



Institute for National  
Transformation

# THE EDICT

**ALUMNI NEWSLETTER**

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# EDITORIAL

Welcome to the first issue of the Institute for National Transformation (INT) online alumni newsletter! We are very excited to launch this newsletter which will inform and inspire you on a quarterly basis with stories of transformation around us.

We have taken the liberty of signing you up for this newsletter because of a previous connection. If you ever want to unsubscribe, it is very easy to do at any time by sending email to [intuganda@gmail.com](mailto:intuganda@gmail.com). If you would prefer this newsletter to come to an alternate email, just send a note and we will take care of it. Your feedback and suggestions are greatly appreciated.

We are at the brink of a new season, often a time for new dreams and goals as well as renewed energy to get things done. This newsletter is all about aspirations and experiences. We hope that that these stories and tips will propel you into becoming the leader that you need to be in your sphere of influence.

Kindly send in your contributions to the 2017 newsletter. Articles will be assessed on rolling basis. Articles should be 500-1500 words in length including spaces. The deadline for submission of articles for the January-April 2017 newsletter is Saturday, April 15, 2017. Please send all your submissions to [intuganda@gmail.com](mailto:intuganda@gmail.com): Title of email: Newsletter Article Submission.

Angelina M. Twinomujuni  
INT Media/Communication Sphere Coordinator

## Editorial Team

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# MESSAGE FROM DEPUTY DIRECTOR GENERAL



In November 1998, Institute for National Transformation (INT) Uganda was launched with the goal of raising the awareness of leaders and citizens in the country on their responsibility towards national transformation. Since then, several hundred people have undergone the “OAK SEED” Executive Leadership Program (INT-OAKSEED) training. There are a growing number of people committed to ensuring that they make a difference in their lifetimes in the various spheres that they have a passion and skill set for.

Not only does the INT-OAKSEED program awaken a burden in participants to see African nations move out of the stagnation of the past fifty years and join the path of national development and growth, it does much more. It helps participants identify the societal sphere that they are naturally passionate for and guides them to identify something they can do to make a difference in that sphere and write out a project in that regard.

During the six-month engagement, participants are required to read and discuss five textbooks that cover the following: an overview of the recent history of African nations, the recent history of Singapore, proven principles of breaking mediocrity, skills for negotiating for a better future, changes needed in approaching societal challenges and a vision for a better society.

Furthermore, participants are guided through a process of articulating their personal visions and missions for life in their societal sphere of choice. The academic content is designed to challenge participants to think about the major challenges we face as a continent and the possible solutions.

An integral part of the facilitation approach is to promote learning through interaction between participants and facilitators. Movies are used to enhance the learning experience.

As the pace of change across the world accelerates, it is evident that the years ahead will unfold a world that is completely different from that of current and past generations. Africa is experiencing accelerated social change. During the period of colonialism and the Cold War, democracy tended to make way for strong

states as an expression of power. The new freedoms afforded by the triumph of liberal economics have caused a resurgence in the discussion of the concept of leadership in Africa. It is clear that the countries that have benefited from enlightened leadership have experienced superior development.

It has been empirically shown that irrespective of culture, gender, age, and other variables, when leaders are at their personal best there are certain core practices common to all. Among these are that they: model the way to their followers, inspire a shared vision of the future, challenge the status quo while enabling their followers to act, and provide the needed encouragement to followers.

Universal facilitators of effective leadership have been identified as being trustworthy, just, and honest [being credible]; having foresight and planning ahead [being visionary]; being positive, dynamic, encouraging, motivating, and building confidence [empowering followers]. They are also communicative, informed, coordinators, and team integrators [being interactive].

These attributes are addressed by the INT-OAKSEED program.

Our societies across the continent desperately need leaders that will serve and nurture their communities. With the fastest growing population in the world, it is extremely important and urgent that current and future generations of leaders in Africa across the different spheres of society, possess the requisite leadership and quality management competencies necessary to lead their nations, communities

and organizations out of the present challenges and into a more competitive and productive future.

If our nations are to sustain the gains made in more recent years, one thing is clear: there must be an exponential increase of a pool of leaders across the societal strata practicing leadership that is committed to serving the African people. Leaders who are credible, global and multi-culturally minded, foresighted, possessing a systems thinking mindset, and proactive in planning. Only then can the next 50 years hold out the promise of significant improvements in the lives and livelihood of millions of Africans. INT is playing a part in increasing the pool of such leaders.

