

**IMPLEMENTATION OF THE EPICENTRE STRATEGY AND  
COMMUNITY ACTION PLANNING**

**A FIVE -MONTH REPORT ON INTERNSHIP CONDUCTED IN  
KAGADI SUB-COUNTY, KAGADI DISTRICT**

**BY**

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**ACADEMIC YEAR: 2022/2023**

**THE INTERNSHIP REPORT SUBMITTED TO THE FACULTY OF  
TECHNOLOGIES FOR RURAL TRANSFORMATION AS A REQUIREMENT  
FOR THE AWARD OF A BACHELORS' DEGREE IN RURAL DEVELOPMENT  
OF AFRICAN RURAL UNIVERSITY**

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**NOVEMBER, 2023**

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**Declaration**

I, MUSIIMENTA ANNET, declare that this work is out of my own struggle and commitment. No any other report of this kind has ever existed and been submitted for award of academic qualification in any academic Institution, and information used from other sources is highly recognized.

Signed.....

Date .....

### **Dedication**

I dedicate this report to my lovely parents Mr. Nsenga Wilson and Mrs. Jolly Nsenga whose kind prayers and encouraging words gave me strength during this Internship, my friends, brothers and sisters for being there for me throughout the process of this Internship.

Special dedication goes to my husband Mr. Alinaitwe Benson for the emotional, material and financial support he has been providing to me throughout my career.

### **Acknowledgement**

I acknowledge African Rural University since this Internship would not have been possible without the financial support from them. I am especially thankful to Dr. Mwalimu Musheshe, the Vice Chancellor ARU, Dr. Eng. Ssengonzi Jerome, the Faculty Dean, Mr. Tusiime John and Mr. Isingoma Sadayo Max who have been supportive towards my career goals.

Special acknowledgement goes to Kagadi Sub-county political and technical staff and residents for accepting to host me while providing relevant knowledge that I acquired from lectures I as well as giving me a learning environment.

My sincere thanks also go to my Faculty Mentor, Mr. Isingoma Sadayo Max for his guidance and routine check-up during the Internship.



**Approval**

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

**Faculty Supervisor**

MR. ISINGOMA SADAYO MAX

Signed.....

Date.....

.....

## List of acronyms/Abbreviations

ARU	African Rural University
AU	African Union
C/P	Chair Person
CAP	Community Action Planning
CDD	Community Driven Development
CR	Current Reality
EM	Epicentre Manager
FFLG	Farmer Family Learning Group
LCI	Local Council One
MDAs	Ministries, Departments and Agencies
OAU	Organisation of African Union
PAR	Participatory Action Research
S/C	Sub County
SDGs	Sustainable Development Goals
SHA	Sub County Health Assistant
STC	Structural Tension Chart
URDT	Uganda Rural Development and Training Program
VA	Visionary Approach
VSLA	Village Savings and Lending Association
YAWU	Young Africa Works Uganda

## Definition of Key Terms

**Chairman LC III:** This is the political head of the Sub-County. The Chairman's main role is to run Council Meetings and is responsible for ensuring that effective and lawful decisions are taken to at meetings of the council and, assisted by the clerk, guides activities by managing the meetings of the Council.

**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-in concert with visionary leadership (Epicenter strategy implementation plan, 2013)

**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:** 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. (URDT 2014 Epicenter report)

**Appreciative inquiry:** This is a change management approach that focuses on identifying what is working well, analyzing why it is working well and then doing more of it.

**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.

**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.

**Structural Tension:** Jack Harich (1999) says that structural tension is the high level of planning process that is suitable for better true group creativity and tends to reduce the effect of individual egos, increase the power of collaboration and more quickly leads to better plans.

## **Abstract**

This report depicts what transpired during the five-month Internship which was carried out in accordance with the ARU 2022/2023 Internship Objectives provided under Chapter One.

The Internship started on 1<sup>st</sup> June, 2023 and ended on 31<sup>st</sup> October 2023. It was carried out in two villages that is to say, Rugando and Mutumba villages in Kagadi Sub County, Kagadi District in Mid-Western Uganda. The Intern worked closely with the technical and political staff of Kagadi Sub-County and Community members from the above mentioned villages during the Internship. The methods used were; Participatory Action Research, home visits, transect walk, Community Action Planning, Visionary Approach, interviewing, observation, URDT scroll and documentation.

The key results created by the Intern include; improved sanitation and hygiene, enhanced knowledge in visionary approach, record keeping on farms promoted, improved nutrition in Mutumba United Parents Nursery and Primary School, also taught the family and community members appropriate technologies and these are; making herbal soap, Lorena stoves both at family and community level. Improved health and sanitation both at family and community level through carrying out Community work (CD), kitchen gardening thereby contributing to economic empowerment and community transformation.

## **Chapter One**

### **General Introduction**

This Chapter presents the Introduction, Back ground, Objectives, learning outcomes, Output, Scope and Significance of the Internship.

#### **1.0 Introduction**

An Internship is a professional learning experience that offers meaningful, practical work related to a student's field of study or career interest. An Internship gives a Student the opportunity for career exploration and development, and to learn new skills. It offers the employer the opportunity to bring new ideas and energy into the workplace, develop talent and potentially build a pipeline for future full-time employees (Umbc, 2019).

Using methodologies, developed and proven to be effective by Uganda Rural Development and Training Program (URDT) and ARU (URDT, 2008) the student carried out Internship in Kagadi Sub-County, Kagadi District using the Epicentre strategy to realise effective rural transformation.

#### **1.1. Background of the Internship**

The Internship introduces the student to real life experience preparing them for leadership in the community. There has been consistent reporting that in Africa including Uganda is too theoretical and didactic. Characteristic of this teaching is too much emphasis on teacher centered pedagogies. In addition, Internship placements that would help alleviate this are constrained by limited time (approximately one month for Internship). This is also further compromised with limited supervision due to many students (i.e. 20-24 per supervisor). To this end, students complain that they are not given ample time and guidance during Internship. This among others is responsible for shortcomings like youth unemployment. For example, the 2011/2012 budget of Uganda revealed that 80% of youth remain unemployed. This is supported by employers that current graduates are limited in hands -on experience.

Owing to this, ARU decided to offer a four -year professional program (BRD) with 60% theory and 40% practical experience during classroom instruction and one-year Internship. The year of Internship has intense supervision owing to the enrollment strategy that allows admission of 30 students for each academic year.

This enables lecturers to give ample time and guidance to the students. Typically, the Internship involves deploying students in lower local government where they are monitored by existing Epicenter Managers. In the sub counties, they engage communities in the action planning especially through the Visionary Approach that applies the Principles of the Creative Process and Systems thinking.

Therefore, seven (7) students in fourth year had the opportunity to be deployed in four Sub-Counties of Kagadi, Kabamba, Bwikara and Muhorro in Kagadi District to develop a strong relationship between ARU and local Communities in order to improve on people's livelihoods through facilitation the process of developing action plans especially by training them on visionary approach (VA) that applies principles of creative process, system thinking and sustainable development.

## **1.2 Objectives of the Internship**

The following were the Four Objectives of the Internship;

1. ARU Interns have capacity to contribute to the efficiency and effectiveness of systems and structures in service delivery of Kagadi Sub County in Kagadi district.
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.

## **1.3 Learning outcomes of the internship**

- (i) Effectively conduct research on systems and structures in project conceptualization, design, implementation, monitoring and evaluation at lower Local Governments.
- (ii) Apply various mechanisms for the implementation of the Epicentre strategy in the implementation of the Parish Development Model and the realization if the Uganda Vision 2040.
- (iii) Facilitate Community Action Planning or PAR.
- (iv) Demonstrate and practice good working ethics, communicate effectively and exhibit good interpersonal skills with technical staff, political leaders, community members and mentors/supervisors.

- (v) Apply skills in carrying out data collection exercises and analysing data using EXCEL or SSPS.
- (vi) Train Sub County and local leaders in developing learning organisations.
- (vii) Apply PAR, CAP and other tools to create/ implement, monitor and evaluate community projects.

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

The expected outputs of the Internship were:

- (i) Internship plan
- (ii) Reports
- (iii) Publications
- (iv) Policy briefs
- (v) Manuscripts

#### **1.5 The scope of the Internship**

##### **1.5.1 Geographical scope**

The Internship was conducted in two villages that is to say Rugando and Mutumba villages in Kagadi Sub County, Kagadi District, in Mid-western Uganda.

