

TRANSFORMED RURAL COMMUNITIES THROUGH COMMUNITY
PARTICIPATION: A REPORT ON A FIVE - MONTH INTERNSHIP CONDUCTED IN
KABUGA PARISH, MUHORRO SUB COUNTY, KAGADI DISTRICT

BY:

NAKAYIZA GRACE

REGISTRATION NO: 17/ARU/BRD/003

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SUPERVISED BY:

MISS KASEMIIRE DOROTHY & MISS NTUUTI CHRISTINE

MENTORED BY: ATUHAIRE JULIET

INTERNSHIP REPORT SUBMITTED TO THE FACULTY OF TECHNOLOGIES
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FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF A BACHELOR OF
RURAL DEVELOPMENT

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DECLARATION

I, Nakayiza Grace declare that this work is out of my self-belief, struggle and commitment. No any other report of this kind has ever been submitted for award of academic qualification in any academic institution, and information used from other sources is highly acknowledged.

Signed by

Date

DEDICATION

This report is dedicated to my sponsor and husband, Mr. Ssembirige John, our Son, Senfuma Jerahmeel, our daughter, Nakaye Jannea Deborah and the family of Mr. and Mrs. Kakande.

APPROVAL

The year internship report by Nakayiza grace in Villages of Kyankorogoto and Kyabasenja, Kabuga parish, Muhorro Sub County, Kagadi district has been done under my close supervision and it is being submitted for examination approval.

Signed.....

Miss. Kasemiire Dorothy (Supervisor).

Date

Signed.....

Miss. Ntuuti Christine

Date

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First, I thank God for giving wisdom, life, courage, determination and perseverance that have enabled me to successfully complete my Internship amidst health challenges.

Special acknowledgement goes to African Rural University management and administration for all forms of support rendered to me during my stay at the university and during practicum especially my health.

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Lastly but not least is my sincere appreciation to Mr. John Tusiime the internship coordinator for all his mentorship, guidance and parenthood extended to me. May the good Lord reward you abundantly.

ACRONYMS

ARU African Rural University

URDT Uganda Rural Development and Training Programme

STC Structural Tension Chart

VA Visionary Approach

SACCO Saving and Credit Cooperation

CD Community Development

CR Current Reality

LC Local Council

SC Sub County

CAP Community Action Planning

PAR Participatory Action Research

STC Structural Tension Chart

AI Appreciative inquiry

EM Epicentre Manager

UNFPA United Nations Population Fund

HRBAP Human Rights-Based Approach to Programming

WB World Bank

GISO Gombolola Internal Security Officer

FFLG Farmer Family Learning Group

DEFINITIONS OF KEY TERMINOLOGIES

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

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.

Vision is a clear compelling mental picture perceived as though it was achieved

Current reality is a true description of something or condition in relation to the vision.

Structural Tension (ST) is developed when one holds the vision and current reality at the same time.

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.

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

TABLE OF CONTENTS

Contents

DECLARATION	2
DEDICATION.....	3
APPROVAL.....	4
ACKNOWLEDGEMENTS.....	5
ACRONYMS	6
DEFINITIONS OF KEY TERMINOLOGIES.....	7
TABLE OF CONTENTS.....	8
Contents.....	8
LIST OF FIGURES.....	11
EXECUTIVE SUMMARY.....	12
1.0 CHAPTER ONE GENERAL INTRODUCTION	13
1.1 Introduction.....	14
1.2.1 Background of internship	14
1.2.2. Background to African Rural University (ARU)	15
1.2.3 Background of Muhorro Sub County	15
1.2.4 Background of Kyankorogoto village.....	16
1.2.5 Background of Kyabasenja village.....	16
1.3 Objectives.....	16
1.3.1. General Objectives	16
1.3.2 Specific objectives	17
1.3.3 Learning outcomes.....	17
1.4 Outputs of the internship.....	17
1.5 The scope of the internship.....	18
1.5.1 Geographical scope	18
1.5.2 Time scope.....	18
1.5.3 Content scope.....	18
1.6 Significance of the internship.....	18
1.7 Conclusion.....	18
2.0 CHAPTER TWO LITERATURE REVIEW.....	18
2.1Introduction	18
2.2 Literature in relation with objective one (i)	19
2.2.1 Governance.....	19
2.2.3 Local government structures.....	19

2.2.4 Systems thinking	19
2.2.5 Appreciative Inquiry	20
2.3 Literature in relation with objective one (ii)	21
2.3.1 Rural development.....	21
2.3.2 Integrated rural development (IRD).....	21
2.3.3 Epicentre strategy	21
2.3.4 Parish Development Model (PDM)	22
2.3.5 Uganda vision.....	22
2.3.6 Care economy	23
2.4 Literature in relation with objective one (iii)	23
2.4.1 Community Action Planning (CAP).....	23
2.4.2 Community driven development (CDD)	24
2.4.3 Transformation	24
2.4.4 Development	24
2.5 Literature in relation with objective one (iv).....	25
2.5.1 Participatory Action Research (PAR).....	25
2.5.2 The Visionary Approach.....	25
2.5.3 Human Rights Based Approach to Programming (HRBAP).....	25
2.5.4 Children rights.....	26
2.5.5 African agenda	26
2.5.6 Sustainable development goals	26
2.6 Conclusion	27
3.0 CHAPTER THREE: METHODOLOGY AND TOOLS	28
3.1Introduction	28
3.2 Methodology.....	28
3.2.1 Visionary Approach (VA).....	28
3.2.2 Community Action Planning (CAP).....	28
3.2.3 Participatory Action Research (PAR)	28
3.2.4 Appreciative Inquiry	29
3.3 Techniques used	29
3.3.1 Interview.....	29
3.3.2 Observation	29
3.3.3 Home visits	29
3.3.4 Documentation	29
3.3.5 Instruments of mobilization	30
3.3 Conclusion	30

4.0 CHAPTER FOUR: PRESENTATION AND DISCUSSION OF RESULTS.....	31
4.1 Introduction.....	31
4.2 Presentation and discussion of internship results.....	31
4.2.1 In line with objective 1	31
4.2.2 In line with objective 2	37
4.2.4 In line with objective 4	48
4.3 What Worked	52
4.4 What didn't work?.....	52
4.5 Lessons Learnt.....	52
4.6 Conclusion.....	53
5.0 CHAPTER FIVE: CONCLUSION AND RECOMMENDATIONS.....	54
5.1 Introduction.....	54
5.2 Conclusion.....	54
The conclusion was resulted from the internship objectives as clarified below;	54
5.3 Recommendations.....	54
The recommendations are in line with the weaknesses that need to be addressed by the different stake holders and they include; ARU, students, the sub county staff and the community.....	54
5.3.1 To the university	55
5.3.2 to EM	55
5.3.3 To the community.....	55
5.3.4 To students.....	55
Appendices.....	56
Appendix 1: My STC of five months' internship.....	56
Appendix 2: Table of summary of results	56
Appendix 3: References.....	59

LIST OF FIGURES

- [Figure 1 showing the technical staff during TPC meeting](#) **Error! Bookmark not defined.**
- [Figure 2 showing the intern and school head teachers during TPC](#) **Error! Bookmark not defined.**
- [Figure 3 showing sub county accountant presenting his report during TPC meeting](#) **Error! Bookmark not defined.**
- [Figure 4 showing the intern facilitating during the meeting of PDM groups in Kasoga](#) **Error! Bookmark not defined.**
- [Figure 5 showing the CDO, Kasoga parish chief and PDM committee.](#) **Error! Bookmark not defined.**
- [Figure 6 showing the chairperson of PDM making a presentation](#) **Error! Bookmark not defined.**
- [Figure 7 showing the intern during the sensitization and awareness meeting](#) **Error! Bookmark not defined.**
- [Figure 8 showing the LC3 chairman making a presentation in the meeting](#) **Error! Bookmark not defined.**
- [Figure 9 showing the LC1 chairman presenting in the meeting](#) . **Error! Bookmark not defined.**
- [Figure 10 showing the intern presenting in the development meeting](#) **Error! Bookmark not defined.**
- [Figure 11 showing the LC2 chairman making a presentation in the meeting](#) .. **Error! Bookmark not defined.**
- [Figure 12 showing law defenders officials presenting](#) **Error! Bookmark not defined.**
- [Figure 13 showing the GISO making a submission in the meeting](#) **Error! Bookmark not defined.**
- [Figure 14 showing the CDO and Kabuga demonstration youth group members in the meeting](#) **Error! Bookmark not defined.**
- [Figure 15 showing the intern making a submission during the meeting](#) ... **Error! Bookmark not defined.**
- [Figure 16 showing the family of Tigwomwe Byenkya's and their VISION](#) . **Error! Bookmark not defined.**
- [Figure 17 showing the family of Bamutulaki Francis and their vision](#) **Error! Bookmark not defined.**
- [Figure 18 showing Agaba Francis's family holding their STC](#) **Error! Bookmark not defined.**
- [Figure 19 showing the family of Bitalabye Isaya's household vision with family members](#) **Error! Bookmark not defined.**
- [Figure 20 showing steps of making a re usable sanitary pad](#) **Error! Bookmark not defined.**
- [Figure 21 showing the intern to Kabuga primary school pupils how to make re-usable sanitary pads](#) **Error! Bookmark not defined.**
- [Figure 22 showing a pupil of Kabuga primary school sewing](#) **Error! Bookmark not defined.**
- [Figure 23 showing the EM demonstrating how to make a re-usable sanitary pad to pupils of Kabuga Demonstration school](#) **Error! Bookmark not defined.**

