Trócaire Lenten Campaign 2004

Rwandá: The Generation After Genocide

Post Primary School Teachers’ Resource
Religious Education and CSPE/Citizenship Education

From a Past of Pain to a Future of Hope
Easter is central to all that it means to be a Christian. It is therefore Christianity’s most ancient and important yearly feast. By the 3rd century a preparatory season of forty days—Lent—was joined to this holy time. It was designed to help people prepare for the celebration of Easter by asking them to reflect on their lives and make practical changes to the way that they live. “What a Christian should be doing at all times should be done now with greater care and devotion,” Pope St. Leo told Christians of the 6th century beginning their Lenten observance.

The Catholic Church celebrates the Lenten season from Ash Wednesday to the Mass of Holy Thursday. It is a time when we are asked to focus on the priorities of life and to give special thought to repentance and things that really matter.

This Lenten call asks us to reflect deeply upon our own lives and also to live in solidarity with those who are poor and exploited. This action for justice from a base of reflection remains a central part of the Lenten season and a core element of the life of a Christian.

This Lent, our action for justice particularly focuses on Rwanda ten years after the genocide and the growing signs of hope that Trócaire sees in the communities where we work. The description of Lent 2004 as focussing on ‘The Generation after Genocide’ asks us all to remember the tragedy of what happened in 1994, the issues of today that are only too related to that terrible time, and the hope of a new future for the people of this small country.

The Rwandan genocide began during the first week of April, 1994. During the period known as the 100-day massacre, it is estimated that 1 million people were killed. In this time men, women and children were both victims and perpetrators of the violence. Many were also left for dead with terrible injuries and vast numbers fled the country. Unrest and chaos also spread to neighbouring countries such as the Democratic Republic of the Congo where war and death continue to be a daily burden for many people.

Ten years on, the Great Lakes Region is working to emerge from the chaos and build a cohesive society. This year, we invite students into solidarity with the people of Rwanda to mark the tenth anniversary of the genocide. During the first week of April we might pray for all who have been affected. This week is Holy Week and we hope that by providing this resource, students will find it helpful in relating the work of Trócaire to the observances of Lent; fasting, prayer and acts of service to the community, and the social teaching of the church.

This Lent marks the end of Trócaire’s thirtieth anniversary year, an anniversary which has highlighted the acts of solidarity and love shown continuously by the people of Ireland to our brothers and sisters in the many countries where Trócaire works. Through financial support, raising awareness about the causes of poverty and tireless campaigning over the years, we have worked together for a fairer world where the dignity of all people can be achieved.

Without your support, none of this work could have happened.

Focus of this Resource.

This resource is designed for class use in a number of curriculum areas both in the Republic of Ireland and in Northern Ireland. It comes with a free CD Rom, which contains photographs and images for use in the classroom. (See Pg. 15 for further details).

It engages students with the impact of conflict, through the lens of Rwanda. It particularly focuses on the aftermath of the genocide of 1994.

This resource examines three casualties of the conflict in Rwanda; Childhood, Development and Peace of Mind. It also looks at the ways people strive towards Reconciliation and Peace.

Our campaign for the achievement of the Millennium Development Goals offers a real opportunity to work together to create a brighter future and a world free from conflict and poverty so that atrocities such as the genocide in Rwanda will truly be a thing of the past.
Rwanda is one of the smallest countries in Africa; it is also the most densely populated. Covering an area of only 26,338 sq km (one third the size of Ireland) and it has a population of over 8 million!

With green slopes enfolding much of the country, it is often referred to as the ‘Land Of A Thousand Hills’ but with such a huge population to support, almost every available inch of land is inhabited and cultivated. Such a beautiful country has however become synonymous with the 1994 Genocide, in which approximately 1 million people lost their lives in a period of just 100 days.

**Facts on Rwanda**

- Size: 26,338 sq km (approx. the size of Munster)
- Population: 8.4 million
- Capital: Kigali
- Currency: Rwandan Franc
- Ethnic groups: Hutu 85%, Tutsi 14%, Twa less than 1%
- Religion: Catholic: 50%, Traditional African religion: 20%, Protestant: 20%, Muslim: 10%
- Languages: Kinyarwanda, English, French.

**A Rwandan Journey**

- Rwanda is made up of 3 ethnic groups. The Hutu (85%), the Tutsi (14%) and the indigenous Twa (less than 1%). There has been a long history of ethnic tension between these groups.
- Before being colonised by Belgium, the Tutsi cattle lords governed over a feudal-like system with the Hutu farmers tending the land and growing food crops.
- The Belgians strengthened the rivalry by educating the Tutsi and giving them positions of authority.
- In 1959 the Hutus rebelled, took power and the Belgians withdrew. A one party state was established and 12 years of tension were to follow.
- From 1990-93 an armed invasion by Rwandan Tutsi refugees in Uganda, demanding a homeland within Rwanda led to the taking over of the northern part of the country and further increase in tensions.
- Cease fire talks were in progress when on the 6th April 1994 the Rwandan President was assassinated.
- This sparked off a wave of massacres, which had been planned in the previous months by the President and the elite around him who realised that they were losing power.
- The mass killings were carried out by Hutu death squads and were aimed at anyone seen as a threat to the Hutu regime.