##### **1.5.2 Time scope**

The Internship was conducted for Five months from 1<sup>st</sup> July 2023 to 31<sup>st</sup> October 2023

##### **1.5.3 Content scope**

The Internship enclosed all development concerns of health, nutrition, sanitation, agriculture, water and waste management, rural technologies, income generation and environment, so that there is a holistic approach to development that can contribute to rural transformation.

#### **1.6 Significance of the Internship**

- The Internship as part of the course at African Rural University, contributes to the award of a bachelor's degree of Rural Development to students.
- The presentation of the Internship report helps the Sub County and other development partners to make informed decisions of their interventions.
- African Rural University and URDT gained popularity and strong network with government institution and other development partners

- To the community, the Internship also enabled the community to experience transformation in the African development context as the Intern facilitated learning by integrating the conventional knowledge with indigenous community knowledge.

### **1.7 Background of African Rural University (ARU)**

African Rural University (ARU) (student's handbook (2019), was founded by Uganda Rural Development and Training Programme (URDT). ARU is focused on providing women with the necessary knowledge, skills and experience to be effective rural development specialists and change agents. Using methodologies, developed and proven to be effective by URDT over more than 20 years, ARU graduates help people improve their lives and transform their communities (University-ARU., 2021). In 2011 the National Council for higher education licensed ARU as an institution for higher learning admitting only women. African Rural. ARU's education curriculum applies both theoretical learning which comprises 60% and field practice 40%. Using ARU and URDT holistic approach, transformation is attained as various women are trained in class and after deployed in the field to enhance partnership for sustainable Rural Transformation as Rural Transformation Specialists (RTS)

### **1.8 Background of Kagadi Sub-County**

Kagadi Sub-County is found in Kagadi District in the Bunyoro Sub-Region of Mid-Western Uganda. The Sub-County currently has 4 Parishes of Kenga, Busirabo, Kanyangoma and Kihayura with 34 villages. The Sub-County has over 19 schools currently of which 12 are Nursery and Primary Private Schools, 6 are Government aided Primary Schools, and 1 Community Secondary School. The Sub County is generally composed of Banyoro, Batooro, Bakiga, Banyankole, Banyarwanda, Bafumbira, Bamba, and Bakonjo. It is also associated with natural resources like River Muzzizzi, Kangombe forest reserve and different plateau which give the Sub County beautiful scenery. The climate in this Sub-County is equatorial in nature with two rainfall maxima (first season March to May and second season August to November) which favours agricultural activities. The most economic activity in the area is farming and approximately 90% of the population participate in. The common crops grown in this area are mainly maize, beans, Irish and sweet potatoes, groundnuts, cassava, sugarcanes, coffee, tobacco and bananas. The sub-county is bordered by Muhorro and Isunga Sub-Counties, then Nyamarunda and Kagadi Town Councils.



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

### **1.9 Conclusion**

Successively, looking at the general back ground with its significant issues in the preceding pages, respect is now being paid to the related literature in the proceeding pages in Chapter Two.

## **Chapter Two**

### **Literature Review**

#### **2.0 Introduction**

This Chapter reviews related literature on different aspects that impacted the ARU Internship 2023. These aspects included; Visionary and Creative Approach, Community Action Planning, Participatory Action Research, Uganda Vision 2040, Sustainable Development Goals, Uganda Vision 2040, African Agenda 2063, Epicentre strategy, Care Economy, Parish Development Model (PDM), Systems Approach to Development, Systems and structures in service delivery in local government, Community Driven Development, Two-generation approach and others.

#### **2.1 Visionary and creative approach**

The Visionary Approach has three elements Vision, Current Reality, and Structural Tension. A vision is defined as a clear and 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 (Mutekanga, 2017). Therefore, the Intern used this approach to rural development during her Internship and the approach was applicable in a way that it helped the participants to create the desired results, understanding the current reality and actions were taken according to the set aspirations thus, contributing to enhancement of rural transformation. Not only that, there was enhanced Knowledge in visionary approach where the Intern provided career guidance to pupils of St. Martha Primary School on the visionary approach and they had to come up with different visions concerning their study.

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

According to (Engwerda, 2020), Community Action Plans are equivalent to road maps for implementing community-led change. They identify what will be done, who will do it and how it will be done. They describe exactly what a community wants to accomplish, how it will do so and the resources needed to be successful. They become a framework for implementing topic specific activities within a community, all of which are community-owned. The Community Action Plan is one of the participatory tools used by the Intern to build the capacity of community members in taking action in accordance with the needs and potential of the community and we were able to come up with the community vision, analyse the current

situation and took the necessary actions. This was in regards to Objectives Three and Four of Internship.

### **2.3 Participatory Action Research**

According to (Fran Baum, 2006), PAR seeks to understand and improve the world by changing it. At its heart is collective, self-reflective inquiry that researchers and participants undertake, so they can understand and improve upon the practices in which they participate and the situations in which they find themselves. The reflective process is directly linked to action, influenced by understanding of history, culture, and local context and embedded in social relationships. The process of PAR should be empowering and lead to people having increased control over their lives (adapted from Minkler and Wallerstein<sup>5</sup> and Grbich<sup>6</sup>).

This approach was used by the Intern at community and group levels. The members of the community who were co-researchers gathered and revised their community vision and reflected on what so far has been achieved based on the first developed vision. During this activity, the community made suggestions about what to improve collaboratively and everyone's idea was captured. These ideas were put in to actions and implemented while comparing strategies employed previously with newly planned strategies so as to attain effective change. Some of the actions taken and implemented include; establishing kitchen gardens to enhance food security and good nutrition, awareness creation in a VSAL group, improved knowledge in record keeping in a goat farm and piggery to mention but a few.

### **2.4 Uganda Vision 2040**

The National Vision is “A transformed Ugandan society from a peasant to a modern and prosperous country within 30 years”. This involves changing from a predominantly low income to a competitive upper middle-income country within 30 years. 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”. 9. The Vision attributes, which are consistent with the principles of the constitution, are: (a) Independence and sovereignty; (b) Democracy and the rule of law; (c) Stability and peace; (d) Knowledgeable and skilled; (e) Able to exploit and use its resources gainfully and sustainably; (f) In a strong federated East Africa with an effective African Common Market and a strong African Defence Mechanism(United Nation Development Programme, 2021). In line with the theme of the Vision which is, “Accelerating Uganda’s Socioeconomic Transformation”.

The Intern conducted CAP and vital steps were taken by the community members after identifying their aspirations. These steps included working on access roads within the village, regular, practicing different rural technologies among others thus, triggering socioeconomic transformation.

## **2.5 Sustainable Development Goals**

The Sustainable Development Goals (SDGs) or Global Goals are a collection of 17 interlinked global goals designed to be a "blueprint to achieve a better and more sustainable future for all". The SDGs were set up in 2015 by the United Nations General Assembly (UN-GA) and is intended to be achieved by 2030. They are included in a UN-GA Resolution called the 2030 Agenda or what is equally known as Agenda 2030. The SDGs were developed in the Post-2015 Development Agenda as the future global development framework to succeed the Millennium Development Goals which were ended in 2015. Under SDG 4 Quality Education, the Intern together with the field mentor were able to carry out guidance and counselling to the pupils of St. Martha Primary school and Mutumba United Parents Nursery and Primary School on how to conduct themselves both at school and at home so that they can be successful people in future. This is in agreement with the Internship objective two and the summary of SDGs will be found at the Appendices of this report.

## **2.6 African Agenda 2063**

African Agenda 2063 is a shared framework for inclusive growth and sustainable development for Africa to be realized in the next fifty years. It is a continuation of the Pan-African drive over centuries, for unity, self-determination, freedom, progress and collective prosperity pursued under Pan-Africanism and African Renaissance. It builds on and seeks to accelerate the implementation of past and existing continental initiatives for growth and sustainable development. It was agreed upon by the African leaders in 2013 through the 50th Anniversary Solemn Declaration during the commemoration of the Fiftieth Anniversary of the Organization of African Unity (OAU) (UNEP, 2016). It should be noted that OAU metamorphosed in to African Union (AU) Here, under aspiration five of the Africa agenda 2063, which talks about the Africa whose development is people- driven, the Intern participated in the community work such as clearing access roads and teaching the community members on different rural technologies which is in harmony with objective 3 and 4 of the Internship.

