

# Global Connections: World Vision in Rwanda



A Global Education resource from World Vision

Global Connections: World Vision in Rwanda is a case study of a global non-government organisation and ways that Australians act as responsible global citizens.



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- Rwanda: a country profile (report and comprehension) p. 5 - 7
- A day in the life of ... (comparison table activity) p. 8 - 9
- World Vision in Rwanda – an overview p. 10

Divide the class into six groups to research the following six stories and assess how global organisations impact the lives of others. Have a student take on the role of the character and have the others design interview questions to find out how they have benefited from World Vision's work.

### 1. Child-headed households

*Jean's story*

p. 11

### 2. HIV and AIDS

*Beatrice's story*

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### 3. Education

*Alfonse's story*

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### 4. Orphan – vocational training

*Mary's story*

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### 5. Agriculture and Gender

*Emerence's story*

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### 6. Healing, Peace and Reconciliation

*Floride's story*

p. 16 - 17

- Summary table p. 18
- Genocide in Rwanda (cloze recount – past tense verbs) p. 19 - 21
- World map – internet research and show links with other countries p. 22



## Benefits of the organisation's work

- Provides emergency food, shelter, medicine and care in times of disaster
- Communities affected by disasters are rebuilt and empowered to be less vulnerable to disasters
- Improved health care
- Improved access to quality education
- Access to safe, drinking water and sanitation
- Increased agricultural produce
- Better prevention, treatment and care of disease
- Increased literacy
- Greater gender equality
- Support and care for orphans and vulnerable children
- Development of small businesses through loans and microfinance
- Australians are engaged to eliminate poverty and its causes
- Helps governments and businesses to address global poverty

## How Australians help the organisation

- Australians volunteer their **time** and **energy** to meet with politicians and write letters to support campaigns.
- Australians provide **financial support** for projects by participating in the 40 Hour Famine and Child Sponsorship programs.
- Australian teachers help **educate young people** about global issues.
- Australian businesses work with World Vision to provide **materials** to build local communities.
- Child sponsors write letters to **encourage and support** their sponsored child.

## Roles

- **Emergency relief**  
World Vision provides rapid emergency relief to the victims of war, flood, earthquake, or other natural disaster. Workers in the field will provide food, shelter, medicine and other immediate needs. This is followed by rebuilding and rehabilitation programs to help people to protect themselves better from future disasters.
- **Community development**  
World Vision works alongside poor communities to find solutions to problems like malnutrition, lack of safe drinking water, illiteracy, unemployment and disease.
- **Advocacy and education**  
World Vision seeks to educate Australians about poverty. This includes challenging people to take action, such as letter writing and visiting members of parliament. World Vision also seeks to influence business and government policy affecting developing countries.

## Organisation

**World Vision** was founded in the USA during the 1950s. World Vision Australia began in 1966 and now works in 62 countries around the world. The aim of World Vision is to engage people to eliminate poverty and its causes. In 2007, at least 2.8 million people were supported through emergency relief.

# Rwanda: A Country profile

## Geography

Rwanda is a **landlocked** country in central Africa less than half the area of Tasmania. It is a mountainous country and is popularly known as 'land of a thousand hills'. It is famous for its population of **endangered** gorillas.

## People

Rwanda is one of the most densely populated countries in Africa. The population of 9 million is mainly rural. There are three ethnic groups – Hutu (84%), Tutsi (15%), and Twa (1%). More than 90% of Rwandans are Christian, but small numbers are also Muslim or have traditional beliefs. Kinyarwanda, English and French are the three official languages.

## History

Since 1895, Germany and then Belgium took control of Rwanda. In 1962, Rwanda became an independent country. However, since Belgian control in 1916, Rwanda has had a history of tension between the Tutsi and Hutu people. Then, in April 1994, over 800,000 Tutsi and up to 30,000 moderate Hutu were killed by Hutu armies and civilian **militia**. The **genocide** lasted for 100 days until soldiers from the Rwandan Patriotic Front took control of the country. During this time, almost three million Rwandans fled to neighbouring countries as refugees.