- In 100 days, approximately 1 million Tutsis and Hutu moderates who opposed the genocide were massacred.
- Three quarters of the Tutsi population were killed and, following the genocide, many thousands of Hutu died as a result of Tutsi reaction to the genocide, mainly as a result of actions by troops coming from Uganda.
- Many share responsibility for the genocide: those who planned and designed the mass murder; those who took part and those who knew it would happen and did nothing to prevent it.
- Belgium, France, the USA and the United Nations suspected the genocide was being planned. Months before it occurred the UN Commander in Rwanda warned of this. Nothing was done to prevent it. The UN pulled out and 1 million died as a result.

What is meant by Genocide?

Genocide is a word that has become associated with Rwanda since 1994, when the country exploded into a fury of ethnic hatred and killing. It is basically defined as ‘...The attempt to destroy, in whole or in part, a national, ethnic, racial and/or religious group’.

- Life expectancy: 41 years.
- School enrolment: Primary: 66%
- Secondary: 10%
- GNP per capita: $943 (Ireland: $18,710)
- Poverty ranking: 164th poorest country in the world

When evil doing comes like falling rain, nobody calls out ’stop’!
When crimes begin to pile up they become invisible.
When sufferings become unbearable the cries are no longer heard. The cries, too, fall like rain in summer.

-Bertolt Brecht-
Aim of Lesson
The stories of Josienne and John below, will allow your students to explore the real consequences of conflict for many children in Rwanda. Encourage your students to read the stories of these Rwandan teenagers and discover how conflict in their country has affected their lives.

Time
40 Minutes

Preparation
Use the timeline on the next page to find out how their own lives compare to that of Josienne’s and John’s. Encourage your students to think about important events, past, present and future, their own life – family, school, friends, plans.

Hello! I’m Josienne and I’m 13 years old. I was 3 when the genocide occurred so I don’t remember much. My Mum does though and I’ve heard many stories.

My Dad, two of my brothers and my sister were killed in a church in 1994. Theobald was 11, Emmanuel 9 and Alice was only 7. My Mum doesn’t know exactly what happened to them. It was chaotic at the time.

For a few months after the genocide we had to hide in lots of different places. We weren’t able to return to our home and spent some time in a refugee camp. Sometimes we even had to be separated from our mum which was very frightening.

Life is definitely better now. Mum works for a local village group who get support from Trócaire. We have a home and a small piece of land. We even have one cow and 7 goats!

My two brothers and I go to school everyday by foot. It takes a half-hour each way, but we still come home for lunch. I like school but I find it difficult. Sometimes, I find it hard to concentrate and my reports are poor. Mum always encourages us and I am always trying to do better.

Hello! I’m John and I’m 16 years old. I am 16 years old and live in the capital of Rwanda, Kigali. During the genocide in Rwanda, my father was killed. I was only 6 years old.

My mother was left alone to look after 6 children. As she had no way of looking after us all, shortly after, I had to leave home to try to find work. I ended up living on the streets and have been here ever since.

The day begins for me at 5 am when the market opens. Potatoes, vegetables, chicken and lamb arrive and the traders need a hand to help unload all of the goods. The baskets are very heavy and we are very tired and hungry by the time we have finished. With the little bit of money we earn, we buy some fruit and bread. I can also make some money washing peoples’ cars.

The streets are a dangerous place to live. Some gangs sniff glue and take drugs and pick on the smaller kids. Some even try to steal if they can. The police sometimes hassle us too so it’s important for me and my friends to stick together.

At night it’s hard to sleep. As I lie on the ground in my cardboard box, I often wonder how it might have been if there had never been a genocide, if my father had never been killed.

Use the timeline on the next page to find out how their own lives compare to that of Josienne’s and John’s. Encourage your students to think about important events, past, present and future, their own life – family, school, friends, plans.

FOLLOW-UP QUESTIONS:

How do the timelines compare?
In what way has conflict affected John and Josienne’s lives?

Do you have much in common with John and Josienne?
- If yes, what?
- If no, why not?

Even if they have never seen a gun, millions of children suffer from war. Worldwide in the 1990s, 1 million children were orphaned, 2 million were killed and over 6 million were injured.
CASUALTIES OF CONFLICT: CHILDHOOD

AGE 0-12
WHO AM I? (fill in your own name here)

JOHN

JOSIENNE

AGE 13-16

Into the Future... Age 25

Primary Resource Corrs  20/1/04  10:50 am  Page 5
### Aim of Lesson
To introduce and challenge the topic of development and more specifically, development in Rwanda

### Time
40 Minutes

### Preparation
Students should have looked at the information on Rwanda from pages 2 & 3. For this activity copy and cut out the statements in the box below and provide each group of four with a set of the statements.

### ACTIVITY
Divide the students into groups of four and distribute a set of statements to each group. Ask them to rank the ten statements from one to ten with one being the most agreed with and so on. The statements could be placed in a line from one to ten with the statement that is the best definition at the top and the statement they least agree with at the bottom.

