



**ENHANCING RURAL TRANSFORMATION THROUGH COMMUNITY  
PARTICIPATION**

**A SIX –MONTH REPORT ON INTERNSHIP CONDUCTED IN BUSIRABO PARISH,  
KAGADI SUB COUNTY KAGADI DISTRICT**

**BY**

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**THE INTERNSHIP REPORT SUBMITTED TO AFRICAN RURAL UNIVERSITY IN  
FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF A BACHELORS  
DEGREE OF RURAL DEVELOPMENT OF AFRICAN RURAL UNIVERSITY**

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## **Dedication**

This Report is dedicated to my beloved Parents Mr. Serugo Raphael and Mrs. Birungi Rose, my brothers and sisters for the encouragement they always gave me. Special dedication goes to African Rural University (ARU) for the unconditional support provided to make me reach this level.

Special dedication goes to my beloved friend Mrs. Ategeka Kasfa who informed and encouraged me to join African Rural University.

## **Declaration**

I Ainebyona Ritah, declare that this work is out of my own Struggle and Commitment. No any Report of this kind has ever been produced and submitted for the Award of Academic qualification in any Academic Institution and information used from other sources has been acknowledged.

Signed by.....

Ainebyona Ritah (19/ARU/BRD/001)

Date.....



**Approval**

An Internship report titled “Enhancing Rural Transformation through community participation in Kagadi Sub-County, Kagadi District” has been done under close supervision and its being submitted for examination with approval.

Mr. Byaruhanga George William (TWS)

Date .....

Signed.....

Mr. Ndagije Varerious (Faculty Supervisor)

Date.....

Signed.....

## **Acronyms/Abbreviations**

AI	Appreciative Inquiry
ARU	African Rural University
BRD	Bachelor of Rural Development
CAP	Community Action Planning
CD	Community Development
CDD	Community Driven Development
CR	Current Reality
LC	Local council
LC1	Local Council One
MDAs	Ministries, Departments and Agencies
OAU	Organization of African Union
PAR	Participatory Action Research
PDM	Parish Development Model
SACCO	Saving and Credit Cooperation
SDGs	Sustainable Development Goals
STC	Structural Tension Chart
TRT	Technologies for Rural Transformation
TWS	Traditional Wisdom Specialist
URDT	Uganda Rural Development Training Programme
VA	Visionary Approach

**Definition of Key Terms**

**An Epicenter:** This is a place where people come together to discuss the interconnectedness of health, education, self-sufficiency, civic participation and traditions within their lives in concern with Visionary leadership.

**Epicenter Manager:** Is a female Leader who is deployed either at the sub County or District to manage centers of excellence through using the URDT Methodology of the Visionary Approach, Personal Mastery, Systems Thinking, Mental Models and Team Learning.

**Epicenter Strategy:** This refers to one of URDTs strategies that scale up its Methodology in order to bring about Rural Transformation through systems change. It's aimed at enhancing people's mind set change through the Epicenter Managers at the Sub County level based on Systems Thinking and Visionary Approach.

**Community Action Planning (CAP):** This is a participatory tool used to build the capacity of community in taking action in accordance with the aspiration and potential of the community.

**Participatory Action Planning (PAR):** This is an approach that involves participation and action, seeking to understand the world by trying to change it.

**Structural Tension:** This is the high level of planning process that is sustainable for better true Group creatively and tends to reduce the rates of individual egos, increase the power of collaboration and more quickly leads to better plans.

**Visionary Approach (VA):** This is an approach that involves facilitating the whole process of Rural Transformation involving consciousness rising and training people to acquire skills of formulating Visions for desired future. (Fritz, 2005)

**Women Empowerment:** This is the process in which women leaders elaborate and recreate what it is that they can be, do, and accomplish in a circumstance that they previously were denied.

## **Executive Summary**

This Report presents what transpired during the Six- Months Internship which was carried out in accordance with the ARU 2022/2023 Objectives provided under Chapter One.

The Internship started on 3<sup>rd</sup> June 2023 and ended on 31<sup>st</sup>/October/ 2023 and it was carried out in Rwamabaale A and Rwamabaale B Villages, Busirabo Parish, Kagadi Sub County, Kagadi District Mid-Western Uganda. During the Internship, the Intern worked closely with the Technical and Political Staff of Kagadi Sub County, the Supervisor, Epicenter Manager and Community members.

Several Methods and Techniques that were used included; the Visionary Approach (VA) that looks at what one truly wants (desired result) and analyses the Current Reality in relation to the Vision, and structural tension is developed by holding the Vision and the Current Reality simultaneously which leads to Action Steps. Community Action Planning (CAP) is another method that calls for actions to be taken so as to achieve the identified aspirations of the community, Participatory Action Research (PAR), Structural Tension Chart (STC) are under the methods that were used during the Internship.

The Intern intervened at Individual, Family, Groups, and Community levels to implement actions. She engaged and participated in Community Development (CD) activities such as cleaning a water source and working on the Village roads among other activities as they will be fully discussed in Chapter Four

## **Chapter One**

### **General Introduction**

#### 1.0 Introduction

An Internship is a professional learning experience that offers meaningful, practical work related to a student's field of study or career interest. An Internship therefore gives a student an opportunity for career exploration, development and to learn new skills. (Umbc, 2019)

This Chapter presents the Introduction, Back ground of the Internship, Objectives of the Internship, Learning out Comes, Outputs, Scope, and Significance of the Internship. Back ground of African Rural University (ARU) and the Background of Kagadi Sub County.

#### 1.1 Background of the Internship

The Internship took a period of five months and started on 3<sup>rd</sup>/6/2023 and ended on 30<sup>th</sup>/10/2023. Internship is an avenue that enables the students of ARU to support the Transformation of Communities where they are deployed for their Internship through hands on learning experience.

In a bid to fulfill the 40% Field practice and preparation for a student's real-life experience in Communities during the one-year Internship, Students are taken to the field in order to experiment what has been going on in the previous three' class room learning that contributes 60%. The three-year class room learning encompasses the Visionary Approach, Principles of a Learning Community, Visionary Leadership, and Sustainable Development among other key areas.

The Internship involves deploying Students in Lower Local Government where they are mentored by Epicenter Managers. Seven (7) students in Fourth year were deployed in four Sub Counties of Kagadi, Kabamba, Muhorro, and Bwikara in Kagadi District to develop a strong relationship between ARU and the Local Communities so as to improve people's livelihoods through different trainings for example Visionary Approach that applies the principles of the Creative Process, Systems Thinking and Sustainable Development.

#### **1.2 Objectives of the Internship**

The following were the four Objectives of the Internship

- (i) ARU Interns have the capacity to contribute to the efficiency and effectiveness of systems and structures in service delivery of ten Lower Local Governments in Kagadi Sub County
- (ii) ARU Interns as Potential Epicenter Managers demonstrate an understanding of the role of Epicenter Strategy in the implementation of the Parish Development Model and realization of Uganda Vision 2040
- (iii) ARU Interns have the capacity to conduct Community Action Planning as a democratic bottom up process to cause Rural Transformation
- (iv) ARU Interns have the capacity to conduct PAR and develop plans to create change in the Community.

