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Educating a Generation of Change-Makers

Meet Some Graduates of URDT's Breakthrough Curriculum

By Catherine Namwezi and Godliver Businge

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NETTING IT OUT

By Patty Seybold

Visionaries around the globe are focusing on improving our educational systems to nurture change-makers, creators, and entrepreneurs. For over 25 years, URDT has been evolving and delivering a secular educational curriculum that empowers people to envision a better future for themselves and their planet and equipping them with tools to achieve that vision and to teach others how to do so as well. These two young Ugandan women have

benefitted from a unique education on the campus of Uganda Rural Development and Training (URDT).

Catherine Namwezi attended the URDT Girls' School as a young orphan, and, while attending this free boarding school, used what she learned to manage her family and to improve their living conditions. As a sophomore in an American College—Hope College in Michigan—she spent the spring and summer of 2014 as an intern for the African Food and Peace Foundation which supports URDT. She returned to Uganda and spent some of her time tracking down students who had attended the URDT Girls' School since 2000, arranging their first reunion, and visiting with many of them in their homes.

Godliver Businge came to URDT as a young high school graduate looking for a job. Instead, she was offered a scholarship to the African



Catherine Namwezi and Godliver Businge speaking at an <u>African Food and Peace Foundation</u> fundraiser.

Rural University on campus, where she learned visionary leadership and how to master the creative process. After two years at the University, she realized she really wanted to become an engineer, so she transferred to the URDT Vocational Institute. Grounded in the creative orientation, she quickly excelled in all the building trades she learned, and went on to study to become a civil engineer. Now she teaches other women to build water tanks, water filters, and toilets to provide clean, safe water in their communities, and soaps and perfumes in order to generate income.

HOW ARE URDT GIRLS' SCHOOL STUDENTS, ALUMS & THEIR FAMILIES DOING?

By Catherine Namwezi

Collecting Stories in the Field

During my summer internship, I went out to the field in 16 different subcounties to collect stories from the young women who attended the URDT Girls' School since its inception in 2000. I went out with a team of two people, and we occasionally worked with a third member, who would be the Epicenter Manager of the subcounty we worked with. Epicenter Managers are graduates of the African Rural University employed by URDT to work in different subcounties as Rural Transformation Specialists.

We had to cover 16 subcounties in 6 days. Therefore, the week was extremely busy and required a lot of time commitment and co-operation with the team members. The purpose of the field trip was to document some of the impacts of URDT on the lives of people within the Kibaale district.

We had planned to only consider the success stories of the students that passed through the Girls' School. However, while in the field, we realized that other people—like the parents of current students and community members who are only connected to URDT through Epicenter managers—were very interested in telling us how URDT has impacted them. Therefore, we decided to look at the impact of URDT Girls' School on old students, current students, and community members, but mostly focusing on the old students. This worked out really well. In cases where the parents or the students were no longer living in the community, we talked to community members instead, and even these interactions showed very positive results.

I was personally extremely impressed by how much impact URDT has had on the people in the different communities where we visited.

A lot of people constantly told us that before joining URDT, they did not have:

- Co-operation in the family
- A vision for the family
- Good living conditions—they lived in very poor conditions—in terms of housing structure, nutrition, health, and domestic violence—and so many other factors

However, after joining the URDT Girls' School, the school taught them about the importance of having a family vision, the importance of working together as a family, and the importance of working towards having a better home in terms of peace, nutrition, and health. Today, a lot of people are very thankful that their daughter joined URDT Girls' School, simply because they now have very wonderful homes, both in terms of peace and prosperity.

For me, a few stories really stood out.

Ruth: A 14-Year Old Orphan Led Her Family to Prosperity

I really connected with one of the families I visited due to the similarity in our stories. Ruth is a current student at the URDT Girls' School. She lost her mother when she was only 10 years old in 2003, at which time her 20-year old brother took over the responsibilities of his late parents and became the head of the family. At the time, the family lived in a mud house, and did not have enough food to feed the family. Losing her mother at the age of 10 was not easy for Ruth.

Ruth had to take on her mother's responsibilities, since her older sisters dropped out of school immediately and married. She was expected to help with cooking, collecting water, cleaning the house, going to the garden, and caring for her younger sister. After four years of living under these

dire circumstances, Ruth was invited to attend the URDT Girls' School, where she learned about visioning and the importance of having a shared family vision.

