KOICA
Korea International Cooperation Agency

Together KOICA

2019
vol.1

Special Edition

Rwanda, Africa
Sharing Dazzling Visions through Innovation







The Korea International Cooperation Agency (KOICA), established by the government of the Republic of Korea on April 1991 as a governmental organization dedicated to grant and foreign aid programs, endeavors to combat poverty and support sustainable socio-economic growth of partner countries to establish and strengthen amity and cooperation with developing countries.

With 44 offices located throughout the world, KOICA has been working on various development cooperation programs comprising sectors, such as health, education, public administration, agriculture, forestry, fisheries, technology, environment, and energy, in various ways, such as projects, overseas volunteer dispatch, global training, public-private partnership, overseas emergency relief, and cooperation with international organizations.

Forming partnership with various parties that participate in international development cooperation, including governments, public agencies, NGOs, enterprises, academia, and citizens, KOICA is playing the role of a development cooperation platform for all citizens. Development cooperation programs that KOICA promotes not only contribute to solving various global issues in areas such as poverty, environment, population, disease, and human rights, but also lay the foundation for developing talented individuals in Korea, and creating opportunities for Korean enterprises to expand to overseas markets. Through this, KOICA is also contributing to the mutual growth of and between Korea and developing countries.

KOICA, Korea's leading development cooperation agency, will achieve mutual growth through development cooperation

with a focus on people-centered peace and prosperity that leaves no one behind.

Together KOICA

2019 vol.1

<Together KOICA> is a newsletter that shares the stories of KOICA. Be inspired by heart-warming stories from all of the world delivered to you by KOICA, leaders in the field of creating social value.

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KOICA Supports the Silently Suffering Women of the Côte d'Ivoire

Project for Prevention and Treatment of Obstetric Fistula in Côte d'Ivoire

A consensus has been reached in the international community that the "achievement of gender equality" is an essential factor not only for the improvement of women's status, but also for achieving the universal goals of development cooperation. Thus, KOICA is introducing the gender equality strategy while carrying out this project to enhance the quality of life and human rights of women who are suffering throughout the world.

Women of Developing Countries Stigmatized as Witches due to Fistulas, from which Feces and Urine Leak

Women in developing countries are exposed to many disadvantageous conditions such as early marriage, clitoridectomy, and poor medical conditions—all of which are representative maternal health care problems of developing countries.

Of the 50,000~100,000 Obstetric Fistula patients occurring worldwide each year, 95 percent live in developing countries, with about 8,000 patients estimated in Côte d'Ivoire alone. In particular, young women between the ages of 12 and 18 who have not yet fully matured often suffer from labor complications, such as dystocia and fistulas, which are holes created from the fetus pressing against the vaginal wall, bladder, anus, or rectum for an extended period of time.

In addition, poor maternal health systems, domestic childbirth, traditional methods of childbirth by midwives, and female circumcision are the main causes of the disease. The number of patients is expected to be much higher than known, given that patients hide the disease due to its nature.

Holding the Hands of Women From the Côte d'Ivoire Suffering from Fistulas

Since 2010, with the UNFPA, KOICA has been conducting the Project for Project for Prevention and Treatment of Obstetric Fistula in Côte d'Ivoire. From 2010 to 2015, during the first phase of the project, 1,208 female patients received free surgical operations at local clinics or in mobile healthcare facilities. In the second phase, from 2016 to the present, the project has been going beyond providing treatment, by adopting a comprehensive approach that includes cured women's social rehabilitation fostering their return to society, the improvement of healthcare facilities and medical teams for better prevention of the disease, and the enhancement of social awareness about the disease.

The results of the project are promising. As of December 2017, 654 patients have received operations to cure their obstetric fistulas. The full recovery rate of patients with fistulas from the first operation based on the index that shows the quality of the obstetric fistula operations, is 87%, while the rate of a full recovery without urinary incontinence among patients who have received operations is 92%. The results exceed WHO's suggested standards of 85% and 90%, respectively. Women who have recovered are also able to return to society. Out of the 315 women who participated in the income-raising projects, 96% returned to their families and became the members of the society again by taking part in local community activities, resuming their studies, and participating in projects to increase their incomes. Besides these programs, KOICA has been following the plan for the remodeling of obstetrical facilities, the distribution of related devices and consumables, and the training of



healthcare-focused manpower.

A Meaningful Step for the Rights of Women in the Côte d'Ivoire

Macroscopic success was also achieved. The first phase of KOICA's project raised the awareness of the Côte d'Ivoire government officials. These officials were informed on the great influence that the prevention and treatment of fistulas in women can have on maternal health, and as a result, they included the strategy for the prevention and treatment of the disease in the 2016-2020 National Health Development Plan. Furthermore, in line with the second phase of KOICA's project, the government has been designing the National Strategy for Spreading Obstetric Fistula Treatment.

There are many dangers to deal with, such as political instability and poor industrial environment in the Côte d'Ivoire. However, KOICA promises to make its best effort to conduct the project successfully, based on its partnership with the UNFPA.

***UNFPA (United Nations Population Fund)**
UNFPA is a specialized agency under the United Nations that plays a role in the improvement of various organizations' abilities in the fields of population and family planning across the globe, and in raising awareness of the social, economic, and human rights aspects of sexual and reproductive health issues.

Rohingya,
Wounded by a Terrible Pain,

Sees Sparks of Hope with KOICA

Massacre, persecution, people who have lost their place to go

The Rohingya people are a Muslim minority group, most of whom are living in northern Rakhine State of western Myanmar, with about 2.2 million living throughout the world. After the genocide of the Rohingya people in Myanmar in the autumn of 2017, over 700,000 refugees were driven into Cox's Bazaar in Bangladesh, where there currently exist 33 temporary camps, shelters, and officially registered refugee camps. Over 900,000 Rohingya refugees are living in these camps, however this number does not take into account the refugees staying outside of the host communities and camps.

A ravaged city, Cox's Bazaar

The Rohingya refugees are facing several difficulties including food insecurity, lack of hygiene, and human rights violation. WFP is providing these individuals with food two to three times a week, but due to a lack of cooking utensils and fuel, it's
almost impossible to cook the food, forcing them to eat raw or partially uncooked rice.
Refugees who are in need of firewood go into the forest to cut









down trees. The area of Cox's Bazaar, which was once lush with green trees, has become devastated since the refugee camps were established. Southeastern Bangladesh, where the camps are concentrated, is a region that sees abundant rainfall. As the demand for firewood has devastated the mountains near the refugee camps, it is highly likely that landslides will be caused by the heavy rainfall. During the rainy season from July to October, concerns about drinking water, hygiene, malnutrition, as well as waterborne diseases such as cholera, will rise.

What matters is not only deforestation, but also the devastated bodies and hearts of young girls. The Rohingya children, who walk 6-7 kilometers for several hours with bare feet to gather firewood, are often victims of sexual harassment or rape.

The lack of fuel does not only cause the problem of cooking food, but it also leads to the dangers of gender-based violence.

Shine a light in the darkness that has no end in sight

In order to help the Rohingya people who are currently facing many difficulties, KOICA has teamed up with the Join Together Society (JTS). WFP Cox's Bazaar office requested support in the form of gas burners for supplying fuel. Accordingly, from August to December last year, 100,000 Rohingya households in the Cox's Bazaar refugee camp received gas burners, which was the largest form of aid among public-private partnership projects that have supported the Rohingya refugees.

