

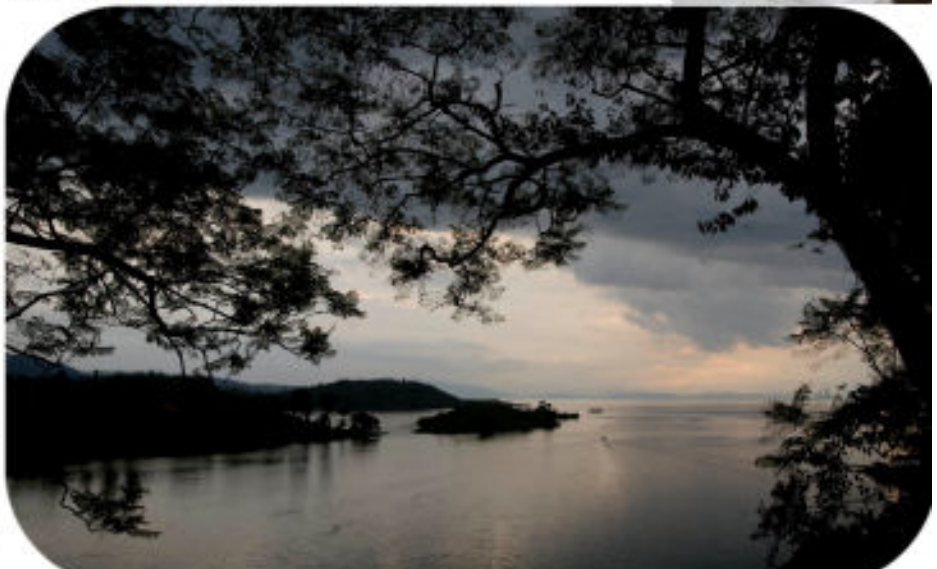
RESOURCES FOR SECONDARY SCHOOL TEACHERS



Time for Tea
Royal Pump Room Museum, Harrogate
until 20th March 2011



Tea: From the Land of a Thousand Hills
The Mercer Art Gallery, Harrogate
until 16th January 2011



CONTENTS

- 1 Overview of Teachers' Notes and National Curriculum links

- 3 Exhibition notes - Time for Tea (the history of tea drinking in Britain)
 - a. Tea arrives in Europe
 - b. Café Society
 - c. Image - original Betty's shop front, Harrogate
 - d. Tea and Ritual
 - e. Images: Thermos flask, 1960s; photograph of Welcome Home to Forces tea party at Harrogate Baptist Church, 1946.
 - f. Tea Becomes Fashionable
 - g. Images: teaware
 - h. Tea Made Easy
 - i. Images: Goblin Teasmade, 1950s; advert for Taylors tea and teabags from Doncaster Evening Post

- 4 Student exhibition notes - Tea: The Land of a Thousand Hills - Photographs of Rwanda by Tim Smith

- 11 Student exhibition task

- 16 Teachers' notes
 - Background exhibition information
 - Background notes to tea and its production
- 18 Ethical Trading
- 19 Yorkshire Rainforest Project
- 20 International aid in Rwanda

- 24 Lesson 1: What is development?

- 25 Lesson 1 Worksheet

- 26 Lesson 2: How do we measure development and identify differences?

- 27 Lesson 2 Worksheet

33 Lesson 3: How does International Trade affect the levels of development for countries?

24 Lesson 3 Worksheet

40 Lesson 4: Introducing Rwanda

42 Lesson 4 Worksheet

44 Follow on ideas

KEY STAGE 3 OVERVIEW OF TEACHERS' NOTES

The following resources are centred on 'Tea: The Land of a Thousand Hills - Photographs of Rwanda by Tim Smith', an exhibition of photographs of tea plantations in Rwanda where Taylors of Harrogate buy some of their tea. This is on show at the Mercer Art Gallery, Harrogate from 25th September 2010 until 16th January 2011.



The exhibition 'Time for Tea', looking at the history of tea and its culture in Britain is also a valuable resource when considering why we consider tea our national drink in Britain. The exhibition features many teaware objects from over the centuries to the present. This is on show at the Royal Pump Room Museum, Harrogate from 25th September 2010 until 20th March 2011.

The focus of the resources is on the following key ideas:

- ✘ Understanding the history of tea drinking and tea imports to Britain through the Royal Pump Room Museum exhibition.
- ✘ Development is a difficult term to define within a geographical context. Development occurs at different scales and in all localities all over the world.
- ✘ Development indicators can be used as a method of mapping and measuring development but do they tell you about people's 'quality of life'?
- ✘ Rwanda is a case study of a Less Economically Developed Country (LEDC) that faces many challenges. However, through the work of international governments, aid agencies, charities and individual companies change is happening.
- ✘ We live in a globally interconnected world where processes like international trade influence the levels of development of countries often unfairly.
- ✘ Taylors of Harrogate is an example of a company that has addressed the unfairness of international trade and trades ethically. Their work is an example of **SUSTAINABLE DEVELOPMENT**.
- ✘ Taylors buy teas from tea estates all over the world including three large tea estates in Rwanda.
- ✘ There is an ongoing partnership project between Taylors, the Rwandan tea estates, the **British Government's Department for International Development (DFID)** and the **Rainforest Alliance** to train tea farmers and estate workers in methods of improved and

sustainable farming and processing. The project will increase the quantity and quality of tea produced by the estates, and improve the living standards of 10,000 tea growers and their families. These improvements will also help protect the neighbouring rainforest.

The resources are linked to the following National Curriculum areas at Key stage 3 & 4.

- ✘ Geography: What is development? (Year 9)
- ✘ Geography: Images of a country (Year 8)
- ✘ Citizenship: Debating a global issue (Year 7-9)
- ✘ Citizenship at key stage 4: Global issues, local action (Year 10-11)

GCSE

- ✘ The resources could be used for GCSE Geography under the themes of Global Inequalities, Globalisation and Sustainable Development.
- ✘ The resources could also be used for GCSE Citizenship syllabuses under the themes of 'Global Issues and Making a Difference'

TIME FOR TEA

Tea is known as our national drink, and we consume 165 million cups daily or 60.2 billion per year!

The Time for Tea exhibition displays objects from the Harrogate museum collection as well as objects and archives from other museums in Yorkshire and Bettys and Taylors of Harrogate. These tell the tale of the history of tea drinking in Britain, from its first arrival here over 350 years ago.

Here you will find information from the display panels in the museum along with some images of objects on display. It will supplement the information provided to teachers in KS1/2 lesson 3 and help add a historical context to the information provided for KS3 visitors.

TEA ARRIVES IN EUROPE

We have been drinking tea for over 350 years, but tea drinking became established in China many centuries before it came to Europe.

The tea plant is an evergreen plant from the Camellia family, *Camellia Sinensis*. It can be grown at altitudes as high as 2,100 metres above sea level. The leaves are plucked by hand and put in a basket. Then they are taken to the factory. Where the leaves are left on trays to wither and then broken up, left again to oxidise and then dried further. The processes vary for each type of tea produced.

The first people to ship tea back to Europe were Dutch traders in the early 17th century. The marriage of Charles II to Catherine of Braganza in 1662 was a turning point in the history of tea in Britain. Catherine was a Portuguese princess and it was her love of the drink that established tea as a fashionable beverage first at court and then among wealthier people. With its growing popularity the East India Company began to import tea into Britain.

Their first order was in 1664 for tea shipped from Java. Tea was subsequently grown in India and imported to England. By 1888 British tea imports from India were more than those from China. Today tea is grown in around 36 countries.

CAFÉ SOCIETY

As tea became more popular it became part of people's lives outside the home.

By the late 19th century cafés, tearooms and tea gardens were to be found across the country. In some places, such as London, chains of cafés had been opened. The tearooms and tea shops appealed to a variety of people and were a perfect place for women to meet their friends.

By 1900 Harrogate had a variety of cafés. The café that was to become the most famous was Bettys, opened by Swiss baker Fritz Bützer, in Cambridge Crescent on 17th July 1919. He had trained in Switzerland and France and came to

Bradford in 1907, where he worked for a Swiss confectioner Bonnet.

Afterwards he moved around Yorkshire styling himself 'Frederick Belmont Chocolate Specialist'. Farrah's the Harrogate Toffee makers invited him to Harrogate to show them how to make smart continental chocolates. He fell in love with his new landlady's daughter and decided to stay.