Ruth and Her Brother's Old House and New Home



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Ruth is on the left, Catherine is in the middle, and Ruth's brother, now the head of the household, is on the right. To the right is the mud and wattle home that Ruth grew up in. Behind them, to the left, is the new brick home her family built as a result of Ruth's coaching. Having been orphaned at the age of 10, by the time she was 14, Ruth had joined URDT Girls' School and learned how to help her family create a vision for a better life. She also learned practical farming and entrepreneurial skills so she could coach her older brother in how to generate more income from the family's land.

Her story touched me simply because she lost her last parent when she was 10 years old, and her brother took up the leadership of the family. I lost my parents at the age of 15, and I was the one who had to assume the leadership of my family. Up until Ruth joined the URDT Girls' School, her brother had not been co-operative in the family, and they lived in a terrible looking house with no income and not enough food in the family. However, after Ruth joined the Girls' School, her brother was educated about the importance of working together as a family towards attaining your desired vision.

Having been orphaned at a young age too, I could identify with Ruth's story. I deeply connected with her because we had both been empowered by URDT to successfully manage and take care of our families from a very young age. When my mother died, my greatest fear was that my siblings and I would become as desolate as most orphans I knew, and that I would become the victim of child marriage, domestic violence, or be denied access to even the most basic education.

Ruth Shows Off Her Family's Sugarcane Crop

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Sugarcane is an easy crop to grow in this part of Uganda. Sugarcane is also easy to transport and to process into sugar and alcohol. Ruth, now a High School Junior (on the right) shows Catherine Namwezi how healthy her older brother's crop is—thanks to her coaching.

I had the opportunity to visit Ruth's home and was extremely impressed by what I saw. As a direct result of their family vision, Ruth and her brother had built a brick house with a tin roof and glass windows. They have a piggery project, a sugarcane garden, a variety of fruit trees, and grow food with a surplus for income generation. Ruth's brother has been able to purchase a motorcycle to help with transport in the family. Her brother expressed gratitude for URDT and demonstrated with enthusiasm how they had been able to transform their lives as a family. URDT had equipped Ruth and her brother with the agricultural and entrepreneurial skills needed to attain their vision. Key to the transformation in Ruth's family was URDT's Two-Generation approach. Engaging Ruth and her brother in a common vision and teaching them about health, food security, entrepreneurship, and education, while offering long-term support, allowed them to achieve their vision of a good house, optimal health through improved nutrition, and a steady source of income.

Now a junior in high school, Ruth is aspiring to become an accountant in the future. She speaks with tremendous pride, as she will be the first high school graduate in her family. She is full of hope and focused on attaining her vision.

Madalena's Mom's Original House



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Madalena, a URDT Girls' School graduate, on the left with her mother standing in front of the home she grew up in: a mud and wattle hut. Note that her family built a large water tank to capture rain water so they wouldn't have to lug fresh water from a bore hole several kilometers away.

Madalena's Family: School Girl Leads Two Generations into Prosperity

Madalena, now a high school teacher, was my classmate at the URDT Girls' School. Her mother is a single mother who lost her husband in a gunfire attack.

When I had the opportunity to visit Madalena and her mother during my summer internship, I was warmly welcomed to their home where they had grown a beautiful banana garden and other crops. They also had solar power and a tank for water harvesting which I found very unique. After Madalena highlighted how much she had benefited from the URDT Girls' school, her mother emphasized how they had been positively impacted by URDT as a family. After her husband had passed away, Madalena's mom was able to continue to provide for her family with the help of their family vision and by practicing commercial agriculture.

Today, a lot of people are very thankful that their daughter joined URDT Girls' School, simply because they now have very wonderful homes, both in terms of peace and prosperity.

Madalana Taught Her Mom How to Become a Commercial Farmer



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Madalana on the left and her mother on the right proudly showing off her corn and tomato plants. A single parent and widow with no income, she is now a self-sufficient commercial farmer by carrying out the vision she and Madalana created together when Madalana was 10 years old and a new student at the URDT Girls' School. Madalana is now a high school teacher.

Returning to campus this summer, I heard everyone in the organization refer to the term "commercial agriculture." People are successfully transitioning from subsistence farming, whereby they only grow food their own consumption, to commercial agriculture, where they are able to sell their crops for income generation. Throughout the home visits, I was impressed by how many parents are now shifting towards commercial agriculture.