## **2.7 Care Economy**

According to (Ortiz, 2022), The care economy comprehends those activities that people perform daily, often in our homes, including chores or taking care of other persons, such as infants or the elderly. These chores, such as cleaning up a house or shopping for groceries, are typically not paid, and even less is considered productive. But, as a global society, we can still attain changes to this outdated perception. To illustrate the case and to suggest changes, we'll use data from the care economy in Colombia. During Internship, the Intern was able to participate in different aspects of care economy at community level such as caring for the environment where she participated in cleaning Kenga trading centre together with the community members and joint meeting between political and Technical staffs from Muhorro and Kagadi sub counties that mainly concerned on environmental conservation thus, improving sanitation of the area protecting our surrounding.

## **2.8 Two-generation Approach**

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

Two-generation approaches target low-income children and parents from the same household, combining parent and child interventions to interrupt the cycle of poverty. These approaches emphasize education, economic supports, social capital, and health and well-being to create a legacy of economic security that passes from one generation to the next (Two-Generation Approach | Urban Institute, n.d.)

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

The 2-generation approach limits the knowledge gap between parents and children, boosts gender equality, health, prosperity, peace, freedom and happiness in the students' homes(URDT Background Information, n.d.)

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

The Parish Development Model (PDM) is the last mile strategy for service delivery by Government of Uganda for improving incomes and welfare of all Ugandans at the household level. It is an extension of the whole-of-Government approach to development as envisaged under NDPIII, with the Parish as the lowest administrative and operational hub for delivering services closer to the people and hence foster local economic development. The PDM underlies the spirit of harmonization of Government interventions with every MDAs focusing on; delivering services closer to the people; and measurable results at the Parish level in order to ensure transformation of the subsistence households into the money economy. This transformation requires organized, integrated, well-coordinated and results-based efforts. (District, 2022). The Intern was engaged by the parish Chief of Kenga Parish and CDO in PDM data collection for three days in different villages, participated in the election of parish PDM representatives and in verification of beneficiaries in the PDMIS and financial system at Kagadi Sub-County thus, contributing to the realization of the Internship objective 2.

## **2.10 Systems and structures in service delivery in Local Governments**

Uganda embarked on radical decentralization of powers from central to local governments in the early 1990s as a conscious strategy to enhance local democracy, improve service provision and reduce poverty. The initial focus was on empowering citizens to participate in decisions that affect their localities. Later, however, attention shifted to strengthening administrative systems to enable them to respond to local service delivery needs and poverty reduction imperatives. This radical shift was in response to the earlier situation in which central government had long dictated developments at local levels in an remote manner, leaving the populace dissatisfied and unable to participate in or influence their local governance (Kiyaga, 2009). The Intern was able to attend and participate in different meetings at the sub county such as TPC, Sectoral and Council Meetings which led to the Intern's increased knowledge in Local Government Systems and structures in service delivery.

### **2.11 Community- Driven Development**

According to (HOLMLUND, 2021), Community-Driven Development (CDD) is a modality of project design and delivery which transfers decision-making power and, often financial and technical resources, directly to communities or groups of end-users. Concentrating decision making and management power locally, within the community, is proposed as a means of better aligning development interventions with community needs and preferences, and countering state weakness in service delivery by harnessing social capital. CDD is frequently used to deliver basic services, construct and maintain local public goods and infrastructure, maintain common property resources, and plan and manage community budgets. The Intern did this with the community members where 2 community Access roads were cleared as a result of PAR and CAP which was conducted together with the community members. These Roads were Rugando-Nyakaina-Kenga, Rugando- Kigunda- Access Roads. And three water sources rehabilitated through cleaning i.e. Kapetero, Kaserubingo water springs and Ahakacyeri well by the community members of Rugando and SHA Mr. Tumuramyie Rauben

### **2.12 Partnership building**

Partnership Building is a way an organization, community or group expand its capacity and value across expanding network of stakeholders (Consulting, 2021). Partnerships can be formed to help organizations accomplish a variety of shared goals related to: Advocacy, which focuses on changing public policy or passing specific legislation, Promotion, which raises public awareness about an issue and often includes public education initiatives and Program development, which leverages the expertise of each organization to create a new program to advance a specific community issue (Inc, 2021). Here, the Intern strengthened the partnership between Kagadi Sub County and URDT by participating in different activities together with the staff.

### **2.13 The National Development Plan III (NDPIII)**

According to (Authority, 2020), NDPIII is the third in a series of six NDPs that will guide the Nation in delivering the aspirations articulated in Uganda Vision 2040. The NDPIII (2020/21 – 2024/25) is anchored on the progress made, challenges encountered and lessons learnt from previous planning and implementation of NDPI and NDPII. The NDPIII comes into effect at the time when the Country and the World are battling the COVID-19 pandemic that has posed social and economic impacts.

In light of this, the Plan defines the broad direction for the country and sets key objectives, interventions and targets for sustainable socioeconomic transformation of Uganda.

#### **2.14 Holistic Approach to Development**

In an integrated system nothing can be clearly understood and analysed in isolation. Although components of the interconnected system have separate functions, their compositions, cooperative collectiveness, interrelations and interdependencies, that represent the characteristics of the whole, may not be studied and analysed in isolation and require a multidisciplinary or holistic approach (Amini, 2001).

Therefore, while recognising the contribution of the traditional approaches and the vital role of the economic components of development, there is need to explore the requirement for a radical shift from partial understanding of development, as purely economic phenomena, to a comprehensive and integrated appreciation of development as a multidimensional socio-economic process. URDT emphasizes the inter-relationship and interdependency between economic, social, cultural and political development processes through promoting systems thinking, value-based choices, visionary planning and action. This includes peace initiatives, mediation in conflict situations, training in sustainable livelihoods, preventive health care and education, especially for girls and young women (URDT Background Information, n.d.).

#### **2.17 Conclusion**

After looking at related literature with its salient matters above, attention is now being paid to the methods, tools and materials used during the Internship in the proceeding pages in Chapter Three.



## Chapter Three

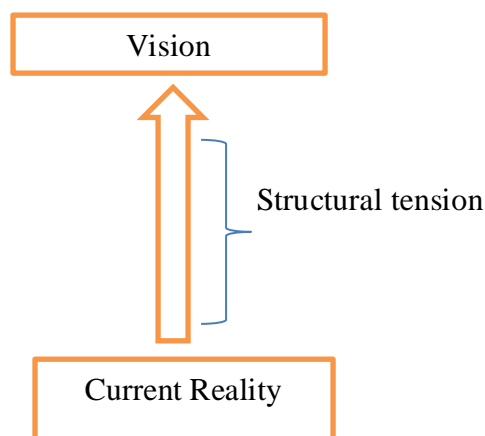
### Methodology and Tools

#### 3.1 Introduction

The Chapter provides for the data collection methods, tools and techniques applied during the five months Internship to create a strong and functional interface between ARU and local communities. The instruments, methods and techniques used include Visionary Approach (VA), Community Action Planning (CAP), Participatory Action Research (PAR), Appreciative Inquiry (AI), observation, recording, home visit, URDT local scroll, and Structural Tension Chart (STC) and conclusion.

#### 3.2 Visionary Approach (VA)

The Intern together with her fellow Interns helped the community members to envision the future they aspired. During the CAP session, the community members came up with aspirations which included; good roads, safe clean water permanent houses, health, sanitation and taped water and electricity. With the help of the Intern, they were all combined and a community vision for five years was formulated which was “A community with good health, access roads, educated children with skills and knowledge and reliable sources of income”. After coming up with a clear vision, community members also assessed their current reality as; poor Community Access Roads, 1 primary school, no tap water, no electricity, no health centre II in the parish and no clean safe water. After observing the current reality, the community members were able to develop action steps in relation to the vision.



*PHOTO 1: SHOWING AN ILLUSTRATION OF THE VISIONARY APPROACH AS A METHODOLOGY*

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

This is an ongoing learning process and a research approach that emphasizes co-learning, participation, conversation, discussion and organizational transformation. It also involves sharing of knowledge with others to produce critical interpretations and readings of social change that promotes democracy which involves the researcher and co researchers in the community to change for better and this method was used by the intern at community level. The intern worked with community members of Mutumba Village to mobilize people for a meeting where community members had to bring out the problems that they were facing in their village and these included poor sanitation and hygiene at their water sources caused by people dumping sugar cane husks and their homes, low levels of education, low levels of income among themselves, no social services (schools and hospitals), drug abuse, theft and domestic violence.

