

Partnerships Between JMU and African Countries Committee Rwanda Subcommittee Fall 2022 Report

Membership

Chair(s): Neil Marrin and Mike Davis

Members: Emeka Anaza, Rory DePaolis, Nelson Girinshuti, Jean Michael Habineza, Paul Mabrey, Clemence Mbabazi, Cara Meixner, Besi Muhonja, Emily Snyder

Charge: The Rwanda subcommittee supports and coordinates efforts to expand JMU partnerships with governmental and higher education institutions in Rwanda by focusing on identifying, growing, and maintaining university partnerships. These efforts include faculty development and exchanges, student study abroad experiences and internships, and institution to institution collaborations.

Summary of Current Semester Activity:

- See attached report
- Have assisted with six graduate applications
- Working with Shooting Touch to explore future partnerships

Future Work Planned:

- Reorganization of the committee with Neil Marrin rotating off and Nelson Girinshuti graduating. Suggestion to remove Besi Muhonja and add Brian Zugelder as co-chair.
- Works with CARS to establish a formal agreement regarding assessment in Rwanda
- Looking into partnerships with the JMU libraries and the Library of Rwanda
- Building future visits for the College of Education faculty and students
- Revitalizing study abroad programs
- Work with College of Business to ensure that partnerships are sustained after Neil Marrin's retirement.

Appendices

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Rwanda Trip Report	Summary of our October 2022 Trip to Rwanda

Rwandan Task Force Fall 2022 Report

Please find the summary of Rwanda related activities that occurred during the Fall 2022 trip during the 2022-2023 academic year.

Rwanda Trip Task Force Members: Mike Davis, Emily Snyder, Neil Marrin, Xaiver Williams, Bryan Zugelder, Oris Griffin, Monica Smith-Woofter, Justine Juart, Michael (Mick) Souders, and Matt Conway.

Given discussions with partnerships for the future, members of the JMU Libraries staff, the Graduate School, the Center for Assessment Research Studies (CARS), and possibly CGE might be asked to join on future trips.

Fall Visit: This trip was a follow up from our previous trips in Spring of 2019 and 2020 and focused on greatly enhancing our connections in Rwanda. This most recent trip occurred from October 8th-16th and included representatives from the following offices:

- The President's Office
- The College of Education
- The College of Business- The Hart School
- The College of Arts and Letters- JMU's Debate Team

The delegation and their respective offices are as follows:

- Mike Davis- Office of the President: Chief of Staff
- Emily Snyder – Office of the President: Engagement Fellow
- Xaiver Williams – Office of the President: Student Representative of BOV
- Neal Marrin – College of Business: The Hart School
- Oris Griffin – College of Education
- Bryan Zugelder - College of Education
- Monica Smith-Woofter – College of Education
- Justine Juart- College of Education
- Michael (Mick) Souders – JMU Debate
- Matt Conway – JMU Debate

During this visit, over 30 meetings and trainings occurred in a wide variety of areas. Partners we met with: University of Tourism, Technology, and Business (UTB), The University of Rwanda, Kepler University, Mount Kenya University, the Ministry of Education, the Ministry of Information, Technology, and Communication, NBA Africa/the Rwandan Basketball Federation, the Kigali Public Library, RwandaEQUIP, AEGIS, debate trainings, and school visits including GS Gating, Glory Academy, GS Busanza and Remera Catholic, GS Kicukiro, Riviera Highschool, Nyamata Teacher Training College, and Kigali International Community School. The focus moving forward will be heavily on enhancing deep relationships with The Ministry of Education, iDebate Rwanda, The Ministry of ICT, The Kigali Public Library, the Rwandan

Basketball Federation, and UTB partnerships. Additionally, new partnerships will be explored with existing resources, but those relationships should be undertaken without “heavy lifting” yet.

Specific outcomes and objectives explored are listed below under each of our partners. The focus of our work in Rwanda will have a dual focus related to what our partners need and what resources we can provide. The remainder of this report is organized into the current partnerships and the meetings held during the fall 2022 trip with potential partnerships to continue or build.

Current Partnerships

iDebate Rwanda (<https://debaterwanda.org/>) –

iDebate Rwanda is an NGO that was founded in 2012. They served as our primary contact in Rwanda and Director Jean Michel Habineza has proven himself to be a wonderful connection point. Moving forward iDebate will assist in the coordination of future trips and will be the most direct link we have to Rwanda. JMU’s relationship with iDebate goes back to the founding of the organization and they are our most important partner in the country. Their director, Jean Michel Habineza, is our most important contact and has done a wonderful job connecting us with partners in higher education, the nonprofit community, and the government. We could not complete our work without their partnership.



iDebate also tours the United States in the Fall of even numbered years and we have committed to hosting them during those tours. The tour for this Fall is currently on hold due to COVID, but when travel is allowed again we will prioritize this visit.

