

Northwest University

**A Library and Community Center Will Transform Social and Educational Outcomes in
the Busanza Subcounty, Kisoro Uganda.**

Thesis project submitted in partial fulfillment of the requirements for the Master of Arts in
International Community Development.

Some material included in this thesis project was previously submitted to meet the requirements
for the ICD courses: Grant Writing and Funding and Childhood, Poverty and Development.

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GLS 5963

April 2022.

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Introduction

Poverty is a significant constraint to the quality of education and students' educational attainment, especially in rural communities in developing countries. It affects the education of the students and hurts society in general. "An inadequate education affects adult life in many ways and is strongly associated with prolonged poverty...Girls and boys subjected to these and other effects of poverty enter adulthood at a disadvantage. Many remain poor as adults, and their own children will grow up in poverty, too" (Save the Children). My qualitative fieldwork study between May 28th - August 20th, 2021, in Busanza subcounty, located in Kisoro District, Uganda, investigated how family household factors impact the children's learning in their formal and informal education.

My fieldwork has identified barriers that families face in their households, barriers that have continuously limited the parents in supporting their children's education. A consistent pattern of different home or household challenges make it difficult for children to stay in school. My research involved some of the household barriers, and I have recommended specific actions to address them and help transform the community. My project proposal is to build a library and community center in Busanza. Doing so will eventually help the students stay in school, improve their grades, and improve their chances of advancing to secondary schools, universities, and other tertiary institutions. The library and community center will serve students, and its services will be accessible to the general public. The key research question for my fieldwork is as follows: What overall household barriers affect children's educational attainment in Busanza sub-county of Kisoro District, Uganda?

According to the World Bank, around 75% of Uganda's population live in rural areas (World Bank). Kisoro District is located in Southwestern Uganda at the border of Rwanda and the

Democratic Republic of Congo. The people of Busanza in Kisoro district, like the majority of the rural population, have few sources of income beyond subsistence farming. They live in abject poverty, deprived of the basic necessities of life. Many struggle to feed their families, and they lack access to quality education, health care, safe water, legal, and social protection. Girls of school going age are often engaged with subsistence farming and household chores, and many are married at a young age to reduce the financial burden on the family. Many young boys and teenager youth drop out of school at early ages and are lured into petty trading across the border. While a good number of these boys end up becoming addicted to alcohol, some of them move to the bigger cities in search of mundane jobs such as hawking and domestic work. As they mature, some of the young men sell their family land, their only inheritance, to buy motorcycles commonly known as Boda Boda, which are used to transport people and merchandise.

Fieldwork location



Fig. 1: Uganda on the map of Africa



Fig. 2: Kisoro District on Map of Uganda

MAP OF KISORO DISTRICT SHOWING SUB COUNTIES

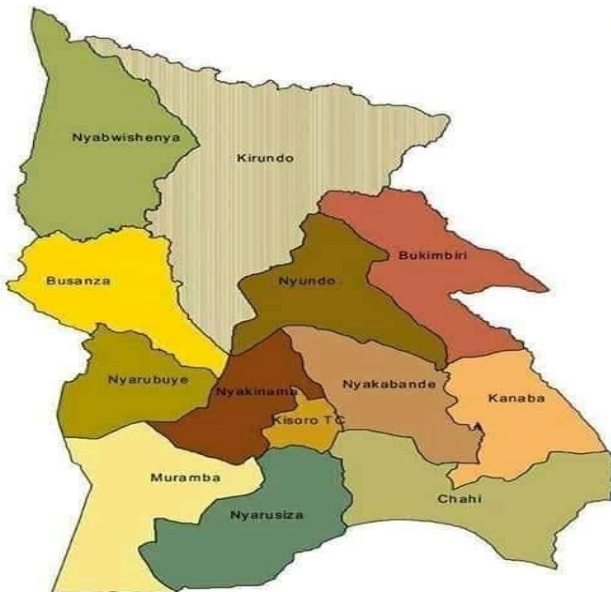


Fig. 3: Busanza Sub-County in yellow on Kisoro Map

Data Collection and Research Methodology

Under the supervision of Keith Dukuze, the Program Director for Gitovu Child and Youth Development Center (CYDC), I conducted qualitative research of over sixteen interviews with more than thirty participants and participant observations that consisted mainly of students, parents, caregivers, teachers, and other education stakeholders in the Busanza subcounty. Gitovu CYDC is a community-based project funded by Compassion International under the umbrella partnership of the Diocese of Muhabura in Kisoro District. Dukuze states that Gitovu CYDC's mission is to "work to impact children and youth in the academia and skills development to ensure that they are empowered to achieve their full potential"(Dukuze 2021). I chose to work with Gitovu CYDC, which, according to Dukuze, started its operations in 2013, mainly because of their significant role in the children's education in Busanza. Gitovu CYDC works closely with the children's beneficiaries and other stakeholders, including the parents and caregivers. Working with Gitovu CYDC, already established in the education sector in the area, helped my qualitative fieldwork research reach and engage with the program's beneficiaries and other education stakeholders in the district, including non-beneficiary members of the Busanza community.

Merriam, Sharan B., and Elizabeth J. Tisdell assert that “an investigator in qualitative research spends a substantial amount of time in the natural setting (the “field”) of the study often in intense contact with participants” (18). However, Sharan and Tisdell also argue that “one can conduct online interviews synchronously (in real time) through various CMC tools such as skype or Adobe connect. These are typically verbal interviews with a video component which are more like face-to-face interviews” (115). My initial plan was to do my interviews, participant engagements, and observations in person with the fieldwork participants in their homes, classrooms, and other community engagements. However, due to COVID-19 restrictions put in

place by the Ugandan Government, I resorted to doing my fieldwork remotely and virtually. Nevertheless, with mobile telecommunication available in Busanza, I was still able to conduct my anthropologic research via WhatsApp video calls with the help of Dukuze, who coordinated these calls.



Fig. 4. In this phone screen shot, I, Andrew Ndayambaje (top right corner), am interviewing Ms. Aida Kimanibitse and her five children in her family living room via a WhatsApp video call. Dukuze, wearing a mask, is seated with the children. July,28 2021.

In my fieldwork, I used the research methodology Action Research (AR), Appreciative Inquiry (AI) Research, and Ethnography. Ernest Stringer states that "action research is a systematic approach to investigation that enables people to find effective solutions they confront in their everyday lives" (1). In this fieldwork, AR helped me investigate and reveal the problems families face in their households, ones that affect their children's educational attainment. At the same time, Stringer states that "action research is not a panacea for all ills and does not resolve all problems

but provides a means for people to understand their situations clearly and to formulate effective solutions to problems they face" (8). AR helped me understand the problems in the households of the Busanza community. With the help of participants – children, parents, teachers, opinion leaders, and other stakeholders – I could make research-based recommendations that can help the community overcome the household barriers.

Sue Hammond states that "in every society, organization or a group, something works" (11). She follows up saying that "appreciative inquiry suggests that we look for what works in the organization" (1). With an appreciative eye during my fieldwork, I gained knowledge and a different perspective about what is working in the Busanza community that if developed and expanded, will transform the educational system and encourage social transformation, too. Although multiple barriers affect the children's education and community transformation in Busanza, the community has significant potential in its collective culture, well-established local structures, fertile land, seasoned subsistence farmers, numerous tourist attractions, and cross borders trade.