Priority was given to households with female breadwinners, single parents, or persons with disabilities. WFP, in charge of food distribution in Cox's Bazaar, distributed the gas burners based on SCOPE, its own online food supply management system.

With gas burners, Rohingya refugees can now boil water and fully cook food. The boiled water will help the prevention of waterborne diseases and the cooked food will provide the people with sufficient nutrients.

Now, the refugees do not have to fear while walking long distances to get firewood.

Unwelcomed elsewhere, the lives of Rohingya refugees were plummeting into endless darkness amid indifference from the global community. We hope KOICA's effort will be delivered to the hearts of people all around the world to become the sparks of hope.



Filipino Farmers Turn into Agricultural Entrepreneurs

Panay Island Upland Sustainable Rural Development Project

The Philippines is a country of more than 7,000 islands. Panay Island, the sixth-largest of the islands, has a total area of 10,5115 square kilometers, similar to South Korea's Gyeonggi Province. KOICA is out to improve the lives of residents of Panay Island, which has poor living conditions due to small farmland and frequent landslides.

The wind of change on Panay Island in poor conditions

The major industries of Panay Island are rice and sugar production and fishing. Although rice, sugarcane, cocoa, and leaf tobacco are actively cultivated in the plains, the upland regions are geographically isolated, and the living environment is poor due to confined farmlands and frequent landslides. The region has a shortage of the necessary transportation means for the supply of and transport of agricultural products, which are essential for the cultivation of crops, and the unsanitary and unsafe toilets that are improperly installed show the poor living conditions for inhabitants.

Farmers in Panay Island face challenges to produce and sell agricultural products due to outdated farming skills in addition to such environmental reasons.

As such, KOICA has carried out the Panay Island Upland Sustainable Rural Development Project since 2015 to improve the living conditions of residents and increase income through improving agricultural production and building distribution bases.

Phase I of the project implemented from 2015 to 2017 distributed sanitary toilets, improved roofs, kitchens, and exterior walls, developed drinking water, and educated residents on regional development. The highest priority was on stabilizing the residents' living environments.

Phase II of the project implemented from 2017 to 2018 supported the development of livestock to lay the foundation to increase residents' income, constructed agricultural infrastructure in villages, and provided vehicles and agricultural machines to improve farming skills.







Lastly, Phase III implemented from 2018 to 2019 constructed the Local Food Terminal (LFT) and Local Food Center (LFC) to expand the distribution foundation to secure sales channels for produced agricultural products and established a foundation to help farmers to grow from "producers" to "agricultural entrepreneurs."

"Thanks to the truck donated by KOICA, we could transport agricultural products directly to the LFC without the margins of middlemen and thus reduce distribution costs and increase income," said Rosenio, a farmer in Tobias Antique in Panay Island.

When the current Phase III is completed, the quality of agricultural products including corn, bananas, and coconuts will be improved, and farmers will be able to receive prices 28% higher than current ones. It is expected to lead to an increase in income for more than 20,000 residents.

As such, the Philippines Department of Agriculture selected it as the "Best ODA project of 2018" in August 2018. Through this, it is proved that the project was successfully established in the Philippines and helped to improve the living environment and increase the income of residents.

Lead the Panay people's living conditions and self-reliance

The project established the Local Food Trust Fund that can be expanded and reproduced. The Fund has 11 local financial institutions (banks and cooperatives) as the local trustees and designates one of them as the master trustee to support enterprises and individuals intending to purchase local food. The support includes providing preferential loans to distributors, farmers, and merchants.

"The interest rate is very high when you get a loan from another lender or enterprise, but thanks to KOICA I could get a loan at a reasonable interest rate, which was extremely helpful," Charlie Castro, a farmer in Tapas, said with a bright smile.

The Panay Island Upland Sustainable Rural Development Project by KOICA supported the residents of Panay Island to produce high-quality agricultural products continuously and helped them to be self-sufficient by providing aids in basic living environments, finance, and markets. This results of this project contributes to the sustainable and inclusive economic growth that leads to achieving Sustainable Development Goal. Based on the success in Panay Island, we expect this project can spread to other regions.

The Panay Island Upland Sustainable Rural Development Project by KOICA supported the residents of Panay Island to produce high-quality agricultural products continuously and helped them to be self-sufficient by providing aids in basic living environments, finance, and markets.

We support the infinite dream of youths in Jakarta!

KOICA - ADRF “Dream Center Project”

Although Indonesia is ranked no. 16 in the world in GDP in 2018, the gap between the rich and the poor and social polarization are severe in the country. Its capital, Jakarta, is the largest metropolitan city in Southeast Asia, but more than 100,000 jobless youths, who were raised in hostile environments and did not receive a proper education, wander around streets and are often seen begging. KOICA decided to help the Indonesian youths, who live in despair, to have a better future.

Present a dream of self-reliance to a Jakarta youths

Its capital, Jakarta, is the largest metropolitan city in Southeast Asia, but more than 100,000 jobless youths, who were raised in hostile environments and did not receive a proper education, wander around streets and are often seen begging. The youths in Jakarta, lacking the opportunity for education, fall into dark despair without knowing the endless possibilities they have.

KOICA decided to help the Indonesian youths, who live in despair, to have a better future. KOICA and the Africa-Asia Development Relief Foundation (ADRF) are carrying out the “Dream Center Project” to help youths on the street by providing technical training. It operates computer classes and woodworking classes at the Youth Rehabilitation Center run by the Indonesian government to train the youths for skills to help them get jobs. Veteran instructors who came all the way from Korea rolled up their sleeves to transfer skills to the students each day.

Youths who used to wander around the streets without control learn not only occupational skills but also social skills at the Dream Center. There were clumsy at the beginning but began opening their hearts as time passed and eventually had the belief that “I can do it.”







Dream of a bright future at the Dream Center

As a result, more than 150 youths completed courses offered by the Dream Center. More than 90% of the graduates of the Dream Center are working at a Used Electronic Product Recycling Center or Woodworking Factory which are social enterprises run by the Dream Center, or local businesses.

Rizki, who turned 18 years old this year, learned woodworking skills at the Dream Center, and now he is a bona fide carpenter. He also gained the dream of becoming a woodwork maestro like the teacher who taught him. Saying that he will work hard to make money for his younger sibling's school tuition, Rizki has hope that his sibling can also have a bright future through education as he did.

The Dream Center is busy again today. The youths with a dream are working hard. The raw and rough materials that could not be measured for their use become a board on a dining table to serve good food and a comfortable chair that makes the weary rest easy.

The youths who lived on the streets of Jakarta without a dream or hope for the future are now drawing blueprints for their brighter future.





The 25th anniversary of the genocide in Rwanda. Rwandan citizens' endeavor towards unity and reconciliation.

Written by
Shin Yong-gi (The 17th generation of Korean International Cooperation Agency World Friends Advisors)

This year marks the 25th anniversary of the horrendous genocide that happened in Rwanda in April, 1994, a country located in central Africa. Considered as one of the worst ethnic conflicts in the history, the genocide resulted in a mass slaughter of over 800,000 people in the country of 7 million population in just three months.