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

The Intern used this method to enable people to articulate their aspirations and agreed on what to start with given the current reality and the available resources. The community members identified what they truly wanted, they assigned responsibilities, developed action steps and due dates for each activity. During the CAP sessions, the community members had a discussion and their inputs were written down by the Intern. They mentioned aspects of development such as good access roads, clean safe water, health, education, electricity, a market, sanitation and hygiene. The community's aspirations were put both in writing and drawing. They further assessed their Current Reality, and developed action plans based on priorities, accountable, due dates and identified the needed resources for the implementation of the plans.

### **3.4 Appreciative Inquiry (AI)**

Appreciative Inquiry is an approach to Organizational change which focuses on strengths rather than on weaknesses. The approach focuses on identifying what is working well, analyzing why it is working well and then doing it more. The Intern appreciated the Staff of Kagadi Sub County for their continuous engagement of the Intern in their programs more especially in PDM activities. She also used this method to facilitate positive change at individual level, household, group, and community or village levels.

### **3.5 Interviewing**

This method was also used to collect data and helped the intern to find out what people truly wanted various action steps and current reality.

The intern applied this method by interviewing different people on their health status well swept compounds, taking boiled water, having a bathroom and others. She interviewed the C/P Rugando village Mr. Kyalisima John on the number of households and the general population of the village. The intern used tools like her necked eyes, Notebook, Pens and phone to capture the information needed.



*Photo 2: the intern with chairperson LC1 Rugando village*

### **3.6 Observation**

This is a kind of method that requires one to use necked eyes to find out the results needed. The intern observed the sanitation of different households in the village like rubbish pits, pit latrines, drying rack, tip tap, post-harvest handling techniques, bathrooms, kitchen gardens, roads, animal rearing and the crops grown. She found out sanitation and hygiene of the people has improved due to the time she has spent their, people grow different kinds of crops like beans, maize and majorly Irish potatoes, they grow sugar cane as their cash crop.

### **3.7 Recording**

This was used by the Intern to rewrite down answers from respondents, number of households visited and daily activities during Internship to ease compiling of the report.

### **3.8 Home visit**

This method was used by the Intern in Internship during introduction to the Chairperson LC1, and visiting community members' homes. It was also used as a follow up on community members who were constructing bathrooms, kitchens and drying racks.

### **3.9 URDT scroll**

The Intern with the EM used the URDT flames to conduct the visionary approach to the community members. She conducted three lessons following the 18 –week session guide book during the envisioning exercise.

For example, 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, when you know what you want you gain great power,



*Photo 3: the intern using URDT scroll as a tool while conducting the visionary approach.*

### 3.10 Structural Tension Chart (STC)

This method includes major elements like the vision, current reality, action steps, accountable and due date. It is used in planning; this helped an intern and the community to design the community and family visions. This is shown in the illustration below.

Accountable	Vision	Due date
	<div style="text-align: center;">           ↑            4            3 <b>Action steps</b>            2            1            ↓  <b>Current reality</b> </div>	

### 3.11 Conclusion

After looking at the methodology and tools with its salient issues in the preceding pages, attention is now being paid to the presentation and discussion of results in the proceeding pages in Chapter Four.

## **CHAPTER FOUR**

### **PRESENTATION AND DISCUSSION OF RESULTS**

#### **4.0 Introduction**

This Chapter discusses what transpired during the Five-month Internship period. The results are discussed in line with the Objectives of the Internship already provided under Chapter One. The Chapter also gives highlights on, enhancing and constraining factors during the Internship.

#### **4.1. For Objective One: ARU Interns have the capacity to contribute to the efficiency and effectiveness of systems and structures in service delivery of Kagadi Sub County in Kagadi District**

The Intern got to know the different local leaders within Kagadi Sub County to aid in mobilization of the community members. This was done through stakeholder's analysis with support from the Epicentre Manager before she was transferred to Kikuube district to ascertain the stakeholders in Kagadi Sub County. The exercise was done through key informant interview, observation and document review. The key stakeholders identified include; the Sub-County technical and political staffs and LC1 chair persons. This was achieved in three aspects; (i) Sectoral meetings (ii) Council meetings (iii) TPC meetings

##### **4.1.1. Sectoral meeting;**

The Intern was able to participate in two sectoral meetings that took place on different days 20<sup>th</sup> /9/2023 and attended by 12 participants (6 councilors, 4 technical staff, and the ARU Interns). This meeting comprised of the technical staff of the sub-county that is to say; the Senior Assistant Secretary (SAS), Agricultural officer, Sub-County Accountant, Secretary Finance and ARU Interns. The meeting was chaired by the Secretary Finance and heads of department.

During the meeting, different sectors had the opportunity to present their issues. For instance, the SAS presented about licenses, loading and offloading taxes where they get revenue for Kagadi Sub-County, acknowledging the honorable MP of Buyaga East for the fundraising organized for the construction of Kagadi Health Centre III where we collected 7 million shillings, and she urged the technical staff to sensitize the communities on Environmental conservation and health through ensuring proper sanitation and hygiene. The Intern also presented on what URDT/ARU has so far done in Kagadi Sub County and the house had to appreciate the efforts made by URDT/ARU in transforming their community.

#### **4.1.2. Technical Planning Committee Meeting (TPC)**

The Intern was able to participate in Five (5) TPC meetings that took place at the Sub County headquarters and attended by 5 staff and others were absent with apology, technical staff, Epicentre Manager and the Interns and chaired by Senior Assistant Secretary (SAS) and the CDO as a secretary. The technical staffs of the Sub-County are the Senior Assistant Secretary (SAS), Agricultural officer, Sub-County Accountant, Secretary Finance and Epicentre Manager (EM) and ARU Interns and Parish Chiefs from the four different parishes in Kagadi Sub County. In the course of the meeting, all the technical staff and the ARU Interns presented and submitted their monthly reports to the office of the SAS for future reference, transparency and accountability.



*Photo 4: the intern with her fellow interns participating in a TPC meeting*

#### **4.1.3. Council Meeting;**

One council meeting was conducted on 6<sup>th</sup> /06/2023 and the second on 2<sup>nd</sup> /10/2023. Since Council meetings are conducted quarterly, this was the First meeting for the financial year 2023/2024. It was attended by a total of 20 (4 technocrats, an Intern, Epicentre Manager, and 14 councillors). During this meeting, the Intern also realized that, the Sub-County speaker was the chairperson and he had the responsibility of inviting all councillors, LCIII & II, community leaders and other stakeholders whereas the SAS was responsible for inviting Sub-county technical staff. It was also understood that since representatives were from different sectors, informed decision making could be made as everyone would participate. This session agrees with Kiyaga, (2009) which states that the initial focus of decentralization was on empowering citizens to participate in decisions that affect their localities (Kiyaga, 2009) and the third aspiration of the African Agenda 2063 which says an Africa of good governance, democracy,

respect for human rights, justice and the rule of law (UNEP, 2016).



*Photo 5: The intern participating in a council meeting at the sub county headquarters*

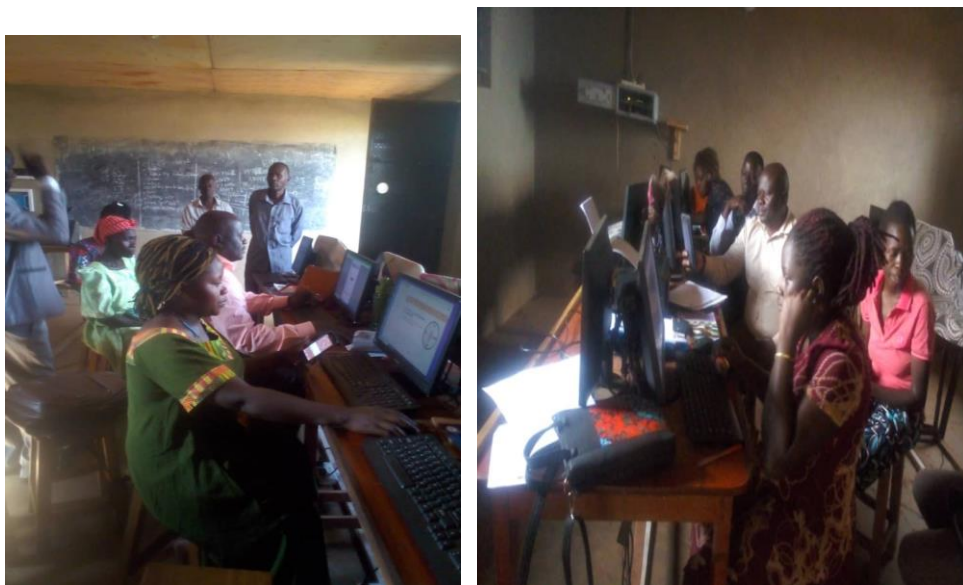
#### **4.1.4. Participated in a joint meeting on Physical demarcation of Hondwa wetland (wetland stakeholders' meeting)**