### **1.3 Learning outcomes**

- i. Effectively conduct research on systems and structures in project conceptualization, design, implementation, monitoring and evaluation at Lower Local Governments
- ii. Apply various mechanisms for implementation of the Epicenter Strategy in the implementation of PDM and realization of Uganda Vision 2040
- iii. Facilitate Community Action Planning or PAR
- iv. Demonstrate and practice good working ethics, communicate effectively and exhibit good interpersonal skills
- v. Apply skills in carrying out data collection exercises and analyzing data using EXCEL or SSPS
- vi. Train Sub County and Local Leaders in principles of a learning organization
- vii. Apply PAR, CAP and other tools to create/ implement, monitor and evaluate Community projects.

### **1.4 Outputs of the Internship**

- i. Internship Plan
- ii. Reports
- iii. Publications
- iv. Policy briefs
- v. Manuscripts

## **1.5 The Scope of the Internship**

This Chapter presents the Geographical scope, Time scope and Content scope of the Internship as shown below;

### **1.5.1 Geographical scope**

The Internship was conducted in Kagadi Sub County, Kagadi District in Mid-western Uganda.

### **1.5.2 Time scope**

The Internship took a period of Five months since 3<sup>rd</sup> June 2023 to 31<sup>st</sup> October 2023

### **1.5.3 Content scope**

The Internship covered all development areas on Nutrition, Health, Sanitation, and Agriculture, Water management, Rural Technologies, Income Generation and the Environment in order to bring about holistic approach to development.

## **1.6 Significance of the Internship**

The Internship as part of African Rural University contributes to the award of a Bachelors Degree of Rural Development to the learners.

African Rural University will gain popularity and a strong network with Government Institutions and other development partners.

## **1.7 Background of African Rural University**

African Rural University (ARU) was found by Uganda Rural Development and Training Programme (URDT). ARU is focused on providing women with the necessary knowledge, skills and experience to be effective rural development specialists and change agents. African Rural University (ARU) provides Transformative Education under its Bachelors of Rural Development (BRD) in the Faculty of Technologies for Rural Transformation (TRT) to create change agents.

Students learn and stay with rural Communities to widen mind-set, work and transform the livelihoods in rural areas. ARU's education curriculum applies both theoretical learning which comprises 60% and field practice 40%. ARU promotes an integrated curriculum that trains students to become Rural Transformation Specialists (RTS).

The vision of ARU is; An institution that has governance and management systems that nurture and promote participatory decision making, transformational education, training and endogenous knowledge development; products which include community practice, publications, public lectures, library, Rural Transformation Specialists and Research Methodology based on the Visionary Approach.

The mission is to provide transformational education to create effective change agents within an African development context. ARU applies theoretical learning, innovative instruction and field practice, so that ARU graduates can create conditions for people to improve their lives, transform their communities, awaken inherent leadership and increase their capacity for self-generating and sustainable change, this is done through Participatory Action Research (PAR). Using African Rural University and URDT holistic approach, transformation can be achieved as various women are trained in class thereafter be deployed in the field to learn and stay with the people as residents of communities. This helps to understand better the organizational behaviours, economic activities and dynamics in those Communities.

### **1.8 Back ground of Kagadi Sub County**

Kagadi Sub-County is found in Kagadi District in the Bunyoro Sub-Region of Mid-Western Uganda. The Sub-County currently has 4 Parishes of Kenga, Busirabo, Kanyangoma and Kihayura with 34 villages. The Sub-County has over 19 Schools currently of which 12 are Nursery and Primary Private Schools, 6 are Government aided Primary Schools, and 1 Community Secondary School.

The Sub County is generally composed of Banyoro, Batooro, Bakiga, Banyankole, Banyarwanda, Bafumbira, Bamba, and Bakonjo. It is also associated with natural resources like River Muzizi, Kangombe forest reserve and different plateaus which give the Sub County beautiful scenery. The climate in this Sub-County is equatorial in nature with two rainfall maxima (first season March to May and second season August to November) which favors agricultural activities. The most economic activity in the area is farming and approximately 90% of the population participate in. The common crops grown in this area are mainly maize, beans, Irish and sweet potatoes, groundnuts, cassava, sugarcane, coffee, tobacco and bananas. The sub-County is bordered by Muhorro and Isunga Sub-Counties, then Nyamarunda and Kagadi Town Councils.



According to National Population and housing census report 2014, page 329 of 1803, Kagadi Sub-County is estimated to be having a general total population of 13075 with males constituting 6504 and females 6571 with a population total of 2649 households. It has a total density of 268.2/km<sup>2</sup> and an annual population change of 3.5% according to UBOS population projection (2015-2022).

### **1.9 Conclusion**

Subsequently, looking at the general background with its significant issues in the preceding pages, consideration is now being paid to the related literature in the preceding pages in Chapter Two.

## **Chapter Two**

### **Literature Review**

#### **2.0 Introduction**

This Chapter reviewed related literature on different aspects that impacted the ARU Internship 2023 with development issues that are in line with Internship Objectives as indicated in Chapter One above. These aspects include Visionary Approach, Community Action Planning, Participatory Action Research, Systems and Structures in service delivery in Local Government, Sustainable Development Goals, African Agenda 2063, Uganda Vision 2040, National Development Plan III, Parish Development Model, Community Driven Development and Two Generations Approach. These aspects are explained below.

#### **2.1 Visionary Approach**

The Visionary Approach is an approach that involves facilitating the whole process of Rural Transformation involving consciousness rising and training people to acquire skills of formulating Visions for desired future. The Visionary Approach has three elements Vision, Current Reality and Structural Tension. A Vision is defined as a clear and a compelling mental picture of what one truly wants (desired future) formulated in the present as if it was already achieved. Current Reality (CR) is a clear and true description of the existing situation in relation to the Vision. Structural Tension (ST) is developed when one holds the Vision and Current Reality at the same time. This discrepancy is the power from within which, if well resolved, creates change because the natural tendency is that tension seeks resolution. The power to attain one's aspirations resides in how one works. Therefore, the Intern used this approach during her Internship and it helped the participants to create the desired results, understanding the current reality and actions taken according to their aspirations thus enhancing rural transformation and development.

#### **2.2 Community Action Planning (CAP)**

According to (Engwerda, 2020) Community Action Plans are akin to road maps for implementing community-led change. They identify what will be done, who will do it and how it will be done. They describe exactly what a community wants to accomplish, how it will do so and the resources needed to be successful. CAP ensures that all members are involved and participate in all stages of change, beginning of idea, Visioning, defining strategies, implementation, and evaluation. CAP is another approach that the University uses to enhance rural development and the Intern is

expected to carry out CAP so as to enable communities have clear plans about the kind of societies they desire while showing the different accountable for each action plan.

### **2.3 Participatory Action Research (PAR)**

According to (Fran Baum 2006), PAR is an approach that involves participation and action seeking to understand the world by trying to change it. PAR is a form of action research in which professional social researchers operate as full collaborators with members of organizations in studying and transforming those organizations.

Participatory Action Research (PAR) is also a qualitative research methodology option that requires further understanding and consideration. PAR is considered democratic, equitable, liberating, and life-enhancing qualitative inquiry that remains distinct from other qualitative methodologies.

The Intern used this approach at both Community and Group levels. The members of the community were gathered and revised their community visions and reflected on what had so far been achieved based on the first developed vision. The community made suggestions on what to be improved collaboratively and every one's idea was captured. These ideas were put into actions and then implemented thus bringing about effective change. Some of the actions taken and implemented included construction of Lorena stoves to conserve the environment, establishment of kitchen gardens among others.