In 2003, the first presidential elections since the 1994 genocide were held. Rwanda has since experienced peace and stability.

## Economy

Rwanda is one of the poorest countries in the world. The economy is largely agricultural, with 90 percent of the population working in subsistence farming. Coffee and tea are grown for export while cereals, vegetables and rice are grown as food crops.

Inadequate transport links limit export growth. For example, there are no ports or railways and few major roads to other countries.

## Living conditions

80-90% of Rwandan people live in poverty on less than \$2 a day – many with inadequate shelter and little access to safe drinking water. Since the genocide, about half of all households are headed by women and about 60,000 by children.

## Diet

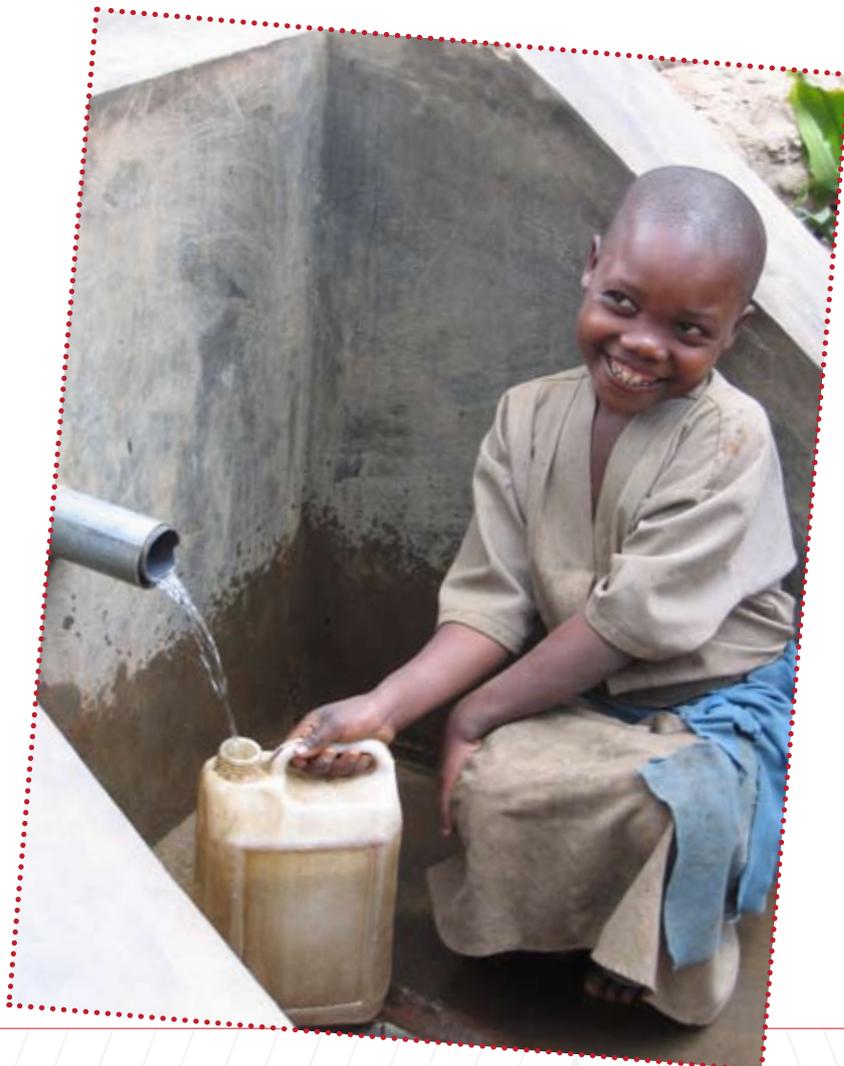
The Rwandan diet consists mainly of sweet potatoes and beans, with bananas, corn, peas, millet, and fruits added in season. Beer and milk are important drinks. Most Rwandans eat meat only about once or twice a month. Fish is eaten by those living near lakes.

## Health

Malaria, HIV and AIDS, and **malnutrition** are the major health issues in the country. Together with a lack of skilled medical staff, this means that 20% of all children die before their fifth birthday. Also, life expectancy is only 44 years compared to the Australian life expectancy of 80 years.

