ‘I’ and ‘The Other’: Communication and Dialogue in the Framework of Transactional Analysis.** Paper published in September 2012 on pages 139-149 of the book containing the proceedings of the Workshop about New Approaches in the Writing and Teaching of History in Rwanda held 30-31 March 2006 in KIE¹ under the organization of the KIE Faculty of Arts & Social Sciences Department of History (Book reference: *Une nouvelle approche pour écrire et enseigner l’histoire au Rwanda – Contribution à la reconstruction d’une société post-conflituelle*. Sous la direction de J. L. Buhigiro et J. Gahama, Éditions Universitaires Européennes, ISBN²-13: 978-3-8381-8440-1). The book is not available online, but its description by the publisher is available at <https://my.editions-ue.com/catalogue/details/fr/978-3-8381-8440-1/une-nouvelle-approche-pour-%C3%A9crire-et-enseigner-l-histoire-au->

¹ KIE stands for Kigali Institute of Education. In September 2013, KIE was merged with all other Rwandan Public Higher Learning Institutions and, under the name of College of Education (<https://ce.ur.ac.rw>), formed what is thenceforth known as the University of Rwanda whose website is www.ur.ac.rw.

² ISBN stands for International Serial Book Number.

[rwanda?search=une%20nouvelle%20approche%20pour%20enseigner%20l%27histoire%20au%20rwanda.](http://www.hec.gov.rw/IMG/pdf/ASSESSMENT_OF_QUALITY_OF_AND_ACCOUNTABILITY_FOR_STUDENTS_LEARNING_by_Erasme.pdf)

Articles in journals

- 2010:** *Assessment of, Quality of, and Accountability for Students' Learning: A Brief Discussion Cautioning Against the Current Damaging Tendencies. Journal of the AEAA¹, Volume 4, Pages 89-94.* This is a paper I presented at the 27th Annual Conference of the AEAA jointly organized by the Cameroon GCE² Board and *Office du Baccalauréat* that was held 24-28 August 2009 at the Yaoundé Conference Centre in Yaoundé, Cameroon. It is available online at both <https://web.archive.org/web/20120916012010/http://www.aeaafrica.org/Portals/0/2010%20AEAA%20Journal%20Vol%204.pdf> on pp.89-94, and at [https://web.archive.org/web/20170811131159/http://www.hec.gov.rw/IMG/pdf/ASSESSMENT OF QUALITY OF AND ACCOUNTABILITY FOR STUDENTS LEARNING by Erasme.pdf](https://web.archive.org/web/20170811131159/http://www.hec.gov.rw/IMG/pdf/ASSESSMENT_OF_QUALITY_OF_AND_ACCOUNTABILITY_FOR_STUDENTS_LEARNING_by_Erasme.pdf).
- 2009:** *Knowledge, Education, Learning and Teaching: Meanings and Relationships. JAAACS³, Volume 5.* This is a research essay published in Volume 5, No.2, of JAAACS that was issued out in June 2009 on the world-wide web at <http://ojs.library.ubc.ca/index.php/jaaacs/article/view/187684>. It is an epistemological article of international scope embedded in historical and cross-national perspectives which draws on the author's ideas and analysis of varied scholarly production from Europe, Africa and the United States. The article's main aim is to contribute shedding light on some key curriculum-related educational terms and concepts whose meaning is not always obvious and which are sometimes hardly understood in their relationships to one another. The article successively analyses knowledge, education as a process and education as a result/product as well as education as a science. It also discusses learning, teaching, teaching-and-learning as a process and teaching-and-learning as a science – the science of Didactics – before ending by suggesting a conclusive recommendation for the optimization of the didactical process.

Published conference papers

- 2008:** *Assessment for Quality Education and Inherent Challenges to Attaining the Standards.* This is a paper I presented at the 26th Annual Conference of the AEAA⁴ organized by WAEC⁵ Ghana Office that was held 18-22 August 2008 at La Palm Royal Beach Hotel in Accra, Ghana. It is available on the world-wide web at https://www.researchgate.net/publication/317013495_Assessment_for_Quality_Education_and_Inherent_Challenges_to_Attaining_the_Standards.
- 2005:** *Contribution to Investigating Assessment of Students' Learning in Higher Education through the Case Study of the Kigali Institute of Education, Rwanda, in Reference to Some British Institutions of Higher Learning: Issue, Contentions, Significance, and Prospects.* This is a paper I presented at the SACHES⁶ Conference held 16-19 September 2005 at the University of Dar-Es-Salaam, Tanzania, Main Campus. The paper was published on pages 186-214 of the book

¹ AEAA stands for Association for Educational Assessment in Africa (<https://www.aeaafrica.org/>).

² GCE stands for General Certificate of Education.