### **2.4 Systems and Structures in service delivery in Local Government**

Uganda embarked on decentralization of powers from central to local governments in the early 1990s as a conscious strategy to enhance local democracy, improve service provision and reduce poverty. The major focus was empowering citizens to participate in decisions that affect their localities. Later attention was shifted to strengthening administrative systems to enable them respond to local service delivery needs and poverty reduction imperatives. This shift was in response to the earlier situation in which central government had long dictated developments at local levels in a remote manner (Kiyaga 2009). The Intern was able to attend and participate in different meetings at the Sub County for example TPC, Sectoral and Council Meetings which led to increased knowledge of the Intern in understanding how Local Government Systems and Structures work.

## **2.5 Sustainable Development Goals**

SDGs are a collection of 17 interlinked global goals designed to be a “blueprint to achieve a better and more sustainable future for all”. In 2015, the United Nations created 17 Sustainable Development Goals and aimed to achieve them by 2030. All 193 United Nations Member States agreed on these 17 goals to end poverty, ensure prosperity, and protect the planet. For example, Goal 5 says Achieve gender equality and empowers all women and girls and its target is Gender equality is not only a fundamental human right, but a necessary foundation for a peaceful, prosperous and sustainable world. Under SGD 4 Quality Education, the Intern together with her fellow Interns trained the pupils of St. Martha Kenga Primary school in Visionary Approach and also carried out sensitization in other schools like Sese primary School and this improved on pupils’ knowledge.

## **2.6 African Agenda 2063**

The African Agenda 2063 is yet another policy framework that impacted the Internship and its Aspirations are in Appendix (ii) of this Report. African Agenda 2063 is a shared framework for inclusive growth and sustainable Development for Africa to be realized in the next fifty years. The African Agenda has 7 Aspirations and these are; A prosperous Africa based on inclusive growth and sustainable development, an integrated continent, politically united and based on the ideals of Pan-Africanism and the vision of Africa’s Renaissance, an Africa of good governance, democracy, respect for human rights, justice and the rule of law, a peaceful and secure Africa, an Africa with a strong cultural identity, common heritage, shared values and ethics, an Africa, whose development is people-driven, relying on the potential of African people, especially its women and youth, and caring for children, Africa as a strong, united, resilient and influential global player and partner. Here under Aspiration five that talks about the Africa whose Development is People driven, the Intern participated in community works such as training community members in appropriate technologies, clearing access roads and water sources among others.

## **2.7 Uganda Vision 2040**

The National Planning Authority in consultation with other Government institutions and other stakeholders developed a Uganda Vision 2040 to operationalize this Vision statement and it was launched on 18th April 2013 with the Vision of transforming a Ugandan Society from a Peasant to a Modern and Prosperous Country within 30 years. This involves changing from a

predominantly low income to a competitive upper middle-income country within 30 years. Uganda Vision 2040 builds on the progress that has been made in addressing the strategic bottlenecks that have constrained Uganda's socio-economic development since her independence, including; ideological disorientation, weak private sector, underdeveloped human resources, inadequate infrastructure, small market, lack of industrialization, underdeveloped services sector, underdevelopment of agriculture, and poor democracy, among others. Here, the Intern conducted CAP and vital steps were taken by the community members after identifying their aspirations. These included working on the water sources, working on the access roads, practicing appropriate technologies among others thus triggering socioeconomic transformation.

### **2.8 National Development Plan III (NDP III)**

According to (Authority,2020), National Development Plan (NDP) is the third in a series of six NDPs that will guide the nation and deliver the aspirations of the people of Uganda, as articulated in Uganda Vision 2040. NDPIII (2020/21 – 2024/25) aims to build on the progress made, learn lessons from the planning and implementation experiences of NDPI and NDPII, and also seek to surmount some of the challenges encountered. At the end of its implementation, the country will be halfway through Vision 2040 30-year's timeframe.

### **2.9 Parish Development Model (PDM)**

The PDM is one of the major development aspects that was used during the Internship. In February 2022, Government of Uganda launched the Parish Development Model (PDM). The PDM is a multi-sectoral strategy to create socio-economic transformation. This PDM aims to lift the 39% of Uganda's population from the subsistence to money economy and has seven pillars which are listed in Appendix (V) of this Report. The PDM was conceptualized as a last mile strategy for service delivery, and improving incomes and welfare of all Ugandans at the household level. The PDM underlies the spirit of harmonization of Government interventions with delivering services closer to the people. (government, 2022) .The PDM has seven Pillars i.e. (1) Production, Storage, Processing and Marketing; (2) Infrastructure and Economic Services; (3) Financial Inclusion; (4) Social Services; (5) Mindset change; (6) Parish Based Management Information System (7) Governance and Administration. The Intern was engaged in different PDM activities by the Community Development Officer (CDO) like checking for group membership thus contributing to the realization of the Internship Objective (ii) that says to apply various mechanisms for

implementation of the Epicenter strategy in the implementation of PDM and realization of Uganda Vision 2040.

### **2.10 Community Driven Development**

According to (Development & Bank, n.d.) Community Driven Development (CDD) is an approach that gives control of development decisions and resources to Community Groups. Poor communities receive funds, decide on their use, plan and execute the chosen local projects, and monitor the provision of services that result. It improves not just incomes but also people's empowerment, the lack of which is a form of poverty as well.

Community-driven development (CDD) gives control of decisions and resources to community Groups. CDD treats poor people as assets and partners in the development process, building on their institutions and resources. Support to CDD usually includes strengthening and financing inclusive community Groups, facilitating community access to information, promoting and enabling environment through policy and institutional reform. Experience demonstrates that by directly relying on poor people to drive development activities. The Intern did this with the community members by working on two community access roads as a result of CAP and PAR. These roads were Kisara-Kenga and Rwamabaale-Busirabo Access Roads.

### **2.11 Two Generations Approach**

The Two-Generations Approach is an approach used by URDT in enhancing rural transformation. The approach begins with establishing a new mind-set focused on family-centred program design, continues with the alignment of services across multiple organizations, and culminates in providing coordinated services to children and parents together while tracking family outcomes over the long term (Two-Generation Approach | Urban Institute, n.d.).

URDT has developed the 2-generation approach that links education to rural transformation. It demonstrates that disadvantaged homes can develop provided both generations (students and parents) get functional adult literacy training, have shared vision for their home and relevant skills, knowledge and attitudes. The URDT Girls' School and two community school apply the 2-generation approach on daily basis. The schools enhance the students' academic success as well as their competencies in leadership, commercial farming, health care, entrepreneurship, and empathy and relationship development, among others. The students transfer their newly gained skills

through parents' workshops, back-home projects; popular theatre and radio programs to their homes and communities. The 2-generation approach limits the knowledge gap between parents and children, boosts gender equality, health, prosperity, peace, freedom and happiness in the students' homes(URDT Background Information, n.d.)

## **2.12 Conclusion**

After looking at the general background under Chapter One with its salient issues and consequently the just concluded Chapter Two, now attention is being cast under Chapter Three which is about the Methodology of the Internship.

