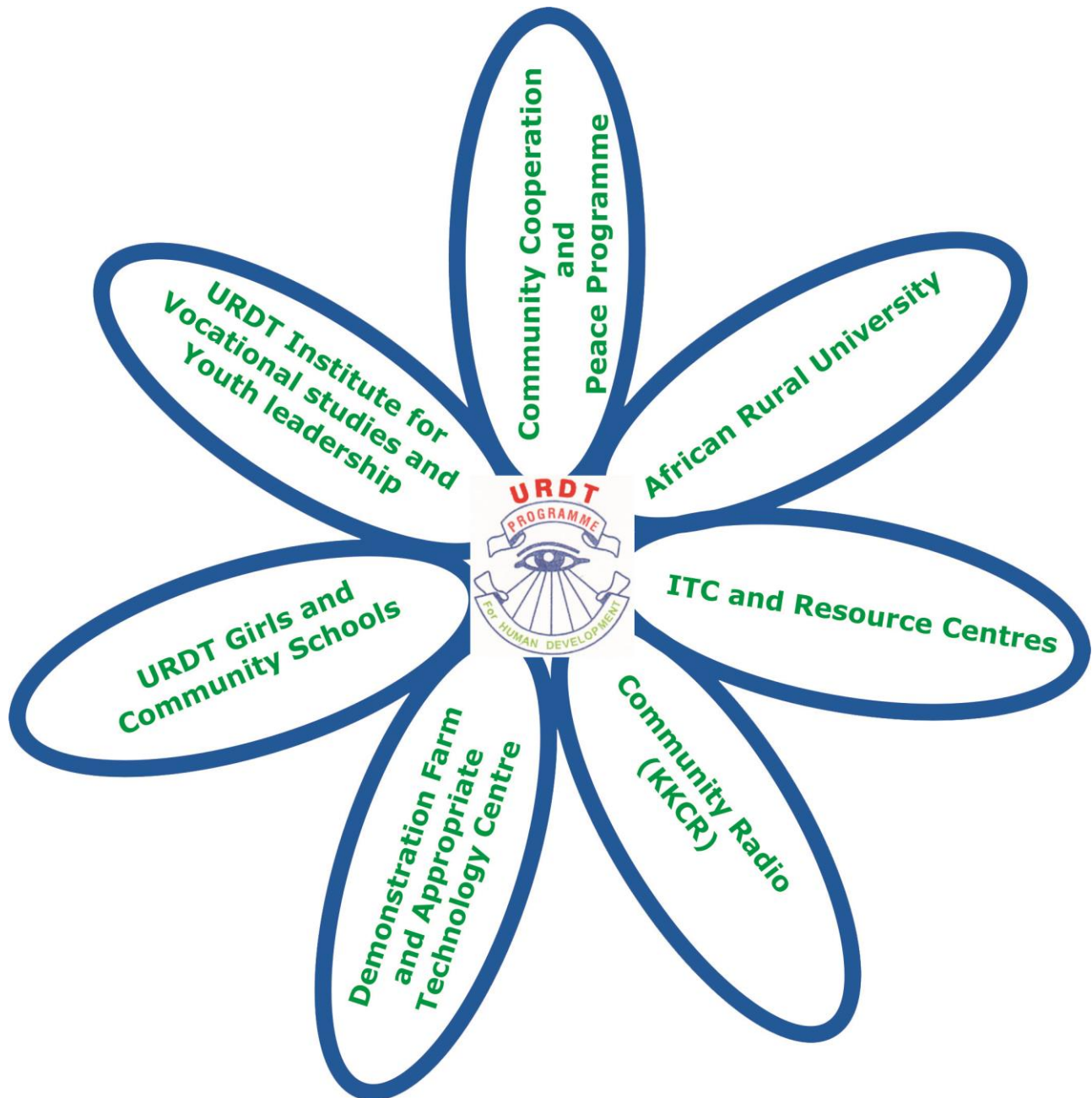


URDT'S MODEL FOR SUSTAINABLE DEVELOPMENT



Motto "awakening the sleeping genius in each of us"

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1 INTRODUCTION

The Uganda Rural Development and Training programme (URDT) was founded to address the missing link in development programmes: the merger of truly functional education and training with rural development interventions, with the intent of empowering and energizing marginalized people living in rural communities.

