



ENHANCING RURAL TRANSFORMATION THROUGH COMMUNITY ACTION
PLANNING AND PARTICIPATORY ACTION RESEARCH: A CASE STUDY OF
KISAARA VILLAGE, KAGADI SUBCOUNTY IN KAGADI DISTRICT

BY

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Declaration

I, Barungi Juliet, declare that this report is a product of my work. It has never been presented and submitted before by any student for any academic award.

Sign by.....

Date.....

BARUNGI JULIET (19/ARU/BRD/005)

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In a special, I extend my heartfelt appreciation to my Faculty Mentor Mr. Tusiime John and my Field Mentor Ms. Owampaire Mackline for their parental and technical advice, inspiration and mentorship towards the production of this report. Furthermore, my appreciation goes to the community members, political and technical staff of Kagadi Sub County for their cooperation and positive responses that enhanced my internship and production of this report. My sincere gratitude also goes to African Rural University (ARU) for the facilitation given to me during my Internship.

Dedication

This report is entirely dedicated to the almighty God who has been my helper, provider and guider in every situation.

I too devote it to my father Mr. Byabagambi Vincent, my mother Mrs. Naluwooza Scovia, and my entire family members who have strongly ensured that I reach where I am. My sincere devotion goes to all supervisors of African Rural University for the inspiration, advice, guidance, commitment, industrious effort, skills and knowledge imparted in me during Internship orientation all aimed at bringing the best out of me.

Approval

The internship report has been done under my close supervision and I do approve that this is Barungi Juliet's original work.

Sign.....

Date.....

Mr. Tusiime John (Lecturer)

Sign.....

Date.....

Mr. Twesiime Paulino (TWS)

Sign.....

Date.....

Ms. Owampaire Mackline (EM)

Acronyms/Abbreviations

ARU:	African Rural University
BRD:	Bachelor of Rural Development
C/P:	Chairperson
CAP	Community Action Planning
CD:	Community Development
CDD:	Community Driven Development
CDO:	Community Development Officer
COU:	Church Of Uganda
CR:	Current Reality
EM:	Epicenter Manager
ES:	Epicenter Strategy
H/H:	House Hold
LC:	Local Council
LC1:	Local Council One
LC2:	Local Council Two
LC3	Local Council Three
P/S:	Primary School
PAR:	Participatory Action Research
PDM:	Parish Development Model
PPP:	Public Private Partnership

S/C: Sub County

ST: Structural Tension

STC: Structural Tension Chart

SS: Secondary School

TRT: Technologies for Rural Transformation

TWS: Traditional Wisdom Specialists

URDT: Uganda Rural Development and Training Programme

VA: Visionary Approach

Definition of Key Terms

Africa Agenda 2063: This is Africa’s blueprint and master plan for transforming Africa into the global powerhouse of the future.

Community Action Planning: Is a road map for implementing community change by identifying and specifying what will be done, who will do it and how it will be done.

Current Reality: This is a clear and true description of the actual situation in relation to the desired situation (Vision).

Epicenter Manager: This is a person who works closely with Sub Country leaders to carry out a community survey to identify their aspirations, capacity development needs and benchmarks in greater Kibaale and in other districts in Uganda.

Epicenter Strategy: This is a strategy that unites people in a cluster of Villages to create an “epicenter,” or a dynamic center where communities are mobilized for action to meet their basic needs. This holistic strategy builds a path to sustainable self-reliance.

Participatory Action Research: This is an approach to research in communities that emphasizes participation and action. It seeks to understand the world by trying to change it, collaboratively and following reflection and emphasizes collective inquiry and experimentation grounded in experience and social history.

SDGs: These are a universal call to action to end poverty, protect the planet and ensure that all people enjoy peace and prosperity.

Structural Tension: This is the discrepancy between what one wants (Vision) in relation to what one has (Current Reality). It is developed when one holds the Vision and the Current Reality simultaneously which generates tension and guides in setting action steps towards achieving the Vision.

Uganda Vision 2040: This is a development path and strategy to operationalize Uganda’s Vision statement which is “A Transformed Ugandan Society from a Peasant to a Modern and Prosperous Country within 30 years” as approved by Cabinet in 2007”.

Visionary Approach: It is an approach that empowers a firm to create or recreate an industry with some degree of predictability by seeing an opportunity and pursuing it single mindedly.

Vision: A Vision is a clear and mental compelling picture of what one truly wants (desired future) formulated in the present as if it is already accomplished.

Executive Summary

African Rural University offers a Bachelor of Rural Development (BRD) programme which operates within the Faculty of Technologies for Rural Transformation (TRT). This transformative education aims to cultivate change agents and makers who focus on rural development. Specifically targeting women, ARU utilizes a curriculum that blends theoretical learning (60%) with field practice (40%). Students undergo a one-month Practicum and a one-year Internship in Sub Counties and Villages, to facilitate rural transformation.

Following the Epicenter Strategy, ARU Interns were strategically placed in Kagadi, Kabamba, and Bwikara Sub Counties in Kagadi District for two academic semesters. The goal is to enhance rural transformation by elevating both thinking and practices within communities through PAR and CAP. The Internship started on 1st June and ended on 27th October 2023 as a continuation of Participatory Action Research. Interns receive mentorship from Epicenter Managers, supervision from Faculty Supervisors, and Traditional Wisdom Specialists (TWS).

The intern worked closely with the technical staff and political staff of Kagadi Sub County, community members of Kisaara and Nsugasugi B Villages during Internship and Participatory Action Research. The methods used were; Visionary Approach, Community Action Planning and Participatory Action Research.

Post-internship, the intern compiled her report on initiated projects, presenting outcomes to communities, local government, and faculty staff for assessment. Key achievements, detailed in Chapter four of this report, include; 2 CAP meetings conducted, PAR conducted on community strategies for security of property and facilitated sessions on visionary thinking and planning to 3 schools and 21 Kisaara Village members. Additionally, sensitization efforts were carried out on topics ranging from security, health, education, and environment and about government programmes like PDM. Practical activities involved training community members in various appropriate technologies, such as soap and shoe polish making, as well as energy-saving stoves.

CHAPTER ONE

GENERAL INTRODUCTION

1.1 Introduction

This chapter talks about the background of ARU, background of internship, background of Kagadi Sub-County, internship objectives and learning outcomes, the scope of the internship and its significance.

1.2 Background of ARU

African Rural University is an all-women's University. It creates an alternative training approach by bringing together conventional academics and Traditional Wisdom Specialists who design and deliver a highly contextualized curriculum with 60% theory and 40% practice. This unique approach produces graduates who have relevant knowledge, attitude and have mastered a wide range of skills that will allow them to effectively conduct community driven development process. In ARU education philosophy, Students learn and work in partnership with rural people in their own settings. They use the Participatory Approach, they design and implement projects Renaissance.