I look forward to seeing new faces in the next INT class.

Dr. James Magara  
Deputy Director General  
Institute for National Transformation (INT)

# SYNERGY: THE “LONE RANGE” STRATEGY WILL NOT WORK ANY MORE

By: Bukenya Paul

INT Alumni Association of Uganda- President



The mandate for social transformation was given to man at creation. God began this mandate by speaking to the lack of order and after 7 days, order, systems and an enabling environment were created. According to the Bible in the book of Genesis, God then speaks to mankind (His new creation), blesses them and gives them (both male and female) a mandate to be fruitful, multiply, replenish the earth, subdue it, and have dominion over all; Scripture tells us at this point God saw everything that he had made, and, behold, it was very good.

It is my strong belief that transformers must seek for and exploit synergy in all their transformation approaches.

So whenever mankind takes on action to positively transform their environment it's in fulfilment of divine mandate, and it is good!

The human learning process tells us much about the nature of transformation - it's not the work of one man or woman. This is simply so because learning is not a linear process; by nature learning is non-linear. Combined learnings in life often come together at time of need from various points in time and space to deliver one whole that a person then utilises to engage or solve whatever issue they are grappling with.

Just as learning transforms and indeed is the basic transformation process that all mankind is personally conversant with, the nature of the bigger whole does not change - hence transformation is a non-linear, interactive process that takes multiple hands to deliver one whole with many facets. Transformation, if it's to be achieved sustainably, is hardly the work of lone rangers.

Lone rangers do not transform nations. No matter how life changing your idea is, you need social capital to push it. It has been researched and averred that the modern world the way we know it was founded on the efforts of protestant reformers like Martin Luther, Calvin and many others that cared to harness this principle.

It was Marcus Vitruvius Pollio the Roman architect who said "*It is the pervading law of all things organic and inorganic, of all things physical and metaphysical, of all things human and all things superhuman, of all true manifestations of the head, of the heart, of the soul, that the life is recognizable in its*

*expression, that form ever follows function. This is the law.*"

As national transformers, what is the function of our drive? How do we want our nation to function? What fruit do we hope to see in our nation? What manifestations do we want of our nation? What outputs do we hope to see? Just as it is the law that FORM follows FUNCTION, then our form of action shall be governed by the output we want to see. The current challenges of our nation, when juxtaposed against the vision of what we hope to see, is not a work for lone rangers.

It is my strong belief that transformers must seek for and exploit synergy in all their transformation approaches.

No man has a monopoly for ideas. Function must give us form. We must deliberately foster working relationships with other people passionate for transformation, even where there may be seeming differences.

The reason for this is simple; we all have the same function (read future/vision) so let the form be governed by that. Let us work together, increasingly, on more and more transformation initiatives. Show me a successful national transformer and I shall show you one, that has learnt the power of synergy!

# THE CALL TO TRANSFORM: ESSENTIAL SKILLS FOR MAKING CHANGE-MY STORY

By: Dr. Monica Musenero Masanza  
World Health Organisation-Sierra Leon



In 2014, I was privileged to find myself in West Africa at the frontline of one of the most vicious, most complex and unprecedented disease outbreaks ever seen in modern times. It was obvious what was being done to rein in the epidemic was too little, too late. Yet, the barriers to making my contribution to turn its tide were enormous, and after days of frustration and listening to endless complaints, and hearing promises that were never fulfilled, I was distressed.

On my fourth night I said to myself “Monica, you made a covenant with God to be a no excuse leader, now be one.” And there, in a foreign land, with hardly any resources, a very narrow mandate, a desperately high rate of infection and a frightening death toll. I felt the call to transform all this. Yet by the time the epidemic turned its tide, over 10,000 people had lost their lives across West Africa. Whole communities had been decimated and the desolation it left in its wake was unimaginable.

I learnt a lot from the experience fighting Ebola in West Africa and this article is an attempt to articulate the skills that I now call the Essential Skills for Change Makers. These skills are critical ingredient of any Ebola recovery program.

