



  
Ryan's Well  
FOUNDATION

## Youth in Action

### Water Issue Case Studies

#### Case Study #1

Issue: Water + Health

Country: Ethiopia

•

#### Case Study #2

Issue: Water + Gender

Country: Tanzania

•

#### Case Study #3

Issue: Water + Crises, Conflict and Natural Disasters

Country: Uganda

•

#### Case Study #4

Issue: Water + Economic Development

Country: Malawi



Canadian International  
Development Agency

Agence canadienne de  
développement international

Produced with the support of the Government of Canada through CIDA



Ryan's Well  
FOUNDATION

# Youth in Action

## Water Issue Case Studies

### Note to Teachers:

This package contains four group case study assignments of four different water issues in various African countries. To begin, divide students into four groups and assign each group with a specific country and water issue. Each group is expected to read the corresponding case study and research the issue surrounding water.

This project is expected to bring attention to underdeveloped countries in Africa and to help students develop their research and analysis skills. Through an examination of these countries and water issues, students will gain important knowledge that will help them to become more informed, active and responsible citizens of the world.

This project is intended to take place over the course of a unit or semester. Students should be allowed weekly, bi-weekly or monthly meetings to work with their groups and research at the library in order to produce their final project. The completion of this project should include a presentation by each group of their assigned African country including the relevant water issue. The final product should be comprised of a physical presentation, e.g. maps, diagrams, artifacts.

With each country/issue, urge students to seek out international Non-Governmental Organizations (NGOs) that help or support the region, issue or cause. This can be an invaluable source of information, guidance, etc.

### **Before you get started:** (to be done as a whole class group)

### Define Water:

A non-governmental organization (NGO) is any non-profit, voluntary citizens' group which is organized on a local, national or international level. Task-oriented and driven by people with a common interest, NGOs perform a variety of service and humanitarian functions, bring citizen concerns to Governments, advocate and monitor policies and encourage political participation through provision of information. Some are organized around specific issues, such as human rights, environment or health. They provide analysis and expertise, serve as early warning mechanisms and help monitor and implement international agreements. Their relationship with offices and agencies of the United Nations system differs depending on their goals, their venue and the mandate of a particular institution.  
Source: [www.ngo.org/ngoinfo/define.html](http://www.ngo.org/ngoinfo/define.html)

"The liquid that descends from the clouds as rain, forms streams, lakes, and seas, and is a major constituent of all living matter and that when pure is an odourless, tasteless, very slightly compressible liquid oxide of hydrogen H<sub>2</sub>O which appears bluish in thick layers, freezes at 0° C and boils at 100° C, has a maximum density at 4° C and a high specific heat, is feebly ionized to hydrogen and hydroxyl ions, and is a poor conductor of electricity and a good solvent."

[www.m-w.com/dictionary/water](http://www.m-w.com/dictionary/water)

### Teacher Guide:

Prompt students to research broad facts related to water:

- how much water exists on earth
- how we use water in our everyday lives
- how our body is comprised of and needs water
- how much is usable, how is water compromised
- what are different water sources
- what are the main uses of water
- who has the most water, etc.

After a discussion of water facts, break students into groups and have each group assume responsibility for one of the following case studies.



Ryan's Well  
FOUNDATION  
**Youth in Action**

**Case Study #1**  
**Issue: Water + Health**  
**Country: Ethiopia**

**Define Health:**

“The condition of being sound in body, mind, or spirit; especially: freedom from physical disease or pain. The general condition of the body.”

[www.m-w.com/dictionary/health](http://www.m-w.com/dictionary/health)

*Gizaw is a 12 year old boy from a suburb of Addis Ababa, Ethiopia. He lives in a slum with his grandmother. His grandmother collects water from the open well next to their home. The homes around Gizaw lack latrines and children defecate in the surrounding areas. When it rains, storm water carries all the feces and waste into the open well that Gizaw uses for drinking.*

**Questions for consideration:**

1. What are the most likely health problems that will affect Gizaw?
2. What are the implications of those health problems on his life and on his family's life?
3. Does his village have the capacity to treat illness? If not, what are the options available to people who are ill?

**Teacher Guide:**

- Have students research the different illness and diseases caused by poor water sanitation.
- What agents cause these diseases?
- Possible implications of poor health include – growth retardation, weakness, dehydration, mental and physical disability, death, etc.
- What are the different methods of sanitizing water, what is the most prevalent one in Ethiopia?
- What are the main sources of water in Ethiopia?
- What are major sources of contamination (agriculture run-off, human waste, chemicals, pollutants)?

**A Canadian NGO working abroad and making a difference in Ethiopia:**  
**CARE Canada – [www.care.ca](http://www.care.ca)**

CARE works with communities in need of improving living conditions. CARE also provides assistance in the aftermath of disaster or social conflict, providing urgently needed food, water and shelter. Once the immediate crisis is over, CARE works with communities to re-establish stability.

Currently, CARE manages projects that cover reproductive health, primary health, water and sanitation, agriculture, HIV/AIDS, small economic activity development, integrated conservation and development and drought mitigation.

In Ethiopia CARE's work is divided into different projects, each addressing either one or multiple aspects of poverty. CARE's Ethiopian focus is on the following sectors: 1) Health 2) HIV/AIDS and 3) Water, Sanitation and Environment.

In Ethiopia CARE helps communities build and maintain clean water systems and latrines with the help of community and government. The goal is to reduce health risks of water-related diseases and to ensure that all people have access to safe water. Climate change presents an increasing threat to people's livelihoods, as severe droughts, flooding and extreme weather contaminate water supplies, reduce access to water and damage the environment.

To learn more about CARE's projects in Ethiopia please visit:  
[www.care.ca/work/projects/country\\_e.asp?country\\_id=33](http://www.care.ca/work/projects/country_e.asp?country_id=33)

# Ethiopia – Country Profile Background Information for Educators

## Federal Democratic Republic of Ethiopia:

Population • 74,777,981 (43.7% between ages 0 – 14)

- Median age 17.8 yrs.
- Population growth 2.31%

Birth rate • 37.98 births/1000 population

Death rate • 14.86 deaths/1000 population

Infant mortality rate • 93.62 deaths/1000 live births

Life expectancy • 49.03 yrs.

