

# NYIRAMUBANDE

English version



**THE ROLE OF EDUCATION IN PROMOTING THE CULTURE OF PEACE IN THE CAMPS OF KIGEME, MAHAMA, MUGOMBWA AND THEIR VICINITY**

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*"Twebwe urubyiruko, dushyigikiye umuco w'amahoro tubinyujije mu bugeni"*

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# FOREWORD

Peace be with you, dear readers!

The youth of Kigeme, Mahama and Mugombwa camps, in collaboration with those around these camps are back with this issue of Nyiramubande Magazine. This edition will focus on the role of education in enhancing a culture of peace. This issue contains various articles and opinions from different people highlighting the way education can be a catalyst for harmony, good relationships, finding occupation, etc. I hope reading this magazine will be beneficial to you.

Normally, education is a vast topic comprising of various activities undertaken as part of educating people, training them or enhancing their knowledge in different domains. This is why this issue of the magazine deals with articles tackling all areas of education. These include ordinary school education i.e. preschool, primary, secondary and tertiary education. This issue contains also articles on TVET schools etc., with consideration of how this can contribute in promoting and enhancing a culture of peace both in and around camps and in other various places.

In each area of coverage of Nyiramubande Magazine, the youth in and around the camp produced articles and each area has a particularity of stories it focuses on. For example Mahama youths focus on showing how primary and secondary education contribute to promoting a culture of peace. Those in Mugombwa highlight how preschool, tertiary and trainings contribute to a culture of peace and the young journalists from Kigeme focus on showing how TVET schools contribute in enhancing a culture of peace.

Fellow students, youth, brothers and sisters, on the behalf of Nyiramubande team, I wish you attentive reading of this magazine because its contents will help you in gaining knowledge on how your colleagues from Kigeme, Mahama and Mugombwa serve as a catalyst for creating positive relationships and harmony within their communities. We also request you to continue being catalysts for peace and good relationships at school and in your respective communities.

I also thank stakeholders and various organisations in the camps of Kigeme, Mahama and Mugombwa as well as leaders of local administrative entities of the area of settlement of these camps for their collaboration to enable us produce this magazine. Let us mention the Ministry in charge of Emergency Management, UNHCR, Croix Rouge (Red Cross), Humanity Inclusion, Cells of Kigeme, Mugombwa and Munini and other various stakeholders in and around these camps in the production of these stories.

My particular thanks go to all the journalists of Nyiramubande Magazine for their sacrifice and commitment in gathering information and writing these articles.

**MBONIGABA Jean Damascène, editor in chief**

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UWURINGIYIMANA Jean Nepo  
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# THEY STUDY TOGETHER AND HAVE DIFFERENT NATIONALITIES YET THEY PERFORM WELL TOGETHER

Education has become a catalyst for harmony between more than 23,000 Burundian and Rwandan students since 2016.



*Paysannat L attended by both Rwandans and refugees from Mahama camp (photo: Didier H.)*

In the beginning, students were concerned about the history of relationships between the two countries. Nevertheless, presently, they are in very good terms with each other as SEBISOGO Jean Paul, director of this school centre explains, 'They have good relationships because there are no conflicts even if some are Rwandans while others are Burundians'. He explains it as follows, 'We require those who tend to cause dispute to bring their parents, punish them and seek forgiveness from each other and resume classes.'

This school centre comprises of primary and secondary schools. It is located in Mahama Sector at a distance of one kilometre from the camp settlement especially as the large number of students are refugees.

It has been three (3) years since MUTONI Benigne and KWIZERA Danny knew each other, they now study together in senior six. Section of History, Economics and Geography.

Benigne, a Rwandan girl, is a close friend to Danny. They help each other in lessons and in ordinary life. She says that studying with Burundians is not a hindrance to better learning; on the contrary, they help each other like siblings. She said it in these words: 'Studying with Burundians should not be cause for divisions but rather we treat each other as siblings because t his will help us aim very high in learning.'

Danny, a young Burundian refugee in Mahama camp confirms her claim that knowing each other and familiarity with Rwandan students is important because it is a better way for collaboration in their lessons.



*Danny and Benigne study together at Paysannat L School in Mahama (Photo: Didier H.)*

At this school centre, there are several inclusive clubs for all students in general, for Rwandans and Burundian refugees of Mahama camp or Rwandans residing around the camp including choirs and groups of worshipers, clubs of football, volleyball and many more that help the youth who study at this school in leisure and entertainment.

The fact that the genocide committed against Tutsi in Rwanda in 1994 was due to ethnic division, is a reason why most Burundians in this school centre joined the association called AERG, which seeks to eradicate genocide ideology. Because ethnic divisions is also behind their fleeing the country to the camp these days.

They all collaborate to avoid and prevent conflicts and divisions of all kinds. They share equal opportunities to education and consider themselves as brothers and sisters.

**Article by NAYEBARE Naome, KUBWIMANA Alexis and AKIMANAYAREMYE Gaston  
Revised MIZERO Chrispin**

# A CULTURE OF PEACE IN EDUCATION: INTERVIEW WITH THE DIRECTOR OF GS PAYSANNAT L IN MAHAMA

**N**o student mirrors him/herself in ethnic group of his/her country of origin because the lessons at the Paysannat L school centre bring together Burundian and Rwandan accordingly to Sebisogo Jean Paul, who represents this school in a detailed interview with Nyiramubande Magazine.

**Nyiramubande:** Warm greetings, school director, and welcome. How do you do!

**School director:** How do you do!

**Nyiramubande:** We are going to discuss the role of education in promoting a culture of peace in this school. How do you promote peace?

**School director:** As a member of the management team for the school, we act as mediators of children because during mediation we teach them how to live in harmony in their lessons. We tell them that there is no difference between Rwandans and Burundians. They are all the same, regardless of where they came from, whether from Bujumbura or Kirundo.

**Nyiramubande:** Can you tell us about some of the presentations you use?

**School director:** The lessons we teach them include various presentations such as Ndi Umunyarwanda, discussions about patriotism, civic education etc.

**Nyiramubande:** Why do you discuss with them issues that are specific to Rwanda whereas some are from Burundi?

**School director:** We hold these discussions for them to feel comforted especially in promoting peace because discussions do not only concern Rwandans but may concern Burundians as well.

**Nyiramubande:** How do you manage to monitor them when you have a large number of students?

**School director:** It is true we have a large number of students because our school is among school centres in the country with the biggest number of students. However, there are ways we use to facilitate the task. We divided this school centre into five centres to be able to monitor them.



The school director had an interview with one of Nyiramubande journalist in Mahama(photo: Didier N.)

**Nyiramubande:** How do you conduct these discussions in all five centres?

**School director:** We planned a timetable for two discussions held in a week for two schools focusing on unity and reconciliation. We do this in collaboration with other stakeholders from the camps. We show them that they should feel like brothers and sisters, help each other collaborate in many other different situations. We also teach them not to practice any segregation based on ethnicity depending on where they come from. This is actually the reason why they fled their country.

**Nyiramubande:** We thank you for the opportunity and explanations shared with us.

**School director:** Thank you

Article by HATEGKIMANA Didier  
Revised by MIZERO Crispin

# THE ROLE OF PARENTS IN PRESERVING A CULTURE OF PEACE IN AND AROUND THE CAMP THROUGH EDUCATION

**F**rom long ago, educators and parents would combine their efforts to try to promote education of the children. This is the reason why both parents in and around Mahama camp need to strive along with teachers for the betterment of childcare and education.

MANIRAKIZA Bennie, a teacher at GS PAYSANNAT L, says that there are ways to collaborate with parents in promoting education of youth in and near Mahama camp.

Manirakiza explains, “In our capacity as teachers, we consider children as ours and take good care of them and preserve their rights. We try to educate and ensure their good care in their respective families. This occurs whenever we think that their education is actually not sufficient.’

Manirakiza as a teacher thinks that parents should also play a role in helping teachers monitor education of the youth so that they can be able to follow up together to achieve better education through school performance in their various subjects.

Manirakiza explains in these words, “A child belongs to all of us because when a child joins a community from school, a parent should follow up to know his/her behaviours and get to know that the child has well done all the assignments.”

Manirakiza continues sharing with us his opinion; “When a child happens to be difficult to follow up, and a teacher renounces to punish him because this may affect the child physically, the teacher explains to him/her showing the wrongs he/she did with advice on how he can behave in his/her daily life.

On the other hand, one parent called NTACINANIRWA Christine, living in Mahama camp, gave an example about herself regarding what parents should do.

“To ensure my children attend the school, I help them with certain tasks such as washing their clothes”. Christine adds, “I also help children revise their lessons at school and also visit them at their school to see how they are doing”.

This parent also says that when a child misbehaves, she talks to him and when necessary, seeks the assistance from her neighbours to help correct his attitude.