## Chapter Three

### Methods, Tools and Materials

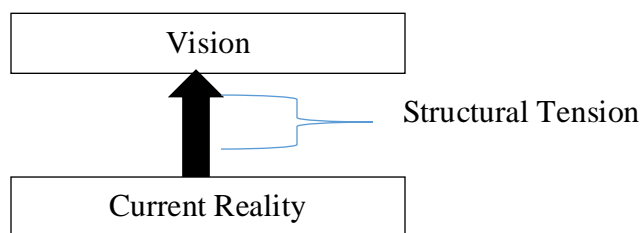
#### 3.0 Introduction

After looking at Literature review under Chapter Two, this new Chapter brings the methodology (methods, tools and techniques) that were applied during the Internship to create strong and functional interface between ARU and local communities to enhance rural transformation. The methods and tools used were Visionary Approach (VA), Community Action Planning (CAP), Participatory Action Research (PAR), and Documentation.

#### 3.1 Visionary Approach (VA)

This involves consciousness raising to enable people come up with their desired visions. It involves three aspect of identifying what one truly wants or what truly matters to people, assessing the Current Reality and being able to identify the gap between the two. The gap or the discrepancy is what results into Structural Tension that would always want to be resolved by identifying some action steps in order to achieve the “what one truly wants the Vision”. The Intern helped the community members to envision the future they aspired. During the CAP session, the community members came up with aspirations which included good health and sanitation, educated children, good roads, safe and clean water, electricity and improved agriculture.

Illustration elaborating more on Visionary Approach



**Illustration 1**

#### 3.2 Community Action Planning (CAP)

Community Action Planning is a tool that describes exactly what a community wants to accomplish, how it will do so and the resources needed to be successful. It motivates people to take the lead in the planning and implementation of constructive activities. In other words, the action plan describes what the community wants to accomplish, what activities are required



during a specified timeline and what resources (money, people and materials) are needed to be successful.

The Intern used this tool to enable people articulate their aspirations and agreed on what to start with given the Current Reality and the available resources.

### **3.3 Participatory Action Research (PAR)**

This is a form of action research in which professional researchers operate as full collaborators with members of organizations in studying and transforming those organizations. (Pain, 2011). The approach seeks to situate power within the research process with those who are most affected by a program. It is an approach that involves participation and action, seeking to understand the world by trying to change it.

The Intern used this approach at community level. The members gathered and discussed their different visions and reflected on what has so far been achieved based on the first developed visions. They also made suggestions on about what to improve collaboratively and every one's idea was captured. These ideas were put into action and implemented. Some of the actions taken and implemented included carrying out a research on the Factors contributing to the drop out of Primary Pupils' in Rwamabaale Village. Actions like sensitization in schools, sensitization of parents were done to ensure that the issue of school dropout is mitigated in the village.

### **3.4 Documentation**

This method was used by the Intern during Internship at Kagadi Sub County. She used materials such as; URDT scroll, Flipcharts, Markers, masking tapes, and rubber band, Camera, Note Book and Pen. This was to ensure proper records and transparency during the Internship.

### **3.5 Conclusion**

After looking at the different methods, tools and techniques with its noticeable issue in the previous pages, attention is now being paid to the presentation and discussion of results in Chapter Four below.

## **Chapter Four**

### **Presentation and Discussion of Internship Results**

#### **4.0 Introduction**

This Chapter discusses what transpired during the six-month Internship period. The results are discussed in line with the Objectives provided under Chapter One. The Chapter also gives highlights on what worked and the challenges encountered during the Internship. This Chapter includes; Summary of Internship results. Results attained during research, results at Sub County, Community and Group Levels.

#### **4.1 Summary of Internship Results**

The results created under the Internship were:

- a. Participatory Action Research was conducted
- b. Key partners and stakeholders were identified
- c. Key partners and stakeholders were enrolled into the research proposal
- d. Data was collected
- e. Research project implemented
- f. Organized a community meeting for sensitization against School dropout
- g. Knowledge in Local Government Structures and Systems enhanced
- h. Attended a joint meeting on Physical demarcation of Hondwa wetland
- i. Participated in the distribution of land titles to community members
- j. Participated in fundraising drive for the construction of Kenga Health Center III.
- k. Helped (YAWU) Trainees Fill DIT forms
- l. YAWU trainees of Kenga Parish oriented
- m. Rwamabaale Farmer Family Learning Group formed
- n. Two CAP sessions were conducted in 2 villages
- o. Participation in Tomato staking
- p. Knowledge in farm management and record keeping attained by 2 goat farmers
- q. Visionary Approach absorbed
- r. Two Access Roads worked upon by community members and Intern
- s. Two Water sources cleaned
- t. Herbal soap made with community members

- u. Participated in data collection for Miss. Doloka Namutosi
- v. Participated in construction of Lorena stoves
- w. Involved in Parish Development Model Activities
- x. Business plan developed and shared
- y. Worked with Busirabo “A” Tukurakurane Group

#### **4.1.1 Participatory Action Research was conducted**

Participatory Action Research was conducted successfully in Rwamabaale village through the following. Identification of key partners and stakeholders, enrolment of Key partners and stakeholders in the research proposal, Data collection and later Research project implementation.

#### **4.1.2 Key partners and stakeholders were identified**

In line with objective 4 of the Internship stated under Chapter One, the Intern begun the research process by identifying partners and stakeholders that were to be involved in the research. The Chairperson LCI Rwamabaale village was identified, plus other key personnel.

The Intern also identified Chairperson LCIII, Head teachers in the three Schools where the Research was to be carried out, plus the Community Development Officer (CDO) of Kagadi Sub County. The Community members of Rwamabaale Village were also identified to participate since it was a Participatory Action Research aimed at transforming their community.

#### **4.1.3 Key partners and stakeholders were enrolled into the research proposal**

The Intern enrolled key partners and stakeholders in the research proposal before she collected data according to Objective 4 provided under Chapter One of the Internship Report. During that process, the Intern facilitated a community meeting on 26/04/2023 where research methodology was designed together with the community members as shown in Photo 1 below.



*Figure 1: Intern and chairman LCI Chairperson enrolling the Head teacher in the research*

#### **4.1.4 Data was collected**

In fulfillment of objective 4 of the Internship stated under Chapter One of the Internship Report, the Intern started collecting data from the community members during the community meeting for the enrollment into the Research Proposal. She also proceeded to the three selected schools where the research was to be conducted. These schools were; Sese Primary School, Sese Parents Primary School and St. Martha Primary School Kenga. The Intern also interviewed the Chairperson LCI, LCII, and LCIII, CDO.



*Figure 2: Intern collecting data from community members*

#### **4.1.5 Research project implemented**

The Intern implemented the research findings as follows; Organized a community meeting for sensitization against school dropout, visited schools like Mutumba United Nursery and Primary School, St. Martha Kenga Primary School, Sese Primary School and Sese Parents Primary School.

#### **4.1.6 Organized a community meeting for sensitization against School dropout**

In line with objective 4 of the Internship, the Intern, together with the Epicenter Manager organized a community meeting in Rwamabaale Village which was aimed at sensitizing community members against School drop out of pupils in Rwamabaale village. This meeting was attended by both men and women and they were all remained about the importance of educating their children. The photo below is a testimony of the aforesaid.



*Figure 3: Intern conducting a sensitization meeting on school dropout with community members*

#### **4.1.7 Sensitization meetings against school dropout conducted**

The Intern took part in sensitization of pupils to reduce on the issue of school dropout in the Primary Pupils of Kagadi Sub County. This was done in desire to the implementation of her research “factors that contribute to high dropout rates of Primary Pupils in Rwamabaale Village”. She was able to visit a number of schools that is to say Sese primary School, St. Martha Kenga Primary School, Sese parents’ school and Mutumba United Nursery and Primary School. The sensitization meetings carried out in the various schools helped the pupils of the visited schools to make personal visions and also understand the importance of being in school rather than dropping

out with its associated negative effects like early pregnancies for girls, stealing among other issues discussed.



