Kristin O'Halloran  
Fulbright-Hays From Genocide to Regeneration: An Exploration of Rwandan Social Justice Issues through the Lens of Education  
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7/5/17

Machete Season by Jean Hatzfeld  
“All genocides in modern history have occurred in the middle of war not because they were its cause or consequence but because war suspends the rule of law: it’s systematizes death, normalizes savagery, fosters fear and delusions, awakens all demons, and unsettles morality and human values.”

7/6/17

Nyangata Genocide Memorial

- Mass graves – I thought it would be for one person, but it was filled with multiple skulls and bones. When the guide opened the caskets, my stomach dropped and I felt like I might throw up.
- Rwandans visit the memorial from April-July, the rest of the year is mainly foreigners
- Glass case with skulls cracked open made it all seem real, before I didn’t imagine the actual machete contact
- The church was meant to be a sacred, safe place. It turned into a nightmare.
- Hundreds of clothes still laying on pews – did they wash them? Did they wash the blood off the walls?
- Shrapnel holes on ceilings - does it rain inside?
- Curious about the preservation of the bones – will they deteriorate?
- School kids next door in red and white uniforms. Three girls walking with arms around each other. One boy waves at me.
- The guide referred to Rwanda as a “sad country”
- Identity cards of victims read Hutu, Tutsi, or Twa.
- I am wondering how on earth I will describe this to my friends and family back home.
- A few children leaving school wave at me, stare, talk, then laugh. I try to communicate, but they just laugh.
- The statue of Mary is left untouched, with so much destruction and deterioration around her

It is haunting, hearing children singing in the school next-door. The new generation sounds hopeful. A crime against humanity must be out in the open or history will repeat itself. If this
were to happen in America, would we preserve the bodies and have a site like this? As Americans we are so quiet about loud issues. Someone must speak out about the hate and discrimination in our country today. Do not shy away from real issues. Singing, laughing, playing, running side-by-side. Death, remembrance, preservation, terror. Do these children have grandparents buried here? How do they feel about that - closer to them? The breeze is almost chilly and my eyes are burning hot. I am trying to put a strong face on. It is our very first site. Does it get worse? My emotions are held back, similar to the tour guide's stoic disposition, and seemingly detached emotions. Does she have family here? A mother and two small boys are walking by. One of the boys sneezes and no one says, “God bless you.” Do they say that here? It seems inappropriate, even though we are in a church. When we experienced trauma or despair, some people turn to religion, some get mad at God. It seems that the majority of the country is still Christian. Do they blame the ones who did not come to help?

**Ntarama Genocide Memorial**
- 3,000 people died here on April 15. 5,000 are buried here because they were found in the swamps nearby.
- There are words of remembrance on the wall from visitors.
- Children were separated from parents and put in the Sunday School room. They were thrown against the wall.
- It is an eerie feeling of construction and rebuilding happening simultaneously in a place of so much destruction.
- Families of lost ones have created a collaborative photo collage. The pictures are modern, making it seem all the more recent.
7/7/17
It is 4 AM. I can't sleep. I'm not surprised, either. And I know that the jet leg is only a slight contributing factor. The truth is, my eyes were opened yesterday, and they can't, for a second, stay closed any longer. The sights I saw, the stories I heard, and the feeling of overwhelming emotion has overcome me. We all deal with emotions differently. Some embrace it, feeling it fully. Others close up, fearing the hurt and discomfort it brings. But most of us battle between both of these reactions. While preparing for a trip to Rwanda, I wasn't worried about what to pack, where we would be staying, what we would be eating. I was terrified about how I would react to such devastating experiences. In a group of teachers that have more experience in the classroom, as well as in life, my initial feeling was intimidation. After the genocide memorial at Nyamata, none of that mattered. In that instant we walked into the church, all we were was human. Our bodies heated, stomach strapped, and eyes flooded. Shrapnel, clothes, machetes, school children, bones, identity cards. We are here to learn, we are here to question, we are here to gain knowledge and pay respect. We are here to share with the world so that this never happens again.

