



Message of the Vice Chancellor during the General Assembly of International Students' Community.

Honorable Mayor of Musanze District;

Ladies and Gentlemen, all protocol observed;

It is my pleasure and honor to address you during this first General Assembly of the international students' community. I take this opportunity to thank your committee for its many achievements, most especially for the organization of this day which includes the warm welcome to the new international students. Welcome to you all who recently joined INES-Ruhengeri. This is your home! From now onwards, your presence here will be part of your Curriculum Vitae. My wish is to have sweet remembrances at the end of your stay at INES-Ruhengeri.

INES-Ruhengeri started on 17th November 2003 after a three years reflection on how best to take part in the country's resilience after 10 years of conflicts and insecurity, especially in this northern part of the country. INES project had a threefold motivation: to build signs of hope, to contribute to unity and reconciliation and to contribute to sustainable development. From the very beginning, INES-Ruhengeri wanted to play a vibrant role in the economic transformation of the community through continuous dialogue. This ambition guided the choice of the programs and the methodology of teaching and learning. It is in this context that, in 2008, a study was organized to assess the way graduates were meeting the labor market expectations. With no surprise, the findings showed a strong mismatch between graduates profiles and the labor market needs. Upon consulting with our partners in European countries such as Germany, the Kingdom of



INSTITUT D'ENSEIGNEMENT SUPÉRIEUR DE RUHENGERI

B.P. 155, Ruhengeri, Rwanda

Mob : +250 788 90 30 30, +250 788 90 30 32, **W** : www.ines.ac.rw, **E** : info@ines.ac.rw

the Netherlands and Switzerland, the management of INES-Ruhengeri opted for the concept of University of Applied Sciences. This type of university knows how to balance theories and practice in order to address community developmental challenges. To meet the requirements of the new concept of University of Applied Sciences, the following efforts were made: programs review, training of the lecturers, equipping the laboratories, linking with the industry, building network with professional bodies and building partnerships with different universities of applied sciences.

Thanks to the wise choice of becoming a University of Applied Sciences, the name of INES-Ruhengeri has grown beyond the borders. According to different University rankings, INES-Ruhengeri is second at national level, after the University of Rwanda. The following are some figures related to students' distribution: The total number of the students is 3552 with 227 international students from 15 African countries. 1696 students (47.8%) are females while 1856 (52.2%) are males. 2,852 (80.3%) are in STEM (43.6% are females against 56.4 % males). 700 (19.7%) are in social sciences and arts (64.8% females against 35.2% males). Day program students are 3337 (94%) against 215 (6%) week-end and part-time students. Partner institutions sponsoring the students are: MINUBUMWE, MCF through FAWE-Rwanda, New Life, Direct aid; MINADEF; Red Cross, CHANCEN International-Rwanda and KFW through IUCEA.

According to the Strategic Plan 2019-2024, INES is eager to becoming a fully fetched University of Applied Sciences and indeed a role model in the region. The driving keys of the Strategic Plan are: digitalization, internationalization, bridging academia and industry.

Accredited by Ministerial Order N° 005/2010/Mineduc of 16 June 2010

Scientia et Lux



Let me use this opportunity to give some hints for Education 4.0, which means education aligned with the 4th industrial revolution geared to transforming the future of education using advanced technology and automation. According to the latest research on skills for the future, the following come first: **Artificial intelligence** (intelligent machines are taking over many of the traditional jobs while creating new forms of jobs), **production and manufacturing, industrial automation** and **big data management** (due to massive production), **modern farming technics and agriculture mechanization** (to ensure food security and food safety). As you can see, **artificial intelligence, internet of things, nanotechnology, renewable energy, automation and biotechnology** are the drivers of the skills of the future. Whatever program you may have undertaken, this is the new face of the jobs for the future. In every program, see how to link up with these driving skills. For the specific case of Rwanda, the following are the emerging priorities: **vaccine production**, creation of **international financial hubs, transport and logistics** and **energy**. Among the main waves faced at the labor market, the following can serve for illustration: rapid technology evolution (AI, IOT, 3D printers), globalization (multinationals need a certain standards of skills), shift in the working modalities with focus not on the time and space but on deliverables (team work, virtual teams, online jobs, etc). Due to these waves, it is urgent to get ready with the right knowledge, skills and values. Beside the program specific knowledge and skills, graduates need to be well equipped with **transferable skills** (soft skills) such as communication skills, digital skills, empathy, critical and creative thinking, entrepreneurship, decision making and problem solving, self-awareness, coping with emotions, strive for excellence, interpersonal relations.



They also need to be equipped with **ethical values** such as honesty, respect of common good, self-respect and respect of human dignity and charity. Above all graduates should **avoid vices** such as alcohol abuse, sexual abuse, bullying, theft, laziness, carelessness, cheating in class, discrimination, etc. Employers are more sensitive to ethical values than knowledge and competences.

As you commit to your studies, bear in mind the wisdom of **Seneca** as he said: *“Non scholae sed vitae discimus”*. This requires shifting from **“remembering”** school to **“thinking school”**. Most especially it requires having well-grounded reasons of your choice to study at INES-Ruhengeri. The 5 whys theory can help to be a motivated students who do not just rely on the IQ but driven by emotional intelligence. As you move on, bear in mind the **three main qualities** of a graduate and get prepared on time: scholarship, leadership and advocacy. Strive for your personal development with conviction that you possess the key to the right door of your happiness.

With this package, I once again wish you to enjoy your stay in Rwanda and at INES-Ruhengeri in particular. Use all the opportunities to enlarge your horizon. You are in a region of agriculture and tourism. Please take a bit of time to move and see what is happening around. INES-Ruhengeri pledges to organize a tour to the main tourism sites in the surrounding, and there are many, including Musanze caves which are in our botanical garden. You are invited to join your fellow students in different extra curricula activities such as career day, World Class day, Miss and Mr. bright INES, sport, religious clubs and choirs, Gisubizo cultural troupe, INES Music band, INES-INNOVIC, etc. By the way, remember to join INES community in the commemoration of the genocide against the Tutsi which is due to take place on 3rd June 2022.



INSTITUT D'ENSEIGNEMENT SUPÉRIEUR DE RUHENGERI

B.P. 155, Ruhengeri, Rwanda

Mob : +250 788 90 30 30, +250 788 90 30 32, **W** : www.ines.ac.rw, **E** : info@ines.ac.rw

I thank you and wish you a vibrant evening.