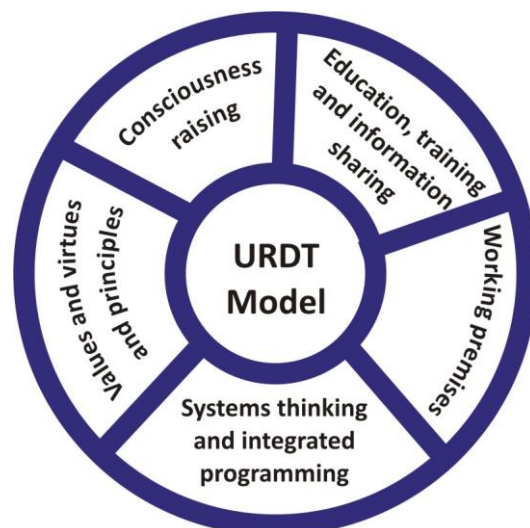
Since 1987, URDT has been working with the rural people to create for themselves prosperity, peace, health, happiness and freedom. Together with the population URDT has evolved, applied, tested, and documented a rural development methodology based on the principles of the creative process and systems thinking. This enables individuals and villages/communities: i) to learn their needs and aspirations; ii) to identify locally available resources before looking for outside aid; iii) to experiment with approaches to education and development that directly enable the people to become the creators of the future they want. This is the essence of sustainable development.

The URDT methodology recognises that people are the subject, rather than the object of development. It approaches people as repository of valuable knowledge and information that must be used to improve their livelihoods and social situation and as such permits genuine democratic participation of communities and in particular, women, youth and other vulnerable people.

The methodology has demonstrated that more powerful results are achieved when people focus on "creating" and working towards a "desired outcome" rather than on "fixing problems". The methodology is therefore suitable for rural development interventions, hence an appropriate **model** for replication.

Central to URDT's model are 5 key elements:

1. Consciousness raising
2. Training, education and information sharing as vital strategies to generate new insights and relevant skills to attain the desired future
3. Systems thinking and Integrated programming to accommodate the multiple dimensions of development and learning as a life long process
4. Underlying structure: values, virtues and principles
5. Working premises



Below details on the context, conditions, the 5 key elements of the model and how URDT implements the model.

2 CONTEXT AND CONDITIONS

The model requires a particular context and defined conditions to be used optimally. These include:

1. The setting where the model is applied is rural
2. The economies are based on subsistence production like farming, cattle keeping or fishing.
3. The rural community that is ready and willing to transform; using a new outlook to change.
4. After the preliminary introduction of the model, the local leadership must invite the intervening agency to make sure there is a 'want to change', not an imposition by outsiders.
5. The people need to be disadvantaged, marginalized and multi cultural.
6. The people's aspirations should be in sink with the mission and vision of the agency and both should be willing to evaluated it over time
7. The agency should have a clear mechanism for orienting the staff, management and board into the thought process and system of the methodology /model
8. Protracted education of development partners
9. Keep the integrity of the model at all times
10. Appreciating the time between introducing / generating the idea and time it takes to internalise and finally get the results (time lag).

3 KEY ELEMENTS OF THE MODEL

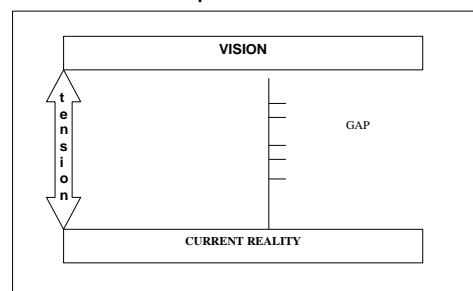
3.1 CONSCIOUSNESS RAISING

Through consciousness raising and training people acquire skills to envision their desired future and how to develop effective action steps towards its realization. This is called ‘the Visionary Approach to development’. The galvanizing principle for action is the vision the people hold, rather than problems. As such URDT’s model enhances a fundamental shift in life orientation as the people understand and develop commitment on what they truly want to achieve in life. Not only through visioning, but also in action. It permits genuine democratic participation and improves ownership and leadership qualities. This is the basis of sustainable human and rural development.

The Visionary Approach in the senior force in the URDT methodology. It has 3 elements. i) Vision; ii) Current Reality; iii) Structural Tension. A *vision* is defined as a compelling mental picture of what one truly wants (desired future) formulated in the present as if it was already achieved. *Current Reality* (CR) is a clear and true description of the existing situation in relation to the vision.

Structural Tension (ST) is developed when one holds the vision and current reality at the same time. This gap / discrepancy is the power *from within* that, if well resolved, creates change. Because the natural tendency is that tension seeks resolution. The power to attain ones aspirations resides in how one works with the Structural Tension.