Kigali Genocide Memorial
- I immediately notice the large sculpture in front made up of large wooden rods. Later, I found out that this is the location of the Kigali Arts Festival I had seen in previous research.
- We took an audio tour through the memorial site. I appreciate that we can move at our own pace.
- Violence between two ethnic groups started in 1959, so those that say it was a decade long war are wrong.
- Media (radio and print) = power
- *Descent to Genocide* - Stained glass window by the artist Arden Holter, whose son Roman died in the Holocaust. The window had rays of hope and steps leading to the light, but, “The world chose not to go up that path to the light.” *After the Genocide* was a 2nd stained glass window. It was more centered than 1st.
- “A tree can only straighten when it's young.”
- Intertwined human sculpture in a circle in the center of the tour. The words “Ingarka, Ubuzima, Amakakubiri, Jenoside”. I sit and sketch my favorite one.
- Victim: “I was confused.” Neighbors that were so close were taking part in the killing. He spent 2 weeks in the ceiling.
- The country smelt of death. The genocide had been more successful in their evil aims than anyone would have dared to believe.
- “Rwanda was dead.”
- “There was no ethnic war, there was a Civil War. But the genocide happened and it was something different.”
- There were few, but some heroes that rescued and resisted.
  - Sula Karuhimbi saved 17 people. She was a healer that scared the killers because they thought she had evil spirits.
  - Yahaya Nsengiyuniva saved 30 people in an outhouse.
  - Frodould Karuhije saved 14 people in trenches that he dug.
  - Carl Wilkins was the only American that remained in the country.
- March 18, 1997 – rebels told secondary school students to separate the Tutsis in class. Their response was “All of us are Rwandans here.”
- 80% of children lost someone in their family. 70% witnessed injury or someone being killed. 90% believed they would die.
- Gacaca courts (in the grass) - 1.9 million cases allowed killers to serve ½ their sentence doing community service.
- The future of Rwanda has access to education and healthcare for all, women's empowerment, economic growth (East African Community, Economic Development for Poverty Reduction strategy, and Vision 2020).
- I sit in a dark room in the middle, surrounded by pictures of those lost. I think to myself, will I do them justice? How? Mothers, fathers, daughters, sons, friends.
- “When they say never again after the Holocaust, was it meant for some people and not for others?” - Apolon Kabahizi
- C215 French artist created the mural of heroes. I take a photo of two men hanging out in the area in front of the colorful mural.
- Ivuka Arts Center - “Wherever there is peace there is light. Let's strive to bring peace even in the darkest places.” Art for Peace 2014 competition.
I feel like I am in a relationship with this country. I am quickly falling in love with it, and at the same time it is breaking my heart into a million pieces. Yesterday I experienced polar opposite emotions within a span of 10 minutes. We visited the Kigali Genocide Memorial. I tried my best to keep it together throughout the museum, taking notes, taking it all in. Then, I approach the children section. Seven days of filling my brain with facts and statistics transformed into something real. Within seconds of entering, a heat rushed over my body. The tears flowed with no intention of stopping anytime soon. I looked at the faces of the children and read simplified facts about them: name, favorite food, best friend, behavior, last thing they said, where they died. For some reason I felt closer to these children then I had with any experience thus far on the trip. I didn’t dare look around to see who was in the room with me. I just kept moving from child to child, room to room. My only comfort was in the sniffling sound coming from behind me, knowing that a fellow scholar was there with me. I walked out of the section, and there it was... Art! Before I left for this trip, I started researching Rwandan art. It was difficult at first, but once I got started, I went down a rabbit hole. I was obsessed. To my surprise, there were multiple studios in Kigali, hundreds of contemporary artists, and a few youth arts-based organizations. Outside of the children’s section I was welcomed by art made children from the Ivuka Arts Center. The paintings reflected the hope of the next generation of Rwandans. A dove, peace sign, heart, praying hands. All colorful and stylized by each of the young artists. I was still sobbing, but this time it was because I was passionate, uplifted, and hopeful. I was approached by Maurice, the museum docent. He most likely thought I was a crazy hysterical white lady, but still greeted me with a smile and comfort. After explaining my connection as an art teacher, he seemed to mirror my excitement and passion. He asked if I had five minutes to spare, and to meet him in the Peace Room in a moment. Maurice, a slender man in his 30’s, had the friendliest smile I had ever seen. He seemed genuine in his description of the loss of funding for the Ivuka project, “Art With Mission”. He asked if I would be interested in being a part of the project and my heart started to race. My brain filled with overwhelming ideas. A relationship between my school district, Kansas City, and Rwanda, where my students swap uplifting artwork with their uplifting artwork. Maurice could scan the paintings in Rwanda and I could make them money in America. I could sell cards with artwork on the front at art fairs. We swap numbers, and hopefully this will be the beginning of a wonderful opportunity. Quickly falling in love with this country.