## **Essential Skill #1:**

***A comprehensive knowledge of the technical aspects of the entire subject and its context.***

It is not enough to simply possess the knowledge we take from school on a subject such as Ebola. The knowledge generated from previous field experience opens up the possibilities for innovative solutions in crisis situations. Pretty much like the pilot that flies and takes an emergency landing for the aircraft in distress, the principle of innovation applies to all crises. This type of knowledge demands critical thinking skills, including the triangulation and the interpretation of facts. This also involves independent questioning of the popular interpretation of facts. One of Africa's greatest challenges is decision making that is based on guidelines whose origins we do not understand. As a result, we often find that one or more pieces of the puzzle are missing so we throw up our hands in defeat or simply recycle what has previously failed. Africa should no longer draw knowledge from unfounded generalisations, which have the potential of inhibiting the use of innovation in addressing development challenges.

The people in West Africa paid a great price during the Ebola epidemic. I arrived four months after the start of the outbreak and found the location I had been sent, was stuck with more than 300 Ebola patients who were still living in their homes, because there was no hospital space to take them. When this happened, whole families, communities, villages were decimated. There were frantic efforts by aid agencies to build isolation facilities yet despite the urgency, the building work would take at

least two months to get ready. As all this was going on, the epidemic spiralled out of control! I persuaded local authorities to offer the schools buildings (that were after all not in use as the children had all been sent home) whose rooms could be prepared in 3 days. I projected that even if we could not provide appropriate care for the patients, we could at least break the cycle of transmission and stop the catastrophe which was unfolding. The organization I was working for provided funding for this and within one week, all the patients had been removed from their homes.

That simple action drove the downturn of new infections in that district and by the time most of the official treatment centres were ready, the cases were clearly in the decline. You must be an expert in the area you are intending to transform.

## **Essential Skill #2:**

***Ability to synthesize complex information into simple concepts that are universal and can be easily communicated to become "trendy"***

Change involves people. Yet, before they can change, they need to know, understand, accept, and commit to practice what the change involves. Experts tend to complicate things too much for lay people. One of the most important skills leaders need is to be able to synthesize complex information and effectively, yet simply communicate it to the target. An audience that cannot understand a concept, they come up with their own version, which is often contrary to what was intended.

I learnt the power of the people. Change Makers are often too focused on influencing



from the top and forget that the people if they can only understand a concept, will lead their own change. For that reason, it is so important to simplify complex concepts so people understand and support them. Accepting culture, attitudes and some practices as part of the environment within which you will succeed may be necessary. I also realised that it was important to serve the community first.

### **Essential Skill #3:**

***Ability to accurately and objectively read the environment and contextualise the issue***

This involves the ability to recognise and accept that the problem has occurred because something is amiss. Finding a problem should neither be a surprise nor a hindrance to crafting a solution where systems are ineffective and resources are either lacking or are not being properly managed, and an extraneous environmental factor may have occurred. In most cases you will encounter multiple independent agencies already involved and sometimes pretty entrenched. Governments then struggle to stay afloat amidst pressure (and sometimes blackmail) from better resourced, competing agencies – with varying interests, approaches and agendas.

Therefore, weak government officials are used as a scapegoat by those powerful and influential groups. The money factor twists anything - influencing and skewing decisions, often against sound technical wisdom. Individuals that make the most critical decisions may not necessarily be the most competent or best intentioned. The environment may evolve very rapidly and in the case of disease outbreaks, the passage

of time, the constraints with resources, and the trend of the outbreak rapidly influences attitudes, and may interfere with the cooperation by the community.

In West Africa, a phenomenon that I termed “the Ebola Economy” emerged. This emerges in almost all places that require change. During the Ebola outbreak, normal economic activity ceased and the only sources of employment for the people in the communities that were affected were all related to Ebola. Foreign aid workers were also employed and these were highly paid. The production of commodities that were previously manufactured in small quantities was increased and new supply chains were established. Almost all organizations switched from their normal programming to Ebola related activities, which necessitated hiring new staff. Most funding was focused on the epidemic. New research areas, and a race for new products began, resulting into a new and sophisticated political economy!

A change leader must recognize and acknowledge the significance of all these and appropriately target each of them. Profiling and identifying strategies to manage, harness, mitigate and navigate the new economy is an invaluable skill.

