



APPLICATION

SECOND CALL for The Student Voice in African Harmonization Process in Higher Education

Name(s): **KIHANGA**

Surname(s): **NATHALIE**

University : **UNIVERSITE DE GOMA (UNIGOM)**

Subject area : **Economics**

Degree programme, name of programme and level : **Licence en Economie Rurale/Rural Economy Degree (BAC+5: Master).**

Details of the Tuning staff participant who recruited me:

Name: ***Professor Edson NIYONSABA SEBIGUNDA***

University: ***UNIVERSITE DE GOMA (UNIGOM)***

Subject Area: ***Economics***

Email address: ***nathedson@gmail.com***

email address: **nathaliekihanga@gmail.com**

Contribution : My experience about the GC

“Ability to translate knowledge into practice”

Question	Answers
<p>Q1. Which course was the most effective in helping you to develop this competence? Explain why.</p>	<p>Microeconomy</p> <p>The microeconomics course particularly interested me and helped me develop the competence "<i>ability to translate knowledge into practice</i>" in the sense that the course addresses the real aspects of life. It is not about abstract knowledge but about everyday life. Things like rational choice of consumer and producer, market, public goods and externalities are realities of my life and this has helped me improve my personal decision-making. To be rational, I must now take into account a "cost-benefit" analysis on the one hand and take into account the positive or negative externalities on the other (environmental protection, intergenerational transfer,...).</p>
<p>Q2. List the <i>course-related</i> activities which have helped you to develop this competence outside the class, either working on your own or with other students. Which of these activities were the most effective in helping your to develop the competence? Explain why.</p>	<p>Activities which have helped me to develop this competence outside the class</p> <ul style="list-style-type: none">Practical fieldworkProfessional internshipsDiscussions with peersPersonal research on the net and at the libraryParticipation in conferences and debatesThe management of daily life <p>Activities were the most effective in helping me to develop the competence</p> <p>1. Practical fieldwork</p> <p>The practical work particularly helped me in the sense that it was field descent, the collection of raw data, analyzes and deduce the recommendations. The approach puts the learner at the center of the learning process and the teacher only supervises.</p> <p>2. Professional internships</p> <p>The internships were also of capital importance in the sense that the knowledge accused of the course were confronted with the realities of the companies and the gap analyzed rigorously to understand the why.</p>

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Question	Answers
Q3. Which aspects of the competence have you developed through being a member of a club/ an association / a social group? Give some details.	Belonging to the club, an association or a social group allowed me to improve my ideas et decisions by comparing them with those of others. The techniques of brainstorming and work in the workshop allowed me to improve myself through collective intelligence.
Q4. In the course guide or in class presentations was there any reference to this competence – if so give further information. Was the competence assessed in any of your units or modules – if so give further information. Will you be able to present evidence of achievement in this competence to an employer?	Yes, in the class presentations and the course guide, it was clearly stressed that every learner must be able to make a rational decision in his or her life as a consumer, business manager or public planner. Unfortunately the competence has not been evaluated rigorously because the evaluations consisted of theoretical questions and the resolutions of some exercises. Simulations to reality were made personally through the professional internship which in turn was evaluated globally and not specifically to this skill. We therefore do not have sufficient evidence to present to employers, jump by hiring test.
Q5. Outside the university which aspects of the competence have you developed? Give some details. Have you done anything else in your life which has helped you to develop this competence? If so, give an example.	I practiced a small business to meet my personal needs. This activity allowed me to know how to manage a capital, to grow it by making rational decisions.

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<p>Q6. <i>After reflecting on the different contexts in which you have developed this competence (in class, working on course-related activities outside the class, in clubs and associations, in real life, and any other contexts you have added in your response to question 5), write a short statement on how each of these contexts has contributed to your development of the competence and on their relative strengths.</i></p>	<ol style="list-style-type: none">1. In-class courses have helped me to develop the competence indicated by providing a solid theoretical basis, therefore an important dimension but insufficient if we limit ourselves to this level.1. Working in clubs and associations has enabled me to avoid having a closed vision and to improve my decisions thanks to the collective intelligence, therefore a very important dimension but which must be surpassed to have a self-confidence and be able to innovate.1. As for the experiences of real life, this is the still superior and very important dimension of learning because the consequences of the errors committed are real and it is no longer an exercise but a reality.
<p>Q7. <i>Do you think that you have fully developed this competence? What else can you do to improve your level of competence while you are a student? How do you think you will go on developing this competence when you are working?</i></p>	<p>We think we still need to develop this skill further. As a student, we will do our best to increase opportunities for professional internships and continue to undertake activities that require us to make decisions. When we begin work, we will be even more attentive to improve our daily know-how by remaining attentive to new developments to reconcile them to practice in order to avoid routine.</p>

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Question	Answers
<p><i>Additional question: Interview either two of your classmates or two graduates who are working and ask them questions 1-5 and question 7 (NB for the graduate Question 7 will read: Do you think that you have fully developed this competence? How do you think you will go on developing this competence now that you are working?). Finally, summarise any differences or new ideas that you have learned from your own reflections and your interviews.</i></p>	<p>The chosen courses are Microeconomics and the various Seminar course of economy. The main reason for choosing the seminar is that it is an essentially practical course and most of the time is allocated to learners to do the research and come back by group to present the outcomes. In this case, group practical work can makes a great contribution. On the other hand, the students interviewed pointed out that belonging to other groups helps them a lot to find an answer to difficult question. The courses also specify the objective relating to competence so there is no rigorous way to evaluate it in order to convince the future employer. Outside the class, the young people contacted emphasized the role of parents in the development of competence through domestic work. They want to continue learning because many things remain to be mastered in the face of the complexity of working life. It will be mainly to develop good relations with the elders in the service in order to acquire the know-how of the old ones and then to innovate them with the updated knowledge.</p>
<p>IN CONCLUSION</p> 	<p><i>At the end of this work, I realize how important it is to bring together the theoretical teachings learned in the course of the reality of life. If this exercise were brought closer to all the teachings, it would lead to a profound reform. I recommend that the managers of the TUNGING AFRICA II project extend this reflection to our teachers because much can be improved in the way they teach. As learners, our attention will now be oriented towards the practical aspect of the knowledge learned. The gap between this ideal and the lived reality universities is still enormous.</i></p>

Thank You...