

Résumé 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 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 (www.mineduc.gov.rw), 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 1st July, 2020, I was respectively the Director of Education and an Education Consultant & Advisor retained for the last year 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. From 2nd July 2020 going forward, I am an Independent Consultant in Education in general & in Peace Education in particular self-employed with my own company E&PE Consult@FGGH (<https://www.eandpeconsult.com>).

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 to the ones currently focused on Competences, which are crucial in this 21st Century and going forward ever worldwide.

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 Résumé

1. Education

Degree/Diploma/Certificate Option and Grade	Start of study	Duration of study	End of study	Institution and Country
<ul style="list-style-type: none"> University Third Degree (PhD¹) in Education Option: Learning, Teaching and Assessment Grade: None provided for 	2001	3 Years	2004	The University of Manchester, UK (www.manchester.ac.uk)
<ul style="list-style-type: none"> University Second Degree (Licence²) in Education Option: Educational Psychology Grade: Distinction 	1986	2 Years	1988	National University of Rwanda, Rwanda
<ul style="list-style-type: none"> University First Degree (Baccalauréat) in Education Option: Educational Psychology Grade: Distinction 	1979	3 Years	1982	National University of Rwanda, Rwanda
<ul style="list-style-type: none"> General Humanities Certificate Option: Latin-Sciences Grade: Distinction 	1973	6 Years	1979	Junior Seminary Virgo Fidelis Butare, Rwanda
<ul style="list-style-type: none"> Post-Primary Foundation Year Preparing Entry into General Humanities Studies 	1972	1 Year	1973	Cyahinda Pre-Seminary Butare, Rwanda
<ul style="list-style-type: none"> Primary Education 	1966	6 Years	1972	Butare Official School Complex ³ , Rwanda

2. Scholarship Recognition

- **Nominated and Invited Candidate to Receive the Honorary Doctorate Degree by London Graduate School – Commonwealth University Consortium in the Conference Session of February 19 to March 5, 2021.**
- **Invited Panelist Speaker at the Official Launch of the GCRF⁴ Global Engagement Network on Building Cultures of Peace in Rwandan Schools held 28 January 2020 in Kigali, Rwanda.** In this launch I was invited to speak and I indeed spoke on the Panel on the topic of “Curriculum and Pedagogy”.
- **Invited Panelist for the GCRF⁵ Network Plus Call for ‘Education in Conflict and Crisis Research’ at the Interview Panel held 11-12 December 2019 in Swindon, UK.**

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].

³ This is my English translation for *Groupe Scolaire Officiel de Butare*.

⁴ 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].

⁵ 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].

- Scholar trusted with writing and delivering the Review of a Book authored by Suzanne Krogull, Annette Scheunpflug & François Rwambonera and published in 2014 by Waxmann in both Münster, Germany, and New York, USA, titled *Teaching Social Competencies in Post-Conflict Societies: A Contribution to Social Peace and Learner-Centered Educational Quality* (available online at <https://docplayer.net/142719453-Teaching-social-competencies-in-post-conflict-societies.html>) for its launch in Kigali at Sports View Hotel on 4th March 2015.
- Invited Panelist Speaker at the WDR¹ 2015 Session on Education held in Berlin, Germany, in December 2013 by BMZ² and the Development Policy Forum of GIZ³ 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, Germany⁴, in preparation for the WDR 2015, organized on behalf of the World Bank by BMZ and the Development Policy Forum of GIZ as the BMZ's convening authority.
- Recognition for Scholarly Achievements by the Rector of KIE⁵ in April 2005.
- Praise by Prof Julian Williams, my PhD Thesis Supervisor, in 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 Path I followed

- Independent Consultant in Education in general & in Peace Education in particular, For the Greater Good of Humanity, at E&PE.Consult@FGGH (July 2020 – Present). Also July 2020 – Present: Aegis Trust's pro bono [Education Advisor](#).
- Education Consultant & Advisor retained by Aegis Trust but at the rate reduced from 100% to 10% (July 2019 – July 2020).
- Part-time (weekend) Lecturer in the KIE⁶ Master's Degree Program of Education in Curriculum & Instruction (September 2012 – August 2013).
- Lecturer in Education (February 2005 – December 2006) at KIE⁷.
- Assistant Lecturer (April 1999 – February 2005) in Education at KIE⁸.
- Teacher of Education (September 1982 – April 1994) at *Groupes Scolaires* Runyombyi, Save-Filles and Gisagara⁹.