Context and Personal Connection

I entered the research field in Busanza subcounty as an insider. Oddly enough, that could have been a detriment. Sunstein and Chiseri-Starter state that "what is more difficult to achieve than making the unknown familiar is making the familiar seem strange" (8). I hail from Gitovu in Busanza subcounty. Gitovu village is my ancestral home, and I studied from the same school system in Busanza. I attended part of my primary education in Gitovu Primary School and faced the same educational constraints current students face. As suggested by Sunstein and Chiseri-Starter, I have learned to combine the viewpoints as an outsider, stepped in the cultural elements I was not familiar with, and stepped out as an insider of those cultural practices I have become

accustomed to (8). In addition to that, Kelly Tom and Kelly David warn that "do not be fooled with what "you know for sure" about your customer, yourself, and your business, or the worldview. Instead, seek out opportunities to observe and update your worldview (93). By setting aside my preconceived knowledge of the area and the people of Busanza, my fieldwork allowed me to engage and learn more about the Busanza community. This did not only help me learn new perspectives from the locals regarding the household barriers families face in their children's educational attainment but also helped me gain an outsider's perspective of my own community and culture. Charles Vogl states that "every community like every other person is full of stories. Sharing certain stories deepens a community's connections. If people don't know (can't learn) your stories, they don't know or understand your community" (75). My interactions with different participants have revealed so much that I did not know about my community but that I had previously assumed to know, and interviewing people of Busanza community members and hearing their stories has made me feel greatly connected to them, more than ever before. Stringer states that "a fundamental promise of a participatory research is that it commences with an interest in the problems of the group, a community or an organization" (14). As a Busanza native and former student of Gitovu Primary School, not only am I attentive to the issues surrounding students, parents, and the society of Busanza, I am also interested and keen to being one of the community's change-makers who strive to find solutions to those barriers. The research has given me an opportunity to hear the lived experiences and perspectives of the people of Busanza.

John Musabyimana, a resident of Kabaya Village, has three young children, one of whom attends primary school. While responding to the cause of the high rate of school dropouts, he stated the following:

Our biggest challenge as parents is poverty and lack of jobs. For example, in Primary school, the Government pays the fees, but we cannot afford school materials and uniforms, and children perform poorly. This is because they are not motivated to go to school if these materials are not provided. (Musabyimana 2021)

Parents and caregivers say lack of income to provide for their families is the primary constraint to educational attainment. At the same time, most students and their teachers say that a lack of adequate educational materials is the primary barrier to educational attainment in the Busanza subcounty. Alice J. Drajea and Carmel O'Sullivan assert that "there exists evidence that family poverty is closely associated with family instability, unemployment, and alcoholism, which can potentially impair children's educational attainment"(147). The proposal from different fieldwork participants is to create a project that will provide educational materials and be accessible to the community as an educational resource and income-generating project. Bryant L Myers states that "allowing a community to describe its survival strategy reinforces in the minds of the community members the idea that they have skills, local knowledge and ways of working that are good and worth building on (4413). From the community interactions and engagements came the proposal to build a library and community center that offer income-generating activities that will help sustain the project and become an income resource for the residents of Busanza.

Regarding such sustainable activities, David Bornstein and Davis Susan discuss a particular entrepreneurship. Apparently, in the early 1980s, Drayton a former management consultant was searching for social entrepreneurs in India and later in Indonesia and Brazil when he recognized the need to build bridges between the social sector and the world of business, which historically had attracted most of society's entrepreneurs (18). I believe this bridge building is very relevant to this date. Social entrepreneurship, when executed effectively, will go a long way in

transforming and empowering a society as most social entrepreneurship projects target highly demanding social problems. Kevin Lynch and Julius Walls argue that “if you are going to change the world, your enterprise must rise to a level of impact” (79). Specifically related to my “enterprise,” the addition of the banana plantation program to the library and community center programs will significantly impact the livelihoods of the Busanza community through employment, production, and the money generated from the produce to provide income to the families and sustain the library and community center. Further details about the banana plantation project as a community income-generating program will appear in Appendix A.

Resources can greatly deflect the stress families – parents and children feel regarding education for children. The World Bank 2015 report notes that “a child who reacts with extreme anxiety to the small daily stresses in school can have difficulty interacting with peers and can perform poorly on school assignments” (WDR 101). The report further says that “antipoverty programs are often thought to affect child development through a traditional economic mechanism: alleviating income constraints during early childhood enables parents to buy goods and services that support child development” (102). It seems clear that poverty eradication in households will contribute to children's healthy upbringing, including sustainable education.

When I volunteered at Portland public library in Maine, I first encountered a library as a safe space and environment that went beyond bookshelves and computers to also transform the lives of people in a community. However, it was not the first time I had walked into a library, as I had previously used a small university library while pursuing my bachelor's degree in Law at the University Lay Adventist of Kigali (UNILAK) over a decade ago. I also had access to the International Criminal Tribunal for Rwanda (ICTR) library while the tribunal still had a mandate and operated in the heart of Kigali city in Rwanda. The ICTR public library was rich in

international instruments and resources. It was quite resourceful for my thesis on international relations and diplomacy; however, it still felt like a school library and met the needs of students learning about the tribunal and international relations but not as a community resource.

While volunteering at the Portland public library as a bookstore attendant and assistant instructor of basic computing classes to the public, I realized that library services went beyond books and computer services. The library space was a safe and non-judgmental place for us to be as new immigrants to the city. We met people from all walks of life, from the homeless to students, teachers, community service providers, and opinion leaders in the community. In addition, the Portland public library hosted events and workshops that benefited the community. It offered various services to community members free or at a discounted fee, such as basic computing classes, financial literacy classes, and immigration advocacy workshops.

The stark contrast between services in the Portland public library and in the Ugandan public school was evident. The data collected during my fieldwork shows that the schools lack proper infrastructure and classroom setting. As a result, the students have limited access to learning materials and lack academic and educational resources. Although the Government of Uganda introduced Universal Primary Education (UPE) in 1997, it is not entirely free, contrary to the general perception that students do not have to pay for anything. In practice, students still have to buy educational materials, including pens, exercise books, uniforms, textbooks, other reading materials, and they even have to contribute bricks for classroom construction. World Bank reports Uganda as one of the fastest in Sub-Saharan Africa to reduce the share of its population living on \$1.90 PPP per day or less, from 53.2% in 2006 to 34.6% in 2013 (World Bank). However, for students who come from very low-income families who live on less than a \$1 a day, as is the case

for most households in Kisoro and Busanza subcounty, the cost of these materials is beyond reach, hence a high rate of school dropout in Busanza.

My projected library will go a long way in addressing many of the students' challenges and improving the pass rate in the subcounty and the entire district. In addition, the students will develop a reading culture – an environment that cultivates, encourages, and respects reading as a valuable tool for us all – a prerequisite for an enlightened society. Esther Stone says that “the importance of early literacy development does not simply benefit the child as an individual, but also benefits society as a whole” (4). The long-term plan for the library is to improve literacy through printed reading materials and information technology with the introduction of computer programs. Additionally, the library and community center will eventually benefit the students and empower and transform the community members who will have access to the educational resources and the community center's transformational programs.

Poverty and Education

In emphasizing the need for education as an investment which in time becomes an asset Gunjan Bhatia and Mukta Bhatia quote a Chinese perception of education, “If you plan for a year, plant rice. If you plan for ten years, plant trees. If you plan for one hundred years, educate children” (43). Throughout my interviews with various fieldwork participants, I have assessed that poverty is the primary household barrier to educational attainment among children in Busanza. Servaas Van der Berg says that “both absolute and relative poverty are relevant for education. Lack of financial resources may limit school attendance among the absolutely poor in developing countries” (5). Additionally, Van der Berg stresses that non-conducive home circumstances in many poor communities such as a lack of lighting, spending too much time on domestic chores, having no desk or table to work on, an absence of books in a home, and lower levels of parental

education are often barriers to educational attainment (5). Many households in Busanza, if not all, face all the above-mentioned non-conducive circumstances in their homes. These significantly contribute to students' poor attendance, poor grades, a lack of interest to go to school, and a lack of parental participation in their children's education. John Paul Lederach further asserts that, in so many places in the world, children are literally born into conflict, into divided identities, into forms of injustices beyond their control (30). In most cases, children from low-income families and impoverished communities find themselves more vulnerable than adults. Alba Lanau states that, "Children have different needs than adults (e.g., in terms of nutrition and education) (Chzhen et al., 2016; Guio et al., 2018). Hence, children can be deprived of necessities, even if the household (or adults) are not deprived" (67). Children depend and thrive only on the support they get from adult members of their families or the societies where they live. Therefore, introducing programs and projects that will decrease or eliminate the unfavorable factors in a child's environment increases a child's potential for development and educational attainment.