ARU was established after identifying the missing link between education and rural transformation. To curb that gap, ARU educates women who later work in rural areas to cause transformation. Therefore, in their fourth year of study, they are deployed for Internship at Sub-county level to translate the theory into practice through making research, learning and staying together with rural communities to develop mindsets, work and transform people's livelihoods.

1.3 Background of Internship

Internship comprises the fourth year of study, and introduces students to real community life experience and prepares them for leadership in Community-Driven Development (CDD) Programs. After Internship, ARU graduates get the opportunity to work with URDT for at least three years as Epicenter Managers (EM) to establish CDD centres at Sub-county level in a Public Private Partnership (PPP) with Kibaale, Kagadi and Kakumiro Districts Local Governments.

The Internship was organized in a way that fourth year students are deployed to Sub-Counties where Epicenter managers (EMs) are already working so as to mentor them as they prepare to be professional Rural Transformation Specialists (RTS).

1.4 Background of Kagadi Sub-county

Kagadi Sub-County is one of the Sub-Counties of Kagadi District. It is located in Buyaga East constituency and has four parishes namely: Kenga, Kihayura, Kanyangoma and Busirabo with 34 villages.

According to the housing census 2014(page 329), Kagadi Sub County has a population of 13075 people with males constituting 6504 and females 6571.The Sub-County is predominantly occupied by the Banyoro who constitute 60% of the total population, followed by the Bakiga(17%), Bafumbira(10), Bhakonjo(8%) and Bamba(5%). The majority of the population earns their livelihood from subsistence farming. The common crops grown are maize, beans, cassava, tobacco and sugarcane.

1.4 Scope of the Internship

This represents the time scope, geographical scope and content scope of the internship

1.4.1 Time Scope

A five -month internship was carried out from 1st June to 30th October 2023

1.4.2 Geographical scope

The Internship was conducted in Kisaara and Nsugasugi B Villages, Kagadi Sub County, Kagadi District in Mid-Western Uganda.

1.4.3 Content Scope

The internship covered theoretical areas of community resource mobilization, education, sustainable agriculture, health & nutrition, sustainable self-help projects. These were implemented through CAP and PAR particularly in Kisaara and Nsugasugi B Villages

1.5 Specific Objectives of Internship

Internship was done following specific objectives as follows;

1. ARU Interns have capacity to contribute to the efficiency and effectiveness of systems and structures in service delivery of Kagadi Sub County
2. 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.
3. ARU Interns have the capacity to conduct Community Action Planning (CAP) as a Democratic Bottom Up process to cause Rural Transformation
4. ARU Interns have the capacity to conduct PAR and develop plans to create change in the community.

1.6 Learning Outcomes

1. Effectively conduct research on systems and structures in project conceptualization, design, Implementation, monitoring and evaluation at lower local governments
2. Apply various mechanisms for the implementation of the epicenter strategy in the implementation of Parish Development Model and realization of Uganda vision 2040
3. Facilitate community action planning
4. Demonstrate and practice good working ethics, communicate effectively and exhibit good interpersonal skills
5. Apply skills in carrying out data collection exercises and analyzing data using EXCEL or SSPS
6. Train sub-county and local leaders in developing learning organizations
7. Apply PAR, CAP and other tools to create/implement, monitor evaluate community projects.

1.7 Significance of the Internship

The Internship was significant to the Intern, ARU, URDT, and the Community Members as **indicated below:**

1.7.1 To the Intern

The Intern gained practical experience in working with rural communities.

The Internship helped the Intern to develop her leadership capacity in facilitating community societal change through PAR and CAP.

1.7.2 To ARU

ARU's awareness was increased especially in places of initial deployment. This was through trainings more s in appropriate technologies.

1.7.3 To URDT

The internship helped to accelerate the spread of URDT/ARU's Visionary Approach in the districts of Kagadi Sub County

1.7.4 To the Community

The internship gave support in the implementation of Parish Development Model through the intern's sessions on mindset change. This contributed to raising awareness and hence awakening the sleeping genius for the realization of Uganda Vision 2040. It contributed to changing people's ideological orientation from problem solving to creating what they truly want in their lives.

The community members gained knowledge and skills in different aspects such as the visionary planning, health and sanitation, sustainable agriculture, security and rural Appropriate Technologies.

1.8 Conclusion

This introductory chapter set the ball rolling for the entire internship report. The chapter repaired ground for the ensuing chapters two, three, four and five accordingly. Henceforth, related literature review follows in chapter two immediately here below:

CHAPTER TWO

RELATED LITERATURE REVIEW

2.0 Introduction

This chapter presents related literature review on different aspects that impacted ARU internship 2023 and it was guided by the internship objectives mentioned under Chapter One (1.5) of this report. These aspects included transformation, development, rural development, Integrated Rural Development, Approaches to Rural Development, governance structures (especially local governance), Sustainable Development Goals (SDGs), Parish Development Model, Africa Agenda 2063, Uganda Vision 2040 and National Development Plan III (NDP III) and they are discussed below:

2.1 Transformation: Transformation is about improving the overall quality of life of the people. This entails promoting investments in health, education, and rural infrastructure; having in place efficient rural financial markets; designing policies that promote greater gender equity and the empowerment of rural people especially the most vulnerable through designing and implementing effective programs, improving market access of small-scale farmers in innovative markets and strengthen their involvement in the whole value chain. The Intern and the Epicenter Manager conducted CAP and developed action steps in order to create the Village they wanted thus transformation.

2.2 Development: It brings about social change that allows people to achieve their human potential. Development means improvement in country's economic and social conditions more especially managing an area's natural and human resources in order to create wealth and improve people's lives. Development at Village Level can be reflected by the facilities that a Village has to enrich human life and sustain the environment around it for example Water, sanitation, housing, no poverty, energy, health, environment, education and employment. The Intern organized and conducted Community Development of cleaning wells in order to get clean and safe water, taught them various technologies of conserving the environment and created awareness on the government programmes like PDM to eradicate poverty so that the country can move from low income to middle income as reflected above in the facilities that a Village must have to enrich human life and sustain the environment.

2.3 Rural Development: Rural Development is the process of improving the quality of life and economic well-being of people living in rural areas, often relatively isolated and sparsely populated areas.

