

**SUSTAINABLE RURAL TRANSFORMATION THROUGH EMPOWERING THE
COMMUNITY TO EDUCATE CHILDREN, RECOGNIZE AND USE VISIONARY
APPROACH AND SYSTEMS APPROACH TO DEVELOPMENT.**

**A FIVE-MONTH INTERNSHIP REPORT IN KARAMBI VILLAGE KISUURA PARISH
BWIKARA SUBCOUNTY IN KAGADI DISTRICT**

1ST JUNE TO 31ST OCTOBER

BY:

KOKOI CHRISTINE

REGISTRATION NUMBER: 19/ARU/BRD/006

ACADEMIC YEAR: 2022/2023

**FACULTY SUPERVISORS: Ms. KASEMIIRE DOROTHY & Mr. KAJOKA MARTIN
(TWS)**

FIELD SUPERVISOR: Ms. NAKIGULI OLIVER

**INTERNSHIP REPORT SUBMITTED TO THE FACULTY OF TECHNOLOGIES FOR
RURAL TRANSFORMATION OF AFRICAN RURAL UNIVERSITY IN
FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF A BACHELOR'S
DEGREE IN RURAL DEVELOPMENT**

OCTOBER, 2023

Table of Contents

DECLARATION.....	v
DEDICATION	vi
APPROVAL.....	vii
ACKNOWLEDGEMENT	viii
DEFINITIONS OF WORKING TERMINOLOGIES.....	ix
ACRONYMS.....	x
EXECUTIVE SUMMARY.....	xi
Chapter one	1
1.0 General Introduction.....	1
1.1 Background of ARU;.....	1
1.2 Background of the Internship;.....	1
1.3 Background of Bwikara Sub-County;.....	2
1.4 Background of the Internship Villages:	2
1.5 Time of the Internship;.....	3
1.6 Geographical Scope	3
1.7 Objectives of the Internship	3
1.7.1 General Objective	3
1.7.2 Specific Objectives The specific objectives were:.....	3
1.8 Learning Outcomes.....	4
1.9 Significance of the Internship:.....	4
1.9.1 For the Intern:	4
1.9.2 For ARU.....	5
1.9.3 For URDT	5
1.9.4 For the Community.....	5
1.0 Conclusion.....	6
Chapter Two:	7
Literature Review	7
2.0 Introduction	7
2.1 Transformation	7
2.2 Development	7
2.3 Rural Development	8
2.4 Integrated Rural Development (IRD)	8

2.5 Approaches to Development	8
2.5.1 Visionary Approach (VA)	8
2.5.2 Community Action Planning (CAP)	9
2.5.3 Participatory Action Research (PAR)	9
2.5.4 Women Empowerment (WE)	9
2.5.5 Community Driven Development (CDD)	9
2.6 Sustainable Development Goals (SDGs)	10
2.7 Africa Agenda 2063	10
2.8 Uganda Vision 2040	10
2.9 The National Development Plan (NDPIII)	10
2.10 Conclusion	11
Chapter three	12
Methodology	12
3.0 Introduction	12
3.1 Visionary Approach (VA)	12
3.2 Participatory Action Research (PAR)	13
3.3 The 2-Generation Approach (GA)	13
3.4 Community Action Planning	13
3.5 Structural Tension Chart (STC)	14
3.6 ARU Scroll	14
3.7 Camera	14
Chapter four	15
Presentation and Discussion of the Results	15
4.0 Introduction;	15
In accordance with the first (01) objective of the internship	15
In line with Objective Two	23
In alignment with objective three	33
In alignment with objective four	38
Chapter five	47
Conclusion and Recommendations	47
5.0 Introduction	47
5.1 Conclusion	47
5.2 Recommendations	48

5.2.1 To ARU Students.....	48
5.2.2 To the University (ARU).....	49
5.2.3 To the Community	49
Appendices	50
Appendix (ii) Aspirations of African Agenda 2063	51
Appendix (iii) The Millennium development goals (MDGs)	52
Appendix (iv) Executive Summary of the Epicenter Strategy	53
Appendix (v): The individual STC for Five-month Internship.	54
Appendix (vi) template showing result table	55
Pictorial report.....	57

DECLARATION

I, Kokoi Christine, declare that the accompanying report is entirely my own creation, and it has never been submitted by any other student in any educational institution for the purpose of obtaining a bachelor's degree. I take full responsibility for the originality and authenticity of the work presented herein.

Sign: _____

Kokoi Christine

9/ARU/BRD/006

Date: _____

DEDICATION

This Report is dedicated to my beloved family, my father Mr. Opaku Paul Peter, mother Mrs. Among Hellen Christine, my sisters Apio Leah and Asianut Shalom, my brothers Opio Moses and Esawe Caleb for their combined efforts throughout my stay in the field. And to all my friends who supported me in all way.

APPROVAL

I hereby endorse the Internship Report prepared by KOKOI CHRISTINE, which was conducted in Bwikara Sub County, focusing on the villages of Karambi, Humura, Kamusegu, and Ngoma in Kisuura Parish, Bwikara Sub- County. I closely supervised this report and submit it for examination with my full approval.

i. Sign.....
Ms. Kasemiire Dorothy (Faculty Supervisor)
Date:

ii. Signed.....
Ms. Nakiguli Oliver (Field Mentor)
Date

iii. Signed.....
Mr. Kajoka Martin (TWS)
Date

ACKNOWLEDGEMENT

First and foremost, I would like to express my sincere gratitude to the Management of African Rural University for their invaluable financial and material support during my Five-Month Internship in Karambi Village. I extend my heartfelt appreciation to Mr. Ategeka William and Mr. Mubagizi Julius of LCI Karambi, as well as the entire Karambi and Ngoma A community for their outstanding cooperation and the warmth they extended to me throughout my Practicum.

With deep appreciation, I wish to acknowledge my parents, Mr. Opaku Paul Peter and Mrs. Among Hellen Christine, for their unwavering financial, emotional, and spiritual support during my Five-Month Internship. I also want to recognize my fellow academic colleagues with whom I continually networked in the field.

I am filled with joy as I express my gratitude to my academic supporters, including my Field mentor, Ms. Nakiguli Oliver, Traditional Wisdom Specialist Mr. Kajoka Martin, and Faculty Supervisor Ms. Kasemiire Dorothy. Their supervision, guidance, encouragement, and support were instrumental in enabling me to meet my internship expectations.

I would also like to extend my thanks to the management of Bwikara Secondary School for their generous provision of stationary support, which greatly assisted me in preparing my reports during the Five-Month Internship. May they be blessed abundantly.

I must not forget to thank the Bwikara Sub-County staff for the support they offered me during my Five-Month Internship, especially the Chief Development Officer, parish chiefs, cashier, and Administrative Officer.

Above all, I offer profound gratitude to the Almighty God, who sustained us throughout this entire journey.

DEFINITIONS OF WORKING TERMINOLOGIES

An Epicenter is a place where people come together for system thinking to address the interconnectedness of health, education, financial, self-sufficiency, civic participation and traditions within their lives.

Epicenter Manager is a female leader who is deployed at the sub county to manage centers of excellence through using the URDT's methodology of the Visionary Approach, Systems thinking, Personal Mastery, Mental Models and Team Learning.

Epicenter Strategy is one of the URDTs strategies to roll out and scale up its methodology in quest to cause systems change in rural communities. It is also aimed at enhancing peoples mind set change through the epicenter managers at the sub county level based on systems thinking and Visionary Approach.

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

The Visionary Approach is an approach to rural development that applies the principles of creating which include vision, current reality and structural tension.

Participatory Action Research is a qualitative research methodology that involves researchers and participants collaborating to understand social issues and take actions to bring about social change.

2-Generational approach is where students and their parents learn together, develop a vision for their homes, analyze their current situation apply systems thinking and plan together to achieve their aspiration.

ACRONYMS

ARU	African Rural University
BHPs	Back home projects
BRD	Bachelor of Rural Development
CAP	Community Action Planning
CD	Community Development
CDD	Community Driven Development
DIT	Directorate of Industrial Training
MDGs	Millennium development goals
NDP III	National Development Plan III
PAR	Participatory Action Research
PDM	Parish Development Model
SDGs	Sustainable Development Goals
STC	Structural Tension Chart
TPC	Technical Planning Meetings
TRT	Technologies for Rural Transformation
URDT	Uganda Rural Development & Training Programme.
VA	Visionary Approach
YAWU	Young African Works Uganda
CDO	Community development officer
PTA	Parents-teachers association

EXECUTIVE SUMMARY

The internship took place from June 1, 2023, to October 31, 2023, and was conducted in Ngoma and Karambi Villages within Bwikara Sub County. The internship aimed to achieve the following objectives:

- i. Enhance the capacity of ARU interns to contribute to the efficiency and effectiveness of systems and structures in service delivery.
- ii. Demonstrate an understanding of the role of the Epicentre Strategy in implementing the Parish Development Model and realizing Uganda Vision 2040.
- iii. Conduct Community Action Planning as a democratic, bottom-up process to drive rural transformation.
- iv. Conduct Participatory Action Research (PAR) and develop plans to create positive change in the community.