A library and community center that will enhance formal and informal learning for the students and adult learners in Busanza will be essential tools in poverty eradication., John Ekaju asserts that "education - especially basic (primary and lower-secondary) education - helps reduce poverty by increasing the productivity of the poor, by reducing fertility and improving health, and by equipping people with the skills they need to participate fully in the economy and society" (World Bank 1995:1).

Poverty will also harm a child's growth and development. I agree with the 2015 World Bank report observation: "it is well established that children living in poverty experience greater levels of environmental and psychosocial stressors than their higher-income counterparts" (2014). Additionally, poverty will affect a child's ability at self-expression and cause low self-esteem,

leading to feelings of incompetence, worthlessness, and inadequacy. The World Bank report further states that “antipoverty programs are often thought to affect child development through a traditional economic mechanism: alleviating income constraints during early childhood enables parents to buy goods and services that support child development” (102). Therefore, it is essential to implement early intervention programs in communities to help in the early stages of a child’s development and growth at such a critical time in their lives. Paul Tough, says that “the first and most essential environment where children develop their emotional and psychological and cognitive capacities is the home — and, more specifically, the family” (22). Tough adds that “low-income parents are less likely to live in neighborhoods with good libraries and museums and other enrichment opportunities, and they’re less likely to use a wide and varied vocabulary when speaking to their infants and children” (22). Accessibility to a local library and community center in Busanza will give its children the opportunity to gain educational materials at an early age, enhancing their personal development. Furthermore, parents and caregivers will have access to these opportunities and benefits, including but not limited to improved literacy skills and enhanced communication skills.

Education Accessibility and The Plight of Girl Students

Like many Sub-Saharan African countries, Uganda faces major challenges in providing quality and accessible basic education to children and adolescents (UNICEF). However, there has been an increase in primary school enrollment since the Universal Primary Education (UPE) policy was introduced in 1997. According to Uganda's Ministry of Education and Sports, the implementation of the UPE policy of free tuition at the primary school level since 1997 has had two critical effects on enrolment:

- It has increased the enrollment of children from poor households and significantly reduced the poverty gap in access to primary education.
- Girls have seen a higher increase in enrollment than boys.

Additionally, the ministry says that "following the launch of UPE in 1997, enrollment increased from over two million pupils to the current almost eight million" (2022). Accessible education for Ugandan children since the introduction of UPE is a significant step in the right direction in the educational sector; however, it is not enough. Ekaju asserts that in the 2015 United Nations End Poverty, Millennium Development Goals Fact Sheet, writers state that "achieving universal primary education means more than full enrollment. It also encompasses quality education, meaning that all children who attend school regularly attain basic literacy and numeracy skills and complete primary school on time" (10). Although there is an enormous improvement in Ugandan children's education enrollments, school-going girls face significant challenges in accessing and attaining education. Some of these challenges include poverty, social-cultural factors, early pregnancies, early marriages, lack of interest, and orphanhood. Consequently, educating girls remains a challenge in the Kisoro district. According to the Kisoro Education Department, "The dropout rate in the district is 25 percent, the majority of whom are girls"(Kisoro District).

During my fieldwork, I interviewed Merab Katusime, a student who had dropped out of school and had spent a whole year at home. Katusime did not willingly quit school; family circumstances forced her to quit so that she could help her mother with farming and other domestic work. When asked why she dropped out in secondary three, Katusime says, "My father migrated to Kampala to find a job to take care of us, and it has been three years since he left. He abandoned us and remarried in the city, and my mother, a subsistence farmer here in the village, could not afford

to pay for my school fees and provide school materials" (Katusime 2021). Katusime is one of the many young school-aged girls and boys still willing to continue with school but who drop out of school due to different household barriers and issues in their homes. In their research *Gender Equality and the Effectiveness of Primary Education in Katosi Town Council, Mukono District in Central Uganda*, Moreen Amoding, et al. assert the following:

Women have very few opportunities or rights in certain parts of the world with little hope of improving their lives. They are limited in terms of schooling, property ownership, money returns to work, financial resources, and decision-making opportunities at the family and social level. (133)

The authors add that lack of resources and opportunities open to women is strongly associated with society-wide poverty or lack of development (133). In my interview with Teacher Richard Barugahare, I heard him associate the question of high school dropouts with the ignorance of the importance of education from the parents and caregivers. He also accused the cultural beliefs of some members of the Busanza community, especially males or fathers in the households, saying, "Most men in the households in our community do not value education and still believe that educating girls is a waste of time and money. They instead hurry to marry off their daughters at young ages to get a dowry." (Barugahare 2021). Barugahare adds that most girls do not make it through high school, primarily because of poverty and the pressure from their parents and caregivers to find husbands and get married.

As a cofounder of the Rev. Yohana Runyange Foundation, I am proud to say that the Foundation has sponsored Katusime to return to school. We will provide school fees and other educational materials for the remaining part of secondary school and university should she choose to continue. In addition, the Foundation is co-sponsoring with Gitovu Child and Youth

Development Center (CYDC) to support Carolyn Uwayo, the highest performing student in last year's Primary Leaving Examination. They will fund her tuition and educational materials throughout her secondary school studies.



Fig. 5. Carolyn Uwayo, the girl in the middle of the photo, stands with relatives on her first day of Secondary school. January 10, 2022.

Tuition-free primary education is a significant relief to low-income families who cannot afford school fees. However, for students from low-income families to continue with their high school education, more assistance is needed to support them financially to pay school fees and educational materials. High school students are more likely to drop out of school at the secondary level than the primary level due to different factors, including lack of school fees and school

materials, poor attitude towards education, early pregnancies, early marriages, drug use, addiction, and easily becoming snared into semiprofessional labor at a young age. Josephine Nabugoomu states that “adolescents that drop out of school are at risk of low economic status even in adulthood due to unemployment, low paying jobs, alcoholism, poor health, committing crime and are prone to community detachment [8], all of which are of public health concern” (185). Regarding this health concern, Busanza schools often face a shortage of latrines and handwashing facilities which leads to poor personal hygiene and disease. As a result, school-going girls, in particular, find themselves in a more challenging situation as there is a lack of sanitary pads and separate latrines, and girls do not come to school when they have periods. This absenteeism leads to their poor performance, and they eventually drop out of school, a recurring and common practice. In fact, Teacher Barugahare says that “almost every year, only 40% of the students who have finished primary school education at Gitovu Primary School join high school, and less than 20% complete secondary school education” (Barugahare 2021). High enrollment for both girls and boys in schools is essential, but there is still more to be done to keep the students in school and motivated to study. Capacity building for the schools is paramount, such as building more classrooms and libraries, producing more qualified teachers, and providing extra support to families regarding educational resources such as academic materials and parental education about the value of education to their children, society, and the country.