Synopses of Meetings

University Meetings



University of Tourism, Technology, and Business (UTB) (<https://www.utb.ac.rw/>)

Overview: This university was founded in 2006 has approximately 6,500 students. The university currently has 3 bachelors programs (3 years), 7 diploma programs (2 years and 18 certificate programs (3 months-2 years).

Neil Marrin and Emily Snyder attended this meeting with Vice Chancellor Simean Wiehler. More counterparts from their university including their Dean of Students and one of their professors sat in on the meeting as well, in addition to two counterparts from our iDebate partners. During the meeting, the topics of iDebate, UTB's struggles, a Hart School partnership/Study

Abroad, , and a book exchange were the main focuses.

With the topic of iDebate and the UTB debate program, the discussion focused primarily on expanding their critical thinking skills and public speaking.

After pivoting the talk to focus on what UTB struggles with and is looking to improve, we found that they have concerns with their teacher/professor training, and a literature request. They are required to have 30% of their staff to have PhD's, where currently, only 9% do. From this, they looked to have PhD partnerships or a lecturer exchange program. Only 3 of their programs (ecotourism, logistics, and business management) can be utilized while 7 await approval given the faculty doctorate requirement.

In the discussion regarding study abroad, Neil Marrin suggested a JMU partnership probability with their hospitality majors once their new dormitories are constructed. There were also talks of short-term faculty exchanges to develop their staff. Finally, they requested any additional books to be donated as their collection in the library was sparse.

Objectives: A future in partnering for PhD teacher training, Study Abroad partnership once their dormitories are constructed, and a book exchange to further develop their library.

University of Rwanda (<https://cbe.ur.ac.rw/>)

Overview: Largest college within the University of Rwanda structure. Founded in 2013, but was formerly an independent college, School of Finance and Banking, before being absorbed by the University of Rwanda. Target of 60% faculty with PhDs by 2030 (currently at 21%). Ranked among the top100 universities in Africa.

Mike Davis, and Xavier Williams met with the Vice Chancellor of Strategic Planning and talked about initial partnerships and allowing for resource mobilization from JMU to the University of Rwanda. They explained the 6 colleges they have or want to develop further through this partnership and resource addition. The 3 schools listed are ones they already have met with and are working on partnerships with. Part of the resource mobilization might include exchanges of staff and students for the future through graduate students, internships, and study abroad opportunities. Planning with the leader for international organizations would be a connection point. If these exchanges occur, they can be modeled on the ones they already have

with European universities. Through these, they have sent staff for a summer program, then host staff from those universities for 15-30 days.

Objectives: They were most interested in faculty exchanges and other strategic partnerships with the JMU College of Business.



Kepler University (<https://www.kepler.org/>)

Overview: Founded in 2013, Kepler University currently focuses primarily on business degrees and can offer accredited American degrees through a partnership with Southern New Hampshire University. They were most interested in assistance with curriculum development, faculty exchanges and potential online JMU courses run through Kepler. This was started by the U.S. after the genocide of 1994. They have a focus on formal educational training and believe that education should transform students and help them to get a job. Lots of the students are coming from low socio-economic communities. They provide online programs in modules to help get students up to speed and help with employment outcomes.



Objectives: Some key connection points for the partnership potential with Kepler could be that of Civic Engagement connections, a Study Abroad connection, and a connection to our Entrepreneurship programs. They have a need for economic development with entrepreneurship in that they are developing the curriculum but experiencing challenges.



University of Kigali

Overview: As a fully Accredited Chartered University by the Government of the Republic of Rwanda, the University of Kigali is one of the leading private institutions in

Rwanda. Since 2013, they have grown from 649 students to a tremendous 7500 students within their Undergraduate, Masters, and Post Graduate programs within 7 schools at the university.



Currently, they have partnerships with institutions from Kenya, Uganda, India, South Africa, Germany, Italy, Canada, the UK, and Poland. They strive to provide an education that is flourishing from both excellence nationally and internationally.