The aim of rural development can be defined as the improvement of sustainable livelihoods (especially impoverished Groups), with careful attention paid to local characteristics. Frequently, the concept of Rural Development is used confusedly with “agricultural development” or “regional development”. Rural development is often taken to denote development activities and initiatives that are taken by government, donors, non-governmental organizations and communities with the objective of improving the standard of living in rural areas such as non-urban neighborhoods, countryside and remote Villages. (Bebbington, 2001). In relation to the above, the Intern taught community members various technologies that can generate income thus Rural Development which is line with realizing Uganda Vision 2040

2.4 Integrated Rural Development: The process of combining multiple development services into a coherent delivery system with the aim of improving the well-being of rural populations. Integrated Rural Development addresses the problem of coordinating policy-making where several sectors need to be involved in planning and of coordinating administrative action where there is a need for a number of different types of field activity to be undertaken simultaneously or in a planned sequence. (Brinkerhoff, 1981)

2.5 Approaches to development: There are various approaches to Development that were used and they include; The Visionary Approach, Community Action Planning, Participatory Action Research, Women Empowerment, Human Rights Based Approach to Programming, Community Driven Development and Governance

2.5.1 The Visionary Approach: 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 with the Structural Tension. It is one of the dominant approaches used by ARU/URDT in transforming rural communities by training people how to form Visions of what they desire for their future (Fritz, 2018). This is illustrated below:

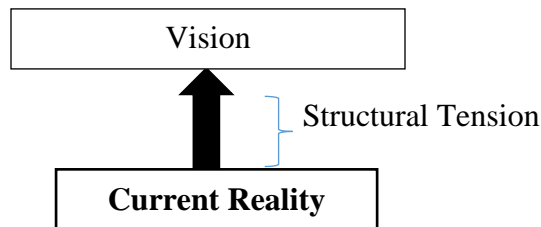


Figure 1: An Illustration of Visionary Approach

2.5.2 Community Action Planning: Community Action Planning is a road map for creating community change guided by several tools which help to specify what will be done, who will do it and how will it be done and for which purpose it is to be done. In other words, the action plan describes what community members wants to accomplish? What activities are required during a specified timeline? What resources (materials, people money) are 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. The Intern used this method at family and community levels for planning and implementation of actions.

Community Action Planning develops the capacity of the communities to take appropriate action for their own development, is the framework for the implementation of actions decided by the communities. It is important that the community itself to prepare the Community Action Plan. This helps in the communities to internalize the plans and to take responsibility for their implementation and maintenance.

2.5.3 Participatory Action Research: Participatory Action Research (PAR) is a qualitative research methodology that requires further understanding and consideration. PAR is considered democratic, equitable, liberating, and life-enhancing qualitative inquiry that remains distinct from other qualitative methodologies. Using PAR, qualitative features of an individual's feelings, views, and patterns are revealed without control or manipulation from the researcher. The participant is active in making informed decisions throughout all aspects of the research

process for the primary purpose of imparting social change; a specific action (or actions) is the ultimate goal. (Macdonald, 2012)

Participatory Action Research is used widely as a research strategy across the social and health sciences where it has become strongly associated with the production of knowledge for action that is of direct benefit and use to people, most of all to those living in conditions of social vulnerability, disadvantage and oppression.(Amaya & Yeates, 2014). The Intern and community members conducted PAR in Kisaara Village on community strategies for security of property which involved involving different stake holders in my research proposal, collecting of data, recommending actions, analyzing the data and implementing the actions that were recommended during the research by the community members.

2.5.4 Women Empowerment: The Internship emphasized the idea of Women Empowerment where the Intern emphasized to the community members that everyone is key to his/her development which is in line with Objective one as indicated in Chapter One.

Women's empowerment is a process of personal and social change through which they gain power, meaningful choices and control over their lives. There are many pathways to women's empowerment but important enabling conditions include women's collective action, constitutional and legal reform, social and economic policy measures, and changes in socio-cultural norms. Empowerment is not something that can be done to or for women. Women are the agents of their empowerment. (valters, 2014)

Women empowerment is a Socio-Political concept that goes beyond "formal Political participation" and "consciousness raising." A full definition of empowerment must include cognitive, psychological, Political, and economic components. The cognitive component refers to women's understanding of their conditions of subordination and the causes of such conditions at both micro and macro levels of society. (Allison, 2017)

The psychological component includes the development of feelings that women can act at personal and societal levels to improve their condition as well as the formation of the belief that they can succeed in their change efforts.

The Political component of empowerment entails the ability to analyze the surrounding environment in Political and social terms; it also means the ability to organize and mobilize for social change. In consequence, an empowerment process must involve individual awareness, and collective action is fundamental to the aim of attaining social transformation. (Medel-anonuevo)

2.5.5 Human Rights Based Approach to Programming: A human rights-based approach is focused on conscious and systematic enhancement of human rights in all aspects of project and program development and implementation. It is a conceptual framework for the process of human development that is normatively based on International human rights standards and operationally directed to promoting and protecting human rights. The Universal Declaration of Human Rights (UDHR 1948) and other International human rights instruments form the core basis of the HRBA conceptual framework. (Partners, 2015)

The human rights approach underlines the multidimensional nature of poverty, describing poverty in terms of a range of interrelated and mutually reinforcing deprivations, and drawing attention to the stigma, discrimination, insecurity and social exclusion associated with poverty. The deprivation and indignity of poverty stem from various sources, such as the lack of an adequate standard of living, including food, clothing and housing, and the fact that poor people tend to be marginalized and socially excluded.

2.5.6 Community Driven Development: This is a form of development that gives control of decisions and resources to community Groups. These Groups often work in partnership with demand-responsive support organizations and service providers including elected local governments, the private sector, NGOs, and central government agencies. CDD is a way to provide social and infrastructure services, to organize economic activity and resource management, to empower poor people, improve governance, and enhance security of the poorest. (Bank, 2006). Through CDD, 2 access roads were cleared and 2 water sources were cleaned.

2.5.7 Governance: According to UNDP, Governance is the exercise of economic, political, and administrative authority to manage a country's affairs at all levels. It comprises mechanisms, processes, and institutions through which citizens and groups articulate their interests, exercise their legal rights, meet their obligations and mediate their differences (BANK, 2019). The power exercised by participating sectors of the society is always for the common good, as it is essential

for demanding respect and cooperation from the citizens and the state, a great deal about governance is the proper and effective utilization of resources

In Uganda, Governance is characterized by both Central and Local Governments (including Lower Local Governments). In this case and in accordance with the Local Government Structures. These structures are provided under the Constitution of Uganda 1995 (as amended) under Chapter 11, Article 176. The Structures are further operationalized under the Local Government Act CAP 243. Internship was done in Kagadi Sub-County Lower Local Government in Kagadi District. So, the impact of Internship was felt in the above Sub-County as shall be elaborated under Chapter Four.