Christine gives advice to their parents on how they should follow up on their children instead of leaving this task to the teachers. They all contribute in improving education of the child. She said, ‘They should take time and go to school to talk to the teacher on the faults of their children in order to remedy the situation together instead of letting teachers and the school do the job’.

On several occasions, we noticed that when parents assist teachers, there are positive results for the student in his daily progress in academic performance. Positive results are also visible both at school and at home. However, as some teachers say, some parents do not do anything about the student’s performance at school. This does not allow them to know how their children are performing at school. Therefore, teacher and parents should collaborate in ensuring better education of the child.

Article by **NDAYIKENGURUTSE Henriette and NGENDAKUMANA Jacques**



**MANIRAKIZA Bennie, Teacher at GS Paysannat L (Jacques N.)**



**NTACINANIRWA Christine, one of the parents in Mahama camp who talked to Nyiramubande Magazine (Jacques N.)**

# DISABILITY WAS NOT A HANDICAP IN ENSURING HIS DEVELOPMENT

**B**INAMUNGU Robertos Carlos, a student in Groupe Scolaire Paysannat L, living in Munini Cell, Mahama Sector, Kirehe District, in P6, with motor disability (both legs are disabled), and uses prosthesis to walk. Nevertheless, despite this disability, he has already achieved a lot himself such that he is proud of the life he has shaped himself.

Binamungu says, 'I reised about twenty-four (24) rabbits, after starting with only two (2) rabbits, a female and a male'. These rabbits have already contributed a lot to the life of this boy, Binamungu. The number of rabbits increases; he sells some and now owns two goats from the proceeds of the sale of rabbits. He sold some rabbits to his peer children in Munini Cell. 'Rabbit farming helps him buy nice clothes and shoes and some scholastic materials'. Binamungu disclosed this to Nyiramubande magazine.



*Nyiramubande Magazine visited BINAMUNGU Robertos Carlos, a disabled boy who manages to rear small cattle (Emmanuel H).*

Despite farming these rabbits, he however finds it difficult to provide for their feed because of his disability but is always ready to try his best. Binamungu explains 'When I come from cutting grass for rabbits, I put the grass on my back or on my head and still manage to carry them home.'

Farming rabbits has no negative impact on his academic performance because he provides for rabbit feed in the evening when school is over and so, has enough time to revise his lessons and then look after the rabbits. He performs quite well in his school lessons.

UMURERWA Xaverine, his mother, tells us she is proud of her son. Binamungu has two sister siblings 'My son helps me a lot, namely buying salt, oil, tomatoes, paraffin etc.'

UMURERWA Xaverine further says that she is very proud of her son because Binamungu, once bought her a kitenge piece of cloth.

BINAMUNGU R. Carlos, a young man, with motor disability, is now fifteen years old and has already achieved a lot despite his disability. He owes his achievements to the farming of rabbits. His dreams are to pursue his studies while keeping his cattle farming to be able to provide jobs to other fellow young men who did not have a chance to complete their schooling and other unemployed children who have nothing to do.

BINAMUNGU R. Carlos says rabbit farming helps him fight loneliness and staying without anything to do such that there is no temptation to join bad company.



*His mother is proud of her son's assistance in some of her family needs instead of being a problem. (Emmanuel H).*

*Article by HAKIZIMANA Emmanuel*

*Revised by MIZERO Crispin*

## TALENT IN PROMOTING A CULTURE OF PEACE

**I**n Mahama camp, youth clubs conduct various activities of art enabling artisans, especially the students to come together for conviviality.

These youth conduct a fashion show (clothes) with a group composed of young men and young women attending Groupe Scolaire Paysannat L. Their activities enable Rwandans and Burundians to trust one another mainly in promoting peace through culture and language.

These youth of Mahama camp perform Burundian cultural and traditional shows as a sign of mutual friendship and peace.



*These youths in Mahama Camp perform Burundians' cultural and traditional show considered as a sign of mutual friendship and peace (photo: Gaston A.)*

These youths organize various parties bringing together students and parents. These parties are chance to enhance mutual trust between Rwandans and Burundians. There are also other groups bringing together Rwandans and Burundians, which perform activities of religious worship and allow students to increase their friendship and enhance their mutual trust.



The fact that students have various activities that bring them together is the best way for developing good relationships between students, whether Burundians or Rwandans.

*Article by AKIMANAYAREMYE Gaston and NITUNGA Fabrice*

*Revised by MIZERO Crispin*



# HOW DO THEY STUDY TOGETHER? AN INTERVIEW WITH ONE OF THE STUDENTS IN SENIOR SIX

**A**RAKAZA Kimberly is a Burundian who studies in senior six, section of languages L.K.F at G.S Paysannat L of Munini in Mahama. Rwandans and Burundians who attend this school, are in the same classrooms, follow the same subjects, have the same teachers and do the same school assignments

**Nyiramubande:** Is it easy for you to study despite knowing that Burundian curriculum is different from that of Rwanda?

**Kimberly:** Initially, it was very difficult because in Rwanda, the medium of instruction is English whereas the medium of instruction is French in Burundi. After three years now, we are quite familiar with English.

**Nyiramubande:** How do you resolve a dispute when it occurs?

**Kimberly:** There is equal treatment for Burundians and Rwandans. We have the same leadership and we follow the same rules. Punishments are the same for all of us and solution to problems is all the same. Here, we enjoy equal treatment.

**Nyiramubande:** How is the relationships between Burundians and Rwandans at school, do you trust each other?

**Kimberly:** We are in very good terms with each other and we develop mutual trust. For instance, when a student has a problem or has some difficulty, we contribute one hundred (100), 200 and even 500 or 1000 Frw depending on the amount one can afford. We then assist the concerned student as a family member, as a human being regardless of who he/she is. It is some kind of moral obligation. Both our parents (Burundians and Rwandans) appreciate it. Some Rwandans have Burundian friends and some Burundians have Rwandan friends. This is an indication that there is friendship between us like light on a daybreak.



ARAKAZA Kimberly, a student at G.S. Paysannat L (Alexis K.)

**Nyiramubande:** Is there any advantage for you to study with Rwandans, do Rwandans see any advantage?

**Kimberly:** Of course, there is some advantage. For instance, when it comes to Kinyarwanda and English subjects, Rwandans help us, and we do the same in the French subject. We also assist them depending on our capacity. We live like brothers and sisters and we sometimes forget that we are refugees.

**Nyiramubande:** What are the challenges you face?

**Kimberly:** Our difficult life as refugees, no other challenge because when it occurs, we are all concerned as students. We behave the same way as students.

**Nyiramubande:** Any other comment?

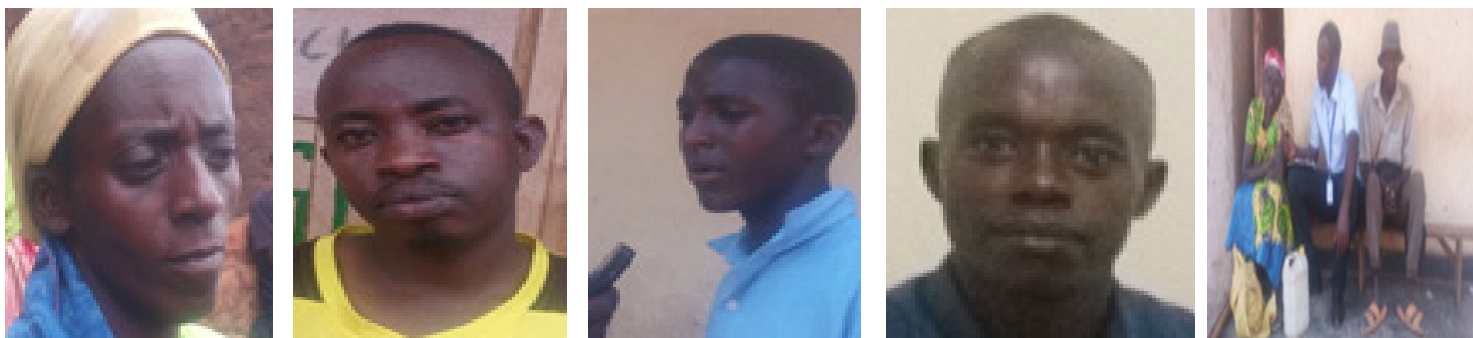
**Kimberly:** Sincerely, as far as my fellow Burundians and I are concerned, we thank our Rwandan fellow students for their kindness. The teaching staff and the leadership of this school centre take good care of us and assist us whenever we are in difficulties. The Government of Rwanda, UNHCR, ADRA, donors and all the organizations, which assist us in our studies to ensure a brighter future. They did a great job in helping us to build Burundi of the future. God bless them.

*Article by KUBWIMANA Alex*

*Revised by MIZERO Crispin*

## HOW CAN EDUCATION CONTRIBUTE IN PROMOTING A CULTURE OF PEACE?

**S**ome local residents who talked to Nyiramubande Magazine say education has a significant role in promoting the culture of peace both in and around the camp. In this interview, local residents in and around the camp shared with us their views and opinions on this topic.