There are 2 ways in which tension can be resolved: i) when the vision is compelling enough and clear intermediary outcomes are identified and strategic actions taken to move from the current situation to the desired future (vision) what is called a ‘*creative tension*’ is developed; ii) when people put much efforts and focus on the magnitude of the CR, they get overwhelmed and either lower their vision or abandon it all together what is called developing ‘*psychological tension*’



It is important to note that in order to develop *creative tension*, the CR must correspond to the Vision. For example, poverty is linked to the desire for prosperity; sickness is linked to the desire for wellness, Human Rights not enjoyed is linked to the desire for freedom.

The structural tension in the model enhances strategic planning based on the following *hierarchy of choices*:

Fundamental Choice – is a choice upon which other choices are made. For example, prosperity, peace, health, freedom and happiness.

Primary Choices- these are choices whose realisation leads to the attainment of the fundamental choices. For example nutritious food, good housing, land, capital, equipment etc.

Secondary Choices – these are choices whose realisation leads to the attainment of the primary choices and ultimately, fundamental choices – the discipline to work hard and intelligently, to search for knowledge and learn. These 3 levels of choices logically lead to programming that is integrated and holistic. This will be discussed in more detail in chapter 8, ‘implementing the model’.

In the reactive or responsive orientation, typically referred to as problem solving, people react or adapt to circumstances. Often the levels of emotions determine action. People are mobilized, in a marriage of convenience, to get rid of what they do not want, the “common enemy”. Once the problem is perceived to be over, they relapse and wait for another problem to stimulate action. In the visionary approach, the vision (what one truly wants/aspires) is the motivating force behind change. For each result achieved toward the attainment of that vision, people ask, “what next?” and there is always another gap to be filled. This is the core of programmatic sustainability. This is a radical departure from a mere “change of attitude” to a structural shift in the very consciousness of individuals leading to lasting change in themselves, their communities and the nation.

How to work with the principles of the creative process? Is applying the above: i) visioning; ii) making a clear description of the CR and the capacity to resolve the structural tension arising from holding both the vision and CR at the same time; iii) taking action towards creating what is needed.

For development to take root in the communities, there must be a structural shift. To effect such a shift, the best leverage points in the system must be identified. In social economic system. The key leverage points are *individuals*. Through their aspirations and conscious choices, they can shift their own life orientations from merely reacting or adapting to the events as they occur (problem solving), to a life orientation in which they themselves are the creators of the events in their lives. In the URDT model, this is what consciousness raising does.

3.2 TRAINING, EDUCATION AND INFORMATION SHARING

Having a vision alone does not bring about change. URDT's methodology considers training, education and information sharing vital strategies for attaining new insights and relevant skills necessary to achieve the desired future. This is done through:

- 1) **formal education.** Offer the mandatory curriculum from the Ministry of Education and sports in combination with:
- 2) **informal education.** Use the 2 generation approach to enhance family cooperation and cross fertilization of skills and knowledge amongst parents and their school age children. The curriculum includes courses in leadership, life skills, income generating and functional adult literacy.
- 3) **training in non-formal vocational skill, appropriate technologies, farmers' institutions development and commercial farming.** The training aims to develop a critical mass of value driven youthful rural entrepreneurs and farmers' cooperatives.
- 4) **extension and field demonstration.** The participants' homes and their businesses are models for training and extension to enhance sustainable livelihood development and health for all in the communities.
- 5) **information sharing from sources world over through community media.** Information sharing aims at good citizenship and democratic governance practises. This is achieved through dialogues, design and broadcasting of development oriented programmes on community driven radio stations, local resource centres, newsletters, public television viewing and IT services.
- 6) **training for organisational development.** Development agents like civil society organisations and government departments are trained in all aspects of organisational development so the become effective catalysists of change.

3.3 SYSTEMS THINKING AND INTEGRATED PROGRAMMING

Systems thinking is the foundation of URDT's rural development methodology. Systems thinking is necessary to create long-lasting results (sustainable development).

It provides for integrated, holistic development interventions that appreciate the multiplicity of factors that determine the actual impact of development efforts rather than the sectoral or project based interventions that tackle issues in sequence. The project focus runs the danger that any progress made will be cut short by the weakest link in the system. For example, a child might successfully enrol in school as a result of increased income at home, but then die of malaria or AIDS because preventive health care training was not part of the project. Or a woman might learn how to start a business, but then be stopped by her husband because he wants her to work on his farm. URDT has demonstrated that integrated programming is a more effective to cause a systemic change in the quality of life of the rural poor.