[Figure 24 showing a pupil of Kabuga Demonstration school sewing](#).....**Error! Bookmark not defined.**

[Figure 25 showing the intern facilitating how to make a re- usable sanitary pad to pupils of Kabuga Demonstration school](#)..... **Error! Bookmark not defined.**

[Figure 26 showing the chairperson of PDM coffee growers group making a presentation](#)..... **Error! Bookmark not defined.**

[Figure 27 showing the intern facilitating about care economy to the group](#)...**Error! Bookmark not defined.**

[Figure 28 showing the intern with the pupils of Kabuga Demonstration school making a sack garden](#)..... **Error! Bookmark not defined.**

[Figure 29 showing the intern and pupils making a vegetable garden](#)**Error! Bookmark not defined.**

[Figure 30 showing cabbaged grown](#)..... **Error! Bookmark not defined.**

[Figure 31 showing a tomato seedling](#) **Error! Bookmark not defined.**

[Figure 32 showing an intern constructing a drying racker](#) **Error! Bookmark not defined.**

[Figure 33 showing a finished drying racker](#) **Error! Bookmark not defined.**

[Figure 34 showing a dug rubbish pit](#) **Error! Bookmark not defined.**

[Figure 35 showing EM facilitating CAP at Kyabasenja village meeting](#)**Error! Bookmark not defined.**

[Figure 36 showing village members with the formulated STC](#) .. **Error! Bookmark not defined.**

[Figure 37 showing the revisited STC for Kyankorogoto village](#) ... **Error! Bookmark not defined.**

[Figure 38 showing the intern digging the soil for brick laying to be used in the construction of Kyankorogoto parents P/S](#) **Error! Bookmark not defined.**

[Figure 39 showing the attendees of the meeting preparing a fundraising meeting for Kyankorogoto parents p/s](#)..... **Error! Bookmark not defined.**

[Figure 40 showing the chairperson Buyaga West education office Mr. Sanyu joseph giving his submission in the meeting](#) **Error! Bookmark not defined.**

[Figure 41 showing the road before the intervation](#) **Error! Bookmark not defined.**

[Figure 42 showing EM during CDW](#) **Error! Bookmark not defined.**

[Figure 43 showing the intern during CDW](#)..... **Error! Bookmark not defined.**

[Figure 44 showing the roac after the intervation](#)..... **Error! Bookmark not defined.**

[Figure 45 showing the intern facilitating the visionary approach](#).....**Error! Bookmark not defined.**

[Figure 46 showing EM facilitating the visionary approach](#) **Error! Bookmark not defined.**

[Figure 47 showing the formulated STC for KUPA group](#) **Error! Bookmark not defined.**

[Figure 48 showing the intern facilitating the visionary approach and care economy to the group](#)..... **Error! Bookmark not defined.**

[Figure 49 showing the formulated STC](#) **Error! Bookmark not defined.**

[Figure 50 showing the fourth year intern moderating the meeting](#)**Error! Bookmark not defined.**

EXECUTIVE SUMMARY

The report discusses what transpired during internship in line with the objectives. The internship started on the 2nd June 2023 and ended on the 23rd October 2023 and happened in Kyabasenja and Kyankorogoto villages of Kabuga parish, Muhorro sub county, Kagadi district of western Uganda.

During internship, the intern worked closely with the technical and political staff of Muhorro Sub County, the faculty supervisor, EM, religious leaders, opinion leaders and community members at individual, household, group and community level to implement actions in line with the four objectives to create change.

Literature relatedness in line with objectives include; Visionary Approach, Community Action Planning, Participatory Action research, transformation, development, integrated rural development, rural development, Human Rights Based Approach to Programming, community driven development, care economy, governance, sustainable development goals, children rights, Africa agenda, Uganda vision, local government structures, epicentre strategy and appreciative inquiry.

The methods used during the internship were; Visionary Approach (VA), Appreciative Inquiry (AI) and Community Action Planning (CAP). The techniques used included observation, documentation, home visit, interview and Instruments of mobilization. Tools used were; URDT scroll, flip chart, pen, markers and notebook

The key results generated by the intern include; individual, household, group and village work plans inform of STCs, holding and attending justice, resource mobilization, sensitization and awareness meetings on government programs like PDM, YLP, WEP, PWD, SAGE and Immunization. Socio economic and humanitarian activities like Care Economy, hygiene and sanitation, nutrition, income generation and children rights were promoted. URDT programs like YAWU, URDTI and ARU were publicised as well as increased planning through CAP, GAP, PAR and community development work.

It was concluded that ARU internship enhanced rural transformation through CAP and PAR

I recommend the enhancement of the Visionary approach and Care Economy to catalyse rural transformation since it gives a sense of direction to people and communities as well as instilling an understanding that people are key to their development thus creating lasting change.

1.0 CHAPTER ONE GENERAL INTRODUCTION

This chapter presents the Introduction, Background, Objectives, General Objectives, Specific objectives, Scope of Practicum and Significance of Practicum.

1.1 Introduction

An internship is a professional learning experience that offers meaningful, practical work related to a student's field of study or career interest. (UMBC, n.d.) 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. At ARU, internship enables students to acquire relevant skills, Knowledge and experience so as to be effective rural transformation specialists and change agents as they catalyse development.

Using methodologies, developed and proven to be effective by URDT and ARU (URDT concept document, 2008) the intern carried out her internship in Kyankorogoto and Kyabasenja villages, Kabuga parish, Muhorro Sub County, Kagadi district and used the epicentre strategy to effect rural transformation.

Muhorro Sub County has been applying the epicentre strategy and has proven rural transformation at household, community and sub county level. The intern was deployed to learn and apply similar approaches to facilitate training and bring about rural transformation in Muhorro Sub County.

1.2.1 Background of internship

ARU's internship contributes 40% of hands-on experience of working with rural communities and 60% that elevates creative thinking and practices of rural transformational work in rural communities of Uganda and Africa through Participatory Action Research (PAR) and Community Action Planning (CAP). The Internship is necessary for the fulfilment of Bachelor of Rural Development and focuses on providing students with the necessary The internship offers students with The three-year training equips students with skills in the visionary approach, principles of the learning community, visionary leadership, and data collection and how to work with communities while in the community.

7 Student interns were placed in rural communities where the epicentre strategy exist as one way of gaining hands on experience, knowledge and skills to be effective Rural Transformation Specialists and Change Agents within the four year course and lasted for a period of 5 months as it began in May 2023 and ended in 23rd October 2023.

The theme of internship is rooted in a Lao Tzu quote that says that "Go to the people. Live with them. Learn from them. Love them. Start with what they know. Build with what they have. But with the best leaders, when the work is done, the task accomplished, the people will say "we have done this ourselves".

1.2.2. Background to African Rural University (ARU)

African Rural University (ARU) an all women university provides Transformative Education under its Bachelors of Rural Development (BRD) in the Faculty of Technologies for Rural Transformation (TRT) to create change agents. The University elevates the thinking and practices of rural transformational work in rural communities of Uganda and Africa through Participatory Action Research (PAR).

Students learn and stay with rural communities to widen mind set, work and transform the livelihoods in rural areas. ARU's education curriculum applies both theoretical learning which comprises 60% and field practice 40%. ARU promotes an integrated curriculum that trains students to become Rural Transformation Specialists (RTS). The Program combines both science and humanities in the care economy to enhance student's self-discovery, confidence and learning using systems thinking, principles of the creative process and sustainable development to foster rural transformation in communities. (URDT, 2021)

Using African Rural University and URDT holistic approach, transformation can be achieved as various women are trained in class, thereafter deployed in the field to learn and stay with the people as residents of communities, so as to better understand the organizational behaviours, economic activities and dynamics in those communities.

According to the African Rural University student's hand book (2017-2019), ARU provides transformative education through Bachelors of Rural Development (BRD). ARU was established after identifying the missing link between education and rural transformation. Since people were not linking education and rural transformation, ARU was to seal that gap by educating women who will later work in rural areas to cause transformation. From this, ARU students in their third year are always deployed for internship at the village level so that they translate theory into practical to cause Rural Transformation.

1.2.3 Background of Muhorro Sub County

Muhorro Sub County began in 1965 and gave birth to Muhorro town council in 2010. It has an estimated population size of 8000 people and sits on 5 square miles. It is bordered by Kagadi Sub County on the right, Kagadi town council in the north, Muhorro town council in the east and Kyenjojo district in the west.

Muhorro Sub County is located in Kagadi district with four parishes of Kasoga, Kabuga, Nyamacumu and Kyesamiire. Kasoga parish has a total number of 16 PDM groups and 30 enterprises, 20 groups with 30 enterprises Kabuga, 13 groups with 51 enterprises Nyamacumu and 12 groups with 30 enterprises Kyesamiire making a total of 61 PDM groups and 141 enterprises in Muhorro Sub County.