Literacy • (ages 15 and over can read and write) 42.7%

Ethiopia is the oldest country in Africa, and, at 2000 years old, is one of the oldest in the world.

Languages • Amharic, Tigrinya, Oromigna, Guaragigna, Somali, Arabic, other local languages, English (major foreign language taught in schools)

Religions • Muslim 45% – 50%, Ethiopian Orthodox 35% – 40%, animist 12%, other 3% – 8%

## Water Situation:

According to official figures, 31% of households have access to safe water and 18% have access to sanitation facilities. The coverage levels in Ethiopia are among the lowest in the world. In addition to low coverage levels, water quality is a major problem.

- This is evident through frequent outbreaks of water-related epidemics in rural and urban areas.
- These are caused by human and animal waste in water, high fluoride levels, etc.

Main problem – increased susceptibility to water-borne diseases (diarrhea & dysentery, water-washed diseases such as trachoma and scabies, water-based diseases such as schistosomiasis. Malaria is also a factor. It is estimated that of all health problems of children and communicable diseases originate from the environment. In rural areas, water comes from shallow, unprotected ponds shared with animals, or shallow wells.

- Both sources are subject to contamination as rain washes waste from surrounding area into the water source.

Experts call Ethiopia the 'roof of Africa', because of its extensive highlands it receives a major portion of the precipitation that falls on the continent.

- Modern hydrological studies show that 80% of all water flowing down the Nile into Egypt has its source in Ethiopia.

However, in the vast, low-lying region, the search for water is a constant element of survival for the semi-nomadic herders who populate the area. Water-borne diseases are very common. The few small permanent settlements must rely on seasonal runoff from 2 short rainy seasons, and on extremely rare, deep water aquifers.

Ethiopia's climate and geology work against a good water supply.

Due to the lack of water sources, women and children are forced to walk very long distances to find water several times a day, carrying the full containers when returning.

- This prevents children from having time to attend school.
- This increases risk of children being abducted by rebel armies, and women and girls of being raped.
- Often times the water is dirty and causes sicknesses.

## Health:

Situation Analysis – Ethiopia is experiencing recurring problems as a result of droughts and conflicts. Drought has become a chronic occurrence, affecting the country periodically (once every 7 – 10 years) since 1983. The current drought is only exasperating the needs resulting from the 2003 drought, presently leaving 3.8 million people in desperate need for emergency food relief and another 5.2 million chronically food insecure but assisted through a productive safety net program.

The incidence of certain diseases increases during droughts. The main diseases most commonly encountered are: malaria, diarrhea, intestinal helminthiasis, and acute respiratory infections including pneumonia, tuberculosis and skin diseases. Outbreaks of meningitis, measles and diarrhoeal diseases including cholera are also common during droughts.

Periodically, the dry lands experience heavy seasonal rains, which cause flooding leading to internal displacement and increased risk for diseases related to stagnant waters such as malaria and cholera. The widespread food shortages associated with these natural disasters further results in malnutrition and under-nutrition. In order to address chronic poverty and persisting food insecurity, the Ethiopian government is since 2003 conducting a massive resettlement programme, under which 2.2 million people will be moved to more productive areas.

Ethiopia is currently hosting some 124,000 refugees from Sudan, Somalia and Eritrea. While there are no official numbers of internally displaced persons, it is estimated that about 168,000 persons have been displaced by conflict and ethnic tension. Refugees and displaced people are especially vulnerable from a health perspective because of their living conditions and reduced access to health services.

# Ethiopia – Country Profile Background Information for Educators *continued*

## Canada and Health:

Fighting HIV/AIDS is one of Canada's top priorities and spending on HIV/AIDS totaled \$532 million between 2000 and 2005. Spending on MDG 6 quadrupled in that same period, for a total of some \$1.8 billion. Canada has also been a leading donor in several key initiatives. In 2005 alone, Canada committed \$592 million to combat preventable diseases in developing countries, including \$390 million to the Global Fund to Fight HIV/AIDS, Tuberculosis and Malaria (GFATM), \$160 million to the Global Alliance for Vaccines and Immunization, \$42 million for polio eradication, plus \$100 million to the World Health Organization's "3 by 5" Initiative over two years, and ongoing support to the International AIDS Vaccine Initiative and UNAIDS.

CIDA and its partners have contributed to:

**Improve children's health:** Canada targets food security and nutrition, access to clean water and sanitation, preventing and controlling communicable diseases, and strengthening health systems. Canada's spending on health care more than tripled between 2000 and 2005, for a cumulative total of \$3 billion, a significant portion of which is targeted for children.

**Increased immunization coverage:** Canada is one of five major global contributors to immunization programs worldwide. Between 1998 and 2003, support to the Canadian International Immunization Initiative saved more than 500,000 lives by vaccinating children against measles, diphtheria, tuberculosis and polio.

**Improved health management:** Canadian assistance has helped reduce under-5 mortality by 40 percent in two districts in rural Tanzania by better use of health information to target diseases that have the highest impact on mortality. This led to significant improvements in population health: not only have fewer children been dying, but adult mortality has also dropped by nearly 20 percent.

**Integrated health programs:** The UNICEF Accelerated Child Survival and Development program—immunization, breastfeeding, oral rehydration salts and anti-malaria bed nets, which began in 2002—has resulted in a 20-percent drop in child deaths in the 16 West African districts where it was implemented.

## Culture:

The Amhara are the politically and culturally dominant ethnic group of Ethiopia.

- They are located primarily in the central highland plateau of Ethiopia. In terms of the total Ethiopian population, however, the Amhara are a numerical minority.
- Their national clothes are basically white, whether the shawls and light blankets worn over the shoulders by the men or the white dresses and wraps worn by the ladies.

