

### **GIS IN EDUCATION: ESRI SUMMER CAMP FOR SECONDARY SCHOOLS**

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Since 2007, Esri is supporting GIS education in Secondary Schools. From 2009 until today, 2000 pupils have learned GIS but they do not have time and means to link what they learn at school to the reality on the ground. It is therefore difficult for them to plan for a career in the GIS field.

It is in that perspective that Esri has organized Summer Camps each year since 2008 with the objective of connecting pupils with GIS professionals by doing a real GIS project and achieve results that are beneficial for both students and professionals from partner institutions. The Summer Camp last for one week, during which pupils collect geographic and attribute data with GPS and questionnaires, prepare, edit, analyse and visualize collected data using GIS. They finally learn how to present and publish the result.

This presentation will give an overview of topics, results and benefit of Summer Camps carried out for the last 6 years.

### **QUALITY ASSURANCE IN RWANDAN HIGHER LEARNING EDUCATION: IS THE SYSTEM ADAPTIVE OR COMPLEX?**

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#### **Abstract**

Developing knowledge infrastructure by massive investments in education and training are taken as a benchmark in facilitating the acceleration and possible increases in skills, capacities and competences of Rwandan people has become a priority issue in the recent years. This notion is relevant to vision 2020 where human resource development and building of a knowledge based economy are fundamental pillars. In the past years, several policy reforms have taken place in education sector. However, the overarching question is if such reforms are becoming adaptive or complex and if such reforms will not compromise the quality of education in higher learning education in Rwanda?

The main objective of the study was to investigate the impact of changes in Higher Learning Institutions on the quality of education in Rwanda. This research had three hypotheses, namely; there is an impact of changes in Higher Learning Institutions on quality of education in Rwanda; the current complexity in Rwandan education system is affecting the quality of education in HLIs; Tailoring education system to the regional reforms and implementation strategies is affecting the quality of education in Rwanda. This study was carried out in 10 higher learning institutions (5 public, 5 private and 2 Ministry of Education directorates (HEC and REB). Key informants were the senior management/head of institutions, experienced academic staff, and students. The parameters considered included; the learning methods, assessment styles, workloads, language of instruction, merging of public HLIs, curriculum, and the transformation of some private higher learning institutions into company forms. Main research instruments were questionnaires and interview guides. Both qualitative and quantitative research was collected. Analyses were done using SPSS and excel packages. Major findings indicate that the system is still in transition with indicative gaps. Ample time would therefore be necessary for the Rwandan education to adapt to the shifting dynamics locally, regionally and internationally. Attitude and behavior change would enhance economic growth and development as a pre-requisite for building knowledge based economy. Flexibility and prioritization of human capital development in higher learning education are indicators for an adaptive education system in Rwanda.

**Key words:** *Quality assurance; higher learning institutions; Rwanda.*