## Education

Over 800,000 primary age children are not enrolled at school. For those who do attend, learning is made difficult by a lack of basic materials such as books, pencils, school furniture and a shortage of trained teachers. Class sizes are also very large (60-80 children).



Bamporiki, aged 8 years, collects safe drinking water from a spring.

# Rwanda: A Country profile

1. List the three main languages in Rwanda:

.....

2. Explain why a large number of children die before their fifth birthday:

.....

3. Find the words in **bold** that mean the following:

The deliberate destruction of an ethnic group: .....

Surrounded by land: .....

State of poor nutrition: .....

Civilians trained as soldiers but not part of the regular army: .....

Threatened with extinction: .....

4. How do these World Vision projects benefit the people of Rwanda?

Training new school teachers helps to .....

.....

Educating mothers about nutrition helps to .....

.....

Improving access to safe drinking water by building wells helps to .....

.....

5. Name the four neighbouring countries that received Rwandan refugees: .....

.....

Flag of Rwanda



# A day in the life of ∞

Mwaramutse. Bonjour Hello.

My name is Christian and I learn three languages. This is very common in Rwanda. I normally use my own language called Kinyarwanda, but I do most of my schoolwork in French. For a few hours each week we also have a class in English and that is my favourite subject at school.

On Monday to Friday, I wake up around 6am in the morning and then I wash myself, get dressed and come to school about 7.30 am. School starts at 7.40am and we begin each day singing the national anthem. After that I go to class. There are about 80 students in my Year 5 class. At noon I walk home and look around to see if there is any food to eat. If I find some food I eat it and walk back to school for the afternoon session.

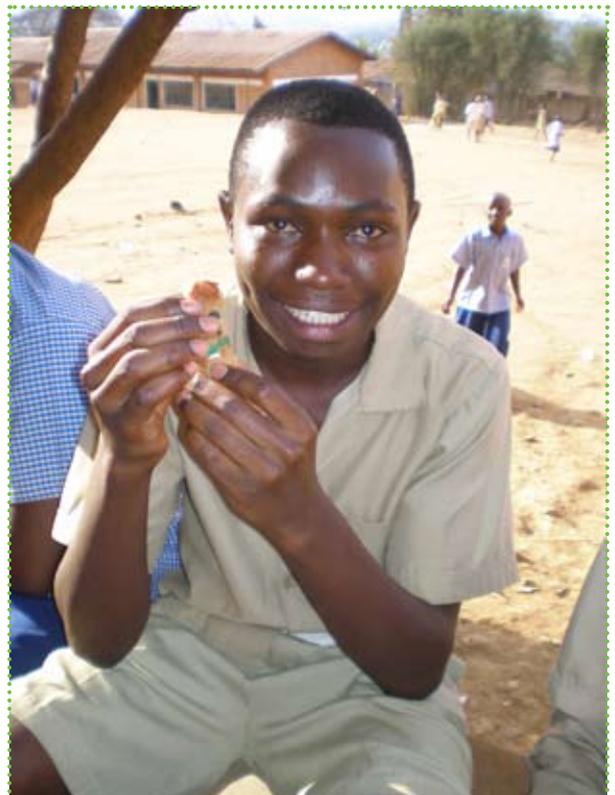
At lunch I like to eat potatoes or rice. I live with my 20 year old sister and 19 year old brother. We don't have our mother or father. They are both dead.

After school I revise my school work. If I get food, I eat and go to sleep about 8pm. We don't have any electricity, TV or radios and our only light at night is from a candle. There is not a lot to do at night!

I really enjoy riding a bicycle although I don't have my own. I sometimes borrow my friend's bike. Each day I walk about 30 minutes to get water from a well. As for Australia, I know it is a long way from Rwanda. I also know about kangaroos and the Australian soccer team. They were a good team in the 2006 World Cup.