2.6 Sustainable Development Goals: This Internship was done to implement the 17 SDGs as indicated in Appendix (ii) of this Report. SDGs replaced the eight Millennium Development Goals (MDGs). The Sustainable Development Goals (SDGs), also known as the Global Goals, were adopted by the United Nations in 2015 as a universal call to action to end poverty, protect the planet, and ensure that by 2030 all people enjoy peace and prosperity. The 17 SDGs are integrated and they recognize that action in one area will affect outcomes in others, and that development must balance social, economic and environmental sustainability. (Programme, 2022)

2.7 Africa Agenda 2063: The Africa Agenda 2063 is yet another Policy Framework that impacted the process during the Practicum. Africa 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 global 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 2030 Agenda includes the Seven Aspirations as indicated in Appendix (iii) of this Report, 17 Sustainable Development Goals which in turn list 169 targets, all aimed at a universal, integrated and transformative Vision for a better world. The SDGs were built on a participatory basis, building on the successful experience of the Millennium Development Goals (MDGs), responsible for major advances in promoting human development between 2000 and 2015

2.8 Uganda Vision 2040: Government in 2007 approved the Comprehensive National Development Planning Framework policy (CNDPF) which provides for the development of a 30-year Vision to be implemented through: Three 10-year plans; six five-year National Development Plans (NDPs); Sector Investment Plans (SIPs); Local Government Development Plans (LGDPs) and Annual work plans and Budgets. Consequently, Cabinet approved the National Vision Statement, “A Transformed Ugandan Society from a Peasant to a Modern and Prosperous Country within 30 years”. The National Planning Authority in consultation with other government institutions and other stakeholders has thus developed a Uganda Vision 2040 to operationalize this Vision statement. 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. This involves changing from a predominantly low income to a competitive upper middle-income country within 30 years. It is envisaged that the country will graduate to the middle-income segment by 2017 and reach a per capita of USD 9,500 by 2040. The theme of the Vision is, “Accelerating Uganda’s Socioeconomic Transformation. (2040)

2.9 Parish Development Model: This is a development approach conceived under the third Development plan (NDP III) and prescribed by the NRM Manifesto 2021-2026. The Model’s objectives are to deepen the decentralization process; improve household incomes; enable inclusive; sustainable, balanced and equitable socio-economic transformation on; and increase accountability at local levels. The model positions the PARISH as the Epicenter of multi-sectorial community development, planning, implementation, supervision and accountability. PDM is therefore a government approach that delivers a package of services. Under the PDM, the Parish Chief will lead the community development agenda by consensus. It is expected by the central government that by giving power to local policy makers; it will shape the rural economy by focusing on their competitive advantages.

The program is aimed at transforming 39% of households from subsistence economy to commercial production. The model is in line with the NDP III whose goal is to increase household incomes and improve the quality of life of Ugandans. The model revolves around

seven pillars; production, storage, processing, and marketing, infrastructure and economic services, financial inclusion, social services, mindset change, Parish-based management information system, and governance and administration.

2.10 National Development Plan III: NDP is the third in a series of six NDPs that will guide the Nation in delivering the aspirations articulated in Uganda Vision 2040, NDP III is anchored on the progress made, challenges encountered and lessons learnt from previous planning and implementation experiences of NDP I and NDP II. The plan defines the broad direction for the country and sets key Objectives and targets for the sustainable socio-economic transformation of Uganda.

2.11 Conclusion: After looking at chapter two of this report, now attention is being troupe on chapter three which is about the methods used during the internship.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter is concerned with the methods used during the internship in the community so as to come up with results. The methods included: Visionary Approach, Community Action Planning, Participatory Action Research and documentation.

3.1 Visionary Approach (VA): This methodology is a senior force in the URDT model. Rural development is sustainable when it is driven by what people truly want (Vision). The Intern used this approach in enabling people realize what they truly want to create (Vision) and at the same time observe the current reality (CR) and recognize the gap (Discrepancy) between the two which prompts taking action. The frequently asked questions were as follows; what type of family or village do you want? (Vision). How does the family or village look like now (Current reality)? What can be done in order to achieve what you want? (Action steps)

3.2 Community Action Planning (CAP): It is one of the participatory tools used to build the capacity of community members in taking action in accordance with the aspiration and potential of the community. The Community Action Plan becomes a framework for implementing the activities that are decided by the community itself. This method 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 CAP and followed it throughout the internship to cause change that people wanted

3.3 Participatory Action Research (PAR): This method was used by the Intern to pursue action and research outcomes and also to emphasize participation and action among community members. PAR is an approach to action research emphasizing participation and action by members of communities affected by that research. It seeks to understand the world by trying to change it, collaboratively and following reflection.

The Intern enrolled different stakeholders in the research proposal. Subsequently, data collection was carried out collaboratively by the Intern and community members, focusing on community

strategies for the security of property. The collected data was then analyzed using SPSS in conjunction with the research team. The actions recommended by community members were successfully implemented thus causing change within the community.

3.4 Documentation: The Intern used materials such as; URDT scroll, flipcharts, markers, masking tapes, rubber band, camera, note book and pen to ensure proper records.

3.5 Conclusion

After looking at the methods that the Intern used while doing her internship in chapter three above, now attention is being cast at the results obtained under chapter four below and later to conclusions and recommendations under chapter five.

CHAPTER FOUR

PRESENTATION AND DISCUSSION OF RESULTS

4.0. Introduction

This chapter is concerned with the presentation and discussion of results. It elaborates the activities that were done and actions taken to create specific results. It also gives insights, what worked and challenges encountered during the internship.

4.1. Under objective (i), ARU Interns have capacity to contribute to the efficiency and effectiveness of systems and structures in service delivery of ten Lower Local Governments in greater Kibaale

4.1.1. Knowledge on lower local Government systems and structures attained. The intern participated in five Technical Planning Committees and two Council Meetings. These gatherings were organized to monitor advancements within the Sub County, where both technical and political personnel documented and presented their accomplishments in accordance with the Local Governments Act CAP 243. This practice is crucial for streamlined planning and execution of diverse projects and activities. Proper documentation not only facilitates the work of technical staff but also aids various partners and stakeholders in decision-making processes and provides essential baseline data for sustainability. Consequently, the intern has gained a comprehensive understanding of how Local Government systems and structures operate through active participation in these meetings.



Photo 1: The Intern participating in council meeting (left) and TPC meeting (right)

4.1.2. The Intern participated in an environment protection meeting. The meeting brought together Kagadi Sub County and Muhorro Sub County to discuss the physical demarcation of Hondwa Wetland. It was attended by various participants, including Hon. Ndibwami B Yosia (LC5 Kagadi District), LC3 Kagadi Sub County, ARU Interns, Technical Staff, and Councilors from both Sub Counties. The meeting aimed to sensitize 120 leaders and community members on the matters of environmental protection in line with Section Four of the National Environment Act, 2019. This collaborative effort strengthened partnerships between the two Sub Counties and other development partners like the District Environment Conservation Department, contributing to the fulfillment of SDG 13 "Take urgent action to combat climate change and its impacts."

4.1.3. Participated in issuing out of land titles in Kenga Parish. 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 done in preparation to receiving of Hon. Judith Nabakooba Minister of Lands and Urban Development who was hosted in Kagadi Sub County to issue out land titles to the qualified beneficiaries of Kenga Parish the following day. This is in line with the Land Act CAP 230.