On 23<sup>rd</sup>/5/2023, the Intern with her fellow Interns attended a joint meeting concerning the demarcation of Hondwa Wetland at Kagadi Sub County headquarters in the new building. This was a joint meeting between Kagadi Sub County and Muhorro Sub County staffs such as the LC5 Kagadi District Mr. Ndibwami B Yosia, LC3 Kagadi Sub County, ARU Interns, Technical Staff plus the Councilors from both the two Sub counties and chaired by the District Speaker of Kagadi. 120 leaders and community members were sensitized on the importance of environmental protection and were advised on environmental conservation projects that can be practiced around the wetland. These were; apiaries, fish farming, collect water for domestic use, collect papyrus reeds were in order to conserve the environment and promote wild life conservation. In addition, this joint meeting enhanced partnership and collaboration among the two Sub Counties and other different development partners like the District environment conservation department and created synergy between the two Lower Local Governments thus being in line and fulfillment of SDG 13 “Take urgent action to combat climate change and its impacts”.

**4.2. In line with objective 2 of the internship program; 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. Participated in PDM activities**

The Intern together with her fellow Interns were taught how the Financial Inclusion System (FIS) works and we were involved in the verification for group enterprises, groups leadership and membership together with the guidance of the CDO in the Parish Development Management Information System (PDMIS) at King Solomon Secondary School Kenga as the School has a well-functioning computer laboratory and also issuing out payment vouchers. The Intern managed to check 30 groups in the system whether they had been registered to UBOS for their leaders and members and also issued out 86 payment vouchers to the beneficiaries of Kenga Parish and Kahayura Parish. See photo below.



*Photo 6: the inter with the CDO during the verification of beneficiaries in the financial system at King Solomon SS*



**4.3. In regards to objective three, ARU Interns have the capacity to conduct Community Action Planning (CAP) as a democratic bottom up process to cause rural transformation, and the Intern got these results:**

**4.3.1. Two CAP sessions were conducted in 2 villages and their community Visions were formulated.**

The Intern collaborated with the Chairperson LC Is of Rugando and Mutumba to mobilize the members for community meeting to conduct CAP. The meetings were aimed at getting to know the villages, what resources are available, infrastructures and understanding what the people desire to see in Rugando and Mutumba villages. During the meeting in Rugando, the Intern was able to review the vision and found out that the people wanted to have good health, clean safe water, good roads, educated children with skills and knowledge and increased income. The result of this discussion made them to develop STC stating what they want and what they have. Therefore, in this regard, CAP was initiated. The community members were also guided on how to develop visions on different projects they want to start to generate income within the household. This is in agreement with the Uganda vision 2040 and the 6<sup>th</sup> aspiration of Africa Agenda 2063.



*Photo 7: the intern with the community members of Rugando conducting cap for reviewing their vision*

**4.3.2. Visionary Approach facilitated**

The Intern facilitated Visionary Approach to Rugando community members through revisiting their vision and this created awareness on the principles of creating of the creative process. 30 members attended and participated effectively in formulating their community members which is “A community with good health, access roads, educated children with skills and knowledge and reliable sources of income”.

After coming up with a clear vision, community members also assessed their current reality as; poor Community Access Roads, 1 primary school, no tap water, no electricity, no health centre II in the parish and no clean safe water with the guidance of Intern



*Photo 8: the intern facilitating the visionary approach in Rugando village*

**4.4. In line with objective four of the internship, ARU Interns have the capacity to conduct PAR and develop plans to create change in the community and in line with the implementation of objective ii and iii of the research project, the following activities were done;**

**Identification of stake holders and enrolling them in the research project**

The Intern together with the Epicenter Manager identified stake holders whom she was to conduct her research with such as the community members (men and women) of Rugando village through conducting meetings. The intern was able to identify other stakeholders that is to say dive bar and shop attendants, alcohol brewers, VHTs, Sub County Health Assistant Kagadi. She later enrolled them in the research proposal such as the Research topic, objectives, methods for data collection and research questions. 85% of the community members participated in this meeting. The community members agreed that we should be conducting meetings for data collection and moving from household to household interviewing people. Therefore. The following activities were done in line with the research project.

**4.4.1. Raised consciousness on waste management**

This was done in Rugando village to improve on waste management and promote peoples' health in realization of my research project. During the research conducted, it was found out that 140 (59.6%) community members of Rugando suggested that there should be continuous sensitization of the community members in order to achieve proper waste management.

The community was educated about the importance of having sanitation facilities in their homes such as manure and compost pits. People urged themselves to have these facilities in order to promote their health and be able to support their families financially as they shall be free from diseases that hinder their development. This was through conducting both communities meeting and visiting different households by creating awareness enabling them to know that they are key to their own health and well-being.



*Photo 9: showing the intern carrying out sensitization about waste management in Rugando village*

#### **4.4.2. 50 Compost and manure pits have been dug and 20 pit latrines have been constructed**

During the research conducted, it was found out that 131 (55.7%) people were disposing wastes in open areas which caused infections such as malaria 107 (45.5%) , typhoid 45(19.1%), diarrhoea 52 (22.1%) and intestinal worms 31 (13.2%). Therefore, 99 (44.1%) , suggested that people should ensure proper waste waste management by decomposing them in pits, and construct pit latrines 25 (10.6%) as one of the strategies to achieve best waste management and promote health in a community. This has increased sanitation in an area and reduced stagnation of these wastes.



*Photo 10: Some pits that have been dug at Mrs. Jane 's' home*

**4.4.3. Participated in conducting surveys about sanitation generally.** On 15<sup>th</sup>-21<sup>st</sup>/9/2023, I managed to participate and conduct different surveys together with the staff of Kagadi Sub County. This was done in different groups of four members and above. This was carried out in Kihayura parish Kagadi Sub County where we moved from household to household through observing and interviewing the head of households about their sanitation facilities such as compost pits, utensil rack, kitchen, bathroom, tip taps, latrine and the house. 65% of the household were found with at least four of these. We sensitized them about having good sanitation to improve and promote their health and this has contributed to the realization of my research project objectives. During the research conducted in Rugando, Kagadi Sub County “The Impact of Poor Waste Disposal on the health of people” It was found out that 80% of the households were disposing wastes in open areas which called for this sensitization through surveys thus achieving objective ii and iii of the research project.



*Photo 11: the intern with the health team conducting surveys in Kihayura parish*

#### **4.4.4. Participated in timely monitoring and follows ups on waste management**

The Intern with the Village Health Team, Kagadi Sub County CDO and Chairperson LC IIs in Kenga Parish and Kihayura Parish have been visiting different households in Rugando and Mutumba villages and making follow ups and timely monitoring and it was done in different groups of four and five members on how far people have gone with waste management to promote their health and foster rural transformation. This was due to the research that was conducted in Rugando village by the same Intern for a period of two months and found out that people suggested that there should be timely monitoring 22 (9.4%), conduct follow ups 20 (8.5%) and engage different stake holders 30 (12.8%) as one of the strategies to achieve waste

management and promote health in different rural areas more especially Rugando village. This has been a good strategy since it has built trust loyalty between community members and ARU Interns in the community. This was found out through the constant conversations and activities the Intern had with the community members as they were giving feedback to the Intern. This is shown in the photo below;



*Photo 12: how Mr. Barateka manages waste at his shop in Rugando village*

**4.4.5. Participation in setting up of tip taps.** On 28<sup>th</sup>/9/2023, the Intern participated in the training of people on how set up tip taps in their homes near the latrine and its importance in a home. A demonstration was carried out in the home of Mr. Byaruhanga Peter in Nsambya B. 20 people learnt how to set these tip taps for the improvement of their health. This was done with Parish Councilor of Kihayura and the Village Health Team of Nsambya B.