## Christian

Christian, aged 13 years, wants to be an electrician when he leaves school



# A day in the life of ...

1. Compare your life story with Christian's story:

	Christian's story	My story
Where do you live?		
What languages do you speak?		
Who do you live with?		
What is your favourite subject at school?		
What time does your school start?		
How do you get to school?		
What is your favourite lunch?		
What do you enjoy doing outside of school?		
Where do you get your water from?		
What occupation would you like when you are an adult?		

2. With a partner, make a list of how your life is similar to and different from Christian's life.

.....

.....

.....

.....

.....

# World Vision in Rwanda - an overview

## Humanitarian Relief (1994-1999)

Beginning in April 1994, approximately 800,000 people were murdered in the Rwandan genocide. In May 1994, World Vision responded to the needs of the country by distributing **emergency relief supplies** and caring for unaccompanied children who had fled to safer parts of the country. This included **food, drinking water, temporary shelter, clothing, medicine and blankets.**

As the refugees began to return to their homes after the killing, World Vision helped to **reunite children separated from their families.** People returning to their villages and towns were supported in their **agriculture** and helped in their grief and trauma. World Vision provided **counselling** and **conflict resolution** activities that helped to bring peace and reconciliation in communities.

At the same time, World Vision assisted in the **rebuilding of health centres, schools, bridges and shelters.**

## Community Development (2000 - present)

As Rwanda became more settled and stable, World Vision began to work with communities on long-term sustainable development. This has included:

1. Support for child-headed households where orphaned children live together
2. Building of houses, schools and health centres
3. Healing, peace and reconciliation activities
4. Education about HIV and AIDS prevention, care and treatment
5. Improving crop and livestock production
6. Access to safe drinking water
7. Increasing the quality of schooling for children
8. Small loans and vocational training to encourage small businesses



Anitha, aged 13 years, is studying in grade six at primary school in Rwanda

# Child-headed households

## Jean's story

I'm 22 years old. Since I was 16, I have been the head of our household because our parents died and I am the eldest of the five children. The others were 13, 11, 9 and 7 years old when our parents died. This has been a very difficult time for us but it is not unusual in Rwanda. The 1994 genocide and spread of HIV and AIDS has created 60,000 child-headed households in my country.

We live in an isolated part of Rwanda up in the hills and for the first few years, we really struggled to survive. Then, I became involved in a World Vision program for orphaned kids who were the head of their households. They brought me together with others who were in the same situation and it was encouraging to meet together and share our problems. The groups teach us about malnutrition and HIV and AIDS prevention.

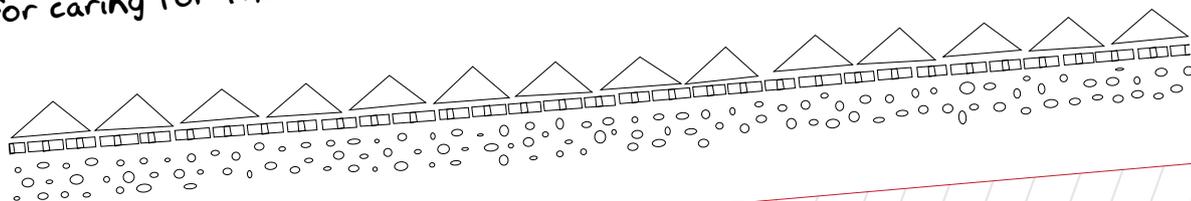
World Vision also worked with the local community to train adult mentors for us. This has been a great help. Gaspar is a man from the local community who has become like a parent to us. He meets with me three or four times a week and gives me advice about how to care for the younger ones. He also helps us with farming and brings us porridge if we are sick. Even though he cannot replace our parents we respect him and he is a great support.

We survive by growing beans and sorghum that we turn into porridge. Church is also important to us. It helps us to know that God loves us and cares for us. We don't feel isolated any more and feel like we are part of the community.

As time goes on, I hope that I will be able to marry. As the eldest of the family, I will always live near my family and be responsible for caring for them.



Jean (orange shirt) with members of his family.



# HIV and AIDS

## Beatrice's story

World Vision has been working with people who are living with HIV and AIDS – many of them are women whose husbands have died because of AIDS or the 1994 genocide.