In the evening on 6 April, 1994, an airplane carrying the then President Juvenal Habyarimana of Rwanda, who was returning from a meeting held in Tanzania to resolve the country's civil war driven by the ethnic conflict, was mysterious shot down in the air above Kigali International Airport, killing everyone on board. Soon after the announcement of the president's violent death, ruthless attacks targeting the ethnic minority led by radicals spread rapidly throughout the country. The genocide killed 80% of the ethnic minority in the country. While the international community failed to come up with a counter-measure, the genocide was resolved after around 100 days as the rebels brought down the governing group by force.

After the removal of the ruling group, a nationalist government led by the moderate political group was formed in Rwanda. The newly formed government has been striving to rebuild the country ever since. In 1999, after a degree of political stability was achieved, National Unity and Reconciliation Commission (NURC) was established to work toward national unity and reconciliation in diverse areas. The Rwandan government named April 7 to July 4 as the mourning period for the genocide. During this period, singing and dancing in public places are prohibited, and numbers memorial ceremonies are held by individual schools, workplaces, and villages.

On the international level, the United Nations also named April 7 as 'The Day of Remembrance of the Victims of the Rwanda Genocide', participated by communities throughout the world. At the 25th anniversary memorial event held at the Kigali Genocide Memorial and the national stadium, head of states and high government officials not only from the neighboring countries, but also Belgium, Canada and the European Union participated to remember the victims of the genocide, and to demand the world's attention on prevention of genocides.

As a member of KOICA Medium and Long-term Advi-



sors, the author was assigned to NURC in Rwanda to offer consultations on medium and long-term policy development. I would like to share a brief summary of efforts that the citizens of Rwanda have made to recover from the genocide as I heard and saw through NURC over the last year.

A number of international investigations have been conducted to uncover the truth behind the assassination of President Habyarimana, however the force behind the attack still remains unclear. However, the International Criminal Tribunal established in Arusha, Tanzania, to prosecute persons responsible for planning and executing the massacre indicted 93 people, and sentenced 62 people. In addition, gacaca courts were established in Rwanda to prosecute those who joined the genocide. From 2001 to 2012, approximately 2 million cases were processed.

As a result of Rwanda citizens' efforts to rise above the pain of the genocide, and to rebuild the country, Rwanda could achieve noticeable socio-economic advancements. It is also evaluated as a model African country in the area of anti-corruption movement and governance. In particular, the country is making a lot of efforts in the area of gender equality. In the last election for members of the National Assembly held in September last year, 49 female representatives were elected out of the total 80 seats (61%).

Meanwhile, NURC has been publishing 'Rwanda Reconciliation Barometer (RRB)' based on public survey results related to national unity and reconciliation. According to the report published in 2017 (RRB 2015), the civic reconciliation index was shown to be 92.5%, which is a significant improvement from 2010 (82.3%). Although it would be difficult to grade the scar on people's heart and mind, it seems true that people are trying to open the heart again toward unity and reconciliation.

Support from the international community played a significant role in helping the citizens of Rwanda overcome the pain of the genocide. Even today, 25 years after the tragedy, the governments of developed countries as well as NGOs, scholars, and students who are interested in world peace, reconciliation, and genocide are studying the case of Rwanda, and working for the reconciliation process.

As of Korea's involvement in this process, Han Seung-joo, the former Minister of Foreign Affairs worked for the United Nations Independent Investigation Committee on Rwanda along with the former Prime Minister of Sweden Ingvar Carlsson and the former Nigerian Army Commander. The Korean government also nominated Rwanda as a partner country for development cooperation in Africa, operating various development projects in the area of education, agriculture and ICT. In addition to this, a number of NGOs are currently operating in the area of poverty alleviation, health, and education. Groups of volunteers including KOICA-affiliated volunteers are also working hard to help heal the pain of the Rwanda genocide.

We hope the bitterness in the heart of people in Rwanda disappear, and become 'Switzerland of Africa' nestled in 'A Thousand Hills'.

A place where teachers receive training
to create better learning environments.

Rwanda TVET Trainer Institute

Would a professional artist or an art teacher do a better job teaching students how to draw for the first time? Actually, there is a big difference between being a good painter and being good at teaching another person and helping them develop their skills. This is more evident in the field of technology. Only two years ago, there were no qualified teachers in Rwanda, so professional electrical engineers had to teach electrical engineering related subjects. Due to this, there was a lack of discussion regarding education and curriculum.

Written by Kim Eunah **Photos by** Han Sang-mooh





What a teacher needs when teaching students

In November 2017, KOICA collaborated with the government of Rwanda for the capacity building project vocational trainings. This was an effort to reorganize the educational system in order to systematically improve the pedagogic capacity of teachers in Rwanda. To this end, KOICA developed a vocational program entitled TVET (Technical and Vocational Education and Training) and refined it to reflect the labor structure of Rwanda and subdivided the areas of training.

"Before carrying out this project, we conducted a survey on the competence level of over 4,800 teachers throughout the nation. The results indicated that the scores were not very high in the information and communication skills or in English skills, but the average score for pedagogy ability was particularly low, at just 38 out of 100. This is why we developed the TVET qualification system, modularizing the education on the 'soft skills', including critical thinking, communication methods, English, and labor rights," explains Youn YoungJoon, the project manager who directed the TVET program consulting.







TVET facilitator Wilson Harelimana, who is evaluating a fellow teacher's class

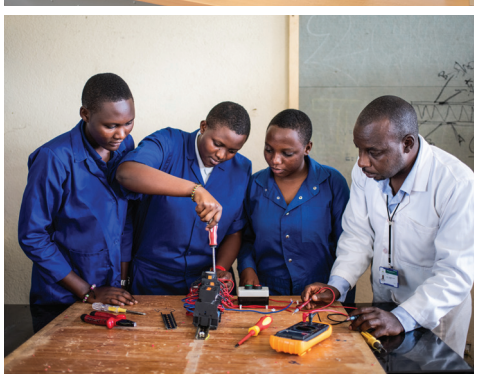
TVET Trainers: A Teacher for Teachers

It took more than two years to start the project and now it is producing more tangible results as the Rwanda TVET Trainer Institute (RTTI) opened in April 2018, which was the nation's first vocational training center for teachers. One of the most significant roles of the RTTI is to nurture teachers with TVET competence and select those who excel, to pass down TVET to other teachers in the future and lay a solid foundation for TVET trainer qualification system. So far, over 2,000 teachers have taken the six-month courses offered at the RTTI, which is slightly less than a half of all teachers in Rwanda.

When you become a TVET trainer, "a teacher for teachers", you give lectures on pedagogy to colleague teachers while continuing your job as a teacher and also evaluate the lessons given by other teachers who are trying to obtain the TVET trainer certificate.







How Classes have Changed by this Systematic Education

The training of teachers is good news for the head teachers of schools, because it has a direct connection to the improvement of the school's educational quality. Leonard Manirambona, the head teacher at Nyanza Technical School located in the city of Nyanza, two hours southeast of the capital city Kigali, is delighted by this TVET program. The Nyanza Technical School, headed by Manirambona was established in 2005 and it offers various vocational classes, including classes on architecture, electrical engineering for family/industrial use, car engines, welding, solar energy, interior design, telecommunications, and more. It accommodates over 600 students and 18 out of its 34 teachers have completed the TVET courses.

Wilson Harelimana, an electrical engineering teacher who



completed the TVET trainer's course with flying colors, is now working as a facilitator. He is now monitoring other teachers' lesson delivery and helping them improve in various ways.

