



*Awakening the sleeping  
genius in each of us*

## UGANDA RURAL DEVELOPMENT AND TRAINING PROGRAMME

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### REPORT ON TRAINING OF STAFF FROM KAMULI CHILDCARE NURSERY AND PRIMARY SCHOOL SUBMITTED TO MIREMBE FOUNDATION



**Prepared by:** The Director of Education and Training  
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## **LIST OF ACRONYMS**

FC	:	Foundation Course
GEM	:	Girl Child Education Movement
MDD	:	Music Dance and Drama
MMoT:		Managerial Moment of Truth
SCDO	:	School Community Development Officer
STC	:	Structural Tension Chart
URDT	:	Uganda Rural Development and Training Programme
ARU	:	African Rural University
KKCR	:	Kagadi Kibaale Community Radio
N/P	:	Nursery and Primary
BHPs	:	Back Home Projects
URDT GS		URDT Girls School

## 1. INTRODUCTION AND BACKGROUND



*Day one first session in progress*



*Group photo with the founder and directors*

Uganda Rural Development and Training Programme (URDT) is an indigenous organization founded in 1987 with a vision of transforming Uganda and Africa as a whole. URDT's Visionary Approach has influenced development both at local and national levels. Through this approach, communities have looked at development holistically and have grown rapidly through the period of its work. It has not stopped at the level of working with communities but has practically demonstrated the applicability of the approach and created impact at different levels.

URDT's rural transformation strategy is guided by its working premises which are:

1. The people of Uganda, like the people world over, are KEY to their own development.
2. People have innate power, wisdom and authority, which they can tap, to transform the quality of their lives and that of their communities
3. Lasting change comes only as people shift from Reacting or adapting to events and circumstances to being Creators of their circumstances.
4. People who share a common vision can transcend traditional barriers and prejudices caused by tribal, religious, political and gender differences and work together to achieve that which is truly important to them all
5. Training, education and information sharing are key ingredients in the development process so that people can meet the exigencies of rural life.

Kamuli Child Care Nursery and Primary School is an academic school which started in 2005 in semi- permanent structures after realizing that many younger children could not afford to go to established primary schools and even could not afford paying school fees. Kamuli Childcare Nursery & primary school has been sponsored since 2016 by Tusaidiane and since 2018 by the Mirembe Foundation

The school through its headteacher Mr. Kalanzi Kizito Fred requested URDT through its founder Dr. Mwalimu Musheshe to train its staff in visionary leadership and technologies for Rural Transformation.

Uganda Rural Development and Training program on 9th January, 2023 received a team of 10 staff members from Kamuli childcare nursery and primary school. The team was warmly received by the URDT family led by the Director of Education and Training at URDT, Mr. Robert Katabazi, who also coordinated the workshop.

## 2. PURPOSE AND OBJECTIVES FOR THE TRAINING



*Demonstrate structural tension during training*



*Kulusum training staff from Kamuli*

### 2.1 Purpose of training

The training was aimed at equipping staff from Kamuli Child Care Nursery and Primary School with knowledge and skills in visionary leadership and technologies for Rural Transformation. This was intended to enable the school to strengthen and empower people in community especially women to train in skilling and technology that will benefit the school and the whole community at large.

### 2.2 Objectives of the training

1. To identify leverage points for development and applied skills and techniques to facilitate development.
2. Improve capacity of the community to sustain itself
3. Acquire new ways on how to be innovative and foster creativity
4. Learn more about technologies that are most relevant to their aspiration and priorities
5. Cultivate relevant relationship
6. Gain in-depth knowledge of the education industry

### 2.3 Focus areas for training

1. The creative process
2. Visionary leadership
3. Advancing and oscillating structures
4. A learning organization/institution
5. The 2-generations approach to education for personal, home and community transformation

### 2.4 Expected Results

1. Articulate their personal aspirations, vision, and current reality
2. Produce work plan using structural tension planning tools
3. Produce a concept document for a proposal to enable community members, especially women, to create what they want for themselves and what they can contribute themselves.

### 2.5 Training methods

This was a training workshop where facilitators engaged participants through group discussions and activities, role plays, demonstrations, plenary presentations, lecture, pair exercises and video-based method. They were given handouts and reference materials for use later on during implementation of what was learnt.