Indeed, qualified and motivated teachers are essential. The 2018 World Development Report dedicated to learning emphasizes the critical position a teacher has in children's education. It argues, "Teachers are the most important determinant of student learning" (80). The most affected are students from disadvantaged communities, especially in developing countries where there are too few able teachers. The report further indicates that "fewer than 25 percent of Sub-

Saharan Africans currently complete secondary education. Thus, there are simply not enough qualified candidates to meet the growing demand for teachers” (80). When commenting on the challenges teachers face in Busanza, Teacher Stephen Hashakimana, a teacher at Gitovu Primary School, states the following:

It is perfect to see the number of primary school enrollment increase, but it becomes a huge burden to us, teachers. The student-teacher ratio is terrible. You find a crowded classroom of over 100 students, most seated on the floor due to a lack of desks and chairs being attended to by one teacher. I teach three subjects to three different classes because we do not have enough teachers due to insufficient funding. (Haskakimana 2021)

Teachers and other school support teams that play a critical role in children's learning need additional help to do their jobs well. Among other constraints, most of the teachers in the Busanza subcounty face a lack of academic materials such as adequate textbooks, teachers' local accommodations, and good pay that will attract qualified teachers. Currently, most teachers walk long distances from their homes to school. They arrive late, leave early, and cannot participate in after school and extracurricular activities. Therefore, it is essential to invest more heavily in teachers as the benefits of a good teacher and student relationship go beyond what the students learn in their classrooms. For example, Francis Godwyll and Kang So Young state that “poor relationship between teacher and student, student and student, or among other human beings can lead people to the relational poverty which can damage these individuals’ other resources” (130). However, Godwyll and So Young add that a successful relationship between the teachers and students can lead students to succeed with their education which can become an avenue to move away from financial poverty (131). To attract and retain good quality teachers who can be held accountable, the Government institutions responsible for the teachers must meet these teachers’

needs and those of children to attain quality education. However, these responsibilities should not be left to the Government and Non-Governmental Organizations (NGOs) to solve alone. Global Coalition to End Child Poverty report of 2007 states, “Child poverty is a multidimensional problem where various dimensions can be mutually reinforcing. Significant progress is unlikely to be delivered by one policy or sector area only” (7). It is usually the governments that citizens look up to for help in addressing the different social, economic, and political constraints they face, including poverty in the most underserved communities. However, this mindset and belief needs to change. Bornstein and Davis say it well, “People seeking solutions are no longer willing to wait for governments, corporations, churches, or universities to lead” (94). They add that governments should focus on building respectful partnerships with outside groups to implement solutions (95). Therefore, it is critical to note that governments cannot act alone in addressing social, economic, and political issues affecting people. Hence the need for collaboration between the community, government, and all other stakeholders in the education sector in Busanza so as to achieve quality and sustainable education.

Community Empowerment and Collaboration

Collaboration among different players like NGOs, civil society, religious leaders, opinion leaders, and unions are vital in scaling solutions that help the underprivileged or vulnerable children to succeed. The Global Coalition further states that public awareness and support matters to help governments prioritize and sustain action on child poverty...politicians need to make the case, but advocates, journalists, unions, civil society, concerned citizens and voters can contribute to the challenge and develop this support (6).

I believe this partnership will help the governments monitor designing policies that are best suitable for the underprivileged or vulnerable children. Additionally, the NGOs and other players

will ensure that the governments are held accountable for implementing the procedures that will transform the lives of vulnerable children. Communities need to speak out and demand these programs that serve their children; however, because there are currently few demands for these services in the Busanza, government officials are reluctant to initiate them.

Patlak, Margie, et al. argue that "several participants noted that a major impediment to scale-up of programs is a lack of demand for them by organizations and the communities they aim to help" (52). Communities may understand the magnitude of the children's struggles; however, without the right tools such as accurate data to assess the need for child protective services, the community may not be able to achieve social accountability for these services. Consequently, social empowerment will help ensure that policies for processes such as sustainable development goals are not only signed treaties by governments but become systems implemented to make a difference in the livelihoods of their citizens. To do so, communities need the capacity to enhance collaborative relations among different actors. I consider this a critical need and call it the backbone of advancement in participation and accountability of other actors in improving the welfare of children and the community. On the evolving idea of development, Friedmann argues that the poverty of poor households has resulted from not having enough social and political power to develop and to insist on services they have deserved from states (1035). Communities need a capacity building that enables the people to understand their rights so that they can build an adequate data infrastructure that allows them to understand children's needs, monitor progress, and advocate for quality improvement. Friedmann further mentions the following three elemental powers a household needs to become successful:

- Social power: Deals with access to information, knowledge, and skills, participation in social organizations, and access to financial resources.

- Political power: deals with access to the process by which decisions affecting their future are made.
- Psychological power: deals with the sense of individual potency or self-confident behavior (2651).

Brenda Salter McNeil argues the importance of ongoing interaction and collaboration in enduring systematic change in communities. She says that “ongoing interaction in a collaborative environment is inherent in every phrase, and a foundational commitment to forgiveness, humility, and pursuit of justice is woven through the model” (40). Collaboration is an essential factor in ending child poverty and ensuring holistic development. However, communities first need to be empowered to advocate for themselves and enhance good collaborative relationships centered on improving their lives. Simone Joyaux says that “the success of your organization depends on your ability to build relationships-strong, diverse and royal relationships” (6989). An empowered Busanza community will play a critical role in ensuring a collaborative relationship with other stakeholders in the education sector to rally support, advocate for more resources and programs, and supplement governmental provisions to benefit the students and the community of Busanza.

Networks and potential partners

The Library and Community Center's most significant collaborative partner will be the Gitovu community members. However, the latter face many challenges, mainly low poverty levels in material resources and standards of education. Despite these challenges, the community shows strong solidarity, resilience, and goodwill towards improving their lot. Henri J.M. Nouwen wonders if churches and charitable organizations realize that community is one of the greatest gifts they have to offer (49). Gitovu parish has always relied on this gift, and the project will tap into it

as the library and community center are built. The local community will volunteer some of their time, labor, and raw materials.



Fig. 6. Image showing Gitovu community members participating in the renovation of Gitovu Church.

Joyaux says that “social capital makes individuals and organizations more productive” (1122). She defines one-way social capital works, as inspired by Putnam’s descriptions, saying, “Social capital helps people work together to solve problems they all share” (1122). Beyond the Gitovu community, the parish will rely on the existing good network and working relations it has with different churches and the different Government institutions and Non-Governmental Organizations to establish new partnerships. The Ministry of Education & Sports will be the line ministry, but since the project is taking on a holistic approach partnership with other ministries like The Ministry of Agriculture, The Ministry of Health will also play a significant role in the project to achieve its goals. The church will also use the influence of the Muhabura Diocese to

help build and develop new connections within the region and beyond. Gitovu Primary School alumni have vast potential networks that can help to advocate for more and partnerships beyond Gitovu to mobilize for additional resources. The Rev. Yohana Runyange Memorial Foundation will join these other partners to achieve educational goal.

The Rev. Yohana Runyange Foundation-(YRF)

The Rev. Yohana Runyange Memorial Foundation is a non-profit organization that aims to transform lives through education. The name of the organization was inspired by the illustrious service that the late Rev. Yohana and Gladys Runyange rendered to the church and the community of Gitovu Parish, Busanza subcounty and Kisoro District as a whole. They were highly regarded as leaders who benefited their people through their ministry. It is their legacy of development through empowering people that has made the community embrace the initiative of the foundation, identify with it and own its programs (Yohana Runyange Foundation).

The Rev. Yohana Runyange Memorial Library and Community Center project will be a community development initiative in honor of the late Rev. Yohana Runyange. Kazi Mostak Gausul Hoq affirms this concept, “Rural libraries need to ensure greater involvement of the rural communities in the planning, designing and operation of the centers” (304). The Rev. Yohana Runyange Memorial Library and Community Center will be administered under the joint auspices of Gitovu Church of Uganda and Gitovu Primary School, and it will be one of several projects under The Rev. Yohana Runyange Foundation.

The YRF firmly believes in copowerment. Dr. Forrest Inslee, ICD Professor, defines copowerment as "a dynamic of mutual exchange through which both sides of a social equation are made stronger and more effective by the other." (Inslee). The Rev. Yohana Runyange Memorial

Library and Community Center programs aim to mobilize rural grassroots communities and empower them to develop and run the initiatives that will enable them to thrive and have a better quality of life. Petra Kuenkel asserts that “the capacity for initiating, facilitating and sustaining the construction of meaningful futures is within all of us” (49). Additionally, Kuenkel says, “Building our capacity for leading collectively toward more sustainable future requires us to develop personal and strategic abilities that allow us to leverage collective leadership because it is contagious, where it prevails people take up responsibility unasked” (40). The Rev. Yohana Runyange Foundation believes that those closest to the problem are also those most relevant to the solution, and when people feel valued, they deliver to the best of their abilities. They participate fully.