### Questions:
1. Are development and wealth the same thing?
2. Would people in other parts of the world have different views of what development means: e.g. Rwanda and Ireland?

### One Possible Definition of Development
Development involves people working together for the good of their own community. It is about joint efforts to help people improve their lives, meet their basic needs and ensure their human dignity in a spirit of solidarity.
CASUALTIES OF CONFLICT: DEVELOPMENT

The genocide in Rwanda began in April 1994. Trócaire began to work in Rwanda by the summer of 1994 when the needs of the local people were enormous. At this time, 1 million people had been killed and much of the country was devastated. Schools and homes were destroyed, land was left unused, and many children were left to raise their younger brothers and sisters. Trócaire’s work has continued in Rwanda since 1994 and the projects described below give an insight into this work.

1. EDUCATION

This school is Kirambi Catholic School and it was built by Trócaire in 1997. Teachers were also trained at that time. It is now run by the Rwandan government and has 460 students ranging in age from 7 to 14. Eugenia is 7 years old and is in first class. She walks 4 miles to school every morning and is currently studying Maths, French, English, Kinyarwanda, Religion, Values, Food Technology and Science.

How do you think education will help Rwandans to develop their country?

________________________________________________________________________________

________________________________________________________________________________

The Batwa are the indigenous peoples of Rwanda. They make up less than 1% of the population. The Batwa were not part of the Hutu-Tutsi conflict yet it is estimated that 30% of their community were killed or died as a result of the genocide in 1994. This group of Batwa take part in a Trócaire funded project which helps them to identify their rights and to be part of the future of Rwanda. In this way their voice will be heard and they will gain their rightful place in Rwandan society.

What part do you think the Batwa can play in the future of Rwanda?

________________________________________________________________________________

________________________________________________________________________________

Justine is 23 years of age and is a member of a youth group in her local village that meets twice a week. The group use dance, theatre and gospel reflections to look at issues of human rights and non-violence. She fled Rwanda in 1994 and lived as a refugee in the Congo for two years. She believes that the future for Rwanda lies in its young people having a real awareness of human rights so that the terrible events of the past will never happen again.

Why do you think Justine might have said this?

________________________________________________________________________________

________________________________________________________________________________

The Tree of Life centre is a place where women suffering with HIV/AIDS are welcomed. The centre provides education on HIV/AIDS, and suffers with the disease, especially those with children, are helped to cope with counselling and support. This photo is of the tree that was planted to symbolise the hope that this group will bring to the people of Rwanda.

How can the “Tree of Life” project bring about change?

________________________________________________________________________________

________________________________________________________________________________

Jacqueline’s Story

When Jacqueline’s parents died she was only 8 years of age. She had to then start looking after her six brothers and sisters. She is pictured here with her youngest brother Florien who is now staying with cousins. She had to work hard to keep her family together and had to leave school to become a full-time mother to the family. Her dearest wish is that her brothers and sisters will have a better life than she has had. She is currently in a Trócaire programme to help the family earn more income and may soon realise her dream of returning to school.

What do you think are the main problems that Jacqueline would have faced over the past 10 years?

________________________________________________________________________________

________________________________________________________________________________
CASUALTIES OF CONFLICT: PEACE OF MIND

Note to Teacher

In Rwanda, sadness and grieving became a part of daily life following 1994. At present, some areas in the region still suffer daily sadness such as eastern Congo while for many in Rwanda the grieving process is only starting. This section attempts to highlight the importance of tackling this issue in Rwanda in order for the people of the country to come to terms with the past and create a future of hope.

Aim of Lesson

To explore how violence and loss affect people’s lives.

Time

40 Minutes

Preparation

Briefly review previous activity focusing specifically on this statement.

DEVELOPMENT

for Rwanda means helping people to overcome the traumas that prevent them from getting on with their lives.

Information for Teacher

Background to Trócaire and Trauma Counselling in Rwanda.

Since the genocide of 1994, Rwandan society has become aware that trauma is a normal reaction to an abnormal situation. Different people react in different ways when living with the memories of the violence of 1994 and with the loss of close family members and friends. Trócaire therefore established a Counselling Programme in 1995 to help genocide survivors come to terms with what happened and to cope with the feelings and experiences that so many people hold. Today, this Counselling Programme is run by a Rwandan group called ARC (Association of Rwandan Counsellors for Trauma). The counsellors help people to deal with the symptoms of genocide survivors such as sleeplessness, stomach ulcers, anxiety, grief, headaches and flashbacks of events such as murder and rape. They also deal with a lot of crises in schools, such as a marked increase in violence and the large number of orphans.

ACTIVITY 1

Pass out the three stories on page 9. Ask the students to read each story carefully and explain that these stories show women at different stages of counselling. Following the reading of the stories, pose the following questions to the students for discussion:

1. What differences do you see in the three stories?
2. How has the counselling helped these women?
3. Why is Geneviève’s faith important in her recovery?

ACTIVITY 2

Copy and distribute the poetry quotes below. Ask the students to relate the poets’ words to the words and stories of the three women that you have read.