Roadblock
Yesterday we ran into a roadblock – both literally and figuratively. It was the first day that we were kind of “roughing it”. Before, it seemed as if we might be on vacation. A very informative vacation, but for pleasure. As we hiked up a steep hill, I only heard a few complaints. This was more the type of activity I expected in Africa rather than a 15-person van everywhere we went. When it came time to move locations from Lake Kivu to Ginesesi, I could feel my aggravation boiling up. Spending a week in close proximity to a group of strangers is quite difficult for an introvert. Even meals are filled with constant small talk. Sometimes I just want silence. During the van rides, I tried to take naps. A few members in the group take this moment, and pretty much every moment possible to have a deep, thought-provoking conversation. I am exhausted. I have been on a roller coaster of emotions, and sometimes I just need to be alone.
7/9/17
Roadblock
Dynamite boulders
Roadblock ahead
Eyeballs staring
But not a word is said
Lost in translation
This is no vacation
Torn shirt, holey skirt
Obstacles ahead

How
How will I tell my students wearing white Air Jordans about the village of children with donated shoes and clothes hanging by a thread?
How can I complain about my class sizes reaching 30, when a pastor is proud to present the tiny new brick school room made to house 70 orphans at a time?
How did America just sit and watch, as a country systematically planned the killing of an entire ethnic group, when they helped other countries when it was beneficial to the US?

Headmaster Discussion - Moussa Harerimana
- Gisenyi Nazarene College
- Taught for 10 years (finance/economics/literature)
- In charge of 12 teachers that attended a school of education
- They teach Rwandan, Burundi, and DRC literature in English and French
- Grading scale: ABCDESF

7/10/17
Intent
Our conversation at dinner went down an emotional track when a tough question was posed. We talk about what we thought of posting pictures with orphans when you're in and out of their lives so fast. My roommate and I had discussed the very same topic earlier in the week when one of her students' church, The Colonialist Church Group, ironically enough, posted ridiculously demeaning captions in order to promote their “service”. It was a good reminder to always double-check the appropriateness of pulling out my iPhone or water bottle in front of different company. At the roadblock, a few members of the group took selfies with the children. Me, knowing the context, knew their heart was in the right place. I know that it was a moment of joy. To someone separated from the situation, it could look like we stopped off the road for a “zoo exhibit”. Intent and caution.

7/11/17
Group Presentation: Elise, Allison, Ellen
- Unity and reconciliation - can be seeking understanding or holistic health
• Ellen focuses on the church (interpersonal), Allison focuses on the Gacaca Courts (intrapersonal), and Elise focuses on the UNRC (political)
• UNRC - unified identity with a good government, security, justice, economic welfare
• 80-90% of current population is Christian
• Only 4% of priests were allowed to be Tutsi pre-1994
• Hutu Ten Commandments
• Gacaca Courts - 120,000 in a jail meant for 45,000
• Rated based on severity of crime, 1 being the most severe: 1) organizers/rapists, 2) killers/accomplices, 3) looters
• Questioned the morality of the Gacaca. Compared it to the legal rights of American citizens. Was it the right thing?

7/12/17
History Teacher Discussion
• Wawa Island - Street kids are moved there to learn carpentry, arts, and the military. It is a rehab center for drug users.
• Phrases I liked from the charismatic history teacher I interviewed:
  ○ You can't catch a fire
  ○ You can't run from your shadow
  ○ Poverty makes people do bad things
  ○ 10 birds are on a wire, if you throw a stone at one, how many remain?
  ○ You want an apple, but there is a mean monkey in the tree that will bite you. How do you get the apple? Throw a rock at it, so that it will start throwing apples at you!
Skewed map and understanding of Africa

7/17/17
UCC
You are not a stranger even though we just met.
I see you. I see your disability. I see your strength. I see your heart.
I know you. I know that discrimination your face. I know the challenges you must overcome. I know the resources and accommodations your life demands.
I feel you. I feel the pure positivity in your running embrace. I feel the darkness in your country’s past. I feel the excitement in the rapid progress.
I look up to you even though you are so small. I hear your message even though you are silent.
I am forever changed even though we come from two different worlds.
This place is for you. This place is for all. This place is for acceptance, unity, and love.
You are not a stranger even though we just met.

7/18/17
We are moving so fast it is hard to catch up.
School visits, testimonies, memorials, hotel changes.
Emotions running wild. Exhaustion kicking in.
Questions leading to answers that lead to more questions.
**Miscommunication**
You speak and I listen.
Slowly, carefully, broken.
I speak and you listen.
Simply, intended, direct.
Multiple dictionaries in your mind, you search for the right word.
I make a list of synonyms, you must know one of them.
Small talk turns into long frustration.
The message is interpreted and processed.
We speak and we learn.