Because of integrated programming, two things happen: i) there is participation in diversity and community members become fully involved as they realise their deep felt, but often suppressed, aspirations for well-being; ii) it opens possibilities to tap into the resources available within the community and reduces dependency from outside.

3.4 UNDERLYING STRUCTURE: VALUES, VIRTUES AND PRINCIPLES

Much of the time, people focus on events and patterns of behaviour instead of paying attention to where leverage interventions should happen. If one looked at the triangle of relationships, the events are like a tip of the iceberg, but what determines people's actions is basically not seen. This is called the '*underlying structure*'. The natural law is that structure determines behaviour.

The underlying structure has 3 elements: values, virtues and principles. Below brief explanations. It should be noted though that this not a list of 'absolute truth'.

Values

- Respecting Life. Nurture the dignity of all beings. Recognize their interdependence and that all forms of life have value. To treat all living beings with respect and consideration.
- Health. Holistic well-being (physical, spiritual and mental health)
- Freedom. - The ability to make choices (fundamental, primary and secondary choices) in favour of ones aspirations
- Peace. Living the highest in each of us. The totality of this implies a wholeness of harmonious relationships, other life and the larger whole of which all are part
- Creating and adjusting the focus remains on the vision, but the course of action can change
- Being true to oneself and others. Being in touch with ones vision and current reality and being supportive of other people's aspirations
- Being creators Bringing into being that which does not exist yet rather than mere "problem solvers"
- Eliciting peoples' own abilities and commitment to service
- Justice. Remaining connected to ones values, virtues and principles, hence fairness in ones practises
- Starting from where the people are and building on that

Virtues

- Forgiving Helping each one to learn from mistakes, mend fences and move on
- Humility Firm on principle and flexible enough to accept/ and relate to all beings
- Integrity Consistency of values, principles, methods, measures and outcomes
- Kindness Helpful and understanding
- Moral excellence Being above board in behaviour and as a role model
- Perseverance Being patient with situations
- Respect Living up to the highest in oneself and others
- Tolerance Appreciate diversity hence transcending traditional prejudices
- Sharing Prosper thy neighbour- this is one way of saying to the other, "I love you".
- Voluntarism Giving with love without material or financial gains

Principles

- Commitment Remain focused and being true to the vision and mission
- Confidentiality Keeping ones word
- Frugality Using the scarce resources for their intent and producing desired results.
- Partnership Effective collaboration with others to give quality services
- Punctuality Doing the right thing in the right place at the right time
- Self-reliance Recognizing and using available resources including human resources first before turning to external ones to transform the quality of our life
- Transparency and accountability Responsible for ones actions and being a light and example in the community

3.5 WORKING PREMISES

The model has the following 5 working premises:

- 1) The people of Uganda, like the people world over, are *KEY* to their own development.
- 2) Lasting change comes only as people shift from reacting or adapting to events and circumstances to being the creators of events and circumstances.
- 3) 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
- 4) People have innate power, wisdom and authority, which they can tap, to transform the quality of their lives and that of their communities
- 5) Training, education and information sharing are key strategies of transformation programmes

The benefits of these working premises are discussed below.

3.5.1 The people of Uganda, like the people world over, are key to their own development.

Ugandan development professionals teach and learn with members of communities in the villages, while the villagers remain the driving force in all the work that is planned and accomplished. The benefits are:

1. Ugandans know more about their country as most have lived a rural life. They know the culture and the people better than expatriates and they are not as costly as employing foreign experts.
2. Locally available resources, including local experts, are utilized first. This makes lasting change more likely, fosters ownership to take root, and is much less expensive.
3. Because development professionals live and work with the villagers, monitoring and evaluation of progress is on going, flexibility exists to make any necessary adjustments quickly, and therefore the likelihood of success is increased.

3.5.2 Lasting change comes only as people shift from reacting or adapting to circumstances to being the creators of circumstances.

The model facilitates a process of learning to create what is truly wanted, rather than focus on solving problems. The model uses a proven course, Technologies for Creating, that is tailored for community/village use. Villagers, working with the staff and student of the carrier institutions, participate in a course on creativity and producing results. By creating results in areas of their own choice, villagers build experience, skills and confidence to continue their development long after the training is over. The benefits include:

1. Results created and changes chosen and effected by the local people themselves are more lasting than those made by outsiders
2. Villagers gain confidence to share with others, when they are consistently creating the results they want, Successful households become centers of excellence where neighbours can come to learn, and thus the programme develops local animators

3.5.3 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.