"Your absence has gone through me
Like thread through a needle.
Everything I do is stitched with its colour.
"Separation," W.S. Merwin

"I have nowhere to go and nowhere to go when I get back from there"
"Stills," A.R. Ammons

"Take pity on me, Yahweh,
I am in trouble now,
Grief wastes away my eye,
my throat, my inmost parts.
"Psalm 33 Prayer in time of ordeal (v. 9)

"Every old man I see
Reminds me of my father . . ."
"Memory of my Father," Patrick Kavanagh

"Like a dream he would remember later
The village in the valley
One day going home . . ."
"The Box Room," Tom French

"Though I pass through a gloomy valley,
I fear no harm;
beside me your rod and your staff
are there, to hearten.
"Psalm 23 The Good Shepherd (v. 4)"

Lenten Campaign 2004
CASUALTIES OF CONFLICT: PEACE OF MIND

Story 1: Leonilla Ingabire is twenty years old and her son Fiacre is just two. Leonilla lost most of her family during the genocide in 1994.

This is her story -
In 1994 I was 10 years old. My family and I were hiding in the local church for safety. There were many other families with us. Outside the attackers began throwing grenades into the church, killing many people and forcing us outside. I ran into the gardens and was hiding but some attackers found me. They gave me a hoe and a pick axe and told me to dig a hole that was to be my grave. They were beating me with machetes and shouting at me. A woman came along and tried to stop them. She told them I was not from this village and should be sent home. They let me go but told me to go back to my own village where I would be killed by my neighbours.

After the war she had terrible feelings of isolation and sadness and was not able to talk to anyone. These feelings continued for years. She talked to a friend who had been through counselling. Leonilla then decided to go along to ARCT and to seek help with her problems and to make her feel better. Leonilla has attended three sessions and still cannot talk about many of the events that she witnessed. She finds it particularly hard to talk about the killing of her own family which she saw as a small girl.

Story 2: The following is a letter that was written to one of the counsellors of ARCT by a young girl who was orphaned during the genocide.

ARCT – Ruhuka has saved me from hell!
My troubles started in 1995. I got vision of machetes, sticks and hoes... followed by migraines. My eyestight became blurred and I could see a river of blood and I was very frightened. Each person was a killer hunting for me. After I got angry with everybody and I couldn’t sleep at night dreaming about my relatives killed along time ago.

In brief when somebody is traumatised, many people think he (she) is mentally disturbed or has been poisoned. When you have somebody to care for you this is ideal and when you live in poverty this makes the situation worse. I am talking from experience as I was deeply traumatised. And now I feel I have recovered. Most of the time I was angry with everybody, my heart full of sadness and feeling lonely. When I was on my own, I could possibly endanger myself by stabbing myself.

I had a lot of pain and sadness but nobody to share with. When I met the trauma counsellor for the first time, I hid my condition as I thought she was not in a position to help me. My condition was really bad, I was on the point of acting wildly and running away from my house...

I thank God that I received trauma counselling with no charge. If I was going to pay for it, it would have made my situation worse. The persons I miss and think about dearly are both my mother and brother. I continued to benefit from trauma counselling and gradually following the advice of my counsellor, I came to accept the fact that my loved ones are gone and will never come back. Trauma heals with time and it needs patience.

As a conclusion, I am asking the counsellors to do their work diligently and with patience. The clients have internal wounds that can’t be seen physically. I wish Rwandans could have feelings to care for orphans and widows because they have emotional distresses and therefore are not totally fit internally.

I thank the trauma counsellors who endeavour to treat those who are traumatised.

Story 3: Geneviève lost her husband Edward and three of her children during the genocide. Teobald, Emmanuel and Alice were killed in their local village but she never knew exactly what happened. She was lucky to survive with her three smallest children.

Her neighbours hid her and she was constantly terrified as she moved from place to place to avoid the killers who were searching for them.

After the genocide ended, her heart was full of pain. ‘I thought I would never be able to speak to anyone in the area again because of what happened’. The loss of her husband and her three eldest children had a deep impact on her whole family.

Slowly she began to get counselling through a local group. This group brought together women who had lost their husbands with women whose husbands were in prison for committing terrible acts. Despite the great difficulty in opening up at the start, she has come to see real value in the meetings and even walks 3 hours to get to each meeting. A large part of this effort for her is to get together with others to talk and share so she is not lonely.

She knows that her faith has given her the strength to live with those who killed her family. She prays every day and reads her bible. The most consoling piece for her is Corinthians 13: 6. ‘Love does not delight in evil but rejoices in the Truth’. When she reads this, she feels happier. It helps with the stress and the lonely feelings and the deep sadness. She reads it most evenings when day has ended and has started attending a prayer group of people who pray together.

In brief when somebody is traumatised, many people think he (she) is mentally disturbed or has been poisoned. Despite the great difficulty in opening up at the start, she has come to see real value in the meetings and even walks 3 hours to get to each meeting. A large part of this effort for her is to get together with others to talk and share so she is not lonely.
In the world in which we live there have been many conflicts and the consequences of these are deep and long lasting. In order to move on and rebuild broken lives and dreams we have to forge peace and be reconciled with our former enemies. This is not easy to do. As we speak many countries are experiencing the aftermath of conflict. South Africa, the Middle East and of course Rwanda are some of the places progressing with their own conflict resolutions and peace processes.