Once an electric engineer, he now evaluates other teachers who conduct class observations at other schools. The extra work provides him with additional income, helping him build the foundation for a wealthier life.

"Before TVET, I taught students by one-way rote memorization. After I got the training, I know how to prepare classes, to engage students to participate in class, and to give good classes. I feel proud when students who were passive before start to actively participate and interact with me in class."

The TVET program has played an important role in changing teachers' perception that the 'soft skills' are as important in improving the interactions between students and teachers, as the physical tools like classrooms and equipment.

The government of Rwanda plans to only hire teachers who have been trained at the RTTI and to dismiss those who fail to obtain the certificate. This further confirms the importance of pedagogic methods and values provided by the RTTI.



Young Rwandan Innovators,
Bright Visions for the Future

ICT Innovation Center

What kind of start-ups are there in Rwanda? A worldwide start-up craze is no exception in Rwanda. It is closely related to the fact that ICT(Information & Communication Technology) plays a key role in the vision 2020, a campaign aimed at transforming Rwanda into a developed country by 2020. The Rwandan government has announced that it will use ICT as a catalyst for progress and innovation in every sector of the nation's industry. In partnership with the Rwandan government, the Korea International Cooperation Agency (KOICA) opened the ICT Innovation Center in the nation's capital, Kigali, to lay a new foundation for ICT-based business.
Written by Kim Eunah **Photos by** Han Sang-mooh

The ICT Innovation Center is the result of the two countries' partnership, through which Korea shares its innovative business infrastructure with Rwanda. In particular, the center focuses on supporting and cultivating creative industries, such as education, tourism, mobile game development, entertainment, music, and videography. The objectives of the center are largely divided into fostering new start-ups (incubating) and promoting their growth (accelerating).

As of March 2017, the number of Internet users in Rwanda was about 4.58 million. The Internet is most commonly used through mobile devices; 85.5% of users access the Internet via mobile device, and 14.5% through a wired connection. Major programs provided by the ICT Innovation Center are also related to mobile gaming, mobile applications, and mobile multimedia production.





Rwanda's Internet user numbers by platform
(As of March 2017)

	number of users	Share
Mobile device	3,921,207	85.53%
Wired connection	663,258	14.47%
Total	4,584,465	100.00%

Source: RURA (March 2017)

The ICT Innovation Center, located in the center of Kigali, consists of two modern buildings with a garden in the middle. The center has several production rooms equipped with state-of-the-art media and audio equipment, meeting rooms, classrooms, and business spaces that are provided to start-ups.

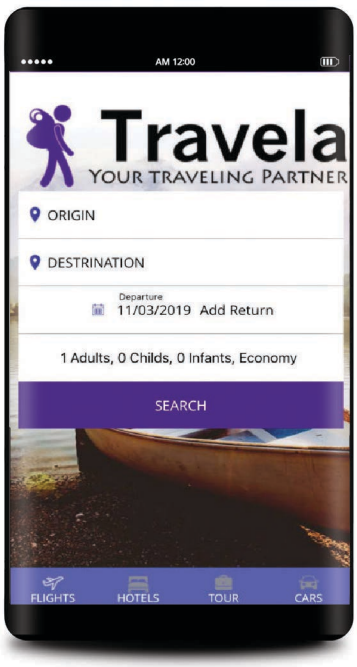
The center provides full support for existing companies and preliminary entrepreneurs preparing their start-up at any stage of the process, and also for businesses operations from consulting to practical training, equipment and office supply, and attracting investments. The center, which has recently begun operating, is providing consulting and multimedia courses to new university graduates who are just starting their careers or who are preliminary entrepreneurs. The center is also planning to select 40 start-ups within the first half of the year to provide them with intensive support in order to accelerate their growth.

ZACU TV, an online content streaming service, and dTravela, a tourism and accommodations application service, are two well-known companies among the resident enterprises at the center. Lilian Ingabire, CEO of ZACU TV, and Nostalgie Patrice, founder and CEO of dTravela, are young 23-year-old entrepreneurs.

ZACU TV provides a service, similar to Netflix's streaming service, in Rwanda. ZACU TV launched its service in January 2019 and has since attracted over 6,000 subscribers within three months of launching. It currently has over 800 programs made in Africa available



ZACU TV YouTube banner



dTravela Usage screen

for streaming. ZACU TV was founded by video experts who engaged in video production activities. They have been expanding their business areas to film production and the processing and curating of content produced in Rwanda and neighboring countries. During the entire process of producing their video content, they have used various facilities at the center.

dTravela is a start-up modeled after Expedia and Hotelsdotcom, which may be familiar to global tourists, and it launched the service in March 2019 after five months of preparation. The company emphasizes the role it plays as a mediator for revitalizing local businesses through its service. As of mid-May, a total of 96 hotels in Kigali can be found through dTravela's booking system. On average, 1,500 people visit the website and 20 purchases are made each day. Both companies have 6 to 10 full-time employees in offices provided by the ICT Innovation Center. As their services are based on online content, they also cooperate with content creators around the world who plan and produce various content.

"In the past, there was no physical space for employees to work together, but after the center opened, we have been able to work in an office equipped with the latest computers. Before, we only had ideas and our passion, but now we can put them into action with the help of the center that provides us with the equipment needed to produce the high-quality video we want and helps us attract funding," said Lilian Ingabire, CEO of Zacu TV.

Nostalgie Patrice, founder and CEO of dTravela, studied technical software engineering in China. "I learned programming skills on my own, but I had no knowledge about marketing or management to link those skills to business. This center is very important to me as it is a place where I can meet people to work together with and, together with my ideas and skills, run a business," said Patrice.

The main goal of the ICT Innovation Center is to help young people put their visions into action. Ultimately, the center intends to support them so they can succeed in starting their own businesses and creating more jobs. Head instructor Guerichon Munezero, who manages all the training of the ICT Innovation Center, emphasizes that the center's support continues to be provided even after training has ended. "We look at all the activities we support from a busi-



Lilian Ingabire, CEO of ZACU TV(left)
Nostalgie Patrice, founder and CEO of dTravela



ICT Innovation Center Head instructor
Guerichon Munezero

ness viewpoint and focus on their productivity. Through a systematic process of consulting, we provide financial support to preliminary entrepreneurs with brilliant ideas and help them cooperate with a wide range of overseas experts so they can accelerate their growth."

Rwanda's overall ICT level remains at the bottom 14% of the world. The country's ICT environment is characterized by poor wired communication infrastructure but a relatively advanced mobile communications network. It is difficult for most developing countries to follow the same process of ICT development that Korea experienced in the past. Instead of going through the stages of development from feature phones and flip phones to smart phones, all these devices and technologies are coexisting in Rwanda at the same time. For example, 2G and 4G LTE networks coexist in Rwanda today. While most Rwandan middle and high school students do not have cellular phones, there is a growing demand for content produced in East Africa that the country shares with neighboring countries that have relatively larger economies, such as Uganda and Congo. To overcome these problems, the Rwandan government needs to establish and implement aggressive policies and collaborate with foreign organizations.



The Rwandan government, with a vision of being an ICT hub in Africa, is actively supplying cellular phones and constructing fiber optic networks, while aggressively attracting investments from Microsoft, Nokia, TerraCom, and Motorola. The government is also concentrating its capabilities on establishing a central database called the "E-Government" online. In response to these technology development polices, the ICT Innovation Center is presenting new possibilities, placing an emphasis on creativity.