### **Essential Skill # 4:**

***Ability to organize/support assembly of available resources into an effective system***

No matter what change process we are involved in, there will always be need for resources - human, material and money. Resources are always scarce and insufficient for the job. More importantly the resources will not be obvious and their value will be unapparent. The systems to organize the

resources are often either inefficient or absent. In such instances, undue attention is given to what is absent, and the known centers of power are expected to resolve the scarcity. I have however found that change attracts change. Yet, change must start with whatever resources are available since that can accomplish much. Change is like the process of crystallization and you will need a seed crystal to attract more change. Therefore, the ability to identify and organize the available resources into effective systems is critical.

Irrespective of the position you hold, you should identify and use your points of influence to start or organise the system that already exists. For this to happen, the change agent must be knowledgeable, possess good people skills and be willing to step out of line. Negotiation skills are critical, for you must recognize the authority (those that are familiar with or those who manage things), get them to coalesce around the proposed change, gaining the favour and support of all. You need non-positional leadership. You need to think outside the box and deep into the box.

The Ebola epidemic was acute. The surveillance teams needed transportation to go out daily, the sick people had to be taken into hospital, and the dead had to be buried. Those that had recovered had to be supported to return home. The community mobilizers and educators had to traverse the communities and often infected specimen had to be taken from their source to the laboratory. However, we had no cars. We had two ambulances, and at one point one broke down. We also had two vehicles attached to specific organizational staff. The ambulances transported both the sick and

the bodies of those that hadn't made it out alive. Soon, the people being overwhelmed started blocking the ambulances from accessing their communities.

Our request to government to provide more cars did not receive as quick a response as we needed and as I lay wake one night wondering what to do, I realised there were so many broken down vehicles lying around the compound. I rose early the next morning and met the District Medical Officer, who was always in at work before 7:00am. We analysed what the problem with all those disused cars was and found that each had minor issues that could easily be fixed. But the DMO lamented that there was no money to fix the cars. At a meeting with the local partners that I requested him to call, one organization agreed to pay for all the vehicle repairs. Within a few short days, we had sufficient transportation for the dead, two more ambulances to move the sick, and four vehicles for surveillance. Another NGO offered another car that would specially take those who had recovered safely back to their homes, and another to transport the health workers (public transport had been shut down). That way, we resolved many challenges.

### **Essential Skill #5:**

***Harness politics to positively impact on the change you want***

I learnt that politics has less to do with campaigning for parliament, than negotiations for change! You cannot wait to change all the interpersonal, inter-organizational, intertribal, interreligious differences before you initiate change. Find soft spots that are usable in the short term and use them to enlarge your influence.

Remain objective and steer clear of divisive issues. There is give and take. Sometimes, you have to settle for less in order to achieve your most critical goal.

### **Essential Skill # 6:** *Develop Effective Technical strategies*

No matter how well you do all the above, there will be little change if you do not design an effective technical intervention. Clever speeches about the problem may be inspiring but cannot change much. The ability to develop simple, feasible, acceptable, technically sound and cost effective strategies is a rare and invaluable skill. Often either all or some of this is may be against convention. Identifying critical components to enable focus, and prioritizing those with the highest impact is important. Minimizing cost, utilizing available resources, and engaging as many people as possible to bring change will lead to a more successful intervention.

### **Essential Skill # 7:** *Love*

Lastly, all the above must be packaged in a capsule of love. Love is a skill that is initiated by a decision and perfected by practice. The ability to serve needy vulnerable people whole heartedly and sufficiently to ensure you stay alive for their sake is an act of love. I needed to take precaution to avoid getting infected in the epidemic. You must also be willing develop the skills and capacities of the people you serve so they become better than you are, so you can get out their way and celebrate when they win! Love those who oppose you – but don't waste too much time persuading them, time is of essence. Stay humble. Be willing to admit when something is not working. Stop, think and rework it to make it work. Listen to advice and counsel, even from those that look up to you.



The ability to serve needy vulnerable people whole heartedly and sufficiently to ensure you stay alive for their sake is an act of love.

# UGANDA'S EDUCATION SYSTEM: ARE WE PREPARED FOR THE FUTURE?

By: Prof. Joseph Oonyu  
Education Sphere Influence Group



Uganda's education system is molded very much along the lines of colonial Britain. It follows a 7-4-2-3 system in which a student spends 7 years in primary school, 6 years in secondary school and 3 years at the university. Until the 1990s, access to this education was rather restricted despite the growing demand for education occasioned largely by the fast growing population in the country.