**Frederick**
Inspiring. This word does not do it justice. It being the burning emotion I feel when I meet heroes like Freddy. With a smile from ear to ear, he tells the story of a teenager who refused to be an asset to hate, that suffered because of strength, and that thrived in the face of disability. I can only hope that this encounter will fill me with the strength to make a small difference in the lives of my students every day.

**7/11/17**
**Joseph - Ubumwe Community Center Primary Teacher**
- Private inclusion school
- Ages 4-7
- Primary 1, 2, 3
- They eat lunch at school
- 40-52 students in a class with 1 teacher and 1 specialist
- He moved here in 2012 from Uganda (was young during the genocide, but remembers being told not to eat the fish because the water ran red)
- Speaks 7 languages, works as a translator in the Congo
- Makes pamphlets to take home to study English because students forget so easily once they go home and speak Kinyarwandan (Prosper Educational Concepts 2017).
- The school changes textbooks often, so sometimes he uses his own texts.
- Collaborates with other teachers often

**7/13/17**
**Nyang Secondary School documentary**
- “I taught them that love is stronger than hatred”
- “Thank god, tomorrow belongs to them”
- “Be the change you wish to see in the world”
- “We are all Rwandans”
- “Let us forgive each other, only then can we live in peace”
- “His crime was against God, the creator of the people he killed. How can I not forgive?”

**7/14/17**
Student Discussion - Iranzi Prince Jean Claude

- 18 years old (Sr. 5 at ESG)
- Boarding school costs $92.50 per term. A term is 3 months.
- Studying physics, chemistry, and math. Physics is his favorite.
- He has a mom, dad, and 12 brothers and sisters.
- His favorite thing about his country is his government.
- Futbol is fun, but spending time with friends is wasting time he could be studying.
- No cell phones are allowed at school, but they do have computers and printers.
- He likes American comedy and hip-hop. His favorite is Eminem.
- There are 700 students but only 46 computers. Students sign up for a 3 hour time slot per week. This is a challenge.

7/15/17
We have been too busy to journal. I am learning so much, but almost feel like I have hit saturation. Every moment here, I am soaking in. Yesterday, a “rest day”, consisted of 3 wonderful meals as well as a Hot Springs foot massage. But sandwiched in between those events were constant conversation, small talk as well as tough questions. We met a former child soldier. I will admit, when viewing the Fulbright itinerary, this event was most unnerving. In my life, I am aware of the privilege I was born into. White, American, middle class. My issues are laughable to that of this former child soldier. We are the same age, so in 1994 we were both seven years old. I would be starting second grade. He was entering Primary 1. The mirror of our age and the contrast of our different experiences are unsettling.

2-Voice Poem
I am nervous. It is the first day of second grade and I do not know what outfit to wear.
   I am nervous. It is the first day of Primary 1 and there is tension in the air.
What if my classmates laugh at me if I get a math problem wrong?
   What if I can no longer laugh and play with my Tutsi friends at school?
We write stories about our favorite family memory; my teacher edits my grammar.
   We cross the border into the Congo; my grandmother keeping a close look out.
I make a group of new friends; we gospel and tell jokes at recess.
   I join the rebels as a child soldier; we are used as spies to go into the villages.
My brother picks on me and my sister won't let me borrow her clothes.
   My general beats me until I can't cry anymore.
The man on TV is talking about violence in a tribal nation. We change the channel.
   I am rescued but will never be the same.
7/16/17

Survivor Testimony

- 1 leader for each sector
- Innocent (head)
October 1990 he remembers during primary school being called a cockroach as the headmaster started a list of Tutsi children.

Civics class was terrible because they would learn about the history of the country, but focused on the Tutsi “enemy”.

1991/1992 they were testing out the genocide, seeing how far they could go without repercussions.

When the plane crashed in 1994, his dad said "We are finished."

He hid at his neighbor's house until they fled to the Congo until he was 12

He was angry that the RPF didn't want revenge, they wanted reconciliation.

He is worried about one-sided stories, such as Hollywood movies.

Wants us to tell the UN and the French to ask for forgiveness.