4. Achievements

- Participation in the 2020 Regional Peacebuilding Institute [PBI] organized in Kigali, Rwanda, by Never Again Rwanda [NAR]¹⁰ (23 February – 7 March 2020). Called at <https://pbirwanda.org/regional-pbi-2/>, I engaged its participant young professionals from Rwanda and the region with a discussion on *The Role of Education/Culture in Preventing Genocide from Occurring*.
- Organization and facilitation of a whole-day session of training for the staff Aegis Trust on the subject of *Conflict Management and/or Resolution Towards the broader picture of Conflict Termination* (August 13, 2019).
- Participation in the 2019 Summer Peacebuilding Institute [PBI] organized in Kigali, Rwanda, by Never Again Rwanda [NAR]¹¹ (16-29 June 2019). Called at <https://web.archive.org/web/20190817105943/https://pbirwanda.org/application-summer-2019>, I engaged its participant university students and young professionals from Rwanda, Africa and beyond with a discussion on *The Role of Education/Culture in Generating Genocide, and in Genocide Prevention in terms of Fighting Genocide Ideology*.
- Delivery of a presentation titled *Making Sense of Peace Education from the Rwandan Experience of the Genocide perpetrated against the Tutsi in 1994* to a group of 12 students from William & Mary College in the US led by Mr. Spencer Niles (Dean of the School of Education at William & Mary College) and Mr. Daniel Gutierrez (Assistant Professor of Counseling at William & Mary

¹ WDR stands for World Development Report.

² BMZ is an abbreviation in German that stands for German Federal Ministry for Economic Cooperation and Development.

³ GIZ is an abbreviation in German that stands for German Federal Enterprise for International Cooperation.

⁴ 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>.

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 See footnote 5 above.

⁷ See footnote 5 above.

⁸ See footnote 5 above.

⁹ *Groupes Scolaires* Runyombyi, Save-Filles and Gisagara were secondary education level Teacher Training Colleges [TTCs] in the Southern Province, Rwanda.

¹⁰ 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.

¹¹ See footnote 10 above.

College) in visit to Aegis Trust in Rwanda, and facilitation of a discussion thereon (May 2019) –

<https://www.dailypress.com/virginiagazette/news/va-vg-wm-digest-0925-20190924-vqfv4ox6sfb2pcj2rllltou7ca-story.html>.

• **Participation in the 2019 Regional Peacebuilding Institute [PBI] organized in Kigali, Rwanda, by Never Again Rwanda [NAR]¹ (10-23 February 2019).** Called at <https://web.archive.org/web/20190824002700/http://pbirwanda.org/application-regional-2019>, I engaged its participant university students and young professionals from Rwanda and the region with a discussion on *The Role of Education/Culture in Generating Genocide, and in Genocide Prevention in terms of Fighting Genocide Ideology*.

• **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).** Publicized at <https://agenda.unamur.be/uevent.2018-11-19.2389303464/view>, I engaged its participant 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) with a discussion on the *Relevance of Russell’s and Whitehead’s Educational Principles*.

• **Delivery of a presentation titled *Making Sense of Peace Education in the Aftermath of Genocide or any other Mass Atrocities* to a group of 2 Academics from the US, namely Mr. Spencer Niles (Dean of the School of Education at William & Mary College), Mr. Daniel Gutierrez (Assistant Professor of Counseling at William & Mary College), and 1 US Entrepreneur from the State of Iowa in the person of Mr. Steve Noah in visit to Aegis Trust in Rwanda, and facilitation of a discussion thereon (9 November 2018).** Further information on this visit can be found at <https://www.dailypress.com/virginiagazette/news/va-vg-wm-digest-0925-20190924-vqfv4ox6sfb2pcj2rllltou7ca-story.html>, whereas further information on the relationship between Steve Noah and Rwanda can be found at <https://igihe.com/abantu/success-stories/article/umubano-w-akadasohoka-w-u-rwanda-na-steve-noah-umunyamerika-w-indashyikirwa> (You may use Google’s automatic translation from Kinyarwanda to English which pops up upon the opening of this link).

• **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).** I engaged its participants with a discussion 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).** I engaged its participant Olam Impact 13 Fellows of the Cohort 2018-2019 with two discussions 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 <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 around the theme of ‘Genocide and Mass Atrocities: Actors, Causes, and Responses’ (16-20 July 2018).** Called at <http://www.genocideresearchhub.org.rw/call-applications-aegis-trust-rwanda-short-course/>, I engaged its participant academics and professionals with a discussion on *Education/Culture as Genocide Promoter or Preventer, and the Meaning of Peace Education*.