Photo 2: The intern participating in cleaning Kenga Trading Centre and issuing out of land titles

4.2. Under objective (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.

4.2.1. Twenty one (21) House hold visions formulated. The Intern conducted sessions on visionary thinking and planning for community members in Kisaara village for mindset change. Twenty one (21) members attended. This was followed by the Intern visiting all the 21 households and assisting them to envision the homes they wanted to see in future. She taught them to draw their visions on flip charts and hung them on halls so as to keep remembering. In addition, the Intern facilitated an exercise to assess current reality and formulate action steps to be taken to realize their visions as families. This can be seen as a small but strategic contribution for the realization of the Uganda Vision 2040 since individuals are high leverage elements in a social system. Photo 3 below elaborates the above activity.



Photo 3: The Intern conducting sessions on visionary thinking and planning to Kisaara community members

4.2. Conducted sessions on visionary thinking and planning. This was done to 3 groups **that is to say** Mutumba-Nsambya Twekambe Development SACCO (96 members), Abagambakamu group (20) and Tweimukye group (42) and this created awareness among the members of these groups. They articulated the group Visions, they accessed their current reality and set action steps to achieve their group visions. One of the action steps Mutumba-Nsambya Twekambe Development SACCO had indicated in their plan was registration. Consequently, the Intern

facilitated the process (steps) of registering their group and the group was registered at the Sub county level. See photo 4 below



Photo 4: The intern and EM conducting sessions on visionary thinking and planning to Nsambya-Mutumba Twekambe Development SACCO and the process of group registration

4.2.3. Sensitized people to start up farmer family learning groups. Two (2) Villages of Kisaara and Rwamabaale B were sensitized about forming farmer family learning groups and its benefits. 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. It 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, work together in activities like planting, weeding, harvesting, selling and other agricultural related activities. This helped them to save time, energy and money. They are able to save shs. 5,000 a week and this money helps them to buy agricultural inputs like seeds, fertilizers and hoes. The Intern also supported them in articulating their shared vision. See photo 5 below.



Photo 5: The intern was facilitating about farmer family learning groups to Rwamaabale B community members

4.2.4. Participated in the resource mobilization for the construction of Kenga Health Centre III. The intern participated in resource mobilisation meeting that was attended by the MP Buyaga East Hon. Musana Eric Acaali, technical staff, political staff including councillors, LCIIIs, LCIs and the Interns. This meeting aimed at finding ways of soliciting for resources mostly agricultural produce and money from the community. We formed teams that moved village to village and house to house sensitizing people on the importance of health and the need for having a health centre in their area. People liked the idea and made generous contributions in different forms such as agricultural produce (for example, sugarcanes, ovacados, bananas, hens, goats, cassava, cabbages) and money. The intern worked as a secretary of her group and moved to Kabworo and Kisaara villages. There was much politics of divisionism among Hon. Musaana and Hon. Rulekere steven’s supporters but after the Intern had sensitized the two camps on the transcendence of barriers, peoples mind sets were changed and came together to construct their health centre. Seven million uganda shillings was collected from the activity thus promoting health in Kagadi Sub County. This effort contributed to SDG 3 “Good health and well being”. See photo 6 below



Photo 6: The intern participating in a fundraising meeting (left), the health centre (middle) and during fundraising (right)

4.2.5. Trained 40 pupils and 5 teachers in tomato management. The head teacher Mutumba United Parents School invited us (I, my fellow interns and the epicenter manager) to his school to train students and teachers on tomato management. We organized a training including practicals on how to mulch, prune, weed and stake tomatoes. This boosted yields of the crop and contributed to better nutrition at school. Additionally, the team of Interns advised the school to expand the tomato project and establish other demonstration projects to support pupils acquire practical skills in farming which they can apply back at home. See photo 7 below.



Photo 7: The intern training pupils and teachers of Mutumba United Parents School on how to stake tomatoes

4.2.6. Participated in Writing of a Business Plan. Mr. Mikisa Salongo Chrisostom, a resident of Kenga Trading Center, requested us (me and my fellow interns-Ainebyona Ritah and Musiimenta Annet) to assist in drafting a business plan. His intention was to submit this plan to Post Bank Uganda to secure a loan for launching a goat farming venture. Given our expertise

gained from the project management course unit, we successfully drafted the business plan. As a result, Mr. Mikisa was able to obtain the loan from Post Bank Uganda Ug shs. 15,000,000. Throughout the process, we guided him through the Visionary Approach, and his farm vision was articulated; we also guided him in assessing the current reality and planning of action steps to achieve his vision.

4.2.7. Participated in Parish Development Model Activities. The intern took part in the PDM sensitization meeting held at Nsugasugi Nursery and Primary School in Kanyangoma Parish, which had been previously overlooked in this program. The facilitators of the meeting included the CDO, Parish chief, Agricultural officer, and Chairperson LCIII of Kagadi Subcounty. During the meeting, the intern encouraged individuals to form groups and register them or join existing ones, to maximize the benefits. Mr. Kahweezi Adam, the Agricultural Officer, outlined the enterprises designated by Kagadi District (pigs, goats, fish, cows, maize, banana, cocoa, coffee, vegetables) in which the community should engage. Notably, the CDO presented certificates to two groups that had registered (Tweimukye Piggery group and Abagambakamu women's goat rearing group).

Furthermore, I and my fellow interns received training on the operation of the Financial Inclusion System (FIS). We actively participated in the verification process of group members and leaders, as well as the issuance of payment vouchers in the Parish Development Management Information System (PDMIS) in collaboration with the CDO. This task was carried out at King Solomon Secondary School Kenga, leveraging the school's image for provision of computer laboratory services. In total, the intern successfully verified 43 groups and distributed

86 payment vouchers to the beneficiaries of both Kanyangoma Parish and Busirabo Parish.



Photo 8: The Intern participating in sensitization meeting about PDM (left) and verifying of group members and leaders in PDMIS (right)

4.2.8. Knowledge and skills in Farm management and record keeping enhanced. The intern provided training to farmers in Kagadi Sub County on effective farm management and the importance of maintaining accurate records. This involved assisting farmers in developing their farm visions, with specific focus on Omuhereza Baker of Kenga Trading Center, who owns a farm with 76 goats, and Mr. Bindeba David of Rwamabaale B village, who has 15 goats. Their records provided evidence that these farmers lacked awareness about the significance of record-keeping for the efficient operation and maintenance of their farms. The intern took on the responsibility of educating these farmers on the essential aspects of record-keeping, including delivery dates, the number of goats on the farm, vaccination dates, and other pertinent information crucial for farm management. This initiative aimed to help farmers assess their farm's financial performance, determining whether they were operating at a profit or incurring losses.

Moreover, the intern went a step further in assisting Omuhereza Baker by coordinating with the Veterinary doctor (Agricultural Officer) in Kagadi Sub County. This collaboration aimed to provide technical advice on goat rearing. Additionally, all 76 goats were vaccinated against Hemorrhagic septicemia, a disease prevalent during the rainy season thus ensuring the health and well-being of the livestock.