7/18/17
Maddie and MacKenzie presentation

- Rwandan women during colonial times were submissive farmers, with limited laws. Men had rights to their income.
- During the genocide, Hutu women’s role was to count the dead, make lists, and knowingly spread disease.
- After the genocide, women made up 70% of the population, head of household: 50%

Ecole Sciences De Gisenyi

- 720 students (500 boys, 220 girls)
- 16 classrooms & computer lab with a projection screen
- 23 teachers, 10 administrators
- Teachers – 3 women, 20 men
- Administrators – 5 women, 5 men
- All teachers went to University
- Opened 1986 - public boarding school
- 46-60 students in each class
- PCM (Physics, Chemistry, Math) & PCB (Physics, Chemistry, Biology)
- Students are ages 12-18 years old (Sr. 1-6)
- Change the name of school to current name in 2007
- Hiring new teachers is at the district level, but administrators meet before hire
• Qualities they look for in teachers for hire – academic performance, references, class visits
• Class visits – 3 times per term, 9 times a year. Reported to district based on performance.
• If a teacher has a poor performance, it takes at least 10 letters of disappointment and then they are sent to district to deal with consequences
• PD – 3 per term (IT, gender equality training, etc.)
• Staff meeting every Wednesday after school
• Most students continue to University (80%)
• No master's degree required for administration
• Master's degree in education is available in Uganda, but not in Rwanda
• Student acceptance – national examination must be passed in primary (Division II - 75 percentile, Division III - 60 percentile)
• School fee – 80,000 franc per term (equal to about $240 per year)
• Exams are free
• If families cannot afford fees, district has an educational fund (scholarships)
• The First Lady's organization supports orphans at this school
• In 1994, the school was closed because the genocide occurred during holiday break (Easter)
• Reopened in 1996
• The computers and labs have filters for what students can search on the internet
• Examinations started the week prior, and last for one week (the next day was their final day before holiday)
• School days last from 8 AM - 12:30 PM and 2 - 5 PM
• Dining hall, biology lab, library, teacher's lounge
• “Excellence, Equity, Brotherhood” motto
• Teachers were grading exams in the teacher's lounge, then send them to district
• Teachers write their own exams
• 10 classes (40 minutes each with a ½ hour break in between)
• 4 languages offered
• Lunch is 1.5 hours
• 3 students per long desk, assigned seats, 23 desks, 60 students in a class
• Even if a room is smaller than standard, same amount of students
• A student is assigned to ring the bell for the semester (a metal wheel)
• At 8 PM, the genders dispersed to their side of campus. 10 PM lights out. Sneaking out is not an issue

Gacuba Primary School - Rubav
• Students return home after exams (2-week holiday in between terms)
• 638 primary students, 507 secondary students
• Each teacher teaches 1 subject
• Church and school is paid for by the government
• Public school is free for 12 years of education
• 20-30 students in each class
• 50/50 boys and girls
• 42 staff members
• 18 primary teachers, 20 secondary teachers
• 5 administrators
• Sr. 1, 2, 3
• 100% of their students continue to Sr. 4
• Preschool is only available in the mornings. Primary can choose to be only mornings, only afternoons, or both
• no transportation, students walk to school
• Primary students receive a general education and stay in one room all day. Teachers rotate classrooms
• 9 hour school day
• Parent and guardian meetings 4 times per term, 12 times per year. Almost all attend.
• School provides lunch, which is usually rice and sauce
• Basketball and futball teams compete with other schools
• Fiba provided playground, balls, and jerseys

7/19/17
University Visit
• Programs offered: Business/IT/Computer Engineering, Business Management, Hotel/Restaurant Management, Community Development
• Day/night/weekend classes
• Students are the ages of 18-24
• Undergraduate degree - 480 hours minimum
• 2,000 students live on-campus, the majority live off-campus
• Evening students may have day jobs
• A student from the DRC told us that his mother got beaten for trying to go to school. Students discussed the new generation having the mindset of education for all and starting businesses so they could offer their neighbors jobs.

7/20/17
I Am Poem - Kimberly and Emily presentation
I am from crayons, piano, and record player.
I am from the Country Capital of America, the Windy City, and the Heartland.
I am from the love of togetherness.
I am from the backyard treehouse that was my original canvas.
I am from cuddling animals, karaoke, and running through sprinklers barefoot.
I am from “You still dancin?” and, “That reminds me of a poem…”
I am from creativity and laughter.

Days 7/20-7/23 were spent at the 2000 Hotel sick in bed. I could not keep food or water down. I felt embarrassed, like I was missing out, and nervous that it was something serious. I called my
parents, who were concerned. The hotel staff was extremely accommodating, and my roommate helped as much as she could. I couldn’t help but think that I worked myself up with so many emotions, that my mental state was causing me to be sick. The leaders went to a market and bought a Chinese orange powder similar to a Gatorade mixture, but without all the good sugar and flavor. As awful as it smelled and tasted, it was miraculous. I was feeling better in no time, and ready to continue on this educational journey.