• **Participation in the 2018 International Summer Peacebuilding Institute [PBI] organized in Kigali, Rwanda, by Never Again Rwanda [NAR]² (18-30 June 2018).** Briefly evoked at <https://web.archive.org/web/20190616202203/https://pbirwanda.org/updates/summer-pbi-attracts-18-international-peace-builders>, I engaged its participant university students and young professionals from Rwanda, Africa and beyond with a discussion on *The Role of Education in Genocide Promotion and Prevention as well as in Post-Genocide Reconciliation with special focus on Rwanda*.

• **Participation in the 2018 Regional Peacebuilding Institute [PBI] organized in Kigali, Rwanda, by Never Again Rwanda [NAR]³ (26 February - 10 March 2018).** Briefly evoked at <https://web.archive.org/web/20190616201551/http://www.pbirwanda.org/updates/growth-pbi-nar-continues-churn-out-peace-ambassadors>, I engaged its participant university students and young professionals from Rwanda and the region with a discussion on *The Role of Education/Culture in Generating Genocide, and in Genocide Prevention in terms of Fighting Genocide Ideology*.

• **Participation in the First International Conference of the Global Pedagogical Network Joining in Reformation [GPENreformation] held in Kigali, Rwanda, around the theme ‘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 on *Remembrance Education*. A report of

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.

³ See footnote 1 above.

the conference is available at https://www.gpenreformation.net/wp-content/files/InternationalConference2017_Documentation_LongVersion.pdf, where my intervention features on pp.8-9.

- **Lead of the process of developing for the Ministry of Education in the Central African Republic [CAR] a module for preservice teacher training on Citizenship, Peace and Social Cohesion (June – September 2017).** In the Central African Republic [CAR], I led the process of developing a module intended to be used by teacher trainers in the preservice teacher training institutions of the time, namely the nine [09] *Centres Pédagogiques Régionaux [CPR]*, the *Ecole Normale des Instituteurs [ENI]* of Bambari, and the *Ecole Normale Supérieure [ENS]* of Bangui. In addition to the basic skills and both the general and specific objectives pursued, the said module also comprises the strategies proposed for teaching-and-learning, as well as the contents of the training. This module was the fruit of the work of 12 officials from the Ministry of Education who, basing on the conclusions of the report of the follow-up evaluation mission I had made to be carried out in February 2017 in the *Centres Pédagogiques Régionaux [CPR]*, revised the previous version of the same module they had produced in January 2016 in collaboration with UNICEF and Finn Church Aid [FCA] and had distributed to users for implementation. The results of the February 2017 monitoring and evaluation report mainly revolved around the two key problems that the September 2017 module solved, namely: (a) the module does not indicate the basic competences pursued, the tracked general and specific objectives formulated in terms of knowledge, skills and attitudes, as well as the learning activities; (b) the teacher trainers also show a lack of capacity to center their teaching on the learner and to make learning participatory, active and interactive.
- **Participation in the 2017 Summer Peacebuilding Institute [PBI] organized in Kigali, Rwanda, by Never Again Rwanda [NAR]¹ (5-17 June 2017).** 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>, I engaged its participant university students and young professionals from Rwanda, Africa and beyond with a discussion on *The Role of Education/Culture in Generating Genocide, and in Genocide Prevention in terms of Fighting Genocide Ideology*.
- **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).** With a comprehensive report available at <https://www.aegistrust.org/wp-content/uploads/2017/07/Colloquium-Report-2017-Final-Low-Res.pdf>, I engaged its participant academics and Peace Education practitioners with a discussion on *Genocide Archive of Rwanda (GAR) and the Role of Storytelling in the Rwandan Aegis Trust Peace Education Program..*
- **Delivery of a presentation titled *Historical Context and Causes of the Genocide perpetrated against the Tutsi in Rwanda in 1994* to a delegation of the Sudanese Truth, Justice and Reconciliation Commission [TJRC] in visit to Aegis Trust in Rwanda, and facilitation of a discussion thereon (30 August 2016).** The Rwanda National Unity and Reconciliation Commission [NURC] has documented and references the said delegation’s visit in Rwanda at that time by the Sudanese TJRC at https://web.archive.org/web/20210204055946/https://nurc.gov.rw/index.php?id=75&tx_news_pi1%5Bnews%5D=166&tx_news_pi1%5Bday%5D=13&tx_news_pi1%5Bmonth%5D=9&tx_news_pi1%5Byear%5D=2016&cHash=a5403738759b48f057d388d7b98cf267.
- **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).** Gathered The Nuremberg Academy Staff with educators operating in 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. Briefly reported 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 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).** Evoked by the Rwanda National Commission for the Fight against Genocide [CNLG] at https://web.archive.org/web/20211030010534/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, I engaged its participants with a discussion 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*.
- **Participation in the Great Lakes Peace Education Summit in Nairobi, Kenya, jointly organized by Interpeace, ICGLR² and UNESCO (3-4 March 2016).** Briefly reported at <http://www.icglr.org/index.php/en/homepage/135-laast-news/683-formal-peace-education-2016-nairobi-final>.