*Figure 4: Intern sensitizing pupils at St. Martha Kenga Primary School*

#### **4.2 Knowledge in Local Government structures and systems enhanced**

This was attained in a number of aspects that is to say Council Meetings, TPC Meetings, Sectoral Meetings, meeting on physical demarcation of Hondwa Wetland attended, meeting on the distribution of Land Titles, participation in the Fundraising Drive for the construction of Kenga Health Centre III.

##### **4.2.1 Council meeting**

In accordance to Local Government Act 1997 Chapter 243, the Sub County is thought to conduct Council Meetings in fulfillment of the seven objectives of Act for example “giving full effect to the decentralization of functions, powers, responsibilities and services at all levels of the Local Governments, “Ensuring democratic participation in and control of decision making by the people concerned,” among other key objectives of the Act. For that matter, the Intern was able to take part in two Council meetings. Given the fact that council meetings are conducted quarterly, these were the only two council meetings for the financial year 2023/2024. They were attended by about 22 members including the Technical Staff, ARU Interns, Epicenter Manager, and Councilors.



*Figure 5: Intern in a maroon dress attending a Council Meeting*

#### **4.2.2 Technical Planning Committee Meetings (TPC)**

The Intern was privileged to participate in 5 Technical Planning Committee Meetings that took place at Kagadi Sub County headquarters and thus was able to understand how the systems and structures in service delivery of lower local governments work. These meetings were usually attended by the Technical Staff and the Interns and chaired by the Senior Assistant Secretary (SAS). The Technical Staffs included the Senior Assistant Secretary (SAS), Agricultural officer, Epicenter Manager, ARU Interns, Sub County accountant, finance, CDO and the Parish Chiefs in Kagadi Sub County. During the meetings, all the technical staff including ARU Interns presented their monthly reports to the office of the SAS for future reference and accountability on issues concerning administration, community, health, education, security, agriculture, production among other areas of priority. This therefore, helped the Intern to gain confidence in participation and presentation of her monthly reports to the Technical Staff of Kagadi Sub County Local Government.



*Figure 6: Intern and Technical Staff attending TPC*

#### **4.2.3 Sectoral Meeting**

The Intern also took part in a Sectoral meeting held at Kagadi Sub County Headquarters. This helped the Intern to know more about the preparations made during Sectoral meetings, for example preparation of Council meetings where the Sectoral committee members like the General purpose and Finance gets chance to discuss concerns of various Parishes in the Sub County and organize them to be presented in the council by different chairpersons of the sectoral.



*Figure 7; Intern in a red ARU T-shirt attending Sectoral meeting*

#### **4.2.4 Attended a Joint meeting on Physical demarcation of Hondwa wetland**

On 23<sup>rd</sup>/5/2023, the Intern with her fellow Interns attended a joint meeting concerning the physical demarcation of Hondwa Wetland (wetland stakeholders' meeting) at Kagadi Sub County headquarters. This was a joint meeting between Kagadi Sub County and Muhorro Sub County



staffs. It was majorly conducted to find the best ways to conserve the environment and decide on the activities that are supposed to be carried out around the swamp. Therefore, during the meeting, among the issues discussed included activities people around the wetland do to destroy the physical feature and among these included activities such as removal of vegetation due to agricultural intensification, livestock grazing, building and construction which negatively impact the wetland. This meeting was attended by a number of participants for example the LC5 Kagadi District Mr. Ndibwami B Yosia, LC3 Kagadi Sub County, ARU Interns, Technical Staff plus the Councilors from both the two Sub counties.

#### **4.2.5 Participated in the distribution of land titles to Community Members**

On 18th/5/2023, the Intern participated in the cleaning of Kenga trading center together with her fellow Interns, Parish chief, Health Assistant Kagadi Sub County and the community members of Kenga trading center. This was majorly done in preparation to the receiving of Hon. Judith Nabakooba Minister of Lands and Urban Development since on the following day she was to be hosted in Kagadi Sub County to distribute land titles to the qualified citizens. This activity was thus done successfully since the community members of Kenga were cooperative and as a result shown a good rapport to the leaders of the area.



*Figure 8: On the right is the Minister & on the left citizens holding their land titles*

#### **4.1.6 Participated in a fundraising drive for the construction of Kenga Health Centre III**

This was a joint activity that was done by a number of local leaders and political leaders plus the three Interns that is (Chairperson LCIII, II, &I, Technical staff and Councilors). The activity was done to purposely collect money and agricultural produce to complete the health center. Seven million was collected from the fundraising activity and by next year, the MP Buyaga East Mr. Musana Eric Acaali assured the citizens of Kagadi Sub County that the health center will be in full use and this will help them to access the health services as soon as possible.



*Figure 9: The Intern attending a preparation meeting on the left, in the middle is the MP*

#### **4.3 At community level**

At Community level, the Intern took part in the following activities which were in line with the Internship Objectives.

##### **4.3.1 Helped Young Africa Works (YAWU) Trainees fill their DIT forms**

On 6<sup>th</sup>/ 7/2023, the Intern worked together with her fellow Interns that were placed at Kagadi Sub County in a joint activity to help YAWU trainees fill their forms in preparation for Directorate for Industrial Training (DIT) exams. This was done because some of the trainees were not well-educated and required assistance. The Interns did this together with the Artisan Mrs.Rehema of Kagadi Sub County who is an expert in hair dressing. The photo below is a testimony of the above mentioned activity.



*Figure 10: Intern with trainees filling DIT Forms*

#### **4.3.2 Young Africa Works (YAWU) Trainees of Kagadi Sub County oriented**

Through the Epicenter Manager of Kagadi District Miss.Nakanja Rodah, on 7<sup>th</sup>/ 9/2023, the Intern took part in the orientation of Young Africa Works Uganda Trainees which was held at Kagadi Sub County Headquarters. This is a project being run by URDT with support from Master Card Foundation with an aim of providing vocational skills to the youth who have failed to advance in their studies. 15 trainees together with their parents managed to take part in the exercise and these were majorly for hair dressing enterprise. During the orientation, key issues were discussed for example helping students make visions, qualities on how they can become successful entrepreneurs, marketing, guidance and counseling to mention but a few. This supports SDG 8 which is decent work and Economic Growth and Aspiration 6 of African Agenda 2063 An Africa whose Development is People Driven, relying on the potential of African People, especially its women and youth, and caring for children.



*Figure 11: Intern participating in the orientation for YAWU Trainees*

### **4.3.3 Rwamabaale Farmer Family Learning Group Formed**

The Intern (Ainebyona Ritah) worked with her fellow Intern (Miss Barungi Juliet) through the Chairperson LC1 Rwamabaale village where a Community meeting was organized. The purpose of the meeting was to enable community members get informed about the formation of a Farmer Family Learning Group. Farmer family learning group is a group formed by farmers of the same area and it consists of 15-20 members. It is a participatory learning-by-doing process where smallholder organic farmers come together to find feasible solutions to improve their farming based on what is naturally and locally available on their farms. This group promotes team work and builds the capacity of farmers to manage their soils, crops, animals, markets, seeds, farmer institutions and develop their community. Rwamabaale B village members bought the idea and formulated a group, they learn from each other, they work in a group such as planting, weeding, harvesting selling and other agricultural related activities. The group saves Shs.5000 a week and this money helps them to buy agricultural inputs like seeds, fertilizers, hoes to mention but a few.

