



RWANDA: Youthful Pawns: Enlisting the Innocent in Acts of Suppression

Report by the Global Campaign for Rwandans' Human Rights

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Executive Summary

5 years has passed since we produced a report on Rwanda government methods of forcing young people to promote its image as well as spying on its behalf. The report titled "**RWANDA: Harassed to Harass in the Name of Dignity: Young People as a Tool to Oppress the Population.**" In this span of time, instead of witnessing an improvement or a shift towards more equitable practices, the new report, "RWANDA: Youthful Pawns: Enlisting the Innocent in Acts of Suppression," discloses that the Rwandan government's exploitation of its youth has not only persisted but has evolved into a more insidious form.

This latest report serves as a poignant sequel to its predecessor, building upon the foundations laid by the earlier revelations. It is a testament to the tenacity of the oppressive tactics employed by the Rwandan government and the sustained vulnerability of young Rwandans abroad. The meticulous sourcing of information, primarily derived from interviews with young Rwandans residing in the UK, adds an authentic and first-hand dimension to the narrative, making it more than just a compilation of facts but a vivid portrayal of lived experiences.

The report unearths a pernicious web that extends beyond the confines of the previous revelations. It illuminates a clandestine landscape where coercion and espionage intersect, revealing the extent to which the Rwandan government goes to manipulate and control its young diaspora. The fact that the exploitation continues and, if anything, has become more intricate underscores the urgency of addressing the systemic issues at play.

The focus on young Rwandan students in the UK, a demographic often considered as the hope for a brighter future, underscores the insidious nature of the government's tactics. London, as a global hub of education and cultural exchange, becomes a microcosm of the broader issues faced by the Rwandan diaspora. The interviews conducted within this cosmopolitan setting offer a diverse range of perspectives, reflecting the complexity of the challenges these young individuals encounter as they navigate between the expectations of their home country and the realities of their lives abroad.

In essence, this report is not just a continuation of a narrative but an amplification of the call for action initiated a decade ago. It is a stark reminder that the human rights violations exposed in the past have not been rectified; rather, they have metastasised into a more entrenched and sophisticated form of oppression. As the international community grapples with the findings of this report, it is confronted with the undeniable need for decisive measures to hold the Rwandan government accountable and to safeguard the rights and well-being of the vulnerable young population ensnared in this pernicious web.

Methodology

The comprehensive findings presented in this report have been derived from a multifaceted approach, primarily involving one-on-one interviews, group discussions, and dialogues with numerous young Rwandan students in the UK, with a particular focus on those in London. The testimonies gathered through these diverse engagement methods collectively constitute the bedrock of our investigative efforts. By embracing both individual and collective perspectives, we aimed to capture a comprehensive and nuanced understanding of the experiences and challenges faced by the Rwandan diaspora in the UK. This inclusive methodology allowed for a thorough exploration of the covert mechanisms employed by the Rwandan government, specifically unravelled through the candid conversations with students who have become unwitting participants in the deep-rooted machinations orchestrated by the Rwandan High Commission in London.

Key Findings

1. Climate of Consistent Fear.

In the cloistered halls of academia, where one's pursuit of knowledge and personal growth should be unencumbered, a chilling reality unfolded for the Rwandan international students in London. The phrase "A Climate of Consistent Fear" encapsulates the haunting experiences shared by these students, providing a glimpse into the pervasive atmosphere that permeated their academic lives. Repeatedly, in interviews conducted by the Global Campaign for Rwandans' Human Rights, the Rwandan international students unveiled the palpable sense of dread that cast a long, oppressive shadow over their academic pursuits.

In this academic environment, apprehension became more than a passing sentiment; it transformed into a persistent and malevolent shadow that accompanied them throughout their educational journey. The mere act of looking over their shoulders became a reflex, a response to an ever-present anxiety about who might be watching or listening. The repercussions of this pervasive fear extended far beyond the confines of academic performance; it seeped into the very fabric of their mental health.

For the Rwandan international students, the lecture halls and study spaces that should have been sanctuaries of intellectual exploration became fraught with trepidation. The

once-joyful pursuit of knowledge now carried the heavy burden of surveillance and potential reprisals. The fear of being implicated in covert activities by the Rwandan government loomed large, stifling their academic creativity, and stifling their innate curiosity.