Frederick expanded the business, opening cafés in Bradford in 1924, Leeds in 1930 and York in 1937. In 1962 Bettys took over the Harrogate tea and coffee business C. E. Taylor, who had cafés in Harrogate, Ilkley and beyond, as well as

The Tea House in Harrogate's Valley Gardens. Taylor's Café Imperial became the site of the present-day Bettys.

Photograph
of the
original
Bettys shop
front



TEA AND RITUAL

The word tea came to mean more than just the drink. Once tea became a popular drink, rituals grew up around making it and when it was drunk.

Afternoon tea probably originated in the tea parties popular amongst wealthy ladies in the 17th century. One story is that afternoon tea was 'invented' by Anna, the wife of the seventh Duke of Bedford, who in 1841 started drinking tea and having something to eat in the mid-afternoon, to fill the long gap between lunch (eaten at about 1pm) and dinner (eaten at around 7pm). This swiftly developed into a social occasion. By the 1860s the fashion was widespread. A picnic could involve a small gathering of friends and family, or a larger event for workers and social clubs. Tea could be made freshly on a picnic using small stoves or with the invention of the Thermos flask made at home and kept hot. By the First World War tea was considered such a central drink to the British way of life that the government took steps to ensure supplies were controlled. In the Second World War tea was rationed from 1940 onwards. Public information films gave advice on how to make tea.



Thermos Flask, 1960s

Photograph of Welcome Home to Forces tea party at Harrogate Baptist Church, 13th April 1946.

These photographs belonged to the late Gwen Green who was evacuated to Harrogate with the Civil Service in 1940 and remained here until 1946



TEA BECOMES FASHIONABLE

By the eighteenth century tea was a popular yet expensive drink among the wealthy in Britain.

Originally the tea drunk was green tea, but by the late 18th century black tea was more popular. Until the end of the 17th century it was rare to add milk.

Tea was served in coffee houses, where men met to discuss business and socialise. The men could buy loose tea to take home to their wives. Coffee had arrived in England before tea and the first coffee house opened in 1650 in Oxford. The tea was made first thing in the morning and stored in barrels, which were kept hot.

The ships that brought tea from China also brought pots with spouts, tea bowls and saucers made of porcelain. British potteries soon began to imitate these designs. In wealthy households tea became an elaborate social occasion and after dinner the ladies would retire to drink tea.

By the 1750s and 1760s tea drinking had spread to even the poorest families, though they could not afford expensive china. Sheep dung was one of the things that was added to poor quality tea to give it a better colour!

Some people worried that if the working classes drank excessive amounts of tea it would lead to sadness and weakness. However, there was no stopping the rise in the popularity of tea and by Queen Victoria's death in 1901 everyone was drinking it.



Decorative pottery teapot, c. 1770

Pottery teacup c. 1830



Wooden tea caddy, 19th century

Pearlware teapot, 1797



TEA MADE EASY

In the twentieth century a new development altered many people's tea-drinking habits, the invention of the tea bag.

Tea bags were first developed in the United States. The tea bag meant there was no need for a strainer when using the pot and the tea could be made in a mug. Thomas Sullivan, a New York tea merchant, started to send samples of tea to his customers in small silken bags in around 1908. Some customers thought that these were supposed to be used in the same way as metal infusers and put the entire bag into the pot, rather than emptying out the contents. He subsequently developed these for sale. Eventually the tea bags were made of paper.

The firm Tetley was the first to introduce tea bags to Britain in 1953 and quickly other firms started to copy them. By the early 1960s teabags made up less than 3% of tea sales in Britain. Sales only really increased in the 1970s. Alternatives to tea bags have included powdered tea, but this never really become popular. 96% of tea sales today are in the form of teabags.

Over time people have come up with various inventions and modifications to the design of tea-making equipment to make tea-making easier. Albert E Richardson of Ashton-under-Lyne, Lancashire, built probably the first commercially produced automatic tea-making machine in 1902. The first electric Goblin Teasmade was made in 1936.



Goblin D25 Teasmade. 1954-1959. Made by the British Vacuum Cleaner and Engineering Company Ltd.,

The first Goblin Teasmade was manufactured in 1936. The company acquired the rights to the invention from Brenner Thornton and William Hermann, who had first patented it in 1934. They began to market it in 1937. It came in two designs in a cream, green or blue finish.

An advertisement for Taylors Yorkshire Tea & Tea Bags. The background is orange. At the top, it says "Doncaster Evening Post" with "ep" logos on either side. Below that, it says "FREE TEA CONTEST" in large white letters. Underneath, it says "72 PRIZES OF A YEARS SUPPLY OF YORKSHIRE TEA & TEA BAGS MUST BE WON!" in white text. Below this, it says "TAYLORS YORKSHIRE TEA & TEA BAGS" in large white letters. At the bottom, it says "On Sale Here" in a cursive font. At the very bottom, it says "Save YORKSHIRE TEA & TEA BAG packet tops for the ep competition - 165,888 free cuppas to be won".

Advert for Taylors tea bags from the Doncaster Evening Post



TEA FARMING IN RWANDA



BACKGROUND TO TEA FARMING

✘ Tea has grown from a medicinal crop in China 5000 years ago to being a US\$4 billion industry, employing more than 15 million people around the world with 4 billion cups a day being drunk!

✘ Small changes in the tea prices can impact the lives of a great number of people, for example, whilst Rwanda produces only 0.5% of the world's tea, tea accounts for around of 15% of its total exports.



Tea (the leaves of the *Camellia sinensis* plant) grows best in regions with a warm, humid climate and rainfall of around 100cm a year, on evergreen bushes around one metre high for ease of plucking. Leaves are plucked by hand on a daily basis with pluckers returning to each bush every 7-10 days (known as a plucking round). Leaves are collected in a basket or bag on the plucker's back. The leaves are then weighed and taken to a factory for processing. Other labour involved on a tea estate includes weeding, pruning and fertilising the tea bushes.

Once the tea is gathered, it is transported to the tea factory where the fresh green shoots are transformed into the black tea that we drink.

✘ Firstly the tea is *withered* by spreading the tea leaves out on racks in a very warm room, thus removing much of the natural moisture from the leaves.

✘ Then the leaves are *rolled* through machines which crush and tear the tea.

✘ Next the leaves are *fermented*. At this stage the green tea turns a rich coppery colour as the oxygen circulates around the crushed leaves. It's rather like a bitten apple turning brown when left for while.

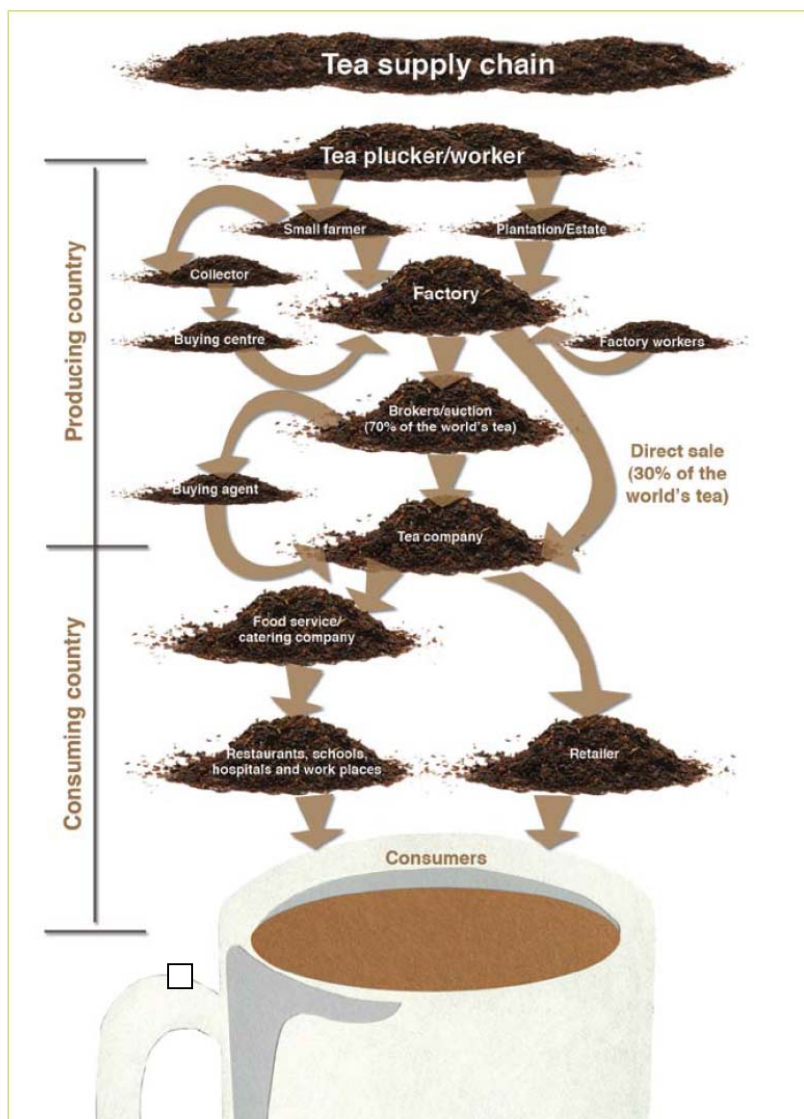
EXHIBITION-STUDENTS NOTES

✘ Finally the tea is *fired* in very hot ovens, turning the leaves black, ready to be sorted, graded and packed into wooden chests and shipped all over the world.