For this meeting, Xavier Williams and Emery Rwandanga met with the Vice Chancellor, Robert Rugimbana, Dr. Michael Sanja, CPA Doreen Njeru, Prof. Narayan Singh, Ms. Gabriella Afrika, and Ms. Gifty Aduamah. The meeting was planned around building relations between JMU and UoK, specifically

including; short presentations and introductions, study abroad visits, cultural exchanges, faculty exchange programs, and AOB. The UoK team presented on their modular approach to teaching and learning and that within their university they have over 31 nationalities represented. For their growth plans, they hope to include new academic programs, and later relocate their campus to a larger location.

Some of the needs they outlined were practical relevance of their degrees, as they are finding their students struggle to get jobs. They also want to have more vocational style learning approaches, for example, within nursing and architecture. This was presented as a more long term goal as they also want to spend time focusing on soft skills of work such as emotional intelligence, leaderships, customer care, and behavior in the workplace.

Objectives: Overall, they are looking to expand on their preparation for students in the workforce. This could be done with simulations for students and faculty to develop soft skills. To further their development with JMU in the future, they want to look into the possibility of an open house connection for the Center for Global Engagement at JMU.

School Visits/Debate

(Side note: A few schools were visited that are not listed in the records here, however, they all presented the same concerns and areas of development. The common themes found in the schools listed were present at those not listed as well.)

Debate Meetings

Overview: Mick Souders and Matt Conway spent most of their time in Rwanda helping with trainings for other debate teams and coaches around the city of Kigali. Given Mick's knowledge of debate from a former debater and now coach viewpoint, and Matt's current debater

mindset, they were able to help with numerous discussions for individuals on public speaking, confidence, and judge trainings.

Mick and Matt met individually with iDebate, Kepler University, and Glory academy to help build discussions of best practices with debate. They also helped to prepare these groups best for their tournaments on Saturday and for future tournaments as well. Overall, Mick and Matt were able to use their knowledge and expertise of debate in order to best prepare the debate teams, coaches, and judges of Rwanda for their future in utilizing debate as a method on their teams and in their classrooms.



Notes from Mick's discussions, trainings, and lectures are as follows:

- Lecture on Public Speaking, University of Tourism, Technology and Business Studies: Mick met with Vice-Chancellor Dr. Simeon Wiehler and discussed the need for improvement in public speaking for students in the university. Delivered lecture titled, "Fear and Courage" on effective delivery in public speaking. Also met with the UTB debate team.
- Volunteer Training—Judges, iDebate Rwanda: Mick also met with former iDebate Rwanda debate competitors and worked with them to develop their skills as future judges of debate.
- Lecture on Developing an Effective Debate Team: Kepler University. Mick was able to meet with the debate team coordinator and students interested in developing a debate team at Kepler University and also met with Kepler Vice-Chancellor Baylie Dantie and the dean of students.
- Volunteer Training—Judges, iDebate Rwanda: Mick met with former iDebate Rwanda debate competitors and worked with them to develop their skills as future judges of debate.
- Developing an Effective Debate Team: Mick was given the opportunity to meet with the Headmaster of a public secondary and high school in Kigali. Spoke to a group of 35 students on the value of debate and how to be an effective debater.
- Volunteer Training—Coaches, iDebate Rwanda: There were two different sessions (AM/PM) of former iDebate Rwanda competitors and spoke to them about how about to debate an effective debate coach.
- Lecture: "Global Climate Change and Sustainable Development.": This was delivered to 300 high schools students preparing for their iDebate Rwanda competitions this fall and spring.

Teacher Roundtable Discussions

Overview: JMU representatives Oris Griffin and Bryan Zugelder were invited to sit amongst teachers from government funded, government aided, and private schools in a discussion of the education system. The Rwandan teachers discussed the opportunities that they have as teachers which included influencing the lives of children, choosing an education profession as a result of their own secondary school exams, being able to be trained at the University of Rwanda, and the path they might have taken to get to where they are currently. They found challenges in classroom management, a lack of resources (desks, materials, technology), not enough time to plan or collaborate with others, class sizes of too large of size which poses a problem of desks and materials, the lack of free education, inconsistent salary amounts, and



GS Gatenga

Overview: Justine Juart and Monica Smith-Woofter helped to meet with the Head teacher (principal) of Groupe Scolaire Gatenga. Through this, they were able to visit secondary classrooms and learn about what the students were learning. Both JMU representatives observed history lessons and noticed how Rwanda has shifted to a competency based curriculum. Many of these practices have shifted from teacher-based lectures to now a teaching and learning format where students not only can work in groups, but help with projects as they generate ideas and learn as active participants and leaders in their learning. They were also able to visit primary classrooms (preschool and elementary aged) to observe the use of technology in the classroom. Finally, they learned more about the differences between public, government aided, and

private schools in Rwanda and were able to provide insight on the American system and how JMU prepares educators as well.