The Science Teacher Who Combines Creativity with Science Education Leading Rwanda's Vision 2020

Bai Kyungmi, a Volunteer from World Friends Korea KOICA in Rwanda

Rwanda has decided to develop their talent in the fields of science and technology in order to create a force to propel their nation towards growth in the future. Ms. Bai Kyungmi, a volunteer from KOICA's World Friends Korea is dedicated to enhancing the creativity of Rwandan students, not just by assisting with science and technology classes but pioneering a fairy tale project.

Written by Kim Eunah **Photos by** Han Sang-mooh



May the dream trees of Rwanda grow in a happy

Muhanga is a city you can reach by driving 50km westward from Kigali, the capital city of Rwanda. On May 7, the College Sainte Marie-Reine Kabgayi, which accommodates about 900 students, held a signboard hanging ceremony for the new science classroom. The head teacher closed their opening speech by calling up to the podium Stella, which is Ms. Bai's English name. Hearing her name, the students gave a thunderous applause as she stood in front of the students. She spoke to the students in a mixture of Kinyarwanda and English. It is clear that she blended in and was treated as one of the local teachers.

At the College Sainte Marie-Reine Kabgayi, students were already familiar with KOICA volunteers because three former volunteers from KOICA ran projects there, establishing the computer room and gym. The new science classroom was the result of a project that Ms. Bai, who was dispatched as a science teacher in December 2016, has been actively working towards. With the intention constructing an ICT-friendly laboratory, she refurbished and remodeled the old science classroom into a more efficient biology lab. In addition to this, she turned three existing classrooms into a lab, where science and IT classes can be given, carefully considering all the factors that need to be accounted for: she set up a noiseproof roof and ceiling; installed electric installation for using various apparatuses and materials; put in tables, water pipes, and sinks; and hung a fixed projector, a screen, and a whiteboard.

Leading Rwanda's Vision 2020

The government of Rwanda announced its Vision 2020, where it stressed that scientific and technological innovation will play the role of propelling the development of the nation. In this announcement, Rwanda was defined as a modern country that is capable of generating and disseminating knowledge, technology, and innovations, as well serving as an excellent ICT hub. Rwanda has been active in investing in human resources related to science and technology, in order to compensate for its relatively lacking natural mineral resources. The country's new curriculum, released in 2015, sought to create more task-oriented classrooms based on active interaction



> My career as a teacher and expertise in science made me feel like I was qualified and I had the chance to seize the opportunity.

between students and teachers, far from the old unilateral method of rote education. In line with this new scheme, science teachers have been encouraged to give science classes that are focused on providing hands-on experiences, to search for proper models for their lessons, and to use a diverse array of audiovisual aids such as charts and videos. The new science classroom at the College Sainte Marie-Reine Kabgayi is the result of proactively adapting to changes and fulfilling requirements.
Ms. Bai, who has been working in Rwanda for almost four years, studied life science, biology education, and social welfare in South Korea and has taught students of different age groups. In Rwanda, she has been not only working to remodel the science classroom but also towards developing the creativity and sensitivity of her students by leading an extracurricular science club and publishing a book of fairy tales. Here is an interview with Ms. Bai Kyungmi.

Q You had a career is social work after graduating from university, after which you ended up applying to volunteer overseas, which is something you had long been interested in. What brought you to finally make this decision?

I had been aware of KOICA, where people with expertise do volunteer activities in underdeveloped countries, since when I was a high school student. I may have heard about what KOICA does when I was reading a newspaper or a textbook. At that time, I had felt so envious. I thought, "What if I were to be like those volunteers?" Then, after I graduated from university, I was hired. In an effort to prevent myself from falling into a routine, I continued studying topics like social welfare, and one day, out of the blue, I encountered an another ad for KOICA on the Internet. When I was a high school student, I has wondered what I might be able to do as a volunteer, this time, however, my career as a teacher and expertise in science made me feel like I was qualified and I had the chance to seize the opportunity. In fact, I was able to apply for either the social welfare or the sci-



ence education position, but I picked the latter because I like interacting with students.

Q What is your daily schedule like?

I come to school in the morning and offer support in the local teachers' classes. On Wednesdays, I assist the student activities in relation to the extracurricular science club. Due to the safety issues, I don't go out, except for a special occasion, after the sunset. I pass the time sewing with materials I brought over from South Korea during one of my vacations. I used to make patchwork bags and miscellaneous other things when I was living in South Korea. Here, I sometimes make things that don't require many materials, using scraps of cloth I can come by easily.

Q What are the upsides and downsides of living here?

First of all, it's nice not having to be concerned about particulate matter in the air. Although older vehicles on the roads emit nauseous gasses, it can't be compared to the fine dust in Korea. (Laugh) Secondly, I like the weather here. People often think Africa is just hot continent, but the city I live in at an altitude of 1,880m. If you are not doing some physical outdoor activity on a sunny day, you should put on some extra layers of clothes. It even gets cold at nights. Also, the heat in this region doesn't feel unpleasant or muggy. The food here, however, leaves something to be desired. In Rwanda, there are no Korean grocery stores so it's difficult to get ingredients to make Korean dishes.

Q Could you tell us about the school you are working for and what your responsibilities are?

The College Sainte Marie-Reine Kabgayi opened in 1993, and it has three lower level grades, called Ordinary Levels (senior 1-3), and three upper grades, called Advanced Levels (senior 4-6). According to the curriculum, stu-

dents can take three classes, selecting between physics, chemistry, math, biology, computer science, economics, geography, and others. Right after I got here, I began observing classes in order to acclimate myself to the environment and figure out what I could do. Meanwhile, I orientated myself to the Rwandan government's science curriculum by reading the nation's science curriculum. It required science teachers to prepare the models and charts they needed for science classes and develop new teaching materials using ICT, including the Internet, computers, and simulations; however, the teachers were already occupied with 40-hours teaching per week. So, I began looking for appropriate educational science materials, arranged them according to subject, grade, and unit, and provided teachers with a diverse array of multimedia materials to choose from. And rather than teaching students on a regular basis, I participate in the classes as an assistant when teachers ask me to. Out of the many after-school extracurricular programs, I support the science club on Wednesdays. In this extracurricular, students conduct scientific experiments using simple tools and easy-to-obtain materials.

Q Besides work as a science teacher, you also introduced Korean folk tale (translated as The Ocean Palace) into English and local language. How did you start this project?

Rwanda is short of children's literature, not to mention for adolescents. Most of the currently available books are far too prosaic in their plot or are about basic rules for living, such as maintaining proper hygiene. While I had a conversation with the two volunteers; who specialized in international development, arrived in Rwanda at the same time I did, and were dispatched through Save the Children, we reached the conclusion that we should make a book that can be enjoyed by the children in Rwanda. Rwanda is a landlocked country with no nearby sea. There are a number of lakes but few people visit them because of traffic and poverty. So, through exchanging ideas, we sort of naturally began talking about



The Ocean Palace. The local publisher published the book and the supervision and distribution of the books to remote schools was handled by the Children's Book Development Team of Save the Children. As you can see, this project involved collaboration between a local business, an international organization, and KOICA.

Q Was there anything you learned while running the children's book project?