✘ The tea is *sorted* by machine or by hand for the more fancy teas.

Tea is a very perishable commodity that, for the best quality, needs to be processed hours after picking, requiring good transport networks and close proximity of tea plants to processing factories.

The diagram below outlines the supply chain that is involved in getting tea into your cup. The tea supply chain is often complex with many people involved: producers, collectors, traders, brokers, packers and retailers.



Source: A fair cup: towards better tea buying, Traidcraft 2009

BUYING TEA

Tea companies may grow tea on estates, buy tea from other estates or a combination of the two. They may have their own buyers in the major tea growing regions or employ trading companies to buy on their behalf.

Taylor's of Harrogate buy direct from estates, but don't have buyers in the country permanently - their buyers travel a lot!

WHAT ARE THE CHALLENGES FACED BY WORKERS ON TEA PLANTATIONS?

✘ **Lack of security:** in developing countries workers can have little or no job security. Independent trade unions (an organisation of employees formed to bargain with the employer) may be non-existent or ineffective. In rural areas there is often no alternative employment.

✘ **Difficult working conditions:** tea workers undertake physically demanding tasks, such as picking and lifting tea. Health and safety protection – such as gloves and facemasks – are not always provided. Working hours can be long and pay can be low. Discrimination of women workers also occurs in some estates.

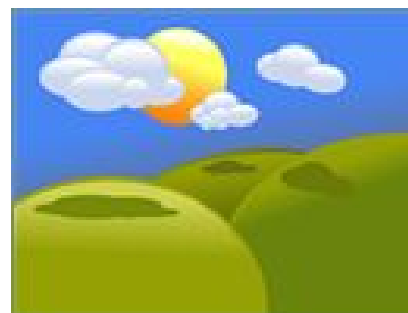
✘ **Climate change:** changing weather, especially droughts, are causing growing problems for farmers. Evidence suggests that climate change is resulting in unpredictable harvests, leaving many small scale tea growers struggling to plan for the future.

TEA FARMING IN RWANDA AND TAYLORS OF HARROGATE

✘ By 2002 tea became Rwanda's largest export, with export earnings from tea reaching US\$ 18 million, equating to 15 000 tons of dried tea.

✘ Rwanda is known as the 'Land of a Thousand Hills'. Steep slopes, humid climate and acid soils are perfect for tea growing.

✘ Taylors buy tea from Gisovu, Kitabi and Mata factories and their associated smallholders and estates. These are found around the Nyungwe rainforest.



TAYLORS OF HARROGATE TRADING ETHICALLY IN RWANDA

✘ Taylors of Harrogate have a very clear goal – to work with the very best quality suppliers at home and overseas.

✘ They believe that quality and trading ethically go hand in hand. They forge strong trading relationships with the growers and ensure that they are paid premium prices.

✘ Taylors are members of the Ethical Tea Partnership and the Ethical Trading Initiative



EXHIBITION-STUDENTS NOTES

(ETI), which ensures that they are buying **ETHICALLY!**

ETHICAL TRADING INITIATIVE BASE CODE

ETI members are committed to adopting the code of conduct in their supply chains.

1. Employment is freely chosen e.g. There is no forced, bonded or involuntary prison labour
2. Freedom of association and the right to collective bargaining are respected e.g. Workers, without distinction, have the right to join or form trade unions of their own choosing and to bargain collectively.
3. Working conditions are safe and hygienic e.g. Good sanitation and safety measures are used with health and safety training, clean toilets and access to clean water.
4. Child labour shall not be used
5. Living wages are paid
6. Working hours are not excessive
7. No discrimination is practised
8. Regular employment is provided
9. No harsh or inhumane treatment is allowed

RAINFOREST ALLIANCE CERTIFIED SEAL

For their Yorkshire Tea blend Taylors of Harrogate work with the **Rainforest Alliance**. Farmers and growers are only certified by the Rainforest Alliance expert auditors if they meet a long list of social and environmental criteria including: conserving local wildlife and water resources; minimising soil erosion; treating workers fairly and protecting forests.





WHAT IS THE YORKSHIRE RAINFOREST PROJECT?

The Yorkshire Rainforest Project is Taylors of Harrogate's commitment to save 1.5 million hectares of rainforest - an area the size of Yorkshire - from destruction. They have a long history of environmental campaigning - find out more from their website <http://www.yorkshirerainforestproject.co.uk>

References

- ✘ Stirring up the tea trade, can we build a better future for tea producers?-Fairtrade Foundation Briefing Paper, 2010
- ✘ www.taylorsofharrogate.co.uk

OTHER INTERNATIONAL CHARITIES, GOVERNMENTS AND PRESSURE GROUPS IN RWANDA

The following are examples of **SOME** of the work that it is been carried out in Rwanda by various charities and International groups.

ACTION AID

ActionAid International Rwanda, in partnership with the Rwanda Coalition of Education and district administration as well as the community, are carrying out a campaign, trying to get increased financing of early childhood education by calling on the government and development partners to honour their commitment to education in order to achieve Vision 2020, the Millennium Development Goals and other national anti-poverty strategies.

The **Millennium Development Goals (MDGs)** are 8 international development goals that all 192 United Nations member states and at least 23 international organisations have agreed to achieve by the year 2015.

The MDGs are as follows:

- End Poverty and Hunger
- Universal Education
- Gender Equality
- Child Health



EXHIBITION-STUDENTS NOTES

- Maternal Health
- Combat HIV/AIDS
- Environmental Sustainability
- Global Partnership

Sources and websites for further research:

- ✗ Action Aid: <http://www.actionaid.org.uk/663/rwanda.html>
- ✗ Millenium Development Goals: <http://www.un.org/millenniumgoals/>
- ✗ Vision 2020: <http://www.vision2020.org.uk/>

OXFAM

The aim of Oxfam's work in Rwanda is alleviating poverty and promoting good stable government. Examples include:

- ✗ Supporting farmers to help them command a better price for their products and provide them with technical training.
- ✗ Promoting active community participation in decision-making with development work in their local towns/villages through co-operatives, community based organisations.
- ✗ Trying to improve the living conditions of Rwandan women who are struggling with poverty and have been subjected to violence in the past.
- ✗ Increasing the knowledge and awareness of the spread and impact of HIV and AIDS.
- ✗ Working communities to discuss the causes and impacts of climate change and to develop appropriate technologies to stop the risks.

✗ Further Research:

<http://www.oxfam.org.uk/resources/countries/rwanda.html>

UK DEPARTMENT FOR INTERNATIONAL DEVELOPMENT (DFID)

What is DFID?

DFID is the part of the UK government that manages Britain's aid to poor countries and works to get rid of extreme poverty. As well as headquarters in London and East Kilbride, near Glasgow, DFID has offices in around 40 developing countries and provides aid to around 90 countries.

DFID works with with governments of developing countries as well as charities, businesses and international bodies, including the World Bank, UN agencies and the European Commission.

An example of some of the work DFID is doing in Rwanda

EXHIBITION-STUDENTS NOTES



The Child-Friendly Schools Initiative wanted to tackle hunger as a first priority. "If children have food in their stomach, they are better students. They can concentrate better," says Jean Pierre Sinibagiwe, Headmaster of Murama Secondary School. "It is essential to provide food to students at school."

One incentive that keeps students in school is the free meal of maize and beans, provided daily by the WFP. "I don't eat the same food at home," says 12-year-old David I sina. "What we eat here is better."

Sources and websites for further research:

- ✘ <http://www.dfid.gov.uk/About-DFID/Quick-guide-to-DFID/>
- ✘ <http://www.dfid.gov.uk/Media-Room/Case-Studies/2009/Working-through-the-UN-to-feed-Rwandas-hunger-for-knowledge/>

CHRISTIAN AID

Since the Rwandan genocide in 1994, Christian Aid has worked to monitor people's rights, improve farmers' crop growing techniques so that they grow more food, increase awareness of HIV & provide care in the community for those affected. They have helped to rehabilitate people formerly involved in the conflict (often child soldiers) and trying to build peace.