Glory Academy (<https://www.facebook.com/people/Glory-Academy/100064233511837/?scrlybrkr=7f228ab7>)

Overview: Justine Juart attended this meeting at Glory Academy Secondary School. Here, she was able to meet with the principal and the head of studies for the school. This is a private school that is managed by the Kigali Independent University (ULK). Glory Academy has consistently had strong discipline and excellence performance in National exams of Rwanda. The pair explained the expectations of their curriculum provided by the government. They also discussed their teacher's professional development and the differences between their and ours. They also had a discussion on the comparisons of the U.S. school system. With this, they found many differences between the students and school system compared to those of Rwanda.

Kigali International Community School (<https://www.kicsrw.org/>)

Overview: KICS is an international Christian school that offers a North American based curriculum for PreK-12 education. They list their school as being distinctly Christian but non-

denominational to serve students across culture with other international and national students. Most of their staff work to integrate a Christ-centered worldview into education with all subject areas. They are working to be more qualified as 40% of their staff have earned master's degrees, and 40% of the staff have also had 8 or more years of experience in their field. They hope to continue to grow this. Their student population is very diverse as they have over 27 countries represented through their population. From their graduates, they currently have them attending over 16 universities in 5 countries. This was the first US Accredited school in Rwanda, and they are also a fully accredited member of MSA and ACSI.

This meeting was attended by Justine Juart

Nyamata Teacher Training College

Overview: Justine Juart and Monica Smith-Woofter met with the school administrator and the director of studies at the school. From this meeting, they were able to learn more about teacher training in Rwanda and the different programs/requirements needed to become a teacher in the country. After this, they were able to tour the school and attend two classroom sessions. The first classroom consisted of a teacher who worked to prep students and demonstrate their public speaking skills by debating (utilizing debate across curriculum) through both urban areas vs. rural areas. Within the second classroom visit, the teacher demonstrated a cross-curricular lesson between math and music to represent some of the newer trainings they are doing in implementing cross-curricular work.



Government/Nonprofit Meetings

Ministry of Education (Primary and Secondary & Overall)

(<http://www.mineduc.gov.rw/home/>)

Overview: The Ministry of Education manages all levels of public education in Rwanda. Our meeting focused primarily on the students in higher education in Rwanda. There are 85,000 university students across the university (40,000 at the University of Rwanda) and the ministry manages all accreditation. During the first meeting, we were able to meet with Honorable Gaspard Twagirayezu, the State Minister in charge of primary and secondary education, and Mr. Emmanuel Mucagando- Advisor to the State Minister. For our second meeting with the Ministry of Education, we met with Honorable Dr. Valentine Uwamariya. Both meetings held discussions

of the same topics and materials. Some of the main challenges mentioned to us were that of teacher education/training for both pre-service and in-service teachers, and assessments.

These meetings were attended by Mike Davis, Bryan Zugelder, and Emily Snyder with the Honorable Gaspard Twagirayezu, and by Mike Davis, Neil Marrin, and Emily Snyder with the Honorable Dr. Valentine Uwamariya. JMU presented our topics on curriculum training, strengthening pre-service teachers, introducing graduate programs for this, a residency model, and centering the education of the professionals around a learning experience.



From this first meeting, we hoped to help candidates apply to our teacher leadership program, having online training portions with Bryan Zugelder, and selecting students to try and cover tuition. We also discussed the possibility of connecting them with CARS as our assessment 101 free summer program may pose helpful for them. This would only pose the problem of being synchronous. We also discussed the ability to earn PhDs in assessment by coming to the JMU graduate school for the 3-year program in place.

We also briefly talked about the use of debate in the classroom and the influence of debate on curriculum. This was discussed in its use at JMU currently and how it can be utilized for the future.

Objectives: We want to build a connection with teacher leadership starting up, looking into PhD candidates, a formal partnership between the University of Rwanda for assessment and the College of Education, and our Assessment 101 program. We also discussed the possibility for a faculty exchange.