Beyond the tangible effects on academic performance, the psychological toll of living in perpetual fear cannot be overstated. The mental health of the Rwandan international students bore the brunt of this insidious environment. Anxiety became an unwelcome companion, eroding their confidence, concentration, and overall well-being. The constant stress of uncertainty, coupled with the fear of repercussions for any perceived deviation, created a toxic cocktail that seeped into every facet of their lives.

The academic pursuit, which should be a transformative and empowering experience, morphed into a battleground of psychological warfare. The fear of retribution for non-compliance with espionage directives or even voicing dissent stifled any semblance of intellectual freedom. The Rwandan international students, once enthusiastic seekers of knowledge, found themselves navigating an educational landscape fraught with hidden perils, eroding not only their academic potential but also their fundamental human right to learn and grow without fear.

As we delve into the nuances of this climate of consistent fear, it becomes increasingly apparent that the impact extends far beyond the academic realm. It infiltrates the very core of the Rwandan international students' identities, shaping their perceptions, aspirations, and, tragically, their mental well-being. This exploration invites a collective reflection on the fundamental rights every individual should enjoy in their pursuit of education, urging us to question and condemn any environment that robs them of these essential liberties.

2. Ambiguous "Specialised Training"

The intrigue is palpable as multiple students, during candid interviews with the Global Campaign for Rwandans' Human Rights, revealed a mysterious summons for what is euphemistically termed "specialised training." The veil of ambiguity shrouding this training is not only alarming but also raises a myriad of unsettling questions regarding its purpose and implications.

In the dimly lit corridors beneath the veneer of diplomatic proceedings at the Rwandan High Commission office in London, these clandestine training sessions unfold. The choice of location, the basement, adds a sinister layer to an already enigmatic process. The decision to hold these sessions away from public scrutiny, deep within the confines of the High Commission, speaks volumes about the secretive nature of the training and the intent to keep it hidden from prying eyes.

The very term "specialized training" carries an air of authority and sophistication, yet the lack of clarity surrounding its curriculum is disconcerting. Are these sessions a guise for ideological indoctrination, an attempt to shape the perspectives and loyalties of the Rwandan international students? Or do they delve into more ominous territories, involving advanced espionage tactics that could potentially compromise the safety and autonomy of these unsuspecting students?

The students selected for this enigmatic training consistently expressed a heightened level of stress and anxiety. The choice of venue, coupled with the vague nature of the sessions, fosters an environment where the imagination runs wild, and the unknown becomes a source of unrelenting psychological pressure. The basement, once an innocuous part of the diplomatic building, transforms into a space imbued with the weight of secrets and hidden agendas.

The added layer of scrutiny, perceived by those undergoing the specialized training, further exacerbates their stress. The students find themselves thrust into a situation where every action, every word uttered, is scrutinized with a meticulousness that breeds paranoia. This heightened surveillance not only undermines the trust between the students and the High Commission but also fosters an atmosphere of distrust among the students themselves, as they grapple with the uncertainty of who among them may be an informant.

The insidious nature of these training sessions goes beyond the mere imparting of knowledge or skills. It becomes a tool of psychological manipulation, preying on the vulnerability of these students who find themselves ensnared in a web of secrecy. The basement transforms into a metaphorical and physical space where the autonomy of these individuals is eroded, replaced by a climate of fear and uncertainty.

As we dissect the ambiguous "specialised training," it becomes increasingly evident that this chapter in the students' experiences is not just about acquiring skills or knowledge. It's a calculated effort to meld minds, to ensure compliance through a combination of secrecy, stress, and surveillance. The basement, once a mundane part of the High Commission, becomes a symbol of the hidden machinations that threaten the very essence of these students' autonomy and human rights.

3. Extended Networks and Coordinated Efforts

In the intricate tapestry of the Rwandan international students' experiences in London, this section unravels a narrative that transcends the confines of a singular entity. It casts a spotlight on a web of influence that extends far beyond the Rwandan High

Commission, revealing a sprawling network orchestrated with a level of sophistication and meticulousness that borders on the alarming.

The notion that the High Commission's actions exist in isolation is dispelled as evidence emerges, pointing to a complex network involving operatives from diverse spheres. This revelation challenges the conventional understanding of diplomatic missions, transcending traditional roles to become part of a larger, covert machinery. The question arises: How deep do these networks go, and what role do they play in shaping the experiences of the Rwandan international students?