The Ethiopians love to celebrate, whether important events in their history, major landmarks in the religious calendar or simply special family days. Best clothes are worn, food and drink are plentiful, musicians play and people dance and sing. Ethiopia's staple grain is called teff, and from its flour the Ethiopians fashion a large pancake-like bread called injera that they place directly on the dining table. Other dishes that make up the meal are portioned onto the injera and diners eat by scooping these portions into rolled-up pieces of the injera that they have torn off.

- Thick stews called wats are the most popular dishes and can be made from meat, vegetables, or beans. Spicy mitin shiro, a flavorful combination of ground beans, spices, and chilies is used to season many foods, including stews.
- The last course of a meal is often kitfo, freshly ground raw beef.
- Eat small fried cookies known as dabo kolo as a favorite snack.

Musical instruments play a social and entertaining role. Common instruments include the masenko, krar, and begenna.

- Ethiopian people know and love their folk songs.
- Ethiopians have a unique form of dancing. There are many styles according to the part of the country, but they frequently focus on the shoulders which seductively gyrate and undulate in a frenzied display of almost competitive energy. As one dancer runs out of steam, so another enters the fray with renewed vigour.

## Information Sources:

CIA World Factbook: Ethiopia; [www.cia.gov/cia/publications/factbook/geos/et.html](http://www.cia.gov/cia/publications/factbook/geos/et.html)

Introduction: Water, Environment and Sanitation: [www.unicef.org/ethiopia/wes.html](http://www.unicef.org/ethiopia/wes.html)

Mapping Ethiopia's Water Lifeline: [www.iaea.org/Publications/Booklet/TcDevelop/two.html](http://www.iaea.org/Publications/Booklet/TcDevelop/two.html)

Water Partners International: [www.water.org/programs/ethiopia/crisis.htm](http://www.water.org/programs/ethiopia/crisis.htm)

Water Resource Development in Ethiopia: Issues of Sustainability and Participation:

[www.ethiopians.com/Main\\_FSS\\_Paper1.htm#rfafrica](http://www.ethiopians.com/Main_FSS_Paper1.htm#rfafrica)

[www.who.int/hac/crises/eth/Ethiopia\\_strategy\\_document.pdf](http://www.who.int/hac/crises/eth/Ethiopia_strategy_document.pdf)

[www.acdi-cida.gc.ca/CIDAWEB/acdicida.nsf/En/JUD-13175444-H69](http://www.acdi-cida.gc.ca/CIDAWEB/acdicida.nsf/En/JUD-13175444-H69)



## Case Study #2 Issue: Water + Gender Country: Tanzania

### Define gender:

The behavioural, cultural, or psychological traits typically associated with one sex.

[www.m-w.com/dictionary/gender](http://www.m-w.com/dictionary/gender)

Malaika is a grade six student living in the Karatu district of Tanzania. She loves everything about school and is always in the top of her class. Lately she is receiving marks that she is not used to – a 60% on her math test, a 65% on her English test and a 56% on her science test. Her teacher, Mrs. Antwal is concerned because she knows Malaika is a great student who aspires to become a doctor one day. Malaika is also absent more than usual. Mrs. Antwal knows that Malaika is the oldest of five children and that her mother has been quite ill lately. While Malaika is at school, her mother spends approximately five hours each day collecting water; however, due to her illness she has been unable to collect water.

### Questions for consideration:

1. Why has Malaika been absent from school?
2. What do you think will happen if her mother continues to be ill?
3. Do you have any suggestions that would increase Malaika's chances of staying in school?

### Teacher Guide:

Have students research the roles of men and women in water collection

- collection predominately the role of women
- walk up to 10km/day, sometimes more than once a day
- 20 litres/trip
- two to three hours waiting in line to collect water

What are the socio-economic implications of these roles? (girls drop out of school-uneducated female population-unable to change their situation, etc.)

Spark a discussion revolving around the cultural distribution of work. Students will find in their research that women in African countries have the primary responsibility of water collection; however, we in the developed countries should not view this as an unfair division of labour. Women in these countries take their role very seriously and take great pride in the tasks they perform for their families. As well, there is great respect and appreciation from their families for the work that they do.

### A Canadian NGO working abroad and making a difference in Tanzania: Canadian Physicians for Aid and Relief CPAR – [www.cpar.ca](http://www.cpar.ca)

CPAR works in partnerships with vulnerable communities and diverse organizations to overcome poverty and build healthy communities in Africa. CPAR is currently focusing its health care interventions in the Karatu District of the Arusha Region in Tanzania in the area of water and sanitation (in collaboration with Rotary Arusha and Ryan's Well Foundation).

This health care interventions project addresses safe water and sanitation in schools in Karatu. The project intends to improve the general health of school children in the area by reducing the burden of waterborne diseases in primary schools. There are also plans to improve the level of hygiene education within the community. CPAR-Tanzania is working to implement this 'Rainwater Harvesting' project in six primary schools located in Karatu, Tanzania.

CPAR intends to achieve these goals by: Bringing clean water to thousands of primary students in the Karatu District by building one filtered rainwater storage tank for each school. Additional future plans include possibly digging wells. Constructing safe water points and hand washing facilities at the schools. Educating community members, primary school staff and students about the importance of sanitation and hygiene practices. Conducting water point management and maintenance training workshops for community members.