Ministry of Information, Communication, Technology (<https://www.minict.gov.rw/>)

Overview: The Ministry of ICT works to address concerns and national priorities relating to economic growth and poverty reduction. They attempt to do this through development and coordination of national policies and programs related to information, communication, technology, and innovation. Part of the work they do falls in-between sectors, and they look to build connections between multi sector projects by improving infrastructure in utilizing technology improvements. To do this, they require significant connections and investment into technology for Rwanda. Core values forming the acronym, ARISE, are explained as being accountability, reliable, innovation, sense of urgency, and excellence, for the MINICT.

Mike Davis, Neil Marrin, Emily Snyder, and Xavier Williams participated in this meeting with the MINICT. After meeting the Minister, Paula Ingabire, the meeting was held with her Permanent Secretary, Yves Iradukunda. This was a lengthy meeting, with a lot of information of the work that MINICT intends to complete, and suggestions of how JMU can be better involved for the future. Currently, the MINICT are working to build their National Strategy for Innovation which runs from 2017-2024. From this, they hope to have increased connectivity and additions to

technology to enact a better appreciation for technology and development of stronger education for the students with this tech. They shared a large PowerPoint of their work in this meeting with us to better understand the connections they're working to build.

Objectives: From this meeting, there were talks of a big partnership between JMU and ALU with training faculty utilizing technology and the student-centered mindset. We also discussed the JMU Center for Entrepreneurship to connect to ICT to bring in JMU ideology with interdisciplinary focuses and our XLab programs in working to solve Rwandan problems from afar and present them to ICT. They had a similar partnership with Northeastern in which they connected economics classes to solve problems. It was requested that we connect them to the Dean of JMU Innovative Science and Technologies for a meeting. Finally, they looked to build a partnership with our architecture programs to learn more about flexible spaces and a virtual connection to help with infrastructure for their future.

Other Avenues for Connection

NBA Africa/Rwandan Basketball Federation (<http://ferwaba.web.geniussports.com/>)

Overview: The Rwandan Basketball Federation, typically referred to as FERWABA, is a relatively new branch of the Member of Rwanda National Olympic Committee and works as a national nongovernmental organization recognized by the Rwandan Government. Some of their core business and goals revolve around the provision of technical training for players, coaches, and referees in the program, organization of local and international competitions, and creating forums for the exchange of experiences and ideas. They work on a system under a general assembly who elects the leaders of the FERWABA on a 4-year basis. FERWABA National League is the main competition which is organized annually and played within two categories under men and women. The Federation has faced challenges recently such as financial supports due to a lack of sponsors and a lack of teams to participate in both categories. Some of their personal objectives as listed on their website are to be consistent and innovative with organizing a league and tournaments, organize a youth league annually, support and help clubs to represent Rwanda with zonal and continental competitions, and to hold annual programs of capacity building of technical officials.

For this meeting, Mike Davis, Neil Marrin, and Emily Snyder met with Jabo Landry, executive director of FERWABA, and Rwego Ngarambe, technical director of FERWABA. We sat for a meeting in discussing the JMU facilities and Sport Recreation Management majors/master's to work on building partnerships. They explained that they were working on building from the ground up and needed additional support for building the basketball program as a sector. They investigated our possibilities of visiting JMU and building an additional partnership. After this meeting, we were given a full tour of the facilities.



Objectives: The connection built here was huge in a short amount of time. Jabo and Rwego expressed continued excitement at the possibility of seeing JMU's facilities and being connected to some of our basketball units as well. In terms of building the SRM focus, the hopes of internships is a true possibility. They will be ready for interns possibly this summer and will be in contacts with us to further the development of this. Lots of ideas were also thrown around regarding construction project funding from NGOs, JMU connecting virtually with the athletic systems for them to chat, a Chris Wallace connection for Boston Celtics, and JMU bringing their basketball teams to play and help for a weeklong experience.

Kigali Public Library (<https://www.kplonline.org/>)

Overview: Kigali Public Library is an open and public platform that inspires communities to read, discover and learn. The library project was initiated by the Rotary Club of Kigali-Virunga and the project was later developed and funded by the Government of Rwanda. While they currently have 34,010 physical books, they are working as well to build their digital library with a current total of 613 e-books and 87 audio books. While they are continuously working to grow the number of books in their system, books are very expensive to have in Rwanda. It is hard to sustain the system they have and want to expand to be bigger for others and draw more than just those working and students. The library seeks to host and create programs, workshops, and events that foster literacy, creativity, and innovation. With numerous public spaces, as well as the Nabu HP Creative lab, they want to draw an audience to see the library as more than just a space with books, but also that of a gathering area and workspace. They work to utilize their outdoor space as well and encourage to have partnerships with children's groups and Rwandan task forces to host events there. Outside of the Kigali library space, they are working to oversee community libraries in Rwanda as well with 80+ in the works, and 76 currently functional spaces. To further built these spaces, they have worked to allow for 30% of



any donation to contribute to the community libraries. Majority of the library services are free services, but there is a paid card system for people to access the library for the year.