Katie Willis says that “grassroot development is often termed participatory” (113). In all the projects The Runyange Foundation has conducted so far in the community, members of the Busanza community have taken center stage and have not only been the beneficiaries but have fully participated in and owned the programs. In her book *Everyday Justice*, Julie Clawson asserts that “having the support of a community helps all of us better commit to seeking justice” (187). As a cofounder of The Rev. Yohana Runyange Foundation, I am a firm believer in strength of collectivity and copowerment.

I was inspired by how my grandparents, Rev. Yohana Runyange and Gladys Runyange, showed love for community service advocacy, for social justice, and for equity. Henri J.M Nouwen and John S. Mogabgab capture it well when they say that creating the community of love is a way of helping to build the kingdom of God. They say, “When we give ourselves to planting and nurturing love here on earth, our efforts will reach out beyond our own chronological existence” (24). For example, several years after Rev. Yohana Runyange passed away, his work and dedication to serving his community had already left a significant mark on the community.

Therefore, it is befitting and an honor to the Busanza community and founders of the Rev. Yohana Runyange Foundation to name the Library and Community Center in his memory. Among its core programs, the Rev. Yohana Runyange Foundation intends to help with the following: capacity building by helping to advocate and fundraise to have a library and community center, building more classrooms built, adding more latrine blocks with separate cubicles for girls and boys, improving the general sanitation and hygiene at the schools, starting a sanitary pads project to improve girl's hygiene and to reduce their absenteeism from school, and mobilizing funds to build teachers' accommodations.

Rev. Yohana Runyange Foundation Core Programs

Education

The Foundation aims to work with poorly resourced government-aided schools to create a safe and favorable learning environment. It works with one school at a time to take care of one need at a time, and in the process, we hope to reverse the trend of school dropouts, especially for girls. Gitovu Primary School, begun in 1945, is our starting point. It is one of the oldest schools in Busanza, and it was founded by the Church of Uganda.

Economic Empowerment through a Savings and Credit Groups

The Foundation employs measures to facilitate the improvement and growth of household income. The poor, especially women in Busanza lack access to traditional banking and related services to get credit and start income-generating activities. Regarding that fact Hoque Mahmuda and Yoshihito Itoharu assert,

Women in particular face significant barriers to achieving sustained increases in income and improving their status, and require complementary support in other areas, such as

training, marketing, literacy, social mobilization, and other financial services (e.g., consumption loans, savings). (2)

Many of the women, however, save through Cash Rounds and Savings and Credit Groups, and they can borrow from these at an affordable interest rate. Members can borrow throughout the year, and at the end of the year, they share the interest according to the amount saved. These women are very hard working but cannot access bank credit because they lack collateral. In these groups, though, members guarantee each other; each person must have a letter from their Local Council (LC1) chairman and two group members to guarantee them. The repayment is almost 100%. The loan sizes are as low as UGX 20,000 to as high as UGX 2,500,000 (USD 5 to USD670). Members borrow for different purposes. Some members borrow to solve family emergencies like seeking medical treatment and paying school fees, but most of them borrow to expand their small businesses. With the increased income, they can provide basic needs for their families and buy books, pens, and uniforms for their children. They can also feed their children and take them to the hospital for medical care when they fall sick.

Infrastructure

- Classrooms

Gitovu Primary School is on seven acres, which is quite a generous space compared with spaces at other schools. It has five classroom blocks but only ten functional classrooms. The oldest block was built in 1970; it is semi-permanent, old, and unsafe for children. The classrooms are not well ventilated, lack adequate light, and do not provide a working environment for learning. With a student population of almost 800 students, classes are overcrowded with an average of 80 students per class instead of the recommended 50 students per class. Because the classrooms lack enough desks and chairs, some children have to sit on dirt floors. Consequently, schools have an

urgent need for more classrooms, desks, and chairs. To comfortably accommodate the current student population, schools need an additional two blocks with three classrooms each, and they need to renovate the existing classrooms to make them suitable and safe for learning.

- Latrines

Gitovu Primary School has two latrine blocks for students and one block for the staff. Unfortunately, there are no separate latrines for girls. The school urgently needs more latrines and separate ones for girls. An additional four latrine blocks with four cubicles each would improve the general sanitation and hygiene at the school. In addition, the school needs to start a sanitary pads project to improve girls' hygiene and reduce their school absenteeism.

- Teachers' Houses

The school has 14 teachers, ten on the government payroll, and four teachers paid by the parents. These four are not qualified teachers, they are paid poorly, and their teaching is not up to standard. Furthermore, the school does not have any accommodation for teachers at all. The parents are currently struggling to construct a house for the headmaster. However, these parents are also currently struggling to meet the financial needs of their families and buy educational materials for their school-going children. To attract and retain good quality teachers who can be held accountable, it is essential to have staff accommodations at the school.

- Library and Community Center

In addition to the programs mentioned above, the Foundation will find solutions to barriers towards educational attainment for the students of Busanza. It will provide a healthy environment for them to study, enough scholastic materials for both students and teachers, and more economic empowerment for the community members through social entrepreneurship. In fact, the library

and community center project proposal will solve some of these needs of the students of Gitovu Primary school and the neighboring schools, and it will be accessible for any student in the Busanza community. Students are expected to buy educational materials, including pens, exercise books, uniforms, textbooks, and other reading materials. The parents struggle to buy pens and notebooks, but textbooks are way out of their reach due to poor household incomes. As a result, some of the students go through their primary education, and the only reading material they have had access to are their notebooks. Lack of textbooks and other reading materials is a significant challenge and is one of the significant factors contributing to students' poor performance and high school dropouts. Consequently, the library and community center will help students access academic textbooks plus offer them a safe place to study.

Organizational Accomplishments

In August 2018, Rev. Archdeacon Christopher Habyara Kiiza successfully supervised the renovation of Gitovu Church of Uganda, and all the work was done in a record time of three months. The renovation work of the church included leveling and beautifying the church grounds, tiling the floor, electrically wiring the church, plastering and painting the walls, replacing all the exit doors, refurbishing the furniture, and making new pews. He mobilized the local community members who freely gave their time and all the local materials required for the project. With the help and support from the grandchildren of Rev Yohana Runyange, the Archdeacon was able to rally financial assistance from family, friends, and all the Christians who live outside the parish. They gained a total of \$20,000, and the community contribution in kind was valued at \$3,500.

Appendix 1 provides further details about the Library and Community Center project proposal

Appendix I

Project Proposal

The Rev. Yohana Runyange Memorial Library and Community Center

Transforming the lives of children in Busanza subcounty through education by providing a physical space with a warm and enabling environment that encourages them to become critical thinkers, competitive workers, and empowered citizens.

Duration: 3 years

Total Project Cost: 118,370 USD

Target Population: Gitovu community members

Partners: Gitovu community members, Muhabura Diocese Ministry of Education & Sports, Ministry of Agriculture and Health, and Gitovu Primary School alumni.

Background of the Project

Rev. Yohana Runyange was born in Busanza, Kisoro District, Uganda, in the early 1900s and was one of the few lucky people to get formal education at that time. After completing primary school, he was recruited to work with the Church Missionary Society (CMS) in neighboring Rwanda and Burundi, where he and his wife Gladys worked in education and evangelism. While there, he also undertook an ordination course and was ordained as a pastor. At his request, most likely because he hoped to serve people of his birthplace and retire at home, he was transferred back to Uganda after over thirty years of service in various parts of Rwanda and Burundi. On his return in 1963, he was posted to Busanza, his home area, as the first parish priest of the new parish of Gitovu Church of Uganda. Building a church befitting the new status of Gitovu as a Parish Center was one of his priorities. Unfortunately, the project took off slowly due to a lack of funds. However, by the time of his retirement in 1978, the basic structures of the building were complete, and St. Emmanuel Church in Gitovu was inaugurated. Even after his retirement, he and his wife Gladys continued to serve the church and the community with love and dedication until the end of their lives. In 2018, his grandchildren mobilized support from friends, family, and well-wishers to refurbish the church he had started, loved, and served for many years.



Fig.7. Images of Gitovu Church of Uganda before the renovation and the transformation after the renovation.