This internship was carried out in Bwikara Sub County, Kagadi district. Throughout the internship, the intern closely collaborated with the Technical and Political staff of Bwikara Sub County, the Faculty mentor, the Field mentor, and community members.

Chapter two of the report provided a review of related literature on various factors that influenced ARU Internship, including the Sustainable Development Goals, Africa Agenda 2063, and Uganda Vision 2040.

Chapter Three outlined the methodologies and tools employed by the intern during the five-month internship to achieve the general and specific objectives described in Chapter One. During the process of mobilization and community engagement, the intern used a variety of methods, tools, and techniques, including the Visionary Approach, Community Action Planning, Participatory Action Research, the Structural Tension Chart, the Frames of the creative process, and home visits. Tools such as markers, flip charts, and a phone camera were also utilized.

Chapter Four encompassed the presentation and discussion of results. It detailed the activities and actions taken to achieve specific outcomes at the family and community levels in alignment with the internship's general and specific objectives for 2022/2023, as outlined in Chapter One. This

chapter also provided an overview of the actions undertaken by the intern in collaboration with community members at the individual, family, and community levels. These actions included planning, mobilization, revisiting visions, fostering participation, conducting demonstrations, engaging community members, ensuring environmental conservation, promoting sanitation, enhancing nutrition, and introducing rural technologies.

In summary, the internship program facilitated a strong and purposeful interaction between ARU interns and local community members, promoting effective rural transformation through participatory learning.

CHAPTER ONE

1.0 General Introduction

This chapter provides an overview of African Rural University (ARU), the concept of the internship, and the background of Karambi Village. It also outlines the general objective, specific objectives, learning outcomes, duration of the internship, geographical scope, and the significance of this internship.

1.1 Background of ARU;

According to the African Rural University student handbook (2019), African Rural University (ARU) is an exclusively women's institution established by URDT in 2006. In 2011, the National Council for Higher Education granted ARU accreditation as a higher learning institution, admitting exclusively women. ARU is dedicated to delivering value-based education and offers a Bachelor of Rural Development (BRD) program through the Faculty of Technologies for Rural Transformation (TRT). The primary goal of ARU is to empower students to become change-makers and catalysts for rural transformation. The university achieves this by promoting a holistic approach to rural development through Participatory Action Research (PAR). Students actively engage with rural communities, fostering a mindset that enables them to work towards transforming livelihoods. By employing a holistic approach in conjunction with URDT, ARU molds students in both classroom and field settings, fostering partnerships for sustainable rural transformation.

1.2 Background of the Internship;

The one-year internship program is a supervised, hands-on experience for fourth-year students aimed at equipping them to make a real impact in rural communities. This internship provides students with practical experience and prepares them for leadership roles within their communities. Historically, education in Africa, including Uganda, has been criticized for being overly theoretical and didactic. Many universities offer short, one-month internship programs, which often suffer from limited supervision due to the large number of students involved. To address this, ARU has designed a four-year professional program (BRD) that incorporates a balanced 60% theory and 40% practical experience during classroom sessions, along with a one-year internship. During the

internship, students are deployed to lower-level government units, where they are closely monitored by existing managers. In these sub-counties, they engage with local communities in action planning, using a Visionary Approach that applies principles of Creative Process and Systems Thinking.

1.3 Background of Bwikara Sub-County;

Bwikara Sub-County is one of the 18 lower local governments in Kagadi district, situated within Buyaga West County. It shares its boundaries with Kibaale district in the North and Kyenjojo District in the West. Comprising four parishes – Nyamasa, Ngoma, Kamusegu, and Kisuura – the Sub-County has a predominantly rural population, with agriculture serving as the dominant economic activity. Physical features of the area include vegetation cover (forests), various soil types, rivers, and rock formations. The residents of Kagadi Sub-County speak languages such as Runyoro, Rukiga, Rutooro, and Rufumbira. The major religions in the area are the Faith of Unity, Protestantism, Catholicism, and Islam. Key crops grown in the Sub-County include Irish potatoes, tomatoes, groundnuts, beans, maize, cassava, and cash crops like coffee and sugarcane. Both political and technical staff are responsible for the Sub-County's administration.

1.4 Background of the Internship Villages:

Karambi Village is situated in Kisuura Parish, Bwikara Sub-County, Buyaga West Kagadi district. This village was once part of Kamusegu Village and shares its borders with Kamusegu Central to the south, Muzizi Camp to the west, Kitusi, Kitonzi, Humura, and Nyakarongo to the north, and Kichwamba and Kichafu to the east. Nearby villages include Nyamarembo, Muzizi Tea Estate, Muzizi Camp, Bugangama, Kamusegu Central, Number Munana, and Ngoma A.

Karambi Village boasts a population of 784 individuals living in 112 households, consisting of 334 men and 450 women. Over 85% of the population is involved in farming activities, primarily focusing on coffee, tea, bananas, and cassava cultivation. The village's administrative structure includes an LC1 Chairperson, a Vice Chairperson, a Secretary, a Treasurer, a Defense officer, a Publicity officer, and an Advisor.

The village is culturally diverse, with residents representing various ethnicities such as Bunyoro, Bakiga, Acholi, and Lugbara, drawn to the area by the presence of the Muzizi Tea Factory. The

religious diversity of Karambi Village includes the Faith of Unity, Protestantism, Catholicism, Pentecostalism, and Islam. The village hosts a single clinic, affiliated with the Muzizi Tea Factory, which serves the healthcare needs of the local community. Additionally, Karambi Village has four water sources and one primary school known as "Kingdom."

1.5 Time of the Internship;

The internship spanned five months, commencing on June 1st and concluding on October 31st, 2023, taking place in Karambi and Ngoma A villages within Kisuura and Ngoma Parish, respectively, located in Bwikara Sub County, Buyaga West, Kagadi district.

1.6 Geographical Scope

The internship encompassed the regions of Karambi and Ngoma A villages in Bwikara Sub-County.

1.7 Objectives of the Internship

The internship was guided by both general and specific objectives, as follows:

1.7.1 General Objective

To establish a robust and purposeful connection between URDT and rural communities through the Epicentre Strategy for transformation.

1.7.2 Specific Objectives The specific objectives were:

- i. To empower ARU interns to contribute to the efficiency and effectiveness of systems and structures in service delivery within the ten lower governments of the greater Kibaale.
- ii. To equip ARU interns, potential Epicentre Managers, with an understanding of the role of the Epicentre Strategy in implementing the Parish Development Model and realizing the Uganda Vision 2040.
- iii. To enable ARU interns to engage in Community Action Planning as a democratic bottom-up process for fostering Rural Transformation.

iv. To equip ARU interns with the capacity to conduct Participatory Action Research (PAR) and develop plans for effecting change in the community.

1.8 Learning Outcomes

The learning outcomes included the ability to:

- i. Effectively conduct research on systems and structures during project conceptualization, design, implementation, monitoring, and evaluation at lower local governments.
- ii. Implement the Epicentre strategy for the realization of the Parish Development Model and Uganda Vision 2040.
- iii. Facilitate Community Action Planning and Participatory Action Research.
- iv. Demonstrate and practice good working ethics, effective communication, and strong interpersonal skills.
- v. Apply skills in conducting data collection exercises and analyzing data using tools such as Excel and SPSS.
- vi. Train Sub-County and local leaders in the principles of a learning organization.
- vii. Apply PAR, Community Action Planning, and other tools to create, implement, monitor, and evaluate community projects.

1.9 Significance of the Internship:

In line with the general and specific objectives outlined above, the internship holds significance for the intern, ARU, URDT, and the community in the following ways:

1.9.1 For the Intern:

The internship provided the intern with invaluable real-life experience within the community, allowing for the sharing of knowledge and skills related to the Visionary Approach and the creative process with community members. It also facilitated the acquisition of knowledge from the community. Additionally, the intern gained knowledge and skills in working with community members from diverse cultural backgrounds.

1.9.2 For ARU

The internship fulfills the 40% practical component as per the ARU curriculum. It is a prerequisite for students to complete their Bachelor of Rural Development at African Rural University. Furthermore, it forges connections between ARU and the community through the interventions carried out by interns. The one-year field experience provided by the internship equips interns with practical skills for future work. The information gathered during the internship serves as a reference for ARU and future interns to design interventions aimed at transforming rural communities.

1.9.3 For URDT

The internship facilitates Rural Transformation by institutionalizing the Visionary Approach, Participatory Action Research, and Community Action Planning, thereby promoting lasting change and sustainable development within the community. The information in this internship report will serve as a reference for other development workers when designing interventions for Rural Transformation. It also accelerates the adoption of the Visionary Approach in Bwikara Sub County, Uganda, contributing to the achievement of Uganda Vision 2040 and the 17 Sustainable Development Goals.