³ JAAACS stands for Journal of the American Association for the Advancement of Curriculum Studies (<https://ojs.library.ubc.ca/index.php/jaaacs/index>).

⁴ AEAA stands for Association for Educational Assessment in Africa (<https://www.aeaafrica.org/>).

⁵ WAEC stands for West African Examinations Council.

⁶ SACHES stands for Southern African Comparative and History of Education Society (<http://www.saches.co.za/>).

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containing this SACHES Conference Proceedings which bears ISBN¹ 978-1-86822-527-9. Not available online.

Other outputs

- 2013:** *Debate as an instructional approach to Peace Building*. Paper drafted in reference to talking points I developed for and delivered at the ceremony of closing IRDP² 2013 National Creative Arts Competition in Schools that was held in IRDP's premises at Gisozi, Kigali, on 15th September 2013 at the occasion of celebrating the International Peace Day around the topic 'Education for Peace', where I was representing the Hon. Minister of Education. Published by IRDP at http://www.irdp.rw/wp-content/uploads/2017/07/IRDP_Paper-on-the-Role-of-Debate-in-Peace-Building.pdf.
- 2007:** *Educational Assessment in KIE: State of the Art in 2002-2003 and Suggested Way Forward*. This is a paper I presented at the 25th Annual Conference of the Association for Educational Assessment in Africa [AEAA] organized by the then Rwanda National Examinations Council [RNEC] and held 27-31 August 2007 at Serena Hotel in Kigali, Rwanda. The paper was published in August 2008 on pages 133-145 in Volume 2 of the *Journal of the AEAA*. Not available online.
- 2006:** *Investigating History*. This is TESSA (Teacher Education in Sub-Saharan Africa) Social Studies / Arts Module 2 that was published as an Open Educational Resource (OER) for Teacher Education in Africa in 2006 at http://www.open.edu/openlearncreate/pluginfile.php/171365/mod_oucontent/oucontent_dowload/printable/d5ddb2e5e79bdf5180b50e1a3082140349d3cbdc/module_2_investigating_history_printable.pdf. Such OERs for Teacher Education in Africa were then designed to be downloaded, adapted, translated as well as integrated with other materials at no cost, and they were co-authored with several other academics from across Africa, the list of whom is published on the web at <http://www.tessafrica.net/acknowledgements>.
- 2004b:** *Recommendations or Implications for Practice as Derived from the Thesis "Assessment of Students' Learning in Higher Education: The Case of the Kigali Institute of Education, Rwanda"*. This is a report of a piece of research carried out subsequently to my PhD thesis with a view to making the thesis productive which was submitted to KIE³ Management so that the uncovered issues may be addressed. Not available online.
- 2004a:** *Assessment of Students' Learning in Higher Education: The Case of the Kigali Institute of Education, Rwanda*. This is my doctoral research thesis submitted to the University of Manchester, UK, for the Degree of PhD in the Faculty of Education's Research and Graduate School of Education – Learning, Teaching and Assessment Research and Training Group (RTG). Hard copies of this thesis are available in the library physical holdings of The University of Manchester (see https://www.librarysearch.manchester.ac.uk/discovery/search?query=any,contains,erasme%20rwanamiza&tab=Everything&search_scope=MyInst_and_CI&vid=44MAN_INST:MU_NUI&lang=en&offset=0) and of the University of Rwanda College of Education (URCE).

¹ ISBN stands for International Serial Book Number.

² IRDP stands for Institute of Research and Dialogue for Peace.

³ KIE stands for Kigali Institute of Education. In September 2013, KIE was merged with all other Rwandan Public Higher Learning Institutions and, under the name of College of Education (<https://ce.ur.ac.rw>), formed what is thenceforth known as the University of Rwanda whose website is www.ur.ac.rw.

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- 2001:** *Methodology for Carrying Out a Scientific Piece of Work*. This is an unpublished KIE¹ Distance Training Program Module co-authored with Dr Wenceslas Nzabalirwa inside the KIE Faculty of Education Department of Curriculum & Teaching. Not available online.
- 1988:** *Elaboration d'une échelle d'intelligence adaptée aux enfants rwandais de milieu rural âgés de cinq à sept ans: Etude préliminaire en commune Huye*. This is the title of the dissertation (then called *mémoire* in French) I wrote and submitted in partial fulfillment of the requirements for the award of the Master's Degree (then called *Licence* in French) in Educational Psychopedadogy / Psychology of Education. Not available online, but hard copies available among the library physical holdings of the University of Rwanda College of Education (URCE) and the University of Rwanda College of Arts and Social Sciences (UR CASS).