To learn more about CPAR's projects in Tanzania please visit: [www.cpar.ca/countries.asp?page=tanzania](http://www.cpar.ca/countries.asp?page=tanzania)

# Tanzania – Country Profile Background Information for Educators

## United Republic of Tanzania:

*Population* • 37,445,392 (43.7% of population between 0 – 14yrs)

- Median age 17.7 yrs.
- Population growth 1.83%
- 80% of population live in rural areas

*Birth rate* • 37.71/1000 population

*Death rate* • 16.39/1000 population

*Life expectancy* • 45.64 yrs

*Infant mortality rate* • 96.48 deaths/1000 live births

*Languages* • Swahili & English (official), Arabic, many local languages

*Religion* • Mainland – Christian 30%, Muslim 35%, indigenous beliefs 35%; Zanzibar – more than 99% Muslim

*Literacy rate* • (ages 15 and over can read and write) 78.2%

## Water Situation:

According to the Ministry of Water, available water for human consumption = 2,700km<sup>3</sup> year

- Due to many factors, including population increase, water per capita will drop to 1,500km<sup>3</sup> by 2025

*Water Harvesting:* for centuries people have relied on harvesting rainwater for water supply

- Most old buildings (schools, churches, hospitals, etc.) have systems to collect rainwater from roofs and stored in tanks known as cisterns
- Harvesting could be the solution to Tanzania's water crisis, especially in semi-arid areas
- Only 1/3 of the country receives over 1000ml of rain

About 7% of Tanzania is covered by lakes and rivers.

Water-borne diseases are most common where people use contaminated water or little water. Such diseases account for over 1/2 of diseases affecting population, and over 80% of population living in rural areas.

*Dry season* • June to October (5 months) has effect on low river flows and drying water reservoirs

Tanzania borders Lake Victoria (2nd largest freshwater lake in the world) and Lake Tanganyika (2nd deepest lake in world)

Ground water is a large source of water for rural and urban settlements.

- One of most viable alternative supplements in central and northern and drier regions.
- Due to the lack of water sources, women and children are forced to walk up to 10 km to find water several times a day, carrying the full containers when returning.
- This prevents children from having time to attend school.
- This increases risk of women and girls being raped.
- Often times the water is dirty and causes sicknesses.

## Gender Equality:

Gender is a developmental issue in that the existing gender imbalances and inequalities in the society prevent the society from realizing its full potential in all the activities of development in economic, social and political dimensions.

The government of Tanzania is in the process of making sure that gender issues are integrated in planning and budgeting, in order to strengthen the relationship between men and women. This is a main thrust of development and needs strong relationships between the genders.

The Tanzania Development Vision 2025 aims at achieving a high quality livelihood for its people to attain good governance through the rule of law and develop a strong and competitive economy. Socio-economic, political relations and culture must be considered with trying to attain gender equality and the empowerment of women.

In Tanzania it is estimated that women, especially those living in rural areas, provide 80 percent of labour force and produce 60 percent of food production. Although women are the main producers of cash crops, they are not allowed to manage their own wealth.

Gender patterns in employment, in farm and non-farm activities has changed in Tanzania during the past ten years, as an increasing number of women have become active in market-oriented activities, and more responsible for providing cash needs of the household. Women are at the forefront in expanding micro-and small-enterprises in what is often referred to as the informal sector.

## Tanzania – Country Profile Background Information for Educators *continued*

### Canada and Gender Equality:

The gender gap is closing—albeit slowly—in primary school enrolment in the developing world. This is a first step toward easing long-standing inequalities between women and men. In almost all developing regions, women represent a smaller share of wage earners than men and are often relegated to insecure and poorly paid jobs. Though progress is being made, women still lack equal representation at the highest levels of government, holding only 16 percent of parliamentary seats worldwide.

Canada continues to be a world leader in promoting gender equality in all aspects of development, including trade, peace building, human rights and many other areas. All initiatives in Canada's aid program make gender equality considerations explicit and a wide range of projects directly address gender-based issues.

### Culture:

Tanzania has over 120 tribes, and is one of Africa's most diverse nations.

The tradition of storytelling has thrived for generations.

- Folk tales prepare youth for life because of the many life lessons to be learned from these tales. Storytelling is more of a teaching tool than entertainment; it is a vital teaching tool for the tribes;
- Each ethnic group has its own set of myths, legends, folktales, riddles, proverbs and sayings. These are very important in their culture!

Despite increasing foreign contact, Tanzania maintains its cultural heritage in the form of ancient rituals and customs, and traditional daily life.

In Tanzania, as in many other African countries, the family is an extended one, including cousins, aunts, uncles, sisters, brothers, and even in-laws. The family clan remains a strong entity in most tribes. Family disputes are resolved by a panel made up of clan members and all events, be they happy or sad, are shared by the whole clan.

Dance costumes are just as exciting as the many traditional dances themselves, often even frightening to behold. Face paint, spiritual masks, or stilts transforming dancers into walking giant ghosts are all used to great effect, the most incredible of all being the live snake "costume" worn by the Wa-Sukuma tribe in their gobogobo dance.

### Information Sources:

CIA World Factbook: Tanzania; [www.cia.gov/cia/publications/factbook/geos/tz.html](http://www.cia.gov/cia/publications/factbook/geos/tz.html)

"Tanzania Targets Water for All by 2015". Magola, Christopher. Sunday Observer. 2006-03-19

[www.thompsonssafaris.com/tz\\_cul.shtm](http://www.thompsonssafaris.com/tz_cul.shtm)  
[www.shtmnsafaris.com/tz\\_cul.shtm](http://www.shtmnsafaris.com/tz_cul.shtm)

Water: The 21st Annual Water Experts Conference (AWEC); [www.tanzania.go.tz/AWECADVERT2002.htm](http://www.tanzania.go.tz/AWECADVERT2002.htm)

[www.tanzania.go.tz/gender.html](http://www.tanzania.go.tz/gender.html)

[www.acdi-cida.gc.ca/CIDAWEB/acdicida.nsf/En/JUD-131841-HC7](http://www.acdi-cida.gc.ca/CIDAWEB/acdicida.nsf/En/JUD-131841-HC7)



## Case Study #3

# Issue: Water + Crises, Conflict and Natural Disasters – Country: Uganda

### Define emergency:

An unforeseen combination of circumstances or the resulting state that calls for immediate action. An urgent need for assistance or relief.