Sharing a common vision helps people rise above simplicity and pettiness and harness collective energy for positive change. The benefits include

1. One develops respect for who the people are and enabling communities become an integral component of development work.
2. The people are interested in strengthening local capacities to deliver development results rather than petty concerns with social status.

3.5.4 People have innate power, wisdom and authority, which they can tap, to transform the quality of their lives and that of their communities.

The model emphasis self discovery based on appreciative inquiry, increasing awareness of ones foundation of wisdom and weather beaten knowledge so that people build on that as they get new skills and knowledge. The benefits include:

1. Knowing that they are not passive participants in the development process increases their self worth and confidence
2. As they tap into their inherent capacities a shift from dependence to interdependence and, subsequently, self-reliance takes place
3. The process promotes full participation and involvement

3.5.5 Training, education and information sharing are key strategies of transformation programme.

The benefits include:

1. Education unleashes people's capacities to effectively meet the exigencies of rural life.
2. Skills help in transforming an idea and a vision into reality.
3. Information sharing enables people to increase collective intelligence, learn to do things differently and appreciate when they create results individually or collectively.
4. Developing local institutions is a key to sustainability??

4 IMPLEMENTATION OF THE MODEL

4.1 STRATEGIES

URDT uses multipronged strategies for empowerment, capacity building and human rights based programming to meet both practical and strategic needs..

These strategies include:

1. Institutionalisation of the methodology
2. Community learning
3. Communication
4. Collaboration
5. Organisational culture

Below more details



4.1.1 Institutionalisation of the methodology

Rural development requires a resource base of people who act as catalysts, subject matter specialists and energizers to work alongside marginalized communities to make change happen. Such people are popularly known as ‘change agents’ or ‘rural development specialists’. To that effect, URDT: i) established formal education institutions at different levels that train young people to perform transformational roles in the communities based on the URDT model; ii) it offers extension services and iii) it develops capacity of civil society organisations. More details below.

URDT’s education institutions

URDT’s education establishments have complementary roles and work together to create a pool of young visionary leaders and entrepreneurs who are value driven and result oriented so that they can be employed by development agencies or become self-employed. These carrier institutions are briefly described below.

- **URDT girls’ primary & secondary school and 2 community schools.** The URDTGS uses the 2 generation approach whereby students and their parents learn together, develop a shared vision for their home, analyze their current situation, apply systems thinking, team learning, plan together and learn new skills. Alongside the national curriculum, the students get ‘change agent’ training to generate sustainable income, health, family cooperation and peace at home while they study. The students transfer their newly gained skills through parents’ workshops, back-home projects; popular theatre and radio programmes.
- **URDT Institute for Vocational Studies and Youth Leadership Development.** It offers an integrated course that delivers all-round skilled entrepreneurs who have integrity and the capacity to become self-employed and contribute to larger development goals. Besides technical education at Solar Centre, Metal and Carpentry workshops, it offers training in entrepreneurship, including design of business plans and marketing, as well as training in the principles of the creative process, humanities and social sciences.
- **African Rural University (ARU).** ARU offers a 4 year Bsc in Technologies for Rural Transformation. ARU educates young women to i) enable rural communities and other development agencies to design and implement community driven and self propelling develop programmes; and ii) who are capable of providing rigorous scientific input to the design and practice of rural transformation processes.

URDT’s extension services

- **URDT training and consultancy services.** URDT has developed a series of courses for subsistence farmers and youth who dropped out of school. It aims to create a critical mass of rural entrepreneurs who have integrity and the capacity to improve their own situation, create their own jobs and practice good citizenship. These include:

- **non-formal vocational skills training.** Aims: to facilitate the youth to have functional artisan skills that they can apply in the communities for employment and income generation.
- **Artisan training.** Aims: i) to train the youth in refurbishing different types of used tools and equipment for fabrication of farm tools and domestic items; ii) to provide tools to artisan youth with the support from Tools for Self Reliance (UK); iii) to train the youth to learn to repair sewing and knitting machine.
- **Appropriate technologies training:** Aims to equip the youth and women with skills, knowledge and marketing strategies to develop and distribute appropriate rural technologies *especially those that deal with climate change*. URDT offers courses in Gender and technology, simple irrigation systems, water harvesting (see last picture on the right), solar electricity, fruit solar dryers and charcoal fridges, amongst others.
- **Sustainable agriculture and Farmers' institutions development training-** Aims to establish farm entrepreneurs and farmers' cooperates and link them to regional markets and international Fair Trade arrangements
- **URDT demonstration farm.** URDT uses its 50 acre demonstration farm, the model farms developed by its students at home and other sites to train both male and female farmers in a holistic view on farming. This includes sessions on sustainable agricultural, appropriate technologies, entrepreneurship, farming as business, family cooperation, food security, environmental management, value addition, organic farming, storage and marketing. In this way, URDT supports farmers to move from subsistence to commercial farming.