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Madalena's Mom Shows Off Her Coffee Plantation



Madalena's mom on the left proudly showing off her coffee plants to Madalana (center) and Catherine Namwezi (right). The banana trees are right behind.

Madalena's mother showed us the bananas, tomatoes, corn, and coffee she is growing for sale using the knowledge and skills she gained from the URDT Girls' school workshops. She is very confident that she will successfully provide a college education for all of her children using this income from her commercial agriculture.

Madalena's Mom's New House



Catherine Namwezi is offered a tour of Madalena's mom's new home—built with the proceeds from her commercial farming. Its amenities include a solar panel for generating electricity.

Theopista's Mom's Vision: All Kids Graduate from College

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Theopista's mother is on the right, Catherine Namwezi is in the center, and Catherine Busobozi, the local Epicenter Manager, who is a graduate of the African Rural University, is on the left. Theopista's family's home is in the background. Catherine is holding a copy of the family's vision—which says: "This is the vision of the house I want, but only after all my children are educated through college!"

Theopista Inspired Her Mom to Become Self-Sufficient and Educate All Her Kids

Theopista, has been a student at the Girls' school for over seven years. Yet, despite having spent so many years at the school, her family still resides in a mud house. This was surprising to me because most people transform their homes in terms of structure within three years of their daughter being enrolled in the URDT Girls' School. However, I observed that the family had put into practice much of the knowledge they had acquired from the Girls' School. For instance, they had achieved all the sanitation measures by implementing a good bathroom and latrine at their home.

Theopista's mom told us that when her eldest daughter joined the URDT Girls' School, she learned about the importance of working together as a family towards your family vision. She and her kids sat together as a family and made a family vision. They all agreed that education was the most important thing for their family. Therefore, they, as a family, agreed that, until the last one of her kids is through with college, she will not invest in things like a permanent house or buying a car. In her vision, Theopista's mother highlighted the things she wanted to achieve including a good house. However, at the top of the vision she had stated "only after educating my children."

When we asked what the impact of URDT had had on her life, she highlighted that she was empowered to lead a family as a single mom and also to value education, which is what became her priority ever since.

Two things struck me about her story: First, it is very important to notice that our society does not give a lot of value to women as heads of families, so a woman leading a family and educating all her kids is huge! Second, a lot of people value wealth in terms of material things, such as nice houses, so Theopista's mother deciding that educating her kids is very satisfactory to her is very unique and impressive to me. She is not only a successful single mother but also one that truly values education. She knows education transforms individuals, and she wants that transformation for her own children.

Rose has pioneered the development of her community and is a powerful role model. I am so grateful for having been able to re-unite with her and experience her impact on the youth group, families, and the whole community firsthand. With a lot more people like Rose, the impact of URDT knows no bounds.

Single Mothers as Role Models

Unlike other single mothers who end up in dire poverty, these two wonderful women—Madalena's mother and Theopista's mother—are now serving as role models in their communities. Through their daughters' two-generation education, URDT provided them with the knowledge and skills to successfully manage their families and are now headed towards very bright futures. My mother, too, was a single mother and she constantly told me that the choices each individual makes will always affect his or her family for generations.

Editor's Note: In our debrief about these stories, one thing that Catherine and I discussed is that this region of Uganda has a cultural bias towards polygamy. Many of the girls who go to the URDT Girls' School come from families in which there is one father with several wives—and several households. Each wife and family has its own small plot of land which they till to generate food for the family. The father sells any excess produce. While this tradition works economically for the men, it enslaves the women and keeps them in poverty. By learning how to generate their own incomes, women now have the option to resist marriage—particularly a polygamous arrangement.

How Rose Tackled School Dropout Rates in Her Community

As a young women aspiring to be a rural transformer in my own community, I was immensely inspired by the impact URDT Girls' School Alum, Rose, has had as a change maker in her own community.

Rose, who is currently a student of African Rural University, had discovered that the number of boys and girls dropping out of school within her community was alarmingly high. She had greatly benefitted from her own education at the URDT Girls' School and decided to tackle the high rate of school dropouts head on. Ruth was chosen by Ashoka to be a <u>Youth Venturer</u>. In this role, she returned to her community to mobilize the disengaged youth.