Some of the local residents who talked to Nyiramubande Magazine (Jean Nepo U.)

**Kanyana Glioiose (Burundian):** “School education gives to our children the knowledge that helps them avoid vagrancy and teaches them good behaviour, politeness, reading and writing and prevents them from banditry. When our children put into practice what they learn at school, they develop good relationships with their friends and colleagues”.

**Mukashema Clementine (Rwandan):** “Education is one of the factors that help us to easily monitor the children. While at school, they learn a lot including respect, politeness, increasing their knowledge and other issues related to child education”.

**Kwizera Erneste (Student):** “As for me, I noticed that they managed to put us together to study. This is an important step in enhancing our relationships especially as we almost share the culture and language”.

**Rivuzimana Jean Bosco (Burundian):** “As you all know, schools are centres where children often enjoy their leisure moments because of various games and clubs that bring them together. All this brings about good relationships between Burundian and Rwandan students mainly because they share everything without discrimination”.

**Muhirwa Fiston (Student):** “The role of education in promoting the culture of peace among students residing in and around the camp of Mahama is clear for everyone because Burundian and Rwandan students study together and enjoy equal opportunities. This is an interesting factor in promoting the culture of peace”.

**Hakuzimana Emmanuel (Rwandan):** “When you consider the time before the settlement of this camp in our area, education was not as good as it is now. There were many school dropouts because of poor living conditions. Residents lacked capacity to pay school fees for children who had passed successfully their national exams. Now, we are in perfect harmony despite damage caused by refugees when they first arrived here. They would steal our crops, but these days, there is significant reconciliation following various sensitization campaigns by our leaders.”

**Nyiramahirane Anne Marie (Rwandan):** In general, education is among the key factors for a person’s life. It helps people develop good relationships with others. Education prepares us to become mature people in the future. In reality, education is critical for everyone’s life, it should be beneficial to each and every one.”

Article by UWIRINGIYIMANA Jean Nepo  
Revised by MIZERO Crispin

# ROLE OF READING BOOKS IN PROMOTING A CULTURE OF PEACE

*Books, newspapers, Internet and other written materials help us store information, that serves as true evidence in case there is lack of belief in past, present and likely possible events thanks to documentation by researchers, experts in history, inventors and various other professionals. This is the reason why, in case a dispute arises about a given issue, written materials are references to help reveal the truth. However, it is not often so easy to review accurately written materials because some people are lagging behind when it comes to the culture of reading. Moreover, this is cause for various consequences.*

When it is a series of mouth to ear in telling certain stories not documented in books, the more time goes by the less reliable the originality for lack of documentation in any written format. Oblivion is the usual reason behind this, because there has been negligence and due diligence at the time of storytelling by the initial narrator. A person's interest may also lead him/her to modify the story he/she heard or event he/she witnessed.

Marcus Tullius Cicero is an eloquent and famous public speaker, of Rome, Italy. He lived in the years that preceded the birth of Jesus Christ. In his defence before judges in a public speech called *-Pro archia poeta-*, he outlined the importance of reading books as follows: "There is joy in book reading; this is the very reason why reading is an activity of a person who does not accept inducement and rumours. Therefore, execution of any works does not occur in any place, anytime, and by any person".

Nowadays, a careful reasoning shows that books provide a decent living to many people, young and old. Reading is good especially as it is no one's hindrance. Rather, it is a refuge because there are people who find relief in times of suffering. Reading may take place at home and still one gets to know what happens far across the globe. Reading is our travel companion. Reading guides our dreams and most importantly, it is possible for both in rural and urban areas.

Books also contain knowledge on how to resolve conflicts without causing more disputes. It is a source of integrity, good morals, unity and harmony among people on earth. Nelson MANDELA is a perfect example and is a South African Hero. He was a peace pioneer, proved exemplary in enshrining peace among people across the globe even when he was fighting against apartheid in South Africa.



*Nelson Madiba Mandela, A South African Statesman, who also became President of this country, after fighting for the rights of black people in this country (photo: internet)*

MANDELA's historical legacy teaches how he achieved this dream by reading books. MANDELA studied literature and Latin in secondary and tertiary education. He liked reading history books and Greek and Roman Literature. This led MANDELA to have an ideology of humanism. Humanism is a trend in positive thinking to strive to attain unity of people across the globe with magnanimity, integrity and promotion of peace among people.

MANDELA spent many years in prison for his fight against racial segregation called apartheid. Being a victim of promoting peace amongst people, MANDELA stood firm on his vision and continued to teach his prison inmates to promote peace using various mechanisms. This enabled him to win over the hearts and respect of his prison inmates until they joined his philosophy of supporting peace among all the people.

When MANDELA was in prison, he spent much of his time reading books. MANDELA emulated heroes he read about in history books. Those heroes constantly strived to achieve good deeds. These heroes finally achieved their ultimate goal despite stiff resistance. These heroes include MARC AURELE. The latter became King in Rome and a political figure. Following exemplary heroes enabled him to realize that his dreams would become a reality. This is indeed the case because upon his release from prison, he upheld his goal until he fulfilled his dream.

Even though MANDELA followed the example of Western heroes, he did not forget the culture of black people. He once said, “I will not forget the skills I learnt from listening to the elders of my local community”.

On the other hand, there is Simone de Beauvoir, a Frenchwoman who lived from 1909 to 1986, a famous thinker, a pioneer and promoter of women’s rights, writer and friend to Jean Paul Sartre. She was also a philosopher.

Beauvoir is famous for her book “La maternité n’était pas mon don:” Approximate meaning in English is as follows: “Childbirth was not my talent”. She remarked that her books were scientific heritage for future readers, for all the readers who would call her a mother. Until now, people remember her for her legacy to the world in promoting women’s rights.



*Simone de Beauvoir, a philosopher and women's rights defender (photo: internet)*

If you have an intention to know and to avoid confusion, following rumours and hearsays, reading is the culture to help you away from darkness. Rumours are some key factors leading to conflicts among people and communities in a way or another. Enlightenment and thirst for knowledge is the only asset that differentiates us from animals. This may be the reason why in Kinyarwanda an idiot person is compared to a cow’.

Reading transforms a person to become a human being of integrity with commitment to fight for the common interest instead of his individual interests. History helps us know about the past, understand the present and prepare for the future. In today’s activities, there is the necessary knowledge that will guide us in our future generation.

When these events are in written format, they are beneficial for us in the days to come. If not written, they fell into oblivion like their authors. Reading is a knowledge legacy because books have the goal to inform future generations about past events.

All beliefs find their basis in reading books. History precedes all historical events on earth, whether based on religious beliefs of various denominations, or the knowledge we learn in schools, in our traditional culture and our respective communities. Written and non-written history is an indication of the origin of human beings on earth derive from one person. This means that despite human differences, common aspects are also numerous. We need commitment to promote unity of the people through book reading because we get enlightenment in one way or another. Reading is a source of deep knowledge and a key to hidden secrets.

*Article by NKONGORI HODARI Crassus*

## HOW RESIDENTS OF KIGEME CAMP PERCEIVE VOCATIONAL EDUCATION COMPARED TO FORMAL EDUCATION, AND ITS IMPORTANCE IN PROMOTING A CULTURE OF PEACE

**U**sually, vocational schools are schools that offer various techniques and skills, because some last from three to six months, a year or some longer time. However, some people think vocational schools are for less intelligent people. Actually, any person who wants to learn skills should attend these schools. They are open to those who completed other education or those who did not complete any formal education. Such education is inclusive for anyone willing to know and who meets the requirements.

According to the perception of some people about this type of vocational education, some people doubt about the quality of education for TVET schools, especially students and their parents. Some of the residents of Kigeme camp who talked to Nyiramubande Magazine have a very different opinion about vocational education. BIGEGA Safari is a married man aged 55 who lives in Kigeme camp. According to him, if his child had a chance to attend vocational training school and a chance to attend ordinary formal education schools, he would opt for vocational education. Because skills are everlasting and when you know some technical skills, you quickly get a job or even create your own job.



**BIGEGA Safari, resident in Kigeme camp Kigeme (photo: Javan M.)**

He revealed this in an interview with Nyiramubande Magazine. He said, 'If my child had a chance to attend vocational school and formal education, I think I would choose technical skills. Because when you learn technical skills, you certainly get what to do.'

It is an everlasting education. One who learnt technical skills can fend for him/herself. Whereas, when you attend formal education, you may spend a long time without getting a job. This is not the case, because when you have learned skills, there are job opportunities anytime and anywhere.'

MUKANKUSI Rachel is a 60-year-old mother who did not want her photo to appear in this magazine. She said that if her child were to get the chance of attending vocational schools and a chance to attend formal education school, she would send her to formal education that she would make a different choice only if her child were unable to attend formal education.