Fig.8. Images of Gitovu Church of Uganda before the renovation and the transformation after the renovation.

Rev. Yohana Runyange did not have the opportunity and privilege of obtaining higher education, but he was still a champion of education. He educated all seven of his children and took them to the best schools even when he had few resources. He also helped and encouraged many children from his community to get an education. For some, he paid school fees, and for others, he even provided accommodation because their homes were very far from school, and they could not commute every day. Rev. Runyange's family had few material possessions, but their home was always open, warm, welcoming, and full of love and laughter. There was plenty of food and always room for one more person, a relative, a visitor, and/or even a stranger. They acted so effortlessly with Ubuntu which is best described as an African philosophy that emphasizes "being self through others." It is a form of humanism expressed in the phrases "I am because of who we all are" and Ubuntu ngumuntu ngabantu in the Zulu language. Ubuntu in Kinyarwanda, the local dialect, also means being generous. Archbishop Desmond Tutu famously talked about the essence and importance of Ubuntu. John Hailey addresses the comment made by Tutu on Ubuntu saying, "You know when ubuntu is there, and it is obvious when it is absent. It has to do with what it means to be truly human, to know that you are bound up with others in the bundle of life" (2). Ubuntu creates a selfless relationship and bonds with love and compassion. Moe-Lobeda describes this kind of love from a biblical perspective, "Love is the primary moral norm for human life. Loving neighbor as a self-or loving neighbor as God loves-along with loving God commonly is seen as the essence of morality" (166). Rev. Runyange did not only preach the gospel but also lived it practically. He advocated for social justice, the love for one's neighbor as oneself, and human rights for all, especially for women. In fact, as Rev. Runyange advocated for the education of all girls, he led by example by educating his daughters and giving them the same opportunities as his sons, at a time when it was not fashionable to send girls to school.

Problem and Possibilities

Gitovu Archdeaconry, which covers Busanza subcounty, comprises five parishes: Buhozi Parish, Gitovu Parish, Nyanamo Parish, Nshungwe, and Karambo Parish. Together the five parishes have 14 government-aided primary schools, 2 secondary schools, and 3 private primary schools. The schools' average enrollment is about 400 students each, thus totaling 7,600 students in all the schools. My qualitative research has presented me with an opportunity to engage with different players in the education sector of Busanza and the Kisoro district in general. We can come together as a community to find solutions to some of the challenges that the students and the community face.



Fig.9. A typical classroom in Gitovu Primary School. Many of them are not well ventilated and do not have enough desks and chairs, and some students must sit on dirty floors

One of these challenges is that young students often drop out of school. Nyibakiza, who is now a mother at 19, attended Gitovu primary school and Busanza secondary school, both schools within walking distance from her home. She started school at the age of 6 years, and she loved school. Twice a week, on market days, she often stayed at home to look after her younger siblings

while her mother went to the market to sell some of her crops to buy uniforms and books. She read only her notebooks throughout her primary school as she did not have access to any other reading materials. The textbooks provided by the school in the upper primary classes were very few, and they had to be shared, often with a pupil/book ratio of 12:1. She had a chance to use them only a couple of times. Due to her absenteeism and lack of extra reading materials, she repeated a few classes and got a second-grade pass rate in primary leaving examinations. She was admitted to Busanza Secondary School, which also had a limited number of textbooks, and students had to rely on the notes from their teachers. She did not get good results in her O' level examinations, and her family could not afford to pay for her to repeat another class or take her to a better school. Hence, she ended up staying at home and eventually married at the age of 18 years.

Similarly, Kwizera dropped out of school after primary seven. He got a third-grade pass rate in primary leaving examinations and failed to gain admission to secondary school. He loved school, and he believes that if he had access to textbooks and other reading materials, he would have done better. He is now married with 2 children at the age of 20 years. He has to share his father's land with his two older brothers; the land is too small and is mainly cultivated by his wife. He is engaged in petty trade across the border but with limited capital since he does not make much money. On non-market days, he spends most of his time drinking alcohol with the other young men in the village, taking up most of the little money he makes from his small business.

According to Sande Julius, the headmaster of Gitovu Primary School, the story of Nyibakiza and Kwizera applies to many young people in Busanza. Sande notes the following:

There are many intelligent students, but most of them do not do well at school due to a lack of study materials and guidance. It leads to a lack of interest in school for both boys and girls and, in turn, causes frequent absenteeism. As a result, the girls stay at home, attend to

domestic work, look after their younger siblings, and eventually get married early. (Sande 2020)

Consequently, the Rev. Yohana Runyange Memorial Library and Community Center project will provide the students with study materials and access to information technology that is not available in the schools. The library will be a significant component of this project. Valeda Dent notes that "according to the International Federation of Library Associations (IFLA), it has been demonstrated that when librarians and teachers work together, students achieve higher levels of literacy, reading, learning, problem-solving and information and communication technology skills" (IFLA, 2000, p.1 p.4). Additionally, Esther Stone notes quotes Weinberger suggesting that "literacy development starts soon after a child is born" (3) and that "children who are surrounded by printed material and have access to printed material become literate through their interaction with these resources" (2). Therefore, school children must have access to educational resources at an early age for their literacy development and to help prepare them for success in their educational attainment. This initiative will help fill that gap by complimenting government efforts while at the same time preserving the legacy of the late Rev Yohana Runyange.

History: Mission and Vision

The project's mission is to improve the study and reading culture of the students in general in the Busanza subcounty and beyond, thereby improving their chances of advancing to secondary schools, universities, and other tertiary institutions. Secondly, it promotes the intellectual growth and creativity of the people of Busanza subcounty and beyond by facilitating access to information resources.

The project's vision is to provide a physical space with a warm and enabling environment that encourages individuals to become critical thinkers, well-informed, and more intellectually competitive. This transformation will help create a literate and empowered society. One of the most famous quotes of the revered Nelson Mandela is about education, "Education is the most powerful weapon which you can use to change the world" (Washington Post 2013).

Beneficiaries, Programs, and Services

The direct beneficiaries of The Rev. Yohana Runyange Memorial Library and Community Center will be the Gitovu Parish community. Espen Stranger-Johannessen mentions three key essential characteristics of community library:

- The library begins on the initiative of, or together with, people of its community
- The library strives to serve the information and literacy needs of its community through its materials and services
- The library integrates with the community and schools through cooperation, outreach programs and events, and otherwise establishes a sense of community ownership of the community library. (93)

The Rev. Yohana Runyange Memorial Library will function as a de facto school library by its location next to the Gitovu primary school. However, the Rev. Yohana Runyange Foundation will ensure that there is full community participation and involvement in the planning, designing, and the management of the library and community center. Additionally, the materials and services of the library and community center will be relevant to the lives of the people in Busanza community. In 2021 according to Julius Sande, the Gitovu Primary School headmaster, "Gitovu Primary school only has a student enrollment of 800 students, 400 boys, and 444 girls." Consequently, the library

and community center will also serve the students of Busanza Secondary School and other surrounding primary and secondary schools. These schools do not have a school library other than a few textbooks usually locked up in the headmaster's office. Frimpong and Kwarteng state that "according to Bristow (1992), school libraries are the first places rural children get access to reading materials" (3). Libraries provide an essential service, and Busanza children need these library materials to help develop their intellectual capacity and reading culture at a young age.

The library will be open to but not limited to the Gitovu Parish community and being the first of its kind in the region and indeed in the Kisoro district, it is anticipated that the users will come from the whole of Busanza subcounty and beyond. The library's books will be in both English and Kinyarwanda, the local dialect. This duality will ensure that indigenous knowledge is fully preserved so that those who do not read English can also benefit from the library materials and services. It will have all the textbooks recommended for the primary and secondary school curricula as well as a wide variety of books and other reading materials in different disciplines that will give a world view to the users, especially the students. Dr. Suess, a famous American author of children's illustrated books, states, "The more that you read, the more things you will know, the more that you learn, the more places you will go." Additional to the academic textbooks, the library will also have a good collection of Ugandan and regional publishers reflecting the local culture relevant to the community. This assortment should encourage the users to read for fun as well as for study.