Photo 9: The Intern facilitating about farm management to Omuhereza Baker

4.2.9. Guided YAWU students in filling DIT forms. I and my fellow interns (Ainebyona Ritah and Musiimenta Annet) guided 15 YAWU trainees of hair dressing in filling Directorate of Industrial Training (DIT) forms in preparation for DIT exams and we did this with their trainer Miss Katusabe Rehema.

Additionally, the intern participated in the orientation workshop of trainees from Young African Works Uganda, a project being ran by URDT Institute under sponsorship of Mastercard Foundation. The workshop took place at Kagadi Sub County Headquarters. The project's goal is to provide vocational skills to 70,000 young individuals who have faced challenges progressing in their academic studies in 20 districts in Uganda. Fifteen (15) hairdressing trainees, along with their parents, engaged in the session in Kagadi Subcounty.

The induction covered crucial topics such as visionary approach, essential qualities for successful entrepreneurship, marketing strategies, vocational skills, e-marketing, as well as guidance and counseling. This initiative aimed to foster the readiness and eagerness to learn among the new trainees, aligning with SDG 8 (Decent Work and Economic Growth) and Aspiration 6 of the African Agenda 2063, which envisions an Africa driven by the potential of its people, particularly women and youth, and caring for children.



Photo 10: The Intern guiding YAWU trainees in filling DIT forms (left) and during the induction of YAWU trainees (right)

4.2.10. Three (3) water sources cleaned. To ensure clean and safe water, the Intern and members of Kisaara and Rwamabaale B villages participated in clearing and cleaning of 3 water springs that is to say; Kahindikire, Kapyapa and Kabahemuka. They also formed by-laws and the management committees to ensure everyone contributes to the safety and cleanliness of the water. This was done following the Community Action Plans that were formulated during a one-month practicum and thus in line with SDG 6 clean water and sanitation. This is in achievement of objective (iii) of the Internship “ARU Interns have the capacity to conduct Community Action Planning (CAP) as a Democratic Bottom Up process to cause Rural Transformation”. See photos below



Photo 11: The Intern and community members clearing and cleaning Kabahemuka water spring

4.2.11. One (1) access road improved. A 4-km road from Kisaara to Kenga was cleared by the Intern and Kisaara members. This exercise was done to realize the vision of Kisaara Village that was set during CAP. Mobilization was done using drums and 95% of the households

participated. It was noted that 40% of women participated in CD unlike in the past years. This surprised everyone and they appreciated the Intern and the LCI for mobilizing all men and women for the activity. This greatly changed their perception about the gender roles in the society hence bringing about development.



Photo 12: The Intern and community members clearing a 4km Kisaara-Kenga road

4.2.12. Energy saving stoves introduced. For environmental conservation and household income, the Intern trained members of Kisaara and Nsugasugi B in making energy saving stoves (Lorena stoves). Sixteen (16) energy saving stoves were constructed; 2 in Mutumba United Parents School and Kabwooro Primary School; 14 others were constructed in Kisaara and Nsugasugi B Villages. We used local materials like sand, anthill soil, cow dung, bricks and clay. Five youths of Kisaara Village took up the initiative of making for other community members these stoves at a fee of five thousand shillings per stove. As we were monitoring the performance of these Lorena stoves, we interviewed the head teacher and the cook of Mutumba united parents school and they witnessed that these Lorena stoves save time and energy. He added that in a week they could use one trip of fire wood but with the use of a Lorena stove, they are now using half a trip a week. This translates itself into a saving of Ug shs. 200,000 from school dues.



Photo 13: The Intern training Kisaara Members in constructing Lorena stoves

4.2.13. The Intern gained more knowledge in data collection. The intern worked as a Research Assistant for Miss. Doloka Namutosi, a student at Mountains of the Moon University and also a worker at African Rural University; she was carrying out her research in partial fulfillment of a Master’s Degree. This research was being carried out in 6 villages in Kagadi Sub County that is to say; Rwamabaale A, Rwamabaale B, Kisaara, Nugasugi, Mutumba and Rugando. The Intern collected data from two villages namely; Kisaara and Nsugasugi B. The Intern collected data from 90 participating and non-participating households of the epicenter strategy since the research was on “the relationship between URDT Epicenter strategy and rural transformation in Kagadi Sub County”. It was thus focusing on the socio-economic transformation indicators at household level with in Kagadi Sub County. The research helped the Intern to gain more skills and confidence in data collection.



Photo 14: The Intern collecting data about the relationship between URDT Epicenter strategy and rural transformation in Kagadi Sub County

4.3.14. Ninety six (96) members acquired knowledge and skills in herbal soap and shoe polish making. After conducting a session on visionary thinking and development, the Intern facilitated the process of herbal soap making to 96 members of Nsambya-Mutumba development SACCO. We used locally available materials like Aloevera, Papaya leaves, soda bi carbonate and other medicinal plants and it was made in both bar and tablet shape. This soap cures skin rushes and it is used by both children and adults. In addition, making herbal soap is income generating and two female members of the SACCO Mrs. Nakazi Marion and Mrs. Tibeyalirwa Agnes have started making this soap and they sell a tablet at 1000shs. In addition, the intern also trained them in shoe polish making using the available resources of paraffin, ovacaddo and charcoal dust.



Photo 15: The intern facilitating the process of herbal soap and shoe polish making to 96 Nsambya-Mutumba group members

4.3 Under objective (iii), ARU Interns have the capacity to conduct Community Action Planning (CAP) as a Democratic Bottom Up process to cause Rural Transformation

4.3.1. Two (2) CAP sessions conducted: The Intern and the EM conducted CAP of Nsugasugi B and Mutumba Villages. Twenty five (25) and Nineteen (19) community members attended respectively. We introduced them to the Visionary Approach, made the Village Vision of what the community members wanted their Village to look like, assessed their current reality and came up with action steps to achieve their vision. This created a shift in mindset from priority listing to creating what they truly want. They now know that they are key to their own development.



Photo 16: The Intern and Epicenter Manager conducting CAP in Nsugasugi B Village (left) and Mutumba Village (right)

4.4 Under objective (iv), ARU Interns have the capacity to conduct PAR and develop plans to create change in the community

4.4.1. Enrollment of stakeholders in research proposal. The intern sought for collaboration from the chairman and community members of Kisaara Village to carry out research with them. A community meeting was held where I enrolled them and other stakeholders in the research proposal. Together, we thoroughly examined the proposal, formulated the research methods, created a questionnaire and interview guide, and collectively formed a research team.



Photo 17: The Intern enrolling stakeholders including community members in the research proposal

4.4.2. Data collection and analysis of data. The research team collected data using focus group discussions, observation, questionnaire administering, interview guides and documentation methods in order to get accurate findings. We moved household per household collecting data from those who had not attended the enrollment meeting and this helped us to get unbiased findings.