The common tribes in Muhorro include bannyoro, batooro, bakonjo, bannyarwanda, banyankole, baganda among others. citizens subscribe to different religions namely; Catholics, faith of unity, Protestants, Seventh Day Adventist Church, Islam and Pentecostals and majorly grow crops like maize, cassava, beans, Irish potato, sweet potato, coffee, ground nuts, sugar canes, sorghum, rice and bananas.

The sub county has one government health centre iii located at Kabuga with various drug shops. Muhorro has both 6 private and 4 government primary schools without a secondary school causing high rates of school dropouts at primary level.

1.2.4 Background of Kyankorogoto village

Kyankorogoto is situated in Kabuga parish, Muhorro Sub County with 3 roads namely, Kyankorogoto Busirabo A road, Kamara road and Kyankorogoto Kenga road. The village has 103 households sharing 2 protected water sources and 4 shallow wells.

The village has 60% of non-going school children with 80% households without pit latrines and semi-permanent pit latrines.

1.2.5 Background of Kyabasenja village

Kyabasenja village lies in Kabuga parish of Muhorro Sub County with a total number of 113 households, and having one major road going through it of Kyabasenja - Kyanyarare road.

The village has 65% of non-going school children with 20% households without pit latrines and 15% semi-permanent pit latrines as well as the one borehole and 2 in protected water sources.

1.3 Objectives

1.3.1. General Objectives

To amplify rural transformation through Community Action Plan and participatory action planning using the Epicentre strategy

1.3.2 Specific objectives

- i. ARU interns have capacity to contribute to the efficiency and effectiveness of systems and structures in service delivery of 7 lower local governments in Kagadi and Kibaale districts.
- ii. ARU interns as potential Epicenter Managers demonstrate an understanding of the Epicenter Strategy in the realization of Uganda Vision 2040
- iii. ARU interns have the capacity to conduct Community Action Plan as a democratic bottom up process to cause rural transformation
- iv. ARU interns having the capacity to conduct PAR and develop plans to create change in the community

1.3.3 Learning outcomes

Effectively conduct research on systems and structures in project conceptualization, design, implementation, monitoring and evaluation at lower local governments.

Apply various mechanisms for implementation of the epicentre strategy in the implementation of Parish Development Model and realization of Uganda vision 2040

Facilitate Community Action Plan or PAR

Demonstrate and practice good working ethics, communicate effectively and exhibit good interpersonal skills

Apply skills in carrying out data collection exercises and analysing data using EXCEL or SSPS.

Train sub county and local leaders in the principles of a learning organization

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; Internship plan, Reports, Publications, Policy briefs and manuscripts

1.5 The scope of the internship

1.5.1 Geographical scope

The internship was carried out in Kyankorogoto and Kyabasenja Villages, Kabuga parish, Kagadi Sub County, Kagadi District, western Uganda.

1.5.2 Time scope

The internship lasted for 5 months from June 2023 – October 2023.

1.5.3 Content scope

The practicum program covered areas of care economy, Human Rights, governance, food and nutrition, child negligence, hygiene and sanitation, agriculture and income generation.

1.6 Significance of the internship

This exercise is part of the broader internship Program that is a requirement for the fulfilment of the student's completion of Bachelors of Rural Development at African Rural University.

The information from this internship will be used as a benchmark by other development workers to design interventions towards transforming rural communities.

To build a strong relationship between ARU and lower local governments of the sub county as well as

Internship avails students with hands-on experience to face the world.

1.7 Conclusion

Subsequently, looking at the general background and its profound subjects in the previous pages, attention is now being placed to the literature in the continuing pages of chapter two

2.0 CHAPTER TWO LITERATURE REVIEW

2.1 Introduction

This chapter presents related literature on different aspects that impacted the ARU internship in 2023 in relation to the internship objectives. These aspects included; visionary and creative approach, community action planning, participatory approach, participatory action research, transformation, development, integrated rural development, women empowerment, rural development, Human Rights Based Approach to Programming, community driven development, care economy, governance, sustainable development goals, children rights, Africa agenda, Uganda vision, local government structures, epicentre strategy and appreciative inquiry.

2.2 Literature in relation with objective one (i)

2.2.1 Governance

Governance has been defined to refer to structures and processes that are designed to ensure accountability, transparency, responsiveness, rule of law, stability, equity and inclusiveness, empowerment, and broad-based participation. (Education, 1995-2003) In a broad sense, governance is about the culture and institutional environment in which citizens and stakeholders interact among themselves and participate in public affairs.

Governance is a system and process, whereby successful implementation of a good governance strategy requires a systematic approach that incorporates strategic planning, risk management and performance management. (Today, 2023)

2.2.3 Local government structures

Local government is provided for by the Local Governments Act 1997, and it is enshrined in Chapter XI of the constitution. The Ministry of Local Government is responsible for local government, which comprises political and technical personnel at the district council which is the peak of a five-tier structure. Other tiers comprise county and municipal councils; sub-county and town councils; parish councils; and village and ward councils. (Uganda, 1997)

2.2.4 Systems thinking

Systems' thinking is a holistic approach to analysis that focuses on the way that system constituent parts interrelate and how systems work over time and within the context of larger systems. According to systems thinking, system behaviour results from the effects of reinforcing and balancing processes. A reinforcing process leads to the increase of some system components. If reinforcement is unchecked by a balancing process, it eventually leads to collapse. A balancing process is one that tends to maintain equilibrium in a particular system. (Lutkevich, 2023)

Systems thinking often involve moving from observing events or data, to identifying patterns of behaviour overtime, to surfacing the underlying structures that drive those events and patterns. Systems thinking require a shift in mind set, away from linear to circular since everything is reliant upon something else for survival. Humans need food, air, and water to sustain our bodies, and trees need carbon dioxide and sunlight to thrive. Everything needs something else, often a complex array of other things, to survive. (Team, 2015-2023)

In systems thinking, synthesis is crucial as it combines two or more things to create something new. Synthesis is about understanding the whole and the parts at the same time, along with the relationships and the connections that make up the dynamics of the whole.

2.2.5 Appreciative Inquiry

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, analysing why it is working well and then doing it more. Appreciative inquiry has 5 principles namely: Simultaneity, Constructionist, Poetic, Anticipatory and Positive principle. (Meier, n.d.)

The Constructionist Principle explains that Organizations are co-constructed by the discourse of the participants' interactions. The purpose of an inquiry is to generate new stories, language, and ideas. (Evaluation, 2021)

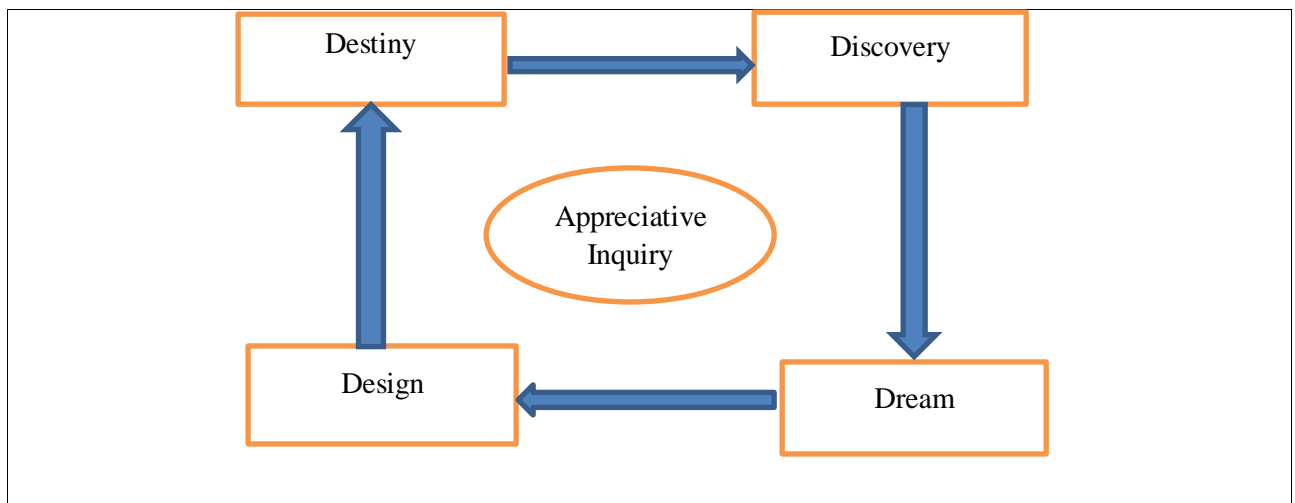
The Principle of Simultaneity clarifies that the answers are implicit in the questions asked.

The Poetic Principle: The story of the organization is always being co-authored by people within it through their stories. So, choosing the topic of inquiry can change the organization.

The Anticipatory Principle: Understanding that our actions are guided by our vision of the future, and creating a positive image of the future to shape present action.

The Positive Principle: Positive organizational change requires positive sentiments, such as hope, inspiration, camaraderie, and the strengthening of social bonds.

Appreciative inquiry has 5 steps of defining what you want to achieve, discovering what the organization's strengths are, dreaming what the future could look like and designing a plan to make it happen as well as deploying the plan to put it into action.