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

- **Participation in the Rwanda School and TTC¹ Curriculum Revision as well as URCE² 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 for the revision of the URCE Academic Program from June 2016 till the time I pulled out in June 2019 when my tenure as Director of Education at Aegis Trust stopped] (November 2013 – June 2019). A whole webpage (https://reb.rw/fileadmin/competence_based_curriculum/index0.html) was dedicated to the said Competence-Based Curriculum for schools on which the revisions of TTC Curriculum and URCE Academic Program were benchmarked later on.
- **Attendance of a course on Corporate Governance for Competitiveness and Sustainability (March 2010)**. Organized by the Institute of Corporate Governance of Uganda [ICGU] (<https://www.icgu.org/>) for the Governing Board of the Inter-University Council for East Africa [IUCEA] at Naura Hotel in Arusha, Tanzania, I attended it as the then Director General of Education Planning in the Rwanda Ministry of Education on behalf of the then ministry's Permanent Secretary who had delegated me.
- **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)**. Project 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 *Promoting Quality Education for Orphans and Vulnerable Children: A Sourcebook of Program Experiences in Eastern and Southern Africa* available 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)**. Project 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)**. Project of the Parents' Association of a private school called Camp Kigali School.
- **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)**. Project of the Rwanda Ministry of Education.
- **Member of the National Commission for Primary Education Curriculum Review and Harmonization (September – October 1996)**. Project of the Rwanda Ministry of Education.
- **Member of the National Commission for General Secondary Education and TTC³ Curriculum Review and Harmonization (April – May 1996)**. 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 Cîteaux⁴ (January 1996)**. Project 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 Trust⁵ (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

¹ TTC stands for Teacher Training College.

² URCE stands for University of Rwanda College of Education (<https://ce.ur.ac.rw>).

³ See footnote 1 above.

⁴ Lycée Notre Dame de Cîteaux is a secondary school for girls in Kigali, Rwanda.

⁵ 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.

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 the three levels of formal education (i.e. Primary, Secondary, and Higher Education) as well as 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).** Project 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).** Project commissioned by the then Rwanda NCDC³. 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 available online at <https://businessprocedures.rdb.rw/media/rq%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).** Project commissioned by the then Rwanda NCDC⁵.

● **Supervision of 14 research pieces of work carried out by 13 students from KIE⁶ and one student from UNATEK⁷ 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).** Project commissioned by the then Rwanda NCDC⁸.

¹ KCE stands for Kavumu College of Education.

² See footnote 1 above.

³ NCDC stands for National Curriculum Development Centre.

⁴ TTC stands for Teacher Training College.

⁵ See footnote 3 above.

⁶ 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.

⁷ UNATEK is the abridged name of the former *Université d'Agriculture, de Technologie et d'Éducation 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>.

⁸ See footnote 3 above.

- **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).** Project commissioned by Editions Bakame, Kigali, Rwanda, on behalf of the then Rwanda NCDC¹.
- **Head of the Department of Curriculum & Teaching at KIE² (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 Gisagara³ (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 (ISBN⁴ 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 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 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*. Written 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 KIE⁵ 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-conflictuelle*. Sous la direction de J. L. Buhigiro et J. Gahama, Éditions Universitaires Européennes, ISBN⁶-13: 978-3-8381-8440-1). The book is not available online, but its description by the publisher is available at <https://www.morebooks.de/store/fr/book/une->

¹ NCDC stands for National Curriculum Development Centre.

² 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.

³ Groupes Scolaires Runyombyi, Save-Filles and Gisagara were secondary education level Teacher Training Colleges [TTCs] in the Southern Province, Rwanda, but also having all a stream of Science Combinations and a stream of Arts Combinations.

⁴ ISBN stands for International Serial Book Number.

⁵ See footnote 2 above.

⁶ See footnote 4 above.

['I' AND 'THE OTHER' COMMUNICATION AND DIALOGUE IN THE FRAMEWORK OF TRANSACTIONAL ANALYSIS pp139-149 of book described at https://www.morebooks.store/fr/bookune-nouvelle-approche-pour-C3A9crire-et-enseigner-l-histoire-au-rwanda/isbn/978-3-8381-8440-1](https://www.researchgate.net/publication/356424425). As for the paper itself, a copy of it is available at ['I' AND 'THE OTHER' COMMUNICATION AND DIALOGUE IN THE FRAMEWORK OF TRANSACTIONAL ANALYSIS pp139-149 of book described at https://www.morebooks.store/fr/bookune-nouvelle-approche-pour-C3A9crire-et-enseigner-l-histoire-au-rwanda/isbn/978-3-8381-8440-1](https://www.researchgate.net/publication/356424425).