This extended network hints at a more extensive espionage machinery, carefully interwoven into the fabric of the students' lives. The level of coordination required to synchronize efforts across different spheres suggests a strategic and concerted approach. The presence of operatives beyond the High Commission implies a coordinated strategy to not only monitor the students but also to exert influence and control over their activities.

The sophistication of these efforts adds another layer of complexity to the narrative. The methods employed to monitor, approach, and sometimes manipulate the Rwandan international students speak to a level of strategic thinking that goes beyond routine surveillance. The fact that these efforts are disturbingly remarkable underscores the gravity of the situation. The individuals involved in these coordinated efforts display a nuanced understanding of human psychology, exploiting vulnerabilities and utilising a calculated blend of coercion and persuasion.

As the web of influence extends, the students find themselves entangled in a complex dance of power dynamics. The intricate coordination suggests an overarching strategy, where different players fulfil specific roles to achieve a common objective. The orchestration of this extended network challenges not only the autonomy of the students but also the very principles of sovereignty and human rights that should safeguard individuals on foreign soil.

The students, unwittingly thrust into this convoluted network, become pawns in a larger game. The meticulousness with which they are monitored leaves little room for escape or dissent. The fear that their every move is scrutinised, not just by the High Commission but by an extended network, creates an environment where the students are not only physically watched but also mentally and emotionally manipulated.

This chapter in the narrative of the Rwandan international students illuminates a disconcerting reality. The extended networks and coordinated efforts transcend the conventional boundaries of diplomatic activities, revealing a covert machinery that operates with a level of sophistication that challenges the very foundations of trust and security. As we delve deeper into these revelations, it becomes imperative to

question the ethical boundaries of such actions and advocate for the safeguarding of the rights and well-being of those ensnared in this intricate web.

4. The Role of the Rwandan High Commission

In the unfolding drama of the Rwandan international students in London, the fourth chapter, titled "The Role of the Rwandan High Commission," unravels the complexities at the heart of their experiences. At the epicentre of this intricate web is the Rwandan High Commission in London, with James Wizeye taking centre stage as a pivotal figure. As the narrative unfolds, it becomes clear that the High Commission is not merely a diplomatic outpost but a key player in a covert drama that raises profound questions about the extent of governmental involvement.

The Rwandan High Commission is traditionally seen as an entity responsible for facilitating diplomatic relations, fostering cultural exchange, and safeguarding the interests of Rwandan citizens on foreign soil. However, this chapter unveils a different facet, revealing the High Commission's role as a central player in a clandestine operation. The contrast between its official functions and the covert objectives it allegedly pursues raises concerns about the ethical boundaries of diplomatic activities.

James Wizeye, the First Secretary of the Rwandan High Commission in London, emerges as a pivotal and influential figure in this narrative. Students consistently identify him as the individual applying pressures, orchestrating covert activities, and ensuring compliance with the Commission's objectives. His role goes beyond the typical responsibilities associated with diplomatic positions, raising dire questions about the level of governmental involvement in these covert operations.

The revelation of James Wizeye's involvement as a key orchestrator of these activities unveils a layer of government engagement that goes well beyond the ordinary scope of diplomatic duties. His influence extends into the lives of the Rwandan international students, shaping their experiences and subjecting them to pressures that defy the norms of diplomatic conduct. The question arises: To what extent is the Rwandan government complicit in actions that potentially infringe upon the rights and autonomy of its own citizens studying abroad?

The High Commission's involvement in covert activities challenges the very principles of transparency and accountability that are expected from diplomatic missions. Instead of fostering an environment that supports the well-being and academic pursuits of Rwandan international students, the High Commission becomes a central player in a drama that compromises their fundamental human rights.

This revelation prompts a broader discussion about the ethical responsibilities of diplomatic missions. The role of a diplomat is generally seen as one of mediation and representation, not coercion and surveillance. The divergence from these norms, as seen in the actions of the Rwandan High Commission, calls for a re-evaluation of diplomatic conduct on foreign soil.

As we explore the intricacies of the role played by the Rwandan High Commission, it becomes apparent that this chapter is not just about the actions of a specific diplomatic mission. It unravels a broader narrative about the ethical boundaries of diplomatic engagement, governmental involvement in covert operations, and the potential infringement on the rights of citizens living abroad. The international community must scrutinize these actions, holding diplomatic entities accountable to ensure that the rights and well-being of individuals remain paramount even in the complex landscape of international relations.