According to Robert Kanyamanza, the Busanza Secondary School Bursar, "We do not have any infrastructure, and even the little we have is in deplorable condition to attract and retain good teachers" (Kanyamanza 2021). He additionally notes that "lack of enough school textbooks is the biggest contributor to poor grades of our students, and unfortunately, we as school cannot afford

enough books; neither can the parents" (Kanyamanza 2021). The library will be a source of materials that teachers can use to prepare lessons. This will enable them to obtain more accurate information and encourage more active learning. Students will be able to read more about what they are taught in class and will develop research skills. The young learners will be introduced to the use of the library and benefit from programs such as Storytime, enabling them to read for pleasure and become lifelong learners. According to Harold Courlander, "Storytelling in Africa has been manifested in many ways and was used to serve many purposes. It was used to interpret the universe, resolve natural and physical phenomena, teach morals, maintain cultural values, pass on methods of survival, and to praise God" (1998).

Kanyamanza adds that "there needs to be a change of mindset for parents and caregivers towards education and the value of education" (Kanyamanza 2021). He says that although a few schools have tried to engage parents and caregivers and have encouraged them to be involved in their children's education, the response to such calls or occasions has been minimal. Kanyamanza recommends that "wide and consistent sensitization on the education of the community members be done" (Kanyamanza 2021). The library and community center will not just house a collection of books; they will go beyond providing only reading materials. Sara Harrity asserts the following:

Library users can: maintain and develop literacy skills learnt in the classroom; access knowledge that will equip them to improve their lives and livelihoods; learn about health issues and be better able to protect their families from sickness; understand their democratic rights; and acquire skills that will help them gain paid employment... Our vision is of community libraries that offer knowledge beyond the bookshelf. (199)

Thus, the Rev. Yohana Runyange Memorial Library will also be a place where community members can find information on different topics such as healthcare, water and sanitation,

agriculture, education, religion, recreation, and government services. These will be available through programs organized by and through the local and religious leaders and government officials in the area. The Prime Minister of Singapore (Goh Chok Tong) argues for the importance of information and knowledge: “The future belongs to countries whose people make the most productive use of information, knowledge, and technology. These are now the key factors for economic success, not natural resources” (240). Of course, the center will have a media section; fortunately, the area is now connected to the primary mobile telephone networks and the national electricity grid. Here the users will be able to listen to programs on local radio or watch television stations and even participate in live shows and discussions that are now broadcast on social media platforms in the local languages. Hoq suggests, “It is generally agreed that the rural libraries/information centers/telecentres should act like one-stop service centers where the villagers could get as many services as possible” (307). The media section will definitely give up-to-date news to the community. Participation in these programs will go a long way towards informing the community about the national and local development programs. They will also be able to learn about modern agricultural practices, the importance of education, how to take care of their children’s health, and how to care for their households; this information will help improve their livelihoods. Through these programs, they will better understand the importance of education and its direct association with their community's development.

Willis asserts that “meeting the needs of the poor would not only help reduce poverty levels but would also improve the education and skill levels of the population” (104). Besides providing access to library and educational resources, the center will also employ community members, improving their livelihoods and welfare. Copowerment will be essential in the day-to-day operations of the project. Stranger-Johannessen argues that- community libraries “should provide

information linked to the everyday lives of community members, and staff that are known to and trusted by the community should provide face-to-face contact to solve the user's problem" (93). The librarians at Rev. Yohana Runyange Memorial Library will come from the Busanza community so that they will have a natural close personal relationship with the users. This relationship will make it easy for them to communicate, identify the literature and information they need, and understand what is relevant for the users.

The most important way for the community to end the vicious cycle of poverty is to educate their children to succeed and become more competitive in their own world and the global world. Their own world has spectacular potential. Located in southwestern Uganda, Kisoro district is an exceptional travel tourist destination in the Pearl of Africa. Bwindi Impenetrable Forest National Park is one of the four National parks where one can see African mountain gorillas in the wild. Mgahinga Gorilla National Park also has mountain gorillas and covers three of the eight volcanoes (Muhabura, Gahinga, and Sabyinyo), all lying on the Uganda-Rwanda border. However, for the local communities to benefit from this tourism, they need to preserve the environment for the present and the future and teaching their children about these treasures that need protection and preservation is decidedly the way forward. The location of this project in the border district has meant that cross-border trade is also another good opportunity and avenue for income generation to develop the region. Again, education is the key because without education, the locals will continue to work only casual jobs.

Size of the Organization

The Rev. Yohana Runyange Memorial Library and Community Center will employ seven permanent staff: an operations manager, two librarians, one cultural and recreational instructor, a technical instructor/technician, an adult education and tutoring program specialist, and a custodian.

The land on which the library and community center will be constructed has already been identified and set aside by Gitovu Church of Uganda. The land is valued at 30,000,000UGX which is 8,108USD. The community will provide the labor for all the landscaping and garden maintenance, and this work will cost 7,400,00UGX, which is 2,000USD. The main structure building will cost 144,499,000UGX, equivalent to 39,054 USD, while the books, technical equipment, and furniture, including desks, chairs, and bookshelves, will cost 81,400,000 UGX equivalent 22,000USD. The annual budget for all the administrative costs and salaries is estimated to be 44,400,00UGX which is equivalent to 12,000USD. The budget for administrative costs to cover 3 years will be 44,400,000*3 years which is 133,200,000UGX equivalent to 36,000 USD. The community income project will cost 41,469,600 UGX, which is equivalent to 11,208USD. The total cost of the whole project will be 437,969,400 UGX, equivalent to 118,370 USD. The Church and the Community will contribute 11,458 USD which is 9.7% of the total cost. See the table below for a detailed budget and the breakdown of costs.

No	Particulars	Estimated cost in Uganda shillings (UGX)	Estimated Cost in US dollars (USD)
1.	Cost of Land	30,000,000	8,108
2.	Design and supervision of construction of Library and Community Center	10,000.000	2,702
3.	Building Structure <ul style="list-style-type: none"> • Structure 	44.400.000	12,000

	<ul style="list-style-type: none"> • Windows and Doors • Roofing • Finishes • Landscaping 	<p>15,000,000</p> <p>37,000,000</p> <p>40,700,000</p> <p>7,400,000</p>	<p>4,054</p> <p>10,000</p> <p>11,000</p> <p>2,000</p>
4.	Books and Technical equipment & Furniture <ul style="list-style-type: none"> • Books • Technical Equipment • Furniture (Desks, Chairs and Books shelves) 	<p>37,000,000</p> <p>25,900,00</p> <p>18,500,00</p>	<p>10,000</p> <p>7,000</p> <p>5,000</p>
5.	Transportation of construction materials, Equipment and Furniture	11,100,000	3,000
6.	Administrative Costs for 3 years <ul style="list-style-type: none"> • Maintenance of Equipment • Salaries • Internet Services • Incidentals 	<p>$740,000 * 12 * 3 = 26,640,000$</p> <p>$2,220,000 * 12 * 3 = 79,200,00$</p> <p>$740,000 * 12 * 3 = 26,640,000$</p> <p>3,700,000</p>	<p>$200 * 12 * 3 = 7,200$</p> <p>$600 * 12 * 3 = 21,600$</p> <p>$200 * 12 * 3 = 7,200$</p> <p>1,000</p>

7.	Community Income Generating Project	41,469,600	11,208
8.	Total	437,969,400	118,370

Table 1. **Budget for the construction and equipping of the Rev Yohana Runyange Memorial Library and Community Center.**

In my interview with Keith Dukuze, the Program Director for Gitovu Children and Youth Development Center (CYDC), Dukuze reported that "lack of income-generating projects in the area has caused a high rural-urban migration among male adults. It has left their homes even in worse conditions because most of these breadwinners, once they have moved to towns, never look back to support their families" (2021). To end this kind of abandonment and provide other positives, Dukuze says that sustainable income-generating projects will improve the livelihoods of the community members, and it will greatly impact education in general. Hoq says that among the many challenges that rural community libraries face is ensuring continued financial support from government, philanthropic organizations, local people, etc. (299). The participating communities will continue to support the project when the funding period from the grant ends. So, from the onset of the project, the community will set up an income-generating activity, a banana plantation, that Busanza community members will run and manage. Bananas are a staple food in Kisoro and most parts of Uganda. Both a cash crop and a food crop, bananas are also a perennial crop, so once the plantation is established, they keep producing for many years if well maintained. Such a banana plantation will continue to fund the library and community center for decades to come.