Further Research:

- ✘ <http://www.christianaid.org.uk/whatwedo/africa/rwanda.aspx>

Exhibition task

Using the development compass rose framework, study the following photos and try to generate questions that you would like to ask about this area of Rwanda where the tea grows. Think about the ideas that you have studied about sustainability of the environment and welfare of the workers. For each group of questions, write down your lines of enquiry.

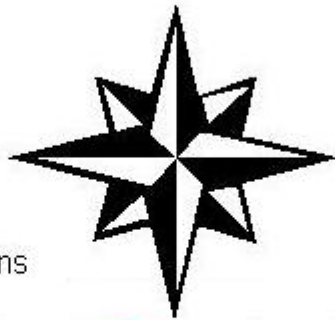
Natural environment?, Economic environment?, Social environment?, Who decides (political)?

Natural

These are questions about the environment – energy, air, water, soil, living things, and their relationships to each other. These questions are about the 'built' as well as the 'natural' environment.

Who decides?

These are questions about power, who makes choices and decides what is to happen; who benefits and loses as a result of these decisions and at what cost?



Economic

These are questions about money, trading, aid and ownership.

Social

These are questions about people: their relationships, traditions, culture, and the way they live. They include questions about how, for example, gender, race, disability, class and age affect social relationships.

©Birmingham DEC

Source: globallink.org.uk

The photos are roughly grouped as below, but you may want to search around the gallery for others that relate and will help you.

Photos at the front of the gallery and left side of second large gallery section: Working in the fields, collecting tea leaves

Natural?

Economic?

Social?

Who decides (political)?

Photos in second large gallery section: In the Tea Factory

Natural?

Economic?

Social?

Who decides (political)?

Photos in far right corner, second large gallery section: Around the estate, maintaining the quality of the environment

Natural?

Economic?

Social?

Who decides (political)?

Photos in second large gallery section, near right: In Kitabe, at the bar

Natural?

Economic?

Social

Who decides (political)?

Photos in second large gallery section on right and at back of gallery:
Family life and workers around the estate

Natural?

Economic?

Social?

Who decides (political)?

Photos in first large gallery section on right: Remembering the past

Natural?

Economic?

Social?

Who decides (political)?

KEY STAGE 3 TEACHERS' NOTES

The Exhibition

The exhibition is a collection of photos from Rwanda. It has been produced by the Mercer Art Gallery in association with Taylors of Harrogate to illustrate what life is like on the tea estates in Rwanda, including how they are working with the Rainforest Alliance to improve social and environmental conditions. The objectives for the students are to gain a greater understanding of how Taylors are working ethically to improve the quality of lives of the workers on the estate, what the physical and social environment is like and how environmental issues and the impacts of the genocide of 1994 are being addressed.

Materials

The exhibition worksheet asks the students to use a Developmental Compass Rose Framework to try and generate their own questions about the photos based on the work they have done so far. Alongside the information in the exhibition, background information for the photos and Rwanda in general has been provided. Additionally, there is a student fact sheet, which also provides background and extra information.

Background Notes

What is tea?

- ✘ The tea bush belongs to the Camellia family, hence its Latin name 'Camellia Sinensis' or Chinese shrub, a hardy evergreen with shiny pointed leaves with a wonderfully fragrant aroma. The flowers of the tea bush look a little like white buttercups.
- ✘ All tea needs to flourish is acid soil and a warm wet climate with at least fifty inches of rainfall every year. The tea bush thrives best in mountainous regions bordering the tropics and in Rwanda can grow at heights of up to 10,000 feet above sea level. Left to grow wild, the tea bush would blossom into a tree.
- ✘ However, on commercial tea gardens tea bushes are pruned to waist height for easy plucking (picking of leaves). Tea plucking is a highly skilled process still performed by hand.

What happens to the tea once it has been plucked?

Leaves are plucked by hand on a daily basis with pluckers returning to each bush every 7-10 days (known as a plucking round). Leaves are collected in a basket or bag on the plucker's back. The leaves are then weighed and taken to a factory for processing. Other labour involved on a

tea estate includes weeding, pruning and fertilising the tea bushes. Once the tea is gathered, it is transported to the tea factory where the fresh green shoots are transformed into the black tea that we drink.

At the factory,

- ✘ Firstly the tea is *withered* by spreading the tea leaves out on racks in a very warm room, thus removing much of the natural moisture from the leaves.
- ✘ Then the leaves are *rolled* through machines which crush and tear the tea.
- ✘ Next the leaves are *fermented*. At this stage the green tea turns a rich coppery colour as the oxygen circulates around the crushed leaves. It's rather like a bitten apple turning brown when left for while.
- ✘ Finally the tea is *fired* in very hot ovens, turning the leaves black, ready to be sorted, graded and packed into wooden chests and shipped all over the world.
- ✘ The tea is *sorted* by machine or by hand for the more fancy teas.

There are two basic categories for grading tea: "leaf" and "broken". From these two distinct grades, further grades are listed. These can also change from country to country so the list of tea grades is extensive and different for each country. Believe it or not, grading tea has nothing to do with quality – grading only gives the buyer an idea of the size and appearance of the leaf.

The Different Types of Tea

There are 4 different types of tea. But the word 'tea' is also widely used to describe drinks made from edible fruit and herbs that are not 'Camellia Sinensis'. Technically these should be called tisanes or herbal infusions. The main different types of tea are black, green, white and oolong (a semi-fermented tea, a cross between green and black teas). They are all from the same tea bush, but are prepared differently. The most widely drunk type of tea here in the UK is black tea, and this is the tea found in Earl Grey and English Breakfast tea.

Source: <http://www.taylorsofharrogate.co.uk/>

How do Taylors of Harrogate trade ethically with farmers and workers in Rwanda?

Taylors of Harrogate is a family business with strong values. To ensure they are being socially and environmentally responsible they work with organisations like the Ethical Tea Partnership and Ethical Trading Initiative. Taylors small team of tea buyers build direct, long-term relationships with growers and pay a premium for quality teas and coffees. They also employ an Ethical Trading Manager responsible for ensuring that the business is continually supporting improvements through its supply chain. They also work with an organisation called the Rainforest Alliance which audits farm round the world, and recognises those which reach good environmental and working and living standards with its Rainforest Alliance Seal.

Useful website: <http://www.rainforest-alliance.org/>

What is the Ethical Trading Initiative and what is its Base Code that its members work to?

- ✘ The Ethical Trading Initiative is an alliance of companies, non-governmental organizations (NGOs), and trade organizations dedicated to promoting "good practice" for goods sold in the UK.
- ✘ The Ethical Trading Initiative works to create and apply a code of conduct to maintain labour standards- based on those of the International Labour Organisation- at all stages of production.

Ethical Trading Initiative Base Code

ETI members are committed to adopting the code of conduct in their supply chains.

1. Employment is freely chosen e.g. There is no forced, bonded or involuntary prison labour
2. Freedom of association and the right to collective bargaining are respected e.g. Workers, without distinction, have the right to join or form trade unions of their own choosing and to bargain collectively.
3. Working conditions are safe and hygienic e.g. a safe and hygienic working environment shall be provided, health and safety training, clean toilets and access to clean water.
4. Child labour shall not be used
5. Living wages are paid
6. Working hours are not excessive
7. No discrimination is practised
8. Regular employment is provided
9. No harsh or inhumane treatment is allowed

Source & Useful Website for further research:

<http://teacher.beecoop.co.uk/?q=node/11>

What is the Yorkshire Rainforest Project?

The Yorkshire Rainforest Project is Taylors of Harrogate's commitment to save 1.5 million hectares of rainforest – an area the size of Yorkshire – from destruction. It's a huge undertaking and will take years, perhaps decades. They have a long history of environmental campaigning. Twenty years ago they launched their Trees for Life appeal and pledged to plant one million trees around the world. They reached their original target in 1999 and carried on, planting their three millionth tree in 2007. They then turned their attention from planting trees to helping save them and launched the Yorkshire Rainforest Project.

To start their campaign they've joined forces with the Rainforest Foundation UK to help save an area larger than the Yorkshire Dales in Peru's Amazon rainforest - one of the most threatened rainforests on the planet.