Beatrice is a single mother caring for eight children in her small house in Kigali, the capital city of Rwanda. Five of the children are her own and three are orphans that she has taken into her care. She has no access to water or electricity in her home and she cooks with a wood-fired stove.

I belong to a World Vision group with 146 people who are living with HIV and AIDS – 108 women and 38 men. The group has been a great support to me and I've seen the group play an important role in changing the community's understanding of HIV and AIDS. In the past, many people thought you could be infected by eating or shaking hands with people who are HIV positive. Now, after educating the community, they know the truth about infection.

I have also received a small loan (\$30) through World Vision to help increase my small business and provide enough to feed my family. In the past, I could only buy and sell 20 litres of milk each day. But now, with the loan, I am able to buy and sell 40 litres a day and still have some for my own children. I hope to build my business in the future.

I am very thankful for this partnership we have with Australia.

## Beatrice



Beatrice with ladies from the HIV and AIDS association.

With funding from Australia, World Vision Rwanda has formed HIV and AIDS groups that provide:

- training in traditional craft skills like hand-woven baskets
- education about improved nutrition and HIV and AIDS
- small loans to help develop businesses
- training in effective agricultural practices
- direct food support and care for people dying of AIDS
- a medical insurance scheme that allows access to health centres
- social support and encouragement

# Education

## Alfonse's story

Alfonse is 17 years old. Like many Rwandan children, he was forced to leave primary school in order to work and earn money for his family and feed his younger siblings. Both his parents were too sick to work and so Alfonse went to work on a tea plantation. This work meant that he spent long hours each day picking tea leaves from the plants for very little money.

Then, in 2005, World Vision Rwanda and the local community in Byumba decided to begin a catch-up school to encourage older students like Alfonse to return to school and finish their formal education. This would give them more choices and opportunities in life.

World Vision shared the idea with the Rwandan government and together they now employ 4 teachers and 142 students – about 35 students in each class. The rest of the school has 1,300 children with 60-70 students in each class. At first, the younger students would mock these older students, but with time, they now play together, learn together and dance together. The local community is pleased they are now able to read and write.

The older students have their own teachers and classrooms and are taking on leadership in the school. Now they have the educational facilities, support and opportunities to learn, the students appreciate the importance of their second chance at education.



Student at the school expresses appreciation for support from Australia.



Alfonse (red shirt) with some of his classmates.

# Orphan - vocational training

## Mary's story

Mary Mutasi is 17 years old and has no parents. She lives in northern Rwanda with her two sisters - one aged 15 years and the other 21 years.

Although she has only finished some primary schooling, Mary has spent the last two years in vocational training learning to be a tailor. Along with 27 other orphan girls, the classes begin at 7.15am and finish at 5.30pm - some of the girls walk up to two hours to get there.

With funding from World Vision Australia, over 2,000 Rwandan orphans like Mary have received training to help them earn incomes for their families. The children also get to meet with other orphans and receive support and encouragement. They get to share their frustrations and work out solutions to their problems.

Originally, Mary's family owned two small plots of land, but both houses were destroyed during the fighting in 1994. Now, Mary and her sisters work on the land to grow food. At the moment they are living in a small house that the community pitched in and helped them to build.

"I would like to furnish our house and make enough money so we can pay the school fees for my younger sister to finish secondary school. This seems a little too much at this stage, but this is my hope for the future."

Mary and the other girls in the group work 10-12 days per month as tailors - often making school uniforms for the local school children. The rest of their days are spent working their land to provide enough food for their families.

The tailoring skills help to earn money for their families. They are also able to make clothing for their siblings which saves them money too. The girls work together at a building provided by World Vision and share a bank account that allows them to purchase materials, buttons, thread and maintain their treadle-powered machines.



Mary at her treadle-powered machine.

# Agriculture and Gender

## Emerence's story

Emerence and her family live in northern Rwanda, near the border with Uganda. It is a beautiful area of rolling green hills. Over the past seven years, life for her family and the community has changed.