As her first action step in addressing the issue of school dropouts, Rose reached out to the youth in her village that had dropped out after the 9th grade. She engaged 15 of these youth in working with her around creating and attaining a vision for their lives. Of these 15 youth, 8 are men and 7 women, showing a significant shift in the perception that women could be perceived as leaders and change-makers.

Rose Inspired School Drop-Outs to Become Successful Entrepreneurs



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Rose is on the left, wearing her Ashoka Youth Venturer shirt; in the middle is the young man who dropped out of school in 9th grade, got married, had 2 kids, and no income. Thanks to Rose's coaching, he is now a successful fruit farmer. Catherine Namwezi is on the right.

A young man in Rose's group had dropped out of school after his O-levels, the equivalent of 9th grade. He had gotten married soon after, and is now the father of two children. Before Rose worked with him as part of her Youth Venture outreach program, he had been unemployed, without any significant source of income. His family lived under extremely adverse conditions in a dilapidated thatched mud hut. Before joining the group, he had lost hope with no vision for the future.

As part of the first breakthrough project for this group of 15 youth, Rose taught them to grow a variety of fruit as an income-generating project. With the majority of people growing mostly corn, groundnuts, and beans, Rose used her entrepreneurial skills from URDT to encourage the group to focus on growing other varieties. This young man now grows a number of avocado, jackfruit, and passion fruit trees. The fruit he sells provides his major source of income. Rose also taught her group other very important skills, including the importance of saving and borrowing money from each other to invest in their projects.

Members of this youth group are now focused on starting businesses by borrowing capital from their Savings Group; others are thinking about re-enrolling in school.

As we walked and talked, this young man seemed very proud of what he has accomplished so far. We stopped at a very beautiful, brick house under construction. I learned that this was his new house, which would be completed in less than three months. He had worked together with his wife in saving from their fruit business to make their vision of a new home become a reality. Rose had not only mobilized these youth to make visions for themselves, but also to do something greater for their own community. She and her group have undertaken the project of building a Primary School in an effort to address the lack of access to nearby schools which had greatly contributed to the high rate of school dropouts. A number of the youth in her group made the decision to become teachers in their Community School, including the young man. The Community School now teaches other parents how they can add value to their food crops and sell them at desirable prices and times.

Rose and Her Mom Are Role Models in Her Community



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Rose is on the right, her mother is in the middle. Catherine is on the left. Rose's family have become role models for others in their community.

Rose has not only developed and invested in her community, but also in her own home. Her mother spoke with great pride about how they work together as a family to support each other and attain their vision. The knowledge they are gaining from URDT and ARU has enabled Rose's family to have a chicken business with approximately 70 chickens, a coffee garden, a tree planting project, a

banana garden, and a successful apiary project. Her family dries the food they grow and grinds some of the food, like cassava, into flour. This helps them to preserve and keep the food for longer periods of time, and only sell it when the time is appropriate. Rose has also taught several families in her community the art of successful beekeeping.

Rose has pioneered the development of her community and is a powerful role model. I am so grateful for having been able to re-unite with her and experience her impact on the youth group, families, and the whole community firsthand. With a lot more people like Rose, the impact of URDT knows no bounds.

URDT teaches us that girls matter too. That we can do anything we want. We can also be leaders; we can be role models. I became a leader in my own family. When my mom died and I became the head of my family, the only reason I was able to continue to manage things for my family was because of the knowledge and skill that I gained from URDT Girls' School.

URDT Institute Graduate: Godliver Businge

I used to see Godliver when I was at the URDT Girls' School. I would drop into the metal fabrication shop to watch her at work. She was a role model for me. I loved the fact that she was succeeding at jobs that were considered things that only men could do. Going back home this summer, I actually got a chance to meet her again and to see what she was doing. She really inspires me because she is everything I want to be. Here is Godliver's story in her own words:

HOW I DECIDED TO BECOME AN ENGINEER

By Godliver Businge

All my life I had to carry this 20-liter jerry can on my head. It's really heavy. It weighs 40 pounds when full. I decided to dedicate my life and skills to empowering young women and girls so they no longer have to do any hard labor. I am a graduate of URDT Vocational Institute, and I am currently working with Global Women's Water Initiative (GWWI). Here is my story:

In 2005 and 2006, my family experienced two tragedies. In 2005, my sister died in a car accident. In 2006, my father died of a stroke. It was a critical moment for me because it was my sister who had been paying my high school tuition, and she died before I was able to finish my final exam. It was hard times for me. Since my sister was the breadwinner in my family, I was left to take care of my mother and my sister's children. I have five siblings, and I am the youngest. Why was it the responsibility of the youngest to care for my mom? My brothers and sisters are mere peasant farmers, earning very little income. They all have their own large families, so they couldn't help. So I was the one that everyone was looking at to take charge.