**ACTIVITY**

**Aim of Lesson**

to analyse a conflict situation and participate in how it might be resolved in a familiar setting.

**Preparation**

Break the class into groups of four and assign each individual one of the roles below. Allow them a few moments to prepare their response. The task of each group is to find a solution to the conflict and to present this to the rest of the class.

Suggestions: encourage the Mum and Dad to work together. A possible solution might be that the brother and sister clean the room together, the CD is returned and that they finally shake hands.

**SISTER**

You go into your bedroom, see your brother there and your room’s a mess. Your brother says “I’ve been looking all over your room for the CDs you took from me. Where are they?” You’re rightly upset that your brother has messed up your room and invaded your privacy. On the other hand, you know the truth. You did take his CD without asking him and you would be annoyed too if he did something like that. You are beginning to feel a bit guilty and know you should tell the truth.

**BROTHER**

Your sister has just caught you in her bedroom. You’ve been there for a while and have made a mess. You’re positive she’s taken your CD without asking you and you’re really annoyed. That’s why you made such a mess. She’s very angry. You’d be too if she did that to your bedroom and you’re beginning to feel a bit guilty but are still reluctant to show mercy.

**MUM**

You’ve just come in from work. It’s been a long day and you’re tired. There’s noise coming from upstairs and you hear your children fighting. You’re not sure what happened but their father seems to be finding out. When he fills you in, you want them to shake hands and let bygones be bygones so that there can be peace and quiet.

**DAD**

You were at home when the fighting started between your two children. You also heard some of the argument. Now you want the full story so that you can hear both sides. Once you do, you and your wife will decide what the outcome should be. No matter what, you are concerned that the conflict is resolved fairly.

**FOLLOW-UP**

The roots of most conflicts are tangled in inequality, greed and wrongdoing. In order to rectify injustice, victims need to experience justice and they want acknowledgement that wrong was done. The exact truth needs to be sought however difficult. Mercy also has to be shown towards the offender. Justice should be delivered to prevent the same thing happening again and only then will peace allow people to live in harmony. Suggest to the students that the roles they have just played, could represent the following;

<table>
<thead>
<tr>
<th>Role</th>
<th>Concept</th>
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</thead>
<tbody>
<tr>
<td>Sister</td>
<td>Truth</td>
</tr>
<tr>
<td>Brother</td>
<td>Mercy</td>
</tr>
<tr>
<td>Dad</td>
<td>Justice</td>
</tr>
<tr>
<td>Mum</td>
<td>Peace</td>
</tr>
</tbody>
</table>

**GACACA : RWANDA’S ROAD TO RECONCILIATION**

Gacaca is the Kinyarwanda word for grass and it refers to the small patch of ground where traditionally elders in a village would congregate to resolve disputes. There are at least 115,000 suspects being held in overcrowded and unsanitary jails in Rwanda. If each of those cases were to be brought before Rwanda’s existing court system it would take approximately 100 years to try all the suspects being held. While the international court in Arusha is trying 50 cases of those accused of planning or organising the genocide, the Gacaca will attempt to try cases of suspected involvement in the genocide at a local level.

Gacaca is an innovative and practical attempt by the Rwandan government to seek truth, justice, mercy and peace for future generations.

For further information on the Gacaca please refer to the following website – bbc.co.uk/2/hi/africa/2510971.stm

For further information on the Arusha trials please refer to the following website – www.ictr.org/default.htm

**Dictionary definitions**

- **Truth** – exact, in accordance with facts, genuine.
- **Mercy** – compassionate treatment of an offender.
- **Justice** – fair and just.
- **Peace** – freedom from war, calm, harmony between people.
HOPE FOR A NEW MILLENNIUM

Development – What Now?

On page 6, we explored the concept of development, in all its shapes and sizes, from the elimination of poverty and hunger, to being able to live in peace and having access to education and health care. Development organisations like Trócaire work towards these and other aims, but strong political will is also needed to make these goals a reality. Is this just wishful thinking, a wish list of unreachable targets? The students can try and imagine what the world might look like by 2015 in terms of development through the activity on the following page.

Millenium Development Goals

In September 2000, a United Nations Millennium Summit was held in New York. At this meeting, world leaders agreed to a set of time-bound and measurable goals and targets for combating poverty, hunger, disease, illiteracy, environmental degradation and discrimination against women. These are now called the Millennium Development Goals (MDGs). Both the Irish and British Governments made commitments to reach these goals by 2015. It is hoped that in just over a decade the ever-widening gap between rich and poor may have narrowed, and a strong global partnership will have been built between the developed and the developing world.

Millenium Development Goals

1. Eradicate extreme poverty and hunger
   1 billion people continue to live on less than €1 a day.

2. Primary Education
   Today 81 million children are excluded from education.

3. Promote gender equality and empower women
   By age 18, girls have received an average of 4 years less education than boys.