2.3 Literature in relation with objective one (ii)

2.3.1 Rural development

Rural Development is the process of improving the quality of life and economic well-being of people living in rural areas, often relatively isolated and sparsely populated areas. According to Harris, rural development can be viewed as a state-led activity and a focus for development policy and a broader process of change in rural societies, which may or may not involve state intervention. To him, agriculture is an obvious sector in which to concentrate efforts to promote growth as well as integrating health, education and economic activities outside the agricultural sector. (wikipedia, 2023)

2.3.2 Integrated rural development (IRD)

Integrated rural development gives particular emphasis to the involvement of the less privileged strata through an appropriate design of development programs. One of the critical elements is to assure a greater participation in planning and implementation through the establishment of people's organizations and a functional decentralization of decision-making. (Leupolt, 2008) (Wikipedia, 2023)

2.3.3 Epicentre strategy

Epicentre is a place where people come together to learn, discuss concepts, share ideas and generate energy for focused action. The envisioned community based epicentres (CBE) institutes of a resource centre (including meeting/ training room; internet café; library; office for rural transformation specialist and para-extensionists), fields to test and demonstrate sustainable agricultural and agri-business best practices, demonstrations of appropriate rural technologies and outreach facilities in the form of field demonstrations in centres of excellence owned by exemplar community members as well as other elements that enhance the role of the Community Based Epicentre. (URDT, 2021)

The epicentre strategy raises consciousness and training to deal with mind-set change, ensures extension and training in interrelated disciplines, shares information and dialogues using the 2-generation approach at the 3 level of interventions that is at the Sub County, household and village as well as at an individual level. Epicentre managers are placed in a sub county and work with 2 villages per year so as to affect development through a Community Driven Development approach.

2.3.4 Parish Development Model (PDM)

The Parish Development Model (PDM) is a government-led initiative in Uganda aimed at transforming subsistence households into the money economy and lifting 17.5 million Ugandans in 3.5 million households out of poverty. The PDM initiative was launched on 26 February 2022 in the eastern district of Kibuku by the President of Uganda Yoweri Museveni.

PDM has seven fundamental pillars of production, storage, processing and marketing, infrastructure and economic services, financial inclusion, social services, mind-set change, parish based management and information system as well as governance and administration.

Each parish develops a Parish Development Plan (PDP) that outlines the key development priorities and strategies for achieving them and is developed through a consultative process

involving all stakeholders in the parish, including local government officials, community leaders, and members of the community. The parish revolving money is to be channelled through SACCOs with the help of parish chiefs. (wikipedia, 2023)

2.3.5 Uganda vision

The National Planning Authority in consultation with other government institutions and other stakeholders developed a Uganda Vision 2040 and was launched on 18th April 2013 with the vision of transforming a Ugandan Society from a Peasant to a Modern and Prosperous Country within 30 years. This involves changing from a predominantly low income to a competitive upper middle income country within 30 years. Uganda Vision 2040 builds on the progress that has been made in addressing the strategic bottlenecks that have constrained Uganda's socio-economic development since her independence, including; ideological disorientation, weak private sector, underdeveloped human resources, inadequate infrastructure, small market, lack of industrialization, underdeveloped services sector, underdevelopment of agriculture, and poor democracy, among others. (2024/25, 2021-2025)

The Uganda vision is in a series of six NDPs that guide the nation and deliver the aspirations of the people of Uganda, as articulated in Uganda Vision 2040. NDPIII (2020/21 – 2024/25) builds on the progress made, learns lessons from the planning and implementation experiences of NDPI and NDPII, and overcomes some of the challenges encountered. NDP iii aims at enhancing value addition in Key Growth Opportunities (Agriculture, Tourism, Minerals, Oil and Gas and Knowledge), Strengthening the private sector to drive growth and create jobs, Consolidating and increasing the Stock and Quality of Productive Infrastructure, Increasing Productivity, Inclusiveness and Wellbeing of the Population and Strengthening the role of the public sector in the growth and development process. (Y, 2020)

2.3.6 Care economy

The care economy is a socio-economic concept that promises to advance both growth and gender equality by investing in the care services that are now mainly provided through the unpaid labour of women who remain outside the workforce. Care work is to be found across formal and informal economies such as health services like childcare, early childhood education, disability and elder care which is formal and public. The economy operates on three principles namely; ecosystems, money systems and human relations that are integrated to trigger development. (UNDP, 2020)

2.4 Literature in relation with objective one (iii)

2.4.1 Community Action Planning (CAP)

The community action plan is one of the participatory tools used to build the capacity of community members in taking action in accordance with the problems, needs, and potential of the community. A community action plan is a road map for implementing community change by identifying and specifying what will be done, who will do it and how it will be done. In other words, the action plan describes what the community wants to accomplish, what activities are required during a specified timeline and what resources (money, people and materials) are needed to be successful. (Keller, n.d.)

2.4.2 Community driven development (CDD)

Community-driven development is a development initiative that provides control of the development process, resources and decision making authority directly to groups in the community. CDD programs operate on the principles of transparency, participation, accountability, and enhanced local capacity. CDD projects work by providing poor communities with direct funding for development with the communities then deciding how to spend the money. The community also plans, builds the project and takes responsibility for monitoring its progress. (S. Alkire, 2001)

The World Bank (WB) describes CDD as an approach that gives control of development decisions and resources to community groups. Poor communities receive funds, decide on their use, plan and execute the chosen local projects, and monitor the provision of services that result. It improves not just incomes but also people's empowerment, the lack of which is a form of poverty as well.

2.4.3 Transformation

Transformation is change that is profound, radical, and sustainable; change that is fundamentally and indelibly alters the very nature of something. The Wheel of Change is a transformative model that helps identify the constellation of factors that must be attended to facilitate this deep change in a person, on a team, or within an organizational system. (Wood, 2017)

2.4.4 Development

Development is a process that creates growth, progress, positive change or the addition of physical, economic, environmental, social and demographic components. The purpose of development is a rise in the level and quality of life of the population, and the creation or expansion of local regional income and employment opportunities, without damaging the resources of the environment. Development is visible and useful, not necessarily immediately, and includes an aspect of quality change and the creation of conditions for a continuation of that change.

According to Simon Kuznets (1971), “Development is a process of qualitative change and quantitative growth of social and economic reality.”

Amartya Sen defined development as a “capability approach,” which defined development as a tool enabling people to reach the highest level of their ability, through granting freedom of action, i.e., freedom of economic, social and family actions. (SID, 2021)

2.5 Literature in relation with objective one (iv)

2.5.1 Participatory Action Research (PAR)

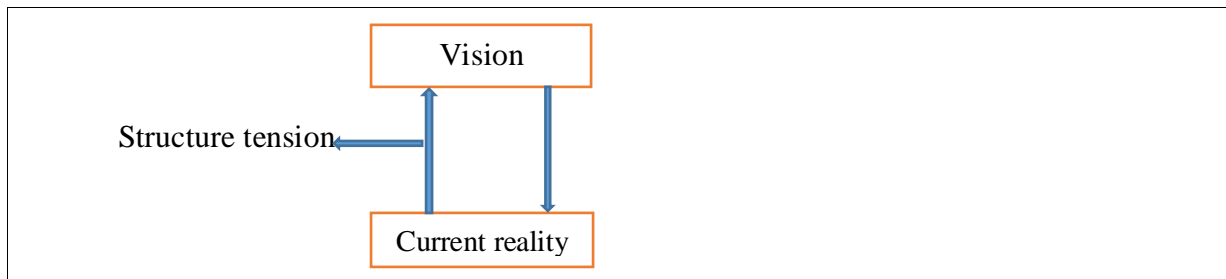
Participatory Action Research (PAR) is an approach to inquiry which involves researchers and participants working together to understand a problematic situation and change it for the better. PAR focuses on social change that promotes democracy and challenges inequality. It is an iterative cycle of research, action and reflection; and often seeks to ‘liberate’ participants to have a greater awareness of their situation in order to take action (studies, n.d.)

2.5.2 The Visionary Approach

The Visionary Approach has three elements: Vision, Current Reality and Structural Tension. A vision is defined as a clear and a compelling mental picture of what one truly wants (desired future) formulated in the present as if it was already achieved. Current Reality (CR) is a clear and true description of the existing situation in relation to the vision. Structural Tension (ST) is developed when one holds the vision and current reality at the same time. This discrepancy is the power from within which, if well resolved, creates change because the natural tendency is that tension seeks resolution. The power to attain one’s aspirations resides in how one works with the Structural Tension. (URDT, 2021)

Ross Dawson explains seven attributes of visions as being distinctive, compelling, challenging, achievable, inclusive, aligned and clear.

Illustration of a structure tension chart



2.5.3 Human Rights Based Approach to Programming (HRBAP)

A human rights-based approach is a conceptual framework for the process of human development that is normatively based on international human rights standards and operationally directed to promoting and protecting human rights. It seeks to analyse inequalities which lie at the heart of development problems and redress discriminatory practices and unjust distributions of power that impede development progress.