URDT's CSO development programme

URDT offers to civil society organisations training in **Visionary Leadership and Sustainable Rural Development**. The training aims to develop a pool of professionals who are capable to work with the URDT model for sustainable rural development.

4.1.2 Community learning

Community learning is a way of enabling community members to cooperate and work together around shared values, vision and identifiable actions in order to transform the quality of their life. The community makes use of 5 strategic areas or disciplines: shared vision, personal mastery, mental models, team learning and systems thinking.

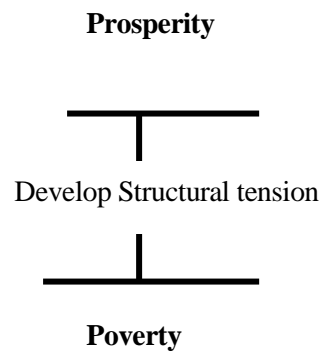
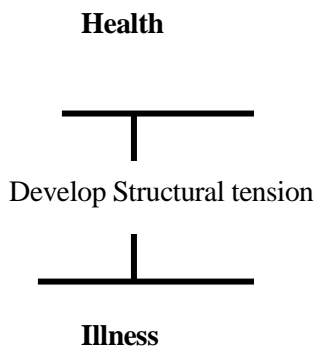
Community learning also focuses on the development of grassroots community leadership in recognition that that is the cornerstone for the transformation of rural communities and the realization of their full potential. Besides developing the human resource, emphasis is on using locally available resources and technologies first, as an example of what is possible for community and national development.

URDT's extension department organises training in visionary leadership, community mobilisation and community action planning. (CAP).

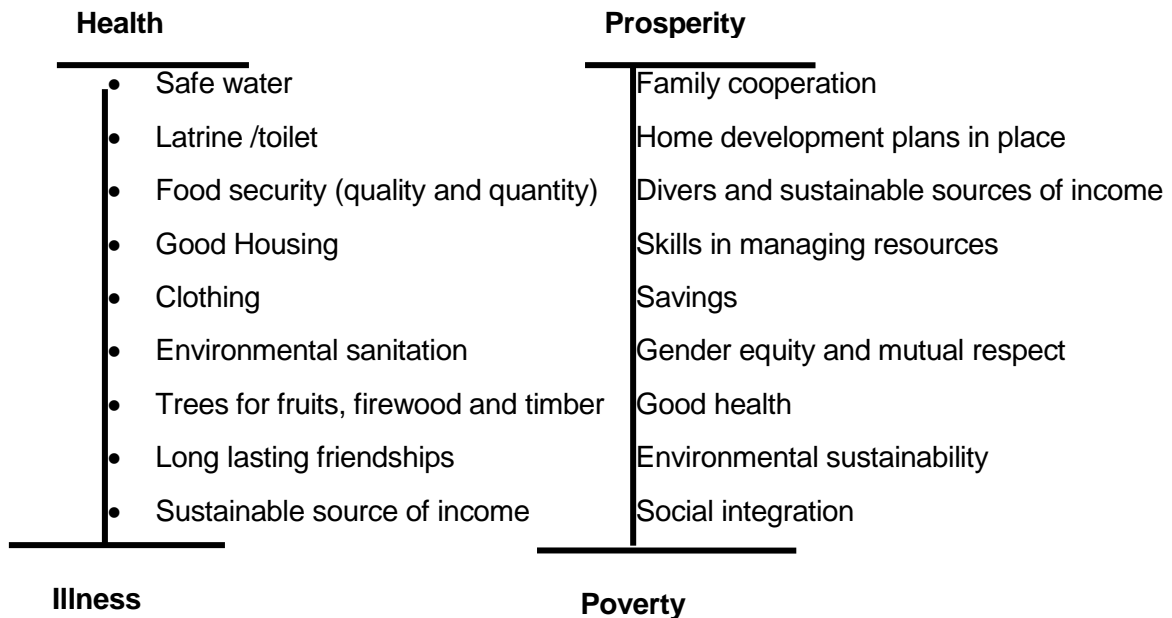
CAP has an in build mechanism of sustainability as it is programming towards higher aspirations.