7/24/17
Through My Eyes movie
- “If this red could remind him of his victims blood.”
- “I don’t think this painting would mean so much to him. I don’t know what to say. It is too hard.”

7/25/17
Art Galleries
Best. Day. Ever! I woke up with nerves in my stomach and went to bed with a smile on my face and a newfound enthusiasm. Today was the day! Our special topic was outlined, somewhat fleshed out, and slightly practiced. “The Role Art Plays in the Rebuilding of Rwanda” was undoubtedly a topic that the group would be interested in, but presenting in front of peers is more nerve-wracking than 30 middle school students. Crammed in a tiny hotel room, I stood in front of the teachers that once were strangers. As I shared my passion of art in Rwanda, I shared a part of me. This was no longer a Special Topic. This was the reason I was on this trip. Ivuka Arts was so much more beautiful than any picture on the Internet could convey. The positivity rushed through the air the second we got out of the van. Colors everywhere, art on every inch of the property. After a hard few days down with a stomach bug, this was exactly what I needed. I felt drained from malnourishment, but was filled with inspiration. The Inema Arts Center only added to this feeling of elation. A little more professional, and modern, but still the same air of creativity and vibrance. I was so happy that the group could experience this with me. We saved the best for last. Now, I feel satisfied and I am ready to go home. Home, which carries a new fearful emotion that was not there before. How will I transition back? I feel different, but will people know that I have changed? I hope that I do not get caught up in the American lifestyle so fast that I forget these intense experiences this month. Forgiveness is the final form of love.

Extra
Special Topics: Questions for Contemporary Artists
- What role has art played in the rebuilding of Rwanda?
- What is your favorite typical medium/style?
- How do you see the future of art in Rwanda?
- Why do you do what you do?
- What is your background?
- What inspires you?
- Name three artist you would like to be compared to.
What is your advice for youth aspiring to become artist?
Does art help you express yourself/do you use it as a creative outlet?
Do you do any other forms of art? Music, design, dance, acting?
What challenges have you faced?
Are you inspired by traditional African art?

Presentation
Introduction: Alright guys, I am an art teacher. You knew this was coming... I am going to make you draw today. Yesterday Jamie and Brooke talked about left brain/right brain processes. I want to take all the facts and statistics we have learned on this trip and move those from the left brain and turn them into visuals on the right side. For those Type A teachers, you are going to hate how vague this assignment is, but bare with me. I would like you to create a visual representation of this trip.

*Activity (10 minutes)
Art Therapy History:
- Humans have used symbols ever since the beginning of time. Cave paintings, Egyptian hieroglyphics, and now Emojis.
- It has been used to spiritual healing: Hindu/Buddhist mandalas which use the relaxing action of creating circle designs to represent the whole, and Native American Sand paintings that would be erased after the ceremony because art was active, not static.
- Late 19th century: French psychatrics Ambrose Tardieu and Paul-Max Simon were the 1st to link art therapy as a diagnostic tool for mental illness and trauma. Think of the Draw-a-person questionnaire and the Rorschach Inkblot test.
- 20th century: Environmental Therapy became popular (art, music, dance, and writing to gain self-confidence and interact with peers in a positive way.
- Margaret Naumberg founded the Walden School in 1915 and used student artwork in her psychological counseling with students. She is known as the founder of art therapy.
- In Kansas, the Menniger Clinic was the leader in psychotherapy and art therapy in the 1950's/1960's. They had patients that acted as artists in residency. This clinic has now moved to Dallas.
- The results of this therapy is an insight into emotions, thoughts, and feelings. Self-discovery, personal fulfillment, empowerment, relaxation, and the ability to cope with pain.
- It is a 2-part process. You have already partaken in the 1st part: creation. The 2nd part would be to discover the meaning behind your artistic choices. Why did you use the colors you did, what was the focus on the paper, what kind of pressure did you use with your marks, etc.
- This therapy is particularly effective with children because of their limited language skills. The counselor at my school once had a student that stopped talking to their classroom teacher. They couldn’t get a word out of them. After a few failed techniques, the counselor handed the student a crayon and asked them to draw their family. The students drew his mom, dad, sister, and then in the corner a gravestone with their dog’s name on it. This explained what they student could not express through words.
In adolescents, art therapy can be used with students that are unwilling or embarrassed about a situation. I have sent students to the counselor numerous times after I have seen their sketchbooks.