Source: <http://www.taylorsofharrogate.co.uk/>

Useful website: www.yorkshirerainforestproject.co.uk/ -

International aid in Rwanda

Many international pressure groups, charities and some governments have also been trying to combat some of the challenges that Rwanda faces. Here are just **SOME** of the examples of work by charities and governments.

ACTION AID

ActionAid International Rwanda, in partnership with the Rwanda Coalition of Education and district administration as well as the community, are carrying out a campaign, trying to get increased financing of early childhood education by calling on the government and development partners to honour their commitment to education in order to achieve Vision 2020, the Millennium Development Goals and other national anti-poverty strategies.

The **Millennium Development Goals (MDGs)** are eight international development goals that all 192 United Nations member states and at least 23 international organizations have agreed to achieve by the year 2015.

The MDGs are as follows:

- End Poverty and Hunger
- Universal Education
- Gender Equality
- Child Health
- Maternal Health
- Combat HIV/AIDS
- Environmental Sustainability
- Global Partnership



Sources and websites for further research:

Action Aid: <http://www.actionaid.org.uk/663/rwanda.html> &
<http://focus.rw/content/view/1508/33/>

Millenium Development Goals: <http://www.un.org/millenniumgoals/>

Vision 2020: <http://www.vision2020.org.uk/>

Oxfam's work in Rwanda

The aim of Oxfam's work in Rwanda is alleviating poverty and promoting good stable government. Examples include:

- ✘ Supporting farmers to help them command a better price for their products and provide them with technical training.
- ✘ Promoting active community participation in decision-making with development work in their local towns/villages through co-operatives, community based organisations.
- ✘ Trying to improve the living conditions of Rwandan women who are struggling with poverty and have been subjected to violence in the past.
- ✘ Increasing the knowledge and awareness of the spread and impact of HIV and AIDS.
- ✘ Working communities to discuss the causes and impacts of climate change and to develop appropriate technologies to stop the risks.

Further Research:

<http://www.oxfam.org.uk/resources/countries/rwanda.html>

UK DEPARTMENT FOR INTERNATIONAL DEVELOPMENT (DFID)

What is DFID?

DFID is the part of the UK government that manages Britain's aid to poor countries and works to get rid of extreme poverty. As well as headquarters in London and East Kilbride, near Glasgow, DFID has offices in around 40 developing countries and provides aid to around 90 countries. DFID works with with governments of developing countries as well as charities, businesses and international bodies, including the World Bank, UN agencies and the European Commission.



An example of some of the work DFID is doing in Rwanda

The Child-Friendly Schools Initiative wanted to tackle hunger as a first priority. "If children have food in their stomach, they are better students. They can concentrate better," says Jean Pierre Sinibagiwe, Headmaster of Murama Secondary School. "It is essential to provide food to students at school."

To help Sinibagiwe and his students achieve a lower dropout rate, the initiative brought together UNICEF and the World Food Program (WFP) to use their expertise to tackle the problem.

One incentive that keeps students in school is the free meal of maize and beans, provided daily by the WFP. "I don't eat the same food at home," says 12-year-old David Isina. "What we eat here is better."



Sustainable schools

To make the school systems self-sustaining, the UN also helps the faculty and local communities raise pigs to generate income. They sell about six small pigs a month, each fetching a price of 8,000 Rwf (US\$15)

The animals are not the community's only chance to help sustain the school. The UN's Food and Agricultural Organization (FAO) provides agricultural programs to teach communities how to raise their own crops. Donated seeds provide additional vegetables to improve the diet of children.

UNICEF and UNESCO are also working together, respectively, on supporting teacher training, and ensuring schools cater for the interest of young girls - only 37.9% of the children who completed primary education in 2006 were girls.

Finally, UNICEF works with the Rwandan government to build clean classrooms, latrines and infrastructure. Through these efforts, the UN has overseen the construction of water and sanitation facilities in 22 primary schools and one refugee camp.

Sources and websites for further research:

- ✘ <http://www.dfid.gov.uk/About-DFID/Quick-guide-to-DFID/>
- ✘ <http://www.dfid.gov.uk/Media-Room/Case-Studies/2009/Working-through-the-UN-to-feed-Rwandas-hunger-for-knowledge/>

CHRISTIAN AID

Since the Rwandan genocide in 1994, Christian Aid has worked to monitor people's rights, improve farmers' crop growing techniques so that they grow more food, increase awareness of HIV & provide care in the community for those affected. They have helped to rehabilitate people formerly involved in the conflict (often child soldiers) and trying to build peace.

Useful website:

<http://www.christianaid.org.uk/whatwedo/africa/rwanda.aspx>

Lesson 1-What is development?

Objectives

- ✘ To consolidate understanding of geographical vocabulary
- ✘ To identify geographical questions and issues

Materials

- ✘ Worksheet

Content:

- ✘ Ask students what they understand by the term 'development'.
- ✘ Complete the 1st half of worksheet 1.
- ✘ Explain why it is difficult to agree a definition of 'development' in a geographical context i.e How do we measure it? Does it mean people have a 'higher quality of life' when a country is more developed? Is that always true? Some things may be more important than others in a definition.
- ✘ Complete the 2nd half of worksheet 1 making the point that even within 'developed' countries there are areas of inequality. In the pictures at the bottom of the worksheet, the photo of the homeless people was taken in London.

Further ideas and Extension work

- ✘ Look at other images from around the world and decide whether they are developed countries or not and why students came to that conclusion. A really useful website is Panos Pictures which specialises in global social issues. <http://www.panos.co.uk/>
- ✘ Ask students to compare and contrast photos of their own locality with images from a Less Economically Developed Country (LEDC). Focus on differences and also what messages do the photographs give, do they tell the whole story about life in that country.

What is development?

This is a very difficult term to describe. The problem is that there is no universally recognised definition.

In the table below write down your ideas that would help answer the questions.

<p>Why do we describe the UK as a developed country?</p>	<p>Why do we describe countries in Africa, for example, Rwanda, as being less developed?</p>
Empty space for student response	Empty space for student response

- What would be your definition of development?

General definition: Many people view development as a general improvement in the standard of living or a general improvement in the quality of life.

- Do our views about the development of a country tell the whole story?

London or Kigali, (Capital of Rwanda)?



Lesson 2-How do we measure development and identify differences?

Objectives

- ✘ To use an extended geographical vocabulary
- ✘ To use appropriate graphical techniques to present evidence
- ✘ To identify patterns/differences in development between countries through the use and analysis of indicators.

Content

- ✘ Worksheet
- ✘ Colouring pencils
- ✘ Atlases or Internet

Content

- ✘ Do the 1st task on worksheet 1 and discuss how and why we use developmental indicators or measures.
- ✘ Explain that these measures can be found in atlases or the Internet. Have a go at looking some up.
- ✘ Complete the choropleth exercise, explaining that choropleth maps are a good visual representation of the measures that are easy to read. You may need to show an example before you start.
- ✘ After they have completed the tasks, discuss the idea that if you were to repeat the exercise for Europe, what would you expect to see and why?
- ✘ The extension work focuses on the idea that through raising adult literacy rates, there are increased job opportunities and access to information such as health care. This would have the effect of raising the quality of life and, therefore, life expectancies.

For further instructions about choropleth mapping:

<http://www.teachingideas.co.uk/geography/chlormap.htm>

Example of Choropleth Mapping:

<http://www.geography.learnontheinternet.co.uk/topics/popn1.html>

Measuring development

1. Write down things that you would like to measure in Rwanda so that we can compare it against other countries like the UK, for example, how much people earn, how long people live.

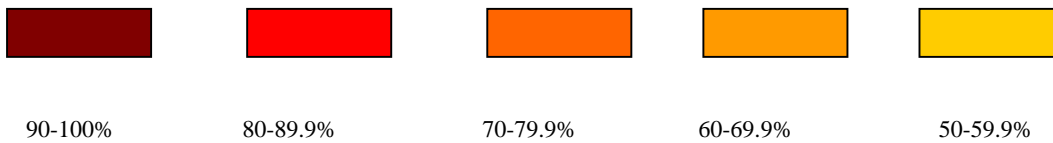
- Geographers look at measures that can be counted and have technical terms like Gross Domestic Product (GDP), Life Expectancy or Adult Literacy Rates. There are many other measures but these are some of the most common.