*Photo 13: the intern with the parish councilor demonstrating on how to set up a tip tap at Mr. Byaruhanga' home*

#### **4.4.6. Three water sources cleared and cleaned to promote health**

This was through the cooperation amongst different stake holders such as the community development officer, former Sub County health assistant, the Intern, VHTs, Chairperson LC1 Rugando village and the community members of Rugando village. This created team work and promoted togetherness since all these participated in clearing and cleaning of 3 water sources that is to say; Kaserubingo, Kapetero water springs and Ahakacyeri (Nyakaina) pond by

draining all the dirty water, mud and sugarcane husks on different days. After cleaning Kapetero water spring, we were able to form by-laws and created management committees to ensure everyone contributes to the safety and cleanliness of the water. This was done to improve on their sanitation and hygiene and have clean and safe water as one of their action steps towards the achievement of their vision hence leading to the realization of Uganda Vision 2040 and achievement of SDGs goal 6 which is clean water and sanitation and contributes to the 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 12: the intern with the health assistant Kagadi sub county and community members of Rugando cleaning and clearing Kapetero water source and ensure proper management*

#### **4.4. Two community access roads were worked upon**

The Intern with the health assistant Kagadi Sub County and the community members facilitated the process of rehabilitating 2 road infrastructre i.e. Rugando-nyakaina-Kenga and Rugando-Kigunda access roads. This was acomplished by digging and fixing the potholes to ease access to these villages and nearby market places.these roads are about 5 and 8 kilometers respectrively. People use these places to transport their agricultural produce to market places such as Kenga and Kabuga markets which are always there every Thursaday and Sunday in a week respetively. 80% of the community members of Rugando participated effectively which made the work easier and it was done response to one of the aspirations that were set during CAP sessions for Rugando being an action step towards achieving their community vision.for issues of sustainability it was agreed by the coomunity memebrs of Rugando village to always have CDs on these water sources every last Thursday of every month to maintain sanitation



*Photo 13: the intern and the community members of Rugando village working upon Rugando-Nyakaina-Kenga and Rugando-Kigunda access roads*

#### **4.4.7. Raised consciousness on agronomic practices and knowledge increased in banana and maize production**

Knowledge in Sustainable Agriculture was enhanced in maize and banana farmers. The Intern also facilitated about sustainable agriculture in to different farmers to increase yields on their farm. This has led to improved knowledge of these farmers in sustainable agriculture. Sustainable agriculture aims at meeting Society's food and textile needs in the present without compromising the ability of the future generation to meet their needs. Since Internship is meant to experiment what has been taught in class for the past three years, this recognizes different Course Units as Sustainable agriculture, Agri-business and value chain process among others. This fulfills the Maputo declaration of the African Union 2003 on Agriculture and food security which requires the State parties to allocate 10% of their National budget in Agriculture Development thus, realization of Uganda Vision 2040 and Africa Agenda 2063.



*Photo 15: Ms. Rosemary on her maize plantation*

#### **4.4.8. Contributed to improved knowledge in farm record keeping**

The Intern introduced knowledge about record keeping to different farmers such as a goats' farmer called Omuhereza Baker in Kenga Central and Miss Noeline a piggery farmer in Rugando village. Omuhereza Baker has 76 goats on his farm and Miss Noeline has two pigs of which one is expecting and 6 piglets but she has been selling them. During our conversations, the Intern found out that these farmers do not have records on their farm for the past five years and they could just guess the dates these goats last produced. This gave the Intern an opportunity to share with them on the importance of record keeping on a farm and to the farmer and how to store waste products such as urine and droppings for manure purposes in their gardens and sell them to other people and get added income. They bought the idea and bought a note book where they are now recording their farm activities such as vaccination dates, diseases on the farm, vaccinated animals, delivery dates and the total number of animals in the farm. Mr. Baker now sells truck of goat droppings at Shs.200, 000. This puts in to practice the course unit called Accounting which was taught in year Two.



*Photo 16: the intern at Miss Noelines' piggery project sensitizing her on record keeping*



#### **4.4.9. Participated in DIT registration for trainees of Young Africa Works Uganda (YAWU)**

Through the Epicenter manager of Kagadi District, the Intern was able to participate in the registration of YAWU trainees for DIT that took place at their training area together with the artisan. This is a project being run in 20 Districts in Uganda by URDT with the support from Master card foundation with the aim of giving vocational skills to the youth who have failed to advance in their studies. The youths whom we met included those engaging in hair dressing in Kagadi Sub County and all the 15 trainees were registered for DIT registration. This is in line with SDG 8 which is decent Work and Economic Growth and the 6<sup>th</sup> Aspiration of Africa Agenda 2063 i.e. An Africa whose development is people-driven, relying on the potential of African people, especially its women and youth, and caring for children.



*Photo 17: The intern during DIT registration on the left and orientation of YAWU trainees on the right.*

#### **4.4.10. Increased utilization of Lorena stoves**

The environment is the Mother Nature that cannot be cheated, this result emerged following the observations made by the Intern where she realized that the community members are using a lot of fuel woods leading to cutting down of most of the natural tree species in order to support their families. An initiative was taken to train these community members to construct Lorena stoves in their households to reduce on the fuel consumption and time taken to prepare meals. Rwamabaale Tweyombeke Womens' group in Rwamabaale A village and Mutumba – Nsambya Twekambe Savings and Credit Development Association group were trained practically to construct Lorena stove of which they committed to train other fellow women and group members who missed the chance and so far 20 households have gotten skills and are using these stoves.

The aspirations in Uganda Vision 2040 incorporate the aspects of environment which when tampered with can affect operation in agricultural sector among other sectors and this protects the environment thus care economy.



*Photo 18: The intern constructing energy saving stoves at the home of Mr. And Mrs. Byaruhanga Geoffrey*

#### **4.4.11. Knowledge on herbal soap making gained by Community members in two villages and their health and sanitation improved**

Hygiene was improved through training the community members of Mutumba and Rugando on how to make herbal soap from locally available resources such as lemon grass, Aloe vera; pawpaw leaves among others which can be used for bathing, washing hands and clothes. This has helped to substitute other soaps in the market and the members are seriously practicing this to improve on their hygiene current 18 households are using these soaps. The activity contributes to the realization of Sustainable Development Goal 3: Good Health and Well-being and Goal 1: No poverty (United Nation Development Programme, 2021)



*Photo 14: the intern training Mutumba-Nsambya Twekambe Savings and Credit Development Association on herbal soap making.*

#### **4.4.12. Promoted good agronomic practices in Mutumba united parents Nursery and Primary school**

The Intern and her fellow Interns, together with the Head teacher, teachers and the pupils of Mutumba united parents Nursery and Primary School had to prepare kitchen garden of tomatoes and so as to improve on their dietary needs. A suggestion was made that the nearby pupils should take the responsibility of monitoring the projects within the schools such that at least they can be able to get some produce from this project .we mainly engaged in tomato management practices such as mulching, weeding and staking to improve yields on the garden. These help to decrease input costs in producing farm products, significantly increase the quality and quantity of the yields and take good care of the environment by reducing pollution.



*Photo 20: the intern with pupils and the head teacher staking tomatoes at Mutumba United Parents Nursery and Primary School*

#### **4.4.13. Carried out guidance and counseling**

On 12<sup>th</sup>06/ 2023, the Intern carried out guidance and counseling and the visionary approach was taught to these pupils of Primary Four (P.4) and Primary Six (P.6) pupils at St. Martha Primary School and pupils of Mutumba United Parents Nursery and Primary School. The pupils raised issues that they were facing both at home and at School and the Intern offered them knowledge how to cope with such situations such as forced marriage more especially girls and long distances between all of them. The Intern also encouraged these pupils to stay in school and always forced towards their studies. The intern further more introduced the visionary approach in these both schools to both pupils and teachers.



*Photo 15: intern with p.4 & p.6 pupils at St. Martha P/S on the left and Mutumba United Parents Nursery and Primary School on the right*

#### **4.4.14. Participation in Keep Kenga clean and issuing of land titles to the qualified people**

On 18th/5/2023, I participated in the cleaning of Kenga trading center together with my fellow Interns, Parish chief, Health Assistant Kagadi Sub County and the community members of Kenga trading center. This was majorly done in preparation to the receiving of Hon. Judith Nabakooba Minister of Lands and Urban Development since on the following day since she was to be hosted in Kagadi Sub County to distribute land titles to the qualified citizens and 265 people got their land titles (certificates)



*Photo 16: the community members being issued their land titles at Kenga trading Centre play ground*

#### **4.4.15. Raised consciousness in two VSLA groups and saving culture enhanced**

The Epicenter Manager and the Intern held a meeting with 2 village savings and lending Associations called Rugando Bataka Kweterane group which has lasted for 13 years without registration and Kigunda Agateraine group respectively. They were sensitized by the Epicenter manager and the Intern on the importance of registration such as easy access to bank loans, recognition by the government as well as benefiting from different government programs like Emyooga, PDM and others which are yet to come.