1.9.4 For the Community

The rural technologies and projects introduced during the internship, such as soap making, shoe polish production, Lorena stoves, and organic farming, are essential income sources for the members of Karambi and Ngoma Village. Community members have acquired knowledge and skills in various fields, including agriculture, health, and sanitation, which have improved their living standards. The internship has contributed to capacity building within the community by raising awareness, sharing information, and providing skills training. This has enhanced community members' knowledge and ownership through demonstrations and practical learning. The internship program has played a crucial role in shifting the community's mindset from reactive problem-solving to actively creating the future they desire. It has also imparted skills in various sectors, such as technology, health, agriculture, and the Visionary Approach.

1.0 Conclusion

In summary, after reviewing the general background and the critical issues, such as the history of Karambi village, and outlining the unique objectives guiding the internship process over the preceding four pages, we now turn our attention to the related literature review in the following pages.

Chapter Two:

Literature Review

2.0 Introduction

This chapter provides an in-depth review of the literature related to various aspects that influenced ARU Internship 2023. These aspects encompass Transformation, Development, Rural Development, Integrated Rural Development, Approaches to Development, Sustainable Development Goals, Africa Agenda 2063, Uganda Vision 2040, and National Development Plan III (NDPIII). Below, we delve into each of these aspects:

2.1 Transformation

Transformation, as described by Gass (2012), refers to a methodology facilitating fundamental changes in individuals, communities, or societies. It aims to positively influence how people think, behave, and respond as they strive for transcendence. During the internship, the intern was actively engaged in driving transformative social change within groups and the communities of Karambi and Ngoma. This was achieved by fostering collaboration, equity, skill development, and compassion to facilitate sustainable development.

2.2 Development

Development, as defined by Libert (1979), represents a process of progressive growth and capacity improvement over time. It is designed to enhance the quality of life for those involved in the developmental journey. It involves constructing active and sustainable communities founded on principles of social justice and mutual respect. Additionally, it aims to alter power structures to reduce barriers preventing people from participating in matters that impact their lives (Sakalasoorya, 2020). The ARU Intern engaged in home visits and community-wide initiatives, introducing innovative technologies such as herbal soap production, shoe polish, Lorena stoves, sugar production, charcoal briquette making, and mushroom cultivation using locally available resources. The adoption of these technologies led to increased incomes and an improved standard of living for the local population.

2.3 Rural Development

Rural Development, as articulated by Malcolm (2003), involves the enhancement of the quality of life and economic well-being of individuals residing in rural, often isolated, and sparsely populated areas. It encompasses development activities and initiatives undertaken by various stakeholders, including governments, non-governmental organizations, partners, and communities, with the goal of improving the lives of rural residents. From the internship experience, it is evident that successful development hinges on a creative orientation rather than a problem-solving approach. This is because individuals operating from a problem-solving perspective tend to react to issues rather than actively create the lives they desire. The intern facilitated consciousness-raising sessions during community meetings using the creative process framework.

2.4 Integrated Rural Development (IRD)

Integrated Rural Development involves the amalgamation of multiple development services into a coherent delivery system aimed at enhancing the well-being of rural populations (Jacob, 2018). This approach empowers communities to elevate their standards of living across various dimensions. The intern collaborated with community members and families to address issues related to sanitation, health, education, and other key areas.

2.5 Approaches to Development

Various approaches to development have been implemented, including the Visionary Approach, Community Action Planning, Participatory Action Research, Women Empowerment, Community Driven Development, Sustainable Development Goals, Africa Agenda 2063, Uganda Vision 2040, and National Development Plan II (NDPII).

2.5.1 Visionary Approach (VA)

The Visionary Approach involves mastering the principles of the Creative Process. It centers on fostering a creative orientation where individuals remain aligned with their aspirations, values, vision, current reality, and structural tension. The intern utilized this method to enable individuals to identify and work towards their visions, helping them envision their desired future and take action steps to achieve it.

2.5.2 Community Action Planning (CAP)

Community Action Planning serves as a framework for implementing activities determined by the community itself. This plan outlines the community's goals, required activities over a specified period, and the necessary resources (financial, human, and material). The intern, in collaboration with the local community, facilitated the formulation of a community vision, identified areas of misalignment with the current reality, and devised actionable steps for achieving the vision.

2.5.3 Participatory Action Research (PAR)

Participatory Action Research is a qualitative research methodology that emphasizes democratic, equitable, and liberating qualitative inquiry. It enables the revelation of individual feelings, perspectives, and patterns without undue researcher influence. The intern engaged the community in assessing their current reality, identifying challenges, involving stakeholders, and developing actions to implement their vision.

2.5.4 Women Empowerment (WE)

Women's empowerment entails promoting women's self-worth, agency in decision-making, and the right to influence social change for themselves and others. It empowers women to make life-determining choices and challenge traditional gender roles, granting them more freedom to pursue their goals. The intern empowered women by involving them in meetings, particularly during CAP and PAR, while equipping them with essential skills.

2.5.5 Community Driven Development (CDD)

Community Driven Development is an approach that empowers local community groups, including local governments, by granting them direct control over planning decisions and investment resources. It emphasizes participatory planning and accountability, enabling impoverished communities to shape their own development paths. The intern and the community's chairman organized community development efforts, particularly focusing on road improvement.

2.6 Sustainable Development Goals (SDGs)

The Sustainable Development Goals, established in 2015 by the United Nations General Assembly and intended to be achieved by 2030, constitute a set of 17 global goals designed to blueprint a better and more sustainable future for all. These goals aim to eradicate poverty by emphasizing partnerships, people, planet, prosperity, and peace. They build upon the earlier Millennium Development Goals (MDGs) and seek to realize human rights, achieve gender equality, and empower women and girls. According to the United Nations Development Programme and World Bank Group (2016), Goal No. 6 emphasizes universal access to safe and affordable drinking water for all.

2.7 Africa Agenda 2063

Africa Agenda 2063 represents the continent's strategic framework for inclusive and sustainable development. It is a concrete manifestation of the Pan-African drive for unity, self-determination, freedom, progress, and collective prosperity, rooted in Pan-Africanism and the African Renaissance. This framework aims to accelerate the implementation of past and existing continental initiatives for growth and sustainable development. The aspirations of Africa Agenda 2063 are detailed in Appendix (ii) of this Internship Report.

2.8 Uganda Vision 2040

Uganda Vision 2040 is a national planning framework established in 2007, aiming to transform the country into a modern and prosperous nation within 30 years. This vision entails a transition from a predominantly low-income country to a competitive upper middle-income country. The theme of the vision is "Accelerating Uganda's Socioeconomic Transformation." It should be noted that the 17 SDGs evolved from the 8 MDGs, which were unable to adequately address development issues. Further information on these SDGs is provided in Appendix (i) and Appendix (iii) at the end of this Practicum Report.

2.9 The National Development Plan (NDPIII)

The National Development Plan (NDPIII), the third in a series of six NDPs guiding Uganda in achieving the aspirations outlined in Uganda Vision 2040, came into effect in a challenging

environment marked by the COVID-19 pandemic. This plan defines the direction for the country, setting objectives, interventions, and targets to drive sustainable socioeconomic transformation during the period 2020/21 to 2024/25.

2.10 Conclusion

Having reviewed the General Background in Chapter One and the comprehensive insights provided in Chapter Two, the subsequent chapter, Chapter Three, will delve into further considerations.

CHAPTER THREE

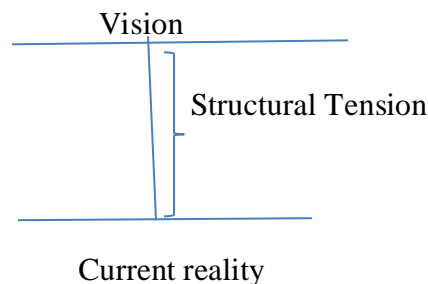
Methodology

3.0 Introduction

This chapter elucidates the methodologies and tools utilized by the intern during a five-month internship to achieve the general and specific objectives of 2023 as outlined in Chapter One. The mobilization and community engagement involved the application of various methods, tools, and techniques, including the Visionary Approach, Community Action Planning, Participatory Action Research, Structural Tension Chart, Frames of the Creative Process, the 2-Generation Approach, and home visits. The tools employed included markers, flip charts, phone cameras, and masking tape.

3.1 Visionary Approach (VA)

The Visionary Approach (VA) is a pivotal element of the URDT model. Sustainable rural transformation is achieved when it is driven by people's desires (vision) rather than focusing on problems. This method was used to introduce the entire process of rural transformation by raising consciousness and training rural residents to envision their desired future and develop effective action plans to realize those visions. The Visionary Approach comprises three key elements: Vision, Current Reality, and Structural Tension, as shown below;



- Vision: A vision is a vivid and compelling mental image of one's desired future, viewed as if it has already been accomplished.
- Current Reality: Current reality provides an accurate and truthful description of the existing situation in relation to the vision.