Fig.10. An example of a banana plantation



Fig.11. John Musabyimana stands beside his banana plantation. July,28 2021.

The project is estimated to cost 41,469,600 UGX, equivalent to 11,208 USD. The community will contribute most of the labor for plowing, planting, manure application, weeding,

and continuous maintenance. This work is valued at 4,995,000UGX, equivalent to 1,350 USD, which is 12% of the project's total cost. Most of the expenses will be one-time costs, and the recurring costs will accrue for technical support and the caretaker's remuneration. The project will start with 1,500 banana plants, but bananas take a whole year to mature. A bunch of bananas costs about 10,000 UGX, which is 2.7USD at the farm gate. During the first year of harvest, the expected income is only $1,500 \times 10,000 = 15,000,000$, equivalent to \$4,054. From the third year, which is the second year of harvest, the expected income will be $1,500 \times 10,000 \times 3 = 45,000,000$ UGX, equivalent to 12,162USD per annum. The income goes up 3 times because each plant has 3 bunches, and harvesting takes place 3 times a year. All this growth and harvest will be possible because there will be continuous training, sensitization, and community mobilization to ensure their commitment to the project.

No.	Activity	Estimated Cost in UGX	Estimated Cost in USD
1.	Ploughing	1,000,000	270
2.	Transport	1,500,000	405
3.	Preparation for Planting	1,000,000	270
4.	Purchase Organic Manure	2,000,000	540
5.	Application of Manure	500,000	135
6.	Purchase of Planting	3,000,000	810
7.	Planting	500,000	135

8.	Mulching Material/ Mulch	2,000,000	540
9.	Weeding	1,000,000	270
10.	Technical support for a period of 3 years	7,200,000	1,945
11.	Full time Caretaker for a period 3 years	10,800,000	2,918
12.	Planting Trees/ wind breakers	1,000,000	270
13.	Farm Implements	5,000,000	1,350
14.	Pest control for the period of 3 years	5,000,000	1,350
	Total	41,469,600	11,208

Table 2. Estimated cost of Community Income Generating Project (Banana Plantation project).

Timeline:

Depending on when the funding is secured, we will follow this timeline and sequence of work:

Month 1

- Create design and architectural plans of the library and community center
- Submit the plans for approval to Kisoro Town Council
- Identify a contractor
- Mobilize and create awareness about the project among the local communities.

Month 2

- Community clears and levels the site
- Collect and deliver all the local materials to the site
- Collect of all the construction materials for Phase 1
- Groundbreaking begins

Month 3:

- Complete Phase 1, Foundation and Structure
- Commence with the community income generating activity
- Identify, recruit, and train technical staff
- Identify good carpenters to make the furniture
- Further train and educate the community about the project

Month 4:

- Roofing begins
- Community income generating activity continues
- Further training and education for the community about the project continue
- Landscaping and leveling the ground continue

Month 5:

- Finish and prepare to open
- Locate and purchase technical equipment and books

- Maintain the community center grounds
- Community income generating activity continues
- Further community training and education about the project continues
- Technical staff plan for the grand opening

Month 6:

- Technical staff start work
- Furniture delivered
- Books delivered
- Technical equipment delivered
- Set up the Library and the Community Center
- Officially open the library and community center

Evaluation

Bryant L. Myers states that rather than “planning our way to transformation,” we and the people with whom we work will be better served by “learning our way towards transformation” (872). Thus, according to Myers, the emphasis is less on short term goals but instead, more about vision, values, regular monitoring, and evaluation (872). Monitoring and evaluation include adherence to the timeline and to making sure all necessary materials are delivered within the prescribed time, quality, and budget. The monitoring will be a continuous process throughout the project’s timeline. The Rev. Yohana Runyange Memorial Library and Community Center will also have a well-defined milestone for the evaluation.

Key Performance Indicators (KPIs) ensure that the center will develop a successful project execution through input KPIs, in-process KPIs, and output KPIs. These together spontaneously confirm the accepted level of performance quality and outcome, and they impact KPIs to measure the overall project success. An example of potential KPI impact is the pre and post-average income for residents; another example is the positive change in higher education enrollment rates and improvement in students' grades. The library and center plan to carry out the evaluation and monitoring throughout the project phases and take corrective actions to keep on the planned track. KPIs will be assessed through satisfaction surveys; others will directly get the data organically from the project data such as the number of daily, weekly, and monthly visitors, the number of books borrowed, etc.

Sustainability

According to Hoq, libraries will do well to find out alternative sources of income so that they can achieve economic sustainability first, because without economic sustainability, they cannot strive for attaining other forms of sustainability (307). Fortunately, the Gitovu Church of Uganda will take full ownership of the operation and finances of the Rev. Yohana Runyange Library and Community Center. From the onset of the project, the community will set up an income-generating activity that the community will run and manage. The community members will be divided into four groups to ensure that each member can work on the community project once a month. The Foundation will invest the income from the project in a revolving fund to produce interest and keep the fund growing so that it supports the center's operations. Most of the community members, especially the women, already belong to revolving fund groups and are familiar with how they operate. They save money in the fund, and the members can borrow, which is how the fund divides interest amongst the members after a specified period.

The Library and Community Center will regularly conduct empowerment and awareness training programs to ensure that the local community takes ownership of the project and acquires the capacity to manage the center's operations exclusively. Myers asserts that “ownership of development process lies with people themselves...when people change by becoming less passive and more the primary actors in their own development, participation has become empowerment” (852). The basic operations will be library activities, internet access, computer literacy classes, and community workshops based on the community needs. Services will be provided for both school students and resident adults. To ensure that school children have better and equitable access to the library services, all the services will be free of charge.

Conclusion

Poverty can stall lives and communities. It affects individuals, families, organizations, and hope for tomorrow. Nothing provides an easy answer to poverty, but education for all is a major key to liberation from it. To help boost education in Busanza, I chose to work with Gitovu CYDC, which works closely with the children's beneficiaries and other stakeholders, including the parents and caregivers. Working with Gitovu CYDC, already established in the area's education sector, helped me in my qualitative fieldwork research. Through it, I successfully engaged with the program's beneficiaries and other education stakeholders in the district, including non-beneficiary members of the Busanza community. It was evident that a lack of access to educational resources was a major problem in securing quality education for Busanza's children. Thus, resulting from this fieldwork, I developed the goal to build the Rev. Yohana Runyange Library and Community Center where such an access will be available to all, free of charge. Of course, this goal involves detailed financial and implementation intentions. Working together with community leaders and stakeholders, we have also established a plan to employ community members to manage the library

and community center. At the same time, we intend to plant a banana plantation to help fund the library and community center for decades. This plantation will also employ community members. Community empowerment and collaboration were essential tools in this process, and tools that will aid all involved to thrive better in the future.

This library and community center may not entirely eradicate poverty, which is the primary household barrier towards students' educational attainment, but it will be a massive boost to the education system in Busanza and its neighboring counties. Furthermore, more access to educational resources and an income-generating project to support the library will help sustain the project and bring the Busanza community members together to work to improve their livelihoods. The Rev. Yohana Runyange Memorial Library will help transform the lives of the Busanza community through its services, and it will help improve the quality of education for Busanza's students. It will benefit the general community as it extends all the services and programs to transform the lives of the general public users. The attached banana plantation project will help ensure that the families benefit from its products and help financially sustain the library and community center. In all, it is a hopeful, progressive "journey." It is an educationally and financially beneficial transformation that the Busanza community will experience together and that they can sustain for generations.

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