They also appreciated and started the process of registration at the Sub-County as well as raising funds for their registration. However, their saving culture was also too low whereby, they were contributing only 1000shs per month and we had to encourage them to engage in different economic activities to boost their savings. This agrees with a Course Unit called Public Policy Management and Analysis which is taught in Third year since it is a government policy that Government programs always target people who are organized in groups.

#### **4.4.16. Participated in the resource mobilization for the construction of Kenga Health Centre III.**

The Intern participated in resource mobilisation meeting and it was attended by the MP Buyaga East Hon. Musana Eric Acaali, technical staff, political staff including all the councillors, LCIIIs, LCIs and the Interns. This meeting was majorly on how we were going to solicit for resources (funds).Members suggested that we form groups and each group would go to one village household per household to sensitize people on the importance of health, communicating to them what was transpiring and the reason why we had gone to their homes (fundraising). This was majorly on the purpose of including community members and they were able to contribute agricultural produce and money since they liked the idea and they gave in what they had. They gave agricultural produce like sugarcanes, avocados, bananas, cassava, cabbages, livestock such as hens,cocks,chicks, goats, and money. The Intern worked as a secretary of her group which comprised of five members and moved to Nsambya A and Nsambya B villages led by the Chairperson LC1s. There was much political divisionism between Hon. Musaana and Hon. Rulekere Steven's supporters but after the Intern intervened through sensitizing the two camps on the transcendence of political barriers, peoples' mind set were changed they came together to construct their own health centre. During the fundraising, the Hon. MP. Buyaga East Musana Eric Acaali was the guest of honor and he came with his friends from different constituencies and others sent their pledges.therefore, we were able to collect Seven Million Uganda Shillings thereby promoting health in Kagadi Sub County and achieving SDG 3 "Good health and well being" and objective III of my research project See photo below



*Photo 17: the intern participating in fundraising at Kagadi sub county head quarters*

#### **4.4.17. Raised consciousness in people to start up farmer family learning groups (FFLG).**

Two Villages of Rugando and Mutumba 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. This promotes team work and builds the capacity of farmers to manage their soils, crops, animals, markets, seeds, farmer institutions and develop their community. Rugando village members accepted the idea and formulated a group, where they can learn from each other and work in a group during different activities such as ploughing, planting, weeding, harvesting and other agricultural related activities. This saves time, energy and money. The group saves Shs.15000 per month and this money helps them to buy agricultural inputs like seeds, and fertilizers



*Photo 18: the intern sensitizing community members of Rugando about farmer family learning groups*

#### **4.4.18. The Intern acquired more knowledge and skills in data collection.**

The Intern worked as a Research Assistant for Miss. Doroka Namutosi a student at Mountains of the Moon University similarly a worker at African Rural University while 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. On that note therefore, the Intern participated as an assistant in data collection in two villages of Rugando and Mutumba since they are her areas of intervention during the Internship. The Intern collected data from 90 participating and non-participating households of the epicenter strategy. The research was on “the relationship between URDT Epicenter strategy and rural transformation in Kagadi Sub County” and focusing on the socio-economic transformation indicators at household level within Kagadi Sub County. This research was too beneficial to the Intern as it equipped her with more skills, knowledge and confidence in data collection.



*Photo 25: the intern collecting data from the respondents in Rugando village*

#### **4.4.19. Business Plan was developed and shared**

The Intern together with her fellow interns were requested by Mr. Mikisa Ssalongo Chrisostom a community member of Kenga Trading Center and requested us to write for him a business plan which he wanted to submit to Post Bank Uganda in order to get a loan to start up a goat farming business since the money he had at hand wasn’t enough for his business. With the knowledge we acquired from the Course Unit (Project Management), we were able to write the business plan and he was successful with his quest of a loan in the post bank. He was in quest for Shs.15millions to set up a goat farm and be supplying them to the nearby markets in different districts such as Hoima and the country at large since there is ready market for goats’ meat and goats and at a high demand

#### **4.5. Enhancing factors**

Many factors worked well for the advantage of the Intern during the five-month Internship and they are as seen below:

- Collaboration with the technical and political leaders at Kagadi Sub-county hence achieving objective 1 i.e. ARU Interns have the capacity to contribute to the efficiency and effectiveness of systems and structures in service delivery of Ten lower local governments in the greater Kibaale.
- Community mobilization and willingness to participate in receiving knowledge during the different visits and trainings supported the achievement of objective 3 and 4.
- Good inter-personal relationship created between the Intern, and the community members enabled continuous interactions and community participation in different activities such as; rural technologies, community work and so on.
- Also, the commitment of the Intern worked well that enabled her to realize different results leading to the achievements of the Four Objectives of the Internship.

#### **4.6. Constraining factors**

Though many factors worked well for the Intern, she also faced some constraining factors while carrying out her Internship and they included the following;

- Lack of mentorship whereby there was no Epicenter Manager throughout the Internship for guidance and mentorship but the Intern overcame this via working with faculty supervisor who was very supportive.
- Low turn up of the community members due to high demand for material things especially money, hindering community participation in some activities but the Intern had to go by those who were available.

#### **4.7. Lessons learnt**

The five months spent in the field under Internship, the following are lessons learnt. These were:

- The Intern learnt that networking and information sharing is the best experience since the Intern used to network with her fellow Interns.
- It was realised that the Sub County programs can be effectively run through collaborative efforts of other development partners, other government agencies and departments.



- Community development starts with an individual or group of people and later it expands to the entire community members.
- Transcending the minds of the rural people especially peasant farmers, need strategic planning that caters for most of their expectations for example most of them could spend all their time in the garden not considering other development aspects like, sanitation and water management.
- PAR has high leverage to rural transformation as it gives opportunity for everyone to identify what matters and as well strategize on the best practice to improve.

#### **4.8. Conclusion**

After discussing what transpired during the four-month Internship and the results are discussed in line with objectives, highlights on what worked, challenges and lessons learnt are given, attention is now being paid to Recommendations to various stakeholders. In the same vein, a section of General Conclusion will also be given under Chapter Five.

## **Chapter Five**

### **Recommendations and Conclusion**

#### **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 during Internship. Particularly, the Recommendations relate to the gaps that need attention.

#### **5.1 Conclusion**

The Intern was able to understand how the local government systems and structures operate through participating and attending several meetings at the Sub-County thus, achieving Objective (i)

The community members are able to create visions that drive them to implement activities towards their success through the epicentre strategy hence realising the Uganda vision 2040 which is in harmony with the 2<sup>nd</sup> objective of Internship.

The five-month Internship conducted provided the Intern an opportunity to enable groups and communities understand that they are key and co-creators to development they desire using visionary approach, CAP and PAR thus, achieving objective (iii) and (iv).

Last but not least, the proceeding pages of this report are about References, Appendices on Summary of SDGs, Summary of African Agenda 2063, My STC for the Five Months Internship, Summary of the Internship results, Administrative structure for Kagadi Sub County, Kagadi Sub County Political structure.

#### **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 Field Supervisors and Field Mentors, be themselves and pro active

ARU students should take their theoretical class work seriously because it is what is done in the field practically to become effective change agents.

### **5.2.2. To the University (ARU)**

- There should be effective coordination among stakeholders that is to say ARU and URDT epicenter strategy
- The University should always hold induction workshops for stakeholders to create relationship between the local government staff and the Interns before they are deployed in the field.

### **5.2.3. To the Sub County**

The local government should start incorporating PAR and CAP not only at Parish level but at village levels in order to cover all the development concerns of different categories of people. CAP also enhances decision making capacities of people.

The Sub County Technical staff should raise consciousness and continue to follow up programs and also be able to provide backstopping support to the community groups.