A human rights-based approach to programming means for UNICEF that the ultimate aim of all UNICEF-supported activities is the realization of the rights of children and women, as laid down in the CRC and the CEDAW. Human rights and child rights principles guide the organization's work in all sectors and at each stage of the process

2.5.4 Children rights

The 1989 Convention on the Rights of the Child (CRC) defines a child as any human being below the age of eighteen years. Uganda is a signatory to the convention and ratified the rights in its constitution under the children act chapter 59. Children's rights cover their developmental and age-appropriate needs that change over time as a child grows up. These include; right to health, education, family life, play and recreation, an adequate standard of living and to be protected from abuse and harm among others. Uganda is entitled to promoting and protecting these rights. (UNICEF, 2019)

2.5.5 African agenda

Agenda 2063 is a strategic framework for the socio-economic transformation of the continent within a 50-year period, from 2013 to 2063. It is Africa's blueprint and master plan for transforming Africa into the global powerhouse of the future. An integrated continent, politically united, based on the ideals of Pan-Africanism and the vision of Africa's

Renaissance, A prosperous Africa based on inclusive growth and sustainable development, An Africa of good governance, democracy, respect for human rights, justice and the rule of law, A peaceful and secure Africa, An Africa with a strong cultural identity, common heritage, values and ethics, An Africa whose development is people-driven, relying on the potential of African people, especially its women and youth, and caring for children.

2.5.6 Sustainable development goals

The Sustainable Development Goals (SDGs), also known as the Global Goals, were adopted by all United Nations Member States in 2015 as a universal call to action to end poverty, protect the planet and ensure that all people enjoy peace and prosperity by 2030. The SDGs are 17 in number namely; zero hunger, no poverty, good health and wellbeing quality education, gender equality, clean water and sanitation, affordable and clean energy, decent work and economic growth, industry, innovation and infrastructure, reduced inequalities, sustainable cities and communities, responsible consumption and production, climate action, life below water, life on land, peace, justice and strong institutions, partnerships for goals. They are integrated action in one area will affect outcomes in others, and that development must balance social, economic and environmental sustainability. (UNDP, 2020)

2.6 Conclusion

After looking at related literature with its splendid substances above, devotion is put to methods, tools and materials used during internship in the proceeding pages of chapter three

3.0 CHAPTER THREE: METHODOLOGY AND TOOLS

3.1 Introduction

The chapter provides for the data collection methods, tools and techniques applied during internship to create a strong and functional interface between ARU and local communities. It shows methodology used to achieve specific objectives. The instruments and methods used include; visionary approach (VA), Appreciative Inquiry (AI), Community Action Planning (CAP) observation, documentation, home visit, interview and Instruments of mobilization. Tools used were; URDT scroll, flip chart, pen, markers and notebook.

3.2 Methodology

3.2.1 Visionary Approach (VA)

The method was used to facilitate the whole process of rural transformation through conscious rising and training people in rural areas to obtain skills in envisioning their desired future, how to come up with effective action steps towards realizing their visions.

The intern and EM enabled the community members of Kyabasenja to envision the future they aspired for and developed a vision, assessed their current reality and developed plans to enable them attain their vision.

What type of household, group and village do you want, what is the current status of household, group and village and what can be done in order to achieve what the household, group and village want? These were the guiding questions in the process.

3.2.2 Community Action Planning (CAP)

The intern and EM used the method and organized community meetings with the local leaders to articulate the vision of the community through asking the type of community they want, the current status of the community and what to be done in attaining the aspiration of the community. After answering all the questions, the intern wrote down the community vision in form of an STC including the due date and responsible person in ensuring that the village attained its vision.

3.2.3 Participatory Action Research (PAR)

This method was used by the intern and EM at individual, household, group and community level where local priorities and perspectives were followed in developing visions, action steps and in assessing current reality. While inquiring why there were many non-school going children in the community, people gave their views and resolutions on what to do through casting votes on a piece of paper we gave them.

3.2.4 Appreciative Inquiry

The intern and EM used this approach in identifying within the community what worked, why it was working and it was done more at individual, household, group and community level. The method was applied when people recalled the good times they had had, and how they can create more at the discovery stage. The people formed a vision, designed the way to attain it and implemented it at the delivery stage.

3.3 Techniques used

3.3.1 Interview

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 through the process of formulating work plans in the form of STC at individual, household, group and village level. The process of PAR and handling cases of children rights all were as a result of interviewing.

3.3.2 Observation

This is a kind of method that requires one to use necked eyes to find out the results needed. The intern observed the hygiene and sanitation of individuals, households and the community by assessing whether they have rubbish pits, latrines, drying rack, tip tap while assessing their

conditions. Post-harvest handling techniques, water harvesting systems were also assessed through observation.

3.3.3 Home visits

The intern made home visits to different households so as to make work plans, monitor and evaluate the progress of individuals, groups, households and villages in attaining their visions.

3.3.4 Documentation

The intern used URDT scroll in facilitating the whole process of visionary approach, developed plans were written on flip charts, markers were used in writing the formulated visions while a notebook and pen wrote down information captured by the intern like the background of villages and Muhorro sub county.

3.3.5 Instruments of mobilization

The telephone was used by the intern to mobilize community and group meetings as well as organizing Community Development Work

3.3 Conclusion

Once done looking at the different methodology and tools used during internship with its noticeable relevance in the previous pages, attention is shifted to chapter four of presentation and discussion of results.

4.0 CHAPTER FOUR: PRESENTATION AND DISCUSSION OF RESULTS

4.1 Introduction

This chapter discusses what transpired during the five months' internship. The results are discussed logically following the internship objectives already provided under chapter one. The chapter also gives highlights on what worked observations, challenges and lessons learnt during internship.

4.2 Presentation and discussion of internship results

4.2.1 In line with objective 1

The intern achieved the following results in line with objective one stipulating that ARU interns have capacity to contribute to the efficiency and effectiveness of systems and structures in service delivery of 7 lower local governments in Kagadi and Kibaale districts.

1. Attended and participated in 4 TPCs

The intern attended and participated in 4 TPC meetings scheduled at Muhorro sub county premises in Nyamacumu. The meetings were attended by the sub county technical staff including agriculture officer, veterinary officer, sub county accountant, health officer, parish chiefs, head teachers, the intern, EM, and SACAO who presided over these meetings and the CDO as the secretary.

During the meeting, all the technical staff including the intern and EM presented and submitted their monthly reports for transparency, accountability and reference.

The activity was relevant in such a way that it enabled the intern to understand how local governments operate and enabled information sharing so as to improve service delivery in Muhorro Sub County through enhanced efficiency and effectiveness of systems and structures.



Figure 1: showing sub county accountant presenting his report during TPC meeting



Figure 2 showing the technical staff during the TPC meeting

2. Facilitated in Kasoga PDM groups meeting

The intern participated in a PDM meeting for Kasoga PDM groups held at the Catholic Church in Kasoga and engaged in registration and cross checking names to rectify mistakes made. The intern found out that the PDM groups in Kasoga parish had not received any money and that was the reason for calling the meeting to understand why.

The meeting explained the technical challenges that had delayed the parish from attaining their PDM money and these included wrong information, lack of phones registered in the names of the individuals as well as some members who had no thumb prints and inadequate equipment for the chiefs like computers.

The intern facilitated the relevance of creating a work plan for each of the groups to work as a blueprint in guiding actions as well as preventing misuse of resources. The intern also advised the people to avoid domestic violence as it creates mistrust, demotivates working and in case of injuries, one cannot work thus thwarting development. This contributed to the efficiency and effectiveness of systems and structures in service delivery of Muhorro Sub County in Kagadi

Illustration of the activity



Figure 1 showing the intern facilitating in Kasoga PDM group meeting



Figure 4 showing the chairperson of PDM making a presentation

3. Participated in a sensitization and awareness meeting

The intern also attended a sensitization and awareness meeting in Kyankorogoto LC1 organized by the LC3 chairman. The meeting entailed the District councillor, speaker, and LC3 chairman, sub county chief LC1 chairman of Kyankorogoto and Nyaburungi, LC1 councillor, intern and the community members of Kyankorogoto and Nyaburungi.

The intern found out that 60% of the children in the area were not going to school, 75% were eating one meal, and most families were growing sugar canes for sale and making alcohol at the expense of food crops resulting in hunger and poverty, and too much drinking of alcohol limiting the productivity of the village.

The intern addressed the community about the impending hunger, poverty, malnutrition deficiencies as a result of food shortage in the villages due growing of sugar canes for sale while neglecting food crops. She called upon the community to set aside land for food growing.

The meeting called upon people to love and work towards the construction of Kyankorogoto parents' primary school; educate their children as a way of generating development. In this meeting, the community was advised to take their children to school, engage in community

development work, improve their sanitation by putting in place dry rockers, latrines and rubbing pits before force is applied before enforcement is done.

The District councillor and LC3 chairman notified people of the on-going government programs like PDM, on-going debate of giving Kagadi district a municipality or a healing city in Kapyemi and the community members requested help from government to enable them use electricity other than staring at the electricity Poles due to high costs required to subscribe.

The activity promoted individual inclusiveness at household and community development, conducive working environment for the intern, promoted sustainable development goal 1,2 and food security and fight hunger, empowered the LC1 chairmen and mobilized community development through participatory community development work.

The total number of attendees were 26 including 20 men and 6 women.

Illustration of the activity



Figure 5 showing the intern attending a sensitization and awareness meeting



Figure 6 showing the LC3 making a presentation in the sensitization and awareness meeting

4. Participated in 2 development meetings

The intern also attended 2 development meetings organized by the LC2 chairman Mr. Bakengesa Richard in Nyaburungi and Kyankorogoto villages. The meeting was called by the LC2 chairman to mobilize the community members to join hands with those of Kyankorogoto to construct a community school as education is a key driver to development.