CAP has 14 steps:

1. Visioning: Imagine the family, village and the communities they want
2. Link the vision to aspirations /fundamental choices [health, prosperity, peace, freedom and happiness]
3. Assess the corresponding current reality (CR) in relation to the visions; hence develop the structural tension. For example:



4. Recognize and appreciate the gap between the vision and current reality.
5. For each set, identify key elements/results/outcomes and outputs (primary and secondary choices) that must be in place for the progressive attainment of the vision. Below 2 examples of the key elements of attaining health and prosperity at household level.



6. Appreciate the diversity of results and the inter-connectedness and non linear relationship of those elements (systems thinking)
7. Design strategies and actions
8. Generate commitment
9. Identify local resources including the human resource [skilled and unskilled] (personal mastery)
10. Develop capacities
11. Develop strategic partnerships from within
12. Develop accountability charts (leadership) and time frame
13. Take action
14. Schedule for monitoring and self evaluation

Each new result is a mile stone towards the vision and becomes the new current reality

4.1.3 Communication

Information exchange is key to increase people's participation in governance and civic education.. To that effect URDT runs a radio station (KKCR) and established a resource centre to allow for information sharing, conscious raising and training from sources world over. More details are given below.

Kagadi, Kibaale Community Radio (KKCR). KKCR aims to mobilize, train rural listeners and enhance dialogues in all sorts of prosperity enhancement issues like agricultural, peace and security, social development and political participation. KKCR reaches out to over 2 million listeners in 10 districts in Western Uganda.

Resource centre. The Centre offers satellite computer internet access and a library with over 7,000 periodicals and books that is open to its staff and the community. Communities are encouraged to look after their natural heritage use the artefacts to learn their history and technologies that made Africa a great continent. This has a great contribution in terms of thought system what we call “African Renaissance”. URDT has set up a cultural assets centre and is establishing a wildlife education centre.

Dialogues between community leaders and the rural people are organised to engage in discourses about development and to demand for transparency, accountability and peaceful coexistence of various tribes and religious groups.

4.1.4 Collaboration

Rural development is a large sphere. One institution alone may take a long time to create systemic impact. Therefore URDT identifies institutions and people with whom it shares its development philosophy. Structures are developed to enhance collaboration. For example URDT is working with civil society organisations, community groups and networks to give collective voice on matters of national policies and mutually strengthening each other through capacity development programmes. URDT is also working on thematic issues and offering leadership in the areas of oil and gas development, natural resource management, gender equity, good governance, supporting the functionality of cultural and traditional institutions, sustainable agriculture and HIV /AIDS.

URDT taps into Public Private Partnerships to build schools, construct water sources, construct bridges and roads, manage nursery beds and plant trees.

4.1.5 Organisational Culture

URDT has developed a series of organizational ‘rituals’ in support of internalization and effective implementation of the model at all levels. This includes a daily 1 hour foundation course for all staff, feature days, family days and regular organizational self assessments.

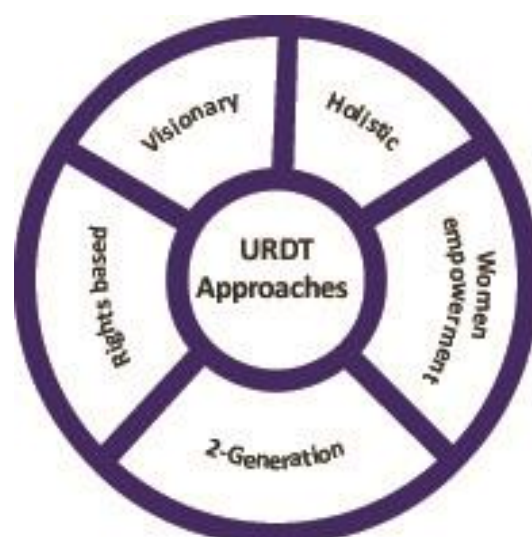
The model considers development and implementation of the transformation programmes as evolving processes that requires creative thinking, hard work, patience, innovativeness and a learning attitude all levels. Therefore, considerable time is needed for mutual learning, experimenting, reflection, analyzing, creating and adjusting the practices.