In her own words, she said, 'If my child had a chance to choose between studying technical skills and formal education, I would encourage her to choose what she wants and is good at. However, I would prefer my child attending formal education school instead of vocational and technical skills. This is because my child would later become an important person. While I would choose technical skills if my child were unable to perform well in formal education'.

Murego Furaha Chloe is the person in-charge of education in the committee representing refugees in Kigeme camp. She says both types of education, vocational or formal education, are important. They help children develop their knowledge and skills. Hence, they would get better opportunities in their life to come. Technical and vocational schools would last for a short time or long time. Long-time schooling would be an occasion for the youth to avoid indulging in drug abuse, vagrancy, bad habits, because they would be busy learning at their schools.

She said, 'When our children go to study various vocational skills whether it is for a longer time, it is helpful for us. This is because they do not have time for bad habits, criminal acts and many bad behaviours. Upon completion of their schooling, they get a job and help their families in their daily life. A child may also buy what he wants'.



**MUREGO Furaha Chloe, In-charge of Education in the committee representing refugees in Kigeme camp (Editorial photo)**

Some parents who talked to Nyiramubande Magazine said that parents are among those who are likely to have an important role in education for the students. On the other hand, teachers and school authorities have a major role with regard to the quality of education mainly for students studying vocational skills.

In many areas, they do not have adequate material for students to get sufficient knowledge at school. This results in lack of competition on the labour market. The reason is mostly due to lack of sufficient material and scholastic equipment for the teaching of vocational skills such that they can compete with others on the labour market.

**Article by MUGENZI Javan**

## AFTER GETTING A JOB, SOME OF THOSE WHO ATTENDED VOCATIONAL TRAINING SCHOOLS SAY THEY ARE HAPPY COMPARED TO THE TIME BEFORE THEY WENT TO STUDY

**S**ome of the youth who studied various vocational skills after getting a job say they live a happier life. They talked to Nyiramubande Magazine saying that compared to the time before they went to study, they are now living a decent life contrary to their life before because they did not know how they would survive. It was a serious problem for them before.

NGORORANO Patrick is 22 and lives in Kigeme camp, Quarter 2, Village 4. He studied vocational skills in 2016. He studied how to build houses with the help of Gikongoro Diocese. He says the advantage is that he finds himself among other youth. With them, he works for their own development in different ways. Talking to Nyiramubande Magazine, he said, “Studying helped me a lot, and I no longer live in loneliness because I am with other youth. I now do not have a job because the one I had has just finished. It is good anyway because you feel secured and can provide for some needs contrary to the past. He concluded wishing that youth should get assistance in finding a job related to what they learnt especially in various companies.



KAYITANI Gadi says he aims to launch his own salon. (Photo: Shukuru)

KAYITANI Gadi is a young man aged 22 and lives in Quarter 7 Village 3 and studied hairdressing in 2017 in a school for children with disabilities located in Gatagara, Nyanza District, called HVP Gatagara. He said it was very beneficial to him because he earned a job. With the salary he gets, he no longer feels lonely.

His wish is to see this assistance continue for other youth who dropped out of school to learn vocational skills. Many are willing to work but have no job.

KABUNDI Aime studied culinary art in IPRC South. He now works in the City of Kigali.

He says he was lucky to study and to get a job. This helped him a lot in his future life. His vision is to work hard to achieve his development. Before he went to school, he was lonely and whenever he thought about his life; he was not happy with the life he was living.

He said, ‘Before, I would wait for morning and daybreak. I had no project for the future. Now, I earn a salary and help my family. I contribute to my friends ‘needs and plan for my future’.

In our interview with all these youth, they concluded requesting that their colleagues should get chances to study various vocational skills to be able to put to good use the chances available once in a lifetime. This would help them out of their loneliness and help them achieve their development.

Article by SHUKURU Alphonse



KABUNDI Aime says his job helped shape his vision and the future of his life (Editorial photo)

## THE YOUTH OF KIGEME ADVISE THEIR COLLEAGUES AGAINST SCHOOL DROPOUT FOR IT HAS NEGATIVE CONSEQUENCES

**S**ome of the youth around Kigeme camp who talked to Nyiramubande Magazine say there is nothing good in dropping out of school. There are many consequences for the youth who abandoned school because their future life is sometimes in danger. Young men resort to drug abuse while young women get early pregnancies.

Talking to Nyiramubande Magazine, ISHIMWE Therese of Kigeme Cell said that in 2016, she had problems that compelled her to leave school. She decided to go to study vocational skills in carpentry and woodwork. She spent one year and started internship. She managed to acquire the knowledge in woodwork, and she now knows how to make chairs, tables and beds. She further says that her profession of woodwork is a job she liked ever since she was a child. This is why she wanted to practice this profession.

She said her schooling helped her a lot, as she had no time to waste. Time wasting has a very negative consequence. She said, 'I did not continue my studies due to problems. It was therefore easy to be prone to temptations as a young woman. Now, I come here in this workshop to practice woodwork. It helps me because I have something to do and hope to get a job once I complete my internship'.



**ISHIMWE Theresa studies carpentry/woodwork. She is in a workshop at Kigeme (Noah N)**

She added that some people discouraged her when she started to study vocational skills, which many say are for men not for women. However, she was self-confident and enjoyed the support from her parents. She did not lose courage but instead continued to work. When asked about her advice to students who get chances to study and later drop out of school, she advised them to stop dropping out of school. On the contrary, they should keep studying because consequences of school dropout are many and have serious repercussions.

Besides, she thinks problems of school dropout are due to parents when they fail to meet their obligations. For instance, providing scholastic materials. Paying school fees and providing for other necessities.

We talked to NYISINGIZE Lambert, a resident of Kigeme who is a carpenter. He told us that school dropout has adverse effects including vagrancy or drug addiction. He added that when you drop out of school, you do not face immediate consequences. However, you gradually face life difficulties later on.

He said she was lucky because she completed secondary education and continued with vocational skills. He thought schooling at that time was difficult and he had no capacity to enter tertiary education. That is why he chose to join a carpentry-training centre. He further added that despite poor salary, he is happier than others are as he managed to avoid wandering across roads and streets.

He continued saying that he spent three years on this profession. He was able to buy one cow, make home chairs, which he thinks is not loss for her to have studied vocational skills. In addition to his general knowledge, he earned skills related to woodwork and carpentry. His advice to youth is to try to work hard instead of spending most of their time on roads. Rather, they can join vocational training centres to learn life skills and avoid dropping out of school. They can try to make a decent life and forget about their old times when they abandoned school.



**NYISINGIZE Lambert, carpenter at Kigeme (Noah N)**

**Article by NIYODUSENGA Chantal and NIYONIZEYE Noah**

## BEING A GIRL AND A TECHNICIAN IS AN ASSET BECAUSE SHE EARNS A LIVING

**W**hile some people still harbour bad mind-set that no girl should be a technician, UMURERWA Florence is now a plumber at World Vision, an organization in charge of hygiene and sanitation in Kigeme camp and she regularly build houses. She likes it very much despite discouragement she faced when she started learning how to be a technician. Some people used to tell her it was a profession for boys. She now earns her living as a technician and no profession is gender-specific, nothing is impossible. Everything comes from one's mind. This is her interview with a journalist of Kigeme Iwacu.



UMURERWA Florence, talked to Nyiramubande Magazine (Noah N.)

**Nyiramubande:** Can you start by introducing yourself?

**UMURERWA Florence:** My name is UMURERWA Florence. I live in Kigeme camp, Quarter 3, Village 1.

**Nyiramubande:** How old are you?

**UMURERWA Florence:** So, I am now 22 years old.

**Nyiramubande:** What is your occupation?

**UMURERWA Florence:** In this camp, I work for World Vision. I am a plumber and I supply water to the whole camp.

**Nyiramubande:** Where did you study plumbing?

**UMURERWA Florence:** I studied plumbing at IPRC South in Huye District in 2017 where I chose to become a water technician.

**Nyiramubande:** How did you do to study? Did you pay for yourself?

**UMURERWA Florence:** Actually, towards end of 2016, GIZ, through Ejo Youth Echo project, organized peace competition in Kigeme camp. Winners had various opportunities to study one year of vocational training at a TVET institution called IPRC South. We had to display our various inventions by teaching peace while in groups of four. Our group emerged winner and we then got the opportunity to study whereby I selected plumbing.



**Nyiramubande:** Why did you choose to study lessons related to being a plumber?

**UMURERWA Florence:** Actually, I first learnt construction and I practiced this profession in different places. I am a very good mason. I went to study plumbing because I felt I liked it very much because when we would build a house and reached a time of installing water, they would send me away to be back once this section was complete. I felt unhappy for wasting my time and resolved to undertake things that are more interesting.