Definitions

- GDP = a basic measure of a country's economic performance and a measure of the value of all goods and services made within the borders of a country in a year. It is often expressed 'per capita'. (This means 'per head' or 'per person'). The GDP is divided by the number of people in the country. GDP Per capita enables us to compare the level of economic output between countries, whatever their population size.
- Life Expectancy = the average number of years that you can be expected to live. It is nearly always higher for women than it is for men.
- Adult Literacy = the ability to read, write, listen and comprehend, and speak a language

2. CHOROPLETH MAPPING

- You are going to create a choropleth map showing Adult Literacy Rates for African Countries (Source: United Nations Development Programme Report 2009).
- Colour in the key using colours that change from a light to dark shade of the same colour e.g. yellow-dark yellow-oranges-red. The dark colour being the higher numbers box, for example,



- Identify the location of the country on the map, look up the Adult Literacy rate. Using the key colour in the country the appropriate colour. For example, Algeria has an Adult Literacy Rate of 75.4 %. In the key, you may have chosen a dark orange colour for 70-79.9%. You will then locate Algeria on the map and colour it in dark orange.

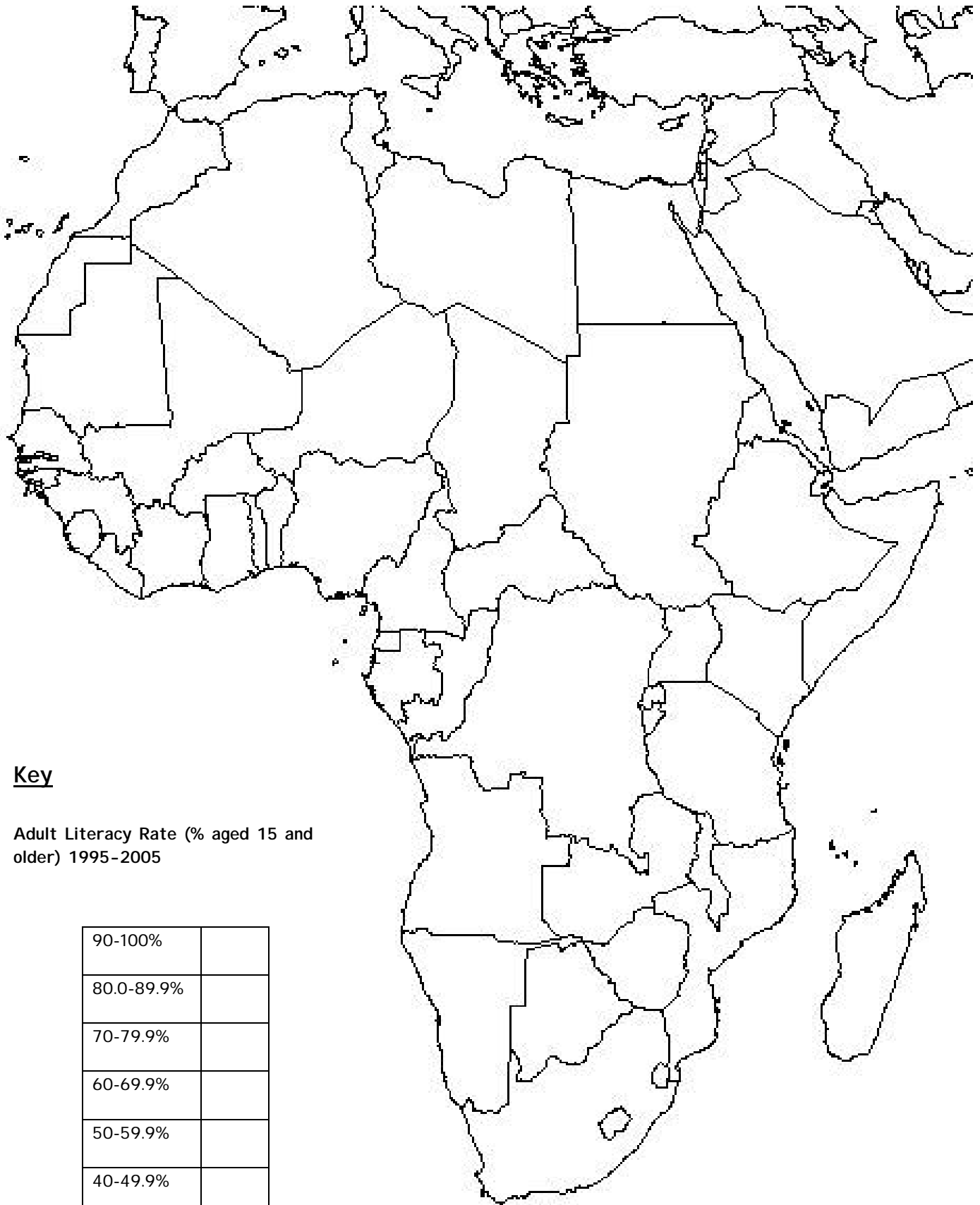
1. After completing the choropleth map, answer the following:
 - Which countries have the lowest/highest rates of Adult Literacy?
 - How does the Rwandan Adult Literacy rates compare to other countries in Africa?
 - Are there any geographical patterns on the map?

Extension

- Adult Literacy and Life Expectancy are closely linked. If you have a higher literacy rate, why do you think people would have a better quality of life and perhaps live longer?
- On a separate map, look up in an atlas or the internet life expectancy rates and create another choropleth map

Country	Adult Literacy Rate (% aged 15 and older) 1995-2005
Algeria	75.4
Angola	67.4
Benin	40.5
Botswana	82.9
Burkina Faso	28.7
Burundi	59.3
Cameroon	67.9
Central African Republic	48.6
Chad	31.8
Congo, Democratic Republic of (Congo-Kinshasa)	67.2
Congo, Republic of (Congo-Brazzaville)	81.1
Côte d'Ivoire (Ivory Coast)	48.7
Djibouti	70.3
Egypt	66.4
Equatorial Guinea	87.0
Eritrea	64.2
Ethiopia	35.9
Gabon	86.2
Gambia	42.5
Ghana	65.0
Guinea	29.5
Guinea-Bissau	64.6
Kenya	73.6
Lesotho	82.2
Liberia	56.0
Libya	86.8
Madagascar	70.7
Malawi	71.8
Mali	26.2
Mauritania	55.8
Mauritius	87.4
Morocco	55.6
Mozambique	44.4
Namibia	88.0
Niger	28.7
Nigeria	72.0
Rwanda	64.9
Sao Tome & Principe	87.9
Senegal	41.9
Seychelles	91.8
Sierra Leone	38.1
Somalia	37.8
South Africa	88.0
Sudan	60.9
Swaziland	79.6
Tanzania	72.0
Togo	53.2
Tunisia	77.7
Uganda	73.6
Zambia	70.6
Zimbabwe	91.2

Choropleth map to show Adult Literacy Rates for African Countries



Key

Adult Literacy Rate (% aged 15 and older) 1995-2005

90-100%	
80.0-89.9%	
70-79.9%	
60-69.9%	
50-59.9%	
40-49.9%	
30-39.9%	
20-29.9%	
<19.9%	

