REPORT ON THE SUPERVISION/CARE OF ORPHANED CHILDREN FROM CIBANDA LWAKO CAMP

Period: Month 2, August 2026. Rapp N° 2

1. PRESENTATION OF THE PLACE

Cibanda Lwako Camp is located in Kalehe Territory, South-Kivu Province, DR Congo. Then used as an airport during the colonial âge, today the area is now used to receive different categories of orphaned children affected by the natural catastrophe increase. For this kind of children, who could not have chance to acquire elementary linguistic skills, a program has been designed to train them in Kihavu as their mother tongue, Kiswahili, French and then in English.

2. SUPERVISION/CARE

a) Subjects or Concepts Acquired

- *Linguistic concept*s: the concepts acquired are related to the vowels **O**, **U**, and the consonnant **M** and **N** as far as the program is concerned. As for vocabulary, it was focused on words containing the letter being studied.

For instance: Omulume(a man) Omukazi(a woman) omunyere(a girl) Omurhabana(a boy)

Engulube(a pig) **esungura**(a rabbit) **kuku**(a chicken) **busu**(a cat)

Mama(mather) **amenci**(water) **omugani**(a proverb) **omuka**(breath)

nani(who) **Nina**(his/her mother) **Naomi**(a proper name)**inama**(bend)

Considering that this tuition not only concerns the mother tongue, it was also worth showing the learners the existence of the same items in the English language through words.

For example: dog(embwa) stop(leka) to push(okusukuma) to pull(okukulula) good(bwinja/mwinja) mother (nyama) morning (esezi) news(emyazi, habari) In(omu) on(oku)

- *General concepts:* notions like *saying goodbye", telling their own and their relatives' names* were taught.

- *Spiritual concepts:* As for this section is concerned, we continued with the first theme "UNAUCHUNGU MOYONI" [HEARTACHE]. But this time the topic was "Believing in Jesus's love, relief and peace-giving power"(croire que Jésus vous aime et peut supporter votre douleur et vous donner la paix)(Jn 11:1). In addition to that, we taught the students the three persons of holy deity: Mungu(eshe)(God)(father) Yesu(mwana)(Jesus)(son) and Muka Mutagatifu/Muka Mweru(Holy Spirit) and let them listen to a record on Jesus's life in Kihavu.

b) Methods and Techniques Used

- **Methods:** we used the following methods to help children acquire the above compétences:

- *Active and participatory:* Teaching centered on the students' activity, allowing them learn by them-selves under the teacher's supervision.

- *Inductive and deductive* By presenting nouns or words, things containing the letter being studied, learners could easily make other examples. Furthermore, thought a letter presentation, children could easily discover the letter in question.

- *Intuitive:* Pictures in books, letters photocopied on paper and objects were used to make lesson real

- **Techniques:**

- *Dialogue* : Two pupils perform greetings, self introduction and farewells

- *Pair-work or group-work:* Organisation of groups of 26, 10, 5 and 2 to allow the students share experiences, discuss freely among themselves for better understanding. Moreover, attention was also paid to individualism for those who present difficulties.

- *Total Physical Response (TPR)*: words were married to actions: push(they push) pull(they pull) good(the make the sign)

- Repetition + Rhythm : Répétition and rythmic tapping words allows them fix the words. Ex. Pull-pull-push-push-good-good.

- *Grammar Translation:* Students are mostly taught in Kihavu and sometimes in

kiswahi. However they are also introduced to French and English through comparison, translation and functional Expressions

Every day's activities were either preceded or interrupted by football games, cultural songs, and prayer in KIHAVU for relaxation.





3. BENEFITS OF THIS PROGRAM FOR THE ORPHANS OF CIBANDA LWAKO CAMP IN KALEHE

This program has a threefold impact: sociolinguistic, sociocultural, and spiritual.

a) **Sociolinguistic**: By the end of this month, students have not only learnt the O, U, M and N and recognize them like units of the Kihavu as their mother language but also have been aware of their existence in other languages, hence English.

a) **-Sociocultural:** Training the learners in Kihavu as their mother tongue and introducing them to foreign languages allowed them communicate freely, share experiences and and aspire to become English men. In other words,

the learners not only feel at home but also hope to become foreners.

a) **Spiritual**: The program offers the opportunity to study the word of God. Reason why themes and topics are followed by bible references. God, as their best friend, has to be taught to them so that they live in his love and power.

4. DIFFICULTIES

a) Lack of teaching materials:

- The center still needs a computer and an MP3 radio to allow learners to listen to recordings. _Ex._ The story of the life of Jesus in Kihavu.

- Picture charts and alphabet letter cards

- Preparation and report notebooks, pens, ruler for the facilitator .

b) Lack of infrastructure: the absence of a building exposes both thelearners and the supervisor to many problemsIs, especially as soon, by September we will start the rainy season which is worse than the sunny one.

5. RECOMMENDATIONS AND SUGGESTIONS

Considering the the difficulties mentioned above, it is worth recommending the following:

- Provide learners with the necessary tools.

- Provide the facilitator with teaching materials to properly carry out this task.

- Build and equip a promote a good learning environment.

CONCLUSION

This above program is linguisticly, intellectually and spiritual beneficial to the orphaned children as far as its designed for their future life.

It's full success will be the result of supervisor-leane-equipment-building elationship.

Done inCibanda/Kalehe 28th August 2026

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