[www.m-w.com/dictionary/emergency](http://www.m-w.com/dictionary/emergency)

*It is the middle of the night in the village of Otwal, a sub-county of Oyam District in Uganda. The Barouk family is sleeping in their house when suddenly there is a large disturbance outside of their home. Their village is being attacked by a rebel army. This invasion forces the family to flee to the nearest trading centre, where there are over 10,000 people and only three deep wells. This centre has become over populated with many people fleeing various conflicts.*

### Questions for consideration:

1. Can you think of the different instances where families are forced to flee their home/village?
2. What kinds of things do you think families can expect when they leave their familiar surroundings and are forced to live with other people?
3. In a country where water is already scarce, how will a situation like the one above, make things more difficult?

### Teacher Guide:

What are the various sources of emergency situations? (armed conflict, natural disasters, etc.)

What are the implications of an emergency situation on these poor villages?

- mass movement of large numbers of people, displacement of homes and families?
- water contamination, insecurity, and inadequacy?

What are IDP camps? (Internally Displaced Persons – zones where residents fleeing their homes/villages congregate and set up make shift villages/camps. These 'camps' are extremely over-populated and lack proper infrastructure). What is the situation like in these camps? How are these camps attended? What international help, if any, do they receive?

### A Canadian NGO working abroad and making a difference in Uganda: Ryan's Well Foundation – [www.ryanswell.ca](http://www.ryanswell.ca)

The Ryan's Well Foundation inspires, motivates and empowers children and adults to share Ryan's vision of a world where everyone has clean water. With partners in developing countries, this foundation works to provide clean water and bring related health services to water-poor people in developing countries.

Knowing of the desperate need in Uganda for clean water, the Ryan's Well Foundation has stepped up its efforts in bringing clean water and hygiene/sanitation education to the Lira and Apac Districts of Northern Uganda. For the past 19 years Northern Uganda has been heavily affected by insecurity from the Lord's Resistance Army. This war forced the displacement of hundreds of thousands of Ugandans to congregate in Internally Displaced Camps (IDP) away from the conflict zones. Now that relative calm has returned to the northern region, residents have begun to return to their villages.

In an effort to assist with this transition, the 'Lira/Apac Returning Home' project will ensure that clean water and related health services are available to the many displaced people who have begun to return to their respective villages after nearly 20 years of insecurity and violence.

To learn more about Ryan's Well Foundation's projects in Uganda please visit:  
[www.ryanswell.ca/index.php?option=com\\_content&task=view&id=231&Itemid=218](http://www.ryanswell.ca/index.php?option=com_content&task=view&id=231&Itemid=218)

# Uganda – Country Profile Background Information for Educators

## Republic of Uganda:

*Population* • 28,195,754 (50% of population is between 0 – 14 yrs)  
• 88% of population live in rural parts of the country  
• *Median age* 15 yrs  
• *Growth rate* 3.37%  
• about 54% of population live along the shores of Lake Victoria

*Birth rate* • 47.35 births/1000 population

*Death rate* • 12.24 deaths/1000 population

*Life expectancy* • 52.67 yrs.

*Infant mortality rate* • 66.15 deaths/1000 live births

*Languages* • English (official, taught in school, used in courts of law and some radio stations), Ganda or Luganda (widely used), Niger/Congo languages, Nilo/Saharan languages, Swahili, Arabic

*Religion* • Roman Catholic 33%, Protestant 33%, Muslim 16%, Indigenous beliefs 18%

*Literacy* • (age 15 and over can read and write) 69.9%

Mean annual temperature is in the range of 18° C to 35 °C, with high humidity levels

## Water Situation:

Precipitation varies from 750mm/yr. in the northeast to 1,500mm/yr. on the shores of Lake Victoria in the east.

Mean rainfall estimated at 1,180mm/yr.

The southern part of the country is generally well-watered, with two rainfall peaks occurring between March and May, and August and November. This region has no defined dry season.

The north has a defined dry season from November to March.

About 10% of Uganda (24,000km<sup>2</sup>) is covered by wetlands, 1/3 of which is permanently flooded.

Apart from major lakes, there are over 160 minor water bodies, covering 1,707km.

44% of population live under the poverty line.

41% of population have access to adequate sanitation facilities (53% urban; 39% rural)

Common diseases include bacterial diarrhea, hepatitis A, typhoid fever, schistosomiasis. These are usually caused by contaminated water.

Due to the lack of water sources, women and children are forced to walk up to 10km. to find water several times a day, carrying the full containers when returning.

- This takes up time that could be used for other things, for example children going to school.
- This increases risk of children being abducted by LRA (Lord's Resistance Army) and girls of being raped.
- Often times the water is contaminated and dirty, causing sicknesses.

## Crises, Conflicts and Natural Disasters:

According to Makerere University in Uganda, emergency can be defined as a course of events that endangers people, property and the environment or a deviation from planned or expected behavior. There are two types of disasters – Natural (drought, earthquake, flooding, landslides, volcanic activity) and Man-made (banditry, refugees, neighbourhood tension, tribal conflict). Some disasters are cross-cutting, both natural and human-induced.

A major consequence of conflict is displacement. Since the late 1970s the people of northern Uganda have suffered from guerrilla warfare carried out by rebel groups. Many innocent civilians have been killed. Over 2 million people (abducted children, displaced people and refugees) are affected by the crisis, and an estimated 1.4 million people have been displaced as a result of insecurity and climatic hazards.

From June 2002 to June 2003 alone 8,400 children were abducted by the Lord's Resistance Army (LRA), a total of 20,000 children during the lifetime of the LRA's insurgency. In February 2003 the worst attack in the history of the conflict occurred when LRA rebels attacked and burned a camp for internally displaced people in Lira District, northern Uganda. More than 200 people were massacred, fuelling tensions of a political and ethnic nature. There are urgent humanitarian needs in most sectors: water and sanitation, health and nutrition, food, shelter, security, non-food items, education, as well as the protection and rehabilitation of former child soldiers.