### 3. TRAINING SESSIONS AND DISCUSSIONS



***Kamuli leader sharing in the foundation course***

***Fred sharing with URDT staff about the school***

#### 3.1 Day one

The team from Kamuli childcare nursery and primary school attended and participated in the daily foundation course as an inclination for URDT to edify the nation on different aspects of life. Later, Robert Katabazi the Director of Education URDT presented the team to Mr. Anthony Lwanga for orientation on the URDT methodology.

##### 3.1.1 Morning session

This session was facilitated by Mr. Anthony Lwanga, who is also the Academic registrar African Rural University. The session focused on the visionary approach, URDT methodology and real-life aspects.

During the same session, the team presented their individual expectations that included: importance of educating a girl child, how to be a job creator, acquiring more skills on self-sustaining projects, acquiring skills on how to transform rural communities among others. Anthony endeavored to give light on each individual expectation during the discussion and participants reported to have benefited a lot from his presentation. One of the areas was that of women empowerment where Anthony emphasized that URDT targets women because they have special gifts; they are organizers, managers, herbalist, nutritionists, peace makers, loving and caring. Therefore, educating women creates leverage for change. Fred the team leader confirmed that his mind and that of the other participants started changing from the first session.

##### 3.1.2 Afternoon session

John Tusiime, a lecturer at ARU facilitated the afternoon session on life orientations and the creative process. He used a video clip *"I have a dream"* by Martin Luther King to throw more light on who a visionary leader is. This session was also very fascinating to the team as they reported to have started thinking about their individual visions. This was the beginning of the long journey to learn more about the visionary approach and how it can be used to transform individuals, homes and communities.

In the evening the team visited URDT and ARU campus where they appreciated the work done by the organization to demonstrate different technologies that community members can learn from to transform their homes. The team was fascinated the homestead 2035 which demonstrates the type of houses each home should have by 2023. The demonstration vegetable farm, poultry project, coffee and the green house were other projects that motivated the participants and vowed to have some of them in their homes and at school. The team also visited the arboretum where a variety of African herbs are planted. These herbs are used by URDT

and ARU staff, students and community members to process herbal medicine for use in treatment of some ailments. It is majorly used as a training facility for students of the university in African ethnomedicine.

### 3.2 Day two



The day started with recap facilitated by Robert. Participants presented in plenary what they learnt from the first day and this included; women empowerment, transformation and how to be a creator.

#### 3.2.1 Morning session

John Tusiime facilitated on visionary leadership and community mobilization for action. During this session, Mr. Tusiime emphasized the visionary approach using the structural tension chart and encouraged the team to look at life as a program not a project among others

#### 3.2.2 Afternoon session

This session facilitated by Mr. John Tusiime was building up on the visionary approach this time focusing on advancing and oscillating institutions using the Structural Conflict phenomenon referring to The Path of Least Resistance for Managers. Towards the end of the session, participants watched a video clip on the path of least resistance which explains the power of structural tension.

In the evening, participants watched another video; “the Uganda project” which gave them more insights about the visionary approach from different players including staff, students, parents and community members.

### 3.3 Day three

Participant started this day by sharing about what they learnt in day two. This introductory part to session three was also facilitated by Robert. Participants confirmed that they learnt; about a vision and could clearly define it, current reality and action steps.

#### 3.3.1 Morning session

Hasakya Kulusum facilitated on a learning organization using the illustrated village technologies for creating. This session was building on John’s sessions emphasizing the creative process focusing on the elements of the learning organization which include; Shared Vision, Personal Mastery, systems Thinking, Mental Models and Team Learning. In this session the team learnt about shared vision and personal mastery. The facilitator reechoed about the structure that creates the path of least resistance and that is the; Structural Tension Chart.

Towards the afternoon, the team had a group photo with Dr. Mwalimu Musheshe the vice chancellor African Rural University (ARU) who also shared with the team about women empowerment during the foundation course.

### 3.3.2 Afternoon session



**Visiting the URDT demonstration vegetable garden**



**Visiting back home projects of a student's home**

In the afternoon, the team learnt about systems thinking using 5 Blind Men and the Elephant analogy, mental models and team learning all facilitated by Kulsum. She emphasized the three foundations of a happy life; freedom, health and being true to oneself. She also taught participants how to establish creative tension as opposed to psychological tension. Participants were given an exercise for group work using an example of an iceberg and they were asked to; Tell the Story and then examine what happened? What are some key events or crises? Why is this a problem for us? They used an example of why are so many girls dropping out of school. The session ended with presentations from the two groups.

### 3.4 Day four

Participants started day three with sharing what they learnt from day three that included; shared vision, personal mastery and team learning, two ways of thinking and creative tension. This introductory part of session four was facilitated by Robert.