- **Structural Tension:** Structural tension represents the gap between the vision and the current reality, generating tension that motivates action steps toward achieving the vision.

The intern introduced the Visionary Approach method, enabling the host family and community to articulate their visions and create new ones. Using a holistic approach, the intern asked questions such as: What kind of family do you desire? What is the current status of the family? And what steps can be taken to achieve your vision?

3.2 Participatory Action Research (PAR)

Participatory Action Research is a qualitative research methodology that involves collaboration between researchers and participants to understand social issues and take actions to bring about social change. It emphasizes shared learning, active participation, and open discussions of issues. The intern applied this method to identify community challenges, involving the documentation of issues, stakeholder selection, and partnerships. This was accomplished during meetings held in Ngoma A and Karambi Villages, with 18 and 24 attendees, respectively.

3.3 The 2-Generation Approach (GA)

The 2-Generation Approach (GA) involves students and their parents learning together, developing a vision for their homes, analyzing their current situation, applying systems thinking, and planning together to achieve their aspirations. The intern employed this method in Kamusegu Central, where a URDT pupil demonstrated her skills in coffee and rabbit management. This approach has generated income for their family through the sale of rabbits and coffee.

3.4 Community Action Planning

Community Action Planning refers to a roadmap for implementing community change by identifying and specifying what needs to be done, who will do it, and how it will be accomplished. In other words, the action plan outlines the community's objectives, required activities within a specified timeframe, and the necessary resources (money, people, and materials) for successful implementation. The intern facilitated this process by encouraging community members to

develop a vision, which included sustainable sanitation and water management activities. Community members played a central role in preparing their own community action plan, which involved tasks such as cleaning water sources, maintaining roads, and constructing sanitary facilities like bathrooms, toilets, dustbins, and tip-taps.

3.5 Structural Tension Chart (STC)

The Structural Tension Chart (STC) is a planning framework used by ARU and URDT that delineates a plan against which implementation is carried out. The intern employed this method by outlining the activities to be performed, assigning accountability, specifying due dates, and conducting this process during village community meetings. This approach facilitated the smooth execution of activities at both the family and community levels, aligning with the ARU philosophy.

3.6 ARU Scroll

The ARU scroll was used to connect with the content presented in the 18-week session guidebook. The intern drew pictures on sacks and organized the scroll to introduce the people of Karambi. This facilitated a deeper understanding of the visual content, and community members were able to interpret the images effectively.

3.7 Camera

The intern utilized a camera to document activities and results during implementation and evaluation, providing tangible evidence of the events that took place.

CHAPTER FOUR

Presentation and Discussion of the Results

4.0 Introduction;

This chapter focuses on the presentation and discussion of the results achieved during the internship. It elucidates the activities carried out and steps taken to generate specific outcomes at both the family and community levels, aligning with the general and specific objectives for 2022/2023 as outlined in Chapter One. Furthermore, it provides an overview of the actions taken by the intern while working with community members at the individual, family, and community levels. These actions encompassed planning, mobilization, revisiting the vision, participation, demonstrations, engagement, involvement, back home projects, and initiatives related to environmental conservation, sanitation, nutrition, and rural technologies.

In accordance with the first (01) objective of the internship, which states, "ARU interns have the capacity to contribute to the efficiency and effectiveness of systems and structures in service delivery in the ten lower governments in the greater Kibaale," the intern:

i. Attended and actively participated in four TPC meetings.

During these meetings, the intern had the privilege of participating in the Technical Planning Committee (TPC) gatherings and gained insights into the systems and structures involved in service delivery within the lower local governments. For example, the intern learned that planning activities were carried out during TPC meetings, which were attended exclusively by technical staff and other partners, such as URDT. These meetings served as a platform for various departments to present their reports pertaining to administration, community development, production, health, education, security, and the Epicenter Manager's role. As part of these gatherings, the intern was given the opportunity to present her monthly reports, which significantly contributed to her confidence in public speaking and participating in the presentation of monthly reports, as well as in the recording of meeting minutes. This practice was in accordance with the requirements of the Local Government Act Cap 243 (amended), which mandates Sub-Counties to convene TPC meetings on a monthly basis.

Additionally, the intern also attended the sectoral committee meetings and actively participated in the General-Purpose sector, which was responsible for preparing for the Council meetings. This experience provided valuable insights into the preparations for Council Meetings. During these meetings, the sectoral committees, including General Purpose and Finance, discussed concerns originating from different Parishes and organized them for presentation in the Council meetings by the respective Sectoral Committee Chairpersons.



Figure 1 Intern attending TPC meeting

ii. Participated in two (02) Council Meetings;

The intern actively engaged in two separate council meetings, one of which occurred at the Sub-County headquarters. These experiences provided valuable insights into the functioning of the council as the implementing body, where only councilors are entitled to express their views during these sessions. Throughout these meetings, the intern had the opportunity to interact with several parish councilors, thus acquiring knowledge and skills related to the efficiency and effectiveness of systems and structures within the Local Government's service delivery framework.

These council meetings align with the provisions of the Local Governments Act of 1997, Chapter 243. According to this act, the Sub-County is mandated to conduct council meetings to fulfill the seven objectives outlined in the legislation. These objectives include giving full effect to the

decentralization of functions, powers, responsibilities, and services at all levels of local governments. As stipulated in the Local Government Act, Chapter 243 (as amended), Sub-Counties are required to convene council meetings four times a year.

		
<p><i>Fig2; ARU Intern taking minutes in the TPC meeting in Bwikara Sub-County.</i></p>	<p><i>Fig.3 Intern attending TPC meeting.</i></p>	<p><i>Fig 4; Council meeting taking place.</i></p>

iii. Participated in the Enrolment of New SAGE Members;

The intern collaborated with Mrs. Sanyu Margret, the Parish Chief of Kamusegu, to mobilize elderly individuals and actively participate in a SAGE (Social Assistance Grants for Empowerment) meeting. During this engagement, the intern assisted elderly individuals in completing forms for those who wished to change their designated next of kin, as well as for new entrants.

In September 2023, a significant enrollment of new SAGE members took place in Bwikara Sub-County, with the intern actively contributing to the process under the guidance of the Sub-County Development Officer (CDO). In total, 231 elderly individuals from the four Parishes of Kisuura, Ngoma, Nyamasa, and Kamusegu were successfully enrolled. This initiative aligns with Sustainable Development Goal 3, which emphasizes good health and well-being and recognizes

social protection as a core element of development policy. It also underscores the importance of the care economy, especially in relation to elderly individuals.



Figure 5 intern registering the elderly for SAGE funds



Figure 6 parish chief Kamusegu filling forms of the elderly

iv. Participated in handling probation issues.

The intern actively participated in registering and managing cases related to child abuse and domestic violence in the Sub-County, working alongside the Community Development Officer (CDO), Ms. Alija Christian. These cases covered a wide range of issues, from child neglect to land grabbing. Throughout these activities, the intern acquired valuable knowledge and skills in recording and managing cases, following the case management record book for probation and social welfare issues. Effective case management resulted in numerous families reconciling, and children returning to school. This achievement was acknowledged by the Sub-County Chief, Mr. Kyaligonza Peter, during the September council meeting in Bwikara council hall under Minute 04/09/2023-Briefs from SAS. This progress aligns with Sustainable Development Goal 16, "Peace, Justice, and Strong Institutions," and African Agenda No. 3, which emphasizes a peaceful and secure Africa.



Fig. 7 intern recording case on child neglect



Fig. 8 intern handling case on child abuse

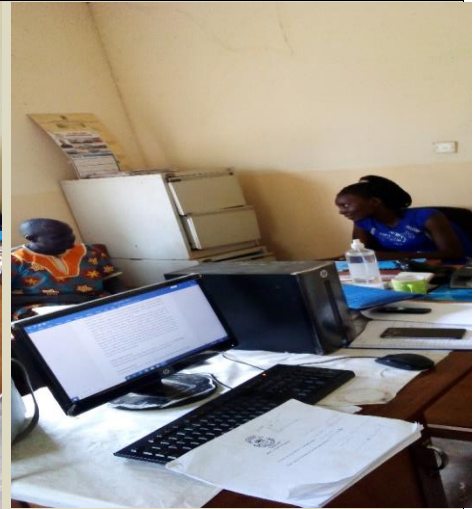


Fig.9 intern handling case on child abuse

v. Participated in filling account forms for community members.

The intern actively participated in the process of filling out bank account forms for community members under the supervision of the CDO in Bwikara Sub-County. Over 30 members successfully registered and opened accounts to access Parish Development Model (PDM) funds in Bwikara Sub-County. This activity facilitated PDM beneficiaries in accessing their funds, aligning with SDG 1, "No Poverty," and African Agenda 2063 No. 1, which envisions a prosperous Africa based on inclusive growth and sustainable development. During this process, the selected PDM beneficiaries received assistance in completing loan forms with the support of the Agricultural Officer, Mr. Kahwa Andrew. A total of 100 beneficiaries successfully filled out the forms at Kyabaranzi primary school.