The intern created awareness of the different facets of development and their interconnectedness with emphasis on education as a key to development by sighting an example of Kyakabadima.

The LC2 and the speaker mobilized the community to lay a foundation for Kyankorogoto parents' nursery and primary School before mobilizing other people to assist them by raising Ug shs 20,000 per household which they agreed to do and a committee was elected to collect that contribution. The meetings were attended by 29 members including 7 women and 22 men of Nyaburungi and 25 from Kyankorogoto making a total of 55 people

The activity was relevant in mobilizing resources for the construction of Kyankorogoto parents' nursery and primary school; communicate to the community the ongoing government programs, promote development, food security, hygiene and sanitation thus contributing to the efficiency and effectiveness of systems and structures in service delivery.



Figure 7 showing the intern facilitating about development in the development meeting at Nyaburungi



Figure 8 showing the LC2 facilitating in the development meeting at Nyaburungi

5. Attended one law defender meeting

The intern also attended a law defender meeting organized by the speaker. This meeting was held in Kabuga trading centre and facilitated by officials from the court who enlightened people on how to attain justice in courts of law. The meeting was attended by 21 members including 7 females and 14 men.

They further expounded on why some suspects are released shortly after being caught due to failure to present evidence of the case. They however also highlighted the loops in the system as corruption.

The GISO declined the fact that corruption is a cause of poor pay among government officials but rather a person's habit and decision. He further explained the incidence where the law works on the poor and those without authority thus crippling justice.

The activity provided the public with knowledge of how to attain justice that they long for, maintain peace and stability, end mob justice and corruption as well thereby promoting SDG 16 of Peace, Justice, and Strong Institutions hence contributing to efficiency and effectiveness of systems and structures in service delivery of Muhorro Sub County.

Illustration



Figure 9 showing law defenders officials presenting

Figure 10 showing the GISO making a submission in the meeting

6. Participated in Youth Livelihood Program (YLP) meeting

The intern also participated in the Youth Livelihood Program (YLP) meeting organized by the CDO to meet Kabuga demonstration youth groups. The intern found out that this youth group had started a school called Kabuga demonstration school and required funding from the government through YLP. The CDO began by defining a Ugandan youth as a person between 18 to 31 years and informed the group that YLP commenced in 2016/2018F/Y and allows a membership of 5-10 people with a maximum of 12 people. He further clarified about the requirements of the YLP groups which were 3 copies of the group constitution, a registration certificate at the Sub County and district level with a registration certificate.

The CDO however explained the group of the likely delay in funding as the money was given out to some youth groups but the recovery is still little. He also explained other government programs like Women Entrepreneurship Program constituting 30% funding, elderly 10%, joint 20%, People with Disabilities (PWD) and PDM.

The activity was relevant in the way that it enabled the intern and group members to know more government development programs that they can embrace to develop themselves which contributed to efficiency and effectiveness of systems and structures in service delivery of Muhorro Sub County.



Figure 11 showing the CDO and Kabuga demonstration youth group members in the meeting

Figure 12 showing the intern making a submission during the meeting

4.2.2 In line with objective 2

The following results were attained in line with objective two that states that, “ARU interns as potential Epicentre Managers demonstrate an understanding of the Epicentre Strategy in the realization of Uganda Vision 2040”

1. Revisited and formulated 33 household visions

The intern and EM trained 33 households of Kyabasenja and Kyankorogoto villages in the visionary approach and work plans were developed in the form of an STC. This was done in a participatory way as people presented what their aspirations are, their current situation and what they’re going to do to attain their aspiration (vision).

During this exercise, the intern found out that most families have visions that are vague but were shaped in the process. She also found out that most people don’t make work plans and so have no sense of direction but rather do what comes in their mind.

The activity enabled people to understand that they are key to their own development and generated plans to guide them in attaining the middle income status enshrined in the Uganda vision 2040 by transcending all barriers to attain their aspirations.

Illustrated household visions



Figure 14 showing some household visions from Kyabasenja village



Figure 13 showing some household visions from Kyankorogoto village

2. Trained pupils and women in making re-usable sanitary pads

The intern together with the EM trained 65 pupils of Kabuga primary School, 45 of Kabuga demonstration primary school both girls and boys on how to make re -usable sanitary pads as well as 5 community women.

Requirements used were; a cotton cloth, 2 ribbons, a towel, buttons, pair of scissors, needle, and threads.

Trace an ordinary pad on a piece of cotton cloth and cut out 2 cloths. Stitch the 2 pieces together leaving one part of the feathers not stitched. Turn the cloth inside out and Make a hole on the un-stitched side and a button on the stitched side. Insert the towel inside or under the ribbons. Then tie the pad on the knickers using a button and wear.

The activity is cost effective for the pupils and parents as it is re-usable, easy to make and comfortable. It aimed at stopping girls from dropping out of school due to lack of sanitary pads, act as a source of income to boys, girls and women as well as promoting personal hygiene and self-esteem thus fulfilling affordable quality education services as an aspiration enshrined in the Uganda vision 2040

Illustration



Figure 14 showing the intern demonstrating to pupils of Kabuga demonstration and Kabuga primary school how to make re-usable sanitary pads

3. Trained care economy

The intern participated in Kyankorogoto coffee growers PDM group meeting scheduled at Kyankorogoto church of Uganda. The chairman welcomed the intern and gave an announcement of the received cheque for some group members who had received PDM money. The group members decided not to give out money to individuals but rather stay in the group to be borrowed at a given interest through the loans committee.

The intern using appreciative inquiry expressed thanks for their creativity and teamwork. She facilitated care economy to the PDM group of coffee growers in kyankorogotoLC1 stipulating the 3 pillars as the ecosystems, human relations and money systems explaining their connectedness. The intern further expounded on the need to protect and promote the ecosystems by afforestation, re afforestation, caring for the needy, people with disabilities as well as building human capital by having strong relations which promote money systems.

This facilitation occurred with the group members of Kyankorogoto PDM coffee growers group at the church of Uganda premises in Kyankorogoto village. The members present were 19 with 11 men and 8 women.

The activity promoted savings and credit cooperatives, team work, protect, promote and preserve the environment, restore ecosystems, promote human capital through building strong relations in the community so as to foster strong money economies as you milk a fed cow. This government program only aims at increasing productivity and provides a shift to producing for sale and consumption other than consumption alone.



Figure 15 showing the chairperson of PDM coffee growers group making a presentation

Figure 16 showing the intern facilitating about care economy to the group members

4. Promoted nutrition and diet

In a bid to promote nutritional diet, the intern demonstrated to pupils of Kabuga primary School how to make sack and kitchen gardens where they planted vegetables to boost their diet. The exercise began with a theory part of explaining the relevance of eating a balanced meal and vegetables were grown that promoted good diet and an illustration of employment benefit to growers.

The activity promoted self-reliance among pupils through income generation, good health and wellbeing which are in line with the SDG 2 of Zero Hunger and Goal 3 of Good Health and Well-being among 52 pupils thus demonstrated an understanding of the Epicentre Strategy in the realization of Uganda Vision 2040.

Illustration



Figure 17 showing the intern demonstrating to the pupils of Kabuga how to make a vegetable garden



Figure 18 showing the intern demonstrating to the pupils of Kabuga how to make a sack garden






Figure 19 showing a tomato seedling in the sack

5. Hygiene and sanitation promoted

In response to promoting vibrant health, the intern demonstrated the construction of 2 drying racks and dug one rubbish pit in two of households of a community of Kyankorogoto. This promoted good health through promoting hygiene and sanitation by ensuring proper waste management as illustrated below. The activity engaged 5 men and 13 women making a total of 18 community members.

The activity enabled the prevention of illnesses resulting from improper hygiene and disposal of wastes and promoted a clean environment as well thus promoting goal 3 of Good Health and Well-being. This demonstrates that ARU interns have an understanding of the Epicentre Strategy in the realization of Uganda Vision 2040.

		
<p><i>Figure 20 showing an intern demonstrating to households the construction of a drying racker</i></p>	<p><i>Figure 21 showing a finished drying racker</i></p>	<p><i>Figure 22 showing a dug rubbish pit</i></p>

The intern and EM visited Kabuga health centre III and facilitated about nutrition and diet, personal hygiene and sanitation to be adopted during antenatal and postnatal period as well as the 3 delays leading to maternal deaths and 3 conditions an expectant mother should consider when choosing a facility of delivery. These included facilities with a doctor, an ambulance and an operating theatre to ensure safety of the baby and the mother.

The training was attended by 37 people with 4 men and 33 women and its relevance was to prevent diseases resulting from poor hygiene and sanitation, promoted good nutritional feeding and husbands were reminded of their role to play In ensuring a vibrant health for his family members.

Illustration



Figure 2 showing the intern facilitating personal hygiene and sanitation and 3 delays at Kabuga health center iii

Figure 23 showing the intern facilitating personal hygiene and sanitation and 3 delays at Kabuga health center iii

6. Promoted afforestation for income generation

The intern and EM demonstrated to Mr. Daniel Twinamatsiko a resident of Kyabasenja on how to make a nursery bed. The intern, EM and Mr. Daniel Twinamatsiko made a nurse bed for eucalyptus trees. The activity entailed digging the soil and raising it from the normal level, sowing the seedlings and making a shade on top of the raised bed.