Food insecurity is also a serious problem and can initiate further population displacements or a general increase in food related disease and death. The 2002 harvest in Kotido, Kitgum and Pader districts completely failed with some 80% of yield lost. Fierce competition for vital resources has prompted some tribes, such as the armed Karimojong, to seize livestock from farmers by force. HIV infection is a rapidly growing problem and rates have risen as high as 12.5%.

## Uganda – Country Profile Background Information for Educators *continued*

### Canada and Crises, Conflicts and Natural Disasters:

Human suffering caused by natural disasters, armed conflict and economic, political or environmental crises prompts an understandable desire to help. Canadians have always responded generously to international appeals for assistance in times of emergency and disaster.

As Canada's lead agency for development assistance, CIDA ensures that Canada's response is timely and appropriate. Working in coordination with other government departments, CIDA answers to a variety of critical needs around the world. CIDA's responses reflect its mandate to contribute to a more secure, equitable, and prosperous world.

#### *Canada Provides \$3.6 Million for Internally Displaced People in Northern Uganda*

Food production is well below the needs of the population in northern Uganda, where security concerns posed by ongoing rebel attacks on civilians have prevented farmers from reaching their fields to plant crops. Internally displaced people and refugees living in the region rely on food aid from the World Food Programme (WFP) for more than 80 percent of their basic food needs. In addition, the WFP provides supplementary feeding to mothers and young children, who are particularly vulnerable, as well as to school children through school feeding programs.

Canada has responded to the situation in northern Uganda by providing \$3.6 million to the WFP to help feed more than 1.7 million displaced people, refugees, and vulnerable Ugandans in 2005-2006. Canada's contribution provides much-needed funding to help ensure a steady supply of food to the region.

### Culture:

Ugandan culture is made up of a complex and diverse range of ethnic groups.

Many regions of Uganda have kingdoms.

Each tribe has their own traditional dance (The Banyankole perform their Kitaguriro dance, the Banyoro have their Runyenge, Acholi have the Bwila and Otole dances)

Music: each tribe has musical history; songs are passed down from older generations.

- Commonly used instruments include the lyre, harp, xylophone and the thumb piano.

Food: traditional cooking with English, Arab, Asian (Indian) influences. Most dishes are usually centered on sauce or stew of groundnuts, beans or meat. Chicken, beef, goat, fish and mutton are common, although the rural poor slaughter animals very rarely. Ugali (maize meal) is very common and is eaten at any time of day.

### Information Sources:

CIA World Factbook: Uganda; [www.cia.gov/cia/publications/factbook/geos/ug.html](http://www.cia.gov/cia/publications/factbook/geos/ug.html)

WaterAid; Study on hygiene behaviour change

Unicef; Uganda statistics; [www.unicef.org/infobycountry/uganda\\_statistics.html](http://www.unicef.org/infobycountry/uganda_statistics.html)

Land & Water Development Division [www.fao.org/ag/agl/aglw/aquastat/countries/uganda/index.html](http://www.fao.org/ag/agl/aglw/aquastat/countries/uganda/index.html)

[http://ec.europa.eu/echo/field/uganda/index\\_en.htm](http://ec.europa.eu/echo/field/uganda/index_en.htm)

[www.itc.nl/unu/dgim/unedra/workshop/\\_docs/session2/karatunga.ppt](http://www.itc.nl/unu/dgim/unedra/workshop/_docs/session2/karatunga.ppt)

[www.acdi-cida.gc.ca/CIDAWEB/acdicida.nsf/En/JUD-518125039-MRQ](http://www.acdi-cida.gc.ca/CIDAWEB/acdicida.nsf/En/JUD-518125039-MRQ)



## Case Study #4

# Issue: Water + Economic Development

# Country: Malawi

### Define economic development:

The process of improving the quality of human life through increasing per capita income, reducing poverty, and enhancing individual economic opportunities. It is also sometimes defined as better education, improved health and nutrition, conservation of natural resources, a cleaner environment, and a richer cultural life.

[www.agtrade.org/glossary\\_search.cfm](http://www.agtrade.org/glossary_search.cfm)

*Moukasa is a maize crop farmer. He has recently inherited a fertile plot of land near Lake Malawi (also known as Lake Nyasa). Malawi's economy precariously depends on rain-fed agriculture. Most Malawians derive their living from agriculture, which makes up for nearly 90% of this country's economy. Under this new circumstance, what sort of economic development could Moukasa engage in as a result of now living in such close proximity to this body of water?*

### Questions for consideration:

1. How can Moukasa make the most of his situation? Can you suggest ways where his living situation would profit Moukasa and the community?
2. What are some ways in which Moukasa could fully utilize access to the lake?
3. Are there any barriers to Moukasa using Lake Malawi to his advantage? If so, what are they? (e.g. perhaps some of Moukasa's irrigation ideas may disrupt other land owners.)

### Teacher Guide:

Get students thinking about the different economic uses for water. Some of these may or may not be feasible options for Malawi but that will be up to the students to discover.

For example:

- tourism (beach resorts, hotels, etc.)
- irrigation/agriculture
- fishing
- transportation
- hydroelectric power
- drinking water (bottled water companies)

### A Canadian NGO working abroad and making a difference in Malawi: World University Service of Canada – [www.wusc.ca](http://www.wusc.ca)

WUSC is a network of individuals and post secondary institutions that believe that all people are entitled to the knowledge and skills necessary to contribute to a more equitable world. Their mission is to foster human development and global understanding through education and training.

Education is the one universal path leading to a better and more equitable world, the path that both reveals our responsibility to contribute to the common good and makes it possible for us to do so. WUSC's award-winning projects are developed to address local needs and reduce poverty, and are delivered with local partners to ensure sustainability. WUSC also supports development education activities and international programs at Canadian colleges and universities.

WUSC has designed and delivered successful projects in more than 50 countries in Asia, Africa and the Americas, with governments, public and private sector institutions, NGOs and community-based organizations.

WUSC maintains a regional office in Malawi (one of six overseas offices) and works in close partnership with

local organizations and institutions.

