

# CV of Dr Erasme Rwanamiza — Updated July 2022

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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](http://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 1<sup>st</sup> 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](http://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 2<sup>nd</sup> 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@JFGGH (<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; Globalization, Mobility and Education; 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 teaching-and-learning objectives from developing the 'schooling'-related easier and less challenging but less enabling LOTAs (Lower Order Thinking Aptitudes) and LOFAs (Lower Order Feeling Aptitudes) to developing the 'education'-related harder and more challenging but more enabling 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 Curricula and Academic Programs of Study that were formerly focused on 'knowledge

of facts' and 'knowhow of doing things' or [hard] 'skills' to the currently-trending ones focused on Competences, which are crucial in this 21<sup>st</sup> 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.

## Education

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

## 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 GCRF<sup>4</sup> 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 GCRF<sup>5</sup> Network Plus Call for 'Education in Conflict and Crisis Research' at the Interview Panel held 11-12 December 2019 in Swindon, UK.**
- **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 4<sup>th</sup> March 2015.**

<sup>1</sup> 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](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].

<sup>2</sup> 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].

<sup>3</sup> This is my English translation for *Groupe Scolaire Officiel de Butare*.

<sup>4</sup> 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].

<sup>5</sup> 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].

- **Invited Panelist Speaker at the WDR<sup>1</sup> 2015 Session on Education held in Berlin, Germany, in December 2013 by BMZ<sup>2</sup> and the Development Policy Forum of GIZ<sup>3</sup> 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, Germany<sup>4</sup>, 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 KIE<sup>5</sup> 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".

## Career Path I followed

- **Adjunct Professor in the Department of Teaching, Curriculum & Society [TCS] in the Lynch School of Education & Human Development [LSEHD] at Boston College [BC] in Boston, Massachusetts, USA (January 2022 – Present).**
- **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 – March 2022: Aegis Trust's pro bono Education Advisor.**
- **Education Consultant & Advisor retained by Aegis Trust but at the employment and remuneration rate reduced from 100% to 10% (July 2019 – July 2020).**
- **Part-time (weekend) Lecturer in the KIE<sup>6</sup> Master's Degree Program of Education in Curriculum & Instruction (September 2012 – August 2013).**
- **Lecturer in Education (February 2005 – December 2006) at KIE<sup>7</sup>.**
- **Assistant Lecturer (April 1999 – February 2005) in Education at KIE<sup>8</sup>.**
- **Teacher of Education (September 1982 – April 1994) at Groupes Scolaires Runyombyi, Save-Filles and Gisagara<sup>9</sup>.**

## Most Significant Achievements

- **Organization and facilitation of a whole-day session of training for the staff of Aegis Trust on the subject of *Conflict Management and/or Resolution Towards the broader picture of Conflict Termination* (August 13, 2019).**
- **Director of Education in Aegis Trust<sup>10</sup> (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 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).

<sup>1</sup> WDR stands for World Development Report.

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

<sup>3</sup> GIZ is an abbreviation in German that stands for German Federal Enterprise for International Cooperation.

<sup>4</sup> 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>.

<sup>5</sup> 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](http://www.ur.ac.rw).

<sup>6</sup> See footnote 5 above.

<sup>7</sup> See footnote 5 above.

<sup>8</sup> See footnote 5 above.

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

<sup>10</sup> Aegis Trust ([www.aegistrust.org](http://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.

- **Founder Principal of KCE<sup>1</sup> (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 KCE<sup>2</sup> 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 NCDC<sup>3</sup>. 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/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 TTCs<sup>4</sup> (April 2006 – August 2006).** Project commissioned by the then Rwanda NCDC<sup>5</sup>.
- **Supervision of 14 research pieces of work carried out by 13 students from KIE<sup>6</sup> and one student from UNATEK<sup>7</sup> 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 NCDC<sup>8</sup>.
- **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 NCDC<sup>9</sup>.
- **Head of the Department of Curriculum & Teaching at KIE<sup>10</sup> (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<sup>11</sup> (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.

## Publications

<sup>1</sup> KCE stands for Kavumu College of Education.

<sup>2</sup> See footnote 1 above.

<sup>3</sup> NCDC stands for National Curriculum Development Centre.

<sup>4</sup> TTC stands for Teacher Training College.