The Intern also helped them to articulate a shared vision and this activity was documented by the Communications Officer of African Rural University Mr. Odoi Joseph. The photo below is a testimony of the above mentioned aforesaid.



*Figure 12: Intern with group members of the new formed group*

#### **4.3.4 Two CAP Sessions were conducted in 2 villages**

The Intern collaborated with the Chairman LC I of Rwamabaale A and Rwamabaale B villages to mobilize the community members for community meetings to conduct CAP. The meetings were aimed at formulating the community visions and helping people know how they can work towards developing their communities. During the meeting, the Intern was able to probe and found out that the people of both the two villages shared the same needs for example good health, safe and clean water, educated children, good roads, improved agriculture, increased incomes among others. Therefore, the result of the discussion made them develop an STC stating what they truly wanted and what they actually had and thus CAP was initiated successfully in the two villages.



*Figure 13: Intern leading a Community Meeting*

#### **4.3.5 Skills in Tomato Staking gained**

The Intern together with her fellow Interns plus the Epicenter manager participated in tomato management at Mutumba United Nursery Primary School located in Kihayuura Parish. This was an activity done on a school tomato project that is run by both the Pupils and Teachers. So, the Head teacher of the school invited us to orient them on how to manage the school project on which we had knowledge on after gaining skills in the course Unit we studied and this was Sustainable Agriculture. Basing on the knowledge we had gained, we thus thought to take part in the action. It involved activities like mulching, weeding, and staking. Below is a picture elaborating more;



*Figure 14: Intern and Pupils staking tomatoes*

#### **4.3.6 Knowledge in Farm management and record keeping attained by two goat farmers**

The Intern managed to skill some farmers in Kagadi Sub County on how to manage their farms and ensure proper record keeping. This was done through helping these farmers make their farm visions on their goat farms. These farmers are by the names of Omuhereza Baker of Kenga Trading Center whose farm is comprised of 76 goats and Mr. Bindeba David of Rwamabaale B village whose farm consist of 15 goats. The Intern also realized that these farmers were ignorant about record keeping that would help to ensure the proper running and maintenance of their farms. She was therefore tasked to discuss the importance of record keeping to these farmers such as delivery date, number of goats on the farm, vaccination dates among other useful information on the farm thus helping the farmers realize whether they are making profits or losses on their farms.



*Figure 15: On the left is the new vision and on right is the Intern in the farm*

#### **4.3.7 Visionary Approach absorbed**

The Intern skilled the pupils of St. Martha Kenga primary School, Mutumba United Parents Primary school and Sese primary School on Visionary Approach to develop and encourage them complete their studies. She also advised the girls in the above mentioned schools to complete their primary section successfully join King Solomon Secondary School and later join African Rural University. Most girls picked interest in the University after the Intern (Ainebyona Ritah) shared with them the available opportunities at the institution that is to say Loan schemes, deployment after the course, scholarships among other experiences shared to them.



*Figure 16: Intern training Pupils in Visionary Approach*

#### **4.3.8 Two Access Roads were worked upon by community members and Intern**

The Intern together with the community worked on two access roads. This was done in Kisara village whereby the Intern (Ainebyona Ritah) worked with her fellow Intern (Barungi Juliet) and took part in the clearing of Kisara-Kenga road of about 4km with community members. The community members of Kisara village were mobilized by the help of the chairperson LC1 of Kisara village Mr. Kyaligonza Paskale. In addition, Rwamabaale- Busirabo access road of 3 km was also worked upon by the Community Members of both Rwamabaale and Busirabo villages and these were mobilized by the LC1 Chairperson Mr. Mwesige Seresitiano of Rwamabaale village and approximately 35 people participated in this activity thus an action step towards realizing their community vision.



*Figure 17: On the left Intern and Community members clearing the road and on the right is the cleared road*

#### **4.3.9 Two water sources worked upon by the Intern and Community Members**

The Intern participated in the cleaning of Kabahemuka water spring and Kazebidayo borehole located in Rwamabaale Village Busirabo Parish together with the community members. This activity was done by the community members of both Rwamabaale A and Rwamabaale B since they share the same water spring. On the same day, a new committee was elected comprising of 9 members who are responsible of managing the maintainance and cleanliness of the water spring. Furthermore, we managed to hold a meeting on the next day where bye-laws were made to ensure



that the water spring is maintained thus this is in line with SDG 6 “Ensure availability and sustainable management of water and sanitation for all” and also contributes a lot to the realization of Uganda Vision 2040. The photo below demonstrates the just aforesaid.



*Figure 18: Intern and community members who cleared the water source*

#### **4.3.10 Skills in Herbal soap making gained by Community Members**

The Intern took part in training the community members of Rwamabaale village and the group members of Mutumba Twekambe Credit and Saving Group in Herbal soap making thus improving on their health and hygiene. This was made from the locally available resources such as aloevera, pawpaw leaves and bitter leaf. This contributed to the improvement of peoples’ health as it cures various skin diseases for example ringworms, skin rash among other infections thus the people appreciate so much African Rural University for having sent them an Intern. Consequently, this contributes to the realization of Sustainable Development Goal 3: Good Health and Well-being.



*Figure 19: Intern and Community Members making herbal soap*

#### **4.3.11 Participated in data collection for Miss. Doloka Namutosi**

The Intern succeeded in taking part in data collection for Miss. Namutosi Doloka of African Rural University while she was carrying out her research of achieving her Master’s Degree. This research was being carried out in 6 villages of Kagadi Sub County of which these villages included Rwamabaale A and Rwamabaale B. On that note therefore, the Intern managed to act as an assistant in data collection in these two villages since they were her areas of intervention. This research was majorly concerning the study on “the relationship between URDT Epicenter strategy and rural transformation of Kagadi Sub County”. It was thus focusing on the socio-economic transformation indicators at household level with in Kagadi Sub County. This research was therefore useful to the Intern as it helped her gain more skills and confidence in data collection and interacting with the respondents of the area of intervention.

#### **4.3.12 Twenty-nine (29) Lorena stoves constructed by Intern and Community Members**

In desire to conserve the environment and reduce on deforestation, the Intern realized that community members are using a lot of fuel wood that has resulted into severe cutting down of natural tree species so as to support their families. On that note therefore, the Intern took an initiative in training community members on how to construct energy saving stoves in their homes so as to reduce on fuel consumption and also ease on time taken preparing meals. This was done in Rwamabaale A and B village where-by 29 energy saving stoves were constructed and this was finished by Rwamabaale women’s group that was formed by the Intern together with the

community members. In addition, the Intern also trained the same to the group members of Nsambya Mutumba Twekambe Saving and Credit Association that is comprised of 96 group members. This was done at Mutumba United Parents Primary School located in Kihayura Parish where by a Lorena stove was constructed at the school to cater for the pupils' meals.



*Figure 20: On the left constructing and on right is the new constructed Lorena stove*

#### **4.3.13 Registered Community Members for PDM funds**

I together with my fellow Interns participated in PDM activities after the CDO Mr. Baguma Sylvester of Kagadi Sub County invited us to play a part in such activities. This involved undertakings such as checking for group leadership, group membership and other related activities. This activity was done at King Solomon Secondary School Kenga since the School has a well-functioning computer laboratory. Below is a photo to attest to the aforesaid.