If you are as fascinated by this as I am, there are art therapy undergraduate and graduate programs around the US that are approved by the American Art Therapy Association.

Now that you have a little background knowledge, Lauren will tell you about a few global examples of using art for healing.

*Lauren gives 3 modern examples*

**Moving from global to “local” with Rwandan Art**

- **Traditional artwork:**
  - Everywhere we went we would see these geometric paintings. At first I thought they were just cheap touristy pieces, but the more I saw them the more I knew I had to research them. They actually have a long tradition behind them. Imigongo paintings used cow dung pasted in geometric shapes, dried, and then were painted over in usually white, black, and one color. You can still find this traditional technique in the Nyakarambi women’s co-op in Eastern Rwanda.
  - Agaseke baskets, or peace baskets can be made out of sisal, banana leaves, grass, or rafia. It is a community activity of weaving that can be passed down from generation to generation.
  - Ceramics, woodworking, and sculpture are other forms of traditional art
  - Rwandan music is very passionate. The music and dance performances tell stories of bravery and excellence, humorous styles and lyrics, agriculture, or religion. We were lucky enough to witness first-hand the exciting atmosphere and tried to join in, but stuck out like sore thumbs being mzungus. Sofi Nzayisenga played a personal concert for us at our hotel on the inanga - a harp like instrument. It is a traditionally male instrument, but she is becoming the progressive female face and touring internationally.
    - [https://video.search.yahoo.com/yhs/search;_ylt=AwrC1GIAQKRZjnoAubY2nIIP?p=inanga&fr=yhs-adk-adk_sbnt&fr2=p%3AS%2Cv%3AI%2Cm%3A pivot&hsimp=yhs-adk_sbnt&hspart=adk&type=ma_appfocus84_cr#id=2&vid=a56f7484b7b02a3727c7252262903273&action=view](https://video.search.yahoo.com/yhs/search;_ylt=AwrC1GIAQKRZjnoAubY2nIIP?p=inanga&fr=yhs-adk-adk_sbnt&fr2=p%3AS%2Cv%3AI%2Cm%3A pivot&hsimp=yhs-adk_sbnt&hspart=adk&type=ma_appfocus84_cr#id=2&vid=a56f7484b7b02a3727c7252262903273&action=view)

*Lauren shows examples*

**Frederick Ndagaramiye**

- Our group had the pleasure of meeting Freddy, who, as a teenager refused to take part in the killings. When his bus was pulled over by rebels, he was told to kill all the Tutsi’s on the bus. When he said no, they took machetes to his hands and sent him as “a message to all the cockroaches”. No longer able to work in the fields, he took up painting as a means to make a living. Now he uses art as a way to heal and forgive. He says the act of mixing the oil paints is relaxing, and enjoys listening to country music to comfort him. He started the Ubumwe Community Center, which is one of Rwanda’s first Inclusion
schools. In a country that has a history of neglecting disability, it is a step in the right direction to embracing differences.

- We traveled to two art galleries in Rwanda: Ivuka and Inema Arts. Both focus on community activism by providing the space and material to create and sell art. There are after-school and weekend programs. It has turned into a mecca for inspiring contemporary artists. Ivuka came 1st with its owner, Collin Sekajgo. Twins Emmanuel and Innocent were two of Collin’s artists who branched out to create Inema. Art With a Mission is Inema’s program to help children and orphans off the street. We experienced the pure love, creativity, and positivity in both of these colorful, vibrant studios. It is my dream to create a lasting relationship with these programs, and connect Kansas City’s resources to them as an outreach program. If you are interested, please let me know. This presentation will hopefully convince you that art is a pathway towards a progressive, stable government, and I believe Kansas City has a role to play in Rwanda’s steps towards that.

- Before leaving for Rwanda, I started researching the kind of art I might find there. And as goes with the internet, down the rabbit hole I went. I was blown away by the modern artists I found simply through a Google Search. It became a mission of mine to connect with these artists through social media so that I could find out truly what role art played in Rwanda.

- The first of the artists to respond to me was William Ngendandumwe. William is an abstract expressionist artist who says he has faced many challenges, such as not being taken seriously, lack of materials, and not having any formal art-education. His advice to young aspiring artists is, “Do not give up. Think towards the future, not the present. Do not focus on fame or fortune, but instead on improving your art.”

- Tony Cyizanye started Yego Arts Studio, whose mission is “To create a vibrant, self-sustaining community of established artists in Rwanda and to create avenues for Rwandans to use the arts as a means of healing and generating a livelihood for themselves and their children”.