The system encouraged elitist academic education at the expense of skills technical or vocational education, which was viewed as inferior. The consequence of this 'strategy' has been the: neglect of technical and vocational sector, high unemployment due to pursuit of the few "white collar jobs", over-competitive national examinations (focusing on lower cognitive domains) which in turn forces teachers to "teach children to pass", neglect of life skills and pursuit of talents among others. Education suffered a major setback due to political and civil unrest in much of the country from the 1970s to the 1980s, which caused the Uganda's economy to shrink considerably.

Reforms have since been implemented to increase access to education at primary (UPE<sup>1</sup>, 1997), secondary (USE<sup>2</sup>, 2007) and higher education sectors (liberalization of the sector in the 1990s). These interventions have seen a dramatic rise in access to education. Before 1997, 2.5 million children accessed primary education, this figure jumped to 8,374,648 in 2010.

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1 Universal Primary Education

2 Universal Secondary Education

Uganda now has 9 public universities and 35 licensed private universities, which together with other tertiary institutions enroll about 200,000 students.

The challenges of increased access have been high teacher pupil ratios, inadequate facilities, 'parental apathy', little learning and generally high dropout rates, especially for girls in rural areas. Another challenge, which is already becoming apparent, is having a two-tier school system, with the majority in under-performing, mostly rural schools and a minority in better, private schools.

The leadership of the Education Sphere Influence Group (SIG) is passionate about being part of the solution to the challenges facing the sector. It believes that good education and training form the cogwheel for other sectors critical to Uganda's development.

The Education SIG meets every last Friday of the month at Makerere University. The leadership has put in place a steering committee and plans to have an advisory committee of INT elders.

The Vision of the sphere is: "Ugandan children prepared for the world of today and tomorrow" while the mission is: "Value based quality education, based on biblical principles that prepares God fearing life-long learners who can significantly contribute to the quality of life at national and global levels". Under the theme "Transform education-Uganda" the Education SIG developed a one year Action Plan as part of the four year development strategy (year 2016-2020).

Currently, we are not only implementing the one year Action Plan, but also developing a framework that will guide the leapfrogging of the current education system to one that is responsive to the demands of the 21st century and beyond, thus the theme: Transform Education - Uganda.

The product of our envisioned education system should be a life-long learner with a variety of critical competences to enable him/her to operate in a highly competitive and technological global world, with wide ranging and remarkably different market and societal demands. Therefore, education and training should shift towards products who:

- Know how to think and innovate, not what to think
- Are adaptable because circumstances change and knowledge expands
- Can communicate clearly –both verbally and in written
- Have the necessary life skills including: critical thinking, digital literacy, teamwork, leadership, conflict resolution etc.
- Learn continuously – are curious and confident life-long learners
- Know how to learn and unlearn across different disciplines
- Are highly motivated to contribute to political and socio-economic development

It is becoming clear that delivery of this type of product will require different teaching approaches from the current didactic teacher centered ones.

We also need to diversify our modes of delivery, curricula and training to include use of ICTs; teach children how to learn; improve monitoring; emphasize values, life skills, vocational or technical skills; aim at high standards of teacher training with an emphasis on the interdisciplinary nature of learning and research.

In addition, involvement of parents and religious/church organizations is important, as well as the implementation of appropriate policies, frameworks and legislation.

In other words, the Education SIG is thinking of a product similar to one in the UNESCO Global Vision on education, namely one who:

- Learns to know (Head)
- Learns to do (Hands)
- Learns to live together (Heart)
- Learns to be (Hidden talents)

We have done a Strengths, Weaknesses, Opportunities and Threats (SWOT) analysis of our education system and realized that there is a lot of potential to turn it around. The challenge remains the strategy to use to maximize impact and have a greater multiply effect. The leadership has also benchmarked our education system with those of some of the most highly rated countries including Singapore, Finland, South Korea, Thailand and Britain.

The education systems of Ethiopia and Botswana have also been studied because of the promise they offer and the relevance to the African context.

We plan to make a presentation in a half day seminar for the Education SIG members and other stakeholders on our key thoughts about the way forward. Clearly as Pastor Enlow<sup>3</sup> states, we need to use a multi-pronged approach to tackle the challenges on this mountain. This includes the need to pray with the full knowledge that we will surely be heard and granted our wish (John 5: 14-15; Mark 11:24; Psalm 17:6).