<sup>5</sup> See footnote 3 above.

<sup>6</sup> 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](http://www.ur.ac.rw).

<sup>7</sup> UNATEK is the abridged name of the former *Université d'Agriculture, de Technologie et d'Éducation de Kibungo*. 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 Kibungo [UNIK] as can be read from <http://www.unik.ac.rw/spip.php?article67>.

<sup>8</sup> See footnote 3 above.

<sup>9</sup> See footnote 3 above.

<sup>10</sup> See footnote 6 above.

<sup>11</sup> *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.



## ● 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 (ISBN<sup>1</sup> 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](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?eID=download&id\\_artikel=ART102194&uid=frei](https://www.waxmann.com/index.php?eID=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 KIE<sup>2</sup> 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, ISBN<sup>3</sup>-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-nouvelle-approche-pour-%C3%A9crire-et-enseigner-l-histoire-au-rwanda/isbn/978-3-8381-8440-1>. As for the paper itself, a copy of it is available at

[https://www.researchgate.net/publication/356424425\\_'I'\\_AND\\_'THE\\_OTHER'\\_COMMUNICATION\\_AND\\_DIALOGUE\\_IN\\_THE\\_FRAMEWORK\\_OF\\_TRANSACTIONAL\\_ANALYSIS\\_pp139-149\\_of\\_book\\_described\\_at\\_httpswwwmorebooksdestorefrbookune-nouvelle-approche-pour-C3A9crire-et-enseigner](https://www.researchgate.net/publication/356424425_'I'_AND_'THE_OTHER'_COMMUNICATION_AND_DIALOGUE_IN_THE_FRAMEWORK_OF_TRANSACTIONAL_ANALYSIS_pp139-149_of_book_described_at_httpswwwmorebooksdestorefrbookune-nouvelle-approche-pour-C3A9crire-et-enseigner).

## ● 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 AEAA*<sup>4</sup>, Volume 4, Pages 89-94.** Available online at both <https://web.archive.org/web/20120916012010/http://www.aeafrica.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*. *JAAACS*<sup>5</sup>, Volume 5, No.2.** Available at <http://ojs.library.ubc.ca/index.php/jaaacs/article/view/187684>.

## ● Published conference papers

<sup>1</sup> ISBN stands for International Serial Book Number.

<sup>2</sup> 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](http://www.ur.ac.rw).

<sup>3</sup> See footnote 1 above.

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

<sup>5</sup> JAAACS stands for Journal of the American Association for the Advancement of Curriculum Studies (<https://ojs.library.ubc.ca/index.php/jaaacs/index>).

**2008: Assessment for Quality Education and Inherent Challenges to Attaining the Standards.** Paper presented at the 26<sup>th</sup> Annual Conference of the AEAA<sup>1</sup> organized by WAEC<sup>2</sup> 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](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 SACHES<sup>3</sup> 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 ISBN<sup>4</sup> 978-1-86822-527-9. Not available online.

### ● Other scholarly outputs

**2013: Debate as an instructional approach to Peace Building.** Paper published by IRDP<sup>5</sup> at [http://www.irdp.rw/wp-content/uploads/2017/07/IRDP\\_Paper-on-the-Role-of-Debate-in-Peace-Building.pdf](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<sup>6</sup>: State of the Art in 2002-2003 and Suggested Way Forward.** Paper presented at the 25<sup>th</sup> 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](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 KIE<sup>7</sup> 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.** 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](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 KIE<sup>8</sup> Distance Training Program Module co-authored with Dr Wenceslas Nzabalarwa 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 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].

## 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-Present: Initiation and Protraction of a Reflection and a Process aimed at coming up with the Development of a Novel — i.e. new and so far unthought-of — Taxonomy of Learning Objectives.**

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

<sup>2</sup> WAEC stands for West African Examinations Council.

<sup>3</sup> SACHES stands for Southern African Comparative and History of Education Society (<http://www.saches.co.za/>).

<sup>4</sup> ISBN stands for International Serial Book Number.

<sup>5</sup> IRDP stands for Institute of Research and Dialogue for Peace.

<sup>6</sup> 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](http://www.ur.ac.rw).

<sup>7</sup> See footnote 6 above.

<sup>8</sup> See footnote 6 above.