Figure 10 intern filling bank forms for community members in CDO's office

vi. Attended parents-teachers' meetings at Kyabaranzi and Muzizi tea estate primary schools.

The intern attended and actively participated in parents' meetings at Kyabaranzi primary school in the month of October. These meetings involved school staff, over 55 parents, the Epicenter Manager, and the intern. Key highlights from these meetings include:

- a) Parents and staff members agreed to collaborate to enhance the school's performance academically and in various school projects.
- b) Parents approved support for their children to have lunch at school and also committed to providing beans for pupils' school lunches.
- c) At Muzizi primary school, the school committee presented accountability for a building constructed by parents and thanked them for their dedication.
- d) Muzizi requested parents to support the hiring of one more Parent-Teacher Association (PTA) teacher to reduce the workload and provide better services to the learners.

The Epicenter Manager and the intern encouraged parents to form a parent's group, and parents responded positively to this idea. The formation of such a group would enable them to work together, leading to increased income and contributing to Uganda's Vision 2040, in alignment with SDG 5, "Quality Education."



Figure 11 intern attending PTA meeting in Muzizi Tea primary school

Figure 12 intern attending PTA in Kyabaranzi primary school

vii. Attended and participated in the BRAC inception meeting.

The intern attended the BRAC inception meeting at the Uphill Hotel in Kagadi town on October 11, 2023. In attendance were district staff, Sub-County chairpersons, and CDOs. The purpose of the meeting was to engage all stakeholders in BRAC's new program, supported by the Mastercard Foundation, which aims to skill the youth in various projects such as hairdressing, child care management, and supporting school-going girls with learning materials and examination fees. By the end of the meeting, both district and Sub-County staff agreed to support BRAC in implementing its program. This initiative is in harmony with African Agenda 2063, which emphasizes an Africa whose development is people-driven, relying on the potential of African people, especially its women and youth.



Fig13; intern attending BRAC inception meeting and giving in a submission at uphill hotel Kagadi town

viii. Attended the budget conference in Bwikara Sub-County.

The intern participated in the budget conference meeting on October 19, 2023, at the Sub-County. In attendance were all the Sub-County technical and political staff. The meeting focused on presenting various priorities from the villages to be considered in the financial year 2024/2025. These priorities included roads, desks, the need for teachers, and latrines for some government primary schools. These priorities were identified through a bottom-up approach to planning at the village level. This approach aligns with ARU's working premise, emphasizing that people are key to their own development. Furthermore, it resonates with African Agenda 2063, which envisions "a prosperous Africa based on inclusive growth and sustainable development." By involving community members in the planning process at the village level, sustainable development is promoted.



Figure 14 intern attending budget conference at Bwikara Sub-County council hall

In line with Objective Two: "ARU Interns as potential Epicentre Managers demonstrate an understanding of the role of Epicentre Strategy in the implementation of the Parish Development Model and realization of Uganda Vision 2040."

1. Participated in the enterprise selection PDM meeting.

The intern actively participated in the enterprise selection PDM meeting on August 25, 2023, at Kyabaranzi Primary School in Bwikara Sub-County. During this meeting, the intern assisted in filling individual loan forms for coffee and maize growing enterprise group members of Ngoma Parish SACCO. More than 20 group members were successfully registered, making them eligible beneficiaries for PDM funds. The intern gained valuable insights into how Parish Development Model funds are acquired and the enterprises involved. This aligns with SDG 1, "No Poverty," and African Agenda 2063 No. 5, which emphasizes the development of an Africa driven by its people and their potential, particularly women, youth, and children. This work also contributes to the realization of Uganda Vision 2040.



Figure 15 intern filling enterprise selection forms for some community member at Kyabaranzi primary school

2. Participated in the progress of the PDM Meeting.

The intern actively participated in the progress of the PDM Meeting held at Bwikara Sub-County community hall on August 28. In attendance were the Agricultural Officer, Parish Counselors, both technical and political staff of Bwikara Sub-County, and representatives of the four parishes: Ngoma, Kamusegu, Nyamasa, and Kisuura. The meeting focused on reviewing the progress of PDM in Bwikara Sub-County. During this meeting, the intern took minutes, which provided valuable insight into how PDM operates, its target groups, and the support provided to community members. The progress of PDM aligns with African Agenda 2063 No. 5, emphasizing the development of an Africa driven by its people and their potential, particularly women, youth, and children. This work also contributes to the realization of Uganda Vision 2040.



Figure 16 intern attending PDM meeting in Bwikara Sub-County community hall.

3. Participated in the introduction and implementation of Village Savings and Loan Associations (VSLAs).

The intern actively participated in the introduction and implementation of Village Savings and Loan Associations (VSLAs) in Nyamasa and Kamusegu parishes under the guidance of the Village Savings and Loan Officer. In Nyamasa, 19 VSLA groups were formed, and in Kamusegu, 15 groups were established. Through these VSLAs, community members save and lend money to one another, thereby improving their financial well-being. By promoting VSLAs, the intern contributed to SDG 1, "No Poverty," and African Agenda 2063 No. 1, which envisions a prosperous Africa based on inclusive growth and sustainable development. The intern also gained insight into the role VSLAs play in community development and economic empowerment.

4. Participated in the production of household identification forms for PDM beneficiaries.

The intern actively participated in producing household identification forms for PDM beneficiaries. These forms helped in identifying and verifying the beneficiaries' eligibility to access PDM funds. A total of 400 households were successfully registered in Ngoma, Nyamasa, Kamusegu, and Kisuura parishes. The process involved data collection, verification, and compilation. This work aligns with SDG 1, "No Poverty," and African Agenda 2063 No. 5, emphasizing the importance of data collection for evidence-based planning and development.

5. Five (05) Lorena stoves constructed

Construction of Five Lorena Stoves on September 1, 2023, the intern facilitated the construction of Lorena stoves in five households. The intern collaborated with five different families to construct Energy Saving Stoves using bricks, sand, and cement. These stoves were installed in the homes of Mr. Ategeka William, Mr. Bagambire Samuel, Atuhaire Sarah, Abitegeka, and Alituha Wilson, respectively. As Nsamba (2021) points out, Lorena stoves are known for their efficiency, reducing the time needed to gather wood or other fuels, while also mitigating deforestation and air pollution. The construction of these energy-saving stoves aimed to promote health, sanitation, and environmental conservation in local communities, aligning with Sustainable Development Goal (SDG) 7, which seeks to ensure access to affordable, reliable, sustainable, and modern energy for all.

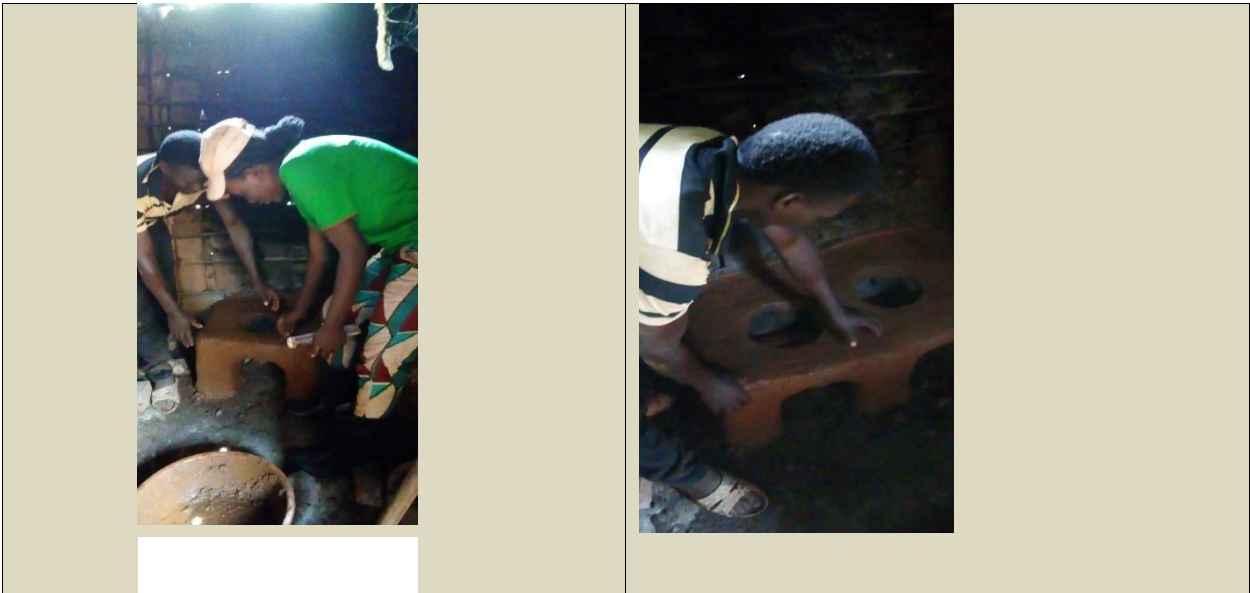


Figure 17 intern participating in Lorena construction in Ngoma A village

6. Five (05) Family visions Formulated

Formulation of Five Family Visions The intern visited five households with the goal of formulating family visions, successfully developing visions for all five families. During these meetings, family members shared their visions, their current reality, and the action steps necessary to achieve these visions. Notably, Mr. Alimpsa's family collaborated with the intern to create their vision, which included a permanent house, a banana plantation, educated children, a rubbish pit, and a tip-tap. These families have already begun implementing their visions, contributing to Uganda Vision 2040's transformation goals.