# BOOK REVIEW - THE 21 IRREFUTABLE LAWS OF LEADERSHIP



By: Betty Rutare Byanyima  
Team Leader of the Global Leadership Summit in Uganda and a John Maxwell Certified Team Member, Mentor, Coach, Trainer & Speaker.

About the author: the number one Leadership Guru on the Global Gurus sites for 6 years now, John C. Maxwell is a leadership speaker, coach, mentor and trainer as well as the bestselling author of over 70 books. *“I wrote this book as a compendium of laws in response to a notorious question, “John if you were to sum up all you have learned about leadership what would you say?”*

The 21 Irrefutable Laws of Leadership captures principles gleaned along Maxwell’s leadership journey. In each chapter he crafts his lessons into laws that every leader must espouse, to enhance their personal development and the way they lead.

In Maxwell’s recent blog written in commemoration of the 15th Anniversary of the September 11th incident, he wrote:

*“There is no building more important than the life you are constructing little by little each and every day of your life. Not the Eiffel Tower, not One World Trade Center. The world’s most important building is the life you and I choose to build. That’s why I’m so passionate about helping you live your life with purpose. I believe the world needs you to build a life that will stand the test of time, a life of significance and impact, which will inspire and ignite generations to come. You have that potential within you, if you’ll discipline yourself to unlock it.”*

After reading this book, I am convinced that if there is one book that can help you unlock the kind of life expressed in the words of this blog ... this is the book!

Its strength lies in the simplicity in expressing these laws. In a style punctuated with humor and passion, Maxwell captures key insights on effective leadership using his signature ability to make complicated principles so understandable. He infuses chapter after chapter with short real life stories, extracts from historical encounters and personal experiences; sharing how these principles can be applied in a leader’s everyday life.

With ideas, diagrams and illustrations sandwiched between quotes from other leaders, as well as nuggets placed in strategic little text boxes scattered along its pages, this book makes for enjoyable reading. Each nugget luring impatient readers like me, who love to scan through pages of books before reading the details, to immediately delve into the content of each chapter.

While each law is a chapter in itself, presented in different styles, for every law the principle is clearly stated and examples given of how the concepts influence leadership. The application of the law, its consequences and benefits are also explained.

It would be no mean feat to explore all the 21 laws, so I will give you a sneak peek into John's presentation on two Laws: Law of the Lid and the Law of Timing.

The Law of the Lid: Maxwell states that *"Personal success without leadership ability brings only limited effectiveness. Without leadership ability, a person's level of impact is only a fraction of what it could be, with good leadership. Whatever you will accomplish is restricted by your ability to lead others"*.

This law explains the value of leadership, because leadership ability is what determines your level of effectiveness in all aspects of life. If your ability to lead rates an 8; the level of your effectiveness as a leader can never be greater than a 7 that is your lid.

The Law of the Lid therefore implores us to work on improving our ability to lead. In other words, do not be satisfied with where you are at. Build your leadership capacity; lift that Lid!! Do whatever it takes to grow and enhance your leadership capabilities because this will increase your effectiveness in every sphere!!

The Law of the Timing: Maxwell recognizes the significance of timing in leading effectively and contends that leaders who have the ability to recognize this law; taking the right action at the right time, always have an upper hand over leaders who do

not. He shares the story of how this law played out in enabling President Jimmy Carter, *"a fresh face with a different approach to government"*; win the Presidency of the United States at his first attempt in 1976 and how ironically in 1980, by misreading the season, he lost his bid for re-election. *"Only the right action at the right time will bring success. Anything else extracts a high price. That's the law of timing,"* he concludes.

Despite his great writing skills, one cannot but notice a glaring challenge in Maxwell's content, which leans heavily on the American context. The reader gets the impression that he is oblivious of the fact that his readership is global. In fact, a whole law. "The Law of E.F. Hutton", is based on an American TV advertisement campaign that ended with the Motto: *"When E. F. Hutton speaks, people listen."* Fortunately, this law is clearly explained. Nevertheless, Maxwell's choice of title of this Law is a nagging reminder of the many pages in the book, laced with phrases largely premised on the life style, history and politics of Americans; an indication of insensitivity to the wide spectrum of his readership.