**Nyiramubande:** Where do you get the equipment you use?

**UMURERWA Florence:** I have my own equipment I got from GIZ upon completion of my studies. I also have tools from my job to help me carry out my job.

**Nyiramubande:** What have you achieved so far?

**UMURERWA Florence:** I worked as a mason here in Kigeme and in Rubavu before joining IPRC to study after getting some money. I am happy that my child studies well and I pay school fees for him and help another family member. In addition, I manage to make group savings without having to use some of the money they give us here in the camp. I can afford necessities and have no problem even if it is not a long time since I last joined this job. I also have friends and I am the only female technicians in this camp. It is a very important thing.

**Nyiramubande:** Before you learned all these vocational skills, how did you earn your living?

**UMURERWA Florence:** I completed three secondary years and was not able to continue. I was living a very difficult life. I later gave birth while still young and lost my confidence. People used to despise me and I had no hope for my future.

**Nyiramubande:** How is life now after that you studied these skills?

**UMURERWA Florence:** Eh! I think I am better off (laughing); life has changed though I continue to achieve a lot in my life. My child performs well at school. I am not afraid of borrowing money from a person because I can easily pay back (laughing).

**Nyiramubande:** What are the challenges you faced all that time?

**UMURERWA Florence:** In my studies, I had no difficulties because the Diocese paid for me. When I started as a plumber at IPRC, GIZ used to pay for us for everything we needed. However, the only difficulty is that I faced disdain one day when I went to seek a job as a mason allegedly because I was a girl. I started a three-day probation period and got a job on the fourth day. I would work and go back home to be back the following day, until they hired me.

**Nyiramubande:** For you, what do you think is the role of education especially technical skills in promoting peace?

**UMURERWA Florence:** For me, I think it is a big role because if I had not gone to study I would continue to feel despair especially as I had given birth while still young. I thought that was my life. Maybe I could become a vagrant, or fall pregnant again. I think education, mainly technical skills, is very important.

**Nyiramubande:** What do you plan to achieve in three years to come?

**UMURERWA Florence:** In three years to come, I want to increase my skills and become an engineer. I want to be able to bid for tenders and work as an individual. Well, the last thing I plan to do in the years to come (she thinks for a moment), I will get married and have a family (she laughs).

**Nyiramubande:** To conclude, what is your advice to readers of Nyiramubande Magazine?

**UMURERWA Florence:** I advise mostly girls to feel self-confident and perform works usually reserved for men (but I am not of this view). This is because I, myself, am a technician and work with men and I perform well along with men. Seriously, girls should change their mind-set, because they are equally capable. All is about having a good thinking mind and physique for tasks requiring strength.

**Nyiramubande:** Thank you for taking your time in this interview

**UMURERWA Florence:** Welcome, thank you, too and have a nice day.

*Article by NIYONIZEYE Noah*

## TRAINING SESSIONS IN CONFLICT RESOLUTION ORGANISED FOR LEADERS IN AND AROUND MUGOMBWA CAMP ARE HELPING AS CATALYSTS FOR PEACE AT THEIR DAILY WORK

**O**n 26/10/2018, during morning hours, journalists of Nyiramubande Magazine visited some of the leaders trained on how to detect and resolve conflicts in a bid to promote the culture of peace. Our aim was to see how the training could help them to be catalysts for peace in their daily activities.

MUTUNGANYI Marick is the Executive Secretary of Mugombwa Cell and is one of those who attended the training. In an interview with our magazine, he started with a definition of conflict. He said, 'Conflict is when there is misunderstanding between two parties due to their differences or disagreements'.

We asked him whether there were any conflicts in Mugombwa Cell especially as training targeted leaders in and around the camp. He disclosed that in the past there were conflicts whereby people expressed suspicions towards others and would not step ahead to develop their mutual harmony. This occurred because they thought they had nothing in common. Some thought a Congolese had nothing in common with a Rwandan citizen. This would lead to conflicts for lack of combined efforts.



MUTUNGANYI Marick, Executive Secretary of Mugombwa Cell (Editorial photo)

He gave an example of how human culture can cause conflicts saying that since establishment of the camp in Mugombwa Sector, some people used to carry sticks with them. Both young men and old men carried sticks. Residents around the camp had problems with this culture. They considered them as fighters and this is not the case, it is rather their customary habit. Residents around the camp were afraid of them thinking they could beat them.

Besides, he added that a training opportunity is a catalyst for them to improve their daily work. He further said that ever since the camp establishment, they had no common understanding to work together. They thought they belonged to UNHCR and this led to conflicts, as there was no mutual understanding. He continued saying that leaders around the camp decided to create groups to prevent conflicts before they occur. They would meet once in a month to talk, and discuss about building peace in and around the camp.

He gave us one example of their common activities such as in schooling. He added they have an objective of examining the reason why students at the same centre of Groupe Scolaire Mugombwa have the habit of jumping over the fence. They do so before the end of classes and home going and are absent from class whenever they please.

This leader further said that another objective is to search for areas where drugs could be. Students in and around the camp share the bad habit of drug consumption leading them to feel stronger than they usually are, and eventually developing aggressiveness resulting into conflicts. Drug addicted youth are hard to control because they even damage infrastructure.

This activity would help them protect and prevent these conflicts and their likely sources. They seek assistance from local citizens and security organs, which organize discussions on bad effects of drug abuse.

We then talked to a leader in charge of the youth in camp, KABERA Denis. He explained to us in detail about the training he attended which aimed at conflict resolution and how they can put them to good use in their daily life. He noted that training helped him for increased collaboration with other participants.

He disclosed that the difficult life as refugees is because some of them were leaders, farmers with large plots of land before they fled their home country. They farmed their lands to provide for their daily livelihoods. He noted that fleeing and leaving all their property may be cause for misunderstanding between individuals.



**KABERA Denis, Leader in charge of Youths and Sports in Mugombwa Camp (Editorial photo)**

Nevertheless, there are incidents of conflicts when residents outside the camp lease plots of land to those inside the camp. When the lease incurs loss due to his poor crops, there may be conflicts between the two sides.

After this, as leaders, they sit together and discuss what to do to solve their conflicts. Resolution is usually that whenever any resident in or around the camp has a problem, he/she should inform leaders to give orientation on how to handle the issue.

We asked him whether they expect any result in their collaboration as leaders. He gave us an example of a resident in the camp who cut down trees in a citizen's woodland around the camp. Leaders in and around the camp collaborated to handle the issue. They now found a solution to the issue thanks to working together and collaboration with leadership in and around the camp.

He concluded thanking the Government of Rwanda, which welcomed them. They are at peace and feel secure inside Rwanda.

*Article by BUCUMI Jean Baptiste and IRANKUNDA Chantal*

## TRAININGS ON SAVINGS AS A WINDOW OF OPPORTUNITY

**S**ome of the youth who do not attend school or have completed their secondary education in and around Mugombwa Camp say that now when they contemplate their future, they realize it will be brighter because they now know how to save money, no matter how little it is. They say this at the time they have completed two rounds of training on savings and self-development. Nyiramubande Magazine talked to some of these youth who started up different projects whether in groups or individually.

In an interview with Nyiramubande Magazine, UMUTESI Celine, aged 22 and resident of Mugombwa camp, Quarter 1, Village 1, has already completed secondary education. After graduating, she came home. She would expect everything from her parents. She did not know what to do because her future was uncertain. She said that ever since she attended training, she could then make some savings. She did some small business and attended different groups. Talking to a journalist of Nyiramubande Magazine, she said, 'I even have my own box in which I keep some money. I have saved quite enough money such that I plan to start up a charcoal depot'.

We attempted to know much about how the youth put to good use the lessons from the training. We asked them about what they plan to achieve. A journalist approached NIYOMUGABO Theogene, aged 19 and living near Mugombwa camp, Bishya Village. He told us that before he attended training, he did not know that one could make savings starting with even little money, and later achieve some good thing. However, attending training helped him make some savings. His mind became aware and led him to appreciate group saving because he thought they were not worthwhile.

He said, 'I am now a member of a group/club called 'Best family' that brings together non-school going youths in and around Mugombwa camp. This group/club continues to grow in terms of savings and credit'.