My mother was very supportive, even though she didn't have money. She knew that, in time, I would go back to school, that I would be a great woman, that I would get a job and make enough money to finish my education. I was lucky that my mother knew about URDT. She knew the amazing work that URDT was doing



and she knew that URDT supports girl child education. So my mother told me to go to URDT and look for a job.

So I came to URDT with my high school diploma. I met Anthony Luanga, who ran KKCR, the community radio station, and I told him I needed a job. He looked at my diploma and he said, "Why do you need a job when you passed your final exams so well?"

I said, "My mother cannot afford to send me to University."

He said, "You have options: either join URDT Institute, or join the African Rural University." In all these institutions, the fees were reduced for students in need. That's why a girl like me with small money could come to these schools. African Rural University is an all women's university that is training women to be Rural Transformation Specialists and empowering young women to be role models and leaders in their communities. I knew that this was the right place for me to be. I got so motivated. I knew that if I joined ARU, I would never be the same again.

I wanted to work with women, and I wanted to empower women. I didn't want other girls to suffer the way I suffered. As a young child, I grew up seeing my father abuse my mother. As a young child, growing up seeing this, this was really a bad experience. So many girls out there have had the same experience. Yet, I knew that if I joined ARU, I would become a leader and could improve women's lives.

Learned the Creative Process & Visionary Leadership at ARU. At the African Rural University, I took many courses, but among them, I learned Visionary Leadership, Community Learning, and Creative Process. All these courses were really inspiring for me. I now knew what I wanted to do in life. I realized that I wanted to be an engineer, so I transferred to the URDT Vocational Institute where they had more technical and more vocational courses.

Godliver Businge: Civil Engineer with a Mission



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Godliver Businge transferred from the African Rural University to the URDT Institute in order to pursue her dream of becoming an engineer.

Exposed to All the Trades at the Institute. At the Institute, whether you want to do mechanics or carpentry, you can do it all. I learned brick laying and concrete, mechanical engineering, carpentry and joinery, metal work and fabrication, and entrepreneurship. Among all those many courses, I chose brick laying and concrete practice—construction—as my major. At URDT Institute, I proved to be very active and very, very hardworking, so much so that the CEO of URDT, Mwalimu Musheshe gave me a scholarship. He also gave me a part-time job in the metal workshop. So I worked in the metal workshop and made windows and doors, and made money that I could give to my family to support them.

Won a Building Design Competition. It so happened that at the Institute they had a design competition, where students could create a design for Uganda Vision 2035. URDT came up with this idea that, in Uganda, by 2035 everyone has their own homestead, everyone is living a good life. I was the only girl in a class of 39 boys, and my design was the best. So I won the contest! Me: a girl from a poor background. And when I was in class, everyone thought I couldn't do it, and then I won the competition! We each were given money to do a prototype. After winning the competition in 2009, my Institute classmates and I built a scale model of my design for Homestead 2035, which is still on the URDT campus.

Godliver Businge's Winning Design: Homestead 2035



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Godliver Businge won the URDT Institute's design competition in 2009 with this design of an ideal home and compound for a rural Ugandan family. This scale model was built by Godliver and her Institute classmates.

My Career as a Technology Trainer in Water Technologies

Now, I have a degree in civil engineering from St. Josephs, where I studied engineering after I completed my courses at the Institute. I'm happy to say that I'm now working with Global Women's Water Initiative, which is a program of the Women's Earth Alliance. I work as a head technology trainer in three countries: Uganda, Kenya, and Tanzania. I work with women and youth. I train them in the construction of water tanks. Why? Because I don't want them to have to walk with a jerry can on their heads. I don't want girls to miss school because they're walking 5 kilometers to get water, and then when will they have time for school? I don't want everyone to go through the experience that I had. If I can, I will just change the whole world!