We not only published the book but made the story into a puppet show delivered in Kinyarwanda. Volunteers participated in the play. The stage showed a video of the ocean that many students had never seen, there was a taekwondo performance, and a small concert where we sang Rwandan and Korean songs. The puppet show was quite popular and was enjoyed by people of all ages. What surprised me was that children didn't understand the personification and weren't aware of sea creatures because they had no experience with the sea and that there aren't even terms for many of the fish. With regards to the book, the "Let's Discuss" and "Let's Play Puppets" sections were well-received by the local teachers. I think that we need to pay more attention to the book sector here, because African publishers are beginning to developing more segmented content and expanding their production equipment and professional human resources.

Q Could you tell us some way you changed before and after going to Rwanda?

When I was still being trained in South Korea, I felt a complicated mixture feelings including anticipation, thrill, and fear regarding Rwanda and "Black Africa." I was afraid that I would be going to the opposite side of the world with 20 plus hours of flying and I would have to use Kinyarwanda, a whole new language, even though the official language of Rwanda is English. I wasn't sure whether I could live in another country after having only a couple of experiences of going abroad in my 30s. Now, I feel like I might stay here longer if I can find a job.





A Teacher who creates a PE Environment for All,
Not Just for “Sport Elites”

Hyein Kelly Cho, a Volunteer from World Friends Korea KOICA in Rwanda

In Rwandan schools, physical education is classified as a selective auxiliary subject that does not require students to take tests. Like cultural, club, and religious activities, only an hour a week is devoted to PE. The government concentrates PE investment only for cultivating sport “elites” who can enhance national prestige by competing international games. Hyein Kelly Cho, who was assigned to Groupe Scolaire St Joseph Kabgayi, which corresponds to a middle and high school in Korea, stressed the importance of PE as a subject. Cho, as a child after watching TV programs related to the continent, dreamed of helping children in Africa. She is now working towards her future by combining her college major, PE, and her lifelong dream of being a volunteer and an expert in international development.

Written by Kim Eunah **Photos by** Han Sang-mooh





Q It has been a year since you were sent to Rwanda. How have you been doing since then?

I'm going on vacation to Korea soon to celebrate the first anniversary of my work here. These days, I've been busy completing field projects that I've worked on and finishing up some other work before going on vacation. Usually, I wake up early in the morning to study language and prepare my reports. After that, I go to school, returning home for a bit to eat lunch, then going back to work again. I enjoy my free time in the evening.

Q Please tell us about the school you work for.

Groupe Scolaire St Joseph Kabgayi is a public school, equivalent to middle through high school in Korea, and all the students live in the dormitories. The school is based on a Catholic foundation and one of the five most prestigious non-private schools for the elite. So, both teachers and students have a lot of pride in their school. The school has about 750 students and 30 teachers. There are two classes for S1 to S3 graders, who are middle schoolers, and four classes for S4 to S6 graders, who are high schoolers. This school is famous for its high academic achievement as well as great sports performance.

Q What activities are you engaged in?

My work is divided into two main areas: regular PE classes and after-school activities. I offer regular PE to all classes from the S1 to S6 grade. The average number of students per class is 55. But, because two classes are grouped together for PE, I teach about 100 students at a time. Every week, I have 8 hours of regular PE classes in a total. After regular classes, students do various after-school activities four times a week. I have created a student club for badminton, which was my major. I lead the student club activities four times a week, an hour per session. I am currently teaching 10 boys.

Q How is the PE environment in Rwanda?

As you just mentioned, Rwanda shares common characteristics with many other developing countries in terms of sports. There is a strict distinction between school PE and elite training and the government's support is focused on the latter. Some schools have sport clubs for students, but few operate an active PE program as a required subject. This is partially because there is no space, equipment, or skill to provide PE. So, naturally, many Rwandan people think that PE is just for a small number of sporting elite.

Q You have made a curriculum for the school you work at. Could you explain that?

There is very little designated PE time in the general curriculum and there are many students. So, we lack the necessary equipment and space for PE here. By taking

these problems into account, I developed a new PE curriculum to provide students more opportunities to participate in sports, games. Or competitions between classes rather than simply theoretically learning the skills or rules for some sports. My goal is to engage as many students as possible in these activities.

You have also been engaged in a field project which includes the construction of a PE equipment storage and a fitness center at the school.

My team and I built a fitness center for the school's students and, especially, for student athletes and we are also in the process of installing storage for PE equipment so we can more effectively conduct PE classes. According to the sport development policies announced by the Ministry of Sports and Culture of Rwanda, the government has recognized the importance of sport development and the necessity of investing in it.

The Rwandan government has also established seven-year goals at the government ministry, local government, sports association, school, military unit, and police agency level to be achieved by 2020. Among the main objectives set by the policies, the field project that I have been working on focuses on the objective of understanding the current limitations in athletic infrastructure and the strategic shortcomings of athletic development. During last semester's sport field construction, my students and I used a space with poor conditions outside the school for PE classes and other activities. I participated in the selection and preparation of the site for the new athletic field and participated in the entire process of the construction of the equipment storage facilities and fitness center, which are now in their final stages. Also, as it was considered very important to train teachers who teach their classes using these facilities, I developed a PE curriculum and lesson plans. I will provide these lesson plans, including various PE activities recommended for each grade in English so that all teachers will be able to offer PE classes after I leave the school.



What memory, since you starting working there, has most impacted you?

It would have to be the activities of the after-school badminton club. This March, the club members participated for the first time in a national competition. There, I saw new sides of the students. They were always playing pranks or trying to beat each other when we practiced at school. But during the competition, I was happy to see them supporting and cheering for each other.

At the competition they got good results. On our way back to the school, we stopped by Kigali, the capital, and visited famous landmarks and the US Embassy that the students had been wanting to see. For many of them this was the first time in their lives they saw buildings like these. I was delighted to share these unexpected meaningful experiences, other than simply teaching them various skills, with the students thanks to the national competition.

You had volunteered in Uganda for five months before you came to Rwanda. What made you decide to volunteer again internationally in Rwanda?

As a child, I dreamed of volunteering for the benefit of African children in need. I don't know what made me have



a dream like this. But after I entered university, I joined the World Friends' mid-term volunteering programs for youth and went to Uganda. There, I realized that volunteering is not just giving love but receiving love, too. It gave me valuable insight into the true meaning of volunteering, which is correctly understanding the needs of locals and providing the support they need, rather than giving whatever I want to give in the way I want. After graduation, I was thinking of continuing my studies in graduate school. But, I wanted to volunteer again in a foreign country in a larger way, this time. So, I decided to come to Rwanda. Most of all, the five months in Uganda were too short and there were many more things I wanted to experience through volunteering. I applied for the activities in Rwanda, which I thought would share a common culture with Uganda because it is also in East Africa.

Q What kinds of worries did you have before arriving in Rwanda and how has your impression of the country changed?

During my initial months here, I kept comparing Rwanda with Uganda and often felt disappointed, seeking what I experienced in Uganda in Rwanda. (Laugh) But I am learning about Rwanda and its own charms. Uganda has a poor public safety and I was even robbed on the street. I worried that Rwanda would be also have poor public safety.

But, living here, I realize how safe this country is. Like how Korea and Japan are totally different countries, no matter how close two neighboring countries are, we should never judge one country based on the knowledge we have about the other.

Q Lastly, do you have any message for those who will volunteer in Rwanda?