The activity aimed at generating income through selling the seedlings and also planting them himself for timber and firewood for the household as well as conserving the environment which promoted SDG 8 Decent Work and Economic Growth.

Illustration



Figure 42 showing the intern demonstrating to Mr. Daniel how to make a nursery bed



Figure 43 showing the intern and Mr. Daniel making a shade around the nursery bed

5. Formed a Farmer Family Learning Group (FFLG)

The intern and EM formed a Farmer Family Learning Group with 12 households in Kyankorogoto. The principles of FFLG were properly explained as it includes all age groups and knowledge sharing among the communities as well as its numerous advantages.

A committee was elected in that meeting with the chairperson being Mr Kabaga wilber, internal facilitator Mr Kule Pascal, Secretary Mr Agaba, and treasurer as Mrs Kule and meeting dates were scheduled. In the meeting, organic farming was emphasized and promoted as well as savings in the group so as to promote development in line with SDG 8 of decent work and economic growth.

Members present at the meeting were 12 including 1 woman and 11 men

Illustration









Figure 44 showing the intern facilitating the principles and merits of FFLG during its formation

5. Conducted monitoring and evaluation

In a bid to evaluate the impact of their engagements with the community, the intern and EM carried out a monitoring role on households that they had made work plans with and how far they were in attaining their visions.

By the end of the 5 months' internship, various households had worked towards attainment of their visions but the ones illustrated below had outstanding results.

Illustration

		
<p><i>Figure 45 showing the state of Mr. Mbanji Rwoha's family before forming the vision</i></p>	<p><i>Figure 46 showing the vision of Mr. Mbanji Rwoha's family</i></p>	<p><i>Figure 47 showing the state of Mr. Mbanji Rwoha's family after forming the vision</i></p>
		
<p>Figure 48 showing the vision of Mr. Balyakabo's family</p>	<p>Figure 49 showing Mr. Balyakabo's project of goats after formulating the vision.</p>	<p>Figure 50 showing Mr. Balyakabo's project of chicken after formulating the vision.</p>

4.2.3 In line with objective 3



Under objective iii saying that ARU interns have the capacity to conduct Community Action Plan as a democratic bottom up process to cause rural transformation, the intern realized the outcomes below.

1. Made CAP in Kyabasenja

The intern and EM facilitated a Community Action Plan in the village of Kyabasenja on 27th July 2023. Through participatory Action research, a village work plan was formulated to inform of an STC. The meeting was attended by 31 people 19 of which were women and 12 were men.

This activity catalysed community development, built team learning and working, created awareness that people are key to their own development, promoted bottom up process of planning for rural transformation, gave direction to the community and promoted inclusiveness, innovation and togetherness as people generated plans and worked towards their attainment thus fulfilling SDG 17 of partnerships to achieve the goal. This however indicated that ARU interns have the capacity to conduct Community Action Plan as a democratic bottom up process to cause rural transformation.

Illustration

	
<p><i>Figure 23 showing the intern facilitating the visionary approach during CAP in Kyabasenja village</i></p>	<p><i>Figure 24 showing village members with the formulated STC</i></p>

2. Revisited Kyankorogoto's STC

The intern also revisited the STC for Kyankorogoto village and hatched plans to ensure that the village achieves its work plan. In a bid to have a developed Kyankorogoto, the need of constructing a school in the area as well as converting the 60% non-going school children into elites arose. The arrangements began by mobilizing the local people of Nyaburungi and Kyankorogoto to contribute a fee of Uganda shillings 20,000 per household or make 200 bricks as well as arranging a fundraising for well-wishers. The committee was elected and agreed to hold a fundraiser after the local people have built the foundation. The intern engaged in brick making to ensure the realization of sustainable development goal 4 that emphasises quality education.



Figure 25 showing the revisited STC for Kyankorogoto village



Figure 26 showing the intern digging the soil for brick laying to be used in the construction of Kyankorogoto parents P/S

3. Attended and participated in 2 organising meeting for the school fundraising

The intern attended a meeting organizing a fundraising for the construction of Kyankorogoto parents' nursery and primary school at the church of Uganda premises in Kyankorogoto which is the fruit of the community action planning illustrated in the STC of Kyankorogoto village

In the intern's speech, she called upon the community to work very hard to ensure that the primary School is in place by laying a foundation as a saying in Luganda that says "nannyini mufu yakwata awawunya ate bwolaba akukaabirako, ng'okaabira ddala nnyo". She also told them to have a broader view of constructing a secondary school due to the spacious land donated by the church and also because Muhorro sub county has no secondary school.

During the meeting, a committee was elected to organize a successful fundraising with the chairperson being Bakengesa Richard. The committee included community members, political figures, teachers and counsellors among others. The chairperson mobilized the community members to first construct the foundation of the four class room building with an office for the start as a sign that they really need the school before holding a fundraising.

The relevance of the activity was to enable the construction of 4 classrooms with an office of Kyankorogoto parents' nursery and primary school, to achieve the village work plan of educating the community children as 60 % children weren't attending school, reduce on the long distances children, move every day to go to the nearby schools in Kasoga and Kabuga, reduce on the rate of school dropouts as many end their education at the primary level and to fulfil the government work plan of having a school in each parish due to the on-going

discussions of making Kyankorogoto a parish. In so doing, SDG 4 was being promoted as well as objective 3 of internship.

The meeting was attended by 10 men, 7 women making a total of 17 members.

Illustration






Figure 27 showing the intern in the attending the meeting organizing a fundraising of Kyankorogoto parents primary school

4. Organised and participated in 2 community development work (CDW)

The intern, EM and the LC1 chairman of Kyankorogoto and Kyabasenja organized two Community Development Work. The CDW enabled the clearance of a 0.5 kilometre Kyankorogoto - Busirabo A access road and Kyabasenja- Kyanyarare road having 2 kilometers. The exercise involved 53 local men who used their pangas and sticks to clear the bushy road with a membership of 50 men and 3 women namely the intern, Kabuga parish chief and EM.

The created clear access route eased transportation of goods, services, school going children and people to and from Muhorro Sub County which is in line with goal 11 of Sustainable Cities and Communities.



<p>Figure 28 showing Kyankorogoto- Busirabo A road before the intervention</p>	<p>Figure 29 showing the intern during CDW of clearing the road access</p>	<p>Figure 30 showing the road after the clearing</p>
		
<p>Figure 31 showing Kyabasenja –Kyanyarare road before the intervention</p>	<p>Figure 32 showing the intern during Kyabasenja – Kyanyarare road clearing</p>	<p>Figure 33 showing Kyabasenja –Kyanyarare road after the clearing</p>

4.2.4 In line with objective 4

For objective IV of ARU interns having the capacity to conduct PAR and develop plans to create change in the community, the following outcomes were recognized.

1. Conducted PAR with KUPA group

The intern and EM facilitated Group Action Planning through participatory Action research with Kabuga URDT Parents Association group where a work plan was formulated to inform of an STC. The activity had a total number of 15 members of which 4 were female and 11 men.

The group was also given advice on how to overcome their impending debts by ensuring that each member with debt cultivates ¼ an acre to clear his or her debt.



Figure 34 showing the intern facilitating the visionary approach

Figure 35 showing the formulated STC for KUPA group

2. Trained visionary approach and promoted care economy

The intern trained Nyaburungi Turihamwe group in care economy and visionary approach. Under Care economy, she mobilized planting of trees, organic farming, planting of more food so as to end hunger while ensuring food security.

Upon their request, the intern suggested a laundry bar soap making project which they welcomed and agreed to do it. They agreed to solicit money to buy the materials to be used in soap making.

People understand that they have keys to their own development; people generate plans for their development, gain insight of working on a time table as well as transcending barriers to attain their aspirations. The action also enabled group work and a sense of direction guided by the work plan in the form of an STC where 8 members attended including one man and 7 women. This activity evidenced that ARU interns having the capacity to conduct PAR and develop plans to create change in the community and it encompassed all the 17 sustainable development goals when implemented.

Illustration of the activity



Figure 36 showing the intern facilitating the visionary approach and care economy to the group



Figure 37 showing the formulated STC

3. Promoted the protection of children rights

The intern and EM organized a village meeting in Kyabasenja LC1 to find a lasting solution for the increased number of non-school going children ranging from 40 to 50 pupils ranging from the age of 4 to 17 years.

The intern found out that the rate of non-school going children was on increase, theft and domestic violence as on that real day of the meeting there was fighting between the father and son hence the need for an intervention meeting.

Using PAR, the intern found out that most parents are the root cause of the problem since they were not providing scholastic materials like books, engaged their children in drinking alcohol, sending children to dig, and didn't value education.

It was also found out that one child had been neglected by both parents and left on his own but wanted to be educated. With this case, the GISO ordered the LC1 chairman to take him to school on Monday where he will find him and aimed to mobilize resources for his education.

There were also other children who never wanted to go to school irrespective of their parent's initiative by following their peers who don't go to school but earn money and enjoy films.

The parents were advised to team up and assume their full responsibility of educating their children since it's their right as explained in Ugandan constitution of 1995 chapter 59 of the children's Act and SDG 4 that emphasizes quality education before force is applied.