So, I train women, and these women can construct these tanks on their own. I also train them in the construction of bio-sand filters for clean, safe water. I also train them in the construction of ventilated improved toilets, for sanitation and hygiene, and I also train them in entrepreneurial skills because I want them to make money. I want them to make a living. I don't want them to sit at home and wait for their husbands to come home and then ask for food and on top of that, abuse them. So I train these women in soap making, shampoo for ladies' hair, and how to make perfume from locally available materials. And these women are making great money from that. I'm happy to report that these amazing women that I have trained are doing really well. Most of them have become masons, they are water champions, they are technicians. They are making money from these small businesses they are doing. They are feeding their children nutritious foods.

Godliver Businge's Graduation from St. Joseph's Technical Institute



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Godliver Businge graduated #1 in her class at St Joseph's Technical Institute in Uganda—and incidentally, the ONLY WOMAN! Not only did Godliver receive top marks in Civil Engineering, on April 28, 2012, she gave the commencement speech attended by the Minister of Education, who soon after invited her to his office and offered her a job. She graciously declined because she has her sights on getting her degree and ultimately her PhD in Civil Engineering.

How did I wind up at GWWI? When my current GWWI Director asked URDT to send a technology trainer for a project in Uganda, our CEO, Mwalimu Musheshe immediately said, "Godliver, I think you'll be perfect for this."

What Does the Global Women's Water Initiative Do? We find organizations that are working with women's groups or youth groups, and we provide grants for them to send participants to attend one of our conferences to learn how to build water tanks, water filters, latrines, and to make soap. Each class builds two water tanks as part of the training. After the training, we give you the molds and you go build at least two more tanks on your own and get someone to pay for them. Once you have built at least two tanks on your own, you can apply to come back to the next training. If you don't, then you're out, and we can bring another organization on board. But what we find is that instead of building two tanks, our graduates usually build 5 of them, or even 20.

Teach Women How To Build Latrines



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Godliver Businge lays the foundation for a ventilated toilet.

Interlocking Stabilized Soil Blocks for Making Rain Water Tanks



© 2014 GWWI

Here's an array of newly made blocks that are destined to be used to build a rain water tank.

Teach Women How to Build Water Tanks. We provide brick molds for making interlocking blocks and curves. We give each organization a mold for free. I train them how to make interlocking blocks to make rain water tanks. It takes about 750 blocks to make a tank. You can get 120 blocks from one bag of cement. It usually takes about two days to have enough blocks to build a rain water tank. If you have enough labor, you can do four tanks in the same amount of time. We use local murren (clay with gravel) and mix it with cement and put it in a mold. The blocks dry within 12 to 24 hours.

We train our women not to give away these tanks for free. Even if you want to volunteer your labor because it's for a good cause, like your local community's school, you tell the school that they have to pay at least half the cost, and make up the other half by providing all the supplies: cement, gravel, labor, and so on. The community prepares the meals. The organization just buys cement and tools. So they manage to save money from each worksite.

Building a Water Tank



© 2014 Global Women's Water Initiative

Godliver Businge showing Angella how to level the bricks as they're building a rainwater tank.

The people who do the construction are mostly women. If we're constructing in a school that has boys and girls, we bring boys on board as well. Sometimes we'll let a few men work, but it's mostly women. Many of these women are in their 30s, 40s and even in their 50s and 60s. We make sure we bring local leaders from the local Council on board before we start construction. So they support us.



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Construction of a rain water tank at a school facilitated by women trained by Global Women's Water Initiative.

Here's one of my favorite stories: There was a lady from Tanzania who came to the training. She didn't speak English so she had to sit close to someone who could translate in Swahili. Her husband used to really abuse her and did not give her any respect, as if she's just a loser. But she's actually a tailor, and she creates her own designs. But this guy does not see any value in her. But she decided that she would learn English without her husband knowing and learn to construct these tanks. So she went to an English course. When she came for the next session, she put up her hand, and we think she's going to speak in Swahili, but she speaks in good English and everyone was very impressed! I trained her to construct toilets, when she went back home, she and her husband were constructing a house, and she told him, "You have not made these bricks very well, you need to do it this way." And the husband was impressed. Now, he loves to walk with her in town and tells her story and talks about how she's building things. So his attitude towards her has switched completely. Now he is bragging about her.