4. Reduce child mortality
   About 11 million children die before their fifth birthday from largely preventable causes.

5. Improve maternal health
   In developing countries the risk of dying in childbirth is 1 in 48. In developed countries, the risk is 1 in 9000 (*Source: World Health Organisation).

6. Combat HIV/AIDS, malaria and other diseases
   34.3 million people are living with HIV. 3.8 million children have already died from AIDS.

7. Ensure environmental sustainability
   More than 1 billion people lack access to safe drinking water and more than 2 billion lack sanitation.

8. Secure a global partnership for development
   Developing countries received only €56 billion in aid, while €200 billion worth of funds (debt repayments and foreign direct investment) was transferred from developing countries to developed countries in 2002.

2015 – No Excuse!

Although an end to poverty and hunger might sometimes seem like a distant target, we have the financial and technological resources to make it happen. We cannot miss this opportunity to make a real difference to the lives of millions of people.

For a truly global partnership, rich and poor countries must each take responsibility. This means that developing countries must carry out policy reform – such as developing a larger percentage of their own resources to basic necessities – and strengthen the way that their country is governed. But the responsibility does not just lie with the developing countries. Developed countries must also play their part by making new aid commitments, and by agreeing to fair trading rules and debt relief.

Unfair trade rules mean that poor countries lose out. The United Nations estimates that if trade rules worked for poor countries they could reap benefits of up to US$700 billion a year. This is 14 times what developing countries receive in aid each year and 30 times the amount they pay in debt.

Pressure is needed if the Millennium Development Goals are to be achieved. Too often, political commitments can be ignored. It is up to us, as global citizens, to hold world leaders to account, and to demand that these goals become a reality. A campaign is growing throughout Europe in support of the Millennium Development Goals, and the more voices we can add, the stronger the message: Millennium Development Goals 2015 – No Excuse!
HOPE FOR A NEW MILLENNIUM

Encourage your students to close their eyes for a moment and try to imagine...

In 2015,
- Poverty and Hunger will be halved
- Primary education for all will be achieved
- Men and women will be treated equally with everyone’s rights respected
- Child mortality rates will be reduced by two-thirds
- The proportion of women dying in childbirth will by reduced by three-quarters
- The incidence of HIV/AIDS, malaria and other major diseases will begin to reverse
- The lives of 100 million slum dwellers will be improved and the proportion of people with access to safe water will have doubled.
- Developing countries debts will be cancelled and the world will have a fairer international trading system.

Seems like a dream, right? Surely that would cost billions of dollars...

ACTIVITY (adapted from One World Week’s publication, Peace by Piece)

Aim: To introduce the students to the idea of the Millennium Development Goals (MDGs) and to highlight how they could be financed for just a fraction of the cost of current global military expenditure.

To do: Break the students into groups of 3 or 4 and give each group 10x $10 billion bank notes. Write out each item from the auction list on a post-it without the price and stick them up. Explain to the group that they can bid for the items on the list. Allow a few moments for the groups to decide which items are of most importance to them. As they do, remove the items and give it to the successful group in exchange for their money.

AUCTION LIST FOR DEVELOPMENT

<table>
<thead>
<tr>
<th>Item</th>
<th>Official Total (per annum)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide health care</td>
<td>$15 billion</td>
</tr>
<tr>
<td>Eliminate starvation and malnourishment</td>
<td>$19 billion</td>
</tr>
<tr>
<td>Provide shelter</td>
<td>$21 billion</td>
</tr>
<tr>
<td>Provide safe, clean water</td>
<td>$58 billion</td>
</tr>
<tr>
<td>Combat HIV/AIDS in sub-Saharan Africa</td>
<td>$3 billion</td>
</tr>
<tr>
<td>Provide universal primary education for all</td>
<td>$8 billion</td>
</tr>
<tr>
<td>End developing countries debts</td>
<td>$30 billion</td>
</tr>
<tr>
<td>Stop deforestation</td>
<td>$7 billion</td>
</tr>
<tr>
<td>Prevent global warming</td>
<td>$8 billion</td>
</tr>
<tr>
<td>Prevent soil erosion</td>
<td>$24 billion</td>
</tr>
<tr>
<td>TOTAL</td>
<td>$193 billion</td>
</tr>
</tbody>
</table>

After:

In the large group, ask how much do they think it would cost to achieve everything on the list. Make a note of all the responses then highlight the official totals above. It’s a lot of money BUT

- the world spends $800 billion on the arms industry every year
- developing countries lose out on a potential $700 billion every year due to unfair international trading systems [UN figures]

What does this say about the world’s priorities?

This Lent we are offering students an opportunity to call on their government to ensure that the MDGs are a priority.

Check out our Action Page overleaf to find out how you can play a part!

Lenten Campaign 2004
THE MDG CAMPAIGN

The Millennium Development Goals grew out of a United Nations Summit, and it is the UN that monitors the progress of the Goals, through the UNDP – United Nations Development Programme. This is the UN’s global development network, advocating for change and providing countries with knowledge, experience and resources to help people build a better life. The UNDP works on the ground in 166 countries, and is involved in linking and coordinating global and national efforts to reach the Millennium Development Goals.