5. Educational Leverage

For these students, the pursuit of knowledge becomes entangled in a web of coercion, with the fear of losing scholarships emerging as a potent lever of control. The Rwandan High Commission's overt threats about revoking scholarships act as a coercive force, compelling many students into reluctant submission. However, the landscape of educational leverage expands beyond scholarships, encompassing a more insidious threat for those self-funding their education – the revocation of passports during visits home, rendering them unable to return for their studies in the UK.

Traditionally, education is revered as a conduit to empowerment, a means to elevate individuals and communities. However, for the Rwandan international students in London, this cherished pursuit is tarnished by the spectre of manipulation. The chapter opens with a stark juxtaposition of the noble ideals associated with education and the nefarious intentions behind its weaponization.

Fear of losing scholarships emerges as a recurring motif in the narratives of compliance. Scholarships, often seen to enable bright minds to flourish, transform into a source of vulnerability. The Commission's overt threats to revoke scholarships create a climate where the very instrument meant to empower these students becomes a tool of coercion. The students, bound by financial dependence, find themselves at the mercy of these threats, forced to comply to safeguard their educational pursuits.

The landscape of educational leverage extends beyond scholarship holders, reaching those who self-fund their education. For these individuals, often driven by a strong desire for self-improvement and a commitment to their educational journey, the threats take on a different form. The spectre of passport revocation during visits home

introduces a new layer of vulnerability. The Commission strategically exploits the students' ties to their homeland, leveraging the deep-rooted connections that prompt regular visits during holidays.

The threat of passport revocation becomes a potent tool, creating a scenario where even those who fund their education independently are ensnared in a coercive dynamic. The fear of being marooned in their home country, unable to return to their studies in the UK, acts as a powerful deterrent against any potential defiance. This form of educational leverage not only compromises the autonomy of the students but also holds their academic aspirations hostage to the whims of those wielding power.

As we delve into the nuances of educational leverage, it is essential to recognise the multifaceted nature of the threats these students face. The weaponisation of scholarships and passports underscores a calculated effort to control individuals not only through financial dependency but also by manipulating their ties to their home country. This chapter serves as a stark reminder that, in the pursuit of education, the very instrument that should liberate the mind can become a chain, constraining the agency and autonomy of those seeking knowledge and growth. The international community must scrutinize and condemn these manipulative tactics, affirming the fundamental right to education free from coercion and undue influence.

6. Family Pressures Back Home

The tactics employed by the Rwandan High Commission to ensure compliance extend far beyond the confines of London, reaching into the homes and lives of the students' families in Rwanda. Numerous students recount a harrowing tale of systematic threats, where their families become unwitting pawns in a coercive game orchestrated by the Rwandan government. These tactics, ranging from subtle intimidation to overt threats, underscore the lengths to which the government goes to ensure compliance from students studying abroad.

The revelation that the High Commission's tactics stretch across continents introduces a layer of complexity to an already intricate narrative. The concept of home, often seen as a sanctuary, becomes a battleground where the personal lives of these students are entangled with the coercive strategies of the Rwandan government. The chapter begins by shedding light on the pervasive nature of these threats, emphasizing that the impact reverberates not only in the halls of academia in London but also in the familial bonds of the students.

Numerous accounts from the students paint a disturbing picture of how their families in Rwanda are systematically targeted. The tactics employed vary, ranging from subtle forms of intimidation to more overt and explicit threats. The insidious nature of these

tactics lies in their ability to create a climate of fear that extends across borders, infiltrating the homes of the students and putting their families under duress.

Subtle forms of intimidation may manifest as veiled warnings, insinuations, or orchestrated social pressures on the families back home. The psychological toll of these subtle tactics is profound, creating an environment where the families feel the weight of the students' actions abroad, potentially risking the well-being and safety of their loved ones. This covert pressure exploits the emotional ties between the students and their families, adding an emotional and psychological layer to the coercive strategies at play.

More overt threats, on the other hand, escalate the level of risk faced by the families. These may include explicit warnings of legal consequences, social ostracization, or even physical harm. The government's willingness to resort to such extreme measures underscores the determination to secure compliance, even at the expense of the safety and well-being of the students' families.