The meeting with the director of the library, Ms. Oriane Ruzibiza was attended by Mike Davis, Neil Marrin, and Emily Snyder. The work of the library was discussed in depth and what JMU could do to help build this system for Rwanda. One of the biggest concerns was their lack of book materials due to the costs. They also are working to implement more concepts of play with Kidrwanda and turning traditional Rwanda games into more culturally sensitive and gender inclusive.

Objectives: The possibility of a JMU partnership through our library systems would want to be developed and a librarian brought in the future to discuss this possibility. They would like to earn more physical and digital book resources, which could possibly turn into a GusBus of sorts. We could possibly reach out to them for a checklist of books they do NOT need to give resources best applicable. It may be helpful to partner with the Virginia Rotary club to receive resource funding to send books and resources to Rwanda. Malika Carter-Hoyt might be a connection to this resource.

RwandaEQUIP (<https://rwandaequip.org.rw/>)

Overview: RwandaEQUIP (Rwanda Education Quality Improvement Program) is the government of Rwanda's objective program to make the education of Rwanda more globally competitive as a system. They hope to put the education system of Rwanda on a more direct path to success with this. With this program, they want to improve learning outcomes through data driven technology, high quality learning materials, and ongoing training/coaching for government teachers and school leaders. From this, they want to ensure that Rwandan students can build a better and brighter future for themselves and contribute to the country's rapid and sustainable socio-economic growth.

This meeting was attended by Justine Juart, Bryan Zugelder, Monica Smith-Woofter, and Oris Griffin. Through this, the four JMU representatives met with 2 representatives from the Rwanda Equip Office. The team discussed the rollout of the program to public schools and how this is going to be best implemented.



Objectives/Outcomes: The JMU team found that teachers need more teacher training, a need to learn more English methods. They also found that private schools perform significantly better. The schools are also overcrowded but many can find some community in the schools. Other issues identified included that there is poor follow-up with parents and guardians on the children's education, there being only a 10-day training, and the level

of motivation is a key issue in teacher tablet use. Some considerations made for future growth include asking the question, "How might JMU assist RwandaEQUIP with the challenges teachers are facing regarding the implementation of Content Based Curriculum and the use of tablets with fidelity in order to provide quality instruction using the applicable pedagogical

practices when executing the lessons?” Some suggestions for this might be the Grow Your Own pedagogy, strategies, and prep for lessons, along with JMU teacher leaderships courses 650, and 660.

AEGIS- Peace and Values Education (<https://ubumuntu.rw/node/65#n-1>)

Overview: The AEGIS trust is an organization internationally that works currently to prevent genocide. They work diligently to honor the memory of victims of genocide, and to enable students, professionals, and more to meet survivors and learn from their own personal experiences. Overall, they strive for peace and to encourage communities to change their mindsets from mistrust and prejudice to that of a shared responsibility for peace and stability. Another portion of their work strives to help survivors in difficulty positions to rebuild their lives. Currently, they work to run the Kigali Genocide Memorial to inform people about the genocide carried out and remember the genocide of around 500,000-662,000 Rwandans.

Monica Smith-Woofter attended this meeting with the trust. Here, she met with Marc Gwamaka and Sandra as representatives from AEGIS trust to discuss a partnership. From this meeting, AEGIS shared that they had assisted with the development of the national curriculum, also known as Content Based Curriculum or CBC. It was also learned that they currently have an MOA and partnership with William and Mary in which their students will travel to Rwanda in January for 21 days as a study abroad.

Objectives/Outcomes: AEGIS is very interested in establishing opportunities with JMU for collaboration. The idea of taking Peace and Values education to JMU and how Rwanda’s lessons learned related to the current context of JMU and indigenous people. In previous trips, the idea of incorporating it into our 8KQ team occurred. Using a digital platform, JMU wants to know if we “can create online courses/curricula that could be used for teams of teachers from both countries to enroll in to create a collaborative learning community?” These could be on topics such as white supremacy, racism, testimonies, genocide, and problems of practice. Suggested course considerations would be for forgiveness, sustainable peace, and genocide studies. There has been the suggested request as well to partner with AEGIS for pursuing grants and/or on research for influence and impact.