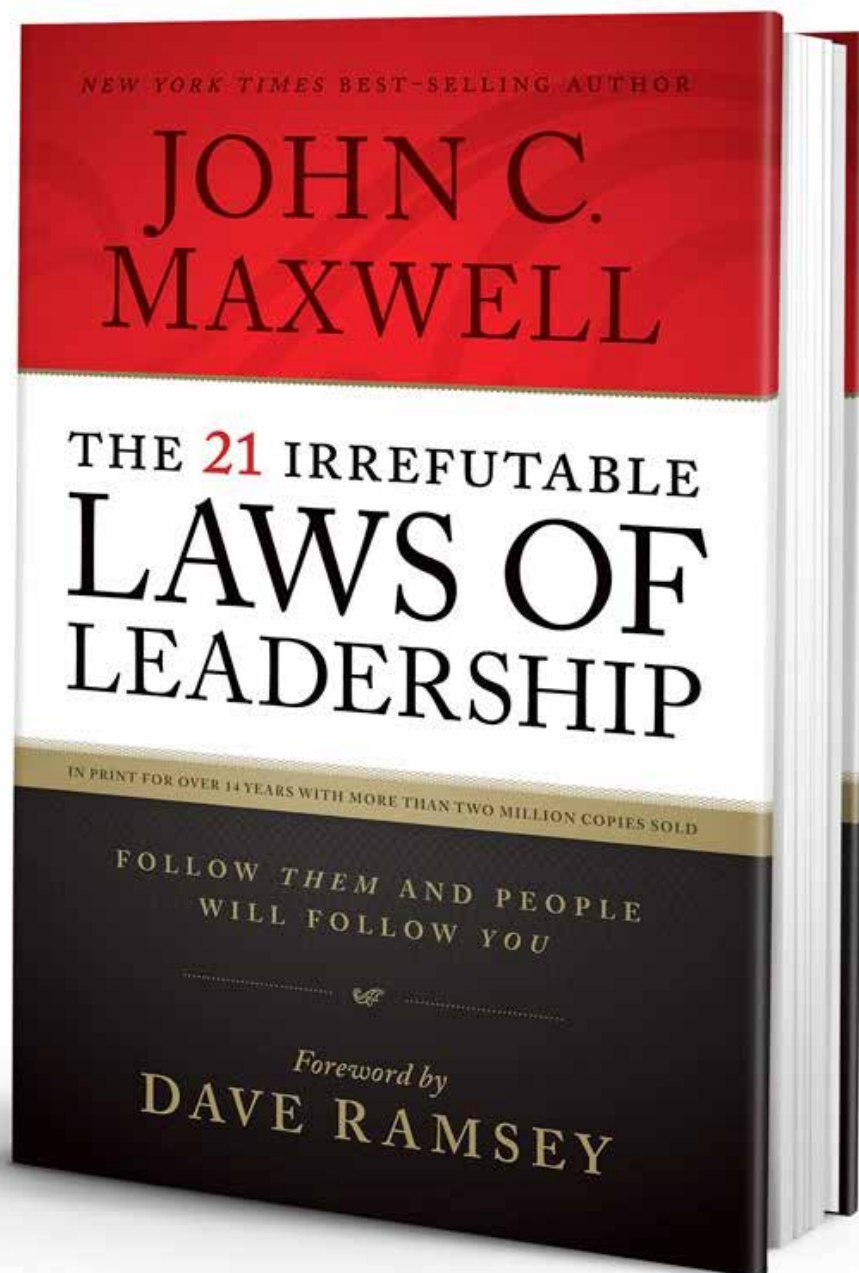
From the Law of the Lid, to the Law of Timing, Connection, Empowerment, Process, the Inner Circle as well as 14 other laws and then finally to the Law of Legacy; Maxwell ably explores key leadership concepts, sharing through his successes and failures, their application for growing one's leadership potential.

No matter the stage and nature of your personal journey; be you a young adult looking to a life of significant leadership, an unseasoned politician or an accomplished CEO, you will find the 21 Irrefutable Laws



of Leadership; comprising Maxwell's 30 years' wealth of knowledge, a helpful compass, companion and inspiration on your quest to lifting your "Leadership Lid!"

The 21 Irrefutable Laws of Leadership is available at Aristoc Book Store at Garden City-Uganda.