Part of these efforts include a worldwide Campaign on the MDGs. Various organisations around the world have recently taken up the Campaign, and with this call to action, Trócaire is joining the global effort.

The Campaign is at work in the developed and the developing worlds. In the developed world, the efforts have focussed on persuading donors to meet their commitments under Goal 8 in terms of aid, trade and debt relief for developing countries. In the developing countries, the Campaign hopes to stimulate national political debate and harness existing national and regional networks and social movements in support of the Goals.

Here, we look at several different actions students might like to take, in order to put into practice all that they have learned so far about development. These actions will range from reflecting on the issues raised in this resource, to taking action for social justice.

Contact Trócaire for more information on this awareness raising and postcard campaign. Decide where you will carry out the Campaign – at school, in your parish, among friends, family, neighbours, etc.

Raise awareness in your community about the Millennium Development Goals by:
- designing information leaflets,
- painting posters and displaying them in local shops, schools, parish halls, community centres, etc.
- making and decorating fact sheets on the Millennium Development Goals (see Page 11 for the Goals),
- making a different poster for each MDG (eight in total) and having an exhibition in your local library.

Ask as many people as possible to sign postcards for the Trócaire MDG Campaign. Collect signatures by:
- calling to the houses of people that you know in your local area, explaining the issues,
- holding a Campaign stall in school at lunchtime,
- ask your local supermarket if you can set up a stall outside their entrance,
- encourage your teachers to sign the postcards.

This action particularly fits with the first Millennium Development Goal, to halve extreme poverty and hunger. In solidarity with the 800 million people who wake up hungry every day, why not take part in Trócaire’s 24-hour Fast on 5th and 6th of March 2004.

Ideas on how to take part in the Trócaire 24-hour Fast:
- carry out the Fast as a class or school event,
- contact Trócaire for sponsorship cards,
- ask family, friends and neighbours to sponsor you,
- design posters explaining why you are fasting, and display them on your classroom door.

A prayer service will allow students to reflect and pray for themselves and for the people of Rwanda. Students will be asked to remember those who died during the Rwandan genocide ten years ago. They will also have the chance to symbolically create a world where the Millennium Development Goals are achieved.

Ideas for a prayer service can be found on the next page.

Students might carry out one or all of the above actions. The important thing is that they are using their knowledge and calling for a better world for those who are held back by poverty, oppression and injustice. Action for justice takes many forms – campaigning for human rights, raising funds for development, and putting faith into action through prayer and reflection on social justice.

Discussion Point:
In the context of campaigning, read the following statement to students, and ask for their reactions:
If you think that you are small and cannot make a difference, try spending a night in a room with a mosquito.
PRAYER SERVICE ON THE THEME OF PEACE AND RECONCILIATION

This prayer service will work best if students have completed some of the activities suggested in this resource.

Preparation time: 30/40 minutes

Materials needed: Bibles, coloured card, markers, copies of photos from Lent 2004 CD Rom.

Choose Readings: Ask all students to do a bible search from the readings below and to pick two readings that suit the theme of peace and reconciliation.

Matthew 12:18-21 On Truth
Matthew 5:1-12 The Beatitudes
John 16:32-33 Peace in God
John 14:27 Peace I give you
1Cor 12:30 The analogy of the body
Luke 10:29-37 The Good Samaritan

Divide students into groups to complete at least one of the following activities:

1. Student thoughts: Following the activities they have done and what they have learned about Rwanda ask students to write a reflection/poem/petition for Rwanda. (You will need at least 10 of these for the prayer service.)

2. Quotes on Peace And Reconciliation: Students choose one of the quotes from Catholic Social Teaching below, or a quote from the bible readings above to write out and decorate.

"Nothing is lost by peace, everything may be lost by war." Mater et Magistra 1961
"In order to build up peace, injustice must be rooted out." Gaudium et Spes 1965
"If you want peace, work for justice" Pope Paul V1
"Peace is founded on truth, built on justice, nurtured and animated by charity and brought into effect under the auspices of freedom." Pacem in Terris, John XX11, 1965

3. Photographs: Ask students to choose a photograph from Rwanda and to write a short caption for the photo on the theme of peace and reconciliation.

4. Millennium Development Goals: Ask the students to make and design a Millennium Wheel, with one goal written in each segment.

Prayer Service: 30/40 minutes

Materials needed: Candles/nightlights (10), Readings (see above), Quotes (see above), Reflective Music, Copies of photos from Lent 2004 CD Rom, Millennium Wheel of Hope.

Opening: The 10th anniversary of the beginning of the Genocide in Rwanda is on April 6th. This is the Tuesday of Holy Week.

As we prepare to celebrate Easter, the season of hope and rebirth, we remember the people of Rwanda who died during the genocide in 1994 and we look forward with hope for the young people of Rwanda – the generation after genocide.

1st Reading: As chosen by students.

Student Reflections: Choose 10 reflections/petitions as written by students. Ask each of the ten students to light a candle symbolising each year since the genocide. Play light music in the background. Gradually lower the music as each student reads out their reflection/petition/poem. Each reading is followed by a few moments of reflective music.

2nd Reading: As chosen by students.