### **5.2.4. To the Community**

Community members should continue implementing the community action plan and Participatory Action research process more so the actions they recommended during PAR data collection to bring about significant change in Kagadi Sub-county

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## Appendices

### Appendix 1: A Structural Tension Chart (STC) for the Internship (five month)

Accountable	Vision	Due Date
	An understanding of epicenter strategy in the implementation of PDM and Uganda Vision 2040 demonstrated, conduct CAP and PAR and contribute to the efficiency and effectiveness of systems and structures in service delivery in local government structures by 31 <sup>st</sup> /October/2023.	
	Action Steps	Due Date
Supervisors	Validation	06 <sup>th</sup> /11/2023
Intern	Write a report	20 <sup>th</sup> /10/ 2023
Intern	Carryout evaluation of activities	01 <sup>st</sup> /10/ 2023
Intern	Participate in Sub County Programs	30 <sup>th</sup> /09/2023
Intern	Facilitate Visionary Approach	25 <sup>th</sup> /08/ 2023
Intern	Facilitate appropriate technologies	20 <sup>th</sup> /07/ 2023
Intern	Implement PAR	6 <sup>th</sup> / 07/ 2023
Intern	Conduct CAP	30 <sup>th</sup> /06/ 2023
Intern	Consciousness raising to deal with mindset change first	1 <sup>st</sup> /06/ 2023
EM	Introduce the Intern at the Sub County	6 <sup>th</sup> /04/ 2023
Internship coordinator	Deployment	4 <sup>th</sup> /04/ 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 field supervisor to mentor supervise and guide the Intern are available and the sub-county officials are willing to support. I have a research project	

## Appendix 2: Template of the Internship Results

Facility worked on or service given	Name of facility/location/ place	Type of work done	Quantity/Quality	Who participated	comments
Technical Planning committees, sectoral council meetings	At the Sub County	Presentation of results and challenges faced	5 TPC Meetings and 2 council meetings and 1 sectoral meeting	Sub County technical staff 11 (5 men and 6 women) and political staff	Community livelihoods improved
Fundraising for the construction of Kenga health Centre III	Sub County	Mobilized resources like agricultural produce ( fundraising)	7 million shillings collected	Community members of Kagadi Sub County and political leaders	Cooperation and collaboration
Water sources	Kapetero, Kaserubingo water springs and Ahakacyeri well	Slashed the road, dug around the spring and drained the well to get clean water	3	Residents of Rugando village(20 males, 10 females and 10 boys and 5 girls)	Improved clean, safe water and sanitation
Energy saving stoves	Mutumba and Rugando villages	Facilitating the construction	20	Different households	Environment conserved
Projects	Tomato growing, Goat rearing and piggery	Tomato management And ensured record keeping	3	community members and a school	Collaboration enhanced

Hygiene and sanitation	Community Level	Surveys conducted	4	Community members both men and women	Sanitation improved
PAR Meeting	Rugando Village	Conducting and facilitating PAR	1	Residents of Rugando Village	Actions implemented and change created
Working with Groups	Abagambakamu Group, Tweimukye Group and Nsambya-Mutumba development Sacco	Facilitated VA and technologies	3	Group members	Good relationship with the Intern
Technologies	Community	herbal soap,	18	Community members	The turn up was good Income increased
PDM	Community	Verification	1	Community members	Skills improved in ICT
Business plan	Household	Writing a business plan	1	The Interns and community member	Knowledge and skills attained
Farmer family learning group	Community	Sensitization and formulation	1	Rugando community members	Improved agriculture



Sensitization	Schools, households and communities	Facilitated Visionary approach, and waste management	2 schools, and 2 villages	Pupils , community members	Waste management promoted
Manure, compost pits and latrines	Community	digging	50 and 4 pit latrines	The community members	Well done
Access roads	Rugando-nyakaina-Kenga and Rugando-Kigunda access roads	Digging and fixing potholes	2	community	collaboration

### **Appendix 3: Summary of SDGs**

The Sustainable Development Goals (SDGs): 2030

The SDGs are summarized as follows:

- GOAL 1: No Poverty
- GOAL 2: Zero Hunger
- GOAL 3: Good Health and Well-being
- GOAL 4: Quality Education
- GOAL 5: Gender Equality
- GOAL 6: Clean Water and Sanitation
- GOAL 7: Affordable and Clean Energy
- GOAL 8: Decent Work and Economic Growth
- GOAL 9: Industry, Innovation and Infrastructure
- GOAL 10: Reduced Inequality
- GOAL 11: Sustainable Cities and Communities
- GOAL 12: Responsible Consumption and Production
- GOAL 13: Climate Action
- GOAL 14: Life below Water
- GOAL 15: Life on Land
- GOAL 16: Peace and Justice Strong Institutions
- GOAL 17: Partnerships to achieve the Goal

### **Appendix 4: Summary of African Agenda 2063**

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

continental and regional integration, democratic governance and peace and security amongst other issues aimed at repositioning Africa to becoming a dominant player in the global arena.

The Agenda emphasized a guiding vision “to build an integrated, prosperous and peaceful Africa, driven and managed by its own citizens and representing a dynamic force in the International arena”. The agenda has got seven aspirations;

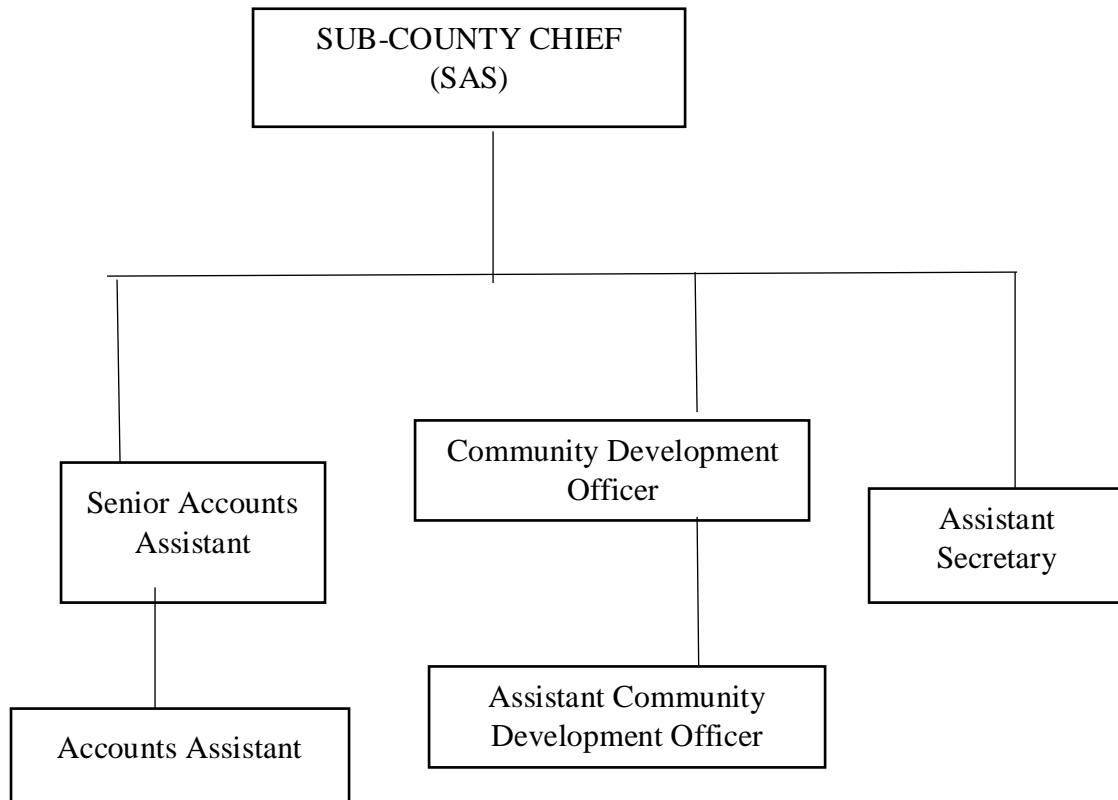
- 1: A prosperous Africa based on inclusive growth and sustainable development
- 2: An integrated continent, politically united based on the ideals of Pan Africanism and the vision of Africa’s Renaissance
- 3: An Africa of good governance, democracy, respect for human rights, justice and the rule of law
- 4: A peaceful and secure Africa
- 5 An Africa with a strong cultural identity, common heritage, values and ethics
- 6: An Africa whose development is people-driven, relying on the potential of African people, especially its women and youth, and caring for children
- 7: Africa as a strong, united, resilient and influential global player and partner.

#### **Appendix (5): Seven Pillars of the Parish Development Model (PDM)**

The PDM is premised on seven major Pillars, which are:

1. Production Storage, Processing and Marketing
2. Infrastructure and Economic Services
3. Financial Inclusion
4. Social Services
5. Mind-set change and cross cutting issues (Gender, environment and Disability)
6. Parish Based Management Information System
7. Governance and Administration

**Appendix 6: Administrative structure for Kagadi Sub County**



**Appendix 7: Kagadi Sub County Political structure**