- Bonfils Ngabo creates advocacy art on public places. We found his art throughout Kigali. “Art plays an important role in changing Rwanda. It is a mirror of our community. I grew up with nothing and very little education, so I paint only what I know.”

- In 2006, The National Art Museum opened in Kigali. It is a wonderful example of rapid progress towards a developed country. Lia Gieling, former curator, says, “No one was aware of the importance art has in this heavily hurting society. It was very important to demonstrate how artists could contribute to healing and reconciliation.”

*Lauren conclusion

2-Voice Poem
I am nervous. It is the first day of second grade and I do not know what outfit to wear.

I am nervous. It is the first day of Primary 1 and there is tension in the air.

What if my classmates laugh at me if I get a math problem wrong?

What if I can no longer laugh and play with my Tutsi friends at school?

We write stories about our favorite family memory; my teacher edits my grammar.

We cross the border into the Congo; my grandmother keeping a close look out.

I make a group of new friends; we gossip and tell jokes at recess.

I join the rebels as a child soldier; we are used as spies to go into the villages.

My brother picks on me and my sister won't let me borrow her clothes.

My general beats me until I can’t cry anymore.

The man on TV is talking about violence in a tribal nation. We change the channel.

I am rescued but will never be the same.
Official Notes

Ecole Sciences De Gisenyi

- 720 students (500 boys, 220 girls)
- 16 classrooms & computer lab with a projection screen
- 23 teachers, 10 administrators
- Teachers – 3 women, 20 men
- Administrators – 5 women, 5 men
- All teachers went to University
- Opened 1986 - public boarding school
- 46-60 students in each class
- PCM (Physics, Chemistry, Math) & PCB (Physics, Chemistry, Biology)
- Students are ages 12-18 years old (Sr. 1-6)
- Change the name of school to current name in 2007
- Hiring new teachers is at the district level, but administrators meet before hire
- Qualities they look for in teachers for hire – academic performance, references, class visits
- Class visits – 3 times per term, 9 times a year. Reported to district based on performance.
- If a teacher has a poor performance, it takes at least 10 letters of disappointment and then they are sent to district to deal with consequences
- PD – 3 per term (IT, gender equality training, etc.)
- Staff meeting every Wednesday after school
- Most students continue to University (80%)
- No master's degree required for administration
- Master's degree in education is available in Uganda, but not in Rwanda
- Student acceptance – national examination must be passed in primary (Division II - 75 percentile, Division III - 60 percentile)
- School fee – 80,000 franc per term (equal to about $240 per year)
- Exams are free
- If families cannot afford fees, district has an educational fund (scholarships)
- The First Lady’s organization supports orphans at this school
- In 1994, the school was closed because the genocide occurred during holiday break (Easter)
- Reopened in 1996
- The computers and labs have filters for what students can search on the internet
- Examinations started the week prior, and last for one week (the next day was their final day before holiday)
- School days last from 8 AM - 12:30 PM and 2 - 5 PM
- Dining hall, biology lab, library, teacher's lounge
- “Excellence, Equity, Brotherhood” motto
- Teachers were grading exams in the teacher's lounge, then send them to district
- Teachers write their own exams
- 10 classes (40 minutes each with a ½ hour break in between)
● 4 languages offered
● Lunch is 1.5 hours
● ¾ students per long desk, assigned seats, 23 desks, 60 students in a class
● Even if a room is smaller than standard, same amount of students
● A student is assigned to ring the bell for the semester (a metal wheel)
● At 8 PM, the genders dispersed to their side of campus. 10 PM lights out. Sneaking out is not an issue

Gacuba Primary School - Rubavo
● Students return home after exams (2-week holiday in between terms)
● 638 primary students, 507 secondary students
● Each teacher teaches 1 subject
● Church and school is paid for by the government
● Public school is free for 12 years of education
● 20-30 students in each class
● 50/50 boys and girls
● 42 staff members
● 18 primary teachers, 20 secondary teachers
● 5 administrators
● Sr. 1, 2, 3
● 100% of their students continue to Sr. 4
● Preschool is only available in the mornings. Primary can choose to be only mornings, only afternoons, or both
● no transportation, students walk to school
● Primary students receive a general education and stay in one room all day. Teachers rotate classrooms
● 9 hour school day
● Parent and guardian meetings 4 times per term, 12 times per year. Almost all attend.
● School provides lunch, which is usually rice and sauce
● Basketball and futball teams compete with other schools
● Fiba provided playground, balls, and jerseys
"The Way to right Wrongs is to turn the light of truth upon them."