I recommend you bring as many Korean food items as you can; you will never regret it. It is also good to bring the items you need for your hobbies that you enjoy in Korea. You will have a lot of leisure time here and will need some way to relieve stress. Regarding volunteer work, I would like to emphasize the importance of language study, which can never be over emphasized. Additionally, Rwanda is much colder than you think. It is a wrong to think all African countries are always hot. It is a good idea to bring a lot of warm clothes. Lastly, it is important that you set goals, in advance, for what you want to achieve during the two years you're volunteering here.



A dream restaurant built together with youths in Africa

Eom Sohee, CEO of Kijamii Table

"Kijami" means "Social" in Swahili, a language used in East Africa. Kijamii Table is a social restaurant that opened in Africa.
Kijamii Table is not a typical food service company, but a social enterprise that works with youths in Africa.
Written by Kang Naeun
Photos by Han Sang-mooh
Photo courtesy Eom Sohee

A ray of hope after a prolonged despair

Rwanda is one of the countries with the highest unemployment. One of the factors is the genocide that occurred in Rwanda in 1994. It killed more than one million people in three months. Twenty-five years after the genocide, children who lost their families and relatives have now become young adults. Although the Rwandan government and people have put great efforts to recover since the genocide, many young people have grown up without educational opportunities and protection. That is why Kijamii Table started business in Rwanda among many African countries.

"We didn't have to post any hiring announcements when we needed staff. Young people started to bring resumes one by one when the interior work for the restaurant began, and more than 100 resumes were





piled up by the end of the construction. The employment situation in the country is so difficult that people have to do their own legwork to find jobs."

A smart way to solve the problem of youth unemployment

Eom Sohee's experience in overseas volunteer service has had a big impact on the decision to start a social enterprise in Rwanda, which is at least 15 hours away by air from Korea. While working for a nonprofit organization in the fair trade field in Korea, she became interested in the issues in developing countries and began volunteering overseas. There was a good reason that she selected Africa of all regions.

"The Millennium Development Goals (MDGs) that began in 2000 and lasted until 2015 had an intermediate assessment in 2008. The report said that it was difficult to achieve some goals in many countries in Africa such as ending poverty and hunger, and I wondered why it was more difficult in Africa. You can only see the numbers and assessments from Korea, so I wanted to go to Africa and experience it in person. It had both curiosity and a desire for experience."

She spent one year in Kenya as a volunteer for an NGO first and then two years in Cameron as a KOICA volunteer. She implemented various projects with young people in Africa and saw the potential they have.

"I thought it was meaningless to think that the three years that I spent there was just a good experience. I wondered if there was any way I can continue my relationships with the people I met there."

She became interested in social enterprises and was getting trained when she met Co-CEO Ryu Hyeon-jeong who had spent three years as a cooking instructor in Rwanda. The two met in May 2016 and spent two years in preparation for the business. They finally opened Kijamii Table in the capital city of Rwanda in September 2018.

Meeting new people and a new world

For six months after they opened Kijamii Table in September 2018, there was not a single dropout. Instead, they hired four more employees this year, and so far 15 young people are working hard to fulfill their dreams by learning and growing together at Kijamii Table.

Having succeeded in starting up a business and providing job opportunities to young African people, Eom Sohee confidently says that she has realized her dream thanks to her experience as a KOICA volunteer.

Overseas volunteering was a turning point that gave me a new opportunity in my life. It doesn't have to be limited to your expertise or region, there are many things you can do with your thoughts, experience, and people you met during volunteering. I hope that the people who have experienced or will experience overseas volunteering can develop their future through that experience."



What kind of foods do people eat in Africa?

Here are 3 popular dishes Rwandan people enjoy!

How much do we know about African food?
Korea International Cooperation Agency Volunteer Representatives, Eom So-hee and Ryu Hyun-jeong, visited "Kijamii Table", a social enterprise that opened in Kigali, Rwanda, in September 2018.
Because it is a restaurant that serves authentic African food, it should be able to demonstrate the flavors of Africa.
The representatives tried three dishes recommended by chef Cyprien of Kijamii Table.

Written by Kim Eunah **Photos by** Han Sang-mooh **Support by** Kijamii Table

Spicy chicken as magnetizing as buldak, the Korean hot and spicy chicken. Pili pili chicken

Pili chicken is a dish that is particularly popular in the Republic of South Africa. Pili pili is a type of spicy chili widely used in Africa. The dish is sometimes referred to as “African style spicy chicken.” Chicken is marinated in a mixture of chopped garlic, herbs, salt, and pepper. Then, after letting the chicken sit for a while, it is deep-fried. The South African style pili pili chicken is made by mixing water, chopped garlic, vinegar, tomato paste, paprika, pepper, and ginger, and then boiling the mixture together with chicken to create an accentuating sour flavor. At Kijamii Table, though, the spiciness was even more emphasized by adding a bit of honey instead of vinegar to enhance the sweetness and softness of the flavor.



Pilipili Chicken



Isombe & Ugali

Rwandan-style homemade food Isombe and ugali

Isomebe and ugali are the most common “home-cooked meals” in Rwanda. In Africa, making a pot full of food and sharing it with everyone else in the village remains a part of the local culture. Isombe and ugali are the perfect dishes for that. To make isombe, fresh cassava leaves are ground and mixed together with tomato, garlic, and assorted herbs to make a base. The base is used then to boil beef with beef bones. Once all the ingredients are sufficiently cooked, the bones are separated from the meat. The meat is served in the form of thick sauce. Ugali is a classic carbohydrate that is enjoyed like rice or noodles are in South Korea. Usually ugali is made by mixing corn or cassava powder with water to make dough. Ugali made with corn has a soft texture like streamed white rice cakes while ugali made with cassava has a chewier texture like glutinous rice cake. At Kijamii Table, ugali is made in the shape of rice ball cake. The rice ball shaped ugali are plated together with isombe.

The perfect snack to go with beer, protein skewers Brochettes

Brochettes generally refers to fire-grilled skewers that are widely enjoyed throughout Africa. Brochette means “skewer” in French. It is similar to “kebabs” in the Middle East. It is a dish that can be easily found in most Rwandan restaurants, and is loved by everyone.

It is a popular snack served in the local pubs lit up with neon signs of various beer brands including Rwandans’ favorite beer brand Primus. Since goat meat and beef are more common in Africa than chicken or pork commonly enjoyed in Korea, brochette is most commonly made using beef or goat meat. The meat is enjoyed together with vegetables such as onions, bell peppers, mushrooms, or sweet peppers. A special sauce is used to soften the meat. Kijamii Table adds pili pili sauce to the dish to give it a nice spicy and sour flavor.



Brochette





TIPASA

: the flower-covered ruins

Written by the KOICA Office in Algeria







When saying the name Algeria out loud, it conjures up the image of the desert's swirling veil and the taste of sandy winds to the tip of one's tongue. The country of sun and mystery, known by the unfamiliar name Camus. In this mysterious country that has never been introduced in any Korean travel program, the Korea International Cooperation Agency Office in Algeria can be found.

The place that is going to be introduced this time is Tipasa, the ancient Roman ruins located in the country of the crescent moon, Algeria. "Tipaza" is the name of a city that was created in 1857 in a location 70km west of Algiers. "Tipasa" are the ancient Roman ruins that are located inside that city. Tipasa means "a port of call" in Roman. It was a trade port in Ancient Carthage from the 6th century B.C. to the 2nd century B.C.. After the Roman conquest, Roman settlements were formed there.