**UMUTESI Celine has a goal to continue making savings because she plans to start up a business of charcoal depot (photo: Nyirabukara)**

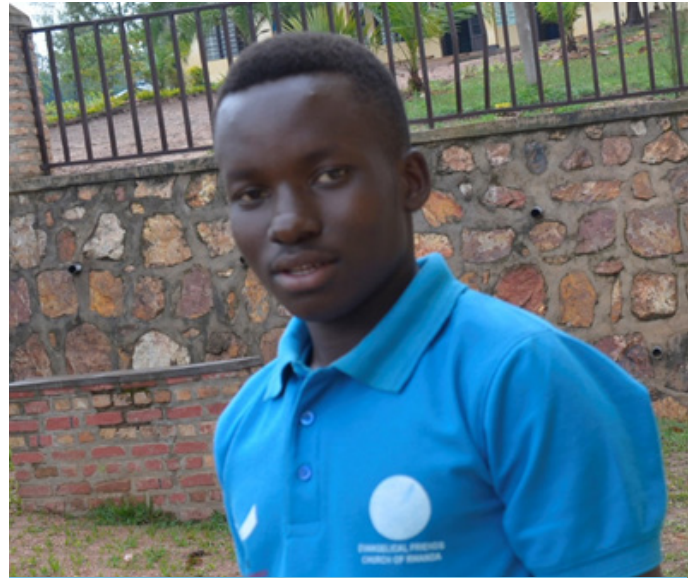
They now make savings twice (2) a month and have thought about buying a goat. He achieved this thanks to his membership to the group/club. This young man says that he has already bought a goat.

They concluded on advice directed to their colleagues to come together and work together to make some achievements. This prevents them from leading a vagrant life, with nothing to do. These two youth say that investment does not require a lot of money. On the contrary, the first thing is to have an open mind and join groups/clubs as youth, as they are the ones to shape their own future.

MUKAMANA Hadidja, aged 25, is a facilitator who monitors youths' activities in Mugombwa camp. She says that her mission is to contribute in promoting the culture of peace between youth in and around the camp. Rwandans and refugees should fight drugs; help youth live in harmony through leisure and entertainment. This gives them the knowledge to help them achieve development, avoid and prevent conflicts within families and in other places.



**MUKAMANA Hadidja, Facilitator for World Vision  
Jeunesse Nouvelle in Mugombwa Camp (Editorial  
photo)**



**NIYOMUGABO Theogene says he already bought a goat thanks to  
savings and credit groups/clubs (photo: UWASE N.)**

She added that these youth benefited from two rounds of trainings out of the four rounds planned. Once they complete all these rounds, they will have attained a good level in terms of development.

These youth meet twice a week whereby individual contribution is Rwanda Francs 200. They also meet in other different activities including umuganda community works. They assist vulnerable persons and attend leisure activities and other events aimed at playing several roles: good relations, avoiding mistrust, promoting harmony and brotherhood among the youth in and around the camp.

She concluded encouraging the youth to emulate their colleagues who have already achieved development mainly to attain prosperity and happiness.

**Article by UWASE Nyirabukara**

## SOME STUDENTS OF GROUPE SCOLAIRE MUGOMBWA ADVISE SOME OF THEIR COLLEAGUES AGAINST MISBEHAVING TO ADOPT GOOD ATTITUDE AND COMBINE EFFORTS TO ATTAIN THEIR ACADEMIC GOAL

**I**n Mugombwa Sector, Gisagara District, near the settlement of the camp, there are two secondary school centres: Muganza Secondary School (ES Muganza) and Groupe Scolaire Mugombwa (G.S. Mugombwa). These two schools receive Rwandan and Congolese refugee children living in Mugombwa camp. During our visit to one of these school centres called G.S. Mugombwa, we met an old man who was repairing some of the part of the school fences. We asked him why he was repairing and told us that students had damaged it as they tried to go home before close of class hours.

For this, we approached one of the students attending this school centre named UMUNYURWA Sandrine. We asked her about the reason of the repairing of part of the fence. She replied that some students go home before close of class hours and try to find their way out of this school centre.



*Students of Groupe Scolaire Mugombwa (File photo)*

We approached another student called UKWISHATSE Josiane to ask her why they jump out of the school centre before close of class hours. She replied that some get out buying mandazi, others go out to buy drugs. She further told us that over the last days, one of the students walked into the school centre without permission. Guards apprehended him but he tried to fight back.

After noticing this bad behaviour of some of the students, some of them tried to advise their colleagues to show respect and do what they had come to do to have good academic results. One of the students called IGIRANEZA Marie Grace said this. ' My advice is that they should avoid getting out of the school centre because they may face exclusion. She instead encouraged them to feel committed on their lessons to go home with good marks. This can help them be respectful students in the years to come. She continued requesting leaders and parents to do their best and solve the issue of student behaviour.

After discussing with all these students, we also approached NIRAGIRE Petronile who is a deputy director in charge of studies in Groupe Scolaire Mugombwa. She told us that they have strategies against students who leave the school before close of class hours. She replied that whenever such a case occurs, there is punishment to the student. The punishment consists of buying a set of barbed wire and dismissal in case of repeated offence.

Nyiramubande Magazine talked to NYABUTSITSI Benoit, who monitors education activities in Mugombwa camp and works for World Vision in charge of education in this camp. He said there is a plan to collaborate with leaders of the school centre to solve this issue. However, he requested parents to play a significant role.

He explained that while parents forget their primary obligations and leave children's education to the teacher, there is a consequence of child's education. Therefore, parents' primary duty is to collaborate with teachers.

He said this in these terms, 'We are collaborating with authorities of the school centre, the sector, the camp as well as parents'. They should all address issues of students who misbehave, jump out of the school centre before close of class hours and come to study whenever they please.

In particular, parents should exercise their parental authority on their children and inform us whenever a student arrives home before close of class hours. They should also know if children really go to school, visiting them. Parents also have relaxed and are not following up their children as their primary obligation.



*NYABUTSITSI Benoit, employee of World Vision in Mugombwa Camp. He is also in charge of monitoring education activities (Editorial photo)*

In the course of this ending year, Groupe Scolaire Mugombwa accommodates about 5563. Those in the camp are 4060 while those from around the camp are 1503. All these students are in primary and secondary schools.

Bad behaviours for the students often have negative consequences on their academic performance, their education and relationships with other students. Bad habits of deserting school centre, criminality and other acts affect the student who no longer wants to follow his studies. The resulting effect is school dropout, which leads criminal acts, consumption and abuse of drugs, prostitution, robbery and other bad acts.

This situation undermines the principle of promoting the culture of peace. Parents and other concerned people should be aware and collaborate with authorities of the school centre. This is what people in charge of education in Mugombwa request from them to ensure students have better education.

## THERE ARE OPPORTUNITIES FOR TERTIARY EDUCATION IN MUGOMBWA CAMP! REQUIREMENTS FOR STUDENTS STILL IN SECONDARY SCHOOLS

**S**tarting from 2014, when refugees in Mugombwa camp arrived, they started to attend secondary school centres near the camp like Rwandans. In today's article, we will discuss possible opportunities to attend tertiary education available in Mugombwa camp. We will also try to see how to take full advantage from them for all those concerned.

In our quest to know much about this issue, a journalist of NYIRABANDE talked to MICOMYIZA Augustin. The latter declined to have his photo feature in this magazine. He is one of those who got opportunities to attend university. He said, 'Of course there are opportunities but which come with requirements. Only those who prove excellent academic performance are entitled to these opportunities. They must pass successfully some kind of shortlisting, no additional requirements apart from showing zeal. The qualifying mark is 30 to get a scholarship. He said that attending university or higher education institutions has greater importance that entails getting increased knowledge.

His view is that attending university carries additional advantage for an individual student such as increased awareness and meeting with a variety of people with different cultural backgrounds. It also requires self-esteem such that one can undertake advocacy among stakeholders. Further, it helps avoid vagrancy; frequenting bad friends, respect within the society and appearing smart as one who gets payment of bursary that requires sound management.

One needs to avoid drug abuse or prostitution because there is no time for such bad acts when someone is busy studying his lessons.



*University of Rwanda is one of universities that teach students from camp who got scholarship to attend tertiary education (photo: Internet)*

He concludes on advice to students who do not perform academically and are absent or desert school centre before close of class hours. Entitlement to scholarship does not come free; one has to work for it. He added that the reason why students fail is that they do not set objectives. When you do not set an objective, you do not achieve a goal. He added, 'A student with no commitment and objective cannot perform academically. It requires sacrifice and commitment to lessons to be able to perform academically.' He continued saying that students who get scholarship from DAFI or Kepler are very few for that very reason of poor performance.

History of tertiary education in Rwanda began with the National University of Rwanda, Butare Campus, on Sunday 3 November 1963. Top national leaders of that time, Catholic Church leaders, citizens and other people were present at Butare for the ceremony to mark the launch of the first University in Rwanda (NUR), only a year after recovering its independence. This University later changed name for University of Rwanda (UR). The annual list compiled by URAP (a Research Institute in Turkey) indicates the rankings of universities. The list released from 2017 to 2018, indicated that UR was 2287th worldwide among 2500 audited and 96th among best universities in Africa.

*Article by IRANZI Ntashyo*

## TESTIMONY ON HOW TRAININGS ORGANIZED FOR REFUGEES OF MUGOMBWA CAMP HELP THEM IN ORDINARY LIFE

**T**rainings is one of several mechanisms available for people to get knowledge on various issues affecting life, social welfare, religion, economy, agriculture, animal resources, sports, leisure etc. with the specific aim for these people to have basic knowledge or expertise in these areas. Putting to good use the lessons from training is important for the beneficiary and the society he lives in. On the other side, there are people who receive training but do not implement lessons in a way or another.