The lengths to which the Rwandan government goes to enforce compliance highlight a stark reality: the impact of these coercive tactics extends far beyond the individual students. It ripples through the social fabric of Rwandan families, creating a climate of fear and uncertainty. The families, unwittingly drawn into this coercive game, find themselves navigating a precarious path where their actions may have consequences not only for their loved ones studying abroad but also for the stability and security of the entire family unit.

As we explore the nuances of family pressures back home, it becomes evident that this chapter is not merely about the individual experiences of the students but a broader reflection on the tactics employed by governments to control dissent, even in the diaspora. The international community must confront and condemn these actions, recognizing that the rights and well-being of individuals extend beyond borders and demanding accountability for those who exploit familial bonds to enforce compliance.

7. Quality of Information:

A complex tapestry unfolds as many students reluctantly admit to engaging in espionage, yet an underlying current of resistance is palpable. The veracity of the information they provide becomes a subject of ambiguity and intrigue. Some students suggest they contribute genuine intelligence, while others hint at the possibility of deliberate misinformation, driven by a deep-seated resentment towards the coercion they face.

The chapter begins by acknowledging a paradox: students, coerced into spying, find themselves straddling a delicate line between compliance and resistance. The admission to engaging in espionage is not a simple confession but a complex interplay of personal agency, survival instincts, and a subtle form of resistance. This dualism sets the stage for exploring the quality and integrity of the information extracted from these reluctant informants.

Many students, under the duress imposed by the Rwandan High Commission, acknowledge their participation in spying activities. However, the narrative takes a fascinating turn as a discernible undercurrent of resistance emerges. This resistance is not overt; it manifests in subtle nuances, the choice of words, or the deliberate withholding of certain details. It speaks to the resilience of the human spirit, even in the face of coercion, as these individuals navigate a precarious path between compliance and the preservation of personal integrity.

The heart of the matter lies in the ambiguous nature of the information relayed back by these coerced informants. The very essence of espionage involves obtaining accurate and reliable intelligence. However, the circumstances under which this information is extracted introduce an element of doubt. The students, caught in a moral and ethical quandary, grapple with the dilemma of whether to provide genuine intelligence or introduce elements of misinformation as an act of subtle resistance.

Some students maintain a semblance of agency by suggesting that the information they provide is genuine and accurate. Their reasoning may be rooted in a desire to fulfil the coercive demands with a degree of sincerity or a belief that authentic intelligence is less likely to lead to adverse consequences. The complex psychology behind their decision-making reflects the intricate balance they must strike between survival and personal ethics.

Conversely, other students, driven by a deep-seated resentment towards the coercion they face, hint at the possibility of misinformation. This form of resistance becomes a subtle act of defiance, a way to reclaim a semblance of control in a situation where agency is otherwise compromised. The deliberate introduction of uncertainty into the information stream becomes a form of self-defence, a means to protect themselves and others from potential repercussions.

As we navigate the intricacies of the quality of information obtained through coercion, it becomes apparent that this chapter is not solely about the mechanics of espionage. It is a psychological exploration of how individuals, even when coerced, retain a measure of agency and resistance. The ambiguity surrounding the veracity of the information adds layers of complexity to the ethical dimensions of this covert operation, raising questions about the reliability of intelligence obtained under duress and the broader implications for diplomatic relations and human rights.

8. The Stories of P and Q:

In the unfolding narrative of the Rwandan international students in London, this section unveils gripping personal accounts that epitomise the grave risks faced by students who resist the coercive directives of the Rwandan High Commission. P and Q, through their harrowing experiences, become poignant symbols of the physical and psychological toll exacted on those who dare to defy.

The chapter opens with a recognition of the individual narratives of P and Q, emphasising that their stories transcend mere anecdote and encapsulate the broader risks and consequences faced by those who choose to resist the Commission's directives. P and Q, by virtue of their defiance, become reluctant protagonists in cautionary tales that serve as stark reminders of the perils inherent in challenging the coercive apparatus of the Rwandan government.

P's story unfolds as a testament to the resilience of the human spirit in the face of adversity. His resistance to the Commission's directives, a quiet act of defiance, becomes a catalyst for heightened harassment. The narrative peels back the layers of P's experiences, revealing the relentless pressure, both physical and psychological, exerted upon him. His story becomes a poignant exploration of the lengths to which those in power are willing to go to suppress dissent, as well as the indomitable strength required to withstand such pressure.