*Figure 21: Intern and CDO Checking for group membership in PDM groups*

#### **4.3.14 Business plan developed and shared**

The Intern together with her fellow Interns took part in writing a business plan for a resident in Kenga Central. This was done after being requested by Mr. Mikisa Salongo to help him do so since he wanted to start up a goat's farm in his farm. This business plan was concerning a loan request to Post Bank Uganda since the gentleman did not have enough money to start up the project. So, in quest for this loan, we the Interns helped him write a business plan which will help him achieve his vision of starting up the project.

#### **4.4 At Group Level**

At group level, the Intern took part in the following activities which were in line with Internship Objectives. Group and family visions formulated, Worked with Busirabo A Tukurakurane group.

##### **4.4.1 Group and Family Visions Formulated**

The Intern also partook in training the group members of Nsambya Mutumba Twekambe Saving and Credit Association comprised of 96 members in formulating a group vision. This was done together with my fellow Interns Barungi Juliet and Musiimenta Annet together with the Epicenter Manager Miss. Owampaire Mackyline. The group members agreed that they would work in

requisite to the realization of their vision so that they can really achieve much from the group and thus this contributes to the realization of African Agenda 2063 Aspiration 6: An Africa whose Development is People Driven, relying on the potential of African People especially its women and youth, and caring for the children.



*Figure 22: Intern and Epicenter Manager facilitating VA*

In addition, the Intern took part in formulating family visions for community members of Rwamabaale A and B villages. 15 family visions were formulated after the Intern visited these families and found out that they were green on how to make visions that could help them develop their families.

#### **4.4.2 Worked with Busirabo “A” Tukurakurane Group**

This is a one-year-old savings Group with 13 members and they save shs.5000 per week. The Chairman of the Group is Omuhereza Mamaye who works with other Executive Members (Treasurer, Secretary and Advisor). While interacting with the Group, the Intern found out that the Group did not have a clear Vision. The Group together with the Intern formulated a Group Vision. The Intern was also invited by the same Group to educate the members about the Parish Development Model. The Intern helped to connect the Group members to the Parish Chief and the CDO which helped the Group to get a certificate thus is ready to participate in the Programme of the PDM thus this is in harmony with Sustainable Development Goal 1 that is to end poverty in all its forms everywhere.



*Figure 23: Intern with group members of Busirabo A group*

#### **4.5 What Worked/Strengths**

Many things worked well for the advantage of the Intern during her Internship and they are comprehended below:

- Collaboration with the technical and political leaders at Kagadi Sub-County hence achieving objective 1 of the Internship.
- Good inter-personal relationship created between the Intern, and the community members enabled continuous interactions and community engagement in activities such as appropriate rural technologies, community work and other useful engagements.
- The commitment of the Intern enabled her to realize different results leading to achievement of Objective 4<sup>1</sup>
- The Intern was also able to work with the Village leaders such as the LC1 executives and Groups.
- The community also learnt the benefit of working together since they understood that when you work for the happiness of your Village you help yourself and when you help yourself you work for happiness of your Village.

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<sup>1</sup> ARU Interns have the capacity to conduct PAR and develop plans to create change in the community

#### **4.6 Challenges faced by the Intern**

- Resistance associated with high demand for material things especially money, led to low turn up of some community members in some villages thus hindering participation in some activities but the Intern was able to work with those who were available and willing to learn.
- Despite the fact that community members were willing and ready to learn, they were poor time managers when it came to attending meetings thus hindering the Intern's delivery of the prepared package.

#### **4.7 Lessons Learnt**

- Community Development starts with an individual or group of people and later expands to the entire community members.
- The Intern learnt to relate and associate with different people from various backgrounds i.e. the Sub County comprised of various tribes such as Runyoro, Rukiga, Rufumbira.
- The Intern also learnt it that team work produces quick results as most work during the Internship was done in a team (Group) while achieving all the expected results.
- Creating a collaborative environment in form of socialization, networking and sharing with the people are important aspects when carrying out PAR in communities, as mobilization is made easy.

#### **4.8 Conclusion**

After discussing what transpired during the six months Internship and the results discussed in line with the objectives, highlights on what worked, challenges and the lessons learnt, attention is now being paid to Recommendations to various stakeholders. The General Conclusion is also discussed under Chapter Five.

## **Chapter Five**

### **Recommendations and Conclusion**

#### **5.0 Introduction**

This Chapter gives the Recommendations and Conclusions in line with the Internship Objectives. The recommendations are to different stakeholders and these are; the Sub-County authority, the University (ARU) and to Students of ARU.

#### **5.1 Recommendations**

After the Internship, the following recommendations were advised and they go to the stakeholders mentioned above.

##### **5.1.1 To the Sub-County:**

In line with Objective 4 of the Internship, the Sub County should organize periodic sensitization to the community and schools in Kagadi Sub County to ensure that children remain in school and complete their studies. This will help to reduce on the children dropping out of school before completing their primary section especially when there is increased awareness created to both the learners and parents thus this will help to reduce on school dropout.

In line with Objective 2 of the Internship, the Sub County staff should continue carrying out sensitization to communities in order to help all categories of people to become aware and benefit from the Government Programs for example Parish Development Model (PDM).

##### **5.1.2 To ARU:**

ARU should always provide Interns with field attires to ease their work in the field i.e. overalls are very important when it comes to field work compared to putting on skirts.

ARU should also provide Sub counties with new Epicenter Managers on time in case a given Epicenter manager is transferred to another Sub County or District to ensure smooth running of work especially for the Interns placed in that Sub County and the community where that given Epicenter Manager is working.

##### **5.1.3 To the future ARU Students:**

Students should take serious the appropriate technologies demonstrated to them since community members are more attracted by these technologies.



The students should embody the theoretical work taught in class since it is applicable in the field for easy collaboration and cooperation with community members.

Students should always understand people's character so that working with them becomes easy.

## **5.2 Conclusion**

In line with Objective 1 of the Internship, the Intern was able to understand how the Local Government systems and structures operate through participating and attending several meetings at the Sub County i.e. TPC, Sectoral and Council meetings thus achieving objective (I) of the Internship Objectives.

In line with Objective 2 of the Internship, the Intern took part in the fundraising drive for the construction of Kenga Health Centre III.

In line with Objective 3 of the Internship, the Intern enabled students in different schools like St. Martha Kenga Primary School, Sese Primary school and Mutumba United Parents Nursery and Primary School make visions thus helping them become more focused on their studies.

In line with Objective 4 of the Internship, a community meeting for enrollment of key partners and stakeholders was conducted, data was collected and analyzed, and sensitization meeting were carried out on issues concerning school dropout.

Last but not least, the proceeding pages of this report are about references, Appendices on summary of SDGs, Summary of African Agenda 2063, my STC for the six-month Internship, Summary of Internship results, Administrative Structure for Kagadi Sub County, Kagadi Sub County Political Structure.

### 5.3 References

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## **5.4 Appendices**

The following Appendices were included in the Report; The Sustainable Development Goals (SDGs), Aspirations of Africa Agenda 2063, The Seven Pillars of Parish Development Model (PDM), Structural Tension Chart (STC) for the One –year Internship, School Enrollment of St. Martha Kenga Primary School, Members who participated in Farmer family learning group meeting, the template that helped the Intern to ease work during the Internship and Community members who attended a meeting on Domestic Violence and PDM.