Despite such a situation, Nyiramubande Magazine wanted to know how people who get training put into practice the lessons from different trainings. In this connection, Nyiramubande magazine visited, on 27/10/2018, one of the residents in Quarter 4, Village 1, who received training in sewing in Mugombwa Camp. This participant tried to put to good use the lessons from the training. She told us the lessons helped her solve her problems.

We began asking her to tell us her names. Her name is KANKUNDIYE Josiane. We asked her how long she had been in this profession of sewing. She disclosed that, it was about three (3) to four (4) years. When asked the reason why she did it, she replied that the training was an initiative of American Refugee Committee (ARC) for a period of three (3) months in 2017. We continued to hold a discussion in the following section:



*Nyiramubande Magazine found KANKUNDIYE Josiane, at her workplace and asked her how she put to good use the lessons from the training (photo: Safi)*

**Nyiramubande:** How did you earn your living before starting this sewing profession?

**KANKUNDIYE Josiane:** After completing secondary education, life was difficult for me because of unemployment. It was difficult for me to get a job in Mugombwa camp. I was always begging from my parents for anything that could help in my daily life. My parents also had to take some amount from the financial assistance reserved for food. All this led me to think about what to do. While I was still thinking about what to do, I had a chance to attend a training organized by ARC. I used lessons from this training to face problems of life.

**Nyiramubande:** After the training, how do you earn your living?

**KANKUNDIYE Josiane:** After completing the training, I started to work. This helped me much. I am now a member of two (2) groups for saving and credit. I contribute a monthly five thousand (5000 Frw) in each saving and credit group. In addition, I pay house eight thousand (8000 Frw) for rent and provide for my various needs.

**Nyiramubande:** How do you assist your family?

**KANKUNDIYE Josiane:** In the profession of sewing, I assist my family with sewing their clothes free of charge. This helps them appear in good clothes. I also help my family in buying food when I get sewing tasks, therefore we can balance our diet and may come to the end of a month with peace and food security at home..

**Nyiramubande:** Truly speaking, how much do you earn per month?

**KANKUNDIYE Josiane:** When the financial situation is good for my work, I earn at least Rwanda francs thirty thousand (30,000frw) after paying house rent.

**Nyiramubande:** Are there any challenges you face?

**KANKUNDIYE Josiane:** There are many challenges concerning lack of adequate equipment especially sewing machines. An example is a machine for button fastening and embroidering which I do not have. I have to get out of the camp for that kind of service, which takes much of the time. Another challenge relates to finding a place to work in a house that is not expensive.

**Nyiramubande:** What are your priority to develop further your business?

**KANKUNDIYE Josiane:** My priority is to buy a house where I can conduct my business instead of paying the rent because it is expensive. I also want to expand my business and hire other workers to reduce unemployment among the youth in Mugombwa camp.

*Article by NGAMIJE Safi.*

## TEACHING VALUES TO YOUNG CHILDREN, RESPECT AND MUTUAL LOVE IS A SOURCE OF A BRIGHTER FUTURE FOR THE COMMUNITY IN MUGOMBWA

**E**ducation is one of the activities that help a person to learn and get various aspects of knowledge in our daily and usual life or the knowledge needed for one to achieve development. When you arrive in the camp of Mugombwa, you see identical homes covered with iron sheets and other buildings such as health posts, building accommodating stakeholders' office and other facilities.

As you continue, you arrive at a centre for pre-primary education built in the centre of the camp. Its name is E.C.D (Early Childhood Development). This centre welcomes children aged three (3) to six (6) years.

NYIRAMUBANDE Magazine talked to children in this centre, teachers and the director in charge of children's welfare in general. In this connection, we discussed the importance of education in promoting the culture of peace and resolving conflicts they may face and their daily living conditions.



Upon arrival at the centre, a journalist of Nyiramubande Magazine met various leaders, teaching staff, cooks who prepare porridge for children and in-charge of security of the pre-primary centre sitting at the gate. As you enter through the gate, you see seesaws and swings at the premises where children play. Children use these swings before classes begin and during break time.

Classes begin at 7:30 in the morning and close at 11:30 before noon for morning section. Classes for afternoon section begin at 13:30 and close at 6:30. Classrooms are large enough and comprise of twelve (12) classrooms. There are also various activities, water taps, toilets, handwashing device used by children coming from toilet rooms. There are also tools used while playing football, toys and other items to help children enjoy their stay at the centre.



*Upon arrival at the ECD centre, you find seesaw and swings used by children when playing and well-built classrooms (Gentille F.)*

GAHONGAYIRE Grace, employee of World Vision in charge of children's welfare at this centre says the centre is home to 923 children attending the centre. Twenty-five (25) of these children are Rwandan; they attend the centre in different shifts, morning and afternoon sections. She says children follow lessons of science and lessons of ordinary life. She also said there are no conflicts among children or employees of this ECD centre. When conflicts arise, there is a peaceful resolution of any arising conflict. She concluded encouraging parents to send their children to this centre to benefit from various lessons.



*GAHONGAYIRE Grace, employee of World Vision and in charge of children's welfare at the ECD Centre (Editorial photo)*

Discussing with some of the children who joyfully talked to Nyiramubande Magazine, these children said they learn how to be clean, mutual love, mathematics and other subjects according to KABATESI Sonia. This child is six (6) years old and attends ECD, form three, and said she lives in Quarter 1 and loves songs she sings together with her colleagues when they arrive at the school centre.

She adds that they teach how to love one another because love is what characterizes a wonderful child.

As for KWIZERA James who is five years old and attends ECD, form three, he says he lives in Quarter 7. Their lessons include various subjects, namely mathematics, environment, English, Kinyarwanda. He joyfully said he know to say many things in English such as greetings, names of different tools. He added that teachers tell them to love one another, respect elder persons and to keep cleanliness and hygiene.

GASASIRA Boniface Bagina is a teacher in form two at ECD centre. He said, 'Lessons we teach children include, first, living in harmony with their colleagues. This is the most important lesson of all lessons. Other lessons come as an additional classroom activity. Politeness is the foundation of all other types of knowledge children get at this centre. In the absence of politeness, a person lacks humanism and other types of knowledge are meaningless when you fail to live in harmony with others.'



He concludes encouraging parents who send their children, especially to the pre-primary school centre because education they get shapes their mind awareness to think and be active in society. Parents also do their activities with peace of their minds because the trust their children are secure at the school centre.

Teaching a very young child to live in harmony with others, to be polite, respectful and to have a sense of humanism. This contributes to promoting the culture of peace, and shaping a brighter future for the society. This is some type of good legacy to young children as is the case at the pre-primary school centre in Mugombwa camp.

*Article by FURAHA Gentille*

**GASASIRA Boniface BAGINA, teacher in a pre-primary school of Mugombwa (photo: Gentille)**

## THE IMPORTANCE OF CONSULTING THE LIBRARY IN MUGOMBWA CAMP

*As from July, UNHCR officially gave to residents in Mugombwa camp, a library full of reading books including school textbooks for secondary education and additional books supplied later on. For the time being, some of the youth who talked to Nyiramubande Magazine said they have plans to put to good use this library during vacation. The time they spent doing other unnecessary things will go on reading books. Some students in vacation said there are very good opportunities they will not miss.*



*Young and older children meet in the library of Mugombwa camp (File photo)*

BAMUNGU BIH Merve is a non-school attending young man. He said the library in the camp of Mugombwa helps him earn some knowledge and stay updated about what he learned while in secondary school which he completed. He further said that the library helps him know languages and management because he will ultimately launch his own business.



*BAMUNGU BIH Merve talked to a journalist of Nyiramubande Magazine in the library inside Mugombwa Camp (Editorial photo)*

According to MUHIRE Bosco, student in senior two, residing in Mugombwa camp said reading prevents him from wandering without doing anything during vacation. Talking to Nyiramubande Magazine, he said, 'The bookstore prevents us from vagrancy during vacation. Instead of indulging in bad habits such as robbery and prostitution, I go to the bookstore to read books. This helps me from attraction by bad habits such as vagrancy'.

He added, 'the bookstore helps us earn more knowledge during vacation because we read different books about mathematics, geography and history. This helps us learn much about our world and its population'. He also said this is an asset because they do not have sufficient time at school for reading contrary to vacation period.

Nyiramubande Magazine also talked to GATWARE Yves who lives in Mugombwa camp and studies in senior two (secondary education). He said, 'The library in Mugombwa camp helps us for instance in conducting our research on certain issues the teacher did not explain well at school during our class assignments. Sometimes assignments are hard for us to understand, so this library is very useful in enriching our knowledge.' He added, 'That library prevents us from spending too much time watching films there at Bishya. Watching films are distractions that are not worthwhile during lessons.