Figure 18 intern facilitating restructuring of family vision in one of the family in Karambi village

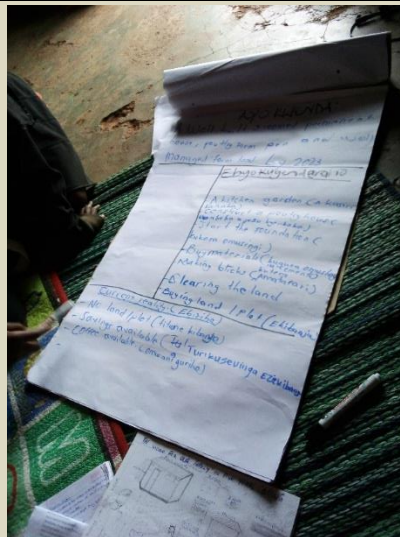


Figure 19 vision of Alihampsa family in Karambi village

7. Made charcoal briquets

In an effort to protect the environment, particularly trees, the intern introduced charcoal briquet making on August 1, 2023. The intern created 40 round charcoal briquet samples using two

methods: one involving burnt banana peels and cassava porridge, and the other using cow dung and clay soil. The latter method is more long-lasting. This initiative aligns with Sustainable Development Goal 13, Climate Action, as it discourages the cutting of trees for firewood and charcoal production by offering alternative options. Moreover, it supports SDG 7 (affordable and clean energy) and SDG 1 (no poverty), as it provides an income source for those involved in briquet making, contributing to Uganda Vision 2040.

	
<p><i>Figure 20 intern burning banana peelings to make charcoal in Karambi village</i></p>	<p><i>Figure 21 shows briquets</i></p>

8. Made herbal soap

Production of Herbal Soap on August 23, 2023, the intern produced 50 round pieces of herbal soap in Karambi, Ngoma A village, and Dreamland primary school. Over 70 participants gained knowledge and skills in herbal soap making, using herbs such as "Omuko, Orwihura, ekibirizi, pawpaw leaves, and aloe vera." Blue soap and soda bicarbonate were used as preservatives. This herbal soap is effective in treating skin diseases and urinary tract infections, aligning with SDG 3, Good Health and Well-being. Although the soap has not yet met quality standards, it will be submitted for verification with the assistance of the University. This initiative is also in line with

Aspirations of Africa Agenda 2063 No: 5, which emphasizes Africa's development being people-driven and leveraging the potential of African people.



Figure 22 intern facilitating soap making to pupils of dreamland primary school



Figure 23 already made soap

9. Made shoe polish with community members

Production of Shoe Polish with Community Members on June 26, 2023, the intern, together with community members from Ngoma A, Karambi village, Dreamland, and Kingdom primary schools, produced three cups of shoe polish using pounded charcoal, avocado, and paraffin. This reduced the cost of purchasing shoe polish from the shop. After making the shoe polish, it was tested on shoes, and the pupils and community members appreciated this new technology, utilizing readily available resources. This project aligns with SDG 1 (No Poverty) since it enables individuals to generate income and save money otherwise spent on purchasing shoe polish.



Figure 24 intern facilitating shoe polish making in kingdom primary school in Karambi village



Figure 25 shows polished and unpolished shoe

10. Made sugar with community members of Ngoma A Karambi villages



On August 18, 2023, the intern introduced sugar production in the community. According to Prada (2020), sugar provides energy to muscles and serves as a source of energy for the brain and nervous system. Local sugar, free of harmful preservatives, was made using locally available resources such as sugarcane. Over 25 community members gained knowledge and skills in sugar production. This project aligns with SDG 2 (Zero Hunger) and Goal 8 (Decent Work and Economic Growth), as well as Uganda Vision 2040.



Figure 26 intern facilitating Ngoma A community members to make sugar

11. The intern facilitated on good farming practices

On July 28, 2023, the intern held community meetings at Kyabaranzi primary school and Karambi village to facilitate good farming practices, in collaboration with the Agricultural officer. These practices included mulching, timely planting, and organic fertilizer application. Additionally, the intern visited Mr. Alimpsa's garden and provided practical training on coffee pruning and stump management for mature coffee trees. This effort supports SDG 1 (No Poverty) and SDG 2 (Zero Hunger), recognizing the significance of agriculture in Uganda's development and income generation.

		
<p><i>Figure 27 intern facilitates on good farming practices with agricultural officer</i></p>	<p><i>Figure 28 shows coffee plant before pruning</i></p>	<p><i>Figure 29 shows coffee plants after pruning</i></p>

12. Directorate of Training (DIT) Registration;

The intern actively participated in registering youth under the Directorate of Training (DIT) at Abesiga Mukama beauty salon in Bwikara Sub-County. A total of 15 trainees were successfully registered for assessment upon completion of their three-month training. This initiative supports SDG 1 (No Poverty) and SDG 8 (Decent Work and Economic Growth), contributing to Uganda Vision 2040.

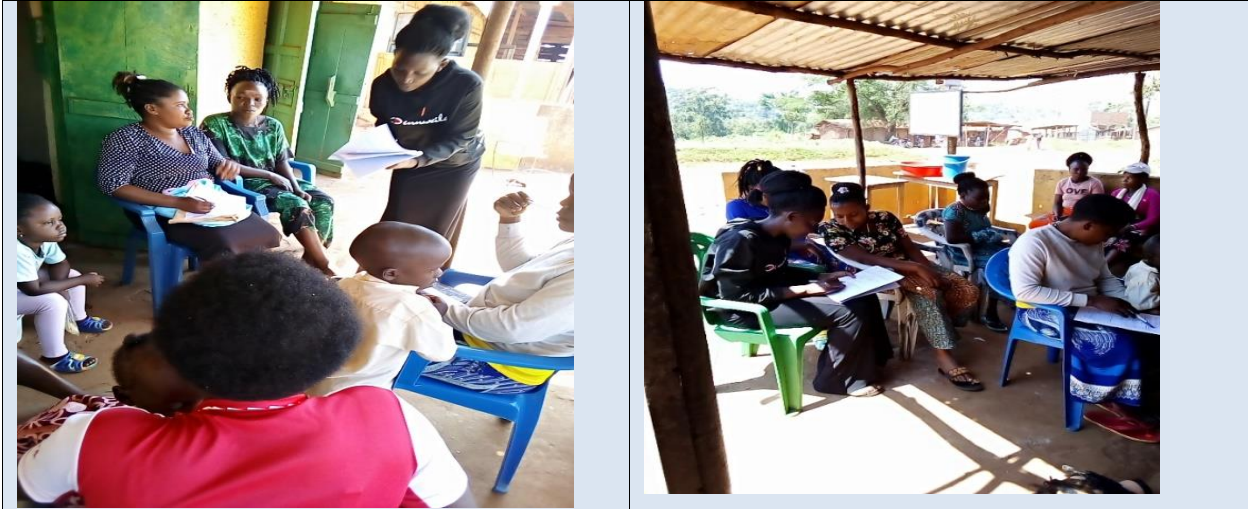


Figure 30 shows intern filling DIT forms for the youth during DIT assessment in Bwikara Sub-County headquarters

In alignment with objective three, which states that "ARU Interns have the capacity to conduct Community Action Planning as a democratic bottom-up process to cause Rural Transformation," here are improved grammar and clarity for the provided document:

1. Community Trained in a Visionary Approach:

The intern conducted a community meeting in Ngoma A village on August 5, 2023, where she facilitated a Visionary Approach using the 18-week framework of the creative process, together with the Epicenter manager. As a result, one family, represented by Mr. Bagambire Samuel, developed a vision for a permanent house. The meeting was attended by 18 community members who gained knowledge and skills in visionary planning in Ngoma. This effort contributes to the realization of Uganda Vision 2040, especially when these visions are implemented promptly.



Figure 31 intern facilitating visionary approach



Figure 32 faculty supervisors discussing with the community of Ngoma.

2. Cervical cancer screening mobilization

The intern Participated in mobilization of women for cervical cancer screening on 11th August 2023 in Bwikara Sub-County where 18 women screened, 2 turned out HIV positive and 2 women tested positive for cancer. Women got to know their cancer status, and the victims of cancer were put on medication depending on the level of the cancer. This is in line with SDG: 3 Good health and well-being and works toward attaining Uganda Vision 2040 since a healthy person is in most cases productive and helpful to the community.