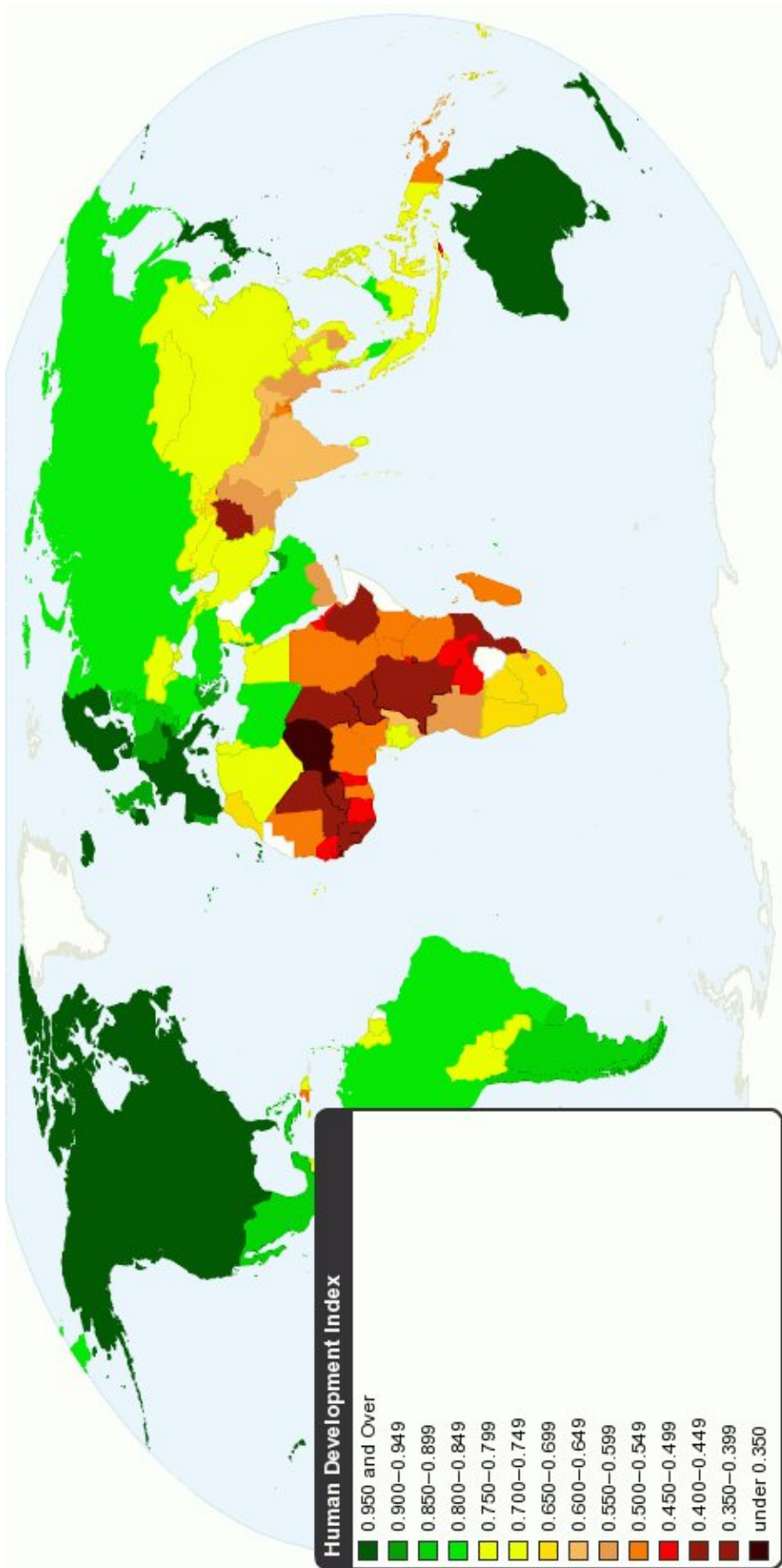
The Human Development Index (HDI)

The United Nations uses a combination of measures of development from which it calculates the Human Development Index as a standard means of measuring human development (1.0 being the highest score). The HDI combines life expectancy, literacy, educational attainment, and GDP per capita for countries worldwide. Countries with a high human development would have scored highly in measures like GDP, literacy etc.

- The map on the next page shows global Human Development Indexes. A **high HDI** is 0.80-1.0, a **medium HDI** is 0.5-0.79 and a **low HDI** is 0.2-0.49. Describe where you would find the countries that have a high human development index.

- Describe where you would find countries with a low human development index.

- Does Rwanda have a high, medium or low human development index?



This map shows Human Development Index (HDI) in the World.

Sources:

- <http://chartsbin.com/view/mu4>
- hdr.undp.org 2009, *Human Development Report 2009*, Overcoming barriers: Human mobility and development, Human Development Report Office, New York, NY 10017 United States, viewed 7th May, 2010, <<http://hdr.undp.org/en/statistics/>>.

Lesson 3 -How does International Trade affect the levels of development for countries?

Objectives

- ✘ To appreciate how places are linked.
- ✘ To consider the factors/processes, including the interdependence of countries, that influence development or lack of development.
- ✘ To explore the idea of sustainable development and recognise its implications for people, places and environments.

Content

- ✘ Lesson 3 Worksheet

Content

- ✘ Explain the idea of interdependence and then brainstorm how the students' lives are interdependent with the rest of the world.
- ✘ Complete worksheet.

Background Notes

The Fairtrade Mark and the Rainforest Alliance Seal are both designed to encourage better practice in farming in developing countries and to drive forward positive change in the world. As full members of the International Social and Environmental Accreditation and Labelling (ISEAL) Alliance, both Fairtrade and the Rainforest Alliance operate according to the requirements for good practice in international standards setting and accreditation, and follow best practice for verification. Both brands involve companies in ethical trade supporting improvement in the rights of people and the planet but tackle the problems in different ways. For further information about these marks and the differences between them, see

<http://www.aberystwythfairtrade.org.uk/page10.html>

Further ideas and Extension work

- ✘ Bring in food labels and plot on a world map where the products come from in the world and also where they are manufactured. What are the patterns that emerge?
- ✘ A 'World Trade' game e.g.
Christian Aid: <http://learn.christianaid.org.uk/TeachersResources/>
Oxfam: <http://www.oxfam.org.uk/education/resources/>
- ✘ What could the students do to encourage people to go out and buy Fair Trade or Rainforest Alliance products?

How does International trade affect the levels of development around the world?

In order to understand trade, we need to understand that we live in an interdependent world i.e. we depend on lots of other countries for trade, knowledge and entertainment and other countries depend on us too!

What makes me interdependent?

A lot of my food comes from overseas e.g. fruit, cereals, tea... Fast food chains are global and their business is spread all around the world eg. McDonalds

My clothes were made overseas, for example Nike trainers

My I pod, Wii, Xbox were all made overseas, eg., the Wii is made in China and Taiwan

I enjoy television shows, films, websites and music from places like the USA

I like going on holiday abroad to hot places with fantastic beaches.

Businesses, politics, communication operating on a global scale is known as GLOBALISATION.

INTERNATIONAL TRADE

Businesses based in 1 country trade with businesses in other countries. Hopefully, you would expect this to be equal and fair so that everybody's quality of life improves. You have looked at the developmental measures for different countries across the world, is that true?

Unfortunately, trade is not evenly balanced!

International trade between North and South



- Are poorer countries found mainly in the northern or southern hemisphere?
- Where are richer countries mainly found?

Using the wordbox below, complete the table which describes the kind of products which are sold by the rich and poor countries.

Products sold by poor countries to rich countries	Products sold by rich countries to poor countries

Word box

- Raw materials (things like cocoa or iron ore which can be turned into another product that we eat or use eg. chocolate)
- Higher priced products
- Lower priced products
- Finished or manufactured products like cars or bicycles, which are made from iron ore and bauxite, which can be made into aluminium.

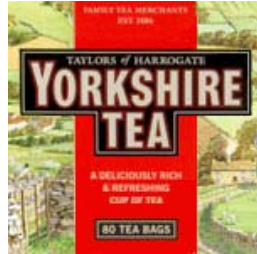
- Are the rich or poor countries making more money?

Richer countries often have the power to buy raw materials cheaply but sell finished products at a much higher price. Standards of living are kept high in rich countries and low in poor countries. This is an example of UNFAIR TRADE!

What can be done to change things?

Some governments, pressure groups, charities, businesses and individuals have taken action to encourage FAIR TRADE. This is where people in richer countries agree to pay slightly higher prices for things like chocolate, fruit, flowers and tea. The money goes to the people who grow the crops in the poorer countries and it helps to raise the standard of living. If the farmer is also paid more (a **premium**) by a company, they are more likely to produce the best crops for them! Little of the extra cost is passed on to us when we buy the finished products. When a company trades fairly, it looks after the welfare of its workers and is environmentally responsible. This is known as ETHICAL TRADING and the company can gain an ethical mark or seal. Rigorous checks are carried out in order to receive this mark or seal. Ethical marks or seals include the 'Fairtrade Mark' and the 'Rainforest Alliance Seal'.

- Can you think of any products that you have seen at the supermarkets that have these ethical marks or seal products?



Taylors of Harrogate was founded in 1886, and is an independent family business, that produces tea and coffee. The company is committed to ETHICAL TRADE. Here are some examples of how this works in practice:

- ✘ Taylors has direct relationships with tea and coffee estates, rather than buying through middlemen. It establishes long-term relationships so growers have a more certain future.
- ✘ Its Yorkshire Tea blend carries the Rainforest Alliance Certified seal which is only awarded to farms that have good standards of caring for people and the planet.
- ✘ In Rwanda, Taylors of Harrogate is working with UKAid from DFID and the Rainforest Alliance to improve lives for 10,000 tea growers and their families. DFID is the Department for International Development and is the part of the UK Government that manages Britain's aid to poorer countries.
- ✘ Taylors is a member of the Ethical Tea Partnership (ETP), an alliance of tea companies that are committed to monitoring and improving social and environmental conditions on tea estates. It's also part of the Ethical Trading Initiative.

Sustainable development

Definition

Sustainable development is development that meets the needs of the present without compromising the ability of future generations to meet their own needs.