### **What do other people say about reading books?**

Gisa Shyaka, director of an umbrella organization for all centres that produce children's books in Rwanda told Umuseke.com that there are sufficient books for reading in Rwanda. There are also capacities to increase their number and even get additional books. Only the culture of reading needs enhancement. Shyaka said that reading material are available in Rwanda, the only problem is that Rwanda did not educate children on the culture of reading from past periods. This is the reason why writers must produce many written materials because there is a sensitization campaign to encourage people, especially, the young ones, on the culture of reading to fight against ignorance.

Sensitizing people on reading must start early. Ever since the time of pregnancy, a mother should start reading books for the baby in her womb. When the child is born, he/she grows up to continue with thirst to read and train others to read books. Addressing Umuseke newspaper, Shyaka said, 'When you take a book containing interesting stories and read them to the baby in your womb, the baby feels greater happiness because he/she listens to different stories. One story today, another tomorrow, leads the baby to feel happy because everything that affects the mother has a consequence on the child in her womb. This consequence can be positive or negative, but this is a reality.'

Gisa Shyaka further said that in child's early learning, 90% learn by seeing and the very early years focus only on their observation. They look at their parents and other things that happen in a household. This means that through observation starting from home environment, the child enjoys healthy growth. This broadens the child's mind and he/she does research on his/her own.

The Chairperson of Rwanda's Academy of Language and Culture, Niyomugabo Cyprien had this to say in an interview with Igihe.com magazine. He maintained that for a person to develop a culture of reading, the person should first learn the mother tongue and the culture of his home country ever since his childhood.

He said, 'The culture of writing is a culture that was inexistent among Rwandan from ancient times. We inherited this culture from foreigners. Therefore, there is need to organize competitions and people have started. Even some Districts bring together children and teach them how to read. We should first have material to read, printing houses and libraries will also be available.'

Article by RAFIKI Claude MURAGIRA

## STUDENTS WHO DROP OUT OF SCHOOL FACE NEGATIVE CONSEQUENCES WHICH UNDERMINE THEIR BRIGHTER FUTURE

**K**ABARENZI Sandrine is a seventeen-year old (17) female adolescent who nurses a child of her own, now aged one year. Her pregnancy occurred when she was in primary five (5) she is now a mother. 'When pregnant, I attended school but now after giving birth, I had to drop out of school because I could not attend school with no one to entrust my baby to'.

She shares this hindrance with her colleague Bayisenge Thérèse, aged 16. The latter lives with her parents and a grandmother. Her child is five months old. Regarding the problem of resuming school, these adolescent mothers said, 'We can attend school if we get places where they teach vocational skills because, for this type of training, one may take her child with her and this would not be difficult nor be cause for exclusion'.

In and around the camp, there are groups of boys and girls who dropped out of school because of the bad habit of going to collect charcoal and other items for sale. They usually circulate in different streets. When you ask what to do for them to return to school, they reply they want money to buy what they need. As regards food, they eat with their parents.



Mahama Camp (Internet photo)



Children attend school as usual. However, some of them drop out of school for different reasons (File photo)

NIYONSHUTI Lahai Roi represents all children in the camp studies in senior three (3) at Groupe Scolaire (GS) Paysannat L. He shared with us what he thinks may lead students, in and outside the camp, to drop out of school.

He said, 'Children, mostly those heading families, take to wandering in the streets. Older ones, mainly boys, drop out of school and go to fend for their lives. Younger ones collect remnants of charcoal and sell them to get food. Girls fall in the trap of flating boys and fall pregnant and eventually, drop out of school.'



*NIYONSHUTI Lahai Roi represents all children in Mahama Camp  
(Jean Luc N.)*

Concerning school dropouts for their fellow Rwandan classmates, NIYONSHUTI said, 'Local citizens do not absent from school as do refugees'.

However, they end up dropping out of school when they get qualifying marks to join boarding schools; they later lose interest for lack of money and join nine and/or twelve year basic education program. Groupe Scolaire Paysannat L is one type of these schools.

In addition, others who drop out of school find themselves older and think that even if it takes too long for them, they prefer dropping out of school to fend for their lives at the earliest possible opportunity.

*Article by Jean-Luc NZAMBIMANA  
Revised by MIZERO Crispin*

## ARE TRAINING LESSONS PUT INTO PRACTICE?

**S**ome of the residents in Kigeme camp and outside this camp are among people who regularly get chances on various occasions for trainings. They include grown-ups and also young men and women. However, one may wonder how those who attended the training put into practice the lessons they learnt. Another question concerns challenges they face and do not manage to utilize those lessons in the society in general. Most of the cases, this is a situation noticed in other camps apart from Kigeme, whereby the number of trainees who put into practice what they got from the training is very low compared to those who actually attended the training.



*Kigeme Camp accommodates Congolese refugees. It is located in Nyamagabe District, Gasaka Sector (photo: Crispin M.)*

In this connection, Nyiramubande Magazine approached some of the citizens in Kigeme Camp to know better whether citizens in the camp utilize or put into practice the skills they got from different training from organizations working in the camp.

Some residents in Kigeme Camp talked to Nyiramubande Magazine and indicated that most of them received different training sessions on a number of topics. However, they do not put into practice the skills they earned. We contacted some of the trainees and they told us the reasons why they are unable to implement what they have learnt in the training.

KAREMBERA Benjamin is an old man aged 54. Talking to Nyiramubande Magazine, he said that there are trainings he attended. The first time was back in 2016, and the training was about how to prevent and resolve conflicts without causing other conflicts. Other training he attended targeted trainers of trainees on how to promote the culture of peace.

He said he did not put into practice lessons from the training for lack of capacity. He indicated that he could not take time to train others whereas he does not have the capacity to manage participants such as making a follow up. He faced obstacles in utilizing the knowledge. He says he is very knowledgeable.

However, he concludes saying that whenever he gets a facilitating partner, he can put into practice his lessons. He is ready to implement the lessons in case he gets opportunity to train others. He discloses he is a perfect trainer and requests employers in or near the camp to resort to his services because he is confident about his training capability.



*KAREMBERA Benjamin talking to a journalist of Nyiramubande Magazine (photo: Alphonse S.)*

Another parent named Justine, aged 55, who lives in Kigeme camp told us she attended training in 2015. However, due to her living conditions in the camp where there are different conflicts, she chose to attend a training on conflict resolution. She hopes to play an important role in resolving any arising conflicts.



*IYAKAREMYE Ombeni tries to use the skills he learnt for the benefit of other youths (File photo)*

Justine confirms she puts into practice what she learnt from the training especially conflict resolution. The only obstacle they face is lack of trust. A common saying goes that 'Nta muhanuzi iwabo' meaning that it is quite difficult to get acceptance of your prophecy among your fellow neighbours. They find it difficult when resolving conflicts because they assist the very citizens who already know them.

They would prefer having people from other places in case of conflict resolution. These people should be competent enough and have sufficient knowledge to help settle disputes. Her wish is to see more people attending training to make easier the task of reconciling parties in conflict.

Despite the presence of those who fail to put into practice lessons from various trainings. Residents of Kigeme camp told Nyiramubande Magazine that they tried their best to earn the skills and share them with others. One of them is Iyakaremye Ombeni who talked to Nyiramubande Magazine.

IYAKAREMYE Ombeni, a young man aged 23 and living in Kigeme camp, said that he attended a training in 2017 and continued in 2018. Ombeni attended training on how to fight drugs and assist victims of trauma through better service whenever they seek his services. This young man tries to apply the lessons he learnt from the training such as joining various clubs of youth to fight drug abuse and advise drug users by encouraging them to stop consuming drugs.

Challenges faced include cases of those who are drug addicted and who are not receptive to his advice mainly because most of them are his colleagues of the same age. They think he knows nothing more than they do. He requests more training sessions to get adequate knowledge to assist their colleagues in avoiding and combatting use of drugs.



**NYANGAVU Esperance lives in Kigeme camp and she talked to Nyiramubande Magazine (photo: Alphonse S.)**

NYANGAVU Esperance is a mother aged 40 and resident of Kigeme camp. During this year, Esperance attended a training session on fighting and preventing gender based violence.

Nyiramubande Magazine asked her how she put into practice her lessons. She replied she has not yet faced such violence. However, she vows to report such a case whenever she has any information of gender-based violence to those concerned. She would, if need be, give her contribution in handling the issue as someone who attended a related training session.

Usually, training sessions are some of the mechanisms used to upgrade people's knowledge in any given subjects. Many people graduated from one level to a higher level of knowledge in development thanks to training sessions. In case there are chances of attending a training, there is need to put to better use in the best way possible. This helps to benefit from the lessons and to transfer the knowledge acquired to others in need.

**Article by NYAMPINGA Grace**