# THE BIRTH OF TRANSFORM EDUCATION CENTER (TEC)

By: Ernest Tashobya Katwesigye  
INT Class 17, Director, TEC



“What course are you going to do at University?” my Literature teacher asked me one day in my Senior Six in 2000.

*“Law,” I replied without hesitating.*

*“Are you sure? She asked,”*

*“What did you expect? I inquired”*

*“Education.”*

*“No. Law. Why?” I said determined to assert my passion.*

*“I don’t see you as a Lawyer. Unless you are going to become a Law Lecturer, otherwise, you would make a good teacher”*

Looking back, this has been one of the most profound conversations that I have had in my entire life. It has also turned out to be one of the most prophetic I have engaged in. It was with Mrs. Joyce Kigonya, who had been my teacher for English Language and literature teacher in high school. Among my teachers, she was the teacher that seemed to believe in me most, the teacher that persistently and consistently spoke

positively into my life, and lifted me up, often through comments that I doubt she thought twice about.

The writing of this testimony, 16 years later coincides with the fulfilment of the prophecy. It is also testimony of the powers teachers as figures of authority have, over their students.

My encounter with teaching started in my Senior Six vacation when I taught at Masooli Secondary School, and I have continued teaching to this day. During my teaching experience in Masooli, I encountered another side to life and education. Having gone to Kitante Primary School and King’s College, Budo (which were among the best primary and secondary schools in the country at the time I was there); there were many things I had taken for granted.

Each of these provided holistic education and had more resources than anyone could make use of. At Masooli, I came face to face with the typical status of the education sector in Uganda. Un-motivated staff, unambitious students, poor infrastructure and limited resources. I along with other friends on vacation from high school, went straight away into transforming the outlook of the school as best as we could.

I had the privilege of having parents with a passion for education. Mr. Eldad Kateshumbwa (RIP) and Dr. Eunice Kateshumbwa were both professional teachers and lecturers at Kyambogo University, and so together with them,

a friend, Noah, and the support of my fiancée, Zebia, we established the Transform Educational Centre (TEC) in Kasangati in 2009. I knew it was supposed to be based on Christian principles, I thought I knew something about teaching, and I knew I wanted to provide education.

This is exactly what we did. Since I was a governance practitioner, establishing structures was not very difficult. However, there was nothing unique or special about the school.

The Oakseed Executive Leadership Programme radically changed my outlook to education. This was coupled with my involvement with the establishment of the Master's Institute for Education, whose goal is to promote Christian education. I was able to appreciate the mountain of Education, and crystalize what needed to be done in order to establish God's Kingdom through education.

This radically changed the way I did business at TEC. I made it my individual Institute of National Transformation Project. I immediately got down to working it into a vessel through which the mountain of education would be conquered for the Lord. One of the means of achieving this is through ensuring holistic education that touched the heart, hands and head.

The major steps in achieving this was through establishing a fully-fledged Chaplaincy with a Chaplain. In terms of the hands, skills have been incorporated into the teaching. Clubs have been established based on subjects that help the learners become practical. These include the: Science Club where they are currently looking at herbal plants, the Creative Arts Club where

garbage is turned into art materials, the Writers Club where works are published, the Girl Guides and Boy Scouts among others. The Entrepreneurship Club was dissolved and entrepreneurship incorporated into every club to make them relevant.

As our INT Group Project, we taught life skills to students of Masooli Secondary School (Senior 2s mainly). We also had sessions with the teachers on how to incorporate life skills in their teaching. After that, we launched the Achievers' Club. One of the challenges we faced was getting relevant stories that could be used in the discussions. An idea was therefore birthed on developing life skill stories from a Christian view point. As a result, the "Destiny Series" were birthed.

These are stories written by peers. The first issue, "Dare to Dream" in the Junior Series contains stories written by Transform students. We had sessions with the students about life skills, after which they wrote stories that were edited and published. The stories were also illustrated by members of the Creative Arts Club.

They are great stories of faith, resilience, and transformation. We are currently also in the process of establishing an IT Hub that will make resources accessible to the students. These will include text books uploaded on the computers, simulations through which the students can practice any experiment, and tutorials.

Thanks to INT, the lives of these students are being transformed into leaders and agents for the transformation of Uganda. As the transform motto goes, we are "Shaping Destiny!"

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