In terms of what Taylors priorities are, they want to make sure that the quality of life is better for the workers so that they have money for the future, are able to help their children and that the environment is not damaged. This is known as **SUSTAINABLE DEVELOPMENT**.

References:

- <http://www.aberystwythfairtrade.org.uk/page10.html>
- www.taylorsofharrogate.co.uk
- **Johnston, S. (2005), Revise for Citizenship Studies GCSE/OCR, Heinemann**

Lesson 4 - Introducing Rwanda

Objectives

- ✘ To consider the effects of differences in development on the quality of life of different groups of people in different countries.
- ✘ To explore the idea of sustainable development and recognise its implications for people, places and environments.

Material

- ✘ Atlas or globe
- ✘ Lesson 4 Worksheet

Content

- ✘ Explore the indicator statistics and ask whether they suggest that Rwanda is a developed or less developed country? Is it a rich or poor country?
- ✘ Look at the challenges that Rwanda has faced. You may wish to illustrate the effects of the genocide of 1994 using information and clips from the BBC website.

BACKGROUND NOTES TO THE 1994 GENOCIDE

In 1990, a civil war erupted in Rwanda between two rival tribal groups; the Hutus and Tutsis. The violence peaked in April 1994 and genocide (mass killing of whole ethnic groups of people) took place. Roughly 800,000 Rwandans died in about 100 days. Since 1994 Rwanda has been a peaceful country, and has made huge strides in developing its economy. However, due to the scale of the violence and the destruction it caused there have been huge problems in delivering justice.

As Rwanda's biggest export earner, tea is a very important part of the country's on-going development process. Given the country's troubled past the tea industry has another vital role to play in Rwanda's future. As the Director of the Rwanda Tea Authority, Anthony Butera, explains: *"Rwanda is a country that's gone through a very difficult time. We're living in the aftermath (of 1994), and a lot of hearts have been broken. People who killed and people who survived, and those whose relatives were killed, they are all having to live together. One of the things that brings them closer is working together in the tea gardens and factories, it's part of the reconciliation process. That's a very important role of tea. It's part of a new era that the country is entering; engaging people in useful work rather than idleness, bad talk and planning bad acts. That leads to development of the country."*

✘ Brainstorm with the students ideas about solutions, for example, campaigning to save the rainforest, aid for schools hospitals etc., fair trade groups and sustainable development. The role of the tea industry could also be discussed, not only as a form of sustainable development but for the role highlighted in the background notes for the 1994 Genocide. Essentially, the farmers who are a mixture of Hutus and Tutsis work alongside each other all day in the fields and through talk, healing starts. Agnes Kalibata, the agriculture minister explained it thus:

“We must go forward.....After the genocide, tea farmers, killers and survivors,have had to live together again. Having formed cooperatives, they now share money, problems and hopes. We thought things like post trauma counselling were Western luxuries. Now we understand that talking helps to heal. Farmers chat all day in the fields and the precious healing starts.”

✘ Useful websites include:

- ▶ <http://www.yorkshirerainforestproject.co.uk/>
- ▶ <http://www.rainforest-alliance.org/>
- ▶ <http://www.fairtrade.org.uk/>
- ▶ <http://news.bbc.co.uk/1/hi/world/africa/1288230.stm>

✘ Complete worksheet

Further Ideas and Extension work

- ✘ Research about the Nyungwe rainforest and suggest ways of preventing it from being lost e.g. a poster.
- ✘ Research facts about the culture and traditions in Rwanda.
- ✘ Explore and research how we can be more sustainable in our local communities. A useful website : <http://www.sd-commission.org.uk>

Introducing Rwanda

- Locate Rwanda on a world map.
- Looking at the following measures and using the definitions, decide whether you think Rwanda is a MEDC or a LEDC.

Definitions and Developmental Indicators

LEDC stands for "less economically developed country"

MEDC stands for "more economically developed country"

Rwanda-developmental indicators (Source: <http://hdrstats.undp.org>)

Human development index	0.460
Life Expectancy at birth	49.7
Adult Literacy Rate (% over 15)	64.9
GDP	866

- Do you think that developmental measures tell the whole story about what is happening within a country?

RWANDA'S CHALLENGES

Past war and conflict:

- In 1990, a civil war erupted in Rwanda between two rival groups; the Hutus and Tutsis. The violence peaked in April 1994 and genocide (mass killing of whole ethnic groups of people) took place. Roughly 800,000 Rwandans died in about 100 days.

Poverty

- More than 6 out of 10 people live in poverty. Among the poor sometimes children, elders, or women whose husbands are in prison have to run the family. There are also young people, who don't have any particular job skills and are without employment or they are farmers but have no land to cultivate

Lack of food

- Lack of food is a problem, especially for Rwandans who live in rural areas.

Lack of services

- Another challenge is the problem of electricity. Less than 4 people out of 100 are connected to the electricity grid, and the grid is far

from providing for their needs. People suffer frequent power shortages and long blackouts.

The environment

- Refugees from other countries have come to Rwanda, and they cleared trees for farmland, causing deforestation. The deforestation, which is taking place, is happening to large areas of rainforest. Since wood is the only source of energy for most Rwandans, deforestation continues to this day. Deforestation causes the erosion of soil as there are no trees to protect the soil from the rainfall. Rwanda also suffers from overgrazing as grazing livestock put too much pressure on the vegetation, impeding its ability to regenerate.

Health

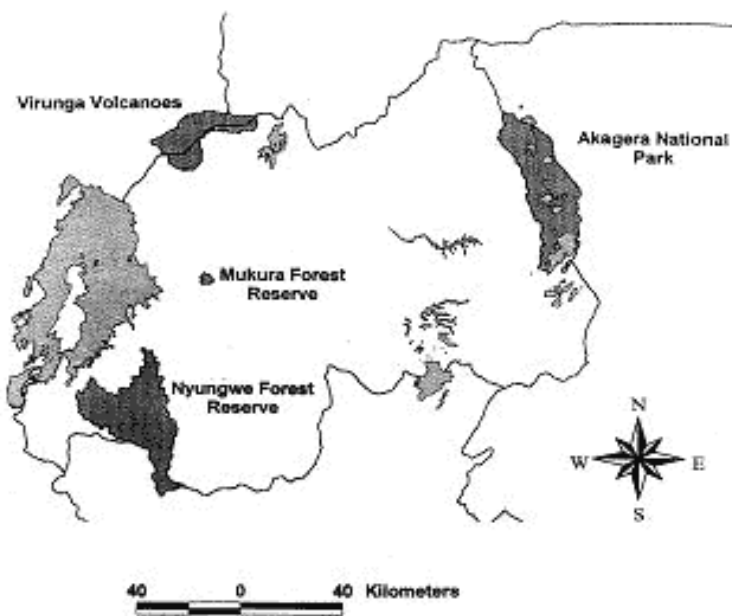
- Poor sanitation has caused health problems. Another challenge that affects Rwanda is the HIV/AIDS virus that affects 7.4% of the population.

(Source: www.in-terre-actif.com)

HOWEVER, SOLUTIONS ARE STARTING TO HAPPEN!

Despite the enormity of these challenges there are attempts to provide solutions to these problems.

- Development organisations such as charities, for example, Oxfam or Action Aid and government departments, for example, the UK Department for International Development (Dfid) have all played their role in trying to raise development by improving education and health care.
- Additionally, companies like Taylors of Harrogate have also played an important role in Rwanda. Taylors of Harrogate have been buying tea from Rwanda since 1973 from an area around the Nyungwe rainforest. Taylors is committed to trading ethically and improving living and working conditions and reducing environmental impact by working with organisations such as the Ethical Trading Initiative and the Rainforest Alliance.



RWANDA

Tea growing area

Task: Match up the heads and tails

Challenges that Rwanda faces

Heads	Tails
Many people died in the civil wars in the 1990s and in 1994	..is high
Many people live in poverty and unemployment...	..electricity
Many homes lack....	...roughly 800,000 Rwandans died in about 100 days
Deforestation is thedestruction of the rainforest for fuel and farmland.

FOLLOW UP IDEAS

- ✘ A newspaper article highlighting how Rwanda is trying to solve some of its challenges.
- ✘ A poster explaining the threats to the rainforests
- ✘ Organising an educational coffee morning where Rainforest Alliance or Fairtrade products were being used.
- ✘ A campaign to make your own school more environmentally sustainable e.g. encouraging people to recycle, turn lights off, use Fairtrade or Rainforest Alliance products in the canteen at break