The meeting was attended by 2 interns, EM, GISO, LC1 chairman, 8 children and the local people, both men (21) and women (10) making a total of 39 members.

Illustration



Figure 38 showing the intern explaining to the community the relevance of education and children rights during in the meeting in Kyabasinja



Figure 39 showing the GISO explaining the role of parents in fulfillment of the children rights

4. Resolved the case of children negligence

The intern and EM managed to resolve one case of children negligence by the parents using a participatory intervention. In the letter dated 20/09/2023, the CDO wrote a letter inviting Mr. Amos Bwambale Friday and the wife to return on that day so as to resolve the issues.

The intern found out that the parents had neglected their responsibility leaving the burden to the grandmother and were engaged in taking alcohol and marijuana.

Due to his absence, the intern and EM resolved the issue by instructing the parents to take full responsibility for their children. They further reconciled the parents who agreed to continue with their marriage and take good care of their children.

However, Mr. Friday requested that they take the second child first and the elderly remains with the maternal grandmother until the end of October. When told, the grandmother agreed on condition that the father will cater for the medical bills in case the child falls sick and also requested us to write an official letter and be signed on which we all agreed to do.

The letter was written and signed by the CDO, Intern, EM, the parents and the grandmother

Mr. Friday was re-united with his wife; the parents assumed their duty of caring for their children, the grandmother was relieved of the caring burden, domestic violence and harassment of the mother by the daughter ended since she went Back to her husband, the couple were advised to stop using drugs and alcohol so as to live a happy life and develop their home as an effect of the activity.

Illustration



Figure 40 showing the intern during the child negligence resolution meeting



Figure 41 showing the resolutions of the meeting

4.3 What Worked

The intern was devoted, hardworking and collaborative that enabled her attain results amidst challenges of illnesses

The rural people are custodians of knowledge with a lot of information on life, health, agriculture, pests and disease only that this knowledge is uncoordinated and needs to be improved.

The intern was also able to learn from the community local remedies for treating stomach ache (ebisojo).

4.4 What didn't work?

Language barrier was also a major challenge that hindered effective communication. This was mitigated by learning the local language and moving with the interpreter

The intern also faced a challenge of change of programs with in the communities due to death of people and distribution of mosquito nets leading to less time for CAP training session. This was overcome by re scheduling the programs.

Sickness of the intern created delays in creating results. The intern mitigated it by accessing medication quickly

Poor time management by the community members especially during meetings was overcome by mobilising members' household to household to come for meetings.

Limited access to internet and network created communication gaps

During the rainy season, movements were limited, meetings postponed, time consuming and community members were busy in their gardens thus crippling the intern's performance for CAP. This was mitigated by moving with boots to access impassable roads and re scheduling meeting

4.5 Lessons Learnt

The intern learnt how to treat stomach ache resulting from people who are witch. (ebihala or ebisojo) as called in the local language. This would be treated using the leaves and roots of spear grass, black jack (biden pilosa) and osilindia oppisita(olutotoima).

The preparation method entails collecting all the types of herbs, washing them with clean water and then pounding them. After pounding, you add a little water, then mix and sieve. Then give to the patient 3 times a day for 2-3 days.

Illustration



Figure 51 showing local herbs for treating stomach ache (ebisojo/ ebihala)

When people create something new, positive energy increases which keeps them creating more and more.

Appreciation of cultural diversity is important in rural transformation specialists.

Effective communication in the local language is very vital in rural transformation.

Creating a result builds more energy to work towards achieving others (results).

Creating a collaborative environment in form of socialization, sharing and networking with the people are important aspects in carrying out PAR in communities, as it eases community mobilization at all levels.

4.6 Conclusion

Subsequently, looking at the 5 months' results discussed in line with the internship objectives, highlights on what worked, challenges and lessons learnt, emphasis is shifted to the general conclusion in the proceeding pages under chapter five.

5.0 CHAPTER FIVE: CONCLUSION AND RECOMMENDATIONS.

5.1 Introduction

This section presents conclusion and recommendations based on the issues that featured in the above chapters.

5.2 Conclusion

The conclusion was resulted from the internship objectives as clarified below;

The intern effected the efficiency and effectiveness of systems and structures in service delivery of Muhorro sub county lower local government through Attending and participating in TPC, development, law defender and Youth Livelihood Program (YLP) meetings, registration and holding PDM meetings as well as engagement in sensitization and awareness meetings. This was in line with objective one.

In line with objective two, the intern contributed to the realisation of Uganda vision 2040 by Revisiting and formulating 33 household visions, training pupils and women in making re-usable sanitary pads, encouraging people to embrace PDM program to attain resources for funding production, promoted nutrition and diet, Hygiene and sanitation, afforestation for income generation, formed a Farmer Family Learning Group (FFLG) and conducted monitoring and evaluation to assess the level of impact of the activities as well as training people in the care economy strategy thus promoting SDGs.

Through community action planning in form of an STC, the intern promoted a democratic bottom up process to trigger rural transformation as communities participated in community development work like pioneering the construction of a community school, clearing roads and cleaning water sources. This was in line with objective three

Basing on objective four, by conducting PAR, plans were developed at individual, household, group and community level to command change in the community. In so doing, PAR with KUPA was conducted, care economy and children rights promoted and protected through resolving the case of children negligence.

5.3 Recommendations

The recommendations are in line with the weaknesses that need to be addressed by the different stake holders and they include; ARU, students, the sub county staff and the community

5.3.1 To the university

More CAP trainings need to be conducted in order to awaken the sleeping genius of individuals for transformation to take place.

The university should introduce a counselling course unit to the bachelors of rural development program.

To go back to the original program of introducing the intern to the sub county technical and political staff.

5.3.2 to EM

Rural Transformation Specialists should embrace the care economy and incorporate it in their development strategy since it incorporates love in all its spheres of development.

5.3.3 To the community

Community members should actively participate in community development (CD) activities so as to quicken the process of transforming their areas as well as endeavouring to keep time especially during meetings.

5.3.4 To students

Students should be well conversant with the visionary approach so as to effect transformation at individual, family, group and at the community level.

Appendices

Appendix 1: My STC of five months' internship

Accountable	Vision	Due date
	Contributed efficiency and effectiveness of systems and structures in service delivery of 7 lower local governments in Kagadi and Kibaale districts, demonstrated understanding of the Epicenter Strategy in the realization of Uganda Vision 2040, conducted Community Action Plan as a democratic bottom up process to cause rural transformation and PAR to create change in the community	
	Action Steps	
Faculty supervisor	Validation of results	6/11/2023
EM	5. Conduct monitoring and evaluation of household visions, cap and par activities	23/10/2023
Intern	4. Implement action steps of CAP	30/09/2023
EM	3. Conduct CAP and PAR	31/08/2023
Intern	2. Conduct household visions	30/07/2023
Faculty supervisor	1. Deployment of the intern in the sub county	02/06/2023
	Current reality I have knowledge on how to conduct PAR and CAP, have Field Supervisors And Mentors,	

Appendix 2: Table of summary of results

Facility worked on	Venue	Type of work done	Quantity	Participants	Comment
Community	Kabuga T/C	Justice awareness meeting	1	13	Everyone has a right to attain justice
Meetings	Nyamacumu, Muhorro s/c offices	Participated in TPC meeting	4	11	Knowledge in systems and structures of local governments
Re-usable sanitary pads	Kabuga primary SCH, Kabuga demonstration school and Kabuga women	Sewing and knitting	3	115	People gained knowledge in making re-usable pads
Meeting	Kyankorogoto	Sensitization and awareness	1	26	Government programs communicated
Meeting	Kabuga t/c	YLP	1	12	YLP explained
Meeting	Nyaburungi and Kyankorogoto	Development elements explained	2	55	Development mobilised
Household visits	Kyankorogoto and	STCs developed	33	33 households	Intensified visionary approach

	Kyabasenja villages				
Care economy	Kyankorogot o coffee growers group and Nyaburungi	Care economy sensitization	2	27	Community mobilized to protect and preserve the environment
PDM groups	Kabuga parish	Registering PDM groups	2	5 groups	More people enrolled for PDM
Expectant mothers	Kabuga health centre iii	Promoted personal hygiene and sanitation, and notification of the 3 delays	1	37	Hygiene and sanitation promoted
School children	Kabuga demonstratio n school	Nutrition and balanced diet	1	52	Employment and nutrition enhanced
CAP	Kyankorogot o and Kyabasenja	Revisited and conducted CAP	2	31	Increased CAP
School meeting	Kyankorogot o church of Uganda	Organizing a fundraising for Kyankorogoto parents P/S	2	29	Increased avenues for raising the construction money of the school
Roads	Kyankorogot o and Kyabasenja	Clearing and slashing bushes on roads	2	53	Increased and improved road access

Group Action Plans	Kabuga and Nyaburungi	Developing group work plans inform of STCs	2	23	Increased participation and envisioning
Children rights	Kyabasenja and Nyamacumu	Resolving a case of child neglect and promoting children education	2	52	Children rights promoted
Nursery bed	Kyabasenja LC1	Made a nursery bed of eucalyptus trees	1	1	income generation, firewood and environmental protection promoted
Hygiene and sanitation	Kyankorogoto	Made 2 drying racks and 1 rubbish pit	2	18	Hygiene and sanitation promoted

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Appendix 4 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.