Photo 18: The research team collecting data

4.4.3. Actions implemented

4.4.3.1 Security enhanced. The intern, along with the research team and LCI, organized a security meeting in Kisaara Village. Attendees included the GISO/Parish chief, EM, fellow interns, and the meeting was supervised by Faculty Supervisor Mr. Tusiime John and TWS Mr. Twesiime Paulino. The primary objective of this meeting was to establish a patrol group responsible for nighttime surveillance in Kisaara Village. The intern provided a summary of the research findings during the meeting. A patrol group comprising 10 men was formed,

representing one of the initiatives to improve property security in the village. The group promptly commenced operations, adopting a practice of not patrolling alone. During each patrol, five households were actively involved in the activity.

The effectiveness of the patrol group is evident in the reduced theft cases reported to the LCI. Previously, the LCI received 12-15 theft cases per week, but now the number has decreased to 3-5 cases per week, as indicated in **Appendix (x)**.

Furthermore, the Faculty Supervisor applied the broken window theory to elucidate the link between crime and disorder. Using the analogy of a broken window, he explained that if a broken window in a house goes unrepaired, it signals a lack of concern, potentially leading to further damage. In essence, a broken window communicates to criminals that the community lacks informal social control and is incapable or unwilling to defend against criminal activity (Barley, 1994). The advice given emphasized the importance of community cohesion in addressing such issues. The EM reinforced this message with the frame "when you work for the happiness of your community, you help yourself, and when you help yourself, you work for the happiness of your community." This perspective aimed to raise awareness among community members (see photo 19 below) and is the basis neighborhood watch, an effective strategy in combating crime.



Photo 19: The Intern, EM, Faculty Supervisor and TWS in a security meeting

4.4.3.2. Career guidance sessions conducted The Intern provided career guidance using the visionary approach to semi-candidates and candidates of St Martha Kenga Primary School, Mutumba United Parents and Sese Primary School. The intern explained to them the three elements of Visionary Approach and took them through the visioning exercise so that they can

be able to envision the life they want. Through a frame, “when you know what you want you gain great power”, the Intern created awareness and motivated them to work hard towards their careers. This promoted high academic performance and increased the school’s enrollment in the third term (see appendix (vii)). The career guidance was done as one way of implementing a strategy recommended to mitigate theft as a result of school dropout out and increasing crime rate.



Photo 20: The Intern providing career guidance using visionary approach to pupils of St. Martha Kenga Primary School

4.4.3.3 Sensitization meeting of parents about education held. The intern, in collaboration with the Parish chiefs of Kenga and Kanyangoma Parish, and LCIII, conducted an awareness session for 64 parents from Kisaara Village and Nsugasugi B Village, emphasizing the significance of education at the household and community levels. During this session, the intern encouraged parents to educate their children, highlighting the potential avoidance of issues such as theft, early pregnancies, and child labor. Additionally, the intern informed the parents about opportunities provided by URDT, including the Young Africa Works Uganda Project that imparts skills to youth in rural communities and the construction of King Solomon Secondary School, which is not available in other Sub Counties.

The above efforts were carried out during holidays, and upon the commencement of the term, the intern visited St. Martha Kenga Primary School to monitor the progress they had made with enrollment. Results from her monitoring visit indicated that there was an increase in school

enrollment from 689 pupils to 756 pupils, as documented in Appendix (vii). This initiative aligns with SDG 4, which underscores the importance of quality education.



Photo 21: The Intern sensitizing 64 Kisaara and Nsugasugi B Parents

4.4.3.4 Animal Shelters constructed. To bolster the security of property, particularly livestock, community members suggested that each household should build shelters for their animals. The intern emphasized the importance of teamwork to attain a shared objective. In collaboration with the intern, Kisaara community members united and formed two groups, each comprising 15 members, and independently constructed animal shelters. This collective effort aimed to enhance security, as animals housed in shelters are significantly more challenging to steal. This initiative aligns with Aspiration 4 of the Africa Agenda 2063, which envisions a peaceful and secure Africa.



Photo 22: Community members constructing goat shelter for Mr. Mwesige Matia

4.4 Enhancing Factors

The Faculty Mentor and TWS were available throughout the Internship period. This made the Intern gain deeper understanding of the epicenter strategy.

The intern's collaboration with the technical and political leaders of Kagadi Sub-County made her work relative easy to execute.

Security was improved in Kisaara Village

4.5 Constraining factors

The relocation of the EM to Kikuube district resulted in the intern lacking field guidance throughout the internship. Nevertheless, the intern engaged with fellow interns to collaboratively achieve results.

Low turn up of some community members hindered participation in some activities but the Intern was able to work with those who were available, willing and ready to learn.

4.6 Insights

Priority listing of community aspirations that is done by the technical staff is part of CAP, only that it does not give people the synergy to work as a team to implement the actions to achieve what they want to bring about significant change but it encourages them to sit back and wait for the government to provide and if it does not then nothing is achieved.

The Intern also noticed that families with shared visions work together and express solidarity; this creates synergy and makes it easy to realize their visions.

The Intern learnt how the working environment runs as she got different ideas from different staff at the Sub County and also through interacting with other Interns .This contributed a lot to the intern's knowledge and experience.

The Intern learnt that networking and information sharing is the best experience since the Intern used to network with her fellow Interns.

4.7 Conclusion

After discussing what transpired during the five months Internship in line with the objectives, highlights on what worked, challenges and insights, attention is now being paid to Recommendations to various stakeholders. The general conclusion is also discussed under chapter five.

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATION

5.0 Introduction

This Chapter presents the conclusion of the entire report of the Internship and the recommendation. The recommendation and conclusions are derived from real practical experiences the Intern underwent and the objectives. Particularly, the recommendations relate to the gaps that need attention.

5.1 Conclusion.

Referring to Internship objective (i), the Intern got broader understanding about systems and structures of Kagadi Lower Local Government and the variables that affect service delivery such as the Sub-county Budget, five-year development plan and citizen participation in development processes. She contributed to the effectiveness of one access road.

In reference to Internship objective (ii), the Intern gained a lot of experience and understanding of the epicenter strategy and facilitated about the principles of the creative process which enabled people at all levels to articulate their visions which contributes to the realization of PDM and Uganda vision 2040 in Kagadi Sub-county.

In line with objective (iii), the Intern conducted CAP at community level which enhanced her capacity to cause a democratic bottom up planning process for effective rural transformation and sustainable change in Kagadi Sub-County

In line with objective (iv), the Intern conducted PAR on community strategies for security of property and developed plans with the community members to improve security in their village. These plans included; sensitization of the mass and pupils in schools, and construction of animal shelters.