### **5.4.1 Appendix 1: Summary of SDGs**

The SDGs are summarized as follows:

GOAL 1: No Poverty

GOAL 2: Zero Hunger

GOAL 3: Good Health and Well-being

GOAL 4: Quality Education

GOAL 5: Gender Equality

GOAL 6: Clean Water and Sanitation

GOAL 7: Affordable and Clean Energy

GOAL 8: Decent Work and Economic Growth

GOAL 9: Industry, Innovation and Infrastructure

GOAL 10: Reduced Inequality

GOAL 11: Sustainable Cities and Communities

GOAL 12: Responsible Consumption and Production

GOAL 13: Climate Action

GOAL 14: Life below Water

GOAL 15: Life on Land

GOAL 16: Peace and Justice Strong Institutions

GOAL 17: Partnerships to achieve the Goal

### **5.4.2 Appendix 2: Summary of African Agenda 2063**

Agenda 2063 is Africa's blueprint and master plan for transforming Africa into the global powerhouse of the future. It is the continent's strategic framework that aims to deliver on its goal for inclusive and sustainable development and is a concrete manifestation of the pan-African drive for unity, self-determination, freedom, progress and collective prosperity pursued under Pan-Africanism and African Renaissance. The genesis of Agenda 2063 was the realisation by African leaders that there was a need to refocus and reprioritise Africa's agenda from the struggle against apartheid and the attainment of political independence for the continent which had been the focus of The Organisation of African Unity (OAU), the precursor of the African Union; and instead to prioritise inclusive social and economic development, continental and regional integration, democratic governance and peace and security amongst other issues aimed at repositioning Africa to becoming a dominant player in the global arena.

The Agenda emphasized a guiding vision "to build an integrated, prosperous and peaceful Africa, driven and managed by its own citizens and representing a dynamic force in the International arena". The agenda has got seven aspirations; 1: A prosperous Africa based on inclusive growth and sustainable development, 2: An integrated continent, politically united based on the ideals of Pan Africanism and the vision of Africa's Renaissance, 3: An Africa of good governance, democracy, respect for human rights, justice and the rule of law, 4: A peaceful and secure Africa, 5: An Africa with a strong cultural identity, common heritage, values and ethics, 6: An Africa whose development is people-driven, relying on the potential of African people, especially its women and youth, and caring for children and 7: Africa as a strong, united, resilient and influential global player and partner.

### **5.4.3 Appendix 3: A Structural Tension Chart (STC) for the Internship**

Vision: Community members have understanding in the principles of the creative process, implement CAP and PAR cause change and attain skills in appropriate technologies by 30th October 2023.

<b>ACCOUNTABLE</b>	<b>VISION</b>	<b>DUE DATE</b>
	<p>Have capacity to contribute to the efficiency and effectiveness of systems and structures in service delivery, an understanding of epicenter strategy in the implementation of PDM and Uganda Vision 2040 demonstrated, CAP and PAR conducted by 31<sup>st</sup> /October/2022.</p>	

Supervisors	Validation	20 <sup>th</sup> / November/ 2023
Intern	Writing a report	
Intern	Evaluate CAP and PAR activities	23 <sup>rd</sup> /October/2023
Intern		4 <sup>th</sup> /July/2023
Intern	Conduct and implement PAR	15 <sup>st</sup> /June/2023
Intern	Understand the systems and structures in service delivery	
EMEM	Conduct and implement CAP in the Two villages	1 <sup>st</sup> /June/2023
Intern	Meet community groups	19 <sup>th</sup> /May/2023
	Identify community groups	
	Get introduced in the two villages where EM works	13 <sup>th</sup> /may/2023
		20 <sup>th</sup> /April/2023
University Supervisor	Conduct stakeholders' analysis	15 <sup>th</sup> /April/2023
	Deployment of the Intern at the Sub-County	10 <sup>th</sup> /April/2023
		4 <sup>th</sup> /April/2023
	Current Reality	
	Intern has knowledge about Visionary Approach, some community members have knowledge in some of the	

technologies, Intern can conduct PAR and CAP, the Intern is confident enough, the epicenter manager and field supervisor to mentor supervise and guide the Intern are available and the sub-county officials are willing to support.

**5.4.4 Appendix 4: School Enrolment of St. Martha Kenga Primary School**

CLASS	BOYS	GIRLS	TOTAL
P1	84	63	147
P2	80	65	145
P3	60	64	124
P4	56	52	108
P5	25	50	75
P6	34	33	67
P7	08	15	23
TOTAL	347	342	689

**5.4.5 Appendix 6: Members who participated in Farmer family learning group meeting**

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- 1. Barungi Juliet
  - 2. Kemigisa Keadress
  - 3. ASIIMWE FLORENCE
  - 4. TUMUSIIME GRACE
  - 5. NUWEABINE AGNESS
  - 6. ALINDE TOPISTA
  - 7. TUMUSIIME JULIUS
  - 8. KUGORZA JULIUS
  - 9. SEMYONGA GERALD
  - 10. MATHIGA BEHALD
  - 11. BEATRICE LOYI
  - 12. ASTIRWE FLORENCE
  - 13. KUSEMIBERWA CHRISTINE
  - 14. RICHARD DUSINGE
  - 15. TEDDI NANTONJO
  - 16. SSENYONGA JOSEPH
  - 17. MUKESIGE TEREZA
  - 18. BIRUKAZA FRANCIS

#### 5.4.6 Appendix 6: Template to ease Reporting and Capturing Data on the Internship

Facility worked on or service given	Name of facility/location / place	Type of work done	Quantity/Quality	Who participated	Comments
Technical Planning committees and council meetings	At the Sub County	Presentation of results and challenges faced	5 TPC Meetings and 2 council meeting	Sub County technical staff 11 (5 men and 6 women)	Community livelihoods improved
Fundraising for the construction of Kenga health Centre III	Sub County	Mobilized resources like agricultural products	7 million collected	Community members of Kagadi Sub County	Cooperation and collaboration
Water source	Kabahemuka water spring and Kazebidayo bore hall	Slashed the road, dug around the well	2	Community members	Good work
Energy saving stoves	Rwamabaale Village	Facilitating the construction	29	Community members	Encouraging
Projects	Tomato growing, Goat rearing	Tomato management	3	Community members and school	Great work



Hygiene and sanitation	Community level	Survey conducted	1	Community members both men and women	Sanitation improved
PAR Meeting	Rwamabaale Village	PAR session	1	Community members	Good work done
Schools	Community level	Visions formulated, guidance and counseling	4	pupils	Educative
Community	Rwamabaale village	Formation of a farmer Family Learning Group	1	Community members	Group formed
Community	Kenga and Rwamabaale Village	Formation of visions and proper record keeping	2	Omuhereza Baker and Bindeba David	Goat farms improved
Community	Kagadi Sub County	YAWU Trainees fill DIT forms and later oriented	2	Trainees	Knowledge attained

Community	Rwamabaale village	Research on Aru interface and community	1	Community members	Data collected
Group	Nsambya Mutumba Tweekambe Group	Group vision formulated	1	Group members	Appreciated the formulated vision
Group	Busirabo A Tukurakurane Group	PDM	1	Group members	They benefited
Community	Rwamabaale A and Rwamabaale B	Community Visions	2	LC1 chair person, Community members, EM and Intern	2 Community visions formed