When Emerence joined a World Vision agriculture co-operative in 2000, she started to attend training days to learn more about farming. The group went on study tours of other districts in Rwanda where they learned new ideas and ways to improve their livestock and food production. Members of the group also learned about the importance of men and women working together at home and in the community.

Meanwhile, these study tours sometimes meant that her husband was left at home to look after the children. In the traditional rural culture of Rwanda, this meant the other men in the village would give him a hard time for being 'dominated' by his wife. Many of the men would not allow their wives to attend these training days.

Yet over time, Emerence and her husband have found a new way of relating and working as a family - and so have many other families in the district. The agriculture co-operative has not only increased food production, boosted family incomes and reduced malnutrition, it has also meant a more equal way of relating for men and women.

As women have learned new skills in farming, they have also been empowered to better manage the family income. Men and women have learned to sit down together to discuss their futures and their hopes for their families. Men and women have learned to prepare meals and cook together.

Today, 2,000 households belong to this Australian funded World Vision agriculture co-operative - including 1,400 women and 600 men.



Emerence and her family have learnt new ways to farm, prepare food and work together.

# Healing, Peace and Reconciliation



## Floride's story

From 1981 to 2001, my husband and I were primary school teachers in northern Rwanda and my husband was a head teacher.

In 1990, my seven year-old son was killed. This was the beginning of a decade of hardships. In 1993, our neighbours started to call us traitors to our own country. Prior to the 1994 genocide, some members of our families were attacked. We were Tutsi people living in a Hutu dominated area.

On 14 February 1993, a group of men and soldiers attacked our home. I was sitting on the veranda in front of our house. A friend came ahead of them and warned me that a group of violent people was about to attack us. I rose up quickly, went in the house, and told my children to get out and flee. My husband was sick and could not run. Together with the children and a few cattle, we ran and left him alone.

Later on, I learnt that soldiers had killed my husband and smashed our house. We were sad but could not even go to bury him properly. We were scared. We remained in a refugee camp for 7 months and hid in my relative's home where there was no violence. Afterwards, when we went back home, we found chaos.

At that time I had 8 children. We started living in loneliness, separated from the community, and were distressed as well as fearful. My whole life changed. I was always suffering terrible headaches. I had a great sense of guilt for having left my husband. I started imagining the voice of my husband saying, "You abandoned me, and they killed me because of you". I was in a terrible situation.

I became aggressive towards my children and I lost affection and kindness. My relationship with neighbours was very bad because I was harsh to them. I was unable to control my temper.

I was asking: "Why me? Why am I in this condition?" I always felt bitter.

I was living in that life when I met World Vision staff in 2006 and was encouraged to attend their Reconciliation Workshops.



At first I doubted whether the workshops could really help. But the staff insisted and the workshops transformed my life. They enabled me to mourn my husband and to grieve. I never understood before that I could mourn my deceased relatives without burying their bodies. I learned this, and after some time I felt relieved of the inner pain.

During the workshops, I recalled all I had suffered and shared them with the participants. It was a terrible moment. Anger and grief came up, and I was so sad and cried a lot. But later on as we learned to manage our emotions, I felt relieved of the pain. What I loved most was the way I was treated by the World Vision staff who conducted the workshops. They were so gentle and sensitive to my pain.

I have now started the process of forgiveness. I learned to manage stress and negative emotions, and I no longer have terrible headaches and dizziness. I know that there are still hardships with people, but I do my best to live in harmony with others.

I regained hope and my desire is to see my children growing up free from the problems that I endured. My language has changed and I have good relationships with them. We agree on each decision we make and we are friends.

I now think about the future and the development of our community. I serve now as a mentor for three child-headed households whose parents died of HIV and AIDS. I can't pretend that I'm totally healed, but I am trying to deal with them in my daily life. Healing is a process and a school.

I'm grateful for World Vision for helping me to engage on this helpful journey.



Floride with others from the workshops.