5.2 Recommendation:

The following recommendation were advised and some of these go to the future students of ARU, to the University, to the community and to URDT Girls' School

5.2.1 To future ARU students

The Interns should network with different experts in that field of expertise in order to produce good results more especially the Faculty Supervisors and Field Mentors.

5.2.2 To the University (ARU)

The University should always hold an orientation workshop for stakeholders to create relationship and enable the Intern settle in the Sub-county during her field activities.

5.2.3 To URDT

URDT should not transfer EMs in the middle of Internship

5.2.4 To the Community

Community members should continue implementing the Community Action Plan and Participatory Action Research, more so the actions they recommended during PAR

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Appendices

Appendix (i): 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.

Accountable	Action Steps	Due Date
Supervisors	Validation	20 th November 2023
Intern	Write a report	15 th November 2023
Intern	Carryout evaluation of activities	30 th October 2023
Intern	Participate in Sub County Programmes	30 th September 2023
Intern	Facilitate Visionary Approach	25 th August 2023
Intern	Facilitate appropriate technologies	20 th July 2023
Intern	Consciousness raising to deal with mindset change first	6 st July 2023

Intern	Implement PAR	30 th June 2023
Intern	Conduct CAP	1st June 2023
EM	Introduce the Intern at the Sub County	6 th April 2023
Internship coordinator	Deployment	4 th 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.	

Appendix (ii): The Sustainable Development Goals (SDGs)

Goal 1: End poverty in all its forms everywhere

Goal 2: End hunger, achieve food security and improved nutrition and promote sustainable agriculture

Goal 3: Ensure healthy lives and promote well-being for all at all ages

Goal 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

Goal 5: Achieve gender equality and empower all women and girls

Goal 6: Ensure availability and sustainable management of water and sanitation for all

Goal 7: Ensure access to affordable, reliable, sustainable and modern energy for all

Goal 8: Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all

Goal 9: Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation

Goal 10: Reduce inequality within and among countries

Goal 11: Make cities and human settlements inclusive, safe, resilient and sustainable

Goal 12: Ensure sustainable consumption and production patterns

Goal 13: Take urgent action to combat climate change and its impacts

Goal 14: Conserve and sustainably use the oceans, seas and marine resources for sustainable development

Goal 15: Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss

Goal 16: Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels

Goal 17: Strengthen the means of implementation and revitalize the global partnership for sustainable development

Appendix (iii): Africa Agenda 2063: The seven Aspirations

1. A prosperous Africa based on inclusive growth and sustainable development
2. An integrated continent politically united and based on the ideals of Pan-Africanism and the Vision of African 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. Africa with a strong cultural identity common heritage, values and ethics
6. An Africa whose development is people-driven, relying on the potential offered by the African people, especially its women and Youth, and caring for children
7. An Africa as a strong, united, resilient and influential global player and partner

Appendix (iv): Key core projects under Uganda Vision 2040

- ❖ A Hi-Tech ICT city and associated ICT infrastructure
- ❖ Large irrigation schemes in different parts of the country
- ❖ Phosphate industry in Tororo
- ❖ Iron ore industry in Muko, Kabale
- ❖ Five regional cities (Gulu, Mbale, Kampala, Mbarara, and Arua)
- ❖ Four International airports
- ❖ A standard gauge railway network with high speed trains
- ❖ Oil refinery and associated pipeline infrastructure
- ❖ Multi-lane paved national road network linking major towns, cities and other strategic locations
- ❖ Globally competitive skills development centers
- ❖ Nuclear power and hydro power plants (Ayago, Isimba, Karuma, and Murchison bay)
- ❖ Science and Technology parks in each regional city

- ❖ International and national referral hospitals in each regional city.

Appendix (v): Seven Pillars of the Parish Development Model

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, and
7. Governance and administration

Appendix (vi): Sketch Map of Kisaara Village where PAR was conducted



Appendix (vii): School Enrollment 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	28	50	78
P6	34	38	72
P7	08	15	23
TOTAL	347	342	689

CLASS	BOYS	GIRLS	TOTAL
P1	84	63	147
P2	80	65	145
P3	64	66	130
P4	61	50	111
P5	35	50	85
P6	56	47	103
P7	08	15	23
TOTAL	393	363	756

Appendix (viii): Members who participated in CAP Meeting in Nsugasugi B Village

Attendance	
1. [Name]	[Signature]
2. [Name]	[Signature]
3. [Name]	[Signature]
4. [Name]	[Signature]
5. [Name]	[Signature]
6. [Name]	[Signature]
7. [Name]	[Signature]
8. [Name]	[Signature]
9. [Name]	[Signature]
10. [Name]	[Signature]
11. [Name]	[Signature]
12. [Name]	[Signature]
13. [Name]	[Signature]
14. [Name]	[Signature]
15. [Name]	[Signature]
16. [Name]	[Signature]
17. [Name]	[Signature]
18. [Name]	[Signature]
19. [Name]	[Signature]
20. [Name]	[Signature]
21. [Name]	[Signature]
22. [Name]	[Signature]
23. [Name]	[Signature]
24. [Name]	[Signature]
25. [Name]	[Signature]
26. [Name]	[Signature]
27. [Name]	[Signature]
28. [Name]	[Signature]
29. [Name]	[Signature]
30. [Name]	[Signature]

Appendix (ix): Members who participated in Farmer family learning group meeting in Kisaara Village



Appendix (x): Theft cases reported in a week



Appendix (xi): Summary of results

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	Sub County	Mobilized	7 million	Community	Cooperation

for the construction of Kenga health centre III		resources like agricultural products	collected	members of Kagadi Sub County	and collaboration
Water source	Kahindukire borehole, Kapyaapa and Kabahemuka water spring	Slashed the road, dug around the well	3	Residents of Kisaara and Rwamabaale B villages	Improved clean safe water in a clean environment
Energy saving stoves	Nsugasugi B	Facilitating the construction	14	Different households	Care economy practiced
Projects	Tomato growing, Goat rearing	Tomato management	4	community members and a school	Nutrition enhanced and income generated
PAR Meeting	Kisaara Village	Conducting and facilitating PAR	1	Residents of Kisaara Village	Actions implemented and change created

Working with Groups	Abagambakamu Group, Tweimukye Group, Nsambya-Mutumba development Sacco	Facilitated VA	3	Group members	Good relationship with the Intern
Technologies	Nsambya-Mutumba Development SACCO	herbal soap, shoe polish		Group members	The turn up was good Income increased
PDM	Community	Sensitization	1	Community members	High turn up Knowledge about PDM
Business plan	Household	Writing a business plan	1	The Interns and community	Knowledge attained
Farmer family learning group	Community	Sensitization and forming	1	member Rwamabaale community members	Team work

Sensitization	Schools and communities	Facilitated Visionary approach	3 schools, and 2 villages	Pupils and High turn up parents
Security meeting	Community	Patrol group	1	EM, Low turn up supervisors and community