Three WUSC programs that are current in Malawi include:

- Uniterra
- Students Without Borders™
- Student Refugee Program

**Uniterra** is an international cooperation program, which is mobilizing partners, volunteers and the Canadian public to reduce poverty. Uniterra supports local committees and youth groups to participate in the fulfilment of the Millennium Development Goals (MDGs) through education activities, advocacy and voluntary cooperation. <http://www.wusc.ca/campuses/lc/uniterra/default.asp>

**Students Without Borders™ (SWB)** is a new initiative from WUSC offering exciting volunteer and learning opportunities in South America, Africa and Asia for Canadian university and college students. SWB currently offers 40 CIDA-funded travel bursaries of up to \$2500 (Cdn) under the Students Internships for African Civil Society Project for winter and summer placements in Africa focusing on HIV/AIDS, gender and democracy. These placements allow undergraduate and graduate students to grow and experience new cultures, apply knowledge and skills acquired in school to a practical work environment in a developing country, and make links to professional practice in their field of study. Students who work abroad come away with added abilities that are valued in the workplace. <http://www.wusc.ca/working/positions/default.asp>

Since 1978, WUSC's **Student Refugee Program** has enabled over 850 student refugees from various developing countries resume their studies at Canadian universities and colleges. In some developing countries, getting an education can be dangerous. Whether it is due to war or political repression, students are often persecuted, imprisoned or forced into exile. <http://www.wusc.ca/campuses/lc/srp/default.asp>

To learn more about the World University Service of Canada in Malawi and around the world, please visit: [http://www.care.ca/work/projects/country\\_e.asp?country\\_id=33](http://www.care.ca/work/projects/country_e.asp?country_id=33) <http://www.wusc.ca/>

## Malawi – Country Profile Background Information for Educators

### Republic of Malawi:

*Population* • 13,013,926 (50% of population is between 15 – 64 yrs)  
• *Median age* 16.5 yrs  
• *Growth rate* 2.38%

*Birth rate* • 43.13 births/1000 population

*Death rate* • 12.24 deaths/1000 population

*Life expectancy* • 41.7 yrs.

*Infant mortality rate* • 94.37 deaths/1000 live births

*Languages* • Chichewa (official language), Chinyanja, Chiyao, Chitumbuka

*Religion* • Christian 80%, Muslim 13%, other 3%, none, 4%

*Literacy* • (age 15 and up can read and write) 62.7%

*Climate* • mean maximum and minimum annual temperature – 28 degrees Celsius and 10 degrees Celsius  
Sub-tropical climate, rainy season – November to May; dry season – May to November.

### Water Situation:

Annual rainfall ranges from 700 – 2,400mm; mean annual rainfall – 1180mm

Distribution influenced by proximity to Lake Malawi

Highest rainfall experienced in mountainous areas of Mulanje, Zomba, Dedza, and plateaus of Vephya and Nyika

Lowest rainfall – lower Shire Valley

Southern Malawi prone to tropical cyclones – brings widespread heavy rainfall and flooding

Considered generally rich in water resources, stored in form of lakes, rivers, aquifers

Lake Malawi • 3rd largest freshwater lake in Africa, 11th largest in the world

- Single most important water resource
- Rich in wetlands

*Water Use:*

Major water uses – domestic sector, irrigation, hydropower, industry, fisheries

Major water withdrawing sector – agriculture/irrigation

### Economic Development:

During the first decades of Malawi's independence, agricultural development was emphasized. The government sought to implement this policy by providing the family farmer with basic agricultural support facilities, such as extension services, training, irrigation, and research, and by increasing the output of fertile areas through farm credit, marketing,

## Malawi – Country Profile Background Information for Educators *continued*

and processing facilities. During this period, four major agricultural developments were sponsored: the Shire Valley Agricultural Development Project in the south; the Lilongwe Land Development Program and the Central Region Lakeshore Development Project, both in the Central Region; and the Karonga Rural Development Project in the north.

More recently, improvements in the transportation infrastructure, especially roads, have been emphasized. In the manufacturing sector, the government has stressed diversification. With major constraints on its foreign exchange, Malawi aims to reduce the trade gap, encourage exports and reduce government expenditures.

Malawi's political and economic development is impeded by its landlocked condition, poor transportation network, dependence on a single cash crop (tobacco) for the bulk of export earnings, poor incentives for foreign and domestic investment coupled with a strong legacy of authoritarian leadership, high population growth rate and low human capacity levels. Life expectancy is under 45 years. The infant mortality rate of 94 per 1,000 live births and malnutrition rates are among the highest in Africa.

The International Monetary Fund estimated that Malawi's per capita gross domestic product in 2001 was \$166, down from \$180 in 2000. External debt in December 2001 was \$2.7 billion, with debt servicing absorbing more than a quarter of the Government of Malawi's budget. In December 2000, Malawi was approved under the Enhanced Heavily Indebted Poor Countries Initiative which will reduce the average annual debt service of about \$50 million over a five-year period.

Malawi emerged from decades of one-party autocracy to a multi-party democracy in 1994. Fundamental economic liberalization and structural reforms have accompanied this political transformation, although they have been fragile and halting. HIV/AIDS affects 16% of the adult population and continues to threaten the country's future development.

### Canada and Economic Development:

In addition to focusing its aid program toward achievement of the Millennium Declaration Goals, Canada has moved quickly to increase the flow of aid and non-aid resources to developing countries:

**Increased aid spending:** Canada made its commitment to the new development compact by pledging to increase development assistance by 8 percent per year in order to double its total aid between 2001 and 2010. An increase of \$3.4 billion over the next five years for international assistance delivers on this promise.

**Greater debt relief:** From 2001 to the end of June 2005, the combined debt savings to heavily indebted developing countries from the Canadian Debt Initiative and Canada's participation in the Paris Club amounted to approximately \$702 million.