# Summary Report

Complete the table below using the six case studies:

	What role does World Vision play?	How does World Vision benefit the people?
Child-headed Households		
HIV and AIDS		
Education		
Vocational training		
Agriculture and Gender		
Healing, Peace and Reconciliation		

# Genocide in Rwanda



## Timeline

- 1916 – 1962** Rwanda occupied by Belgium. Under Belgian rule, Tutsi people in Rwanda were given privileged positions and this was resented by the Hutu population.
- 1962** Rwanda became an independent nation under Hutu leadership.
- 1959 – 1973** Tutsi people persecuted and over 700,000 exiled from Rwanda to neighbouring countries like Uganda and Burundi.
- 1990 – 1994** Government and media spread propaganda and division. Some Tutsi refugees formed the Rwandan Patriotic Front (RPF) and invaded Rwanda. This led to civil war. Many Tutsi people persecuted and killed.
- April 1994** Rwandan President Habyarimana killed and genocide begins. Approximately one million people – mainly Tutsi - murdered in 100 days. United Nations peacekeepers not allowed to use force to protect people.
- July 1994** Troops from Rwandan Patriotic Front (RPF) gain control of the country and stop the genocide. Millions of Rwandans flee and become refugees.
- 1994** World Vision begins emergency humanitarian relief providing food, shelter, medicine and care for children.
- 1995** International Criminal Tribunal for Rwanda established to punish crimes of genocide.
- 2000** World Vision begins long-term community development work.
- 2003** First presidential election held since the genocide.
- 2008** World Vision continues to work with communities including Healing, Peace and Reconciliation workshops.



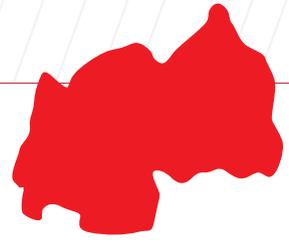
A common sign in Rwandan schools.

### Sign translation

Have Peace  
Tolerance  
Unity  
Reconciliation

Let's uproot  
Genocide ideology  
Everywhere

# Genocide in Rwanda



Choose the best verbs below to complete this recount text:

## Before the genocide

In 1895 – 1962, colonial rule in Rwanda divided the Hutu and Tutsi people by favouring the Tutsis and giving them more privileged positions. This ..... the Hutu people to resent the Tutsi people.

Then in 1962, Rwanda became independent and the majority Hutu people took leadership in the government. This led to ongoing persecution of the Tutsi people and over time, 700,000 people ..... to neighbouring countries like Uganda and Burundi. The media and government encouraged hatred of the Tutsi people.

Finally, on 6 April 1994, President Habyarimana was ..... when his plane was shot down. Within one hour, the killing of Tutsi and moderate Hutu people began.

fled

caused

killed

destroyed

allowed

determined

separated

took

# Genocide in Rwanda



## During the genocide

Hutu soldiers and militia (Interahamwe) set up roadblocks to identify and kill Tutsis. Approximately one million people were murdered and thousands were tortured and raped. Homes were demolished, and shops and churches

..... There were over 300,000 orphans and thousands of widows.

The United Nations peacekeeping force in Rwanda was not ..... to use force to protect people. This was a serious failure of the international organisation.

There were many Hutu and Tutsi people who worked to resist the genocide and protect one another. In July 1994, the Tutsi soldiers in the Rwandan Patriotic Front (RPF) ..... control of the country and the genocide ended.

## After the genocide

After the genocide, the country was in chaos. Millions of Hutu and Tutsi fled their homes and refugee camps were set up in neighbouring countries. Humanitarian aid organisations like World Vision worked to provide people with food, shelter, medicine and care for children. Many survivors were ..... from their families and many were infected with HIV and AIDS. Orphanages were set up and many continue to live with the trauma of these events.

Later, courts were established to bring justice to Rwanda and punish the crimes of the genocide. Memorial sites were also set up with education programs to help people remember and learn from the past. Rwanda is ..... to work towards reconciliation and build trust between all their people.

# Global Connections World Map

Have students use the World Vision website [worldvision.com.au/aboutus/projects/](http://worldvision.com.au/aboutus/projects/) to identify other countries where World Vision Australia works and show them on the world map below.