3. Mobilization for Cervical Cancer Screening

The intern actively participated in the mobilization of women for cervical cancer screening on August 11, 2023, in Bwikara Sub-County. Eighteen (18) women were screened, revealing that two (02) of them tested HIV positive, and two (02) women were diagnosed with cancer. This initiative empowered women with knowledge about their health status and provided necessary medical care

to those affected. This aligns with SDG 3, "Good Health and Well-being," and contributes to the realization of Uganda Vision 2040 by promoting overall community health and productivity.



Fig. 33: Intern mobilizing Ngoma A community members for cervical cancer screening



Fig. 34: Intern, in Bwikara SS mobilizing girls for cervical cancer screening

4. Community Meeting on Health and Sanitation:

The intern collaborated with Sub County Health Assistant Mr. Tumuramye Reuben, the Village Health Teams (VHTs), and the Chairperson LC1 of Karambi village to organize and conduct a meeting addressing health and sanitation. During the meeting, Karambi community members were encouraged to prioritize sanitary facilities, including pit latrines, handwashing stations, rubbish pits, and clean water usage. As a result, over 75% of the community members in Karambi established handwashing facilities in their homes. This effort aligns with the achievement of SDG 6, Target 6.2, which calls for adequate and equitable sanitation for all.



Fig. 35: Intern facilitating on sanitation



Fig. 36: Manager facilitating on health as a priority

5. Training Three Groups in the Visionary Approach:

The intern, along with the Epicenter manager, provided training to two villages, Karambi and Ngoma A, on the principles of the creative process and the visionary approach. The trained groups included Kamusegu Camp Maize Group, Karambi Tukurakurane Group, and Raising the Village Group. These groups developed their own visions, such as piggery and coffee projects. This progress contributes to the realization of Uganda Vision 2040 and aligns with Aspirations of African Agenda 2063 No: 6, which envisions an Africa driven by its people, especially women and youth, fostering child development.



Fig. 37: Intern training Karambi Poultry Keeping Group in visionary planning



Fig. 38: Intern training Ngoma Kwebisaho Maize Growers Group on visionary planning.

6. Community Meeting on PDM Sensitization:

The intern actively participated in the PDM community sensitization program, which aimed to raise awareness about the Parish Development Model (PDM) program, its intervention levels, and the requirements for forming groups and targeting specific communities. The meeting also involved advising community members on the proper use of PDM funds for family development. This initiative aligns with Aspirations of African Agenda 2063 No: 6, focusing on people-driven development and community well-being.



Fig. 39: Intern facilitates creating visions



Fig. 40: Intern facilitates Karambi Poultry Keeping Group on PDM

In alignment with objective four, which emphasizes that "ARU Interns have the capacity to conduct PAR and develop plans to create change in the community," here are improved grammar and clarity for the provided document:

1. Participated in Participatory Planning at the Village Level:

The intern conducted participatory action research as part of the Sub-County participatory planning on June 8, 2023, in Kamusegu Central. This approach involved brainstorming the current reality in the community, identifying stakeholders and partners, and drafting action plans. The community members identified issues affecting them, prioritizing poverty as their primary concern. Consequently, actions were set to address poverty and promote wealth creation, particularly through technology adoption and agriculture. This participatory action research aligns with Sustainable Development Goals 11 and 17, focusing on sustainable cities and communities and global partnerships for goals, respectively.



Fig. 41: Manager, Parish Chief, and Intern in a meeting to select priorities at the village level

2. Mindset Change Conducted in Two Primary Schools:



The intern conducted a mindset change program in Muzizi, Dreamland, and Kingdom Primary Schools on June 23, 2023. This session involved guiding and counseling pupils and promoting awareness about URDT and African Rural University. Additionally, a visionary approach was facilitated, leading to pupils creating visions, such as achieving 12 aggregates in Primary Leaving Exams. This effort aligns with Aspirations of African Agenda 2063 No: 5, emphasizing people-driven development and supports the achievement of Uganda Vision 2040.



Fig. 42: Intern facilitated on mindset change in Dreamland Primary School

3. Participation in Road Rehabilitation in Karambi Village:

The intern actively participated in clearing a 0.5km road in Karambi Village, Bwikara Sub County, on May 13, 2023. This involved slashing, filling, and leveling potholes using tools such as pangas, hoes, and slashers, with the participation of 14 community members. This activity aligns with Sustainable Development Goal 6, emphasizing clean water and sanitation. Well-maintained roads contribute to reducing accident rates. For sustainability, the LCI and community members agreed to hold monthly community work meetings.

	
<p>Fig. 43: Intern with some members before clearing the road</p>	<p>Fig. 44: Intern, Parish Chief Kamusegu, and LC1 with community members after slashing the road</p>

4. Intern Facilitating the Visionary Approach in Karambi Village:

The intern, along with the Epicenter Manager, introduced the visionary approach in Karambi Village. They held community meetings and taught about the visionary approach and its three masteries: systems thinking, the creative process, and sustainable development. The community members, initially with limited knowledge of the visionary approach, gained a better understanding and developed a community vision of "health center IV by 2030." This effort aligns with ARU's model and supports community-driven development.



Fig. 45: Intern and Manager facilitate visionary approach in Ngoma A village

5. Community Meeting for Parental Education on Child Development

The intern, in collaboration with the faculty supervisor, Ms. Kasemiire Dorothy, and TWS representative Mr. Kajoka Martin, conducted a sensitization program for community members of Karambi and Kamusegu villages on September 22, 2023. The focus of this event was to enlighten parents about the importance of educating their children. Mr. Kajoka urged parents to raise their children in a manner that fosters respect within the community. During the meeting, Ms. Kasemiire emphasized the significance of parental support in their children's education. She even suggested to a parent who had given up on educating their children that they could consider enrolling them in the Young Africa Works Uganda, a skills training institute offering courses in tailoring, hairdressing, and carpentry. This initiative aligns with Sustainable Development Goal 4 (Quality Education) and the aspirations of the African Agenda 2063 No: 5, which envisions an Africa driven by its people's potential and contributes to Uganda Vision 2040.



<p>Fig. 46: The intern facilitates a visionary approach in Karambi village</p>	<p>Fig. 47: The faculty supervisor focuses on promoting good farming practices and child education.</p>	<p>Fig. 48: TWS representative addresses child upbringing and the cultivation of moral values in society.</p>

6. Participation in Teacher and Pupil Meetings

The intern actively participated in meetings with teachers from Muzizi Tea Estate, Progressive Kamusegu, and Kingdom Primary Schools. The discussions centered on the impact of guided reading on pupils' literacy skills. A teacher from Muzizi Primary School pointed out that guided reading was effective, particularly in schools with a manageable number of students. The headmaster of Kingdom Primary School acknowledged that not all his teachers practiced it, but he expressed a commitment to encourage its implementation. By the end of the meeting, Muzizi Primary School pledged to implement guided reading in the next term. One teacher from Kingdom Primary School noted a significant improvement in pupils' literacy skills and performance after integrating guided reading throughout the term, as evidenced in their termly reports. This development aligns with Sustainable Development Goal 4 (Quality Education), indicating that the inclusion of guided reading sessions in the literacy program can lead to further improvement.



Fig. 49: The intern engages with a teacher from Muzizi Primary School on guided reading



Fig. 50: The intern discusses guided reading with teachers from Kamusegu Progressive Primary School.



Fig. 51: The intern explains the process of conducting guided reading to teachers and pupils of St. Paul Primary School.

7. Rehabilitation and Cleaning of Three Shallow Wells

The intern collaborated with community members of Karambi and Ngoma A village to rehabilitate and clean three wells: Kazizi well, Irumba well, and Kamusegu well, which were in poor condition. This initiative is in line with Sustainable Development Goal 3 (Ensuring healthy lives and promoting well-being for all) and Goal 6 (Ensuring availability and sustainable management of water and sanitation for all). It also contributes significantly to Uganda Vision 2040.



Fig. 52: A bushy well covered with grass before the intervention



Fig. 53: The well after the intervention, clean and functional.

4.3 What Worked/Strengths

- The intern gained a better understanding of theoretical concepts through practical experience during the internship.
- The people of Karambi and Ngoma effectively articulated their visions, analyzed their current reality, and formulated action steps to achieve their goals.
- The intern successfully mobilized community members to participate in various community development activities.
- Participation in community meetings enhanced the intern's communication and leadership skills.
- Collaborative efforts with Sub County staff contributed significantly to achieving Objectives 1.
- Guided by the field mentor, the intern gained a deeper understanding of the Epicenter Strategy and worked on various projects in Bwikara Sub County, aligning with Objective 2.
- Participating in Participatory Action Research (PAR) allowed community members to identify and address pressing issues, leading to the rehabilitation of Karambi road, in line with Objective 4.