**Greater access to Canadian markets for developing-country exports:** In 2001 at the Fourth World Trade Organization Ministerial Conference in Doha, Qatar, Canada announced duty-free and quota-free access to virtually all imports from the 48 least developed countries. Imports from least developed countries nearly doubled, going from \$633 million in 2002 to \$1.2 billion in 2004.

**Building trade capacity:** Canada has invested \$74 million in Africa since 2001 for trade-related technical assistance and capacity building so that developing countries may benefit from trade liberalization.

**Improving availability of new technologies:** Canada has developed a number of programs to facilitate transfers and provide benefits of new technologies to developing countries. Connectivity Africa and the Institute for Connectivity in the Americas are but two such programs providing greater access to technology in the developing world.

### Culture:

Malawians live with extended family in huts that are grouped together in villages.

Family cooperates, share resources, work.

90% live in rural areas.

English widely spoken.

Have a staple diet – white maize eaten with vegetables, fish or meat on occasion.

Most tribes have individual songs and dances.

Common musical instruments include drums, xylophone, rattles, shakers.

Traditional medical practices are saturated with music.

### Information Sources

CIA World Factbook: Malawi; [www.cia.gov/cia/publications/factbook/geos/mi.html](http://www.cia.gov/cia/publications/factbook/geos/mi.html)

FAO: Aquastat Country Profiles [www.fao.org/ag/agl/aglw/aquastat/countries/malawi/index.stm](http://www.fao.org/ag/agl/aglw/aquastat/countries/malawi/index.stm)  
[www.africaguide.com](http://www.africaguide.com)

[www.acdi-cida.gc.ca/CIDAWEB/acdicida.nsf/En/JUD-1318137-HHX](http://www.acdi-cida.gc.ca/CIDAWEB/acdicida.nsf/En/JUD-1318137-HHX)

[www.nationsencyclopedia.com/Africa/Malawi-ECONOMIC-DEVELOPMENT.html](http://www.nationsencyclopedia.com/Africa/Malawi-ECONOMIC-DEVELOPMENT.html)

[www.usaid.gov/policy/budget/cbj2004/sub-saharan\\_africa/Malawi.pdf](http://www.usaid.gov/policy/budget/cbj2004/sub-saharan_africa/Malawi.pdf)



## Group Work – Self Evaluation Youth in Action Case Studies

Being able to work effectively within a group is an integral part of this case studies assignment. Below you will find a rubric designed to guide you in your group work activity. You will have this rubric available to you as you collect the information necessary to complete this assignment. At the end of the assignment, you will assign yourself a mark. For each section, decide for yourself if you should receive a Level 4, 3, 2 or 1. After you have assigned yourself a mark, you will conference with your teacher who will ultimately decide whether you deserve the mark.

Performance Element	Level 4 (four marks)	Level 3 (three marks)	Level 2 (two marks)	Level 1 (one mark)	Self- assigned mark	Teacher- assigned mark
<b>Information Collection Method</b>	Group immediately initiates a plan of action to collect relevant information.	Group decides collaboratively on a plan to effectively collect information.	Group requires assistance from other students in order to effectively collect information.	Group requires teacher's help to plan effective information gathering.	/4	/4
<b>Information Gathering</b>	Gathers necessary information and provides resources information (quotes sources).	Gathers necessary information correctly.	Information collected is of some relevance but some crucial information is missing.	Consistently makes errors in information gathering or collects unnecessary information. Resource info is not included.	/4	/4
<b>Information Recording</b>	Information is recorded with consistent accuracy and includes information above and beyond what was requested.	Information is recorded with consistent accuracy.	Some errors present in information recording, but do not alter the conclusion.	Information recorded haphazardly and conclusion is altered.	/4	/4
<b>Organization/Communication of Information</b>	Information is organized and communicated effectively with others and includes visual aides.	Information is organized in a way that can be communicated effectively with others.	Organization of information is adequate to sufficiently share the collected information with others.	Information is not organized in a way that is suitable for sharing with others.	/4	/4
<b>Conclusions</b>	Student is able to make statements about information collected in own words, uses relevant examples and makes suggestions for improvement.	Student is able to make statements about the information collected in his/her own words using relevant examples.	Student is somewhat able to make statements about information collected using own words and examples.	Student is unable to make statements about information collected using own words and examples.	/4	/4
<b>Applications</b>	Student is easily able to apply information gathered to new ideas and articulate them with no effort.	Student is able to apply information gathered to new ideas and articulate them.	Student is able to read the information and articulate the problems with water in a global context.	Student is unclear as to what the information means and has little or no idea of how to apply it to real world examples.	/4	/4
<b>TOTAL ( /24 )</b>					/24	/24

Student Comments: \_\_\_\_\_

\_\_\_\_\_

Teacher Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



## Curriculum Links

Through evaluation, research and communication of the issues in each case study, students will meet the following curriculum expectations:

### Grade 9 – Canadian and World Studies

#### Geography - Global Connections

- analyze connections between Canada and other countries
- explain the role of selected international organizations and agreements including why Canada participates in them (e.g. United Nations, Commonwealth of Nations, World Health Organization)
- summarize significant contributions Canada makes to the world (e.g. in peacekeeping, telecommunications technology, humanitarian aid, sports, arts)
- evaluate Canada's participation in organizations that deal with global issues (e.g. global warming, biodiversity, human rights)
- compare, in terms of resource use and consumption, the "ecological footprint" of an average Canadian with that of an average citizen in a developing country
- produce a set of guidelines for developing a solution to a global geographic or environmental issue
- recognize the similarities among cultures and the need to respect cultural differences
- develop and use appropriate questions to define a topic, problem or issue and to focus a geographic inquiry
- gather geographic information from primary substantiated by evidence

### Grade 10 – Canadian and World Studies

#### History - Informed Citizenship

- explain what it means to be a "global citizen" and why it is important to be one

#### Citizenship with Global Context

- analyze contemporary crises or issues of international significance (e.g. health and welfare, disasters, human rights, economic development, environmental quality, terrorism)
- evaluate civic actions of individuals and non-governmental organizations that have made a difference in global affairs