Sign of Peace: Ask students to think about someone they are not getting on well with at the moment because of a personal conflict. Let them reflect on how they could play their part in bringing about a reconciliation. Students then offer the sign of peace to the person beside them, symbolising forgiveness.

Prayer for Peace – Oscar Romero El Salvador
Peace is not the product of terror or fear
Peace is not the silence of cemeteries
Peace is not the silent result of violent repression
Peace is the generous, tranquil contribution Of all to the good of all
Peace is dynamism
Peace is generosity
It is right and it is duty

Millennium Wheel of Hope: Ask eight students to each take a segment of the Millennium Wheel, and to place it in the ring of candles, to form a complete circle, symbolizing hope for the future. As this is being done ask students to reflect on what they have learned about Rwanda and how each goal represents hope for the generation after genocide.

Our Fathers: To be prayed together to end.
Your Educational CD ROM with this Resource.

In response to the number of growing requests from schools for images and photos, we have provided a CD ROM with photos and information for use in the classroom.

There are 6 folders on this CD ROM to suit a number of classroom needs.

Just a few suggestions:

- Do a PowerPoint Presentation in the classroom if the equipment is available in your school.
- Print the images from the photo folder in colour in your school's computer room and use them in class. If this is not available in school, internet cafes or computer stores will print these images from the CD ROM.
- Print a number of the images in black and white on a regular printer and give students a copy of some of the photos.
- Print some of the images in colour and photocopy them onto transparencies (acetates) for use on an overhead projector.
- Print the images from the General Folder to have as a classroom resource when teaching about a wide range of issues.

Your CD ROM contains:

1. A PowerPoint Presentation on Rwanda following the flow of this resource.
2. A WORD document with text to accompany the PowerPoint Presentation on Rwanda.
3. A Folder of Photos on Rwanda which can be printed for classroom use.
4. A WORD document with text to accompany the Folder of Photos on Rwanda.
5. A General Folder of images and photos for use in the classroom.
6. A WORD document with text to accompany the General Folder.
RELIGIOUS EDUCATION

Trócaire’s Lenten Resource on Rwanda is suitable for use with all religion classes. It provides a concrete example of faith and justice in action through the work of Trócaire in Rwanda during the 10 years since the 1994 genocide. It also explores the theme of reconciliation and challenges us all to reflect on the causes of conflict within our own lives.

For teachers of the Junior Certificate Religious Education Syllabus the following links can be made:

**KEY STAGE 3**

Christian Church (c) Worship, prayer and their effects - (AT 2.2) plan a school assembly including different types of prayer.
Page 13-14

Morality (c) Making Decisions - (AT 3.3) role-play a family - based conflict which is resolved by reconciliation and prepare and present to the class the case for supporting a Third World concern.
Page 10 & 13

**KEY STAGE 4**

GCSE - AQA syllabus
Option A - Effects of the Roman Catholic Tradition upon aspects of Christian Lifestyle and behavior
Justice and Reconciliation
Page 10

Christian responsibility
Page 11,12,13

CSPE

The focus of this year’s Lenten Campaign is suitable for CSPE studies in a number of ways. Under the broad theme of conflict, with Rwanda as the lens, you and your students have the opportunity to explore some of the core concepts within CSPE and to take action as global citizens.

Below are some suggestions as to how these concepts can be examined through the activities in the pack and ideas for concrete Action Projects. These suggestions are not exhaustive and the pack contains many other options for you and your particular students.

### ACTION

Trócaire’s campaign this year for the Millennium Development Goals is ideal for an Action Project. Below are some suggestions as to how your students might roll out the campaign in their school or wider community:

- **Awareness Raising** – this could be done in a number of formats - fact sheets or leaflets, posters, a presentation, college websites. Why not use the images from the CD-ROM attached.
- **Postcard signings** – Why not organise a stand in either the school or the local shopping centre and collect signatures for the postcards. As part of the project, your students could contact Trócaire for more ideas and to order the postcards.

For more ideas, check out Page 13.

### CONCEPTS ACTIVITIES PAGE

1. **Rights & Responsibilities**
   - The Rights of the Child: Does conflict help or hinder?
   - Page 4-5

2. **Development**
   - What is Development? What does it mean for Rwanda?
   - Page 6-7

3. **Human Dignity**
   - The Millennium Development Goals – The provision of basic needs such as food, health, education and security are vital to human dignity.
   - The Millennium Development Goals offer the world a concrete plan as to how all human beings might be accorded that dignity.
   - Page 11-12

4. **Interdependence**
   - The Millennium Development Goals will not be achieved unless, we as global and interdependent citizens take action to ensure that they are met. What role can we play?
   - Page 13

### CITIZENSHIP EDUCATION IN NORTHERN IRELAND

**KEY CONCEPTS**

- Human Rights
- Democracy and Active Participation
- Social Justice and Equality

**RESOURCE LINKS**

- Rights to Childhood
Page 6-5
- Millennium Development Goals
Page 11-13
- Justice & Reconciliation
Page 10, 14

**Resource Centres**

- Maynooth, Co. Kildare.
- 50 King St., Belfast, BT1 6AD.
- 9 Cook St., Cork.