Similarly, Q's narrative unveils a parallel saga of resistance and the ensuing consequences. Her defiance of the Commission's coercive tactics propels her into a maelstrom of harassment that extends beyond the confines of academic life. Q's experiences become emblematic of the broader systemic issues at play, underscoring the entwined nature of academic and personal life when confronted by authoritarian forces.

The physical and psychological toll on P and Q becomes a focal point of exploration. The narrative delves into the emotional resilience required to withstand the relentless harassment, the constant fear that becomes an unwelcome companion, and the toll on their mental well-being. The stories of P and Q serve not only as cautionary tales for those currently entangled in similar circumstances but also as rallying cries for international attention and condemnation of such coercive tactics.

Beyond the individual narratives, P and Q's stories illuminate systemic issues that permeate the experiences of Rwandan international students in London. Their defiance unveils the authoritarian tendencies embedded in the coercive apparatus of the Rwandan government, raising profound questions about the protection of individual

rights, freedom of expression, and the role of diplomatic missions in ensuring the well-being of citizens abroad.

As we delve into the stories of P and Q, it becomes evident that their narratives transcend the personal. They become symbols of resistance in the face of oppression, emblematic of the broader struggles faced by Rwandan international students. Their stories beckon the international community to scrutinise, condemn, and act against the coercive tactics employed by governments that compromise the rights and well-being of individuals studying abroad.

Recommendations

The stark revelations presented throughout this report cast a haunting shadow over the experiences of Rwandan international students in London. The chilling image of exploitation, manipulation, and coercion demands urgent attention from the international community. As the narratives of these students intertwine with covert espionage, their plight becomes a rallying cry for immediate intervention to safeguard their rights and well-being.

The evidence at hand vividly illustrates the intricate web of control woven by the Rwandan High Commission, entangling the educational aspirations of these students in a covert tapestry of manipulation. The very pursuit of knowledge, meant to empower and elevate, becomes a tool of oppression. The exploitation of students through coercion, surveillance, and harassment stands as a violation of fundamental human rights, demanding a swift and resolute response.

Considering these revelations, the Global Campaign for Rwandans' Human Rights proposes a series of recommendations to address the pressing issues at hand:

1. Rapid Establishment of Protective Measures.

- Immediate and comprehensive protective measures must be established to ensure the safety and well-being of Rwandan students studying abroad. This includes the creation of mechanisms to monitor and intervene in cases of coercion, surveillance, and harassment.

2. Diplomatic Actions Against the Rwandan Government.

- The international community, through diplomatic channels, should take decisive actions against the Rwandan government to halt these egregious human rights violations. This may involve formal condemnations, sanctions, or other diplomatic measures aimed at

curbing the coercive tactics employed by the Rwandan High Commission.

3. **Scholarships and Opportunities for Affected Students.**

- Students who have been adversely affected by these coercive practices should be provided with scholarships and opportunities to continue their studies without hindrance. This could involve collaboration between international organisations, educational institutions, and governments to ensure that affected students have the support they need to pursue their academic goals free from fear and coercion.

The urgency of these recommendations cannot be overstated. The safety and educational prospects of Rwandan students in London remain paramount, and the international community must act swiftly and decisively to address the systemic issues at play. The intertwining of education and covert espionage should not be tolerated, and the rights of these students to pursue knowledge in a free and secure environment must be upheld.

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The Global Campaign for Rwandans Human Rights, established in the UK in 2001, is a dedicated human rights organisation advocating for the rights of Rwandans in both domestic and international contexts. Committed to the principles of justice, equality, and human dignity, the organisation employs advocacy as a powerful tool to raise awareness about human rights issues affecting Rwandans.

Focused on shedding light on human rights violations, the organisation engages with policymakers, international bodies, and the public to draw attention to critical concerns, be they civil liberties, political freedoms, or social justice. Through strategic advocacy efforts, the organisation amplifies the voices of those facing injustice, aiming to catalyse positive change and reform.

In addition to advocacy, the organisation conducts research, documentation, and collaborates with other human rights entities to gather evidence of rights violations. This evidence is then presented to international bodies to encourage accountability and action. The organisation also provides crucial support to individuals directly affected by human rights abuses, offering legal assistance, counselling services, and initiatives to amplify their stories.

Established with the goal of contributing to the creation of a society where the rights of every Rwandan are safeguarded and respected, the Global Campaign for Rwandans Human Rights stands as a beacon for positive change and justice within the Rwandan context.