Periodically stakeholders gather together look at the model and discuss what is working, what is not working, why and what individually and collectively they want to do differently. Self assessment and evaluation give an opportunity to create and adjust based on the lessons learned and new insights developed in the course of implementing the model.

4.2 APPROACHES

Over the years, URDT realized that a series of interlinked approaches and interventions could create sustainable impact in the lives of rural people. In seeking leverage for change it uses the following approaches.

1. the visionary approach
2. the holistic approach
3. the rights based approach.
4. the 2-generation approach and
5. the women empowerment approach



More information on these approaches is given below.

4.2.1 Visionary Approach

As discussed earlier, the Visionary Approach in the senior force in the URDT model. Rural development is sustainable when it is driven by what people truly want (vision) rather than what they don't want (problems).

The Visionary Approach is a system which utilises the principles of the creative process in which one holds the results one want to create (vision) and at the same time observing the pertaining situation (current reality) and recognising the gap (discrepancy) between the two. In so doing structural tension is created. By taking action toward the progressive realisation of the key result areas, structural tension is transformed in creative tension for the attainment of the vision.

4.2.2 Holistic approach¹

The holistic approach seeks to address simultaneously the multiple aspects of sustainable rural development. It allows for developing a clear and compelling picture of the desired future (vision), comprehensive assessment of the multiple dimensions of the current reality (create understanding on how things influence one another), the gap as well as the design of effective strategies and actions to attain the desired future.

4.2.3 Rights based approach

URDT's experience in Kibaale, Kakumiro and Kagadi Districts has convinced its operators even more that underdevelopment of the rural population is not a needs but a rights issue. URDT promotes the rights based approach to national development and decentralized programming which includes access to and control over land, security, shelter, education, employment, health, freedom of expression and civic participation.

4.2.4 2-Generation approach

URDT has developed a unique approach that merges formal education and development. This is demonstrated through the URDT girls' school, established in 2000. The school uses the 2-generation approach whereby students and her parents learn together, develop a shared vision for their home, analyze their current situation, apply systems thinking, team learning, plan together and learn functional adult literacy skills to attain their aspirations. Alongside the national curriculum, the students get 'change agent' training to generate sustainable income, health, family cooperation and peace at home. The students transfer their newly gained skills through parents' workshops, back-home projects; popular theatre and radio programmes. Students' homes are supported i) to develop model farm enterprises that act as learning centres in the villages, ii) to increase their social capital for home development and democratic local governance practices.

The 2 generation approach recognised generational gaps because many interventions target adults. The youth and school aged children are often left out as i) a valuable resource and ii) whose thinking needs a new orientation. The 2-generation approach limits the knowledge gap between parents and children, bolsters gender equality, health, prosperity, peace, freedom and happiness in the students' homes. Within 2 years after the child's entry into the school, there are visible changes at the household level in terms of income, leadership, farm practices, gender equity, nutrition, education of siblings, functional literacy of the parents, housing and environmental sanitation. Recently URDT adopted 2 community schools to introduce the 2-generation approach in the mainstream educational institutions.

4.2.5 Women empowerment approach

URDT believes that women are key to sustainable development and that Uganda can only develop fully when both women and men are educated and work together.

Unfortunately, women and girls are often victims of structures in society that have kept them in an ignorant and subservient role. Many rural women remain un-exposed to modern farm economies

¹ The integrated and holistic programming is based on URDT's experience in rural development and the hierarchy of choices draws from the principle of the creative process developed by Robert Fritz. The interfacing of the disciplines is based on the principles of systems thinking as articulated by Peter Senge.

(while farming is their major livelihood) and good leadership. Most mothers don't make informed decisions on nutrition, vaccination, family planning and very few are sufficiently educated (if allowed) to participate effectively in community development and political activities.

Therefore, most of URDT's training and education interventions are geared towards creating a pool of value driven, knowledgeable women who participate effectively in socio-economic development and political activities, including speaking up for peaceful ways of dealing with tribal and other differences.

REFERENCE DOCUMENTS

1. URDT concept document June 2010
2. ARU concept document August 2005
3. Other URDT source documents.
4. R. Fritz – the Path of Least Resistance
5. P Senge- the 5th discipline

GLOSSARY

Approach a means or way of doing something within a strategy

Methodology a description of process, or a philosophically coherent collection of theories, concepts or ideas as they relate to a particular discipline or field of inquiry.

Method can be defined as a systematic and orderly procedure or process for attaining some objective.

Model: having all the necessary good qualities; deserving to be copied

Strategy - a plan of action designed to achieve a particular goal.