7. Research Activity

Development of an encyclopedic book of Peace Science initiated and commissioned by Aegis Trust in the form of an Anthology of Peace & Values Education drafted through the fleshing out of a 'skeleton' provided by Aegis Trust, by putting together a relevant content gleaned from the literature ensured to match the said 'skeleton'

The said Encyclopedic Anthology on Peace & Values Education is likely to be used by:

- (1) All users eager to have a deeper understanding of the subject matter to inform their work out there in the field, i.e. not only Educators (e.g. Teachers, School Inspectors, and Parents) and Educated (i.e. Students or Learners) in particular, but also Policy Influencers (e.g. Researchers) as well as Policy Makers (e.g. Legislators) and Policy Implementers (i.e. Executives) in general; and,
- (2) Not only in Rwanda in particular, but also worldwide in general.

This book started being drafted effectively on 1st August 2017, and its draft was submitted to Aegis Trust as the book's initiating and commissioning organization in February 2020.

Development of a novel Taxonomy of Learning Objectives

As the result of a reflection I had kept alive on the traditional version of Bloom's taxonomy of learning objectives in the cognitive domain suggested to be used in the implementation of the 2016 revised Rwanda school curriculum in which the said taxonomy had been routinely incorporated, I came up with a novel taxonomy of learning objectives, which I developed in alignment with Bloom's taxonomy. This time, this novel taxonomy is no longer restricted to the cognitive domain, but it rather applies just to learning irrespective of the domains.

By the way, the process of developing this novel taxonomy was concomitant with the intuitive elicitation of the idea that emotions as well as attitudes/dispositions are not taught-and-learned as such but are rather either aroused/stimulated or else inhibited, thus leading to the pointlessness of any other taxonomy of learning objectives for the affective domain whatsoever such as the one of Krathwohl that has been traditionally in use so far supplementing Bloom's taxonomy of the cognitive domain.

The said novel taxonomy of learning objectives developed in alignment with Bloom's one has just now been completed and is ready to be submitted for publication in the first relevant publishing outlet that will be willing to publish it.

¹ See footnote 1 above.

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8. International organizations I worked with

Aegis Trust¹: Education Consultant & Advisor retained but at the rate reduced from 100% to 10% (July 2019 – July 2020); Director of Education (January 2014 – June 2019).

ADEA²: Rwanda Ministry of Education Focal Point for ADEA (June 2010 – January 2014).

EAC³: Rwanda Ministry of Education Delegate to the Process of Finalizing the Harmonization of Education Systems & Training Curricula in EAC (May 2012 – January 2014).

IUCEA⁴: Member of the Planning, Finance and Human Resources Committee of IUCEA (July 2012 – January 2014).

CAMES⁵: Rwanda Ministry of Education Focal Point for CAMES (September 2012 – December 2013).

COL⁶: Rwanda Ministry of Education Focal Point for COL (February 2010 – September 2012).

EAC CM⁷: Rwanda Ministry of Education Representative to the HLTF⁸ negotiating the annexes to the EAC CM Protocol and, particularly, Chairman of the Rwandan Sub-Committee negotiating the Annex on Mutual Recognition of Academic and Professional Qualifications (April 2010 – February 2011).

IUCEA/EAC⁹: Rwanda Lead Expert in an IUCEA-conducted study commissioned by the EAC aimed at harmonizing the Education Systems of the then¹⁰ five EAC Partner States (May 2009 – November 2010).

East African Education Expo: Chairman of the First East African Education Expo 2010 prepared from June to October 2010 and held in Kigali, Rwanda, on 1-4 October 2010.

TESSA¹¹: Representative of KIE¹² to TESSA (May 2006 – January 2007)

¹ Aegis Trust (www.aegistrust.org) is an international NGO born and based in the UK that deals with preventing crimes against humanity including genocide as such crimes' climax using Peace Education as its key strategy.

² ADEA (www.adeanet.org) stands for Association for the Development of Education in Africa.

³ EAC (www.eac.int) stands for East African Community.

⁴ IUCEA (<https://iucea.org/>) stands for Inter-University Council for East Africa.

⁵ CAMES (<https://www.lecames.org/>) is an abbreviation in French that stands for *Conseil Africain et Malgache pour l'Enseignement Supérieur*.

⁶ COL (<https://www.col.org/>) stands for Commonwealth of Learning.

⁷ EAC CM stands for East African Community Common Market.

⁸ HLTF stands for High-Level Task Force.

⁹ IUCEA/EAC stands for Inter-University Council for East Africa / East African Community.

¹⁰ The nuance implied by the word 'then' is due to the fact that by that time South Sudan had not joined EAC yet.

¹¹ TESSA (<http://www.tessafrica.net/>) stands for Teacher Education in Sub-Saharan Africa.

¹² KIE stands for Kigali Institute of Education. In September 2013, KIE was merged with all other Rwandan Public Higher Learning Institutions and, under the name of College of Education (<https://ce.ur.ac.rw>), formed what is thenceforth known as the University of Rwanda whose website is www.ur.ac.rw.