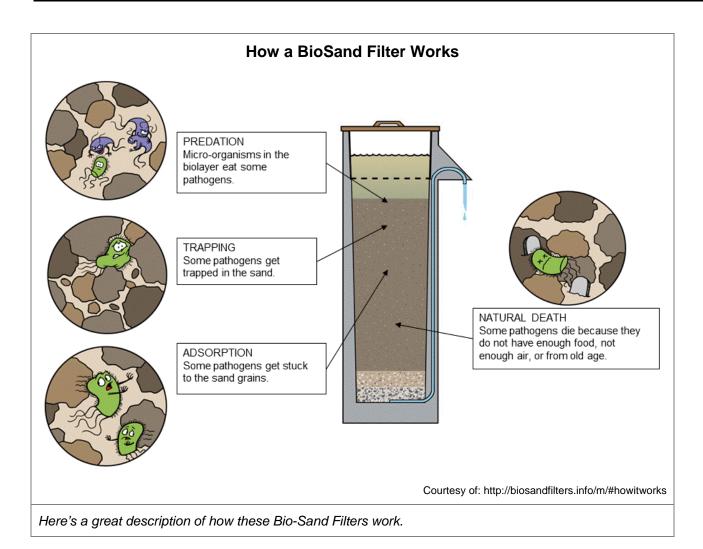
Empowered Women Celebrate the Completion of their Rain Water Tank

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A team of women, trained by GWWI, celebrate the completion of a rain water storage tank.

Creating Bio-Sand Filters for Use in the Home

Bio-Sand filters are really making money for these women, while delivering clean, safe water in their communities. You take the water from the tank into the house and use the filter inside the house. With one bag of cement you can make three filters. Once you've installed this filter, you have 10 years of clean, safe water, guaranteed. We have a mold for the filter. We use small stones, like gravel that we mix with waterproof cement. You assemble the mold. It takes only about 30 minutes. The next day, you take the mold apart. It's the biolayer that is the essence of the filter. It takes about three days to form. We start with putting larger stones down into the filter and then add other smaller ones to bridge the gap. Then we add about 30 kilograms of sand.



On the top, you put a plate with some holes. You pour water into the reservoir at the top. You don't pour water continuously, you let it trickle in and let it sit in order for the biolayer to work on the new micro-organisms. As the water moves through the filter, four things are happening at the same time: there is natural death happening, because there's no oxygen. The sand we use is quarry sand, which is sharp, so the micro-organisms can get trapped. There is survival of the fittest. The strong ones survive. The micro-organisms that are strong, they survive and eat the others. We don't allow you to pour in chlorine, you kill the organisms. There's no oxygen and no food inside. We tell them to use just one water source, when the water you have been using has run out, you need to clean the filter and start again with the water from the new water source. After filling it, you need to let it sit for at least three days for the biolayer to build up again.

Godliver's Personal Life

I'm building my mother a permanent house which I have designed myself. All my sisters' children are in school. I am a mother. I have a 7 year old daughter who is doing well. This year, in January, I was featured in an <u>interview</u> in Thomson Reuters Foundation. I have a very big vision for my future. I will use all the principles of the Creative Process to achieve my goal. I want to get a Master's Degree and have a PhD in Civil Engineering, and a great home and a good family. I want to have my own NGO, so I can bring women and girls on board, train them more in these different

technologies so they can make their living. And I want to expand my area of operations. I want to expand my services to other parts of the world and change peoples' lives.

If it weren't for URDT, I wouldn't be where I am right now. I train women in construction. I train them in how to build clean safe toilets, and how to build water tanks, and how to ensure clean, safe water. I am training these women and these women are training other women. So the impact is really big. I think there are now1,000 people who have more access to clean safe water. And all of that is because of me and because of URDT. I am really proud. That's why every time I'm off work, I go back to URDT, because it's like a home to me.

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To watch a video of Catherine Namwezi telling Ruth and Godliver's stories, click here: http://youtu.be/YbwZPWu0g60.

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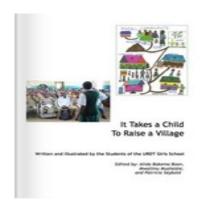
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You can download the PDF of the book for free here.