Tipasa is a historic site where the cultural styles of ancient Rome, Carthage, Phoenicia, and Byzantine still remain. It was nominated as a UNESCO World Heritage Site in 1982. Due to improper maintenance, however, it was designated as a World Heritage Site in Danger in 2002. As if to tell us this story the sun-bleached stones of the ruins illustrate the passing of time.

Camus, who is well known to us through the book The Stranger, described Tipasa in an essay titled, "Nuptials at Tipasa" contained in the book Nuptials.

"In the spring, Tipasa is inhabited by gods and the gods speak in the sun and scent of absinthe leaves, in the silver armor of the sea, in the raw blue sky, the flower-covered ruins, and the great bubbles of light among the heaps of stone."

– Nuptials at Tipasa

In the spring--in April, as soon as we arrived, we could understand Camus's love for this place. The blue sky, and the Mediterranean Sea shimmering with blinding silver light looked like a giant temple. The substance which held the scene together was Algeria's hot sun and pervasive heat. The sun, scorching even in spring, was covered the stone buildings of Rome with orange light. The flowers, blossoming in the midst of all this had conquered the ancient land of Rome.



It is said that the Roman general Scipio foresaw the fate of burning Rome from the burning of Carthage. Maybe the scene looks similar to Tipasa bleached by the sun. Rome, the ruler of this land, left behind the past glory of this place and allowed it to be occupied by frail, delicate life, just like Carthage which had been destroyed. In this place, it is possible to feel the passing of time, and the loneliness of the perished ancient city. Camus was probably describing this sentiment when he wrote "the flower-covered ruins."

In this place that now secular place, a Roman catholic church is still standing resolutely. The word "basilica" originally referred to public buildings built by the ancient Romans. Mostly, they were used for religious purposes, and are significant historic sites that demonstrate an early style of Christian architecture. The arch pillars of the cathedral that used to uphold the glory of god are now a frame that contains a view of Tipasa.

Walking along the floor of the cathedral, a memorial dedicated to Camus can be found. Camus left these words on the memorial.

"Here I understand what is meant by glory: the right to love without limits."

As I was walking away from the landscape of Tipasa, I met an old man looking over the blue Mediterranean Sea. He was an archaeologist who participated in the excavation of Tipasa. He was looking over the Mediterranean Sea sitting on a stone that he probably handled in his younger days. Maybe it was his effort that allowed us to see this beautiful historic site.

The scene we saw in the end was this. Love between two lovers, and the affection of the archaeologist for this place. That would be "his right to love without limits" that Camus wrote on the memorial. Those of us who visited this place also fell in love with it. We moved away, leaving the blue sky and the sun behind.

The taste of the Philippines on my dinner table

How to make Filipino dishes

The Philippines is home to a number of famous tourist attractions which possess truly astonishing beauty such as Boracay or Cebu. The tasty local cuisine is a source of joy that one cannot miss out on. We would like to invite you to the world of Filipino food with all of its mesmerizing flavors and sights.

Written by Nam Jiyeon **Photos by** Lee Sung-Wong
Support by KOICA Global Village



The fried rice that has captivated the taste buds of the world.

Nasi goreng

Nasi goreng is a popular dish loved by people all over the world. It also won second place on CNN's list of the 50 best dishes in the world. Let's make nasi goreng that will teleport us back to the streets of Indonesia.







Ingredients

Main ingredients

Vegetable oil 30g, chicken breast 50g, shrimp 50g, a bowl of steamed rice, chilled 200g, 3 eggs, Kecap manis 15g, chives 10g, deep-fried shallots 10g, bean sprouts 30g

Sambal sauce

1 shallot, 1/4 lemon grass, 2 dried red peppers, garlic 5g, fish sauce 5g, paprika 20g, tomato puree 5g

How to cook

❶ Add oil to a wok, and stir fry any main ingredient of your choice such as pork, beef, chicken, or some type of seafood.

❷ Grind all ingredients for sambal sauce into a paste. Stir fry the paste in the wok until brown.

❸ Put the paste made in step ❷ to one side the wok. Add a whipped egg to the wok to cook. Mix the egg and the paste together.

❹ Add the stir-fried meat from step ❶ to the mixture in step ❸. Mix well. Add steamed rice, and mix again.

❺ Season the mixture with Kecup manis, salt, and pepper to taste. Add bean sprouts and stir fry well.

About the ingredients

Kecup manis Kecup manis is an Indonesian style sweet soy sauce. It can be replaced with other ingredients such as a mixture of oyster sauce, soy sauce, and caster sugar. However, Kecup manis gives the dish the authentic taste like what is sold on the streets of Indonesia.

Shallot Shallot is a type of vegetable that is similar to onion and garlic used in South Korea. In South Korea, it is also called "mini onion." You can deep fry shallots yourself, or use the dry chips sold on the market.

Sambal sauce This is one of the main ingredients commonly used to make nasi goreng. It is a spicy sauce made by crushing different types of spices and herbs together. It is also gives the dish its red hue. As it could be bit too spicy for children to enjoy, we replaced spicy red pepper with paprika instead.



The sweet taste of coconut,

Buko pie

There is a local delicacy that anyone who visits the Province of Laguna in the northern part of the Philippines must try: buko pie. Though it is a relatively unknown dish in Korea, once you taste this sweet treat, there will be no going back. Today, we are going to make this famous buko pie.

Ingredients

Main ingredients

Medium flour 200g, butter 140g, salt and sugar 2g each, some water, Coconut filling Lemon juice 5g, starch 18g, coconut water 18g, whipping cream 18g, sugar 18g, coconut meat 20g, sweetened condensed milk 5g, a little bit of whipped egg.

How to cook

❶ Soften butter in a bowl at room temperature. Add medium flour, salt, and sugar, to a bowl and mix well. Add cold water little by little while kneading the dough

❷ Put the dough made in step ① in a plastic bag. Keep it in the refrigerator. Let it chill for around 30 minutes.

❸ Put all the ingredients for the coconut filling in a pan. Mix them well and have them reduce on low heat.

❹ Roll out the chilled dough, until it is about 5mm thick. Cut the dough in half to use it for the top and bottom of the pie. Cut the dough in long strips for decoration.

❺ Place the bottom piece of the dough in the pie tray. Use a fork to make holes.



Place the cooled coconut filling in the tray.

❻ Cover the pie with the other piece of dough. Coat the top of the pie lightly with whipped egg. Bake in the oven for about 10 minutes at 200℃.

Sweet and chilly home-made ice cake.

Mango float



As a paradise full of tropical fruit, the Philippines is famous for the sweet mangos grown in the country. Mango that you can never get tired of. How do the native Filipinos people enjoy this fruit? Meet the traditional Filipino dessert made with mango, mango float.



Ingredients (2 serves)

Wheat cookies 50g, fresh whipping cream 100g, sweetened condensed milk 30g, 1 mango

How to cook

❶ Put the wheat cookies in a plastic bag and smash them into small pieces.

❷ Cut one mango, and mash it up.

❸ Whisk the cream with a mixer. When the cream starts to thicken, add the condensed milk. Whip the mixture until it is firm.

❹ In a glass, put the ingredients layer by layer in the order of crushed wheat cookies, whipped cream with condensed milk, and then mashed mango.

❺Put the glass containing the layers in a refrigerator for at 30 minutes to 2 hours until the whipped cream has soaked into the cookie, smoothing it out.

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