● 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. Available online at both <https://web.archive.org/web/20120916012010/http://www.aafrica.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.

2009: *Knowledge, Education, Learning and Teaching: Meanings and Relationships*. JAAACS², Volume 5, No.2. Available at <http://ojs.library.ubc.ca/index.php/jaaacs/article/view/187684>.

● Published conference papers

2008: *Assessment for Quality Education and Inherent Challenges to Attaining the Standards*. Paper presented at the 26th Annual Conference of the AEAA³ organized by WAEC⁴ 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*. Paper presented at the SACHES⁵ Conference held 16-19 September 2005 at the University of Dar-Es-Salaam, Tanzania, Main Campus; Published on pages 186-214 of the book containing this SACHES Conference Proceedings which bears ISBN⁶ 978-1-86822-527-9. Not available online.

● Other scholarly outputs

2013: *Debate as an instructional approach to Peace Building*. Paper published by IRDP⁷ 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*. Paper 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. 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 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_download/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"*. 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 KIE⁸ Management so that the uncovered issues may be addressed. Not available online.

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

² JAAACS stands for Journal of the American Association for the Advancement of Curriculum Studies (<https://ojs.library.ubc.ca/index.php/jaaacs/index>).

³ See footnote 1 above.

⁴ WAEC stands for West African Examinations Council.

⁵ SACHES stands for Southern African Comparative and History of Education Society (<http://www.saches.co.za/>).

⁶ ISBN stands for International Serial Book Number.

⁷ IRDP stands for Institute of Research and Dialogue for Peace.

⁸ 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.

2004a: Assessment of Students' Learning in Higher Education: The Case of the Kigali Institute of Education, Rwanda. 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].

2001: Methodology for Carrying Out a Scientific Piece of Work. Unpublished KIE¹ Distance Training Program Module co-authored with Dr Wenceslas Nzabaliirwa 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. Dissertation (then called *mémoire* in French) submitted in partial fulfillment of the requirements for the award of the Master's Degree (then called *Licence* in French) in Educational Psychopedagogy / 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

- **2017-2020:** 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'.
- **2013-2020:** Development of a novel Taxonomy of Learning Objectives.

8. International organizations I worked with

- **Aegis Trust²:** Education Consultant & Advisor retained but at the rate reduced from 100% to 10% (July 2019 – July 2020); Director of Education (January 2014 – June 2019).
- **ADEA³:** Rwanda Ministry of Education Focal Point for ADEA (June 2010 – January 2014).
- **EAC⁴:** Rwanda Ministry of Education Delegate to the Process of Finalizing the Harmonization of Education Systems & Training Curricula in EAC (May 2012 – January 2014).
- **IUCEA⁵:** Member of the Planning, Finance and Human Resources Committee of IUCEA (July 2012 – January 2014).
- **CAMES⁶:** Rwanda Ministry of Education Focal Point for CAMES (September 2012 – December 2013).
- **COL⁷:** Rwanda Ministry of Education Focal Point for COL (February 2010 – September 2012).
- **EAC CM⁸:** Rwanda Ministry of Education Representative to the HLTF⁹ 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/EAC¹⁰:** Rwanda Lead Expert in an IUCEA-conducted study commissioned by the EAC aimed at harmonizing the Education Systems of the then¹¹ 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.
- **TESSA¹²:** Representative of KIE¹³ to TESSA (May 2006 – January 2007).

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 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.

³ ADEA (www.adeanet.org) stands for Association for the Development of Education in Africa.

⁴ EAC (www.eac.int) stands for East African Community.

⁵ IUCEA (<https://iucea.org/>) stands for Inter-University Council for East Africa.

⁶ CAMES (<https://www.lecames.org/>) is an abbreviation in French that stands for *Conseil Africain et Malgache pour l'Enseignement Supérieur*.

⁷ COL (<https://www.col.org/>) stands for Commonwealth of Learning.

⁸ EAC CM stands for East African Community Common Market.

⁹ HLTF stands for High-Level Task Force.

¹⁰ IUCEA/EAC stands for Inter-University Council for East Africa / East African Community.

¹¹ The nuance implied by the word 'then' is due to the fact that by that time South Sudan had not joined EAC yet.

¹² TESSA (<http://www.tessafrica.net/>) stands for Teacher Education in Sub-Saharan Africa.

¹³ See footnote 1 above.