#### 3.4.1 Morning session

During this session, Kulsum engaged the team in action planning using structural tension charts. The team made personal and organization structural tension charts. During this session, the team was able to articulate and assess the key elements of the Structural Tension chart. The participants were given an exercise to;

- Develop two personal STCs
- Develop three institutional STCs
- Develop one telescope

The participants were able to make only one presentation of their work and the facilitator asked them to complete overnight in order to make presentations the next day during session five.

#### 3.4.2 Afternoon session

This session was facilitated by Robert and Sylvia the school community development officer (SCDO) who taught about the 2-generations approach to education. Participants learnt that in this approach, parents are taught together with their children about various aspects of transformation using the visionary approach. The emphasis



hear is on back home projects (BHPs) which has proved to be a strong driving force for home and community transformation. During the same session, participants were taken to the field to see and here from the homes that have benefited under this approach. Participants gained more insights as the parents and their children shared in the local language which made some concepts clear for them. They left the community wondering how URDT enables homes they partner with to speak the same language of vision.

### 3.5 Day five



*Patience receiving a certificate of participation*



*A visit to one of the homes supported by URDT*

On Friday morning, the team evaluated themselves on the personal and organization structural tension charts they made on Thursday.

#### 3.5.1 Moring session

During this session, participants continued to make presentations of their action plans until noon. They were later engaged by the Director of Finance and Administration about financial health of institutions. This included how to generate income locally for the institution and how to handle donor funds. This included having good designs, good execution and accountability both financial and narrative.

#### 3.5.2 Afternoon session

The training was concluded in the evening with a short evaluation of the five days' workshop. Participants were asked to share what they learnt and below is what they shared:

1. Improve the capacity of the community to sustain itself.
2. Identify leverage points for development and how to apply skills and technics to facilitate development.
3. We learnt more about technologies that are most relevant to our aspirations and priorities.
4. How to cultivate relevant relationships.
5. Gained in-depth knowledge of the education industry.
6. Acquire news ways on how to be innovative and foster creativity

The afternoon session was attended by the team from Kamuli, all the directors at URDT and other staff members. Participants were awarded certificates of participation in the community mobilization and visionary leadership training at the end. Thereafter, the team had a volley ball friendly match with ARU students where the Kamuli team lost with 5-0 sets to ARU staff and students.

## 4. CONCLUSION



**Mr. Fred Kalanzi demonstrating an institutional STC**



**The team in the arboretum**

Generally, the workshop which started with a hiccup in the first attempt due to loss of Mr. Kalanzi's beloved mother (may her soul rest in peace) ended successfully. The five-day training workshop equipped Kamuli childcare and N/P school with knowledge and skills to transform their school/institution and the community at large.

According to Fred Kalanzi Kizito the team leader and head teacher for Kamuli child Care nursery and primary school, the workshop enhanced their knowledge and skills of development. He said they can now articulate and assess key elements of the STC, develop personal STCs, develop institutional STCs and develop telescopes. He has hence promised to properly use the acquired knowledge accordingly. He therefore confirmed that they were taught real community mobilization and visionary leadership.

Thank you URDT for "awakening the sleeping genius in each of us" and Mirembe Foundation for the moral and financial contribution to Kamuli Childcare Nursery and Primary School.

## APPENDIX 1: LIST OF PARTICIPANTS AND FACILITATORS

PARTICIPANTS	FACILITATORS
1. Kalanzi Kizito Fred - Head teacher	1. Robert Katabazi – Director of Education and Training
2. Josephine Kalanzi - Chairlady Kyabiwa Bakyalala Twezimbe women group	2. John Tusiime – Lecturer ARU
3. Karyeija Justus - C/Person L.C.II. Kamuli ward	3. Anthony Lwanga - Academic Registrar ARU
4. Nassiwa Immaculate-women councilor L.C V Ntantamuki T/Council	4. Kulusum Hasakya - Project Manager
5. Twongirwe Kellen - youth representative.	5. Oliver Katende – Administrator URDT
6. Kansiiime Evas - Teacher.	6. Sunday Sylvia – School Community Development Officer URDT GS
7. Kawalya Denis - Represented chairperson L.C I Kamuli.	7. Annet Kabasiita – Director of Finance and Administration
8. Ssewante Benon - Teacher.	8. Robinah Abigaba – Farm manager
9. Nabasulwa Elizabeth - senior woman Teacher.	
10. Kangume Babra - Teacher	