4.4 Challenges

- Initially, the intern planned to work with groups, but poor coordination hindered this approach. However, working with a diverse community group, including members from various organizations, addressed this challenge.
- Limited access to computer services caused reporting delays, but the intern adapted by using computers at Bwikara Secondary School and Sub-County offices.

4.5 Lessons Learned

a. Ubuntu, or togetherness, is essential in community work, and collaboration with key community leaders and officials, such as the Parish chief and LCI, significantly eased the work.

b. Formulating Sustainable Transformational Change (STC) plans, with guidance from mentors, proved invaluable, as did the incorporation of indigenous knowledge, such as herbal remedies, in rural development.

c. Emphasizing mindset change is crucial for development, and the intern gained insights into how local government operates.

CHAPTER FIVE

Conclusion and Recommendations

5.0 Introduction

This chapter presents a discussion of the conclusions and recommendations in relation to the internship objectives outlined in Chapter One. These conclusions and recommendations are based on the experiences encountered during the five-month internship in Karambi and Ngoma A villages. The recommendations have been derived from the real-world field experience, particularly focusing on addressing the gaps that require attention from the University.

5.1 Conclusion

The conclusions drawn align with the internship objectives as follows:

In line with Objective (i), ARU interns have demonstrated the capacity to contribute to the efficiency and effectiveness of systems and structures in the service delivery of ten lower governments in the greater Kibaale.

To fulfill Objective one, the intern actively participated in four Technical Planning Committee meetings, two Council meetings, mobilized the elderly for SAGE funds, assisted in filling out PDM loan forms for the beneficiaries, attended Parents-Teachers meetings at Kyabaranzi Primary School, and handled probationary issues under the office of the Community Development Officer.

In line with Objective (ii), ARU interns, as potential Epicentre Managers, have shown an understanding of the role of the Epicentre Strategy in implementing the Parish Development Model and realizing Uganda Vision 2040.

To meet Objective two, the intern participated in enterprise selection meetings, monitored the progress of the PDM meetings, and registered with the Directorate of Training. Additionally, the intern facilitated various income-generating rural technologies, including the construction of five Lorena stoves, the creation of five family visions, the production of over 50 round balls of charcoal briquets, the making of herbal soap, shoe polish, sugar, and the promotion of good farming practices in two communities.

In fulfillment of Objective (iii), ARU interns have demonstrated the capacity to conduct Community Action Planning as a democratic bottom-up process to drive rural transformation.

For Objective three, the intern conducted Visionary Approach sessions in Ngoma A and Karambi villages, mobilized community members for cancer screening, raised awareness about health and sanitation, trained three groups in the Visionary Approach (Kamusegu Camp maize group, Karambi Tukurakurane group, and Raising the Village group), and participated in the sensitization of the community for the Parish Development Model program.

In line with Objective (iv), ARU interns have the capacity to conduct Participatory Action Research (PAR) and develop plans to bring about change in the community.

To address Objective four, the intern participated in participatory planning at the village level, conducted community sessions to promote mindset change, facilitated the Visionary Approach, attended Parents-Teachers meetings, organized sensitization meetings on educating children as a key to development, cleared roads, and cleaned three wells in Karambi and Ngoma A villages.

5.2 Recommendations

The recommendations are made in response to the identified gaps and are aimed at various stakeholders, including ARU students, the University (ARU), and the community members in Karambi and Ngoma A.

5.2.1 To ARU Students

- Students should develop fluency in the Visionary Approach to effectively influence problem-solving and contribute to successful and sustainable Rural Transformation.
- Engaging in Participatory Action Research (PAR) is crucial for students, as it helps them identify topics that are relevant to the community. Therefore, students should undergo additional training in PAR sessions.
- Students should actively involve community members in Community Action Planning (CAP) training for the sake of Rural Transformation.
- Students should collaborate with the community on self-sustaining projects.

5.2.2 To the University (ARU)

- The university should provide training to the Educational Mentors (EMs) on how to mentor students during their internships. Additionally, follow-up procedures should be established for students who may not be actively engaged in the field during their internship.

5.2.3 To the Community

- Karambi and Ngoma A community members should prioritize investments in education, recognizing it as a key to success and a solution to challenges such as theft, poverty, and illiteracy, among others. This recommendation aligns with Objective (iii) of the practicum, where illiteracy was identified as a pressing challenge.
- Community members should collaborate closely with local government leaders to improve infrastructure, including roads and water sources, and to introduce rural technologies that promote self-reliance.

APPENDICES

Appendix (i) the sustainable development goals (SDGs)

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 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, Justice and strong Institutions

GOAL 17: Global partnership for Sustainable Development.

Appendix (ii) Aspirations of African Agenda 2063

- i. A prosperous Africa based on inclusive growth and sustainable growth and development
- ii. An integrated continent politically united and based on the ideas of Pan-Africanism and the vision of Africa is Renaissance
- iii. A peaceful and secure Africa
- iv. An Africa with a strong cultural identity, common heritage, shared values and ethics
- v. An Africa whose development is people-driven, relying on the potential of African people, especially its women and youth, and caring for children.
- vi. An Africa as a strong, united and influential global player and partner.

Appendix (iii) The Millennium development goals (MDGs)

- Eradicate extreme poverty and hunger.
- Achieve universal primary education.
- Promote gender equality and empower women.
- Reduce child mortality.
- Improve maternal health.
- Combat HIV/AIDS, malaria, and other diseases.
- Ensure environmental sustainability.
- Develop a global partnership for development.

Appendix (iv) Executive Summary of the Epicenter Strategy

Rural development approaches have been hinged on infusion of resources and expecting change to occur. This has not worked in most cases as expected. Recent innovations are using the visionary where local communities in rural areas are in charge of their own development. This paper introduces a new method called the Epicenter Strategy in integrated rural development using the Visionary Approach. The Epicenter Strategy is being implemented at Sub-County level by Epicenter managers.

The study examined their roles and challenges while implementing this strategy. This took place in greater Kibaale in mid-Western Uganda. Despite challenges common to new innovations, there is a change from problem solving orientation to visionary approach among these communities. It further showed 62% of the strategy implementers were youth and agreed with Uganda's National Data consequently increasing the potential for sustainability. The number of Villages implementing this strategy was between 48 and 80, hence reliability of results in drawing relevant recommendations. 78% of the strategy implementers indicated lack of logistical support as their challenge. All respondents reported that the Epicenter managers have the relevant skills, knowledge and capacity to introduce Rural Transformation. Data was used to develop recommendations enhancing integrated Rural Transformation. (Mutekanga, Najjuma, Namubiru, Ndibuuza and Tusiime, 2017).

Appendix (v): The individual STC for Five-month Internship.

Accountable	Vision	Due date
Intern	Community members have knowledge and skills in CAP, PAR, three Masteries and Rural Technologies for self-reliance in Karambi Village Kisuura Parish Bwikara Sub County Kagadi District by 27 th may 2022	October
Intern	Action Steps	
Intern	5. Report writing and presentation	October
Intern	4. Community engagement in community development work	September
Intern	3. Train household and community members in appropriate technologies	August
Intern	2. Conduct and train 3 consciousness raising sessions	July
Intern	1. Review host family vision and projects	June
	<p>Current Reality</p> <p>Have knowledge and skills</p> <p>Have materials for reference such as ARU scroll, the 18 weeks' session guide book, frames among other</p> <p>Have materials to use such as flip charts, markers, masking tape, and phone camera among others</p> <p>Stipend available</p> <p>Community members available</p> <p>Field mentor and faculty Supervisor in place</p> <p>Political and Technical staff available in sub county</p>	

Appendix (vi) template showing result table

Date	Activity	Output	Outcome	Venue	Method of verification
1 st June 2023	Conducted community action planning	One Community vision made. (a village with sustainable source of income)	Community members gained knowledge and skills visionary Approach	Ngoma Village	Pictorial
8 th June 2023	Conducted participatory action research	Identified issued (Poverty). Set technologies to increase incomes	People gained skills in visionary planning	Kamusegu	Pictorial
12 th June 2023	Facilitated Visionary Approach	Class Visions created	Pupils gain knowledge in visionary approach	Dreamland and Kingdom primary school	Pictorial
17 th June 2023	Facilitated income generating activity (mushroom growing)	Established a group for mushroom growing	Women gained skills in indoor mushroom growing	Kakooga	
23 th June 2023	Conducted guidance and counseling to	Mindset change in the	Pupils gained morale in learning	Karambi and Kamusegu	Pictorial

	pupils in line of Muzizi, Dreamland and Kingdom primary school as well as advertising URDT and African Rural University	learning			
26 th June 2023	Conducted technologies for rural transformation in schools	Shoe polish made	Pupils gained skills in shoe polish making using locally available materials.	Kingdom and Dreamland primary school in Karambi and Kamusegu village	Pictorial

Pictorial report

